

## The Development of an Integrated Student Support Programme in Universities' Guidance and Counselling to Facilitate Student Completion of Academic Programmes.

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### Abstract:

Sustainable development goals, the constitution of Kenya 2010 and Vision 2030 underscore the importance of education in ensuring relevant social and human capital for sustainable development. The BIG 4 Agenda has development of the Manufacturing Sector as one of its objectives and this can be achieved if students are able to attend to and complete their educational programmes in Universities and Colleges. The University of Eldoret's mission is to provide high quality education and training, in Science, Agriculture and Technology that promotes networking, partnership and linkages with other institutions and industry. This study's aim was to developing an Integrated Student Support Programme (ISSP) in Universities' guidance and counselling with view of facilitating student completion of academic programmes in Kenya. Specifically, the study endeavoured to find out the existence of support programmes, assess their adequacy and effectiveness in facilitating student completion of academic programmes in Universities and finally find out if it is necessary to develop an integrated complimentary support programme in order to facilitate student completion of academic programmes in Universities. Using a baseline survey carried out on support providers and students in Universities in Uasin Gishu to determine the existing situation the findings were analysed using inferential and descriptive statistics in order to facilitate the development of the Integrated Student Support Programme (ISSP). Though the study was done in Uasin Gishu, the findings will be instrumental in improving standards of education Nationwide.

**Keywords:** Guidance & Counselling, Integrated Student Support Programme, BIG-4 Agenda.

### 1. Introduction

An Integrated Student Support Programme (ISSP) for University students aims at dealing with the challenge of Student apathy and moral dissidence, a socio-economic challenge which has riddled University education and the society as a whole leading to low completion rates of the academic programmes, therefore affecting the quality of education and denying the Industry of the highly required work force. In Kenya, after the University entry age was reduced due to the change in the Education system many students join University at a tender age, as young as sixteen and are unprepared for the socio-economic conditions they encounter (OECD, 2014). Some students come from families with low economic status and struggle to fit in the new environment, whereas the well-off are

unprepared to deal with the new found "freedom" hence a challenge in time management as a result of the culture shock. Both groups eventually find themselves engaging in destructive activities in order to make extra money, exposing themselves to sexually transmitted diseases (STDs), unwanted pregnancies and unplanned marriages. Use of drugs, theft and involvement in Sects/Cults are other indications of moral deterioration and moral decay (UNODC, 2012; Taallu, 2017). The eventualities are often tragic as some students committing suicide and/or homicides, others have their lives wasted away due to drug addiction. Female students have also been found to engage in unsafe abortions leading to deaths and/or health challenges. Student apathy sets in and therefore the rates of completion of academic programmes in Universities has continually gone down (Njoroge, 2016). Despite the

existence of guidance and counselling services at Universities through the Dean of students, there has been an increasing trend in student apathy and moral decay over the years. It is on the backdrop of this the development of an integrated support programme for University students was considered. Online counselling with the collaboration of voluntary counsellors, including NACADA would make the process effective and efficient. Industry linkages with the collaboration of several companies and institutions to facilitate in part-time job placements to students with financial challenges would lead to a higher retention rate and a higher academic programme completion rate.

### **1.1 Statement of the problem**

Guidance and counselling is supposed to minimize social disharmony and produce individuals who can fit well into the society (Ndirangu, 2007). Inadequacy of support programmes and ineffectiveness in facilitating student completion of academic programmes in Universities is a problem evidenced by increasing Student dropout cases caused by moral decay and student apathy. This should be addressed by providing a complimentary programme in order to address the situation and improve the quality of education. An Integrated Student Support Programme (ISSP) will aim at complementing guidance and counselling by offering confidential, real time counselling support along with the financial assistance required through industry linkages in order to enable students to complete academic programmes.

### **1.2 Research objectives**

Research Objectives were as follows:

- To determine the availability of support programmes in Universities for facilitating student completion of academic programmes in Universities
- To establish the adequacy of support programmes in facilitating student completion of academic programmes in Universities
- To establish the effectiveness of support programmes in facilitating student completion of academic programmes in Universities
- To assess the necessity of developing an integrated complimentary support programme to facilitate student completion of academic programmes in Universities.

### **1.3 Significance and Justification of the Research**

This study was key in informing policy decision at Institutional and National levels by bringing into focus challenges faced by managers of support services in the discharge of their mandate and facilitate development of alternative strategies within the constrained resource. It crystalized challenges experienced by student due to diminished support services and how it impacts on their studies, giving suggestions on alternative means of empowering students in order to mitigate these factors.

Issues of quality and access in higher education are of concern to policy makers and stakeholders hence this study will develop a policy paper on ways in which the stakeholders can input in improving the quality of education. It was key in assessing the contribution of support services in either undermining or improving quality and access of higher education.

## **2 Research Methodology**

### **2.1 Research Design**

This study employed the mixed research design, consisting of both qualitative and quantitative methods. Qualitative data comprised of information from respondents on their attitudes and opinions (Orodho, 2003); on adequacy and effectiveness of the existing support systems. Quantitative data comprised of numerical values (Burns & Grove, 2005) such as frequency and the number of students seeking guidance and counselling before and after implementation of the integrated support programme will be quantitative in nature.

### **2.2 Research Procedure**

- A baseline survey was conducted on the existence, adequacy and effectiveness of the student support programme. The providers of support programmes in Universities were all included in the survey. It included Deans of students, student counsellors and peer counselors from all Universities in Uasin Gishu County. The Support providers (Staff) were interviewed. The students who offer support were selected using purposive sampling, specifically to include the students who the others usually feel inclined to seek advice and support from. This included class representatives, school representatives, student leaders and club/ association leaders.
- Data collected from the survey was both primary and secondary in nature, and was analyzed using descriptive and inferential statistics. Descriptive statistics involved the use of frequency, mean and standard deviation. Inferential statistics involved the

use of correlation and a multiple regression model to show the effect of the independent variables; availability (EV), adequacy (AD) and effectiveness (EF) of the student support programme and necessity for ISSP (NIP) on the dependent variable student completion of academic programmes (SC). The tool of analysis was SPSS version 24.

Regression model:

$$SC = AVX1 + ADX2 + EFX3 + NIPX4 + \dots + \epsilon$$

where  $X1 - X4$  are coefficients and  $\epsilon$  random error

The findings from the data analyzed was put in form of a report was discussed in a dissemination workshop in a stakeholder forum and recommendations given.

### 3.0 Findings

#### 3.1 Demographic information

##### 3.1.1 How long one has been a Guidance & Counselling provider

The study shows that the majority have been support providers for 1-4 years (81.3%), that is adequate time to know information required for the study.

TABLE 3.1.1: HOW LONG ONE HAS BEEN G & C PROVIDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	3	18.8	18.8	18.8
	1 to 4 years	13	81.3	81.3	100.0
	Total	16	100.0	100.0	

##### 3.1.2 Population of students in the Institution

The majority of the Institutions had 100-500 students (68.8%) as indicated in Table 3.1.2. This is because most of the Institutions under study were campuses of the different Universities, hence the low number of student population.

TABLE 3.1.2: POPULATION OF STUDENTS IN THE INSTITUTION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	100 to 500	11	68.8	68.8	68.8
	More than 500	5	31.3	31.3	100.0
	Total	16	100.0	100.0	

##### 3.1.3: Gender of student respondent

The majority of the student respondents were male (62.7%). On interacting with them during the workshop they indicated that female students tend to shy off from disclosing their personal information such as their access to G & C services, hence the low number of female respondents as indicated in Table 3.1.3.

TABLE 3.1.3: GENDER OF STUDENT RESPONDENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	42	62.7	62.7	62.7
	Female	25	37.3	37.3	100.0
	Total	67	100.0	100.0	

##### 3.1.4: Student's level in academic programme

Most of the students who were involved were in their 2nd and 3rd year of study. It emerged during the dissemination workshop that this was due to the fact that 1st years were still settling in and were not

likely to be involved. 4th years considered this as an activity which may not benefit them since they were almost through with their studies.

TABLE 3.1.4: LEVEL IN ACADEMIC PROGRAMME

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Year 1	6	9.0	9.0	9.0
	Year 2	23	34.3	34.3	43.3
	Year 3	25	37.3	37.3	80.6
	Year 4	13	19.4	19.4	100.0
	Total	67	100.0	100.0	

##### 3.1.5: The knowledge of the students of different online interaction forums

The majority of the students (94%) were aware of the different platforms for online interaction as indicated in Table 3.1.5. During the dissemination workshop they mentioned Twitter, Facebook, WhatsApp and Instagram.

TABLE 3.1.5: KNOWLEDGE OF ONLINE INTERACTION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	4.5	4.5	4.5
	Yes	63	94.0	94.0	98.5
	None	1	1.5	1.5	100.0
	Total	67	100.0	100.0	

##### 3.1.6 Students' accessibility to mobile phones and internet

The majority of the students (82.1%) agreed that they have access to a mobile phone and internet as indicated in Table 3.1.6. It emerged during the discussion that access to mobile phone and internet was essential for them. They were willing to save the money meant for other uses just to ensure they had a mobile phone and internet bundles.

TABLE 3.1.6: ACCESS TO MOBILE & INTERNET

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	11	16.4	16.4	16.4
	Yes	55	82.1	82.1	98.5
	None	1	1.5	1.5	100.0
	Total	67	100.0	100.0	

#### 3.2 Availability of G & C

##### 3.2.1 Deans/ Support providers' view

On availability of G & C services in their Institutions, the support providers (Deans, student counsellors and peer counsellors) indicated a 30%-Yes and 50%-No as indicated in Table 3.2.1. The discussion during the dissemination workshop indicated that since most of the Institutions on study were Campuses, there were no proper G & C services in place.

TABLE 3.2.1: HAVE ELABORATE G & C SERVICES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	50.0	50.0	50.0
	Yes	8	50.0	50.0	100.0
	Total	16	100.0	100.0	

The Deans/ Support providers similarly gave a 50% -No and 50% - Yes response on availability of a premise specifically for G & C in their Institutions (indicated in Table 3.2.2). The discussion indicated that for some institutions, G & C services did not have a premise on the Campus.

TABLE 3.2.2: HAVE A PREMISE FOR G & C IN INSTITUTION

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	No	8	50.0	50.0	50.0
	Yes	8	50.0	50.0	100.0
	Total	16	100.0	100.0	

Deans/ Support providers indicated that for some institutions, there was no official communication to the students to inform them of availability of G& C services, hence a 50%-NO: 50%-Yes response as indicated in Table 3.2.3.

TABLE 3.2.3: STUDENTS ARE MADE AWARE OF G & C SERVICES

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	No	8	50.0	50.0	50.0
	Yes	8	50.0	50.0	100.0
	Total	16	100.0	100.0	

Deans/ Support providers' majority (62.5%) indicated that students were not aware of the type of G& C support services available in their Institutions as indicated in Table 3.2.4. It emerged during the discussion that some of the support services available include; Financial support, Drug and substance abuse counselling, Career counselling, Health support, Relationships counselling among others.

TABLE 3.2.4: STUDENTS KNOW THE TYPE OF G & C SUPPORT AVAILABLE

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	No	10	62.5	62.5	62.5
	Yes	6	37.5	37.5	100.0
	Total	16	100.0	100.0	

### 3.3 Students' view

Majority of the students indicated that they had accessed G & C services as indicated in Table 3.3.1. This was a clear indicator that students were facing different challenges in their day to day life in the Institutions and required G & C services.

TABLE 3.3.1: ACCESSED G & C

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	40	59.7	59.7	59.7
	No	27	40.3	40.3	100.0
	Total	67	100.0	100.0	

Majority of the students (64.2%) disagreed to the notion that there were elaborate G & C services available in their Institutions, as in Table 3.3.2. It emerged during the discussion that some Institutions

TABLE 3.4.2: THE WAITING TIME PER STUDENT BEFORE ACCESSING THE G & C IS ACCEPTABLE

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	No	15	93.8	93.8	93.8
	Yes	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

did not have permanent personnel to provide the service. This made it difficult for the students to identify with them.

TABLE 3.3.2: EXISTENCE OF ELABORATE G & C

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	11	16.4	16.4	16.4
	Disagree	32	47.8	47.8	64.2
	Not Sure	16	23.9	23.9	88.1
	Agree	8	11.9	11.9	100.0
	Total	67	100.0	100.0	

TABLE 3.4.3: G & C SERVICES SHOULD BE AVAILABLE AT ALL TIME

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	No	2	12.5	12.5	12.5
	Yes	14	87.5	87.5	100.0
	Total	16	100.0	100.0	

When the respondents had to give their opinion on "There is no premise available in your Institution specifically for G & C services.", the majority (56.7%) agreed (Table 3.3.3). Discussion pointed out that the space used for G & C not specific and not permanent. Those who had premises indicated that they were not conducive in terms of privacy, Students did not want to be seen when they go to seek G & C services.

TABLE 3.3.3: AVAILABLE PREMISE FOR G & C

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	18	26.9	26.9	26.9
	Not Sure	11	16.4	16.4	43.3
	Agree	37	55.2	55.2	98.5
	Strongly Agree	1	1.5	1.5	100.0
	Total	67	100.0	100.0	

Minority, 17.9% of the students were aware of the existence of G & C services in their Institutions as indicated by Table 3.3.4. This was due to the fact that most of the Institutions under study were campuses and there was no sufficient attention given to G & C services, unlike the response from Main University premises.

TABLE 3.3.4: STUDENTS ARE AWARE OF EXISTENCE OF G & C

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	10	14.9	14.9	14.9
	Disagree	33	49.3	49.3	64.2
	Not Sure	12	17.9	17.9	82.1
	Agree	12	17.9	17.9	100.0
	Total	67	100.0	100.0	

### 3.4: Adequacy of G & C Services

#### 3.4.1 Deans/ Support providers' opinions

The Deans/ Support providers' opinion on time allocated per student for G & C services was that it was not adequate (93.8% as indicated in Table 3.4.1). This is similar to the response given by student in Table 3.2.1 where 67.2% indicate that it is not adequate. The discussion in the dissemination workshop indicated that this was due to number of support providers not being sufficient.

TABLE 3.3.4: STUDENTS ARE AWARE OF EXISTENCE OF G & C

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	10	14.9	14.9	14.9
	Disagree	33	49.3	49.3	64.2
	Not Sure	12	17.9	17.9	82.1
	Agree	12	17.9	17.9	100.0
	Total	67	100.0	100.0	

Closely related to amount of time allocated per student for G & C services is the average waiting time per student before accessing G & C services. Deans/ Support providers indicate the time is not acceptable (93.8% as shown in Table 3.4.2). The students give a similar opinion (73.1%). Inadequacy of Support providers was the reason given for this.

Deans / Support providers find it necessary that G & C should be provided at all time (Day and night, Weekdays and weekends). This is indicated by Table 3.4.3 showing 87.5% acceptance. A similar opinion is given by Students (88%). The discussion indicated that this would require additional support providers or a non face-to-face (non-physical) interaction.

Both Deans/ Support Providers agreed that more students would seek G & C if more Counsellors were available (87.5 % in Table 3.4.4: 89.5% in Table 6.23). Table 6.20 also indicates that students find the number of Counsellors inadequate (89.6%).

TABLE 3.4.4: MORE STUDENTS WOULD SEEK G & C IS MORE COUNSELLORS WERE AVAILABLE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	6.3	6.3	6.3
	Yes	14	87.5	87.5	93.8
	11.00	1	6.3	6.3	100.0
	Total	16	100.0	100.0	

### 3.4.2 Students' views

TABLE 34.5: IF AMOUNT OF TIME TAKEN IN WAITING FOR C & C SERVICES IS ACCEPTABLE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	22.4	22.4	22.4
	Disagree	34	50.7	50.7	73.1
	Not Sure	18	26.9	26.9	100.0
	Total	67	100.0	100.0	

TABLE 3.4.6: THE NUMBER OF COUNSELLORS IS ADEQUATE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	34	50.7	50.7	50.7
	Disagree	26	38.8	38.8	89.6
	Not Sure	7	10.4	10.4	100.0
	Total	67	100.0	100.0	

TABLE 3.4.7: G & C SERVICES SHOULD BE AVAILABLE ALL TIME

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	4.5	4.5	4.5
	Disagree	2	3.0	3.0	7.5
	Not Sure	3	4.5	4.5	11.9
	Agree	48	71.6	71.6	83.6
	Strongly Agree	11	16.4	16.4	100.0
Total	67	100.0	100.0		

TABLE 3.4.8: MORE STUDENTS WOULD SEEK G & C IN CASE OF MORE COUNSELLORS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.5	1.5	1.5
	Not Sure	6	9.0	9.0	10.4
	Agree	52	77.6	77.6	88.1
	Strongly Agree	8	11.9	11.9	100.0
	Total	67	100.0	100.0	

## 3.5 Effectiveness of G & C Services

### 3.5.1 Deans/ Support providers' view

Deans/ Support providers indicate that the G & C provided has not increased students' completion rates of academic programmes.

TABLE 3.4.9: G & C SUPPORT HAS INCREASED STUDENT COMPLETION RATE OF ACADEMIC PROGRAMMES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	12	75.0	75.0	75.0
	Yes	4	25.0	25.0	100.0
	Total	16	100.0	100.0	

Deans/ Support providers indicate in Table 6.25 that the G & C services provided have not considerably decreased student apathy and moral decay (81.3%). This is supported by students.

TABLE 4.5.1: G & C SUPPORT HAS CONSIDERABLY DECREASED STUDENT APATHY AND MORAL DECAY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	13	81.3	81.3	81.3
	Yes	3	18.8	18.8	100.0
	Total	16	100.0	100.0	

Both Deans/ Support providers and indicate that financial support is not always forthcoming for those who seek G & C support when they have financial challenges such as fees, rent and daily upkeep. It emerged that such students do not feel that G & C gives the assistance they expect.

TABLE 3.5.2: FINANCIAL SUPPORT IS ALWAYS GIVEN TO THOSE WITH ISSUES WITH FINANCES IN G & C

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	14	87.5	87.5	87.5
	Yes	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

G & C services do not help in providing sufficient work force for economic development, as indicated by Deans/ Support providers.

TABLE 3.5.3: G & C HELPS PROVIDE SUFFICIENT WORK FORCE FOR ECONOMIC DEVELOPMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	14	87.5	87.5	87.5
	Yes	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

### 3.5.2 Students' views

TABLE 3.5.4: G & C OFFERED DECREASES STUDENT APATHY AND MORAL DECAY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	22.4	22.4	22.4
	Disagree	35	52.2	52.2	74.6
	Not Sure	14	20.9	20.9	95.5
	Agree	3	4.5	4.5	100.0
	Total	67	100.0	100.0	

TABLE 3.5.5: THOSE SEEKING G & C ON FINANCIAL ISSUES GET FINANCIAL SUPPORT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	36	53.7	53.7	53.7
	Disagree	28	41.8	41.8	95.5
	Not Sure	3	4.5	4.5	100.0
	Total	67	100.0	100.0	

Students indicated that G & C services offered to them do not develop an all-round individual who would easily fit in to the society and become productive.

TABLE 3.5.6: G & C IN MY INSTITUTION DEVELOPS AN ALL ROUND STUDENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	31.3	31.3	31.3
	Disagree	31	46.3	46.3	77.6
	Not Sure	8	11.9	11.9	89.6
	Agree	7	10.4	10.4	100.0
	Total	67	100.0	100.0	

TABLE 3.5.7: C & C OFFERED IS ABLE TO PROVIDE WORK FORCE FOR ECONOMIC DEVELOPMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	32.8	32.8	32.8
	Disagree	33	49.3	49.3	82.1
	Not Sure	9	13.4	13.4	95.5
	Agree	3	4.5	4.5	100.0
	Total	67	100.0	100.0	

## 3.6 If it is necessary to have an Integrated Student Support Programme (ISSP)

### 3.6.1 Deans/ Support providers' views

Both Deans/ Support providers were of the opinion that an Integrated Student Support Programme (ISSP) would facilitate G & C services by increasing accessibility to support programmes. It would also increase adequacy of the support programmes.

TABLE 3.5.8: IMPLEMENTATION OF ISSP WOULD FACILITATE G & C SERVICES

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	No	2	12.5	12.5	12.5
	Yes	14	87.5	87.5	100.0
	Total	16	100.0	100.0	

3.6.2 Students' views

TABLE 3.5.9: ONLINE G & C WILL INCREASE ACCESSIBILITY TO SUPPORT PROGRAMME BY STUDENTS

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	1	1.5	1.5	1.5
	Disagree	3	4.5	4.5	6.0
	Not Sure	14	20.9	20.9	26.9
	Agree	43	64.2	64.2	91.0
	Strongly Agree	6	9.0	9.0	100.0
	Total	67	100.0	100.0	

TABLE 3.6.1: ONLINE G & C WILL INCREASE ADEQUACY OF SUPPORT PROGRAMME TO STUDENTS

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	1	1.5	1.5	1.5
	Not Sure	11	16.4	16.4	17.9
	Agree	43	64.2	64.2	82.1
	Strongly Agree	12	17.9	17.9	100.0
	Total	67	100.0	100.0	

Students agreed that ISSP would facilitate in tracing academic programme completion rates since it would allow for monitoring of both the support providers and those seeking G & C support.

TABLE 3.6.2: ONLINE G & C WILL FACILITATE IN TRACING ACADEMIC PROGRAMME COMPLETION RATES

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Not Sure	6	9.0	9.0	9.0
	Agree	45	67.2	67.2	76.1
	Strongly Agree	16	23.9	23.9	100.0
	Total	67	100.0	100.0	

Students suggested several online platforms for interaction other than phone call and messaging. The most preferred method was WhatsApp although they were open to all.

TABLE 3.6.3: WHAT IS YOUR PREFERRED INTERACTION METHOD

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	SMS	4	6.0	6.0	6.0
	Facebook	15	22.4	22.4	28.4
	Twitter	13	19.4	19.4	47.8
	WhatsApp	35	52.2	52.2	100.0
	Total	67	100.0	100.0	

4.0 Conclusion and recommendations

The study drawing from the findings of the survey and the outcome of the dissemination workshop concluded that the available G & C services are not adequate neither are they efficient in meeting the needs of the students in learning Institutions, This is occasioned by the inadequate numbers of Counsellors, lack of proper infrastructure, specifically premises for G & C and improper systems in ensuring student confidentiality as they seek G & C services.

The recommendations of the study include the following:

- 1) Proper infrastructure should be put in place so as to provide ample space which is comfortable and privacy for those seeking G & C services.
- 2) Training of the staff who deal with providing G & C support to ensure confidentiality.
- 3) Increase the number of staff providing G & C services

- 4) Provide temporal sources of finances for those with financial challenges
- 5) Develop a programme that can cater for G & C requirements adequately, efficiently and conclusively, hence an Integrated Student Support Programme (ISSP)

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