EFFECTIVENESS OF GUIDANCE AND COUNSELLING PROCEDURES IN THE DEVELOPMENT OF VALUES AMONG LEARNERS IN PUBLIC SECONDARY SCHOOLS IN NAKURU COUNTY, KENYA

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ABSTRACT

In Kenya today, numerous cases of unrest and indiscipline in secondary schools across the country in the last 3 years, create doubts as to the effectiveness of guidance and counselling policies and procedures adopted by schools. Moreover, most schools in Nakuru County exhibit a high level of deterioration of values among students. It appears the values yielded by these procedures are contrary to expectation. Therefore, this study investigated the effectiveness of guidance and counselling (G/C) policies and procedures in the development of values among learners in public secondary schools in Nakuru County. The study adopted a descriptive research design. The target population comprised 285 principals, 2458 teachers and 285 student leaders in the 285 public secondary schools in the county. The study used a sample size of 86 principals, 86 students' representatives and 86 Form three class teachers drawn from 86 schools, which was selected using simple random sampling technique for teachers and purposive sampling technique for principals and student leaders. Data collected was by the use of questionnaires. Quantitative data collected was analyzed using descriptive statistics (frequencies, means, and percentages), while textually analysis was used for analysing qualitative data. The study established that G/C policies and procedures were effective in developing values among learners in most of the Public Secondary Schools in Nakuru County. The types of counseling included career guidance / educational counseling, vocational counseling, social counseling, health counseling, and personal counseling. The effectiveness of the G/C policies and procedures was affected by challenges such as undisclosed information by students due to fear of teachers knowing their personal life, inadequate guiding and counseling offices, inadequate trained counselors, insufficient time for carrying out G/C, lack of role models from the parents, lack of sincerity, lack of total commitment to the work of guiding and counseling, and lack of seriousness in the uptake of G/C services. The study recommended that principals in secondary schools consider scaling up guidance and counselling services and providing requisite support such as an office and materials, as well as training and recruiting more counselors.

KEY WORDS: *Counselling, Guidance and Counselling (G/C) policies and procedures, Values among students, Career Counselling, Personal Counselling*

INTRODUCTION

Education is necessarily a process of inculcating values to equip the learner to lead a life that is satisfying to the individual in accordance with the cherished values and ideals of the society (Gangola, 2015). Value education has been mainly expressed in terms of the development of values and virtues like honesty, self-control, respect, responsibility, and loyalty for personality/character development of the individual per se without situating them in the prevailing social, cultural realities and conditions (Gulati & Pant, 2010). Developing values among students is central to institutional effectiveness towards realizing its mandate. Work values are defined as an evaluative standard or a set of criteria relating to work that guide an individual action (De Vos, Buyens, & Schalk, 2005).

Globally, there appears to be a decline in morals and values among students in schools. The majority of the youths learn to respect, courtesy, consideration, decency, propriety, honesty, and righteousness from a young age and had enough self-discipline to hold to these values (Mokhtar, 2017). However, these moral values and self-discipline are slowly diminishing in schools over the years, as most of the younger generations are gradually disregarding these ethics. This is the trend throughout the world, and examples of studies include in the United States of America (Brimi, 2009), in Jordan (Jarrar, 2013), and in South Korea (Jeong, 2005). This trend is worrying, and thus Governments across the world are making efforts to ensure a shift in the trend through inculcating of the values in schools.

This happens to the situation in most countries in Africa as shown by past studies by Ohwovorione (2013) in Nigeria, who observed that the concern for a sound moral and values status is occasioned by the alarming rate of decline in the moral consciousness among youth and adults in the Nigerian society. In Ghana Ngwokabuenui (2015) found that the familiar and common types of indiscipline as disobedience to teachers and school prefects that included collective misconduct of students and unacceptable habits were on the rise. Likewise, Louw (2009) stresses the existence of a non-ending moral and values crisis in South African schools. In East Africa studies with similar findings include in Musoma, Tanzania, (Masath, 2013), in Wakiso, Uganda, (Kiggundu, 2009), in Muhoroni, Kenya (Simba, Agak, and Kabuka, 2016).

In Malaysia, there is an emphasis on directing management processes towards values such as honesty, respect, peace, love, and tolerance among others (Habibah, Mahyuddin & Pihie, 2004). School leaders play an important role in formulating and implementing policies, procedures, and strategies for managing the students' behavior. Hence, the overall responsibility for students' behavior lies heavily on the shoulders of school leadership. As the 'captain of the ship', it becomes the responsibility of the school leader to have systems in place to prevent disruptive behavior for the smooth functioning and attainment of the school objectives (Kinsler, 2013).

The Problem of Indiscipline in Kenyan schools

Mathai (2015) and Maina and Sindabi (2016) pointed out the increase in students' unrest in Kenya. However, the studies did not examine management procedures. These moral ills have negative implications for society and for education, and that they are mainly the result of a lack of a positive value system in society as a whole. The responsibility of ensuring that school functions are executed correctly and in an orderly manner rests on the effectiveness of management procedures to develop values among learners. Different school environments call for different approaches. In the year, 2015 over 50 schools in 11 counties were closed down in Kenya due to cases of unrest associated with indiscipline. Indiscipline is reported to be high in most schools in Nakuru County.

The rise in cases of indiscipline, which today is evidenced by numerous strikes, destruction of property, burning down of dormitories and unprecedented closure of schools leaves a lot of questions unanswered. The situation was so bad in Nakuru that it led to the temporal closure of the affected schools and causing the same ill spirit of indiscipline to unaffected schools. This has a negative impact on students, especially the KCSE candidates who are supposed to be preparing for the 2016 national examinations. For example, indiscipline aspects such as boycotts, strikes, and demonstrations were the most common discipline problems experienced in Rongai District, a sub-county in Nakuru County. During one of the strikes in 2012, students destroyed property and assaulted two teachers and foreign tourists who were on their way to Lake Baringo. This is a trend experienced in secondary schools across Nakuru County.

The high level of deteriorated values in many secondary schools in Nakuru County is a concern to parents, educationists, and researchers who strongly feel that these aspects need to be studied. Some stakeholders blame the school management and wonder whether the school management procedures laid down to instill values in students are effective. In the county, student behaviour appears to be influenced by student leadership. While it may appear obvious that there is, a problem with school leadership across, this may not be the case. It could

also be because the existing management procedures have not been effective in developing required values among teachers and learners. There is lack of information as to the existence and practice of clear-cut procedures for appointment of student leaders, disciplinary policies and procedures, examination and assessment procedures, and guidance and counselling procedures. This study, therefore, examined the effectiveness of management procedures in developing values among learners in secondary schools to help address this gap in knowledge.

LITERATURE REVIEW
Guidance and Counselling Procedures that contributes towards Development of Values among Students

Jack and Enose (2010), quoting Makinde (1987) defined guidance and counselling as an interaction process co-joining the counselee, who is vulnerable and who needs assistance and the counselor who is trained and educated to give this assistance, the goal of which is to help the counselee learn to deal more effectively with himself and the reality of his environment. Guidance and counselling are assumed to be a process by which teachers and the entire community can apply to students to make positive choices by making a clear link between their (students') behaviour and consequences; values which make up the discipline of the school. The implication is that when student indiscipline issues and their causes (input) are professionally addressed using guidance and counselling (process), the disciplined behaviour expected of students (output) is achieved. The role of guiding and counselling towards the development of values among learners is thus, an important subject, considering declining discipline in schools today.

According to Denga (2001), cited in Mikaye (2012), by the end of the 19th-century guidance and counselling gathered momentum in Europe and the United States of America. Systematic work was done by George Merrill in 1885 at California University. Other contributors to this were Godwin (1911), Weaver (1912) and Davis (1913), (Internet source). In Britain counselling of various kinds came to be offered within the school and college systems in the 1920's as career guidance for young people to adjust to the demands of college life. Witmer (1990) says that African traditions and cultures guided youth in social roles, values, belief system, sex, regimental roles and skills they would need to enhance their culture. As society is dynamic, there are rapid social and economic changes that affect the students in our schools. The adolescents in schools find it difficult to cope with the challenges that come due to their physical, psychological and emotional changes coupled with the rapid changes in the society. It is often difficult for them to make decisions since the traditional setting is no longer in place.

Mikaye (2012) observes that there is agreement among experts that there are three major components of guidance and counselling . These are educational guidance, vocational guidance and personal social guidance (UNESCO module 2000). Under these three major areas, there are several guidance and counselling services, such as appraisal, information, placement, orientation, evaluation, referral, and follow-up. Each of these major components of guidance and counselling alone with their services addresses students' needs, challenges and problems. The goal of guidance and counselling services is to enable each learner in institutions of learning to derive optimal educational benefits so as to actualize his/her potentialities.

A study on student perception on current school counselling service in Sri Lanka was carried out on 100 grade 10 pupils by Chathurika (2015) at four mixed-sex schools in Anuradhapura district. A survey design was employed as the major research approach using questionnaire and interview schedule as instruments for data collection. As the main problem, 65 of pupils confirmed that they do not have much confidence with their school counselor especially with individual counselling in the sense that the responsible teacher was not faithful. From the study above, it can be seen that most pupils perceived their guidance teachers not fully qualified for the job, resulting in a breakdown between them and the school guidance and counselling teachers. According to the data put forth in the study conducted by Chathurika (2015), pupils mentioned that there was no room or place for school counselling in their schools while other schools did not have a proper place for guidance and counselling as the rooms were not in good condition.

According to Eddy et al (2001), cited by Toto (2014), for guidance and counselling to be comprehensive, it should also be relevant for the client, and not merely maintain a status quo. It must be purposeful and designed to meet the priority needs of the clients. There are 3 major components of Guidance and Counseling in schools. These components are educational guidance, vocational guidance and personal and psychological counselling . Educational Guidance is mainly concerned with all those activities that are related to the student's adjustment to his or her educational environment. Vocational Guidance is a career or calling and the word is derived from the Latin word, *vocare*, which means "to call" vocational guidance means helping someone find his or her calling or at least suitable career choice. Vocational guidance is

often started by high schools where students are offered opportunities to research different career possibilities. Personal and Psychological Counselling aims at helping and assisting students who show signs of personality maladjustment, anxiety which is characterized by feelings of impending doom, total failure in the school system, annoyance, unhappiness and feeling of being misunderstood and neglected.

Results in both Chireshe (2006) and Nyambura (2014) suggest that guidance and counselling services were provided in different places some of the locations deemed 'unfit' especially where counselling was concerned. Some guidance lessons or counselling sessions cannot be offloaded in open places, deputy or Principal's offices as these are usually busy, hence are subject to distractions, (Ndhlovu, 2015). Put rightly, these places are against the ethics of the field, since they do not uphold privacy and confidentiality especially where the issue under discussion are very sensitive like in the case of social personal counselling contrary to educational or vocational counselling . To this, Ndhlovu (2015) put forth an assertion that guidance may be given anywhere but counselling needs privacy if it is to be effective.

Mweemba (2016) studied pupils' perceptions of guidance and counselling services provided in selected secondary schools in Mazabuka district, Zambia. The sample size of the study was 371 participants: 4 Principals, 4 guidance and counselling teachers and 363 pupils. The study revealed that social, vocational, educational, personal, health, spiritual and moral guidance and counselling services were offered to pupils. However, some schools stressed more importance to particular types of guidance and counselling to pupils in particular grades at the expense of other types and pupils in other grades. there was lack of privacy and this made the counselee very uncomfortable. The study revealed that unclear procedures had effected the effectiveness of the G & C programs in schools. However, the focus of Mweemba's study was in public primary schools and not public secondary schools. In a similar study, Momanyi (2013) alluded to the fact that pupils were afraid to meet the school guidance and counselling teacher because pupils perceived them to be impatient. With such sentiments uttered by pupils, one would then question how pupils in secondary schools of Mazabuka perceive guidance and counselling services availed to them. This defeats the principles of counselling such as neutrality, acceptance and flexibility.

Toto (2014) studied the effectiveness of guidance and counselling counselling in managing students' discipline in public secondary schools in

Kandara District, Murang'a County. This study adopted a descriptive survey design to target 50 secondary schools, 50 Principals, 50 heads of guidance and counselling counselling department and 12,500 students from the public secondary schools in Kandara District. The study found out that group and peer counselling counselling were offered in schools. The study established that class teachers, dorm masters, deputy principals and principals were regularly involved in guidance and counselling counselling . Most of the students were not willing to seek guidance and counselling counselling when faced with problems. The findings point to the fact that when guidance and counselling counselling are not adhered to, the effectiveness of counselling is compromised.

Chepkemei (2014) studied the role of guidance and counselling services in boarding secondary schools' students' discipline and performance in Ole Ankale zone in Narok Central Division, Narok North District. The researcher used the descriptive survey design to carry out the research. The study sample was made up of 3 boarding secondary schools, 1 mixed school, 1 boy school, 1 girls school, 2 principals, 5 teacher counsellors and 160 students. found that character formation is achieved through intense formal and informal programmes for guidance and counselling . It is through guidance and counselling that students remain disciplined and focused in life. However, the study did not look at how Guidance and Counselling Procedures contributed to the development of values among students.

Oyieyo (2012) investigated the influence of guidance and counselling services in public secondary schools' students' discipline in Kabondo Division, Rachuonyo District. The researcher used the descriptive survey design to carry out the research. The respondents for this study were 20 secondary school principals, 20 teacher counsellors, and 144 form 4 students. The study findings revealed that guidance and counselling services were offered in the schools. The researcher observed that it was through guidance and counselling that students remain disciplined and focused in life. through guidance and counselling students are assisted to be disciplined and become able to deal with the challenges and realities they face in their academic, social and physical environment. The concept of matching discipline and guidance and counselling helps to determine the value of guidance and counselling to students in schools.

Simatwa (2007), while studying indiscipline situation in Kenya, stresses the need for guidance and counselling in secondary schools. The researchers observe that the role of guidance and counselling in the administration and management

of student discipline in Kenya has been recognized by the various government policy documents since independence. The "Report of the National Committee on Educational Objectives and Policies of 1976" recommended that guidance and counselling be taught using subjects like Religious Education, Social Education, and Ethics to enable the school to promote the growth of self-discipline among students (the Republic of Kenya, 1976). The "Report of the Task Force on Students Discipline and Unrest" (the Republic of Kenya, 2001) recognized the use of Guidance and Counselling Counselling in the management of students' discipline in schools due to its proactive approach. Despite these recommendations, the use of guidance and counselling services was still wanting in helping curb indiscipline in schools, which was increasing. Infractions that require guidance and counselling include assault, arson, fighting, and theft, and vandalism, destruction of school stores, administration blocks, libraries, harassment, riots and rape and loss of lives. In 1980, recorded cases of schools that experienced these cases of indiscipline were 22 (0.9). This increased to 187 (7.2) in 1990.

Oyieyo (2012) in a study in Kenya argues that discipline is a rudimentary ingredient that plays a crucial role in the school system and insists on upholding the moral values of students. It is intended to suppress, control and redirect behaviour. In a school system, all students must be aware of the rules before disciplinary action can be administered. The school administration needs to ensure that there are appropriate procedures are in place.

Values among Learners
Gumisiriza (2012) observed that secondary school students indulge in high-risk behaviours involving drugs, alcohol abuse, and sexual relationships, for instance, the case of a grade 12 pupil who was found trafficking in marijuana and pleaded guilty by saying he was in possession of the drug because he wanted to use it for smoking. Several grades 12 pupils where reported engaging in sex and beer drinking bash in Choma (Post Newspaper, 31st October 2015) while at Chikankata secondary school in Southern province again, 12 pupils were found having illicit sex in the dormitory (Times of Zambia, 17/03/2013).

Leichsenring (2010 mentions a number of values that critical among the youth. The list of values are listed and brief definitions of scope are offered for each of them: *care and compassion:* care for self and others; *doing your best*: seek to accomplish something worthy and admirable, try hard, pursue excellence; *fair go:* (a particularly Australian ideal!): pursue and protect the common good where all people are treated fairly for a just society; *Freedom:* enjoy the rights and privileges of being an Australian citizen, free from unnecessary interference or control, and stand up for the rights of others; *Honesty and Trustworthiness:* be honest, sincere and seek the truth; *Integrity:* act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds; *Respect:* treat others with consideration and regard, respect another person's point of view; *Responsibility:* be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways contribute to society and to civic life, take care of the environment; and *Understanding, Tolerance, and Inclusion*: be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

Theoretical Framework
The Goal Setting Theory (1999) and Theory of Classical Conditioning (1929-1936) supported this study.

Goal-Setting Theory
This study was guided by Okumbe's (1999) Goal Setting Theory. In this theory, Okumbe argues that goal setting is central to the management of human beings. Goal setting theory is a motivation theory applicable in industrial and organizational psychology, human resource management and organizational behavior. Goal setting involves establishing specific, measurable and time-targeted objectives. Further, it is a major component of the social, intellectual and moral development of individuals. Goal setting suggests an effective tool for making progress by ensuring that participants in a group with a common goal are clearly aware of what is expected of them if an objective is to be achieved. Goldstein (1993) adds that goal setting provides a 'sense of direction', which enables people to specify their work towards their own objectives.

The theory is relevant to this study in that through policies and guidelines that involve proper communication of goals to the students and help manage the learning environment in school and classroom, they are learned to practice and behavior. Students go through the school system not only with academic achievement but enriched with good values. In other words, goal setting contributes to good discipline leading to a good performance in KCSE. Disciplined students work hard to achieve their set goals and objectives.

Theory of Classical Conditioning
The theory of Classical Conditioning was developed by Ivan Pavlov (1929-1936) who concluded that a dog learned to salivate whenever a bell was rung. He undertook many trials and each time the bell was sounded the dog salivated and the food was simultaneously presented. The conditioning theory has therefore been adopted in

research because it was assumed that procedures put in place by the management had an effect of triggering certain behavior or developing specific values in students. Evaluations and formative tests did influence positive action from students that is, whenever subject matter/content was taught, followed by much continuous assessment (trials) exercises. Pavlov suggested a Conditioned Response (CR) that refers to student's reactions that develop as a result of training/teaching in this study. A Conditioned Stimulus (CS) refers to incentives that evoke CR through training/teaching.

This theory is relevant to this study in that in this study, it is assumed that positive values promoted among students where the Conditioned Response (CR), the continuous assessment was the Conditioned Stimulus (CS), and teaching was the Unconditioned Stimulus (US). Students learn some good behavior in school. They learn that they if they break rules and regulations put in place they will be punished. They also learn to appreciate the value of virtues such as honesty, obedience, integrity and self-management just to mention but a few.

RESEARCH METHODOLOGY
Research Design, Population and Sampling

The study adopted a descriptive research design. The target population was 285 public secondary schools in Nakuru County (Nakuru, County Education Office, 2014), from which an accessible population of 285 school principals, 285 teachers, and 285 students' representatives was used. However, since the study focused also on classroom management practices, the target population of teachers comprised of Form three class teachers who were estimated at 285. Stratified random sampling technique was used in the identification of the schools, while cluster sampling was used in identification of the population segments, due to their heterogeneous nature.

A sample of 86 principals, 86 teachers and 86 student leaders was used, that is 30% of the population as recommended by Gall, Gall and Borg (2007). Purposive sampling technique was used in the selection of Principals and student leaders. Teachers were selected using random numbers considering their population number in each school and the fact that some schools had more than one stream.

Instrumentation and Data Collection

Data was collected by use of questionnaires, interview schedules and focus group discussions. A pilot study was carried out in Nakuru County in 8 public secondary schools (10 of the sample size). Care was taken so that they do not form part of the sampled schools. The pilot study revealed

deficiencies in the questionnaires before the final data collection is carried out and these were rectified before actual data collection. Prior to collection of data, the instruments were subjected to validity checks and reliability tests. Instruments yielding a correlation coefficient of 0.7 or more were used for the study. A research permit from the National Commission for Science Technology and Innovation (NACOSTI) and requisite authorization obtained.

Data Analysis Techniques

The study yielded both qualitative and quantitative data. Quantitative data collected from closed-ended questions was coded and keyed into SPSS computer software databases; organized and cleaned of any errors that may have occurred during data collection. Descriptive statistics such as frequencies means and percentages were computed. The study employed the thematic analysis approach in analyzing qualitative data. These were analyzed by summarizing the set of observations drawn from the respondents. This data was classified and analyzed according to categories and sub-categories or themes and sub-themes based on the study objectives and research questions thereafter inferences and conclusions drawn. The results of quantitative data were presented in the form of tables and charts, interpreted and discussed accordingly, while the results from qualitative data were presented using descriptive analysis in prose form (narratives).

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

The findings in Table 4.1 show that the study was able to obtain a response from 138 (69 principals and 69 teachers) questionnaire respondents out of the 172 questionnaires distributed, and 69 interview schedule respondents, thus translating to 80% response rate. This percentage is higher than the recommended 75 by past researchers such as Dommeyer, Baum, Chapman, and Hanna, (2002) and Mugenda and Mugenda (2003) who recommend it as adequate for on-paper surveys. The researcher therefore considered the response rate to be adequate.

Types of Guidance and Counseling Services Provided to Students

The results show that all (100%) of the teachers and principals indicated career guidance/educational counseling, health counseling and personal counseling were some of the main types of counseling services offered to learners in all the public secondary schools studied. School counselors help students prepare for college or select careers. Students are guided on career choice, and for those with health issues, a tailored counseling

program was arranged. In most cases, the form of counseling was personal. This finding is similar to that of a study by Oyieyo (2012) who found out that secondary schools in Kenya implemented career guidance/educational counseling, health counseling and personal counseling.

Guidance and Counselling Policies and Procedures

The study findings from the interview schedules, revealed the following:

One participant of the Focus group discussion (a student) explained. *"The guidance and counsellisne excersise at our school is normally private and the school uses a one on one approach with the counseling master; just the student and the teacher meeting alone".* This means the schools utilized a one on one counselling approach (personal counseling).

Another student explained *"there are cases where, there are students trained by the teachers who will asked to talk to the student in need".* This is to say the peer counseling approach was also used in the schools

Another student indicated as follows: *"There are instances, where the school invites guest speakers and teachers from outside the school to talk to a group of students or at times the entire school."* This means the school used general talks by different facilitators for student counseling.

When asked whether they felt guidance and counseling was helping students in their school, the following responses emerged.

A student leader said: *I remember last year a student who was at the point of committing suicide was talked to and the problem resolved"*

A student reported that *"Yes, we have some students who were very arrogant and stubborn talked to by a counselor, and now they have changed. I think there is some magic in the counselor's office".* The students learn that there is room for positive behaviour change.

Another student leader reported as follows: *"Counselling has contributed to high grades for students who previously had lost interest in studies".* Students learn never to give up, and that there is always room for improvement through attitude shift. The result is similar to those in a study by Pannoni (2015) who found that School counselors help students thrive academically, personally and socially, and assist them in exploring their options after secondary school education.

A student commented that, *"At least we have someone to talk to whenever we have personal issues at school and even issues from home. I trust counseling".*

This means that there is resultant improved performance since the students are comfortable and can concentrate in class peacefully. More so the students indicated that unresolved issues are easily redirected to a professional counselor who can in turn help the affected students fully.

In another school, a student said *"In our school, peer counseling has just been introduced, we hope it will help us in future."*

Willingness to go for Counseling

The results show that over 94% of the teachers and school principals involved in the study indicated that students in their respective schools go for counseling willingly. This implied that no form of coercion is used for making one join the programme, and thus program objectives can be achieved. The finding is in line with that reported in a study by Morin (2019), whereby, it was noted that forcing a child to attend counselling sessions renders the entire strategy ineffective, and as such the learner will not benefit or learn anything. The art of persuasion is paramount in this case.

In some schools, the school has a programme for general counseling for all students. A student is quoted saying. *"Guidance and Counselling department organizes talks with the students and also the office is easy to access."* After the general counseling session some students develop confidence to ask personal questions in a private session with a counselor.

Contribution of G/C Procedures to the Development of Values

Data results show that over 87.7% of the teachers and principals rated the contribution of G/C policies and procedures to the development of values among students in their schools as low. This implied that G/C policies and procedures had been performed dismally in the development of values among students. They felt that G/C procedures and policies were not all that useful. This raises questions with respect of their attitude towards counseling. Perhaps a shift in their attitude would make counseling useful in contributing values among learners. This result is contrary to that in a study by Wafula and Bota (2017) which indicated that generally teachers had positive attitudes towards Guiding and Counselling programmes in school. It however, emerged that gender has some influence on teachers' attitudes towards G/C programmes.

Frequency in Handling Students' Cases by the G/C Office

The results show that 21.7% of the teachers and principals indicated that cases of disobedient to adults were frequently experienced in the schools. These were issues where students were disobedient to teachers and the school authority. This is an element of rudeness. The finding was in line with a

study by Sun and Shek (2012), where it was found out that the most unacceptable problem behavior was disrespecting teachers in terms of disobedience and rudeness, followed by talking out of turn and verbal aggression.

Data results show that 21.7% of the teachers and principals indicated that cases of theft were frequently experienced in the schools. Grant, Potenza, Krishnan-Sarin, Cavallo, and Desai (2013) suggest that adolescents who steal have impairments in problem-solving skills and a cognitive bias towards inappropriate solutions to problems. In a related study by Sanders and Markie-Dadds (2012) also found that stealing is a relatively common behaviour amongst secondary school students. Counselling helped learners understand that theft was wrong.

The results show that over 40.6% of the teachers and principals indicated that cases of lesbianism and homosexual behaviours were rarely tackled through counseling among the students. The results however, are contrary to a survey by Nyamwembe (2018), who established that the rate at which homosexuality and lesbianism is taking roots in Kenya's secondary schools, is alarming and shocking. Additionally, Nyamwembe reported that students, who engage in lesbianism and homosexualy, are either suspended or transferred to other schools. The findings in this current study imply that there are few cases presented to the schools' counseling offices.

Data results show that 30.4% of the teachers and principals indicated that the counseling office frequently handled cases of bullying and drug abuse. A student is quoted saying: *I suspect there is cultivism in school. There are strange boys in school, and you want to live, do not tow their line.*" These were cases of students bullying other students and cases of teachers bullying students. The results were in agreement with those in a study by Kigocho (2017) which indicated that bullying in schools in Kenya stands at 57 per cent for students who are bullied on one or more days in a month. The process of counseling made the students understand that bulling is not an acceptable behavior.

However results of a study by Mutembei (2017) revealed that, although the new National Authority for the Campaign against Alcohol and Drug Abuse (Nacada) survey showed that 74.6 per cent of secondary school students identify guidance and counselling as one of the support systems to address alcohol and drugs use in schools, students think it is mediocre. Guidance and counselling in secondary schools is reportedly reactive according to the students.

Challenges facing Guiding and Counseling services in Secondary Schools

The results in Table 1 show that 7.2% of the teachers and principals indicated that one of the challenges facing guiding and counseling services in the schools was the fear of teachers knowing the personal life of students and lack of sincerity on the part of the students. In most cases students tend to conceal important details that could have helped during the counseling session. Moreover, no student is going to disclose personal information to someone who is cavalier about their privacy. The result is similar to that in a study by Fagell (2019) which pointed out that students were unwilling to share personal details to teachers for fear that teachers can use the same information against them.

The results in Table 1 show that 7.2% of the teachers and principals indicated that inadequate guiding and counseling offices was one of the challenges facing guiding and counseling services in the schools. Counselling is a kind of service that requires a private and spacious office so that the learner feels safe and free to share information required for counseling. The result is similar to that in a study by Gitonga (2013) that provision of guiding and counseling services in schools was affected by inadequate resources, such as office space. A study by Kamudia and Kinga (2016) also revealed that in most secondary schools, there were poorly established guidance and counselling departments that lacked resources and facilities, and this was a challenge.

The results in Table 1 show that 50.9% of the teachers and principals indicated that inadequate trained counselors, was one of the challenges facing provision of guiding and counseling services in the schools. When counsellors are not properly trained, they will not be able to execute their mandate well. In other words counseling will not be able to develop relevant values to learners. The results are in line with those in a study by Kamundia and Kinga (2016) who found that teacher counsellors had very low training levels and heavy workloads, thus rendering counseling ineffective.

The results in Table 1 show that 29% of the teachers and principals indicated that insufficient time for carrying out G/C affected the provision of guiding and counseling services in their schools. Guiding and counseling is a time consuming exercise and limited time affects its quality. The result is similar to that in a study by Oyieyo (2012) who established that lack of time to practice guidance and counseling affected counselling effectiveness and outcomes.

Data results in Table 1 show 7.2% of the teachers and principals indicated that lack of role

models from the parents was an impediment to guiding and counseling effectiveness in secondary schools. Inept parenting is antisocial behavior, and is influenced by the kind of model the parent provides. Some parents are inept as role models for children. They may provoke their children's effective conduct by being harsh and punitive more than necessary. Guidance and counseling teachers need to be supported in carrying out innovative activities towards provision of G/C services. However, the study notes that there are cases where parents fail to be collaborators. This result is similar to that in a study by Low (2009) which identified uncooperative parents as an obstacle to provision of guidance and counseling services in schools.

The results in Table 1 show that lack of total commitment to the work of guiding and counseling services was a challenge facing provision of guiding and counseling services in the schools, according to

over 8.7% of the teachers and principals. When G/C officers are not committed to the G/C procedures then the aims are not realized. The results are in agreement with that in a study by Omoniyi (2016) who found that some counsellors themselves have sometimes constituted great problems for themselves. Some of them are not fully committed to the profession. They do not give enough time for the counselling interaction.

The results in Table 1 show that over 18.8% of the teachers and principals indicated that most students do not take the G/C services seriously and this was affecting the implementation and effectiveness of the guiding and counseling procedures. The result was in line with a study by Mukhamba (2019) where it was found that lack of seriousness towards G/C was one of the factors affecting the effectiveness of the guiding and counseling procedures in Kenya.

Table 1: Challenges facing Guiding and Counseling services in Secondary Schools

Challenges	Teachers		Principals	
	F	%	F	%
Fear of teachers knowing the personal life of students	6	8.7	5	7.2
Inadequate guiding and counseling offices	5	7.2	11	15.9
Inadequate trained counselors	35	50.7	41	59.4
Insufficient time for carrying out G/C	23	33.3	20	29.0
Lack of role models from the parents	5	7.2	8	11.6
Lack of Sincerity	12	17.4	5	7.2
Lack of total commitment to the work of guiding and counseling.	10	14.5	6	8.7
Most students do not take the G/C services seriously.	18	26.1	13	18.8

Values Developed by the Guidance and Counseling Policies and Procedures

The results in Table 2 show that over 88.4% of the teachers and principals indicated that love was one of the values developed through the guidance and counseling policies and procedures. When children are spoken to about their personal problems and helped to solve them they feel loved. The results are in line with the result in a study by Kituyi (2014) who mentioned love and trust as values developed through the guiding and counseling procedures.

Data results in Table 2 show that over 88.4% of the teachers and principals indicated that the values developed through the guidance and counseling policies and procedures included respect for teachers, and other students' property. When disrespectful students are talked to by a professional counselor, and their areas of weakness identified. The students are advised on how to cope with different situations they tend to face in their school life. For instance, they learn

how to talk politely or relate with their peers. This advice will give them perspective on how they should behave in certain scenarios. They learn to appreciate the essence of respect for their teachers and schoolmates. The finding is similar to that in a study by Murphy (2016) who found that when a counselor uses an ambassadorial perspective with every session as a cross-cultural exchange and every student as unique, the clients (learners) appreciate the need of respecting their teachers and students.

The results in Table 2 also show that all the teachers and principals indicated that values developed through the guidance and counseling policies and procedures included peace and responsibility. Learners were able to understand the importance of peace and the need for them to act in a responsible manner. Talks related to alcohol, drugs, personal feelings or any kind of abuse can be openly discussed. Guidance and counselling make students take responsibility of themselves and become better human beings since they

are counselled on how to act and behave in a particular situation. The results are in agreement to those in a study by Escapa and Julia (2018) who established that providing orientation, counselling and guidance services was determinative for students' self-confidence, expectations for the future, educational or academic performance, emotional health and other aspects. Students become more responsible and relate with other students peacefully.

Data results in Table 2 show that over 75.4% of the teachers and principals indicated that the values developed through the guidance and counseling policies and procedures included integrity and honesty. The findings were in agreement with a study by Renuka, Devaki and Madhavan (2013) who found that counselling services in schools had been effective in easing out the students' personal difficulties thus, minimizing their chances of engaging in vices such as academic dishonesty.

Table 2:Values Developed by the Guidance and Counseling Policies and Procedures

		Teachers		Principals	
		Frequency	Percentage	Frequency	Percentage
Love	No	7	10.1	8	11.6
	Yes	62	89.9	61	88.4
Respect for teachers	No	0	0.0	0	0.0
	Yes	69	100.0	69	100.0
Respect for other students' property	No	8	11.6	9	13.0
	Yes	61	88.4	60	87.0
Sharing	No	7	10.1	8	11.6
	Yes	62	89.9	61	88.4
Responsibility	No	0	0.0	0	0.0
	Yes	69	100.0	69	100.0
Integrity	No	15	21.7	17	24.6
	Yes	54	78.3	52	75.4
Peace	No	0	0.0	0	0.0
	Yes	69	100.0	69	100.0
Honesty	No	15	21.7	17	24.6
	Yes	54	78.3	52	75.4

How G/C services can be improved to develop positive values in students

The results show that 7.2% of the teachers and principals suggested that ensuring adequate offices of G/C, allocation and adequate time for G/C availing requisite guiding and counseling materials, and giving the G/C necessary support were some of the measures that could be put in place to improve guidance and counseling services so as to impart and develop positive values in public secondary school students. Guiding and counseling services require a spacious and private office for service effectiveness. Relevant materials and adequate time are also essential inputs to the counseling process in that when they are compromised, the quality of counseling is affected.

Data results show that 10.1% of the teachers and principals suggested frequent training of teachers and debriefing, training to more teachers on G/C, and the Ministry of Education to ensure some teachers specializes in G/C at their undergraduate and be absorbed by TSC to assist in guiding and counseling. These according to the respondents could help improve G/C services. The finding reveals that there is

great need for teachers to be trained on counseling, thus implying that the current counselors in schools may not be well trained to offer the counseling services. Additionally, counsellors available are not adequate.

The results show that 7.2% of the teachers and principals suggested an encouragement to stakeholders on the uptake and utilization of counseling services. Suggestions included encouraging students to go for G/C, Friendly environment towards indiscipline students and the need for encouraged support from parents. The school management needs to encourage parents to have the services of G/C to their children when they are not in school.

The results also revealed that 29% of the teachers and principals suggested the school management considers recruiting more teachers of guiding and counseling, and that trained G/C teachers should only concentrate on the provision of guiding and counseling services. They also suggested that Guiding and counseling to be like a normal subject. This was a pointer to two things: first that guiding and counseling was an important service in schools and

secondly, that there was a shortage of trained counselors in the schools.

It was also found that the mostly suggested ways of ensuring effectiveness of guiding and counseling policies and procedures in the development of values among learners included the suggestion that more teachers of guiding and counseling need to be employed, more teachers need to be trained on guidance and counseling, as well as the need to allocate more time for Guidance and Counseling services.

CONCLUSIONS

The study concluded that Guidance and Counseling policies and procedures were effective in developing values among learners in most of the Public Secondary Schools in Nakuru County. The most effective approaches that appeared to contribute to the effectiveness of Guidance and Counseling Policies and Procedures in developing values among learners included: career guidance / educational counseling, vocational counseling, social counseling, health counseling, and personal counseling. The effectiveness of the G/C policies and procedures was affected by challenges such as undisclosed information by students due to fear of teachers knowing their personal life, inadequate guiding and counseling offices, inadequate trained counselors, insufficient time for carrying out G/C, lack of role models from the parents, lack of sincerity, lack of total commitment to the work of guiding and counseling, and lack of seriousness in the uptake of G/C services.

RECOMMENDATIONS

The study recommended as follows:

i. The principals in secondary schools to scale up guidance and counselling services and provide requisite support such as an office where privacy is made a priority. This will encourage more students to visit the office and utilize the services.

ii. Guidance and counselling teachers should be well trained on how to carry out their duties by being sent to attend many seminars and workshops to improve on their skills.

iii. Full time counsellors should be appointed in each school to address the problems of students. Guidance programmes should be seriously included in the curriculum of education.

Suggestion for further studies

A similar study needs to be carried out in other counties to compare the results on the effectiveness of guidance and counselling procedures in the development of values among learners in public secondary schools.

A similar study needs to be carried out but this time collect the views of other stakeholders such as parents and educational officers on the effectiveness of guidance and counselling procedures in the development of values among learners in public secondary schools.

There is also need to conduct a comparative study between private and public secondary schools on the effectiveness of guidance and counselling procedures in the development of values among learners in public secondary schools.

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