Impact of Guidance and Counselling Services on Students' Social and Emotional Adjustment in Public Urban and Rural Secondary Schools in Nakuru and Uasin Gishu Counties, Kenya

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Abstract: *The study sought to establish impact of guidance and counselling services on students' social and emotional adjustment in the selected public urban and rural secondary schools in Nakuru and Uasin Gishu Counties, Kenya. The study adopted descriptive cross-sectional survey research design since the researcher wished to gather information on the basis of the current status. The research population was form 4 students in 24 secondary schools from Urban Setting: Eldoret, Naivasha and Nakuru,and Rural Setting: Soi, Kuresoi and Molo. Simple random and purposive sampling techniques were used to select 336 students, 45 school counsellors and 45 school administrators as respondents. Quantitative data was collected by administering questionnaires to students and school guidance counsellors while Qualitative data was collected through conducting an interview schedule to school administrators. Questionnaires were pilot tested using Cronbach's coefficient alpha to determine the internal consistency of the items and were found to have reliability coefficient of 0. 8. Descriptive statistical techniques involved frequencies and percentages were employed to analyze the collected data. The Statistical Packages for Social Sciences (SPSS) version 20. 0. helped in data analysis. The findings of the study indicated that guidance and counselling services in secondary schools had high levels impact on students' social and emotional adjustments. Rural schools indicated high level of impact of guidance and counselling services where female students expressed higher level of social and emotional adjustment It was concluded that guidance and counselling services helps in enhancing positive social and emotional adjustments amongst secondary school students. Stakeholders in education sector and other youth institutions could find these findings useful in addressing secondary schools students' social and emotional needs.*

Keywords: Guidance and Counselling Services, Social Adjustment, Emotional Adjustment, Rural and Urban Secondary Schools

1. Introduction

Guidance and Counselling is a professional field which has a broad range of activities and services aimed at assisting individuals to understand themselves, others, school environment and attain abilities to adjust accordingly. Adjustment refers to a process in which an individual find and adopt modes of behaviour suitable to or the changes in the environment. Hence, adjustment involves an individuals' general adaptation to own environment and the demands of life such as the way one relates to other people, that is interpersonal behaviour, handles responsibilities, deals with stress and meets own needs and life satisfaction. The need for guidance and counselling services in all secondary schools cannot be overstated due to increasingly complexities of modern life that have placed heavy demands and responsibilities on secondary school students. These students are faced with numerous personal, academic, social and emotional needs and problems when unattended could lead to host patterns of undesirable behaviours (Weiten, 2007). school guidance and counselling programs have therefore been introduced to assist students to overcome and adjust to a host of social and emotional challenges they experience at home and at school. Virtually, all countries have established channels to intensify and improve guidance and counselling services in their respective learning institutions in an attempt to address tenets of students' behaviours. The history of guidance and counselling around the world varies greatly based on how different countries and local communities have chosen to provide personal,

academic, social and emotional adjustment among the post primary students (Weiten, 2007)

Kaminer (2004) contends that in the United States, the school counselling profession began as a vocational guidance movement at the beginning of 20th century when a systematic school guidance program was developed and provided for the consumption by the schools. The movement emphasized personal issues, social and emotional adjustments in order to develop and promote students' character and avoid behavioural problems. In Japan, the goal of high school guidance counselling services is to help every student develop abilities of self-understanding, decision-making, life planning studies on the modification of behaviour among students and action taking to be able to adjust to social and emotional adjustment (Loescher, 2007)

In Kenya, guidance and counselling is an initiative that is aimed at providing information and skills to impart self-awareness and optimal use of students' potential for holistic growth and development (KIE, 2008). Dondo (2004) holds the view that school guidance and counselling in Kenyan context, employs 'whole person approach' in addressing the increasingly complex needs of the secondary school students which include social and emotional challenges. Since the attainment of independence in 1963, the Government of Kenya has embraced the establishment of guidance and counselling services in secondary schools through the Ministry of Education (MOE, 2008). In order to improve students' social and emotional adjustment, quality and standard of Education in Kenya, the government has from

time to time appointed various Education Commissions, Committees, and Task Forces to address various challenges facing the young people in secondary schools (KIE, 2007). The report of the National Committee on Educational Objectives and Policies (G. O. K, 1976), recommended the establishment of Guidance and Counselling programme in secondary schools for enhancement of total growth and development of the youth.

Makinde (1984) singles out a consistent and disturbing secondary school problem as that of relational differences among students, students and teaching staffs, students and support staff and students with either relatives or local community and even students with school administrators or school values. Horgan (2003) holds that despite the seemingly escalating relational challenges in secondary school students, the school counsellors have more impact in enhancing secondary school students' interpersonal social values. Conger and Peterson (1984) articulate that guidance counsellors contribute to students' behaviour modification through imparting and sustaining interpersonal values. Such values include showing mutual respect to all people, and tolerance especially in times of crisis. In addition, Theodore (2002) contends that school counsellors apply individual or group counselling techniques to help students acquire social values such as love, acceptance, humility and integrity. As noted by Stewart (2003) school guidance counsellors provide social values which tend to propagate students' healthy interactions amongst themselves and other persons in their surroundings. These values include courtesy, responsibility, integrity, honesty, humility, perseverance and team spirit. KIE (2003) urges that secondary school counsellors play crucial role in equipping students with better knowledge and skills which help students solve interpersonal conflicts amicably and profitably.

Sheldon and Ames (1999) hold the view that emotions are central to all aspects of life, including intellectual performance, social behaviour and physical health. Waiten (2007) has observed that emotional adjustment among adolescents is the most profound and important experience that culminates to the change of behaviour Macharia (2007) have identified school counsellors as key to influencing students' management of two fundamental emotional reactions which mostly determine the behaviour. Individual students are capacitated and empowered to vent out their feelings in ways appropriate and acceptable to their school norms (Hurlock, 2007). Loescher (2006) defines anger as a strong emotion often characterized by feelings of great displeasure, indignation, hostility, wrath and vengeance. It's a completely developmental and at times a natural response to frustration that can be skilfully be dealt with an ease geared to a win- win outcomes. Weiten (2007) postulates that school life is filled with things that can become frustrating and most of those things are totally out of student's control for instance change in education policy and school administration among others. According to Dondo (2004) all secondary school students experience anger at different times as a result of poor performance, conflict between them and teachers, parents colleagues, support staff, fellow students, prefects and environment. As such, Weiten (2007) urges that dealing with anger can be confusing, it's hard to know what to do with such powerful and potentially

factors that cause anger among students. Hurlock (2007) contends that school counsellors emerge eminently in assisting students learn to control their anger in order to adapt to their physical and social worlds. Collins (2007) states that when anger is managed in healthy ways, it can be a positive thing, a red flag that something is wrong, a catalyst for change and a good motivator among students. Kabiru and Njenga (2009) have observed that individual, group and crisis counselling in secondary schools help students to examine their anger and use appropriate anger management techniques that positively impact on students' health, differences s and overall happiness. Gichaga, *et al. ,* (2006) highlight some of the anger management techniques imparted in students by guidance counsellors as understanding the cause and nature of their anger, speak and vent out their anger-related feelings constructively, and being cognizant in attempt to stop anger. Collins (2007) views counsellors as people with skills that help influencing individuals' engagement in the process leading to behavioural change in the right direction. As such, school counsellors play vital role in helping students to understand and apply the most appropriate ways of managing their anger which is the most primal and complex feelings in the range of human emotions (Dondo, 2004).

Collins (2007) refers fear as a distressing negative emotion induced by a perceived danger, pain, shame or threat. Kabiru and Njenga (2009) articulate that fear seem to be a usual and common emotion of the school going adolescents. It forms the basis of all neuroses and the most pervasive psychological phenomenon of the adolescence. According to Horgan (2003), fear becomes the predominant emotional feature among the secondary school students. i Kaminer (2004) contends that most secondary school students experience fear of social rejection, failure of examinations, humiliation and embarrassment, and commitment. In addition, Collin (2007) argues that fear among adolescents is caused by unmet basic needs which include security, loss, significance, self-fulfilment, and selfhood. As such, fear results to powerful emotional responses that affect mental and physical reactions (Minerth, 2004). Macharia (2007) postulates that fear is almost always related to future events, such as worsening of situation that is unacceptable. As noted by Theodore (2002) fear makes students feel an ease, vulnerable, indecisive and confused. Fearful students tend to develop avoidance or confrontational behaviour. Also, fearful students easily give up any challenging tasks, are fond of procrastination and are easily influenced by others (Hurlock, 2007). Gatua (2008) states that avoidant or confrontational behaviour adversely affects the personal normal routine and social activities especially in secondary schools.

Sindabi (1992) views systematic desensitization counselling technique as the most appropriate tool that helps students cope and adjust to fearful emotion. Further, Sindabi (1992) points out some strategies used by secondary school counsellors to help students' manager fear and adjust their behaviour reactions. These techniques are geared towards change of behaviour. They include admitting fear, building self-esteem, building new differences learning principles and techniques of relaxation and consultation in times of need or crisis (Loescher, 2007).

Wanjama,Njenga, and Henok, (2006) have identified school counsellors as key to influencing students' management of two fundamental emotional reactions which mostly determine the behaviour. Individual students are capacitated and empowered to vent out their feelings in ways appropriate and acceptable to their school norms (Hurlock, 2007).

Kottler (2004) postulates that young people in school persistently experience difficult emotions due losses they seem to face. Conger and Peterson (1984) outlines losses of young people as demise of relatives, loss of personal property and even body changes. The counsellor's work with students to help them go through grieving constructively. Macharia (2007) observes that guidance counsellors step up students' ability to accept the losses, untangling oneself from the ties with lost item, and reinvesting one's energy into forming new relationships, setting new goals and cultivating fresh dreams and aspirations.

According to Karega (2008), learning in secondary schools is often interrupted by the deviant behavioural patterns of the adolescents. Dryafol (2002) pointed out that secondary school students carry along with them a host of adolescent challenges. They are highly influenced by technological change and transformation. Also, the high school students experience erratic physiological changes resulting to unpredictable mood swings, social development and changes that are evident; for instance they become defiant to the authority (Conger & Peterson, 1984). Sindabi (1992) postulates, that young people in secondary schools undergo emotional development, manifesting characteristics of being erratic, irritable, unpredictable, ambivalent, critical and rebellious.

Collin (2007) depicts guidance and counselling as an ultimate icon that addresses students' social and emotional adjustment. Karega (2008) argues that lack of adequate social and emotional capacity of adjustment among secondary school students have resulted to unrests, riots and violent disturbances in Kenyan schools in the last two decades as indicated in Table 1.

Table 1: Schools Involved in Students' Disturbances in Kenya from 1990-2010

Year	Cases of Arson	Destruction	Deaths of Students	Cancellation of KCSE
1990 – 2000	200	318	25	3720
2001 – 2010	120	210	16	2645
Total	**320**	**528**	**41**	**6365**

Source: Education Watch (2008)

Nakuru and Uasin Gishu Counties' secondary schools have also experienced devastating consequences of students' disturbances in the last one decade. The county directors' statistics (2010) indicate that deficiency in social and emotional balance among secondary school students had some regrettable repercussions in both Nakuru and Uasin Gishu counties as shown in Table 2

Table 2: Schools involved in Student's Disturbances, 2001−2010

Year	Cases of Arson	Destruction	Deaths of Students	Cancellation of KCSE
2001 – 2003	67	85	4	637
2004 – 2006	34	42	2	249
2007 – 2009	28	36	-	253
2010	4	15	2	248
Total	**133**	**178**	**8**	**1387**

Source: Rift Valley Provincial Education Office: Statistics Department, 2010

In the year 2001, the government of Kenya introduced the use of guidance and counselling services to address students' issues in secondary schools. Establishment of guidance and counselling program in secondary schools, focus on addressing students' needs and challenges. Several studies have been conducted especially in areas of guidance and counselling in relation to academic performance, indiscipline, career, drug and substances abuse and perceptions of students or teachers on effectiveness of counselling, little work has been done to establish the impact of guidance and counselling on students' social and emotional adjustment. It is in this light that this paper sought to establish the impact of guidance and counselling services on students' social and emotional adjustment in Nakuru and Uasin Gishu Counties with specific objective; to establish the impact of guidance and counselling services on students' social and emotional adjustment in urban and rural secondary schools, and to find out whether guidance and counselling services impact equally on male and female students' social and emotional adjustment. The parameters of social adjustment entailed self awareness, interpersonal relationships and social values while emotional adjustment considered managing of anger, management of fear and dealing with grief.

2. Research Methodology

Descriptive survey research design was considered for this study since the researchers wished to gather information on the basis of the current status. Descriptive design with a cross-sectional survey approach does not allow the researchers to have direct control or manipulation of the independent variables (Gitau, 2008). This study also adopted survey design as it's the most recommended for collecting behavioural data relating to psychological and academic studies (Fraenkel & Wallen, 200). The design was also considered as most appropriate for the study since it encompasses the use of data collection instruments, questionnaires and interview schedule for extensive and in-depth studies (Oso & Onen, 2009).

3. Population of the Study

The target population of this study comprised all form four students in Nakuru and Uasin Gishu Counties, school counsellors, and school administrators (Deputy Principals and the Principals). A study by Loescher (2006) indicated that form four students are considered to be more mature in their reasoning, expression of own ideas, and feelings and even having higher ability of explaining their observations in relation to the area under the study and that being in school

for longest time were better placed and most appropriate respondents in this study. According to Nakuru and Uasin Gishu County Directors of Education, Statistics Department (2010). The target population consisted of 14,619, form four students, 306 counsellors and 306 school administrators from 153 schools. The accessible population was 3,345 students, 48 school counsellors and 48 administrators (principal and deputy principals). These schools are in Urban Setting Eldoret, Naivasha and Nakuru and Rural Settings: Soi, Kuresoi and Molo.

The study selected a sample size of 336 students, 45 school counsellors and 45 school administrators (principals and D/principals). The total sample size was 426 respondents. The students' sample size was arrived at by using the formula provided by Kathuri and Pals (1993).

The students' sample size was drawn from the randomly selected 12 urban and 12 rural secondary schools. The schools were randomly selected from the 3 urban and 3 rural settings in Nakuru and Usin Gishu Counties. Simple random sampling technique was employed to obtain a sample size of 172 urban respondents (students) and 164 rural respondents. Further, proportionate sample of respondents was selected in mixed schools to obtain representative boys and girl's respondents. Simple random sampling technique was adopted to select student respondents from individual schools, a technique supported by Gitau, (2008). Purposive sampling technique was employed to select 48 school counsellors and 48 school administrators (D/principals and principals). The rationale for purposive sampling was that the respondents possessed the information that meet the purpose of this study

The students' and schools counsellors' questionnaires were designed to collect the quantitative data on the impact of guidance and counselling services on students' social and emotional adjustment between public urban and rural secondary schools. Use of questionnaire to obtain quantitative data was found to be most appropriate tool since large amount of information would be collected from a large sample size within expected period of time and without affecting the validity and reliability of the instrument as explained by Gitau (2008). Also the quantitative data could be easily analyzed more scientifically and objectively while the results could easily be quantified by use of a software package or a researcher where the quantified data used to measure some levels of impact or any change and offer basis for comparison of variables (Mugenda & Mugenda, 1999). The questionnaire developed for use in data collection was Students Social and Emotional Adjustment Questionnaier (SSEAQ) This questionnaire was five likert scaled; thus it provided respondents with a series of statements in which they could indicate the degree of agreement or disagreement. In the SSEAQ, the respondents were to react to 20 items by ticking either: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD). In order to ascertain reliability of the instrument, questionnaires were pilot tested using Cronbach's coefficient alpha to determine the internal consistency of the items and were found to have reliability coefficient of 0.8 in four schools with similar characteristics.

An interview schedule was conducted to obtain the necessary and in-depth qualitative data from the school administrators (principles and deputy principles) on the impact of guidance and counselling services on students' social and emotional adjustment. A study by Mc Leads (2006) pointed out that qualitative data is essential in an educational and psychological research study since it supplements the quantitative data. Prior to data collection, permission was granted by National Council for Science and Technology (NCST), county directors of education and county commissioners. Arrangements were made with school principles and counsellors on the appropriate date and time for collecting the data.

The study employed descriptive statistical techniques involving frequencies and percentages were to analyze the collected data. Fraenkel and Wallen (200) hold the view that frequencies and percentages are more effective, reliable and objective when analysing descriptive data. The responses of the 336 student's respondents and 46 guidance counsellors were computed and results generated with the aid of a computer programme, the Statistical Package for Social Sciences (SPSS) version 20.0 for windows.

In analysing the qualitative data, the study used excerpts to give representative information required where the researcher evaluated the meaning, importance and usefulness of the information given by the respondents.

4. Results and Discussion

This section presents the findings of the study based on the impact of impact of guidance and counselling services on students 'social and emotional adjustment in urban and rural secondary schools in Nakuru and Uasin Gishu Counties. Response rate for urban students were 96.1 %, where 172 out of 179 urban students responded to the administered questionnaires. In the rural setting, 98.2% students were responsive to the administered questionnaires where 164 out of 169 returned their questionnaires. For the urban school counsellors 95. 8 % responses were received indicating that 23 out of 24 counsellors actively participated in the study. In the rural set up, 91.7 %, that is 22 out of 24 school counsellors responded to the administered questionnaires.

These response rates were considered very sufficient for analysis and to draw conclusions and recommendations when compared to the recommended response rates to verify consistency of measures required of over 60 % (Kothari, 2009).

5. Demographic Characteristics of Students in Urban and Rural Secondary Schools

Section A of the student's questionnaires sought information on their demographic characteristics. This information was crucial in getting the necessary data for describing the main respondents of the study. The study involved 336 students as respondents. The analysis of the responses depicted slight variations for the sampled size.

It was revealed that male students in both urban (59.8 %) and rural (60.4 %) secondary schools outnumbered female students represented by 40.2 % and 39.6 % respectively. However, boy's enrolment in rural schools (60.4 %) was slightly higher than those in urban schools. On the same note, it was vividly clear from the table that girls' enrolment in urban schools (40.2 %) was higher than those enrolled in rural secondary schools, (39.6 %). A research study by Gatua (2008) illustrated that enrolment of more boys than girls is a common trend observed in Kenyan education despite the government's effort to encourage education for all (EFA) and introduction of free primary education (FPE) where all children were expected to go to school. The low enrolment of girls in secondary education poses a great challenge especially in rural areas without regard to governments' affirmative action that permits girls to be admitted in public secondary schools alongside the free secondary education (MOE, 2008). A study by Nyaga (2011) found that gender disparity in Kenyan education may be attributed to the reasoning in the African cultural context that education of males is seen to be a better investment choice than the females' education. MOE and USAID (2007) attempted to substantiate that the low tendencies of girls enrolment in secondary schools particularly in rural areas emanates from a high rate of school dropout for girls. United Nations Girls Education Initiative (UNGEI) Kenya chapter in collaboration with KESSP (2005) conducted a study and confirmed that there seems to be a wide disparity in enrolment for girls in Kenyan secondary schools especially in rural areas where more girls are involved in domestic chores in favour of boy children.

To determine the impact of guidance and counselling services on students' social and emotional adjustment, each item in the questionnaire was assigned level of impact as follows Strongly Agree(SA)=5, Agree (A)=4, Undecided (U) =3 Disagree(D) =2 and Strongly Disagree (SD) =1 The maximum score for a respondent ticking SA in all items would be 100 (20 items x 5) while the minimum score ticked against SD would be 20 (20 items x 1) For the purpose of determining the impact of guidance and counselling on students' social and emotional adjustment three levels of the impact were designed by subtracting the lowest score (20) from the highest (100) and dividing the range by three. The three levels of impact were. based on the range of the calculated mean ranks, the three levels of impact were as follows: (i) low level with a mean score range of between 20-46 (ii) moderate level with a mean score range of between 47-74 and (iii) high level with a mean score range of between 75-100.

The first objective of the study sought to establish the impact of guidance and counselling services on students' social adjustment. The parameters used to measure the levels of the impact of guidance and counselling services on social aspect included self awareness, interpersonal relationships and social values developed items. Table 3 indicates the outcome of the responses by the student respondents.

Table 3: Levels of Impact of Guidance and Counselling on Students' Social Adjustment

Specific Area	*Urban N=172*						*Rural N=164*					
	Low		*Moderate*		*High*		*Low*		*Moderate*		*High*	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Self Awareness	15	8.7	19	11.0	138	81.2	6	3.7	12	7.3	146	89.0
Interpersonal Relationship	10	5.8	21	12.2	141	82.0	15	9.15	23	14.2	126	76.8
Social Values	16	9.3	26	15.1	130	75.6	10	6.1	12	7.3	142	86.6

Key: f – frequencies, % - percentages

It is evident from the results that majority of the students from rural settling rated highest level of impact of guidance and counselling on self awareness, a component of social adjustment by scoring 89% while those from urban settings attained 81.2%. This implies that students from rural schools have gained more of self awareness through the assistance and intervention of guidance and counselling services. The table also indicates that 82% representing 141 students from urban schools consented a high level of impact of guidance and counselling services on their interpersonal relationships whereas 76.8% of their rural counterpart rated high. The implication of the outcome indicate that urban students appreciate more the role of guidance and counselling services in helping them relate with others from diverse background. Weiten (2007) confirms the fact that guidance and counselling services are highly valued by students in urban centres due to multicultural nature of student population and other members of the school. They gain more understanding of different cultures and how to adjust and relate with ease.

From the table, it is deduced that 86.6% representing 142 studen5ts from rural schools rated the level of impact of guidance and counselling services on holding their social values as high while 75.6% of those from urban schools agreed on high level of impact of guidance and counselling. Dendo (2004) endorses this outcome by arguing that students from rural schools uphold the importance of counselling and guidance in enhancing their moral values. From the table it's vivid that students from both urban and rural settings rated both moderate and low impact of guidance and counselling on their social adjustment far below 50%. This signifies that they enjoyed a high level of impact of guidance and counselling in social adjustment.

The second objective of the study sought to determine the impact of guidance and counselling services on student's emotional adjustment. Emotional adjustment was viewed as in management of anger, fear and dealing with grief. Table 4 shows the outcome

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Table 4: Levels of impact of Guidance and Counselling on Student's Emotional Adjustment

Specific Area of impact of guidance & Counselling	Urban N=172						Rural N=164					
	Low		Moderate		High		Low		Moderate		High	
	F	%	f	%	f	%	f	%	f	%	f	%
Management of Anger	18	10.4	23	13.4	133	77.3	10	6.1	20	12.2	134	81.7
Management of Fear	10	5.8	18	10.5	145	84.3	15	9.1	22	13.4	127	77.4
Dealing with grief	11	6.4	22	12.8	141	82.0	13	9.9	21	12.8	140	85.4

The results in Table shows that 81.7% representing 134 students from rural schools were in support of a high level of impact of guidance and counselling services on their ability to manage anger. On the other hand, 77.3% of urban student respondents agreed that guidance and counselling services impact highly on their management of anger. Management of fear was rated as high level of impact by guidance and counselling on students by scoring 84.3% and 77.4% from urban and rural schools respectively. Dealing with grief was awarded a score of 85% and 82.0% by rural and urban school respondents respectively. This indicated a high level of impact of guidance and counselling services on student's emotional adjustment.

The last object of the study sought to establish the impact of guidance and counselling services on students social and emotional adjustment based on gender.

Table 5: Levels of Impact of Guidance Counselling on Gender in Social and Emotional Adjustment

Specific Areas of Impact		Urban Male N=102 Female N=70			Rural Male N=99 Female N=65		
		Low	Mod	High	Low	Mod	High
Self Awareness	Male:	12(7. 0)	21(12. 0)	139(80. 8)	14(8. 5)	20(12. 2)	130(79. 3)
	Female:	18(7. 5)	20(11. 6)	134(77. 9)	16(9. 8)	22(13. 4)	128(78. 0)
Int. R/ship	Male:	12(7. 0)	26(15. 1)	134(77. 9)	11(6. 7)	15(9. 1)	138(84. 1)
	Female:	10(5. 8)	22(12. 8)	140(81. 4)	10(6. 1)	13(7. 9)	141(86. 0)
Social Values	Male:	19(11. 0)	27(15. 7)	126(73. 3)	12(7. 3)	24(14. 6)	128(78. 0)
	Female:	16(9. 3)	23(13. 4)	133(77. 3)	10(6. 1)	13(7. 9)	141(86. 0)
Mgt of Anger	Male:	15(8. 7)	25(14. 6)	132(76. 7)	12(7. 3)	20(12. 2)	132(80. 5)
	Female:	13(7. 6)	18(10. 5)	141(82. 0)	10(6. 1)	18(7. 9)	136(83. 0)
Mgt of fear	Male:	12(7. 0)	23(13. 4)	137(79. 7)	15(9. 1)	21(12. 8)	138(84. 1)
	Female:	15(8. 7)	25(14. 6)	132(76. 7)	19(11. 6)	23(14. 0)	122(74. 4)
Dealing with grief	Male:	17(9. 9)	23(13. 4)	132(76. 7)	15(9. 1)	24(14. 6)	125(76. 2)
	Female:	12(7. 0)	20(11. 6)	140(81. 4)	10(6. 1)	17(8. 5)	137(83. 5)

Figures in parenthesis are frequencies

Based on the outcome on Table x it is evident that the levels of impact of guidance and counselling services on students' social and emotional adjustments varied with gender and school settings. In urban and rural settings male students rated a high level of impact on self-awareness scoring 80. 8% and 79.3% respectively. The female students also recorded a high level of impact of guidance and counselling on self-awareness with 78.3% and 77.9% in rural and urban schools respectively. A higher level of impact of guidance and counselling on social level was rated by female students from rural 86.0% urban 81.4% and then male students where rural students rated 78.0% and 73.3% for urban schools.

In addition female students rated higher level of impact of guidance and counselling on management of anger than their male counterparts. Rural female respondents read a high level of impact with 83.0^ while those from urban settings scored 82.0%. The male respondents from rural school settings rated 80. 5% while those from urban rated 76. 7%. In management of fear, male students from urban schools rated 84.1%, rural respondents 79.7% while female respondents from urban schools rate 76.7% while their rural counterparts rated 74.4%. A higher level of impact of guidance and counselling on students' dealing with grief was recorded by female students 83.5% and 81.4% high levels of impact of guidance and counselling were rated by female students from rural and urban schools respectively. Male student respondents rated high impact; 76.7% and 76.2% from urban and rural school settings respectively.

These findings concur with Dondo (2004) that gender differences in social and emotional adjustment might occur due to the approaches that both males and females use in life strategies and challenges. Whereas most of the female students are socially and emotionally inclined to tackle problems male students tend to be more physical in their approaches and therefore the impact of Guidance and Counselling service will effectively different among these two groups

The findings of the study indicated that there existed an impact of guidance and counselling services on students' social and emotional adjustment. The urban school students obtaining high impact of guidance and counselling services on social and emotional adjustment in all the three levels low, moderate and high in comparison with students' relatively low scores in urban schools, has received endorsement from Esuong (2011).

Boutwell and Myrick (2006) contend that guidance and counselling plays a major role of promoting students' success through a focus on social and emotional adjustment by means of prevention and intervention services, advocacy and treatment of emotional turbulence. In addition, guidance and counselling services provide students with the

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opportunity to learn more about themselves and others before they have problems resulting from fear, anger and grieving. Weissberg and Myrisk (2007) articulate that most students express a basic need of social and emotional adjustment which is grounded on foundations of comprehensive guidance and counselling services. These services integrate competence promotion and foster students' social and emotional development framework for reduction of risk and detrimental behaviours such as substance use, promiscuous sex, violence, depression and attempted suicide that deter success in life.

Also, Macharia (2007) contends that guidance and Counseling service seems to gain tremendous support in rural parents, counsellor and significant other aiming at sustainable social and emotional adjustment in comparison with rural settings where parents especially the dual career hardly spend ample time with their children. Moreover, Theodore (2002) holds the view that Guidance and Counseling seems to stimulate more self driven energy and capacity for living to societal norms and upholding ethical standard among rural females. This contrasts an urban set up where people live in a fragmented and alienated society in which there are minimal social and emotional support systems.

According to Mutie and Ndambuki (1999) schools counsellors play a vital and immense role in holistic growth and development of students. Weissberg and Myrisk (2007) confirm that students typically do not learn or exist alone, but rather in close collaboration with their school counsellors, peer counsellors and with encouragement from significant others. Corroborative and systematic guidance and counselling services are mandatory for excellence for excellence in academic, personal competencies social and emotional adjustment. According to Brigman and Campbell (2007), school counsellors help students acquire effective mastery of social and emotion competency for easy adjustment which is associated with greater-well-being, better academic achievement and desired behaviour. Horgan (2003) describes the role of guidance counsellors as equipping students with competence in area of social and emotional adjustment who obtain abilities to generate and coordinate flexible, adaptive response to daily needs, demands and pressures in a more profitable and constructive manner. UNESCO (2006) states that a hallmark of students behaviour modification rests on the Guidance and Counselling services. Brigman and Campbel (2007) crowns Guidance and Counselling as the leading school agency that develops, strengthens and maintains fundamental principles adjustment among schools students.

6. Conclusion and Recommendations

This study was set to determine the impact of guidance and counselling services on students' social and emotional adjustment in public urban and rural secondary schools in Nakuru and Uasin Gishu Counties, Kenya. First, the study found that there exist impact of guidance and counselling services on students' social and emotional adjustment in urban and rural secondary schools. Secondly, guidance and counselling services impacted differently on male and female students' social and emotional adjustment in urban

and rural secondary schools. Based on the findings of the study, its concluded that guidance and counselling services in secondary schools are paramount in impacting on students' social and emotional adjustment and thus enhancing individual performance and raising holistic well-being of students. There is need for educational stake holders to enhance guidance and counselling services in rural and urban schools that those male students should be encouraged to seek guidance and counselling services for better adjustment, growth and development.

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