

## How Non-Directive Workplace Counselling Technique Influences Teachers' Performance in Bungoma South Sub-County, Kenya

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### Abstract

The general trend is that secondary schools, under guidance of the Ministry of Education and Teachers' Service Commission, have continuously adopted a number of Human Resource Practice standards for daily routine, in order to improve student performance. Unfortunately, in the honing process, varied life mishaps impinge on teachers' delivery, destabilising workflow intermittently and as a result, individual wellbeing is affected and consequently, delivery to the learners. The overall objective of this study was to evaluate the influence of non-directive workplace counselling techniques on teachers' performance in public secondary schools in Bungoma South Sub-county. This study was anchored on the Cognitive Behavioural Theory (CBT) and Reality Theory. The study employed descriptive survey and correlation design methods. The target population comprised of 720 teachers (390 male and 330 female) distributed in 60 public secondary schools and two (2) Ministry of Education and Teachers' Service Commission Human Resource Officers. Thirty percent (30%) was used to obtain 18 schools randomly sampled from a total of 60 public Secondary schools. A total of 257 teachers were randomly sampled from the 18 sampled schools included 18 Guidance and Counseling teachers. Simple random sampling was used to obtain respondents while purposive sampling was used to get two (2) officials from the Ministry of Education. Questionnaire and Interview schedules were used as the data collection instruments. Data analysis and interpretation was based on descriptive statistics as well as inferential statistics using SPSS version 22. Results illustrated that there was positive statistical significant influence of non-directive counseling on the teachers' performance in Bungoma South Sub-County. Nevertheless, the study concluded that when levels/degrees of non-directive counseling were enhanced in schools, then this would translate to better teachers' performance. Based on these results, therefore, it is recommended that the Government should provide the necessary resources and policy structure on the implementation of the guidance and counseling programme in schools. A guidance and counseling program must be included in the school schedule and school budget. The Ministry of Education should utilize these findings for policy purposes to ensure establishment of firm and workable Guidance and counseling departments in schools. This study shall generate findings that will be significantly beneficial to Ministry of Education, Teachers' Service Commission, administration of public secondary schools and teachers. The study would also aid in policy making and formulating of intervention measures aimed at improving counselling services, and guidance and counseling teachers' support programmes, with a view to improving teachers' performance in public secondary schools.

**Keywords;** Non-Directive Workplace Counselling Technique, Teachers' Performance, Bungoma South Sub-County

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### I. Background Of The Study

In this research the key constructs were defined and operationalized. Workplace Counselling: refers to an employee support intervention that is usually short term in nature and provides an independent, specialist resource for people working across all sectors and in all working environments, in an effort to help them overcome problems using their inner resource. Non-Directive Counseling: refers to a client centered approach where a counselor listens, supports, and advises, without directing a client's course of action, he refrains from interpretation or explanation but encourages the client to talk freely. This study focused on Non – directive counselling, a technique of Workplace Counseling (WPC), which is more or less a client- centred approach where a counsellor listens more, supports, advises without imposing the clients course of action, but encourages them to talk freely. Kim (2009) notes that several companies have integrated counselling, and are creating a culture of providing worker counselling services to staff.

Kiprop & Chepkilot, (2011) also states that work place counselling provides a relationship in which employees or colleagues respond to one another through exploration of thoughts, feelings and behaviour in an effort to achieve clear understanding and acceptance of the reality of ones self. Business in the Community (2014) postulates counselling as a psychological health care intervention aimed at assisting both the employer and employee, by intervening with an active problem-solving approach to tackling problems at hand. (Balakrishnan, 2003) states that workplace counselling is a tool for maintaining composure and positivity, helping workers who have problems that affect their productivity and optimal performance in the course of duty, such as work-related stress, loss and grief, restructuring and organisation of the institution, internal and external transfers, relationships both formal and informal at the workplace, interpersonal social relationships, trauma, lack of promotions/monetary incentives/recognition, less empowerment in decision-making in the organisation, health complications, not forgetting the current pandemic COVID-19, that has resulted in total disarray of social order in almost every sphere. Counseling therefore enables employees to explore alternative solutions to the problems with greater health and well-being resulting in better work performance (Porter *et al.*, 2008).

Work place counselling is characterised by directive counselling, non-directive counselling and group counselling. For purposes of relevance to this study, the researcher focused on non-directive counselling. According to Monica Cheboo *et al.* (2016) as informed by Carl Rodgers who introduced the term Non Directive in 1940, Non Directive Counselling is defined as following or tracking the client to gain an understanding of himself, which enables the employee or the client to make a decision and positive move in the his/her life. (Bushby *et al.*, 2015) states that the possibility of employee's improved well-being, can enable organizations consider workplace counselling as a tool to restore employee's problems, or develop better ways to manage issues.

Teachers' performance was measured through general productivity, client satisfaction through feedback instruments, student change of behaviour/attitude, including evidence based social and life skill acquisition, and the annual results produced, such as KCSE results. Workplace counselling interventions go a long way in helping educational institutions assist teachers reach these goals optimally.

Workplace Counselling (WPC) is fast becoming the epicentre of productivity (Oramah, 2013), and as such, it necessitates serious analysis of its challenges, which include conflict of values, counsellor competency problem, its use at times as a victimisation tool, and confidentiality management of client information. (Brouzos *et al.*, 2015) examined the counselling needs of a sample of secondary school students in Greece. The study focused investigation on the effect of age, gender, and academic performance on such perceived counselling needs. The sample consisted of 931 students (433 girls and 498 boys) aged between 12 and 16 years old. Questionnaires were developed and administered to participants. The exploratory factor analysis yielded five factors: The study found out those learning skills, vocational guidance/development, interpersonal relationships, personal development, and social values were important. In addition, the study further found that the effects of age, gender, and academic performance on the five factors were all significant; suggesting that these variables were determinants of students' self-reported counselling needs.

Ahmad *et al.* (2016) also affirms that participants in his study viewed guidance and counselling as an integral part of their role as teachers. The study perceived that guidance and counselling as a necessary process to address students' particular problems and meet students' overall developmental needs. They also perceived guidance and counselling as an effective approach to provide both personal and interpersonal conditions for students to succeed. Two sets of beliefs were identified. The limitation however, is that the study focused mostly on training the teachers of secondary school to meet students' needs, rather than the concern of counselling secondary school teachers.

In a study conducted on the influence of guidance and counselling programmes on the academic performance of secondary school students in Nigeria by Atsuwe & Achebulu, (2018) the study adopted an ex-post facto research design with a target population 5464 respondents and sample size of 196. Data was collected through the administration of questionnaires on the selected respondents. The data was analyzed using descriptive and inferential statistics. The study found out that Secondary schools in the study area differed in the number of guidance and counselling services, teacher counsellors had little training in guidance and counselling, while Stakeholders adequately supported guidance and counselling programme in the schools. The study further found out that Guidance and counselling programme had a positive impact on the academic performance of students.

A study by Cheruiyot, & Orodho (2015) examined the human resource preparedness to provide effective guidance and counselling (G&C) services in secondary schools in Bureti Sub County, Kericho County, Kenya. The study used descriptive survey and correlation research designs. A Simple random sampling technique was used to select 400 students yielding a sample size of 440. Questionnaire, interview schedule was used to collect data. The study found that two thirds of the practicing school guidance and counseling personnel

did not have the required qualifications of diploma and above. Guidance and Counseling facilities were also too inadequate to facilitate effective implementation of G&C services in most schools within the study.

The concept of workplace counselling was implemented in United states before the 1900s, most counselling was in the form of advice or information, counselling was developed out of a humanitarian concern to improve the lives of those affected by the Industrial Revolution in the 1850s to around the early 1900. The social welfare reform movement, women's right to vote, the spread of public education, and various changes in the population makeup also influenced the growth of counselling as a profession. Counselling gradually grew in the early 1900s; Parsons (1854-1908), Davis (1914 and 1918) and Beers (1908) emerged as pioneers who identified themselves as teachers and social reformers. They focused on helping children and young adults learn about themselves, about others, and the world of work. Their work was built on the idea of moral instruction, on being good and doing right, as well as dealing with intrapersonal and interpersonal relations.

### **PURPOSE OF THE STUDY**

The main purpose of this study was to evaluate the influence of non-directive workplace counselling technique on teachers' performance in public secondary schools in Bungoma South Sub-County.

### **STATEMENT OF THE PROBLEM**

Workplace counselling has been in existence, but in present times, globally, organizations are facing high competition in as far as market demand for excellent production, and rival excellence is concerned. The onus is therefore on organisations to up game in setting and meeting high targets and overall objectives through the human resource available, who inevitably, have personal challenges. Productivity in an organization can only be attained if the workers are effective and efficient in their job performance. According to Yizengaw (2008), unresolved personal issues will make employees not meet their targets. Therefore for organizations to meet their targets and overall objectives amidst these hurdles, there is need for workplace counseling to be given serious priority.

Studies done so far shown that rapid growth in Kenyan Secondary schools has led to scrambling for the meager funding from government, congestion and poor working conditions (Akoth, 2014). Studies also show that employees are experiencing a lot of work related pressure that emanates from work overload, lack of skills for specific tasks, lack of consistent career development, unhealthy working conditions, relational challenges, group counseling and lack of Work place counselling (Dewey & Cooper, 2004). As at now, deliberate literature review shows that little is documented on the non-directive counselling strategies and staff performance in organizations from developing countries, Kenya included, yet the problems that teachers experience in the workplace are quite magnanimous enough to warrant its use.

It is evident that there are some significant voids in past studies done on types of workplace counselling techniques, specifically non- directive counselling and teachers' performance, more so in Bungoma County, and particularly the Bungoma South Sub County. Therefore, this study, seeks to find out the influence of Non-directive work place counselling on teachers performance in Bungoma Sub County.

### **THEORETICAL FRAME WORK**

This study was guided by Behavioural and Reality Theories.

#### **Behavioural Theory**

Behavioural theory is grounded on the scientific view of human behavior that applies a structured approach to counseling, which influences behaviors for purposes of resolving personal and social problems and enhancing human functioning. The emphasis on this theory is on how behavior is learned or acquired .according to (Gavetti, 2012; Van Ees et al., 2009), Serving as the main theory in this study, it postulates, the scientific view that a structured approach be applied to Counseling in order to influence human behavior, A structured approach to Non – directive counselling therefore would be the way to go in order to positively impact teacher performance. According to Burke et.al (2009) Behavioral theory increases people's life skills, making them competent in various aspects hence empowering them to deal effectively with issues that arise at their work places, which would otherwise affect their performance negatively.

#### **Reality Theory**

Reality therapy was developed by William Glasser, in 1950s and 1960s, concerning the way humans choose their own behavior and how choice can either satisfy or not basic drives and goals. (Tylor, 2005) states that the theory focuses on the clients ability to concentrate on his/her future as well as making good decisions. Capuzzi & Stauffer, (2016), says that focus of the practicing Reality Theory, is to learn what needs to be learned about the past but to move as quickly as possible to empowering the client to satisfy his or her needs and wants in the present and in the future. In Non – directive counselling sessions, the client is encouraged to evaluate the

current behavior and its effects summatively, which many a times has negative consequences otherwise therapy would not have been sought. Reality theory then encourages the client to make positive changes, and all these must come from the client, not the counselor. These changes involve making positive choices where the client must make a commitment to action them. If they fail, then they must choose something else which must be positive. This theory applied in formal employee set up can help motivate employees, point to career direction and encourage good performance resulting in increased productivity/performance. Reality theory underpins the Non-directive counselling objective in which the employee embarks on initiating the manipulation of both social and psychological stimuli within and without the workplace, in an effort to resolve performance impediments, which they have progressively perceived through structured counselling.

## **II. Empirical Literature Review**

This study was founded on the inference that the theories aforementioned provide philosophical foundation on the concept of WPC, specifically Non-directive counselling, as stipulated in Behavioural and Reality Theories (Gavetti, 2012; Van Eeset *et al.*, 2009, Capuzzi & Stauffer, 2016).

According to Theeboom *et al.* (2014) in a study, Does Coaching Work? A meta-analysis on the effects of coaching on individual level outcomes in an organizational context in Netherlands, the question addressed is whether coaching has an effect on five both theoretically and practically, relevant individual level outcome categories; performance skills, well-being, coping, work attitude and goal-directed self-regulation. The Meta analysis research collected data through group discussion and questionnaire. The study found out that coaching interventions (Non-directive technique) have significant effect on all above categories.. In addition, King (2014) conducted a study on Comparison of non-directive counselling and cognitive behaviour therapy for patients in General Practice with depressive episode, as based The Chief Proponent of Non-Directive Counselling (Rodgers 1902-1987) in United Kingdom. The analytical study aimed to compare the effectiveness of Cognitive Behavioural Therapy and Non Directive counselling on patients both were found to be effective. However, the two studies dwelt on clinical patients only as opposed to secondary school teachers that this study pursued.

A study conducted by Dankyi (2019) Identifying and meeting the counselling needs of distance learner, as shapers of students' academic success in Ghana. The study focused on meeting the counselling needs of distance learners, in order to help propel their academic success. The objectives of the study included the moderating role of group counseling and effective counselling service delivery. The study methods used were descriptive survey design and purposive sampling technique to select the three regional capitals, and stratified random sampling for the respondents. Questionnaires were used as a data collection tool with a target population of 1110. The study revealed that distance learners have four broad priority counselling needs which were not adequately met by the College. However, the study focused on Distance learning college students, not Public Secondary school teachers. Yusuf, *et al.* (2015) adds weight to this in a study conducted on Causes and Impact of stress on teachers' productivity in Nigeria. The Study revealed that most primary school teachers were stressed on the job, which had negative impact on performance. The study recommended among others, the need for establishment of counselling units in schools to cater for both teachers and students. However, the study dealt specifically with primary school teachers and not public secondary school teachers.

In a study conducted by Sima (2018) on challenges in the provision of counselling services in secondary schools in Tanzania, the study fronted that counsellors were mainly challenged by an availability of counselling resources including confidential rooms and, high workload that limited their performance as counsellors. Moreover, counsellors were somewhat incompetent and in some cases, heads of schools violated ministry directives in selecting school counsellors. The study involved 96 respondents. Data was collected by use interviews, focus group discussion and observation. Descriptive survey was employed to analyse data. In yet another study, The Status of Careers Counselling Services in Higher Learning Institutions in Tanzania as researched by Amani & Sima (2015) confirmed that students in all fields received occupational information except those in the field of education. Furthermore, the findings revealed that low students' self-awareness, lack of both enough professional counsellors and a clear policy for implementing career guidance and counselling services at both university and national levels were the most fundamental barriers to effective provision of career guidance and counselling in Tanzania. The study argued for establishment of career resource centres at institutional level to provide occupational information and training necessary for successful future career development

Inzai *et al.* (2016) conducted a study whose purpose was therefore to establish the effect of non-directive counselling strategy on staff performance in selected Public Universities in Kenya. The study used descriptive survey research design. The study population comprised of both academic and non-academic staff of three universities. Target population of 4, 300 respondents was used for the study. The study utilized Yamane formula to come up with a sample size of 366 respondents out of which 250 questionnaires were completely filled. Data analysis was done using descriptive statistics and inferential statistics. The study found out that non-directive counselling strategy is positively and significantly related to staff performance. The study

recommended that public universities needed to use non-directive counselling strategy in order to address their work related problems, leading to increased performance. This could be effected through establishing an operational counselling department packed with professional counsellors to ensure that staff in Public Universities had easy access to counselling services.

Kipkorir&Gichuhi (2015) also conducted a study whose purpose assessed the influence of counselling services on non-teaching staff performance which revealed that there was a positive relationship between Counselling services and Employee performance. The study recommended that HR departments in public Universities needed to sensitize employees on the provision of counselling services, which would also be designed to address employee needs and frequently offered as the need arose. However, this study concentrated mainly on university employees as opposed to public Secondary school teachers that this study pursued.

### III. Research Methodology

The study adopted a descriptive survey design and correlational research design because the intention was to report the state of the counseling techniques towards teachers' performance in public secondary schools. Descriptive survey design, allows the collection of both qualitative and quantitative data. It is a fairly economical method that allows the collection of information from a large population at minimal cost. The choice of the design was based on the fact that a survey is ideal for collecting data in a social research that is concerned with the description of the state of variables (Kothari, 2004). Gall *et al* (1996) point out that a descriptive research is appropriate when the purpose of the study was to create a detailed description of a phenomenon. The correlation design would allow the researcher to establish the relationship between workplace counselling and teachers' performance.

### IV. Research Findings

#### DESCRIPTIVE STATISTICS

The study sought to determine the respondents' opinion on whether non-directive counseling influences teachers' performance in Bungoma South Sub-County. Descriptive results are as shown in the Table 1.

**Table 1: Non-directive counseling on Teachers' performance**

|                                                                                       | Descriptive Statistics |      |      |      |                |          |
|---------------------------------------------------------------------------------------|------------------------|------|------|------|----------------|----------|
|                                                                                       | N                      | Min  | Max  | Mean | Std. Deviation | Variance |
| The Counselee is encouraged by Counselor to talk freely                               | 222                    | 1.00 | 5.00 | 3.79 | 1.45905        | 2.129    |
| Counselee is encouraged to take initiative and make decisions on his/her own          | 222                    | 1.00 | 5.00 | 4.14 | 1.32833        | 1.764    |
| The Counselor gets the feedback from the Counselee almost immediately                 | 222                    | 1.00 | 5.00 | 3.86 | 1.39155        | 1.936    |
| The Counselor elicits information from the Counselee during the session               | 222                    | 1.00 | 5.00 | 4.11 | 1.30121        | 1.693    |
| Free expression enables Counselee reach solution                                      | 222                    | 1.00 | 5.00 | 3.85 | 1.36222        | 1.856    |
| The Counselee willingly attends all sessions                                          | 222                    | 1.00 | 5.00 | 3.92 | 1.37479        | 1.890    |
| Counselee initiates booking and frequency of sessions                                 | 222                    | 1.00 | 5.00 | 4.12 | 1.30387        | 1.700    |
| The Counselee always expresses their feelings and thoughts freely during the sessions | 222                    | 1.00 | 5.00 | 3.79 | 1.46832        | 2.156    |
| Valid N (list wise) = 222; Mean = 3.95                                                |                        |      |      |      |                |          |

The variable on non-directive counseling had eight (8) items. The means and standard deviations of the respondents' responses were computed from the five point Likert Scale of Strongly Agreed (SA = 5), Agree (A = 4), Neutral (N = 3), Disagree (D = 2), strongly disagree (SD = 1). The item on whether the Counselee is encouraged by Counselor to talk freely had a mean of 3.79 with standard deviation of 1.459 and variance of 2.129. The item on whether the Counselee always expresses their feelings and thoughts freely during the sessions had a mean of 3.79 with standard deviation of 1.468, variance of 2.156. Results on the Counselor gets the feedback from the Counselee almost immediately had a mean of 3.86 with standard deviation of 1.392 and variance of 1.936. The respondents were of the views that Counselor elicits information from the Counselee during the session with a mean of 4.11 with standard deviation of 1.301 and variance of 1.693. When the respondents were asked whether free expression enables Counselee reach solution had a mean of 3.85 with standard deviation of 1.362 and variance of 1.856; the respondents were of the opinion that the Counselee willingly attends all sessions with a mean of 3.92 with standard deviation of 1.375 and variance of 1.89. The respondents were of the views that Counselee initiates booking and frequency of sessions with a mean of 4.12 with standard deviation of 1.304 and variance of 1.7. Lastly, the Counselee is encouraged to take initiative and make decisions on his/her own had a mean of 4.14 with standard deviation of 1.328, variance of 1.764. Results from the eight (8) questions had an average mean of 3.95, though the respondents gave varied views on the

question asked on the non-directive counseling in relation to teachers' performance in Bungoma South Sub-County.

### ASSUMPTIONS TESTS

Diagnostic tests were conducted to confirm for anomalies since linear regression is sensitive to exception impacts. Before carrying linear regression, it was important to check the assumptions of normality, linearity, homoscedasticity and absence of Multi-collinearity. A linear regression modelling approach was used in the study to assess the causal effect relationship of workplace counselling techniques and teachers' performance in Bungoma South Sub-County. The scatter plot is acceptable approach to endorse whether the data is homoscedastic (which averages the residuals are equivalent over the regression line). A study that violates multiple regression analyses assumptions may give a biased relationship estimates. It may also result in over- or under confidence of regression of the precision coefficients and confidence intervals, which cannot be trustworthy (Chatterjee & Hadi, 2012).

### INFERENTIAL STATISTICS

The study sought to determine the effect of non-directive counseling on teachers' performance in Bungoma South Sub-County.

**Table 2: Model Summary for Non-directive counseling and Teachers' performance**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Model Summary   |                   |     |               |      |
|-------|-------------------|----------|-------------------|----------------------------|-----------------|-------------------|-----|---------------|------|
|       |                   |          |                   |                            | R Square Change | Change Statistics |     |               |      |
|       |                   |          |                   |                            | F Change        | df1               | df2 | Sig. F Change |      |
| 1     | .743 <sup>a</sup> | .552     | .550              | .62373                     | .552            | 270.718           | 1   | 220           | .000 |

a. Predictors: (Constant), non-directive counseling

b. Dependent Variable: teachers' performance

It was hypothesized that: H<sub>02</sub> There is no statistical significant relationship between non-directive counseling and teachers' performance in Bungoma South Sub-County. To test the Hypothesis, the model  $Y = \beta_0 + \beta_2 X_2 + \varepsilon$  was fitted.

Table 2 indicates the model summary for the regression between non-directive counseling and teachers' performance. An R-squared of 0.552 indicates that 55.2% of teachers' performance was explained by changes in non-directive counseling.

**Table 3: ANOVA for Non-directive counseling and Teachers' Performance**

| ANOVA <sup>a</sup> |            |                |     |             |                   |
|--------------------|------------|----------------|-----|-------------|-------------------|
| Model              |            | Sum of Squares | df  | Mean Square | Sig.              |
| 1                  | Regression | 105.321        | 1   | 105.321     | .000 <sup>b</sup> |
|                    | Residual   | 85.589         | 220 | .389        |                   |
|                    | Total      | 190.910        | 221 |             |                   |

a. Dependent Variable: teachers' performance

b. Predictors: (Constant), non-directive counseling

The independent variable non-directive counseling was regressed against dependent variable teachers' performance and the results were found positive and significant as shown in Table 3. The F test gave a value of  $F(1,220) = 270.718$ ,  $p < 0.05$ , which supports the goodness of fit of the model in explaining the variation in the dependent variable. It also means that non-directive counseling is a useful forecaster of teachers' performance in Bungoma South Sub-County.

Table 4 shows the regression coefficients between non-directive counseling and teachers' performance. Results were statically significant ( $\beta = 0.407$ ;  $\beta_2 = 0.305$  and  $t = 4.753$ ,  $p < 0.05$ ) hence variable non-directive counseling ( $X_2$ ) significantly influences teachers' performance ( $Y$ ).

**Table 41: Regression Coefficients between Non-directive Counseling and Teachers' Performance**

| Model                    | Coefficients <sup>a</sup>   |            |                           | t      | Sig. |
|--------------------------|-----------------------------|------------|---------------------------|--------|------|
|                          | Unstandardized Coefficients |            | Standardized Coefficients |        |      |
|                          | B                           | Std. Error | Beta                      |        |      |
| 1 (Constant)             | 1.053                       | .184       |                           | 5.720  | .000 |
| non-directive counseling | .747                        | .045       | .743                      | 16.454 | .000 |

a. Dependent Variable: Teachers' performance

The results from the regression model showed that the model could be used to predict the level at which non-directive counseling affects teachers' performance. The regression model between non-directive counseling and teachers' performance was  $Y = \beta_0 + \beta_2 X_2 + \varepsilon$

Based on the findings obtained, the derived fitted model equation was as given:

$$Y = 1.053 + 0.747X_2$$

Since  $\beta_1$  is significantly different from zero and therefore the null hypothesis was rejected and concluded that there was a significant influence of non-directive counseling on teachers' performance. For every 1 unit increase in non-directive counseling, there was a related shift in teachers' performance in Bungoma South Sub-County by 0.743 units.

These findings are comparable to those of Theebom et al. (2014) in a study, Does coaching work? found out that coaching interventions (non-directive techniques) have significant effect on all the categories who sought to establish the link between workplace counselling techniques with a focus on teachers' performance in Bungoma South Sub-County. Results showed that non-directive counseling had a positive relationship with healthcare services delivery. Amani & Sima (2015) confirms that students in all fields receive occupational information except those in the field of education. Furthermore, the findings revealed that low students' self-awareness, lack of both enough professional counsellors and a clear policy for implementing career guidance and counselling services at both university and national levels are the most fundamental barriers to effective provision of career guidance and counselling in Tanzania. Inzai et al (2016) conducted a study whose purpose was therefore to establish the effect of non-directive counselling strategy on staff performance in selected Public Universities in Kenya. The study found out that non-directive counselling strategy is positively and significantly related to staff performance.

## V. Conclusions

Results of non-directive counseling and teachers' performance were statistically significant, hence variable non-directive counseling ( $X_2$ ) significantly influences teachers' performance ( $Y$ ). For every 1 unit increase in non-directive counseling, there was a related shift in teachers' performance in Bungoma South Sub-County by 0.743 units. This means that when counselees express their feelings freely during counseling sessions, prompt feedback, allowing counselees attending all sessions freely and encouraging counselees to take initiative and their decisions, ultimately improve their issues and the clients' performance would improve.

## VI. Recommendations

The government should provide the:

- i) The Government should provide the necessary resources and policy structure on the implementation of the guidance and counseling programme in schools. A guidance and counselling program must be included in the school schedule and the school budget. The programs should include very vital lessons on the individual counselling, orientation of new recruits/entrant teachers, mental health seminars and Guidance and Counseling support clubs that involve peer counselling initiatives, where venting can help dissipate stress levels, and address similar challenges.
- ii) The Ministry of Education should utilize these findings for policy purposes to ensure establishment of firm and workable Department of Guidance and Counseling in all schools.

## SUGGESTIONS FOR FURTHER RESEARCH

The current research focused exclusively on the investigation of the influence of workplace non-directive counselling techniques on teachers' performance in the Bungoma South Sub-County. The study should be carried out in other sub-counties to ascertain if consistent results could be obtained. Secondly, the study should focus on other workplace techniques in relation to the performance of employees in other ministries/sectors apart from the Ministry of Education.

## **AUTHOR CONTRIBUTIONS**

Elizabeth Wandekasought for the study authorization, from the relevant government institution like graduate school of Kibabii University and National Commission for Science and Technology and Innovation. She developed the study methodology that comprised of research instruments that were used in data collection. She further analysed, interpreted and discussed the data. The author then undertook a literature review that included background information on the study concepts and the theoretical context. She undertook and supervised primary data collection personally. She furthermore, coded the collected questionnaires and thereafter undertook data entry and analysis, using SPSS 22 software. The supervisors: Dr. Kadian Wanyama Wanyonyi and Dr. Leunita Makila ensured that the published article conformed to the formatting guidelines.

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## **CONFLICT OF INTEREST**

The authors declare that there are no conflicts of interest regarding the publication of this Manuscript. In addition, the ethical issues; including plagiarism, informed consent, misconduct, data fabrication and/ or falsification, double publication and/or submission, redundancy has been completely observed by the authors.

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