

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 Uasin 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 Questionnaire (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

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.

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

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

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

opportunity to learn more about themselves and others before they have problems resulting from fear, anger and grieving. Weissberg and Myrsk (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 Myrsk (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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