

STUDENTS' CULTURAL PRACTICES AND THEIR ATTITUDE TOWARDS  
GUIDANCE AND COUNSELING SERVICES IN PUBLIC  
SECONDARY SCHOOLS IN KEGONGA  
DIVISION KENYA

A Thesis

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In Partial Fulfillment of the Requirements for the Degree  
Master of Education in Administration  
and Management

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BY

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### DECLARATION A

"This thesis is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".



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## DECLARATION B

"I confirm that the work reported in this thesis was carried out by the candidate under my/our supervision".



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## APPROVAL SHEET

This thesis entitled "Students' Cultural Practices and their attitude towards Guidance and Counseling Services in Public Secondary Schools, Kenya" prepared and submitted by Roseline Atieno Awiti in partial fulfillment of the requirements for the degree of Master of Education has been examined and approved by the panel on oral examination with a grade of Passed.

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## **DEDICATION**

This work has been dedicated to; my families of Ben Owino and Moses Awiti of Migori County - Kenya

## **ABSTRACT**

This study attempted to correlate the level of Students' Cultural Practices and their Attitude towards Guidance and Counseling Services in Public Secondary Schools in Kegonga Division Kenya. A descriptive study was conducted at five secondary schools. The total population in school was 90 students as a target population for the study with a sample population of 68 as respondents of the research study were analyzed. The study attempted to; determine the demographic characteristics of respondents in terms of age, gender, qualification and level of experience, identify the level of students' cultural practices such as absenteeism, stealing and fighting among the secondary school students, identify the level of students attitude towards guidance and counseling such as peer group influence, teachers and school environment among the secondary school students, determine the nature of attitude of secondary school students towards guidance and counseling services and establish if there is a significant relationship between students' cultural practices and attitude towards guidance and counselling services. A Qualitative and Quantative method of data collection used a questionnaire as the main research instrument. The findings showed that there was no significant relationship between students' cultural Practices and attitude towards guidance and counselling services in secondary schools covered by this study. The study recommended that Student centered techniques and activities should be well incorporated into the program, such as peer counseling and peer mediation as example and Guidance educators and counselors should be supported with appropriate trainings and professional development to meet the full and holistic needs of participating teachers, students, schools, families and communities

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## CHAPTER ONE

### PROBLEM AND ITS SCOPE

#### Background

Adherence to formal curriculum documents, codes of student conduct, timetabling, and other administrative practices, constitute the artifacts of secondary school culture and serve to make daily life in these secondary school routine. High schools also have highly developed systems of espoused values which pervade many aspects of their communal lives. While many of these values are openly acknowledged in documents such as school mission statements, and student handbooks, others are not and constitute what Dei (1996) referred to as the "deep curriculum". This includes "not only stipulated and hidden school rules but also regulations that influence student and staff activities, behaviours, attitudes, perceptions, exceptions, and outcomes".

Secondary schools also function according to the dictates of deeply entrenched sets of basic assumptions. Administrators, teachers, and students alike all harbour pre-dispositions as to how they expect their institutions to function and often find it incomprehensible that they could function in any other fashion. As Oakes (1985) observed, "Many school practices seem to be the natural way to conduct schooling. . . . These beliefs are so ingrained in our thinking and behaviour-so much a part of school culture-that we rarely submit them to careful scrutiny". These practices include, but are not limited to, how students are grouped for instruction, which pedagogical techniques are perceived as being the most effective with different students, and how individual students, and groups of students are allocated status within the school community. Along with espoused values and artifacts, these assumptions contribute to the very core of a school's organizational culture.

Additionally, many of the aforementioned aspects of secondary school culture have proven to be remarkably impervious to change. This resiliency may well be the product of two factors. First, and foremost, many of the nuances of secondary school

life such as the lock-step movement of students to a system of bells or buzzers, the congregating in front of lockers, homeroom, and the clustering of classrooms by subject area have become something of cultural icons deeply ingrained in the collective consciousness of a significant portion of the public. Secondly, as secondary school attendance emerged as an all but universal age norm, the high school experience simultaneously evolved into an adolescent rite of passage (Hoffman, 2002). As the National Association of Secondary School Principals (N.A.S.S.P. , 1996) noted, any attempt to significantly alter the current format of secondary education would be viewed by many as an assault on the very essence of adolescence itself.

Overall, it is evident contemporary secondary schools have developed into complex social organizations. These institutions have a definitive impact on the way in which their community members negotiate the terms of their existence within their walls and directly affect students' engagement with the institutions they attend, as well as with the process of formal education.

Phelan, Davidson and Cao (1991) commented that, "On any given day adolescents move from one social context to another. Families, peer groups, classrooms, and schools are primary arenas in which young people negotiate and construct their realities". As such, the degree of success a young person meets with when negotiating the terms of their daily existence within each of the above contexts plays a significant role in determining the degree of success they encounter in those domains.

Additionally, secondary school organizational culture impacts directly on the dual student outcomes identified by Lee, Bryk and Smith (1993): academic achievement and student engagement. While the former is defined in terms of student standardized test scores, it could be expanded to include other means of assessing student learning. Conversely, student engagement has been defined by the O.E.C.D. (2003) as consisting of "students' attitudes towards schooling and their participation in school activities". Goodenow (1993) and Marks (2000), among others, suggest the existence of a limited,

yet direct, relationship between the two outcomes with both being influenced directly, or indirectly by institutional culture. Therefore, a further understanding of secondary school organizational culture has the potential to lead to the adoption and implementation of policies on the part of administrators, at various levels, that might serve to enhance the aforementioned dual outcomes.

Finally, secondary schools, as societal institutions, have proven themselves to be remarkably resistant to change (Hoffman, 2002; N.A.S.S.P., 1996). In fact it could be argued that the basic organizational structure of the North American high school has not been significantly altered since the introduction of the Carnegie Unit in 1907 (Jenkins, 1996). As Hargreaves and Goodson (2006) observed, "Because of their size, bureaucratic complexity, subject traditions and identifications, and closeness to university selection, high schools have proved especially impervious to change. . . . (p.4). without a lens through which to subject these institutions to in-depth scrutiny there exists a very real risk of the development of what Vaughan (1999) terms as "organizational deviance". This phenomena refers to a situation whereby what on the surface appears to be normal organizational function yields unanticipated negative consequences for members of those institutions (Newman, 2004; Vaughan, 1999). Simply stated, many organizational practices at the secondary school level are so deeply ingrained in the collective thinking of those involved that they are seldom submitted to close examination (Oakes, 1985).

Guidance plays a vital role in preventing educational, personal, social, mental emotional and other similar problems among secondary school students. Ministry of education and principals of schools are aware of the heavy reliance placed on guidance and counseling services for most aspects of the new 6-3-3-4 system to actually succeed. These services are presented by Nwachukwu (2007) as information services, placement services, appraisal services, vocational guidance services, counseling services, referral services, evaluation, follow-up, and consultancy and research services. As a vital component of any type and any level of education the absence of non

utilization of these services in the present day school system has led to the unprecedented rise in the crime wave, violence among students, fuelled cultism, wrong career choice, and wrong subject combination among other issues. Attitudes are predispositions which have developed through long and complex process. Anasasi (1990) defined attitude as "a tendency to react favorably or unfavorably towards a designed class of stimuli". It is evident that attitude cannot be directly observed, but must be inferred from overt behaviour, both verbal and non verbal. Validya (1989) explains attitude as a condition of readiness for a certain type of activity. Attitudes held by individuals may be simple or complex, stable or unstable, temporary or permanent and superficial or fundamental. Judgments based upon insufficient facts are likely to yield wrong results and, thereby, develop biased attitudes. According to Crow and Crow (1979), a child's attitude towards his work affects his worth in his activity. An investigation of the attitude of students towards guidance and counseling services has derived impetus from the assumption that students are the major recipients of guidance and counseling services in the secondary school setting. It is believed that the success of any programme in school lies on the students' attitude towards it. The way students respond and perceive guidance and counseling services will, to a great extent, determine whether or not guidance and counseling services are needed or will be effectively utilized in schools.

### **Statement of the Problem**

An examination of school culture is important because, as Goodlad's study (1984) points out, "alike as schools may be in many ways, each school has an ambience (or culture) of its own and, further, its ambience may suggest to the careful observer useful approaches to making it a better school. Depending upon how well leaders understand and use this notion; culture can assist school improvement efforts for at-risk students, or act as a barrier to change (Deal & Kennedy, 1982; Krueger & Parish, 1982). The culture of the school reflects the local culture in many ways (Rossman, Corbett, & Firestone, 1988; Welch, 1989). When schools seek to improve, a focus on the values,

beliefs, and norms of both the school and the environment outside the school is necessary to understand that School culture does affect the behavior and achievement of elementary and secondary school students, School cultures are unique; whatever their commonalities, no two schools will be exactly alike nor should they be and Lasting fundamental change (e.g. changes in teaching practices or the decision making structure) requires understanding and, often, altering the school's culture; cultural change is a slow process. As the counselor occupies a very strategic position in any educational system, this is why the reemphasis is on the need for guidance and counselling services in the education system. It is also clear from the Ministry of Education that counselors should operate on full-time basis. Apart from academic problems of failure and dropout of students, from schools, other numerous psycho-social; vocational and personal-social problems abound among students in Kegonga secondary schools. Parents and others stakeholders in recent times have been so concerned about academic problems of students. The control or resolution of these problems is always channeled to mainly school authorities and teachers while the seeking of counselors' attention is always ignored. This study therefore attempts to look at students' cultural practices in terms of absenteeism, school environment, fighting, stealing and peer group influence towards guidance and counselling services which is primarily meant for them. Finding out their attitude may therefore point to areas of conflict, confusion, ignorance and differences that could be mirrored to enhance success in a student's academic life and general behaviour.

## **The Purpose of the Study**

This study was carried out to:

- i) Test the hypothesis that there is no significant relationship between students' cultural practices and their attitude towards guidance and counseling services in secondary schools.
- ii) To validate the structural-functionalist theory of Malinowski (1944).
- iii) To bridge the gaps identified during literature review.

## **Specific Objectives**

- i) To determine the demographic characteristics of respondents in terms of age, gender, responsibility of students.
- ii) To identify the level of students' cultural practices such as absenteeism, stealing and fighting among the secondary school students.
- iii) To identify the level of students attitude towards guidance and counseling such as peer group influence, teachers and school environment among the secondary school students.
- iv) To determine the nature of attitude of secondary school students towards guidance and counseling services.
- v) To establish the relationship between students' cultural practices and attitude towards guidance and counselling services.

## **Research Questions**

- i) What are the demographic characteristics of respondents in terms of age, gender, responsibility of students?
- ii) What are the level cultural practices of students such as absenteeism, stealing and fighting among the secondary school students?

- iii) What are the dominant factors contributing to the students' cultural practices such as peer group influence, teachers and school environment among the secondary school students?
- iv) What is the nature of attitude of secondary school students towards guidance and counseling services?
- v) What is the relationship between students' cultural practices and attitude towards guidance and counselling services?

### **Null Hypothesis**

There is no significant relationship between students' cultural practices and their attitude towards guidance and counseling services in secondary schools.

### **Scope of the Study**

**Content Scope:** To determine the demographic characteristics of respondents in terms of age, gender and responsibility of students, cultural practices of students such as absenteeism, stealing and fighting among the secondary school students ; the dominant factors contributing to the students cultural practices such as peer group influence, teachers and school environment among the secondary school students and the nature of attitude of secondary school students towards guidance and counseling services in public secondary schools in Kegonga division.

**Geographical scope;** Kegonga Sub-location is an administrative division in the region of Central, the country of Kenya with an average elevation of 1,844 meter above sea level of Kenya.

**Theoretical scope;** The structural-functionalist approach is rooted in the functionalist research tradition of which Malinowski (1944) was one of the main representatives. Malinowski's functionalist position emerges most clearly in his first two

cultural axioms. In the first, Malinowski argues that culture is essentially an *instrumental apparatus* that enables humankind to better deal with specific problems in their environment, while satisfying their needs. The second axiom states that culture encompasses a system of objects, actions, and attitudes in which each part exists as *means to an end*

**Time scope;** the study was carried out from February 2012 to August 2012

### **Significance of the Study**

The findings of the study exposed those factors which affect students in secondary education. They would therefore be used by policy makers and education managers to find a solution to the problem of access to education. Scholars will also use the findings of the study to enrich their research on any other study related to access to education.

**Administrators;** The study findings will help to awaken both the top and lower educational administrators to the need to have effective monitoring and supervision of the various activities that are being done in primary schools so as to wipe out all sorts of school related violence.

**Parents;** The findings would help to awaken parents and/or relatives of the pupils of the benefits of studying and thus realize the need to have their children sent to school since it is stressed that investment in education contributes a lot to national growth and development and that as parents send their children to school, there would be more chances of securing a rightful future for them where by such children stand less chances of developing anti social behaviors.

**Scholars;** Other scholars and or researchers would use the information gathered in their own studies for the purpose of improving this research study in the course of time. The outcomes of the study would also be used to advance suggestions, ideas and



solutions to the problems encountered in the struggle to achieve effectiveness in learning.

### **Operational Definitions**

**Culture:** The system of shared beliefs, values, customs, behaviours, and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning.

**School culture:** is defined as "the basic assumptions, norms and values, and cultural artifacts that are shared by school members, which influence their functioning at school" (Maslowski, 1997, p. 5). This definition refers to a number of cultural elements, i.e. basic assumptions, norms and values, and cultural artifacts, and a number of cultural aspects, i.e. its shared nature and influence on behavior.

**Cultural practices;** Cultural practice generally refers to the manifestation of a culture or sub-culture, especially in regard to the traditional and customary practices of a particular ethnic or other cultural group. In the study, this term will apply to any person manifesting any aspect of any culture at any time. However, in practical usage it commonly refers to the traditional practices developed within specific ethnic cultures among , especially those aspects of culture that have been practiced since ancient times in schools like fighting of students, stealing of their properties, nature of the school environment

**Attitudes** are defined as relatively stable evaluations of a person, object, situation or issue. Ubom (2001) defined attitude as an individual perception and reaction to a task which is expected to be carried out or executed in a group, institution, school setting or an organisation. Attitude can be said to be positive or high when individual response to the task or programme is favorable and when they show commitment to their duties

**Guidance** is a process whereby an individual is helped to understand himself in all ramifications, so that he can effectively utilize his potentialities or talents. Literally guidance means to direct, to point out, to show the path. It is the assistance or help rendered by a more experienced person to a less experienced person to solve certain major problems of the individual (less experienced) i.e. educational, vocational, personal etc. Guidance is a concept as well as a process. As a concept guidance is concerned with the optimal development of the individual. As a process guidance helps the individual in self understanding (understanding one's strengths, limitations, and other resources) and in self-direction (ability to solve problems, make choices and decision on one's own).

**Counseling** is a process through which an individual who needs help is assisted a professionally prepared individual so that he can be helped to make necessary adjustment to life, and to his environment. It is a process whereby an individual is helped through a relationship with a professionally prepared person to voluntarily change his behaviour, clarify his attitudes and goals so that his problems could be solved.

**Guidance and Counseling:** The terms guidance and counselling have been loosely or interchangeably used. Guidance is a term which is broader than counseling and it includes counseling as one of its services. Butter makes a logical separation of the counseling process i.e. (i) adjustive and (ii) distributive phase. In the adjustive phase, the emphasis is on social, personal and emotional problems of the individual, in the distributive phase the focus is upon educational, vocational and occupational problems. The distributive phase "can be most aptly described as guidance" while the adjustive phase can be considered as description of counselling". The terms "guidance and counseling" therefore have been defined by Makinde (1987) 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.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Concepts, Ideas, Opinions from Authors/ Experts**

Deal and Peterson (1999) observed. "Parents, teachers, principals, and students have always sensed something special, yet undefined, about their schools-something extremely powerful but difficult to describe". This "something" has been defined by the aforementioned researchers in the following terms:

School cultures are complex webs of traditions and rituals that have built up over time as teachers, parents and administrators work together and deal with crises and accomplishments . . . Cultural patterns are highly enduring, have a powerful impact on performance, and shape the ways people, think, act, and feel.

Furthermore, Schein (1997) contends that organizational cultures operate at several levels simultaneously. These include: (a) artifacts, those rites, symbols, ceremonies, and myths that serve to make organizational behaviour routine; (b) espoused values, systems of beliefs and standards that provide the basis for an organization's social behaviour and; (c) basic assumptions, those institutional practices that are so deeply ingrained in the collective consciousness of the group that to act in any other manner is unthinkable.

Finally, Barth (2002) provided an even more succinct definition of school culture when he stated that "A school's culture is a complex pattern of norms, attitudes, beliefs, values, ceremonies, traditions, and myths that are deeply ingrained in the very core of the organization". Furthermore, a school's organizational culture has, in his view, more influence over the life of the school community than "the superintendent, the school board, or even the principal, teachers, and the parents can ever have".

## Related Studies

**Attitudes and Beliefs;** The effect of school culture on school improvement efforts is significant. The attitudes and beliefs of persons in the school shape that culture. Many times innovations are not put into practice because they conflict with deeply held internal images of how the world works images that limit persons to familiar ways of thinking and acting (Senge, 1990; Senge & Lannon-Kim, 1991). This failure is played out in schools on a regular basis. The attitudes and beliefs of those in the school create mental models of what schooling is and how others in the school should and will respond to events and actions. It is from these attitudes and beliefs that the culture of the school is created.

**Attitudes and beliefs about schooling;** A School is complex in and of itself, as well as being part of a larger system. Frequently the individual's conception of the system serves as a basis for maintaining the status quo and opposing change, according to Sarason (1982). Anticipating trouble in relation to the system is characteristic of many school staff. A perception of the system as intolerant is cited by Sarason (1982) as one of the most frequent and strongest barriers to trying what are conceived as innovative procedures. If untested, this assumption becomes a self- fulfilling prophecy. Goldman & O'Shea (1990) in their analysis of their school note that a system paranoia exists that says "they won't let me do it," or "I knew things hadn't changed," or "there they go again" (p. 43). This paranoia creates barriers to change.

Fine (1991) asserts that educators generate belief systems because they need to explain their efforts in ways that give them a sense of accomplishment. These belief systems may help educators feel more successful, but may also prevent them from imagining what could be. According to Fine (1991), some of these beliefs are:

- Things cannot change.
- Discipline is the overwhelming obstacle to school success.

- Work with the survivors.
- Educational bureaucracy obstructs progressive public education.
- I do the best job I can in my classroom. (p. 156)

Patterson, Purkey, and Parker (1986) delineate five prevailing assumptions about the world in which educators work. The first is that "school systems are guided by a single set of uniform goals"; a second is that "power in school systems is (and should be) located at the top" (p. 7). These assumptions, the researchers believe, contribute to behaviors among school staff that prevent power sharing. Third, "decision making in school systems is seen as a logical problem-solving process that arrives at the one best solution" (p. 8); alternatives or modifications of this "one best solution" may not be sought. An extension of this idea is that "there is one best way to teach for maximum educational effectiveness" (p. 8). Finally, the belief that "the public is supportive of school systems and influences them in predictable and marginal ways" (p. 8) ignores the impact that parents and the community have on schools.

Patterson, Purkey, and Parker (1986) suggest some alternative assumptions that could facilitate school improvement by helping to restore a sense of efficacy to educators:

- School systems are guided by multiple and sometimes competing sets of goals.
- Power in school systems is distributed throughout the organization.
- Decision making in school systems is a bargaining process in order to arrive at solutions that satisfy a number of constituencies.
- The public is influential in major and sometimes unpredictable ways.
- A variety of situationally appropriate ways to teach is allowed and desired so that teachers may be optimally effective. (p. 7-8)

**Attitudes regarding at-risk students;** Cultural influences impact behaviors of students and may contribute to failure in schools for minority students. According to Gault and Murphy (1987), many American schools claim to practice cultural pluralism,

but in reality all students are expected to fit into the white middle class culture. Students with different cultural backgrounds, values, and skills than those generally valued by American schools may be perceived as incapable of performing according to the school's standards. In addition to the assumptions described above, some commonly accepted myths about minority children become barriers to their access to quality education. The report of a Massachusetts Institute of Technology project, *Education That Works: An Action Plan for the Education of Minorities*, (1990) identified many of these myths, including the following:

- Learning is due to innate abilities, and minorities are simply less capable of educational excellence than Whites. (p. 37)
- The situation is hopeless; The problems minority youth face are so overwhelming that society is incapable of providing effective responses. (p. 37)
- Quality education for all is a luxury, since not all jobs presently require creativity and problem solving skills. (p. 38)
- Education is an expense and not an investment. (p. 38)
- Equity and excellence in education are in conflict. (p. 38)
- All we need are marginal changes. (p. 39)
- Minorities don't care about education. (p. 39)
- The problem will go away. (p. 40)
- Educational success or failure is within the complete control of each individual, and in America anybody can make it. (p. 40)

Goldenberg and Gallimore (1991) found that teacher' assumptions about students and their families reinforced their views about child development and academic learning in general. Teachers tend to blame the family for the child's at-risk condition rather than the child or the school. These beliefs slant teachers' choices of classroom activities, and their evaluation of student performance toward goals. The teachers' perceptions of the child and of the child's family are strongly affected by the teachers' beliefs and expectations about academic performance and classroom behavior, the characteristics

of the rest of the students in the classroom, and the school setting (Richardson et al., 1989).

**Student attitudes toward schooling;** Just as the perceptions, attitudes, beliefs, and values of teachers' impact change efforts, student beliefs and attitudes influence school improvement. Students must believe that they are respected as persons and that they are tied to the school. However, as noted earlier, two attitudes prevalent among high school students are boredom and alienation (Wehlage, 1988).

One sign of alienation is a reluctance to engage in academic competition. Houston (1991) suggests that minority students in non-urban schools may be reluctant to engage in academic competition because:

- They don't believe that their individual efforts to achieve will be rewarded by the dominant culture.
- They believe that they are intellectually inferior to their white peers.
- They resent and distrust the dominant culture and reject some of its values.
- They believe that the values of their culture are in conflict with those of the dominant culture. (p. 64)

In a study of 1064 secondary school students in an urban school district, Calabrese and Poe (1990) found that "African American and Latino [American] students must confront schooling conditions that may cause higher levels of alienation. Their recognition of discrimination in an environment that professes to offer equal opportunity creates a sense of estrangement and alienation" (p. 25). Students must recognize a high level of caring, respect and expectations for their success, as well as a capacity for influencing what goes on in school in order to increase their commitment to the school and change efforts (Firestone & Rosenblum, 1988). These cultural aspects of school are discussed in later sections of this synthesis.

Like any child who is significantly different from the majority of classmates, gifted children too are apt to experience feelings of social discomfort and sometimes isolation or alienation. In such a situation the child seeks peer acceptance by masking giftedness, conforming to peer behavior patterns, and purposely underachieving (Whitmore, 1988).

**Attitudes among people in the external environment;** External values affect the culture of the school, shaping what goes on inside. Deal (1985) suggests a number of changes in the external environment that have eroded the support of local communities:

- The belief in attending school as a prime pathway to virtue and success in later life is no longer widely or firmly shared.
- The intuition and insights of local educators have been replaced by an emphasis on research, giving more authority to researchers' and consultants' expertise than tradition and experience.
- More use of evaluation, management by objectives, and a focus on technical aspects of instruction and administration have occurred.
- Professional teacher associations have become highly vocal and cultivated ties with or emulated the practices of labor and trade unions.
- Events such as desegregation, court enforced student rights, and new approaches for particular groups of students have changed the traditions, moral order, and historical practices of local schools. (p. 613)

### **Attitude of Secondary School Students towards**

Guidance and counseling has been conceptualized as a programme of activities which has provided us with the gateway out of the existing numerous problems in our present age of complex scientific and technological development (Okobiah and Okorodudu 2004). Guidance and counseling is a professional field which has a broad range of activities, programmes and services geared toward assisting individuals to



understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions. There is agreement among experts that there are three major components of guidance and counseling. These are educational guidance, vocational guidance and personal social guidance (UNESCO module 2000a). Under these three major areas, there are several guidance and counseling services such as appraisal, information, placement, orientation, evaluation, referral, and follow-up (Denga 2001) Each of these major components of guidance and counseling alone with their services address students needs, challenges and problems. The goal of guidance and counseling services is to enable each learner in institutions of learning to derive optimal educational benefits so as to actualize his/her potentialities. Thus, the highlights of the National Policy on Education (1998) states "in view of the apparent ignorance of many young people about career prospects and in view of personality adjustments among school children, career officers and counselors will be appointed in post-primary institutions and tertiary levels. Unfortunately the practice of these services in our institutions of learning is nothing to write home about. The programme is not encouraging at the secondary school level and even at the university level. Anwana (1984) and Abiri (1996) argued that if the society is not to be plaque by a band/group of disgruntled, frustrated and unrealistic individuals, it is desirable that adequate guidance and counseling and career information be provided, to enable the school and society arrive at a realistic vocational choice for their children/wards with due realization of their potentialities. Ubom (2001) defined attitude as an individual perception and reaction to a task which is expected to be carried out or executed in a group, institution, school setting or an organisation. Attitude can be said to be positive or high when individual response to the task or programme is favorable and when they show commitment to their duties. It can be negative or low when the students express a nonchalant response, with regard to what is expected of them in the given situation.

Studies such as those of Denga (2001); Edet (2008), have shown that principals and teachers constitute the greatest obstacle to the success of guidance and counseling

services in schools. The report showed a negative attitude of school authorities to guidance services and to counselors in particular. Adimula (1988) also attributed the negative attitude to the ignorance of principals and teachers about the relevance of guidance services in schools. Achebe (1986) explained that the counselor is being seen as a new comer to the school system who is still being regarded with some sense of suspicion and caution and distancing. According to her, some of the principals and teachers regarded the services of the counselors as an unnecessary frill. Bulus (2001) believed that principals and teachers misconceived the counselor's status, which often creates conflict between them and in most cases teachers and principals who believe in the need for counselors in the school may see no reason why there should be full time counselors in schools. Denga (2001) stressed that the Principals who know little about counseling will not in any way appreciate the need for the counselor to be relieved of heavy teaching load and other co-curricular duties. Such principals will stifle the counselor's work by withholding budgetary allocation for guidance services. Achebe (1986) stated that some principals are rigid and traditional and would not welcome new ideas. She said even when principals are aware that modern schools require the practice of the counselor, they may deliberately bark at the idea of implementing the guidance services in the school practice for the erroneous argument that historically, the school has operated successfully without formal guidance (p2). Edet (2008) on her research with 99 subjects, on parents' and teachers' perception of vocational guidance in secondary schools in Calabar metropolis discovered that teachers perception/attitude towards vocational guidance services was significantly negative ( $\pm = - 4.672$ ;  $p = 0.000$ ) Researches carried out by Musgrove 1973; Ubana 2008; Denga 1983; and Onyejiaku 1991 have discovered both positive and negative attitudes of students towards guidance and counseling services including influence of sex and school geographical location.

Musgrove, (1973) in the study of high school students' attitude toward guidance and counseling services discovered no significant differences in sex, and grade level, but a positive/favourable overall attitude toward their guidance offices. It was inferred

that the needs and expectations of the majority of the students were being met by the guidance and counselling services. Ubana (2008) in her research study on the attitude of secondary school students towards guidance and counseling services in Yakurr local government area of Cross River State came out with the findings that students attitude towards guidance and counseling services was negative and that sex of the student and the geographical location of the school had no significant influence on students' attitudes toward guidance and counseling services. Denga (1983), studied the attitude of 2000 students towards the counselor from the then 19 states of the federation of Nigeria and obtained the result that showed a 100 percent need for counseling and the readiness of the students to go to the counselor for counseling. On the issue of gender, male and female students differ in many respects biologically and physically including their attitude towards guidance and counseling services (Onyejiaku 1991). He affirms the fact that "despite physiological, psychological, and prodional sex differences in vocational roles, the increasing equal educational opportunities for both sexes and quest for financial independence and security among present day families, indicate a definite change in male-female ration in various occupation" despite sex differences, the attitude of males and females to some extent are favorable towards counseling services.

### **Theoretical Perspectives**

The structural-functionalist approach is rooted in the functionalist research tradition of which Malinowski (1944) was one of the main representatives. Malinowski's functionalist position emerges most clearly in his first two cultural axioms. In the first, Malinowski argues that culture is essentially an *instrumental apparatus* that enables humankind to better deal with specific problems in their environment, while satisfying their needs. The second axiom states that culture encompasses a system of objects, actions, and attitudes in which each part exists as *means* to an *end*. Starting from these axioms, Radcliffe-Brown (1952) states that culture does not serve individual needs, but rather an objective entity that goes beyond individuals. In his view, the function of

culture refers primarily to the integration of social groups. Moreover, Radcliffe-Brown has broadened Malinowski's theory that was purely focused on functions, by identifying the concept of 'structure'. 'Structure' is as central to his theory as the 'function' of culture. His functionalist theory of human community is grounded by a presupposed analogy between social and organic life, which leads to the notion of society as 'a system of functions of a social structure'. In Radcliffe-Brown's view social structure is essentially an arrangement of individuals in institutional controlled or defined relationships. The social structure itself cannot be further reduced to certain processes or constructs. Radcliffe-Brown, thereby, refers to Durkheim's argument that "social and cultural phenomena can only be explained by social concepts", instead of physiological or psychological concepts.

Although Malinowski and Radcliffe-Brown made an important contribution to studying culture from a functionalist perspective, it was even more influenced by the functionalist approach in sociological theory. Parsons (1951), in particular, has further elaborated structural-functionalist theory for the study of culture. Parsons identified his theory as an 'action' theory. 'Action' is distinguished from 'behavior', for action is purposeful behavior. The subject of such an action theory, therefore, is the meaningful goal-oriented actions of socialized humankind. This intentionality of human action results from the idea that the perception of situations and behavior that is based on these perceptions, are not caused by inheritance or instinct but result from the learning of cultural symbols. The symbolic world on the other hand, is shaped in interaction – in other words, in common action – and maintained through interaction. The epistemological object of structural-functionalism, however, is not the concrete, empirical action, but rather the determining action programs or schemes. Parsons's main interest was focused on the question of the determinants of social order. He therefore identified four system types: biological organic systems, psychological systems, social systems and cultural systems. Biological organic systems determine which actions individuals take from a physical perspective.

Psychological systems refer to the need and motivational dispositions of social actors. Social systems consist of interdependent roles within collectivities, in which "specific interaction is regulated by norms, which are rooted in values and derived from values" (Ackerman & Parsons, 1976, p.80). Cultural systems encompass value and meaning bases for action. The cultural system provides meaningful orientation towards the environment and the action system, the physical world, the personalities and social systems. In Parsons's view, the personality system is an operating system for the actions individuals take. The social system controls the personalities of its members and the cultural system in turn acts on the social system. Parsons further assumes that each action system is subject to four major functions: adaptation, goal achievement, integration and latency. Adaptation involves the problem of acquiring sufficient resources and accommodating to the demands of the environment. Goal achievement reflects the problem of defining and implementing goals. Integration incorporates the problem of maintaining solidarity and unity among the members of the system. Latency consists of the problem of maintaining and renewing the motivational and cultural patterns of the system.

As a formal analytical point of reference, Parsons (1960) uses "the primacy of orientation to the attainment of a specific goal ... as the defining characteristic of an organization which distinguishes it from other types of social systems". He further argues that "a minimal description of an organization will have to include an outline of the system of values which defines its functions and of the main institutional patterns which spell out these values in the more concrete functional context of goal-attainment itself, adaptation to the situation, and integration of the system. There are other aspects, such as technical lore, ideology, and ritual symbolization", which are not directly related to the social system. Parsons therefore argues not to take cultural artifacts, like symbols and ideology, into account, but rather focus on the values and meaning bases that underlie the action organization members take.

Schein (1985) has further developed the functional analysis of organizational culture. Schein based his analysis of cultural processes and manifestations in organizations on Parsons' (1951) social systems theory and Merton's (1968) modifications of functional analysis, and related these to the work of Homans (1950) on group behavior. Like Homans, Schein (1985) analyzed organizational culture primarily from a social psychological point of view. What culture does in Schein's view is to solve the group's basic problems of surviving and adapting to the external environment on the one hand, and integrating its internal processes to ensure the capacity to continue to survive and adapt, on the other. Schein argues that the process of culture formation is, in a sense, identical with the process of group formation. Every group develops an identity the shared patterns of thought, belief, feelings, and values that result from shared experience and common learning within that group.

The external issues concern survival in what must be assumed to be a real environment, that is, in part, beyond the control of the group members. These external realities define the basic mission, primary task, or core functions of the group. The group must then figure out how to accomplish the core mission, how to measure its accomplishment, and how to maintain its success in the face of a changing environment. The "external" system – the physical, technological, and cultural environment – generates activities and interactions, which in turn generate sentiments and norms. Once such sentiments and norms have formed, according to Schein, they can be thought of as the "internal" system that begins to influence the external system reciprocally by also determining activities and interactions. In other words, once culture is formed, it affects how the environment is perceived and dealt with. However, as Schein notes, the environment initially determines the possibilities, options, and constraints for a group and thus forces the group to specify its primary task or function if it is to survive at all. The environment thus initially influences the formation of the culture, but once culture is present in the sense of shared assumptions, those assumptions, in turn, influence what will be perceived and defined as the environment.

**Summary of literature review;** The literature used in order to develop a theoretical framework for this study can be classified as secondary sources, as it represents data that is already collected by others. Majority of the references used in this thesis are based on cultural practices in schools already in developed countries in and outside Africa, hence the cultural and environment perspectives of those researches probably may not capture cultural situations which are quite different in areas like Kegonga Division. I am of the opinion that the literature used in this study could be considered highly relevant, up-to-date and therefore, correct and useful.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Research Design**

The researcher in this study employed a descriptive, correlation research design which is a scientific method that also involves observing and describing the behavior of a subject without influencing it in any way.

#### **Target Population**

The study targets five Secondary Schools in the division that run from form one to four in Kegonga Division. The schools in the area are the running the same curriculum under the ministry of Education. The total population in school was 90 students as a target population for the study.

#### **Sample and Sampling Technique**

A sample of 75 respondents was taken from the schools. The researcher employed a technique of simple random sampling to obtain students from each school, where students had equal chances of participation in the study based on the computation using Krejcie and Morgan (1970). (See the Appendix D) as cited in Amin (2005). However, a total of 68 fully filled questionnaires of the field were analyzed after scanning and cleaning process, many of these questionnaires were spoilt because the students was their first time to participate in such a study.

#### **Instrumentation**

The study used close ended questionnaire and with Likert scale type questions. The Likert scale questions were four category responses continuum: strongly agree, agree, disagree, and strongly disagree. A Likert scale is preferred because it is flexible and easy to construct. Questionnaires were used because the target population was



large and literate; it is therefore possible for the respondents to respond to questionnaire items.

### **Validity and Reliability of the Instruments**

Validity and reliability of the research instrument was ensured as follows:

**Reliability test;** the researcher employed the test – retest method of reliability testing. Nine (09) respondents were administered with the instrument. A space of two weeks was allowed and the same instrument was given to the same respondents. The two results were correlated using the Pearson's Product moment coefficient of correlation ( $r$ ). A coefficient of 0.77 was obtained showing that the instrument was reliable. (See Appendix D)

**Validity;** Content Validity Index (CVI) of a questionnaire focuses on the extent to which the instrument corresponds to the theoretical content as designed to measure. Content validity refers to the degree to which the text actually measures the traits for which it is designed. The researcher achieved that by use of the three researcher experts who rated the 45 questions of the questionnaire. The scores were then computed for each individually using the Content Validity index formula. Overall, the questionnaire had a CVI index of 0.8 which was above 0.5, thus it was acceptable as valid as seen from Appendix E. Following the calculations, the results revealed a CVI 80% reliable, thus the researcher rendered the instrument appropriate for use.

### **Research procedure**

Before going to the field the researcher obtained an introduction letter from office of the director Postgraduate Studies. This introduced the researcher as a student attempting to carry out an academic research. The researcher then sought permission from the concerned authorities of the Area Education officer to access the respondents and to be introduced to the secondary schools of the division. To ensure promptness

and accuracy some of the interviews were carried out by the researcher and others administered by the research assistants that the researcher employed. The data was analyzed and a report prepared on the same from primary and secondary sources that were obtain during the gathering of data.

### **Data Management**

In order to ensure proper data management, rating and coding of the responses following Likert scale was employed. Summary of the raw data was then edited before entering it into the computer data base of SPSS, for storage on created data file from where it was retrieved for analysis.

### **Data Analysis**

The data was cleansed in order to screen the un wanted data from the data that carried meaning to the study. This was then later be coded under themes that give more meaning to the data that was collected. The results were then presented in form of tables and percentages for easy comprehension and later deductions will be made from the analyses. The questionnaire items were scored; 4 for the most favorable response (Strongly Agree); 3 for a favorable response (Agree); 2 for a fairly favorable response ("Disagree") and 1 for unfavorable response (Strongly disagree).In order to understand the analysis of the data collected from the respondents. The following numerical values and interpretation were utilized for the obtained means

<b>Mean Range</b>	<b>Response mode</b>	<b>Interpretation</b>
3.20 – 4.00	Strongly agree	Very high
2.51 – 3.25	Agree	High
1.76 – 2.50	Disagree	Low
1.00 – 1.75	Strongly Disagree	Very low

**Data Analysis;** The findings were analyzed as below.

- i) Objective 1: Frequencies, percentage distributions
- ii) Objective 2: Means
- iii) Objective 3: Means
- iv) Objective 4: Means
- v) Objective 5: Pearson's correlation coefficient

### **Ethical Considerations**

The researcher assured the informants of confidentiality. The information given to the researcher was solely for the purposes of research. The researcher avoided using any kind of enticement for the purpose of obtaining information. Throughout the period of the study, it was crucial that ethical issues to be taken into consideration to ensure reliability and accuracy of data.

**Confidentiality;** Anonymity and confidentiality was strictly being observed during description and reporting of findings. From the beginning of the research, the researcher made sure that the respondents' privacy was respected.

**Protection from harm;** The researcher had to protect respondents against potentially harmful effects of participation, for example stress through participation and loss of self-esteem.

**Informed consent;** Respondents were informed about the procedures of the study and make their decision to participate. The researcher provided information on the purpose of the study, benefits to the respondents, expected duration of participation and procedures to be followed. As part of the ethical issues, the researcher sought the consent of the participants and also to inform those participants who were willing to participate that their involvement in the study was purely voluntary.

**Honesty;** The researcher ensured that the honest throughout the study. To avoid plagiarism, the researcher acknowledged the works of other scholars that was

utilized, reported the data as it had been collected, and during the whole data collection process, the researcher was honest to the respondents.

### **Limitations of the Study**

The anticipated threats to validity in this study may be as follows:

1. Intervening or confounding variables which could be beyond the researchers control such as honesty of the respondents and personal biases.
2. The research environments are classified as uncontrolled settings where extraneous variables may influence on the data gathered such as comments from other respondents, anxiety, stress, motivation on the part of the respondents while on the process of answering the questionnaires.
3. Testing: The use of research assistants may render inconsistencies such as differences in conditions and time when the data should be obtained from respondents.
4. Instrumentation: The research tools were non standardized.

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. There were extraneous variables which were beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

#### **Chapter Overview**

This chapter is a presentation, interpretation and analysis of the findings of the study whose objectives were; to determine the demographic characteristics of respondents in terms of age, gender, qualification and level of experience, identifying the level of students' cultural practices such as absenteeism, stealing and fighting among the secondary school students, identifying the level of students attitude towards guidance and counseling such as peer group influence, teachers and school environment among the secondary school students, determining the nature of attitude of secondary school students towards guidance and counseling services, and establishing the relationship between students' cultural practices and attitude towards guidance and counselling services in Kegonga Division.

#### **Demographic Characteristics**

The demographic features of respondents include the category of the respondents, gender, age, the Responsibility of the students for example prefects or non - prefect and the Level of Students' Class.

**Table 1****Demographic Characteristics of Respondents according to Age,  
Gender, class and Responsibility**

Major Category	Subcategory	Frequency	Percent (%)
	Descriptions		
Age	13 - 15	18	26.4
	16 - 19	49	72.1
	20 - 23	01	01.5
	<b>Total</b>	<b>68</b>	<b>100</b>
Gender	Male	24	35.3
	Female	44	64.7
	<b>Total</b>	<b>68</b>	<b>100</b>
Class	Form 1	18	26.5
	Form 2	16	23.5
	Form 3	18	26.5
	Form 4	16	23.5
	<b>Total</b>	<b>68</b>	<b>100</b>
Responsibility of the student	Prefect	31	45.6
	Non – prefect	37	54.4
	<b>Total</b>	<b>68</b>	<b>100</b>

**Source: Primary Data (2012)**

A total of 68 questionnaire were fully filled by respondents and were fit for data analysis; Out of those who responded 24 were male and 44 were female as seen from table 1. Within the age bracket of 13 – 15, 16 – 19 and 20 – 23 revealed a number of 18, 49 and 1 respectively. the implication to this was that within the age bracket of 16 – 19 these were adolescents who need guidelines as they experience several problems including pregnancy for girls as a case they are more likely to face rejection and violence from partners and parents, indiscipline that may result in fighting for both

sexes, stealing, absenteeism, peer pressure influences that may result into a number of ways breaking the school rules and regulations thus they were to be offered more guidance and counseling services. Then one respondent who was in the age bracket of 20 – 23 was mature enough to take decision by him and her. Table 2 presents the responsibility of the students and their class forms.

Table 1 reveals that 31 and 37 of the respondents were prefects and non – prefects respectively. In the class levels, the study came up with 18 coming from form 1, 16 from form 2, 18 from form 3 and 16 from form 4. There was uniform distribution of the respondents as witnessed from the data, this implied only mature students in their respective classes participated in the study as they so much interested in finding what guidance and counseling related to the cultural norms. The data also reveals that the relationship between the two variables is inversely proportional as evidenced from table 2 , thus the prefects in upper level were in position to mobilize the mature students in the lower level who were non – prefects to be part of the study as they had less academic responsibilities by their level. Table 3 presents the means for the integrity indices of Absenteeism as one of the cultural practices by students in Kegonga Division.

**Table 2**

**Overall Average Mean of the Cultural Practices of Students**

<b>Cultural Practices</b>	<b>Mean</b>	<b>Interpretation</b>	<b>Rank</b>
Peer Group Influence	3.77	Very high	1
Fighting	3.66	Very high	2
School Environment	3.63	Very high	3
Stealing	2.60	High	4
Absenteeism	2.30	Low	5
<b>Average Mean</b>	<b>3.19</b>	<b>High</b>	

**Source: Primary Data (2012)**

Appendix E reveals that the school had got strategies in controlling the absenteeism problems among students that the highest mean score of 3.01, followed by absence of students is reported to their parents or guardians 2.96 mean score. The school pays serious attention to absenteeism this was lying in the third position with a mean score of 2.85, followed by 2.62 that the school pays serious attention to absenteeism in school's activities. However the students' attendance in class being always not good had the least mean score of 1.88 with a standard deviation of 0.856. This implied absenteeism was problem that felt by school administration as to why they were putting strategies to it curb down. Absenteeism in the Kenyan schools is attributed to a number of factors that are within and outside school; i.e. school and community issues, student and teacher related issues, individual and group influences.

Here the culture of the school was viewed as the existence of an interplay between three factors: the attitudes and beliefs of persons both inside the school and in the external environment, the cultural norms of the school, and the relationships between persons in the school. These will always claim absenteeism to be a cultural practice by students as; Lack of allied activities also causes absenteeism like no sports program, no fresher's or farewell parties, no annual day celebration etc claiming is the cultural of the school hence due to such circumstances students also consider it as a culture to be absent from school, fear from examination keep away students from school as it prescribed by the ministry of Education. Poor infrastructure facility in school such as no place in a library to sit is also one of the reason of absenteeism this is attributed to the attendance of students in the afternoon session being not regular with a mean score of 2.01 as a result of schedules being flexible and lack of family involvement given the fact that schools were located in rural areas and classes are not classes were more hands-on. Overall, the average mean value for these statements was 2.39, so it is in low level. Table 4 presents the means for the integrity indices of stealing as one of the cultural practices by students in Kegonga Division.



Appendix F shows the mean values of respondents of the integrity indices by stealing. The highest mean value for these statements was 3.31 were majority of the respondents agreed that schools took action to the students that involved in stealing. With mean value 3.07, the respondents agreed that school employed certain procedures in controlling stealing cases. Mean while, with a mean value 3.28, most of the respondents were so sure that cases were recorded in the discipline book. Other than that, with mean value 3.00 and 2.44, the respondents agreed that the students like to steal others things and the school's properties. Besides that, with mean value 1.49 and 1.69, the findings showed a disagreement that the students liked to steal valuable things and teachers' money and that the cases were abandoned by the schools. Overall, the average mean value for these statements was 2.60, so it is in high level.

Appendix G shows the mean values of respondents of the integrity indices by fighting. The highest mean value was 4.32 were majority of the respondents agreed that serious fighting cases that involving students were reported to the police. With mean value 4.17, most of the fighting cases were recorded in the schools discipline book. Mean while, with mean value 3.81 and 3.79, most of the respondents believed that school could control the problems and there were also other students that always disturbing their friends while in their classes. Besides, with mean value 3.63, the respondents agreed that the outsiders were involved in settling the fighting.

With mean value 3.22 and 3.20, majority of the respondents agreed that the students liked to fight with their friends in class and they also disobeyed to the prefects. Lastly, with mean value 3.12, the respondents also agreed that the students liked to bully their friends. Overall, the average mean value for the statements above was 3.66, so it is in high level.

Appendix H shows the frequencies, percentage and mean values of respondents by peer group influence. With the highest mean value of 4.14, the respondents agreed that the students always wasting their time with friends. With mean value 4.02, the

respondents agreed that the students felt free when they were with their friends. Other than that, with mean value 3.97 and 3.77, the students liked to make noise and disturbed other students while teachers were teaching and they also seldom turned down their friends invitations. Mean while, with same mean value which was 3.57, the respondents agreed that the students were pushed to steal and fight with each other. Lastly, with mean value 3.56, the students had many friends that were not attending to school. Overall, the average mean value for the statements above was 3.77 so it is in high level.

With the highest mean value which was 4.03, most of the respondents agreed that cheerful building and school area could stimulate their interest to school. With mean value 3.98, the respondents also agreed that too much students in a class could caused teachers unable to control them. With the same mean value, the respondents agreed that all of the students were encouraged to get active in co-curricular activities at school. Mean while, with mean value 3.82, the respondents said that the students were happy to learn at this school and with mean value 3.59, majority of the respondents agreed that school environment was one of the factor that could influenced students' discipline problems. Besides that, with mean value 3.50, the respondents agreed that racial factor caused the students to fight with each other. Other than that, with mean value 3.08 and 3.06, the respondents also agreed that the students were pressured with the strict rules at school and the area that was not controlled caused them to steal. Overall, the average mean value for the statements above was 3.63, so it is in high level as seen from Appendix I.

**Table 3**

**Level of Students' Perceptions of Benefits Accrued From their SGC Services  
by School Counselors'**

Integrity indices	Mean	Interpretation	Rank
Improved class behaviour	3.21	Very high	1
Improved study habits	3.18	High	2
Academic achievements	3.15	High	3
Career exposure	3.07	High	4
Self knowledge	3.00	High	5
Positive attitude	2.94	High	6
Job application skills	2.93	High	7
Time management	2.93	High	8
Secure school environment	2.85	High	9
Positive self image	2.85	High	10
Counselor's efficient use of time	2.76	High	11
Reduced anxiety	2.69	High	12
Coping with emotion	2.65	High	13
<b>Average mean</b>	<b>2.98</b>	<b>High</b>	

**Source: Primary Data (2012)**

Table 3 reveals the means of students' perceptions of benefits accrued from their SGC services by school counselors' with only Improved class behaviours emerging with a high mean of 3.21 were the respondents strongly agreed with the statement. However all the other integrity indicators showed that the students found in the scandals of stealing, fighting, peer group influence, they were report with agreeing statements

being in a positive direction i.e. Improved study habits, counselor's efficient use of time, Academic achievements, Positive attitude, reduced anxiety, Positive self image, job application skills, career exposure, self knowledge, secure school environment, time management, coping with emotion. This reflects the study revealing that the SGC services were overall rated fairly and can also be attributed that school counselors viewed positive attitude substantially more positively in comparison to other benefits that aimed at enhancing the smooth running of school activities.

**Table 4**

**Relationship between Students' Cultural Practices and Attitude towards Guidance and Counseling Services**

Variables Correlated	means	r-value	Sig.	Interpretation	Decision on Ho
Students' Cultural Practices Vs Guidance and Counseling Services	3.19 2.98	0.0.032	0.0.035	Positive and insignificant	Accepted

Mean ratings by teachers

Table 4 indicates the mean ratings by the students were correlated about Students' Cultural Practices and Attitude towards Guidance and Counseling Services. It was found out that at a five level of significance the r – value was less than 0.05 hence accepted the hypothesis.

From the table 5 below of correlation matrix above it can be noted that there was a significant positive relationship between school guidance counseling services and the cultural practices of students ( $r=0.272, 0.147, 0.216$  P-values  $>0.05$ ) respectively for absenteeism, stealing and fighting. This implies that spearman's rank correlation coefficients are greater than 0.05 hence at a five level of significance the r – value is greater than 0.05 hence rejected the hypothesis, then taking on the alternative hypothesis that there is significant relationship between students' cultural practices and their attitude towards guidance and counseling services in secondary schools. The spearman's correlation coefficient between school guidance and counseling shows a negative correlation of - 0.211.

Table 5

**Regression between Students' Cultural Practices and Attitude towards  
Guidance and Counselling Services in Kegonga Division**

## Correlations

			Absenteeism	Stealing	Fighting	Peer Pressure	School guidance and counseling
Spearman's rho	Absenteeism	Correlation Coefficient	1.000				
		Sig. (2-tailed)	.				
		N	68				
	Stealing	Correlation Coefficient	.176	1.000			
		Sig. (2-tailed)	.152	.			
		N	68	68			
	Fighting	Correlation Coefficient	.009	.123	1.000		
		Sig. (2-tailed)	.944	.318	.		
		N	68	68	68		
	Peer Pressure	Correlation Coefficient	.089	.101	.045	1.000	
		Sig. (2-tailed)	.472	.413	.717	.	
		N	68	68	68	68	
	School guidance and counseling	Correlation Coefficient	.272*	.147	.216	-.211	1.000
		Sig. (2-tailed)	.025	.232	.076	.084	.
		N	68	68	68	68	68

\*. Correlation is significant at the 0.05 level (2 tailed).

**Source: Primary data**

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **Introduction**

This chapter provides the study findings, conclusion and the recommendations from the study. The findings, conclusion and recommendations were made in accordance with the research objectives.

#### **Objective one**

The study found out of the respondents 24 were male and 44 were female, within the age brackets of 13 – 15 years got a total of 18 students, 16 – 19 years of age had 49 students and 20 – 23 years got only 1 student who was they respondents. In the class levels, the study came up with 18 coming from form 1, 16 from form 2, 18 from form 3 and 16 from form 4.

#### **Objective two**

The research study found out that Peer group influence was the highly practiced cultural Practice with a mean score of 3.77 followed by fighting, school environment, stealing and absenteeism with the mean scores 3.66, 3.63, 2.60 and 2.30 respectively. Culture being a complex whole that includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society, thus school culture reflects norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and a commitment to the professional growth of all educators.

#### **Objective three**

Absenteeism; It was found that the average mean score of absenteeism (2.39) that was interpreted being as being low. The indicator that schools have got strategies in controlling the absenteeism problems among students emerged that highest with a

mean score of 3.01 interpreted as high. However it was found that students' attendance in class was always not good (1.88) and their attendance of students from morning session was also not regular (1.97) all these accrued mean scores that were interpreted as being low.

Stealing as a cultural practice by students got an average score of 2.66 that was interpreted as high were that respondents agreed with some doubt that students steal. It was found that the School take action to students involved in stealing as it was an indicator that emerged with the highest score of 3.31 that was very high thus in all schools stealing is bad behaviour and a punishable offence and can easily lead to dismissal. Then this was followed by Many of the cases are recorded in schools' book of discipline with a mean score of 3.28 that was also high however it was found that students steal valuables and teachers' money as an indicator scored 1.46 as a mean score that was very low that meant such valuables were not easily accessible.

The study found out that school administrators report dangerous fighting cases by students the police station, this emerged with the highest mean score of 4.32, followed by an indicator many of the cases are recorded in the schools' book of discipline this scored 4.17 mean average. However the cultural practice had an overall average mean score of 3.66 that was interpreted as being high, hence this is common in our schools and can be caused as a result of fighting over food or over a boyfriend or girlfriend. Students, who have not been taught the value of respecting others, or living in harmony as a group, are likely to fight. This is also attributed to the disobedience, rebelliousness, sarcasm, etc., to teachers and school authorities.

Peer Group Influence had an overall average mean score of 3.77 of the indicators that were used for the study and they were interpreted as being very high that respondents agreed without doubt. It was found that students always spend their times with friends and coupling as one of the indicators that emerged with the highest mean score of 4.14 that was interpreted as being very high, secondly When the students hung out with their friends, they feel free and can do anything they want scored 4.02



that also got an interpretation of being very high. However it was found that students are always also influenced by their fellow students and age mates that are not in school as the indicator that the students have many friends that do not go to school emerged the last with a mean score of 3.56 that was also interpreted as being very high

The study found out school environment had an average mean score of 3.63 that was very high per the interpretation. This attributed to the indicators such as; Cheerful school environment and building always stimulate the students to come to school that scores a mean of 4.03 emerging the highly ranked indicator that was interpreted as being very high, secondly, All of the students were encouraged to join co-curricular activities actively with a score of 3.98 also interpreted as being very high. However the findings revealed that school environment gave room to students to engage in bad practices such as stealing with the weak security offered at schools, this indicator got the least mean score of 3.06 that was interpreted being high hence a bad school environment will adversely affect normal development and behaviour of the student

#### **Objective four**

The study found out that the level of students' attitude towards guidance and counseling such as peer group influence, teachers and school environment among the secondary school students was high with a mean score of 2.98. This attributed to improved class behaviour that emerged the highly ranked with a mean score of 3.21 that was very high, improved study habits with 3.18 and academic achievements 3.15 were highly interpreted. The last out of the study indicators under this objective was still found ranked high with a mean score of 2.69 that was reduced anxiety. Hence this was attributed to counselors imparting students with life skills, attitudes and values that enabled them to solve problems and make sound decisions; helping students address the social, psychological and emotional problems they experience and helping students to become aware of their career choices.

## **Objective five**

It was found that  $F$  – value 6.431 was less than 0.05 hence accepting the hypothesis that there was no significant relationship between students' cultural Practices and attitude towards guidance and counselling services in secondary schools

## **Conclusion**

Based on the purpose of the study, the following conclusions were made; The null hypothesis between students' cultural practices and their attitude towards guidance and counseling services in secondary schools was rejected and its alternate accepted leading to a conclusion that there is a strong significant relationship between students' cultural practices and their attitude towards guidance and counseling services. The Theory that underpinned the study was the structural-functionalist approach which is rooted in the functionalist research tradition of which Malinowski (1944) was one of the main representatives. Malinowski's functionalist position emerged most clearly in his first two cultural axioms. In the first, he argued that culture is essentially an instrumental apparatus that enables humankind to better deal with specific problems in their environment, while satisfying their needs. The second axiom stated that culture encompasses a system of objects, actions, and attitudes in which each part exists as means to an end which in the view of the study findings is herein declared valid.

In view of this research, the study tested the hypothesis and found out that Malinowski (1944) approach is still valid based on the study findings. As pertains to the reviewed literature in this study, most of the studies cited were carried out in different contexts with different respondents and at different times. This in particular was unique in its timing, choice of respondents and conceptualization of the students' cultural practices and their attitude towards guidance and counseling services. Considering the findings of this study, the quality of guidance and counselling services significantly predicted students' adjustments, thus the services aimed at assisting students discover themselves, their worth, aptitudes, capabilities, weakness and through counseling and

cultural practices that are for positive development and to know the way to move forward in life to be useful to oneself and his community.

### **Recommendations**

- i) Guidance and counseling courses and trainings should be incorporated into the National Teachers College system so that the NTC's are producing trained guidance educators and counselors. The major elements of guidance and counseling and the priorities of the findings in the surveys, focus group discussions and in-depth interviews should be prioritized in teacher education.
- ii) Student centered techniques and activities should be well incorporated into the program, such as peer counseling and peer mediation as examples.
- iii) Guidance educators and counselors should be identified and selected according to criteria that best serve the needs of students, their schools, families and communities. These qualities include but are not limited to highly developed listening skills, professionalism.
- iv) Guidance educators and counselors should be supported with appropriate trainings and professional development to meet the full and holistic needs of participating teachers, students, schools, families and communities.
- v) A collaborative effort between policy makers, educators, school leadership, parents and community members should enhance secondary school based guidance and counseling programs and provide the most effective personal, social, educational and career development for students.

### **5.4 Areas for Further Research**

Based on the perceived benefits of the SGC services established in this study, further research in this area is needed on a larger scale in the country.

- i) The present study could be replicated within the boundaries of schools in the district using more schools and schools on high school levels. The data could prompt school administrators to make changes in one or all elements of school guidance and counseling.
- ii) Assessment of the Quality of Guidance and Counselling Services to Students' Adjustment and academic achievement in Secondary Schools

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## **APPENDIX A: RESEARCH QUESTIONNAIRE**

Secondary Students' Questionnaire on the Relationship between cultural Practices and their attitude towards guidance and counseling services in Public Secondary Schools in  
Kegongo Division Kenya

Dear Student,

An academic research is being carried out to assess The Relationship between students' Cultural Practices and their attitude towards guidance and counseling services in Public Secondary Schools in Kegongo Division Kenya. You were randomly selected from your school to participate in this study by filling this questionnaire. You are requested to return the filled questionnaires to your headmaster's office not later than 24th April 2012. I will be very grateful for you acceptance to participate in this study.

Yours,

.....

A student of Masters (Education)

Kampala International University

## SECTION A: Bio Data of the Respondents

- I) Gender  
----- Male  
----- Female
- 2) Age  
----- 13 – 15  
----- 16 – 19  
----- 20 – 23  
----- 24 +
- 3) Class level  
----- Form 1  
----- Form 2  
----- Form 3  
----- Form 4
- 4) Students Status  
----- Prefect  
----- Non – prefect

## SECTION B: Students' Cultural Practices

### Instructions;

- (i) Do not indicate your name anywhere on this questionnaire
- ii) Write besides the statement the number indicating your appropriate answer.

- |   |     |   |                   |
|---|-----|---|-------------------|
| 4 | S.A | – | Strongly agree    |
| 3 | A   | – | Agree             |
| 2 | D   | – | Disagree          |
| 1 | S.D | – | Strongly disagree |

### Absenteeism

- The students' attendance in class is always not good
- The attendance of students from morning session is not regular
- The attendance of students from afternoon session is not regular
- The students' attendance to schools' activities is not frequent
- The School pays serious attention to absenteeism
- The Schools pays serious attention to absenteeism in schools' activities
- Schools has strategies in controlling the absenteeism problems among students
- The absence of the students is reported to their parents or guardians

## **Stealing**

- The students like to steal school's properties
- The students like to steal other students' properties
- The students like to steal valuables and teachers' money
- The School controls the problems of stealing by certain procedures
- Many of the cases are recorded in the school's book of discipline
- Most of the cases are ignored by school
- The School takes action to those involved in stealing

## **Fighting**

- Students always disturb other students
- The students blackmailed the others
- The students have a habit of fighting with each others
- The students disobeyed the prefects
- Generally, the outsiders always dismiss the fighting
- The School can control the fighting problems among students
- Many of the cases are recorded in the schools' book of discipline
- Dangerous fighting cases are reported to the police

## **Peer Group Influence**

- The students' friends push them to steal
- The students' friends push them to fight
- The students always spend their times with friends and coupling
- Their friends like to make noise in the class
- Their friends always helping them to solve problems
- When the students hung out with their friends, they feel free and can do anything they want
- The students have many friends that do not go to schools
- The students seldom say 'no' to their friends' invitation

## **School Environment**

- School environment is one of the factors that influencing cultural practices among students
- All of the students are encouraged to join co-curricular activities actively
- The students are happy to learn at this school
- Weak security has caused the students to steal at school
- The students are stressed by the strict rules
- Ethnic factors cause the students to fight with each other
- The numbers of student in class are too big cause the teachers difficult in handling them

-----Cheerful school environment and building always stimulate the students to come to school

### **SECTION C: SCHOOL GUIDANCE AND COUNSELING (SGC)**

Please rate the following statements according to your opinion as indicated below

- |   |     |   |                   |
|---|-----|---|-------------------|
| 4 | S.A | – | Strongly agree    |
| 3 | A   | – | Agree             |
| 2 | D   | – | Disagree          |
| 1 | S.D | – | Strongly disagree |

School counselors' and students' perceptions of benefits accrued from their SGC services

- Improved study habits
- Counselor's efficient use of time
- Academic achievements
- Improved class behaviour
- Positive attitude
- Reduced anxiety
- Positive self image
- Job application skills
- Career exposure
- Self knowledge
- Secure school environment
- Time management
- Coping with emotion

Thank you for your participation in this study

## APPENDIX B: TRANSMITTAL LETTER

**APPENDIX I**  
**TRANSMITTAL LETTER A**



Ggaba Road, Kansanga  
P.O. BOX 20000 Kampala, Uganda.  
Tel: +256 (0) 75 2 934526  
Fax: +256 (0) 41 - 501974  
E-mail: [admin@kiu.ac.ug](mailto:admin@kiu.ac.ug)  
Website: <http://www.kiu.ac.ug>

**OFFICE OF THE DIRECTOR  
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)**

**January 21, 2012**

Dear Sir/Madam

**Re: REQUEST FOR ROSELINE ATIENO AWITI MED/14950/102/DF  
TO CONDUCT RESEARCH IN YOUR ORGANISATION**

The above mentioned is a bonafide student of Kampala International University pursuing a masters of Education in Educational Management and Administration.

She is currently conducting a field research of which the title "**Students' Cultural Practices and Their Attitude towards Guidance and Counseling Services in Public Secondary Schools in Kegonga Division Kenya.**"

Your organisation has been identified as a valuable source of information pertaining to her research project. The purpose of this letter is to request you to avail her with the pertinent information she may need.

Any information shared with her from your organisation shall be treated with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly

**Prof. Gaita Ph.D  
Director, CHDR**

REPUBLIC OF KENYA



## NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349  
4-020-310571, 2213123, 2219420  
Fax: 254-020-318245, 318249  
When replying please quote  
Secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: [www.ncst.go.ke](http://www.ncst.go.ke)

NCST/RCD/14/012/345

10<sup>th</sup> April, 2012  
Date:

Ref:

Roseline Atieno Awiti  
Kampala International University  
P.O.Box 2000  
Kampala.

### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Students cultural practises and their attitudes towards guidance and counselling services in public secondary schools in Kegonga Division in Kenya,"* I am pleased to inform you that you have been authorized to undertake research in Kuria East District for a period ending 31<sup>st</sup> July, 2012.

You are advised to report to The District Commissioner and the District Education Officer, Kuria East District before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:

The District Commissioner  
The District Education Officer  
Kuria East District.

REPUBLIC OF KENYA  
NATIONAL COUNCIL FOR  
SCIENCE AND TECHNOLOGY

8933

RECEIPT

No. \_\_\_\_\_

Station NAIROBI Date 29/03/2012

Received from Roseline Atieno Awiti

Shillings One thousand only  
Cent \_\_\_\_\_

on account of Research permit fee


Vote  
head MOH

Sub-  
head NCS

Item APA

Cash/  
Cheque No Cash

Shs. <u>1,000</u> Cts <u>00</u>
Ac. _____
No. _____

  
Signature of Officer receiving remittance



PAGE 2

PAGE 3

Research Permit No. NCST/RGD/14/012/345

Date of issue 10 April 2012

Fee received KSH.1,000

IS TO CERTIFY THAT

Dr/Mr/Mrs/Miss/Institution

eline Atieno Awi

(address) Kampala International University

Box 2000 Kampala

been permitted to conduct research in

Location

Kuria East District

Nyanza Province

re topic: Students cultural practices

their attitudes towards guidance and

using services in public secondary

schools in Kegonga Division in Kenya

Applicant's

Signature

Secretary

National Council for

Science & Technology

a period ending 31 July 2012



### APPENDIX C: RELIABILITY

X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
04	03	16	09	12
03	03	09	09	09
03	03	09	09	09
04	03	16	09	12
03	04	09	16	12
03	03	09	09	09
01	01	01	01	01
04	03	16	09	12
03	04	09	16	12
<b>ΣX= 28</b>	<b>ΣY= 27</b>	<b>ΣX<sup>2</sup>= 94</b>	<b>ΣY<sup>2</sup> = 87</b>	<b>ΣXY = 88</b>

#### Pearson Product Moment Correlation

$$\text{From } r_{xy} = \frac{n \sum YX - \sum Y \cdot \sum X}{\sqrt{\left[ n \sum Y^2 - (\sum Y)^2 \times n \sum X^2 - (\sum X)^2 \right]}}$$

$$r_{xy} = \frac{9 \times 88 - 28 \times 27}{\sqrt{\left[ 9 \times 94 - (28)^2 \times 9 \times 87 - (27)^2 \right]}}$$

$$r_{xy} = \frac{36}{\sqrt{62.52}}$$

$$r_{xy} = 0.622$$

$$\text{Then from } r^{1yx} = \frac{2 r_{yx}}{1 + r_{yx}}$$

$$r_{yx}^1 = \frac{2(0.622)}{1 + 0.622}$$

$$r_{yx}^1 = 0.77$$

Therefore the reliability coefficient index is 0.77 which is good and reliable.

## APPENDIX D

### VALIDITY AND REBLIABILITY COMPUTATION

#### FORMULA

$$CVI = \frac{RQ}{TQ}$$

WHERE CVI = Is the Content Validity Index

RQ = Relevant Questions

TQ = Total Number of Questions

Therefore:

$$CVI = ((CVI_1 + CVI_2 + CVI_3)) / 3$$

$$CVI = \frac{(\frac{35}{45} + \frac{38}{45} + \frac{36}{45})}{3}$$

$$CVI = \frac{(0.7777 + 0.8444 + 0.8)}{3}$$

$$CVI = \frac{(2.4221)}{3}$$

$$CVI = 0.8$$

# APPENDIX E: TABLE 3

## Level of Absenteeism among Secondary School Students in Kengonga Division

Integrity indices	Mean	Interpretation	Rank
The school has strategies in controlling the absenteeism problems among students	3.01	High	1
The absence of students is reported to their parents or guardians	2.96	High	2
The school pays serious attention to absenteeism	2.85	High	3
The school pays serious attention to absenteeism in school's activities	2.62	High	4
The students attendance to school activities is not frequent	2.28	Low	5
The attendance of students in the afternoon session is not regular	2.01	Low	6
The attendance of students from morning session is not regular	1.97	Low	7
The students' attendance in class is always not good	1.88	Low	8
<b>Average</b>	<b>2.39</b>	<b>Low</b>	

Source: Primary Data (2012)

**APPENDIX F: Table 4**

**Level of Stealing among Secondary School Students  
in Kengonga Division**

Integrity indices	Mean	Interpretation	Rank
The School takes action to those involved in stealing	3.31	Very high	1
Many of the cases are recorded in schools' book of discipline	3.28	High	2
The school controls the problems of stealing by certain procedures	3.07	High	3
The students like to steal other students' property	3.00	High	4
The students like to steal school's property	2.44	Low	5
Most of the cases are ignored by school	1.68	Low	6
The students steal valuables and teachers' money	1.46	Very Low	7
<b>Average mean</b>	<b>2.60</b>	<b>High</b>	

**Source: Primary Data (2012)**

**APPENDIX G: Table 5**

**Level of Fighting among Secondary School Students  
in Kengonga Division**

Integrity indices	Mean	Interpretation	Rank
Dangerous fighting cases are reported to the police	4.32	Very high	1
Many of the cases are recorded in the schools' book of discipline	4.17	Very high	2
The School can control the fighting problems among students	3.81	Very high	3
Students always disturb other students	3.79	Very high	4
Generally, the outsiders always dismiss the fighting	3.63	Very high	5
The students have a habit of fighting with each others	3.22	High	6
The students disobeyed the prefects	3.20	High	7
The students blackmailed the others	3.12	High	8
<b>Average mean</b>	<b>3.66</b>	<b>Very high</b>	

**Source: Primary Data (2012)**

**APPENDIX H: Table 6**

**Levels of Peer Group Influence among Secondary School Students  
in Kengonga Division**

Integrity indices	Mean	Interpretation	Rank
The students always spend their times with friends and coupling	4.00	Very high	1
When the students hung out with their friends, they feel free and can do anything they want	3.98	Very high	2
Their friends like to make noise in the class	3.96	Very high	3
The students seldom say 'no' to their friends' invitation	3.91	Very high	4
Their friends always helping them to solve problems	3.59	Very high	5
The students' friends push them to fight	3.57	Very high	6
The students' friends push them to steal	3.57	Very high	7
The students have many friends that do not go to schools	3.58	Very high	8
<b>Average mean</b>	<b>3.77</b>	<b>Very high</b>	

**Source: Primary Data (2012)**



**APPENDIX I: Table 7**

**Level of School Environment among Secondary School Students  
in Kengonga Division**

Integrity indices	Mean	Interpretation	Rank
Cheerful school environment and building always stimulate the students to come to school	4.00	Very high	1
All of the students are encouraged to join co-curricular activities actively	3.98	Very high	2
The numbers of student in class are too big cause the teachers difficult in handling them	3.98	Very high	3
The students are happy to learn at this school	3.85	Very high	4
School environment is one of the factors that influencing cultural practices among students	3.59	Very high	5
Ethnic factors cause the students to fight with each other	3.50	Very high	6
The students are stressed by the strict rules	3.08	High	7
Weak security has caused the students to steal at school	3.06	High	8
<b>Average mean</b>	<b>3.63</b>	<b>Very high</b>	

**Source: Primary Data (2012)**

## **WORK EXPERIENCE**

2008-2012 Gibarori Pr. School special needs teacher

2003 – 2007 Wizara school: music teacher

1996 – 2002 Kelanla school Games teacher

1989 – 1996 Ulanda School Game teacher

## **AWARDS**

- Award certificate by royal school of music grade 5 and 6
- Award certificate of trainer provincial music festival
- Community aids program
- District practical teaching of English in lower primary school
- District key resource teacher.

## **OTHER RESPONSIBILITY**

2003 -2012 Kenya certificate of primary education.

(Examiner by (KNEC)

2003 – 2012 Special Needs Teacher in charge of the special unit.

## **FUTURE PROSPECTS**

- Resign from TSC and join civil service
- Lecturer in Tanzania University
- Have a sponsor for Ph.D in two years to come

### **Language Proficiency**

<b>Language</b>	<b>Written</b>	<b>Spoken</b>
English	Good	Good
Luganda	Fair	Good
Lusoga	Fair	Good

### **REFEREES**

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