AN INVESTIGATION ON THE IMPORTANCE OF GUIDANCE AND COUNSELLING ON THE EDUCATION OF GIRLS IN SECONDARY SCHOOLS: A CASE STUDY OF SAMETA DIVISION, IN GUCHA DISTRICT NYANZA PROVINCE – KENYA

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ABSTRACT
This paper focuses on an investigation on the importance of guidance and counselling on the education of girls in secondary schools. It also focuses on a case study of Sameta division, in Gucha District Nyanza Province – Kenya. On the basis of literature review, hypothesis and research framework is made. Data collection is done and on the basis of that analysis and discussion is done. Conclusion are drawn at the end.

Keywords: INVESTIGATION; IMPORTANCE; GUIDANCE AND COUNSELLING; EDUCATION; GIRLS; SECONDARY SCHOOLS; CASE STUDY; SAMETA DIVISION; GUCHA DISTRICT; NYANZA PROVINCE; KENYA

1. INTRODUCTION

1.1 Background Information
Female participation in Secondary School Education in Sameta Division has been low. It was felt by the government and policy makers that the introduction of Guidance and Counseling and the Education for All (EFA) would minimize the problem. However, it still remains and the situation needs to be addressed. Thus, this study sought to investigate on the importance of Guidance and Counseling on the education of girls in the Division. The researcher had witnessed poor academic performance of girls reflected from Kenya Certificate of Secondary Education (KCSE) and Mock results in the division hence realizing the need to research on it. The district mock enrolment of 2006 had 381 girls against 872 boys. The mock results also showed that girls underscored compared to boys. The first girl attained the grade B+ (Plus) whereas the first eleven boys had A (plain). The majority of the girls fall in grade C (plain) to D- (minus) whereas the majority of boys fall in the grade B+ (plus) to C (plain).

According to Mutie and Ndambuki (1999), gender disparities, social and cultural biases that are widespread in many societies in Africa affect the utilization of half of the human resources in most countries. It is felt that these beliefs and practices in schools often discourage girls from learning and subsequently lower their aspiration and output. Provision of efficient Counseling might influence the self-image of girls and broaden their educational and
occupational aspirations. Various sociologists have argued that women should have an opportunity to participate fully in the society without discrimination. All sex discrimination in education must be abolished. Functional literacy for women and an investment in the education of girls should be paramount. As an antidote to cultural biases it is felt that donor agencies should educate the family before pulling resources into educating girls. Women should be socialized for change because social and cultural factors play a stronger role than income in determining female participation in education.

According to Aword, (1999), many organization including United Nations Children Education Fund (UNICEF), Girls Educational Movement (GEM), Forum for African Women Educationalists (FAWE) and Education for All (EFA) have come up to assist the girls to fight against the long-term discrimination. These movements were ensuring increased opportunities for girls’ access to education through social mobilization, advocacy and service delivery. UNICEF for instance was set to train communities in education, which would increase girls’ enrolment, retention and completion. There was all the need to magnify the ambitions of girls in education. Lack of Guidance and Counseling from parents and teachers was a serious issue. According to Holford (2004), most parents did not guide their children on how to handle male-female relationship. Girls needed to be guided to avoid premarital sex that might affect their education.

1.2 Statement of the Problem.

There has been an introduction of Guidance and Counselling services in Secondary schools in Sameta Division. Despite this introduction, little had been done to analyze the importance of this programme in the education of girls in the area. Discrimination, sexual harassment and the traditions of sex-role and gender-based expectations were affecting their enrolment, academic performance, career prospects, retention and attitude towards education. According to Mutie and Ndambuki (1999), girls were under-represented in the sector of education by half. The division posts poor results of girls in national examinations as compared to boys. The study therefore looked at the importance of Guidance and Counselling on the girls’ retention in school, academic performance, career prospects and attitude towards education.

1.3 Purpose of the Study.

The purpose of this study was to investigate whether Guidance and Counselling was important on the Education of girls in Sameta Division in terms of their academic performance, retention in school career prospects and their attitude towards Education.
1.4 Objectives of the Study.

The objectives of the study were:

i. To investigate the importance of Guidance and Counselling on girls’ academic performance.

ii. To determine the importance of Guidance and Counselling on the retention of girls in school.

iii. To find out the importance of Guidance and Counselling on the career prospects of girls.

iv. To examine the importance of Guidance and Counselling on girls’ attitude towards education.

1.5. Research Questions.

The following research questions were to assist in attaining the above set objectives:

i. Is Guidance and Counselling important on the academic performance of girls?

ii. Is Guidance and Counselling important on the retention of girls in school?

iii. Is Guidance and Counselling important on career prospects of girls?

iv. Is Guidance and Counselling important on the girls’ attitude towards education?

1.6 Significance of the Study.

The study was to investigate the importance of Guidance and Counselling on the education of girls. The study was to give an insight into the role played by Guidance and Counseling programme in as far as their academic performance, their career prospects, their attitude towards school and their retention in school were concerned. It may be useful to individual researchers and the field of research, as it will add some knowledge on the influence of Guidance and Counselling on the education of girls. School guidance counselors might find it useful as it may assist them when reflecting on the education of girls. On career prospects; the counselors may use the study in creating awareness of various careers available in the market, job mobility and job displacement.

The ministry of Basic Education may adapt the study in coming up with new approaches that consider EFA, when considering designing learning materials and the promotion of staff. Promotion of female staff may reflect positively hence be a motivating factor to girls.

The ministry of Higher Education, Science and Technology may find it useful in laying down modalities of admission into institutions of higher learning that may be girl friendly and gender fair. The Ministry of Gender and children may use the study in designing approaches that are girl friendly and gender fair. Individuals and organizations interested in the promotion
of the girl-child may find the study meaningful as it highlights on the importance of Guidance and Counselling on the education of girls.

This study may be useful to the University Joint Admission Board when allocating courses to the undergraduates such that they apply gender fair policies. Finally, the government may deem the study meaningful as it may act as a link networking a number of ministries such as the Ministry of Culture, Gender and Sports, The Ministry of Education and that of Science and Technology. The policy makers may use the information to assess the level of effectiveness of the programme and how it can be collaborated into the problems that girls may be facing.

1.7 Scope and Limitation of the Study.

The study was only limited to finding out the importance of Guidance and Counselling on:

a) The retention of girls in school
b) Academic performance
c) Careers prospects of girls.
d) Attitude of girls towards education.

The study covered female learners in secondary schools in Sameta Division from form one to four for the year 2007. A sample of 128 girls and 32 teachers was included in the study. The study was limited to all girls in public secondary schools. So, those in private schools were not included in the study. Though G & C, was old in Africa, it did not have lots of writing like that of west. G & C, which was being done in schools, was using western techniques and its books were few. Thus forcing the researcher to rely on western materials for literature (textbooks, Journals and publications). The study used survey methodology, which had a limitation since it collects data from a point at a given time. This poses a problem of generalization. Taking a large sample of 160 respondents reduced the magnitude of the problem.

Busy school routine did not give room for data collection. This forced the researcher to wait for lunchtime, break and games time for the administration of the questionnaires. Intervening variables could have influenced the expected outcome. The researcher went further to use a large sample to cover any such interference.
1.8 Assumptions of the Study.

The study assumed that:

i. All girls were exposed to Guidance and Counselling.

ii. All schools had established Guidance and Counselling offices

iii. The responses given by the respondents were sincere and honest.

iv. What happened to girls in sample schools was a true representation to all girls in Sameta Division and the rest of Gusiiland for generalization purposes.

2. LITERATURE REVIEW

2.1 Introduction.

This chapter highlights on Guidance and Counselling and the education of girls. It reviews the literature on educational Guidance and Counselling, the enrolment of girls, retention of girls in school, their academic performance, career counseling of girls and their attitude and interests in education. It ends with the theoretical and conceptual framework on which the study operated.

2.2 Educational Guidance and Counselling in Schools

The study was premised on the already existing research. According to Gachathi (1975), there was need to intensified Educational Guidance and Counselling in Schools and Colleges. Unfortunately, very few (if any) of the Guidance counselors were real trained for the job. Gachathi warned that in order for it to be meaningful and less frustrating to the students and their parents; Guidance and Counselling ought to be based on long-term planning and manpower development, creation of occupational opportunity and genuine effort by the public in general to uphold the highest social, cultural and economic values. Though as early as 1975 Guidance and Counselling in Kenya was viewed as vehicle to best academic and professional achievement, no assessment had been done to establish its effectiveness.

According to Ogoda (2000), lack of Guidance and Counselling was a key factor behind the high rate of dropout; and the dropout rate of girls was high compared to that of boys. Though deemed as lacking Guidance and Counselling had been introduced in school. Possibly it is its effectiveness that had not been felt.

2.3 The Enrolment of Girls in School

The enrolment of girls in schools was low and this attracted many organizations to be interested in seeing that girls enrolled at same rates as boys. These were primary stages of
socializing women for change and marking the end to all forms of sex discriminations in education as emphasized by World Declaration of Education.

According to Pala et al.(1995), culture bias, poverty and drought were majorly to blame for girls’ under-enrolment in schools. Yet, most of those who enrolled rarely went beyond standard five. Few completed primary cycles and there was imbalance compared to boys. Hence, the establishment of a pilot project on the education of girls launched in Kajiado District by FAWE to address this imbalance. The issue of promoting a quality-learning environment for girls; was important because it affirms the human rights; rights based on girl friendly approach. This approach was premised on the good that all children have a right to education as enshrined in the article 26 of the Universal charter on Human rights.

According to Ngesa (2000), IlkerinLoitaIntergral Development Project in Kajiado District had opened up schools and asked Teachers Service Commission (TSC) to send teachers there. The project ran a bursary fund for a girl-child. According to the UN report of 6th of November 2003, the enrolment gap between boys and girls was narrowing in Kenya and there was a reason for Kenya to be praised for spearheading gender equality. Educators, policy makers and our leaders would only arrive on greater gender parity in education through serious campaigns. FAWE, GEM and UNICEF had already begun most of the job. It was high time that all efforts were geared towards EFA.

Women were under-represented in the higher levels of learning which train high manpower and this hinder their actual contribution to the economy. The gender gap did not seem to have undergone significant decrease, despite the government’s effort to increase access of women to higher education. Therefore, there was need for the government to intensify these efforts so as to achieve higher levels of female representation in institutions of higher learning. According to Sifuna (1990), research had shown that more boys’ schools than girls’ schools were well endowed with learning resources and facilities giving undue advantage to one lot as compared to the other.

UNICEF trained the community in gender and rights based approaches monitoring evaluation and other interventions that would increase girls’ enrolment, retention and completion rates. G & C that was common practice in FAWE should have been used to increase opportunities for girls’ access in education through social mobilization, advocacy and service delivery. If Education for All (EFA) could be achieved then the issue of gender disparity would not exist. According to Mutie and Ndambuki (1999), gender disparity in education existed by a half. The girls should have been socialized to understand their rights
and be given the skills through counseling that could help them solve the problems they faced in education.

2.4. The Retention of Girls in School

The issue of girls dropping out of school due to pregnancy, early marriages and Female Genital Mutilation (FGM) denied them a right to education. Gender violence inhibited girls’ access; it took various forms ranging from jeers to rapes, physical assaults and murder. According to Ogoda (2000), various studies indicated that violence against girls prevalent in many countries in Sub-Saharan Africa scared them. Teachers, male students, strangers and community members perpetrated sexual violence against girls. Sexual harassment both in and out of school was widespread and also led to non-attendance and subsequent dropout among girls. According to Lutomia and Sikolia (2002), many girls who were seduced into premarital sex and got pregnant found themselves being sent away from school and family. Such girls always regretted. They found that it was even more difficult to take care of themselves than the children they had given birth to. They would never be the same again. G & C was needed to let the students, as young girls know what awaited them if they engaged on premarital sex. There were the dangers of contracting a disease or of becoming pregnant hence dropping out of school.

According to Lanton (1981), sex was one of the manifestations of adolescent behavior and since teenage girls were sexually actively potentially fertile at younger ages than ever before, more pregnancies resulted. In such a situation G & C should have helped pregnant young women to understand their problems. They might have been suffering from conflict involving dependency, identity, self-esteem, group-value and standards in their particular community. All this formed Counselling issues, which needed to be addressed by Guidance counselors. Raising children is both a physical and moral responsibility which most teenagers are not ready for. According to Masolo (1987), Sex before marriage place the youth at confusion. The male usually takes off and the female is left alone and forced to drop out of school. If such youth were well guided they would avoid premarital sex that leads to dropout hence increasing their stay in school. Lutomia and Sikolia (2002) said that, because of lack of knowledge a girl feels shy to tell a boy no, because the boy she has just met on the way might think her a coward who does not know how to enjoy life. Counselling needs to be done to create awareness of the dangers of premarital sex.

The UN report had praised the changes Kenya was making in her education policies regarding the education of girls. The recent policy on the re-entry of girls after childbirth had been praised. This policy allowed pregnant girls to go back to school after giving birth. Counselling
was needed at this level to assist such girls to cope with the stigma that they were likely to suffer from. Centers of excellence established by FAWE were providing peer Counselling teams among teachers and girls. At the moment, various organizations such as GEM, FAWE and UNICEF were ensuring that the girls got guided to reduce dropout rates. Dropout among girls threatened their education hence the need for G & C. In peer Counselling, girls were trained to say No to FGM and early marriages thus reducing dropout rates. The extent to which this had been achieved could only be ascertained after some investigation on dropout rate had been carried out. It was felt that the Ministry of Gender and children was challenged to look for modalities to intervene positively. However, this issue related more to the Ministry of Education.

2.5 Girls’ Academic Performance

Academic performance of girls in Sameta seemed to have been low as compared to that of the boys. A look at 2006 mock analysis indicated that girls under scored compared to boys. The first girl attained the grade of B (plus) whereas the first eleven boys had A (plain). The majority of the girls fall in grade C (Plain) to D-(minus) whereas the majority of boys fall in the grade B+ (plus) to C (plain)Education of girls faced a lot of problems that acted as a drawback on their academic performance. Old fashioned teaching methodologies, gender insensitive classroom dynamics and gender stereotyping in textbooks and supplementary materials worked against girls thus lowering their academic performance. UNICEF, together with the Government and its partners had developed a National girl education policy, which awaited enactment by parliament. It was hoped that this step would help in addressing all problems that affected the academic performance of girls. G & C on sexual motivation, menstrual hygiene and management would assist many girls to understand this mystery and manage it without interfering with their studies. This was due to the fact that in most communities menstruation was not talked about openly making it a mystery and a problem to manage as a result many girls missed school during periods and ended up not performing well.

According to Aword (1999), FAWE was a movement that was interested in the participation of girls in education and it facilitated Counselling services. It had established centers of excellence. FAWE had ensured the removal of obstacles that girls faced and had created conducive atmosphere for learning. These centers of excellence were pilot projects to ensuring quality education for girls. Textbooks were provided at a ratio of 1:1, Laboratory and computer services together with bursary for needy case. Removing such physical and psychological obstacles would mean high academic standards.
According to Makinde (1984), Counselling believed at the worth of an individual understanding him/herself and his/her world, providing favorable conditions for healthier and correcting rightful circumstances. Thus, Counselling should have been used for academic growth of girls. He further said that a Guidance counselor was duty bound to provide services to a person who showed signs of inability to meet needs.

Adolescents needed support in the areas of self-concept. During the first year of adolescent they usually had low self-esteem and according to Melgosa (1997), this was a time they doubted their capabilities, their attractiveness, their moral qualities and they tended to consider themselves inferior to their friends and companions. Words of encouragement, appreciation, and acknowledgments had good effect at this time. Equally, this was when they were in secondary school, a critical moment in their life. Counselling worked best here to assist these youths to cope with those developmental challenges. According to Woodhead (1988), experts had then agreed that participation of girls in science subjects was a prerequisite for achieving quality for all; in turn catalyzing social economic growth.

Girls worked co-operatively and were attracted to sciences that they saw as society relevant. Teaching materials had to be gender sensitive and at the same time women science teachers needed to be recognized as mentors and role models for girls. Girls needed to be provided with an opportunity to discover themselves, their limitations and potentials and at the same time build self-esteem, confidence and leadership qualities. Thus, Guidance Counsellors should have been used to assist weak students discover their weakness and work towards total growth. It was felt that academic performance of girls was likely to receive attention from planners if more awareness on teaching materials being gender sensitive was created. Unfortunately, no assessment on this had been done to check if those materials were gender sensitive or not.

2.6 Career Counselling of Girls in School

In most cases students would let themselves be guided and be influenced by someone who understood them, listened to them, and to some extent was their friend (Melgosa, 1997). Equally, the influence a secondary school teacher might have had over students and how he presented himself to them would be great. Thus, girls relied on their teachers for information related to career options. Different cultures had different attitude towards professions forming the role of gender in relation to different professions. However things had changed. That is why women are seen working as judges and men as flight attendants or working in saloons. An investigation needed to be done to establish the degree to which career counselling of girls had been done.
According to Ball (1984), Career Education should have been part of a student’s curriculum from the moment she/he entered school. It related reading, writing and arithmetic to varied ways in which adults lived and earned a living. As the student progressed through school the skills, knowledge and above all the attitudes necessary for work success were stressed. Students should have had career orientation. The issue of career counseling for women started in Chicago as early as 1913. In line to establishing vocational counseling in Chicago schools: Women counselors were to be appointed in each mixed high school for social guidance of girls and the boys were to contact the principals and friends. According to Ward (1995), career counseling of girls was a strategy to promote labour market equality that had been endorsed by the minister in Canada responsible for the status of women, female development career decision making, balancing vocational and family roles, training and employment of women in non-traditional occupation, family violence, sex harassment and assault.

On guidelines to Career Counselling of girls and women, counselors had to have the knowledge about the effects of gender in human development and to apply such knowledge in career counseling with girls and women. The counselors had to utilize theories and models, which were free of sex biases and sex role stereotypes and promote the realization of full potential of girls and women. Counselors had to ensure that career choice was an open process and that no individual was limited by gender from exploration of any career options. Counselors had to ensure use of male terms as gender neutral reflect bias against women hence were to prefer the use of inclusive and gender fair language in all oral and written communication. Further, ensuring that the resources used assisted clients with decision-making were gender fair. Counselors were to assist clients in accessing community resources, which were suited to their needs, and being knowledgeable about support services available to girls. There was need to adapt some of the guidelines and apply them in Career Counselling of girls. Though started in Chicago as early as 1913 was adopted in Kenya in 1970s but it had not been assessed if it had any significant importance in the education of girls. Thus, creating a gap of knowledge that needed a fill.

According to Olal (1998), girls had to be helped to drop the mentality that Biology was a male domain. Girls could receive career advice and information whereby they could be informed that professions are chosen in relation to career preferences and personal attributes. They needed to be guided on personality and vocational compatibility with one’s career. To a large extent they were to consider human personality types or work environments that is Realistic Investigative Artistic Social Enterprising and Conventional.
(RIASEC). Seminars for girls were to be organized where various women working in scientific and technical fields like women doctors and women science teachers were to address students. These might have motivating and challenging effects to the girls.

2.7 Attitude and Interest Formation
All along society has had an attitude that seems to be affecting the education it offered to its members. Formal education for long was preserved to men and when changes were introduced they went deeper to consider certain subjects to be suitable for male or female. According to Pala et al. (1995), attitudes and interests were formed through the socialization partners. Adults showed high level of agreement in describing male and female roles whether they were categorizing occupation personality traits, or activities. They also showed strong agreement in categorizing children’s play activities, social behaviour and personality characteristics being primarily typical of one sex or the other. Amara (1985), summed it by saying that, although we are born with obvious physical sexual differences we adopt our gender role mainly from unconscious pressure applied by parents and other adults during our earliest years. By age four most children have a clear idea that they are one sex or the other and this cannot change. They also have absorbed notion of what is appropriate for girls and what is appropriate for boys. Hence, as children grow in family, society and in general they are exposed to different experiences. This was likely to influence their performance in education and the boy child tended to have an upper hand over the girl child. At the same time according to Chege (1993), girls growing up in a patriarchal society internalized beliefs, attitudes and expectations about education, themselves and their future roles. This generated not only negative attitudes to such activities as science which were seen as male appropriate but which also pressed against the choice of cross-sex activities resulting into female underachieving in them. Kelly (1981), noted that women were respected for vicarious achievement through their husbands and children. Direct personal achievement was considered bad and unfeminine. In these circumstances girls reduced aspirations and fulfilled society’s expectations of them by underachieving. This underachieving was reflected in all aspects of life including education. Since things have changed, attitudes towards education and given subject have also to change. Girls need to be encouraged to conquer these societal expectation and they would only do it by being exposed to Guidance and Counselling.

2.8 Theoretical Framework
Three theories seemed to conform to the topic under investigation. The social learning theory observes that the attitude people develop as a result of socialization with others will determine how they perceive objects. As they socialize with others and learn they develop attitudes and
perceptions. According to the Motivation theory people prefer engaging in activities that seem to be satisfying to them. Client-centered theory state that all human beings are basically good and are always fighting forbidding environment to achieve self-actualization.

2.8.1 Social Learning Theory
According to Ezewu (1983), socialization is a powerful process that influences human development in many ways including physical, emotional, cognitive and social development. During the process; skill, norms and societal attitudes are imparted. This occurs through interaction and much of it is unconscious and non-deliberate. This interaction occurs in the family and among peers. Woodhead, (1981) attitudes are learned just as people learn anything else and they develop early on in life (Sullivan, 1953). These attitudes reflect those of a wider society. Reinforcement, imitations and modeling of behavior are paramount in determining attitude development (Bandura 1963). Attitudes determine how people perceive situations, other people, and events hence influencing their reactions in given situations. The way girls perceive Educational G & C programme will determine their reaction. If they look at it positively, they are likely to seek the service and if their attitude is negative they may refrain.

2.8.2 Motivation theory
Motivation refers to conscious intents or inferences that people make from observing behavior (McClelland, 1995). This theory is concerned with how behavior gets started, is energized, sustained, directed and stopped. It is simply the ‘why’ and ‘how’ of behavior. People’s perception can be referred to as conscious intents. Personal determinants of Behavioral out-come can be broken down into motivation variables, skills or trait variables and cognitive variables which include beliefs, expectations or understanding. Motivation is a recurrent concern for a goal state based on a natural incentive concern that energizes, orients and selects behavior. Most people prefer engaging in activities that seem to be satisfying as they view them as incentives in themselves. The motive strength is one of the determinants of choice. The implication being that what girls gain from G & C programme may motivate them, to seek services and thus may influence their perception of the programme.

2.8.3 Client-Centered Theory
According to Mutie and Ndambuki (1999), Client-centered theory states that human beings are basically good and are always fighting the forbidding environment to express their good striving for self-actualization. They need conditions of worth and encouragement to be able to express the good already within either through verbalization, feelings or behavior. The conditions of worth are found in a Counselling relationship and include values of warmth, genuine-ness and positive regard. Counselling which is client-centered puts the needs of the
clients first. The clients are allowed to set their own goals as the counselors play a supportive role. In this, the clients have to be assisted to become more aware and realistic about their abilities and limitations. Be encouraged to overcome biased self-perceptions, distorted realities and harmful attitudes which may lead to self-destruction. Such self-awareness serves as a source of energy and motivation for higher achievements. The implication to the study is that the counselor should create a conducive atmosphere for their clients and assist the girls to be more aware of their achievements and weaknesses hence work towards total growth.

2.9 The Conceptual Framework

![Figure 1. The Importance of Guidance and Counselling on the Education of Girls](image)
3. RESEARCH METHODOLOGY

3.1 Research Design

The *ex-post facto* design was used to establish the importance of G&C on the education of girls in Sameta Division. An *ex-post facto* design involves a study of phenomena as related to a naturally occurring treatment after its occurrences (Kathuri & Pals, 1993). The study took the *ex-post facto* design, as it involved studying the importance of G&C on the education of Girls without introducing any treatment to the study subjects. *Ex-post facto* design explores possible casual relationship among variables that cannot be manipulated by the researcher. The response given were based on past experiences hence *ex-post facto*. The researcher takes the effect (dependent variable) and examines the data retrospectively to establish casual relationships, associations and their meanings. The researcher was examining retrospectively the effect of a naturally occurring event on a subsequent outcome with the view of establishing a casual link between them. In this study, the independent variable G&C had already been implemented on the education of girls. Questionnaires were used which characterize survey methodology. This was employed to examine the importance of G&C on the education of girls in Sameta division. Survey employs and describes a situation using questionnaires to establish opinions, attitudes and perception of the population at one point in time (Kathuri & Pals, 1993).

3.2 Location of the Study.

The study was conducted in Sameta Division. The Division had a total of 21 secondary schools with two boys’ schools; one girls’ school and the rest were mixed schools. Sameta Division is in Gucha District in Nyanza province. This was according to the data in the District Education Office.

3.3 Population

The target population of the study was all students in the one girls’ Secondary school and all girls in the 18 mixed secondary schools. According to the 2007 enrolment data which was available at the District Education Office; the girls’ population in the secondary schools in Sameta Division was 1673 while that of boys was 3599.

3.4 Sampling Procedure and Sample Size

The study was done in Sameta division. Out of 19 Secondary schools, 8 were randomly sampled for the study. All 18 MixedSchools and one girls’ school in Sameta division were listed on different pieces of paper, folded and mixed before they were placed on the table and the researcher randomly picked out 8 from the 19. The randomly picked schools were listed
for visits for data collection. From every selected school, 10 girls and 4 teachers were randomly selected to fill the questionnaires making a total of 20 subjects per school. Thus, descriptive information was collected. The total number of subjects sampled for the study was 160. The sample size is within the sample size requirements for each sub-group for Research survey as suggested by Kathuri (1993).

3.5 Instrumentation

The instruments that were used were questionnaires. Two sets of questionnaires were used; one for students and the other for teachers. The students’ questionnaire had 3 sections. Question items for section A were stated on a likert scale, section B required YES/NO response, while section C had closed ended questions with one open ended. The teacher questionnaire had only one section with closed ended items stated on a likert scale with one open ended question stated at the end. These questionnaires were used to describe the opinions, attitudes, and perceptions of subjects of interest. The items in the questionnaires sought to investigate the importance of G&C on the Education of Girls. The items were based on opinions and perceptions of subjects on G&C in relation to the retention pf girls in schools, their academic performance, their career prospects and their attitude towards education. The majority of questions were structured (closed ended) while few were open-ended. Items were arranged according to the objectives they were testing. Positively stated items on a likert scale were scored as: SA=5,A=4,UN=3,D=2,SD=1 and the negatively stated items scored as: SA=1,A=2,UN=3,D=4,SD=5. The YES/NO items were rated as YES=1 and NO=0 (at the end providing categorical data).

A pilot study was carried out at Emenwa Sec.school- a school that was out of the area covered by the study. The subjects for the pilot study were 15,which is between 1-10% of the study subject as suggested by Olive et al. (1999).The pilot study helped the researcher in identifying omissions, errors and irrelevancies in the study questionnaires (Nassiuma,2000). This helped in achieving clarity, comprehensibility and ease of operation for the final stage of the administration of the questionnaires. The researcher established the reliability of both questionnaires after the pilot testing using the Cronbach’s alpha coefficient. The reliability coefficient was 0.7 (Santo & Reynaldo, 1999). Computer based Statistical Package for Social Sciences (SPSS) was used to establish the reliability.

3.6 Data Collection

Students’ questionnaires were administered in class with the class teacher’s permission. The researcher sought permission from the deputy head teacher to administer the teachers’ questionnaires in the deputy’s office. The questionnaires were filled by the respondents in the
presence of the researcher and were handed over. The respondents were assured of confidentiality. The researcher took a moment to acknowledge the support given by the school administration.

3.7 Data Analysis

After collection, data was processed and analyzed to facilitate answering of the research questions. This was done using descriptive statistics that is tables of frequency distribution and percentages. Question items on the questionnaires based on the same objectives were grouped and analyzed together. Responses to each category of item were coded and scored for the purpose of data entry. The results were organized to reflect on the research questions systematically. Tables were used to summarize the information obtained. Data was analyzed using Computer based Statistical Package for Social Sciences (SPSS) version 10.0 for windows based on the study objectives and the research questions.

4. RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents a discussion of the research findings. The discussion covers; characteristics of the respondents, awareness of the availability of G&C programme, Guidance and Counselling on academic performance of girls, the importance of G&C on the retention of girls in school, the importance of G&C on career prospects of girls and the opinion of students on the importance of G&C on their attitude towards Education.

4.2 Characteristics of the Respondents

This section focuses on the sample characteristics of the respondents in the schools. It gives a basis for a clearer understanding of the respondents included in the study and analysis of other results that shall follow. The study targeted a sample of 128 girls and 32 teachers. The girls were randomly sampled from the girl population in secondary schools regardless of the form while the teachers were uniformly treated regardless of the sex, age, qualification, designation or experience. Reason being that teachers are trained and posted to schools not on sex basis but on service delivery and they interact at cross range with their learners. They were expected to be more aware of the programme and its influence on their learners. A total of 128 girls were sampled with equal representation from the sampled schools. Equally, from each school four teachers were sampled. Table 1 shows the population from which the sample was drawn.
Table 1: Population of Students and Teachers in Sampled Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Boys</th>
<th>Girls</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rusinga Mixed</td>
<td>80</td>
<td>78</td>
<td>14</td>
</tr>
<tr>
<td>Riobara Mixed</td>
<td>155</td>
<td>125</td>
<td>17</td>
</tr>
<tr>
<td>Gesure Mixed</td>
<td>48</td>
<td>42</td>
<td>8</td>
</tr>
<tr>
<td>Nyabonge Mixed</td>
<td>96</td>
<td>77</td>
<td>11</td>
</tr>
<tr>
<td>Kenyoro Mixed</td>
<td>72</td>
<td>68</td>
<td>9</td>
</tr>
<tr>
<td>Boitang’are Mixed</td>
<td>109</td>
<td>91</td>
<td>12</td>
</tr>
<tr>
<td>Gekongo Mixed</td>
<td>49</td>
<td>50</td>
<td>8</td>
</tr>
<tr>
<td>Nyamagwa Girls’</td>
<td>-</td>
<td>353</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>609</strong></td>
<td><strong>884</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.2.1 Girls’ awareness of the Availability of Guidance and Counselling in their Schools.

Out of the 128 students interviewed, 46.9% reported that they were ignorant of the availability of G & C, 22.7% said they were uncertain while 30.5% said they were aware of the availability of G & C as shown in the table below.

Table 2: Students’ Awareness of the Availability of Guidance and Counselling

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignorant of the</td>
<td>60</td>
<td>46.9</td>
</tr>
<tr>
<td>Availability of G &amp; C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uncertain of the</td>
<td>29</td>
<td>22.7</td>
</tr>
<tr>
<td>Availability of G &amp; C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aware of the</td>
<td>39</td>
<td>30.5</td>
</tr>
<tr>
<td>Availability of G &amp; C</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>128</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Those who reported that they were ignorant of the availability of G&C formed the largest portion of the student population. This was likely to affect their perception, the seeking for the services and the values attached to the programme. This study showed that little had been done to create awareness as suggested by Gachathi (1975), that there was need to intensify G&C in schools and colleges. All the teachers seemed to be aware of the
programme. This could be attributed to the teacher training and experience. The student ignorance of the programme could be attributed to non-allocation of time for counseling within the school routine.

It was rather ironic that all the teachers were aware of the availability of G&C and the majority of the students were not aware yet they were expected to have mutual interaction because they spend 3/4 of their daily time together. This contradicts Melgosa’s argument (1997), that the influence secondary school teachers might have over their students was great. Most students let themselves be guided and be influenced by someone who understood them, listened to them and to some extent was their friend. To some extent the findings may not be contradicting Melgosa fully. In this case, it may be interpreted that the students are not able to ascertain that the pieces of advices they get from their teachers are a form of guidance. The findings indicate that what teachers knew was not known to their learners. It could be concluded that there is no free interaction between teachers and their learners. This as well contradicts Ezewu’s argument (1983), that socialization is a process that influences human development in many aspects including physical, cognitive, emotional and social development. In this case the learners could be said to be ignorant of themselves, their abilities, limitations and potentials as they were unaware of G&C which is a process meant to equip people with skills to understand themselves and their environment (Makinde, 1984).

4.2.2 Qualifications and Selection of Teacher-Counselors

All the students and teachers interviewed revealed that the school principals appointed teacher-counselors. However, on their qualification they differed, 68.2% of the girls reported that they thought school-counsellors were trained and, 31.8% of the girls said they were not trained. The teachers said that teachers-counselors were not trained and this was likely to affect the services offered, their attitude towards the programme and its’ impact on the learners.

4.3. Guidance and Counselling and the Academic Performance of Girls

Majority of the girls N=74 disagreed with the statement that G & C was important in the academic performance of girls, 39 were uncertain and only 15 agreed that G & C was important in their academic performance as shown in table3.
Table 3.

Girls Perception of the importance of G & C on their Academic Performance

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>74</td>
<td>57.8</td>
</tr>
<tr>
<td>Not sure</td>
<td>39</td>
<td>30.5</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>11.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>128</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the table 113 girls could not clearly say whether G & C had any significant importance on their academic performance. Out of 128 girls, 74 of them disagreed, 39 were uncertain and only 15 agreed that G & C was important in their academic performance. According to Gachathi (1975), there was need to intensify educational G & C in schools and colleges. By the fact that the majority of the girls reported that they could not make a significant link between G & C and their academic performance then one could condemn their guidance-counselors who according to Makinde(1984) were duty bound to provide services to persons who showed signs of inability to meet needs.

When the 32 teachers were asked if G & C was important in the academic performance of girls their responses were as shown in the table 4.

Table 4.

Teachers’ perception about the Importance of G & C on the Academic performance of Girls.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>9</td>
<td>28.2</td>
</tr>
<tr>
<td>Not sure</td>
<td>8</td>
<td>25.0</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>46.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The majority (15) of the teachers agreed that G & C was important in the academic performance of girls. A total of 15 agreed, only 8 were not sure whether G & C was important in the academic performance of girls while only 9 noted that G & C was not important in the academic performance of girls. This, to a large extent could be attributed to their training as teachers, experience and their responsibilities in their respective schools.
4.4. The Importance of Guidance and Counselling on the Retention of Girls in School

The importance of G & C on the retention of girls in school was measured by presenting the respondents with 5 statements that related to retention. They were requested to indicate their level of agreeing with the statements. Their responses differed as shown in table 5.

**Table 5:**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>41</td>
<td>32.0</td>
</tr>
<tr>
<td>Not sure</td>
<td>39</td>
<td>30.5</td>
</tr>
<tr>
<td>Agree</td>
<td>48</td>
<td>37.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>128</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the table, 48 of the respondents agreed that G & C was important in their retention in school, 39 were not sure if G & C was important in their retention in school and 41 of them disagreed with the statement. So far 48 out of 128 of the respondents agreed and could say that G & C was important in their retention in school. From the table those who were not sure were almost the same as those who disagreed and this could be attributed to their experience and observation. Their responses seemed to be influenced by the manner of selection of school-counselors. They had witnessed that the counselors were teachers who were only appointed by the principals, and had not trained in counseling, besides the fact that those male teachers were facilitators of dropout. This to some degree confirms Ogoda’s, argument (2000) that various studies indicated that sexual violence against girls prevalent in many countries in Sub-Saharan Africa scared them and was perpetrated by teachers and male students. Most of those who disagreed that the programme was important in their retention in school, reported high dropouts, increased cases of pregnancies among girls, practice of FGM- leading to non-retention as shown in table 6.
Table 6:
The Factors Affecting the Retention of Girls in School

<table>
<thead>
<tr>
<th>Statement</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>G &amp; C helps to retain girls in school.</td>
<td>50.0</td>
<td>18.8</td>
<td>31.3</td>
</tr>
<tr>
<td>Girls who are guided drop out of school</td>
<td>68.0</td>
<td>14.1</td>
<td>17.9</td>
</tr>
<tr>
<td>Do girls who are guided become pregnant?</td>
<td>57.8</td>
<td>21.9</td>
<td>20.3</td>
</tr>
<tr>
<td>G &amp; C assistance to reduce pregnancy among Girls in school</td>
<td>53.9</td>
<td>9.4</td>
<td>36.8</td>
</tr>
<tr>
<td>Do girls who are guided take part in FGM?</td>
<td>52.6</td>
<td>19.7</td>
<td>39.4</td>
</tr>
</tbody>
</table>

From table 6, 50.0% of the respondents disagreed that G & C helped in retaining the girls in school with 53.9% disagreeing that G & C assisted to reduce pregnancies among girls in school. The majority (68.0%) of the respondents disagreed that girls who are guide dropped out of school. The findings from the table revealed that one could concur with Lutomia and Sikolia (2000) that many girls who are seduced into premarital sex and get pregnant find themselves being sent out of school. These scholars have further said that because of lack of knowledge a girl feels shy to tell a boy no. These findings further, support the argument by Masolo (1987), that sex before marriage place the youth at confusion. The male usually took off and the female was left alone and forced to drop out of school.

The responses from the teachers interviewed over G & C and the retention of girls in school are presented in table 7.

Table 7:
Teachers’ Perception of the Importance of G & C on the Retention of Girls in School

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>8</td>
<td>25.0</td>
</tr>
<tr>
<td>Not sure</td>
<td>12</td>
<td>37.5</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>37.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The findings revealed that the number of teachers who were not sure if G & C was important in the retention of girls in school was the same as those who agreed that G & C was important in the retention of girls in school that is 12 (37.5%). Those who disagreed were only 8 out of all the 32 interviewed. On average this was less than those who agreed to the statement regardless of the degree of agreeing. Cases of those who were not sure and those who
disagreed were many, forming 20 (62.5) which is the majority of the respondents. No wonder there were cases of molesting of girls by teachers and male students agreeing with Ogoda, (2000) that teachers, male students and community members perpetrated sexual violence against girls. Sexual harassment both in and out of school was widespread and led to non-attendance and subsequent drop out among girls.

The teachers’ contribution in ensuring that G & C was important in retaining girls in school seemed less effective. This could be attributed to the qualifications of the counselors, mode of selection of the counselors and the frequency of receiving and offering of the counseling services.

4.5 Importance of Guidance and Counselling on Career Prospects of Girls

Six statements were put forward to assist the researcher in assessing the importance of G & C on career prospects of girls. Each statement was scored on a 3-point scale A= (Agree, UN = Uncertain, D= Disagree,). The researcher came up with the findings as indicated in table 8.

**Table 8:**
Perception of Students on the Importance of G & C on their Career Prospects

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>59</td>
<td>46.1</td>
</tr>
<tr>
<td>Not sure</td>
<td>31</td>
<td>24.2</td>
</tr>
<tr>
<td>Agree</td>
<td>38</td>
<td>29.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>128</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

From the table, 59 (46.1%) of the girls disagreed with the six statements that G & C was important in their career prospects, 31(24.2%) were not sure if G & C was important and 38 (29.7%) agreed that G & C was important in their career prospects. This suggested that few girls would seek for counselling on career choice and make right career choices. The majority, 70.3% revealed that they couldn’t associate G & C with career prospects hence were less likely to seek for G & C on issues related to career compatibility and work environment. These findings disagree with Ball (1983), that career education ought to be part of a student’s curriculum from the moment she/he entered school. They as well, revealed that career counseling of girls; as a strategy to promote labour market equality had not been achieved (Ward,1995).
The degree of agreement with the statement that G & C was important in the career prospects of girls was also sought from the teachers sampled. The findings were scored in three levels as indicated in table 9.

Table 9:

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>7</td>
<td>21.9</td>
</tr>
<tr>
<td>Not sure</td>
<td>6</td>
<td>18.8</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>59.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The majority of the teachers, 19 (59.4%) agreed that G & C was important in the career prospects of girls. The findings revealed that 7 (21.9%) of the teachers disagreed and only 6 (18.8%) of them were not sure if G & C was important in the career prospects of girls. This suggested that to a large extent teachers associated career achievement with the programme, were ready to counsel students on career related issues, on career choice, career compatibility and on different work environment (Olal, 1998). Their responses could be attributed to the level of knowledge, training, personal experiences and a degree of exposure. This confirmed the argument by Ward (1995) that counselors should ensure that career was an open process and that no individual was limited by gender from the exploration of any career options. Further, more information and knowledge about the effects of gender in human development had to be highlighted to ensure that girls’ career prospects were addressed adequately. As such, teacher-counselors had to realize the need of passing on career information to their learners to enable them make right career choices and have high career expectations.

4.6 The Opinion of Students on the Importance of G & C on their Attitude towards Education.

The fourth objective of the study was an examination into the importance of G & C on the attitude of girls towards education. The examination was based on eight statements. The responses were coded, scored and categorized into three levels. The responses are as shown in table 10.
Table 10:
The Importance of G & C on the Girls’ Attitude towards Education

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>60</td>
<td>46.9</td>
</tr>
<tr>
<td>Not sure</td>
<td>44</td>
<td>34.4</td>
</tr>
<tr>
<td>Agree</td>
<td>24</td>
<td>18.8</td>
</tr>
<tr>
<td>Total</td>
<td>128</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The responses revealed that 60 (46.9%) of the sampled students disagreed with the statement, 44 (34.4%) were not sure if G & C was important in their attitude towards education and only 24 (18.5%) agreed that G & C was important in their attitude towards education. Those who agreed formed only 18.8% which is a small percentage with positive response towards the statement. One could therefore say the majority of them had responded negatively towards the statement. Therefore, in conclusion G & C had not been deemed as one factor that could be important in the attitudes of girls towards education. Equally their attitude towards education seemed to be determined by socialization patterns (Pala et al. 1995), attitudes and interests are formed through the socialization patterns. This implied that majority of the girls believed that G & C might not have anything to do with their attitude towards education hence had not given it any consideration as claimed by Chege (1993) that girls growing up in patriarchal society internalized benefits about education, themselves and their future roles. This generated not only negative attitudes to such activities as sciences which were seen as male appropriate but which also pressed against the choice of cross-sexual activities resulting into female underachieving in them. These responses to a large extent were attributed to the girls’ knowledge and experiences. This signaled confidence in their decision and judgment. Lack of information, trust, confidentiality, involvement of all girls and poor attitude towards the programme had made them lose interest in the programme and in linking it to their education. Most responses revealed that the girls doubted and questioned the morals, Integrity, qualification and mode of selection of their teacher counselors. The girls did not consider the teacher counselors as good role models to facilitate the programme.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction
This chapter gives the summary of the research findings, the conclusions made and recommendations. It gives suggestions for further research.
5.2. Summary of the Findings

Based on the objectives, research questions and the analysis of the study in chapter four, the following major findings were established:

i. Only 30.5% of the sampled girls were aware of the availability of G & C in their schools 22.7% were uncertain and 46.9% were totally ignorant of the availability of the programme in schools. All teachers were aware of the availability of the programme in their respective schools.

ii. Minority of the sampled girls, that is, 11.7% agreed that G & C was important in their academic performance. The majority 57.8% disagreed and 30.5% were uncertain if G & C was important in their academic performance. Less than half of the teachers agreed with the statement, 25.0% were undecided and only 28.2% disagreed that G & C was important in the academic performance of girls.

iii. The sampled girls differed in responses on their perception of the importance of G & C on their retention in school. Majority that is (37.5%) of the girls agreed that G & C was important in their retention in school with 32% disagreeing and 30.5% were undecided. The responses from teachers also differed in this; 25.0% disagreed 37.5% were undecided and 37.5% agreed that G & C was important in retaining girls in school.

iv. Less than half (46.1%) of the girls disagreed that G & C was important in their career prospects, 24.2% were undecided and 29.7% agreed that G & C was important in their career prospects. The majority (59.4%) of the teachers agreed that G & C was important in the career prospects of girls.

v. Only a minority of the girls (18.8%) agreed that G & C was important in their attitude towards education, 46.9% disagreed and (34.4%) were undecided.

vi. Most of the teachers, that is, 72.3% said most teacher-counselors lacked professional training in counselling to enable them to perform their work effectively. They however felt that the education of girls in the Division could be improved if parents/guardians were adequately sensitized about the education of girls, if G & C was strengthened in schools, if factors like FGM, early pregnancies and premarital sex were addressed and if girls were exposed to various role models.

vii. Low retention of girls in schools related to early pregnancies, FGM practice and molesting by men. These factors facilitate dropout.
5.3. Conclusion

The study made an attempt to assess the importance of G & C on the education of girls in Sameta Division. Such an assessment was considered useful in providing a clearer and deeper understanding on the extent to which G & C had been implemented in the division and how effective it was in meeting the educational needs of the girls. The concerned stakeholders who included the teachers, the counselors, MOE, students and the community could use such information to give fresh impetus to the programme; for it to achieve the desired outcome in the division and beyond. Based on the findings, the study makes the following conclusion:

i. The majority of the girls were not aware of the availability of G & C programme in their schools. Though teachers reported awareness, the students had failed to identify the services (guidance) they received during assembly as being guidance. Teachers should have done a lot of campaigns in creating that awareness among students.

ii. Students’ awareness on the importance of G & C services and its availability in school was appealingly linking. The aware the students were about the availability of the programme, the important they were likely to find the programme. Whereby 60% of those who said they were aware of the availability of the programme said it was important in their academic performance. The students’ perception of the importance of G & C on their academic performance depended on the level of awareness of the availability of that programme.

iii. Majority of teachers agreed that G & C was important in the career prospects of girls. Therefore, they needed to transmit that information to their learners; such that those who could not link G & C to proper career choice could do so.

iv. Some girls were still dropping out of school despite the introduction of G & C to curb the vise.

v. Most teachers and students believed that the attitude that girls had towards education had nothing to do with G & C.

vi. There was need to involve parents/guardians in the counselling of girls. Counselling should not have been left to the teacher-Counsellors only but should have been handled by the whole community.

vii. Teacher-counselors should be given professional training in counselling to get the necessary confidence of doing their work competently.
Several challenges faced G & C in relation to the education of girls, which included lack of awareness, interest, confidentiality/trust, role models, proper skills, poor facilities, support and communication.

5.4 Recommendations

The researcher came up with the following recommendations:

i. G & C should be strengthened in schools. The teacher-counselors should be exposed to some training to give them the competence and confidence to do their work effectively.

ii. Laws outlawing FGM and early marriages should be reinforced to reduce dropout ensuring high retention in school.

iii. Schools should adopt measures that make the schools more appealing to girls to ensure completion.

iv. Both the girls and their parents/guardians need to be sensitized on the importance of educating the girls for it is only through this that they can improve them and majorly on career choices.

v. Teachers should be more sensitive to the needs of girls especially those in mixed schools so that they are not overshadowed by the aggressive boys.

vi. More female teachers should be posted to mixed and only girls schools to act as role models to the girls. The government should promote more female staff and this will form a motivating factor to girls boosting their career prospects.

vii. There is need to publicize the programme in various schools in the division in order to create awareness about the services it offers and when they are offered. Further, those schools without G & C offices should open them up.

viii. There is need for fair, just and transparent selection of teacher-counselors. If possible it should be based on training on counseling. Only those who are with good moral standards should be selected as counselors to be good role models.
to students. This may encourage girls to seek for guidance in areas of academic weaknesses and career choice.

ix. Schools should organize seminars and workshops in order to sensitize parents/guardians and education stakeholders on the importance of G & C in the education of girls. More so in their retention and academic performance.

x. Curriculum designers should include G & C in the secondary school syllabus and provide resource materials. There should be proper planning and development of G & C at secondary school level. Time for counselling should be given special consideration.

xi. Teacher-counselors should be given incentives through proper remuneration and promotion. So that they can guide and counsel the students more frequently.

5.5 Recommendations for Further Research

The subject of G & C in relation to the education of girls has attracted limited research attention in Sameta Division and the whole country. As noted in Chapters one and two, there are few surveys known to the author that have attempted to undertake research on this topic. This study therefore suggests the following areas for further research:

i. Secondary school girls’ involvement in Guidance and Counselling.

ii. G & C and academic performance of girls in Gucha.

iii. The effects of career counselling on career choices among girls in secondary schools.

iv. Dropout as a factor that affects the education of girls in Gucha district.

v. The effects of FGM on the retention of girls in schools in Gusii land.
REFERENCES


