THE ROLE OF PRINCIPALS IN ENHANCING GUIDANCE AND
COUNSELLING PROGRAMMES IN SECONDARY SCHOOLS: A
CASE OF GATANGA DISTRICT, MURANG'A COUNTY

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DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND
CURRICULUM STUDIES, KENYATTA UNIVERSITY

JUNE, 2014
DECLARATION

I declare that this project is my original work and has not been presented in any university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

I dedicate this study to my husband Gachanja and our two daughters Njoki and Wangui. Thank you for your love, support and encouragement during the time I was carrying out my study.
ACKNOWLEDGEMENT

With the deepest gratitude I wish to extend my sincere thanks to all the people who selflessly gave me their constant assistance in the field. To the various groups of people who assisted in availing the relevant data which eventually made this project come up the way it is. The Ministry of Education for the financial support it accorded me deserves special mention in this respect.

I would also like to acknowledge and express my gratitude to my two supervisors, Dr. George A. Onyango and Professor Grace W. Bunyi for their guidance, support and contributions during the course of my research and the eventual completion of this project.
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<td>Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>BOM</td>
<td>Board of Management</td>
</tr>
<tr>
<td>D.E.O</td>
<td>District Education Officer</td>
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<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
</tr>
<tr>
<td>HOD</td>
<td>Head of Departments</td>
</tr>
<tr>
<td>KEMI</td>
<td>Kenya Education Management Institute</td>
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<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>SPSS</td>
<td>Statistical Package for the Social Sciences</td>
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<td>STI</td>
<td>Sexually Transmitted Infections</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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ABSTRACT

The problem to be addressed by this study was that, while teachers and school administrators recognize the important role played by guidance and counselling in student management, it has been observed that guidance and counselling in most of the schools in Kenya was not effective. The status of guidance and counselling in schools suggests that teacher counsellors were not given adequate support by the school administration. This could lower their effectiveness, whereby they feel incompetent in offering guidance and counselling to students. The purpose of the study was to find out the role of school principals and their effectiveness in enhancing the delivery of guidance and counselling services in secondary schools of Gatanga District. The objectives of the study were to: establish the responsibility of the principals in the establishment of guidance and counselling programmes in secondary school; determine the challenges faced by principals in the management of guidance and counselling programmes and find out the support provided by principals to the guidance and counselling teachers. The study was based on Role Theory proposed by Goffman (1961) and later developed by Biddle (1986). The study employed the descriptive survey research design, and was carried out in Gatanga District. The population covered by the study comprised all the 30 public secondary schools in Gatanga District. The study sample comprised of 15 principals, 30 teacher counsellors and 150 students, a total of 195 respondents. Data was collected using questionnaires for teacher counsellors and students and interview schedules for principals. A pilot study was conducted to improve reliability of the questionnaire using the split-half technique. Data was analysed using descriptive statistics including frequency counts and percentages. Results of the study were presented in summary form using frequency distribution tables and pie charts. The study established that the major roles of the schools principals in provision of guidance and counselling services in school were: recommending and supporting in-service training for guidance and counselling teachers, ensuring that there is a trained teacher for the counselling in the school; ensuring that the guidance and counselling programme is allocated time in the school timetable; providing resources and materials; ensuring there was a counselling room in the school and motivating teacher counsellors for their good efforts. However, the major challenges faced by the principals in the establishment of guidance and counselling programmes in school were: inadequate funds, lack of government support, lack of cooperation from the parents and teachers in strengthening of the programme in the schools, lack of enough counselling teachers, lack of facilities and lack of time for supervision of the programme. The study recommends that: All schools should provide basic resources for guidance and counselling. These include a counselling room equipped with reference materials as well as adequate resource materials; school administration should provide the guidance and counselling department with all the necessary assistance and support it deserves such as financial and moral support; among other recommendations.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

Education plays a very significant role in national development as well as individual development. For any country, a highly educated human resource contributes to national development in various spheres. An educated human resource ensures economic stability in that policies that contribute positively to the economy are understood and implemented (UNESCO, 2005). Schools and the programmes therein shape social life and one’s self concept. Guidance and counselling is one such programme nations around the world have given prominence to in schools.

All over the world, students experience social, personal and academic problems at school and at home. These problems range from living in distressed families where parents are divorced or separated to where diseases such as HIV/AIDS are rampant (Chireshe, 2006). In addition to these, students in secondary schools are adolescents undergoing physiological and psychological pressures as well as other misdemeanours. Parents have relegated the roles of parenting to the school. They expect the school to provide solutions to their children’s problems and indiscipline issues. UNESCO (2002) adds that ‘African adults have become more concerned with earning money and are less occupied with many traditional practices that formally contributed to the upbringing of young people.’

According to UNESCO (2002), schools that had no guidance and counselling services tended to have high dropout rates, as they tend to lose those students who are not able to cope with specific academic standards. Guidance and counselling
enhances students’ performance and reduce students’ dropout rates. In the light of the above, there has been an increased need for comprehensive guidance and counselling programmes in schools.

In developed countries, guidance and counselling programmes are at an advanced stage. In the United States of America guidance and counselling started in the 1890s with the social reform movement. Frank Parsons founded the vocational guidance movement which was intended to guide people in the workforce to become more productive members of the society. At the time guidance was mostly vocational by nature. Gysbers and Henderson (2001) add that school Guidance and Counselling services were introduced in America during the industrial revolution, a period of rapid industrial growth, social protests, social reform and utopian idealism. Guidance was introduced to address the negative social conditions associated with the industrial revolution. Sink & MacDonald (2008) states that to date guidance and counseling is in the period of renewal and revitalization leading to the widespread implementation of developmental comprehensive guidance and counseling programs. In schools, counselors deal with a myriad of students issues touching on academic, social and career.

In developing countries, guidance and counseling is being embraced in schools though the programmes are not given the prominence they require. In Zimbabwe, Chipenyu (2007) states that guidance and counselling services are geared towards assisting learners to integrate their academic, social, career and personal growth in order to enhance student performance and maximize their ability to make a meaningful contribution to society. Even with guidance and counselling in place, researchers in
Zimbabwe such as Gwengo (2003) noted that learners continued to make wrong decisions such as smoking, drinking, drug abuse, unplanned marriages, promiscuity, and the wrong choice of careers. Gwengo (2003) argued that the general opinion is that although Guidance and Counselling has been accepted in principle, the implementation process has been paralysed by not giving it the attention it deserves.

In Nigeria, according to Nwokolo, Anyamene, Oraegbunam, Anyachebelu, Okoye and Obineli (2010), guidance and counselling is used to address the significant new challenges in schools’ environment emanating from development in ICT, access to academic advising and counselling and the demands of global knowledge economy. Their research on the extent to which pupils have access to academic advising and counselling in South East public primary schools in Nigeria revealed that there was no significant impact of academic advising and counselling services from two out of five States studied. Further, research in Nigeria by Egbochuku (2008) showed that there were insufficient counsellors in schools; inadequate availability of counselling facilities; and that the qualification of guidance and counselling personnel had impacted on the quality of guidance services they provide to secondary school students in Nigeria. Support from school administrators is vital if guidance and counselling is to be successful.

Guidance and counseling in schools aims at helping all learners to grow in self-understanding and develop capabilities for making realistic career decisions, overcome personality deficits, and make optimal academic progress (Kilonzo, 1980). Another function played by guidance and counseling is that of discipline maintenance. In Kenya, this function was made more significant by the government banning of
corporal punishment in schools. Most secondary schools in Kenya have not been able to maintain proper discipline among students, which has consequently led to mass failure in national examinations. Schools have been experiencing student disaffection expressed in form of riots whose causes range from alleged dictatorial administration, shortage of school facilities, harsh rules, drug and substance abuse, influence, poor parental guidance, peer influence, and mass media influence.

Researchers have shown that academic achievement is affected by a number of factors, including student-related factors like intelligence (IQ) and willingness to learn (Magiri, 1997); school-related factors like adequacy of resources and facilities (Musoko, 1983; Kunguru, 1986); teacher-related factors like teacher morale, teaching methods (Muchina, 2003) and job satisfaction (Guthrie, 1982); and school administrators' leadership traits (Anyango, 2001; Orina, 2005) among others. Having in place an effective guidance and counselling programme is another factor that can promote students' academic achievement.

There have been efforts by researchers to understand the factors that contribute to the success of guidance and counselling services in schools, with most studies tying success to effective leadership (Lezotte, 2001). In Kenya, the Ministry of Education created guidance and counselling unit in the 1970's and staffed it with a team of professionally qualified officers. The unit was supposed to provide guidance and counselling services to secondary schools and teacher training colleges (Kilonzo, 1980). The unit, in addition, developed a useful career guidance booklet for use by secondary school students when filling in career application forms. However, as noted in the Report of the Commission of Inquiry into the Education System of Kenya, “this
Once vibrant unit is no longer as effective as it used to be” (Republic of Kenya, 1999 p.61). Similar findings as regards to the unit have been reported by researchers such as Kibui (2005) and Mithamo (2008).

There are many challenges and emerging issues that have impacted directly on educational institutions. These include; drug and substance abuse, general indiscipline among students, HIV/AIDS and other STIs, interpersonal relationships, peer pressure, poor study habits, school drop-out, truancy, absenteeism and adolescent sexuality among many others. All the above factors affect the children in our learning institutions. Hence the reason why M.O.E has mandated the unit to respond to these challenge in order to have smooth running in learning institutions.

The M.O.E supports the provision of Guidance and Counseling in the learning institutions in order to counter the above mentioned problems. There is need to strengthen Guidance and Counseling services and prepares and disseminates training modules in Guidance and Counseling at all institutional levels. The National Conference on Education and Training (2003) recommended that a national programme be instituted for professional training of teachers/personnel to handle Guidance and Counseling services and that the latter be offered by professionally trained mature members of staff. It also recommended that guidance and counseling was recognized as a critical component of education and training needs and needed greater prominence in policy, planning and implementation of all programmes.

Besides, the Wangai Report (2001) on Student Discipline and Unrest in Secondary Schools also recommended that the Guidance and Counseling programmes should be
strengthened by equipping teacher counselors with skills and knowledge so that they can perform their duties effectively.

It is important to note that despite all the strategies that have been put in place by the M.O.E on Guidance and Counseling, there still is a big problem where the schools are concerned. Currently, the TSC is supposed to appoint Heads of Department for Guidance and Counseling in schools. All schools are supposed to have well established and functional Guidance and Counseling Programmes.

Despite the fact that MOE has done so much where Guidance and Counseling is concerned, the services in the schools are almost non-functional. Most of the programmes have remained ineffective. According to Wango and Mungai (2007, p.1);

"For a long time, Guidance and Counseling services in schools have been uncoordinated or poorly bundled together, with no clear course of action. This has led to a sorry situation where the entire Guidance and Counseling programme is left entirely at the discretion of the teacher counselor."

Such is the situation in majority of schools.

Under the Kenya Education Sector Support Programme (KESSP 2005-2010), the M.O.E’s objective is to strengthen and institutionalize guidance and counselling in all learning institutions and within the ministry at all levels. The ministry proposes a five year investment programme, which will include:

i. Development of guidance and counselling policy for the education sector.
ii. Development and implementation of training programmes in emerging issues for teachers, learners and other stakeholders.

iii. Development and dissemination of information booklets and materials on careers.

iv. Provide counselling services at the workplace in M.O.E.

v. Monitoring and evaluation of guidance and counselling programmes

The school principal is considered the most important person in a school setting. As the chief executive of a school, he/she is charged with the responsibility of managing the day to day affairs of the institution, and ensuring that all members of the school community are moving in the right direction. A prime task of school heads is to exercise leadership of the kind that results in a shared vision of the directions to be pursued by the school, and to manage change in ways that ensure that the school is successful in realizing the vision (Sullivan & Glanz, 2000). According to Sullivan & Glanz (2000), effective principals always have school improvement in mind while making school-related decisions. It would therefore be expected that active participation of the school head in guidance and counselling services would improve this vital service.

The principal plays a major role in ensuring effectiveness of guidance and counselling services. If the principal does not give adequate support, then the teacher counsellor is bound to fail. In other words, principals’ support can have an impact on the effectiveness of guidance and counselling services. The quality of the principal largely determines the success of the entire school. It is therefore important that
principals exert positive influence on guidance and counselling programmes as deliberate measures to help in student management.

1.2 Statement of the Problem

While teachers and school administrators recognize the important role played by guidance and counselling services in student management, it has been observed that guidance and counselling in most of the schools in Kenya is not effective (Ngumo, 2003). This observation can be seen to translate in the many cases of indiscipline being reported in our schools, as well as poor academic performance. The school principal is the chief manager of the school, the one who has the general idea of systems, processes and resources and the determinant of how they combine to produce intended student learning outcomes.

Despite there being guidance and counselling departments in schools, secondary schools in Gatanga District, Muranga County continue to perform poorly in exams as evidenced by statistics from the D.E.O. (2011). This shows that the guidance and counselling department could be facing challenges in executing their functions. Factors attributed to the poor performance, other than the ineffective guidance and counselling services include; high rate of indiscipline among students, lack of adequate and appropriate facilities, ineffective administration, inadequate and late disbursement of funds for FDSE, under staffing, lack of parental support and inadequate quality assurance and standards among others. A number of studies have been conducted on role of school principals in guidance and counselling programmes in Kenya (Nyaberi, 2008). However, no study has been conducted in Gatanga district to establish the role of principals in the enhancing of effective guidance and
counselling services in secondary schools. This is despite the fact that the principal, as the chief executive in a school, has a significant role to play if guidance and counselling has to be effective. This shows that there is a research gap since the role of the principal in the effective implementation of guidance and counselling programme is not established.

1.3 Purpose of the Study
The purpose of the study was to find out the role of principals in the enhancement of guidance and counselling services in secondary schools of Gatanga District.

1.4 Objectives of the Study
The objectives of the study were to:

1. To establish the role of the principal in the establishment of guidance and counselling programmes in secondary schools.
2. To determine the challenges faced by principals in the management of guidance and counselling programmes.
3. To find out the support provided by principals to guidance and counselling teachers in order to influence positive change.

1.5 Research Questions
1. What guidance and counselling programmes have principals put in place in the schools?
2. How do principals ensure successful implementation of guidance and counselling programmes?
3. What are the challenges facing principals in the management of guidance and counselling programmes in secondary schools in Gatanga District?

4. To what extent do the strategies put in place by the principals encouraged positive change among the students?

1.6 Significance of the Study

The study highlighted factors hindering the effectiveness of guidance and counselling in schools. The study may a practical significance, as it may lead to the improvement of strategies for the improvement of guidance and counselling services by identifying the extent to which principals’ role affects effectiveness of guidance and counselling services.

The study comes at a time when serious guidance and counselling was needed in our schools – in the face of increased indiscipline, strikes and violence in our schools and the eventual poor performance in national examinations. Various commissions, including the Koech commission (Republic of Kenya, 1999) and the Taskforce on Discipline and Unrest in Secondary Schools (Republic of Kenya, 2001) had recommended that guidance and counselling be strengthened in schools. Data on constraints faced by schools in offering guidance and counselling services is of immense value if this is to be realized.

The study findings may be of immediate benefit to the Ministry of Education in the formulation of future guidance and counselling policies aimed at enhancing learning in schools. Secondary school principals and teacher-counsellors may also benefit from the study since solutions to the constraints faced in guidance and counselling may be
suggested. The study may also form a base in which other researchers can develop their studies.

The study may also be most significance to students and parents who would like to see their schools perform better in national examinations and maintain high levels of discipline. Last but not least, the study may add to the existing body of knowledge on guidance and counselling, school leadership and effectiveness of guidance and counselling services.

1.7 Scope and Limitations

The study identified and determined the role of principals on the effectiveness of guidance and counselling services in secondary schools. It investigated the nature of support given by principals to guidance and counselling programmes and the impact of this support in improving guidance and counselling services. Data for the study was collected from principals, teacher-counsellors and students in public secondary schools.

The study had a number of limitations. First, it employed self-assessment questionnaires to determine effectiveness of both principals and guidance and counselling teachers. Another limitation was that generalizations of the study findings were limited to schools in Gatanga District. This was because the study confined itself to the public secondary schools in Gatanga District. Due to inadequacy of time and finances, the study did not cover all the schools in Murang’a County. However, studying all the schools in the county would be a replication since the learning environments were similar.
1.8 Assumptions of the Study

The study was based on the following assumptions:

i. All secondary schools have functional guidance and counselling programmes.

ii. The students were aware of the existence of the guidance and counseling services (for example teacher-counselor) in the school.

iii. The respondents would give accurate and honest information.

1.9 Theoretical Framework

This study was based on Role Theory proposed by Goffman (1961) and later developed by Biddle (1986). Role theory is concerned with how rules, norms and expectations associated with positions held influence behavior of individuals in an organization. Status is analyzed in terms of how society regards and rewards the holders of various positions, and the motivation that causes people to assume the positions. Role theory argues that an individual's role is determined by the many functions of that person's context and the perceived expectations from this perspective. An individual's role, then, is completely contingent, always in response to someone or something else, known as a role sender. The way the actor perceives the role, its work, and the work's context has a direct effect on his or her abilities to perform the role effectively as well as the person's feelings about the role and enacting it. In the study, the role of principals in the effectiveness of guidance and counseling services in schools will be investigated.

The study utilized role theory to determine the role principals play in the effectiveness of guidance and counseling services in secondary schools. The secondary school principals' position is one that Getzels and Guba (1954) would describe as a multi-
layered identity. And while the teaching aspect of the role is familiar, the heads' position in guidance and counseling department is muddied by his/her role as a human resource manager, a school administrator and his/her affiliation with the ministry of education (the employer). Because the position is dependent not only upon the local context but also the contingencies of the moment – often in response to pressures from the Board of Management (BOM), parents, the school sponsor, the community and the ministry of education– a principal has little opportunity to have a full understanding of the bounds and extents of his/her daily work in guidance and counseling. According to Adduci, Woods-Houston, and Webb (1990), six specific factors contribute significantly to role ambiguity for school leaders, including equivocal job descriptions; conflicting functions; vague goals; ineffective staff development; lack of agreement by role senders (such as teachers); and inadequate resources, leaving the role in a state of constant negotiation as role enactors attempt to make sense of their position.
1.10 Conceptual Framework

Figure 1.1: The role played by the principal in enhancing guidance and counselling and its impact on the school’s performance

Roles of principal

Independent variables

- Provision of counseling facilities and resources
- Sponsorship for training
- Availing time for counseling
- Supervision of guidance and counseling

Outcome

- Improved discipline
- Improved academic performance
- Morally upright students

Source: Researcher (2011)
Figure 1.1 gives the conceptual framework of the study, which shows the relationship between the independent and dependent variables in the study. The figure shows the role of the principals’ support on ensuring the effectiveness of guidance and counselling services and its eventual impact on the school’s performance. It is expected that in schools where the principal plays an active role in supporting guidance and counselling, the guidance and counselling services are effective and the students in such schools are disciplined and perform well in examinations. The school principal plays this role by ensuring that there are adequate provisions of facilities and resources; that teacher counsellors are trained and regularly sponsored for in-service training on guidance and counselling; adequate time for guidance and counselling is availed within the school programme; and that the school administration carry out continuous supervision of the guidance and counselling programme to ensure effective implementation. On the other hand, if the principal does not provide a positive influence on the guidance and counselling department, the guidance and counselling services are ineffective and such schools are not successful.
1.11 Operational Definitions of Significant Terms

Counselling: The process by which one individual, the counsellor, assists another individual, the student, to face, understand, and accept information about himself and his interaction with others, so that he can make effective decisions about various life choices.

Counsellor: This is one who is professionally trained and equipped with the necessary skills and techniques of helping students who seek help in gaining self understanding in order to make informed decisions, change disturbing behaviours and increase their ability in making better adjustment in their development process.

Guidance: The process of organizing and providing educational opportunities and services to the youth, especially in a school setting to help them maximize their academic and career achievement and make better adjustment in every stage of their development.

Teacher Counsellor: One who is designated to carry out the role of counselling in the school set up.

Status: the social position a person holds in a group or organization.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study. The chapter covers the following: principals' support for school counsellors, provision of counselling resources and facilities, training of teacher counsellors, availing time for guidance and counselling, ensuring counselling support, supervision of guidance and counseling services and summary of literature review.

2.2 Principals' Support for School Counsellors

The roles of the principals in the school administration are clearly laid down. Among others, the principals are implementers of the policies and procedures of the government. They are leaders of teams of professional educators; and managers of the supply and effective use of human resources (human, financial and material resources), (Onyango, 2001). As far as guidance and counselling is concerned, the support of the schools principals is quite essential for the development, application and maintenance of counselling programmes, as well as the success of the teacher counsellors and the programmes. The school principal has a very strong influence on the school's counselling programme. Establishing a positive working relationship between principals and the school counsellors is vital to the success of the counsellors (Mwaniki, 2008).

Many school counsellors perceive themselves as change agents, consultants, crisis managers and group leaders (Kimathi, 2002). They recognize that having the support of the principal and other school administrators is a key element to the success of their
performance. The principals' support can make a difference in the success of counsellors in schools and lack of the administrators support can make the counsellor's job extremely difficult.

More often than not, counsellors find themselves being handed other tasks in the schools which leaves them with too little time for the students while carrying out the other non-counselling duties diminishes the overall counselling programme, and this reduces the counsellor's effectiveness. Some principals are confused about the counsellor's roles and duties in the school. This is because the latter lack knowledge of the formers' roles and duties. The counsellors are looked upon with a lot of suspicion by the principals. The reason for this is because the counsellors tend to be too close to the students. They are supposed to handle the students' issue with confidentiality. So when information is kept from the principal and he/she gets suspicious, conflicts are sure to arise between the principal and the teacher counsellor (Mwaniki, 2008).

Role conflict on the part of the teacher counsellor also makes the teacher ineffective in the Guidance and Counselling performance. There are times when Guidance and Counselling teacher has to instil discipline on the learners. Yet he/she is supposed to guide and counsel the same learners at other times. It therefore appears like double-standards in the eyes of the learner once punished by the teacher counsellor, the student starts treating the teacher as an enemy rather than the friend he/she can turn to for counselling services.
Counsellors increase their chances to collaborate successfully when they feel that their professional contribution is appreciated. By learning that principals value their contributions, counsellors can feel supported by their administration and contribute more effectively to their schools and students. The teacher-counsellor's efficiency will be increased once they learn that the administrators value their professional work. This will further enhance the degree of job comfort experienced by the counsellors.

According to the Ministry of Education (1976) every guidance and counselling program is dependent on team effort. Kimathi (2002) in her study on perception of the teachers' role observed that no matter how committed and competent a school head or teacher counsellor may be, he/she cannot produce a successful program without the co-operation of other people. In his research Wanjohi (1990) noted that if the principal support teacher counsellor, there is a very good response from the students on the services offered. William (1993) agreed with Wanjohi when he said that if the principal does not support the programme then little commitment and devotion will be offered by teachers, students and the community.

The Ministry of Education (1977) recommenced that for guidance and counselling programme to be successful, there is need to build good relationship between the principal and the counsellor. This is because guidance and counselling is focussed on assisting students through understanding their behaviour and progress. This is necessary for effective learning and better performance. The school and therefore the principal should provide appropriate facilities and a supportive working atmosphere where both teachers and students participate in the programme. Success of the counselling programme will depend on support of its activities by the heads as Fuller
and Bernard (2004) point out; the organisation of counselling services requires careful planning of objectives and the execution of action consistent with education objectives. These objectives and activities must also be clearly visible and supported by the local school personnel like administrative component who assumes primary responsibility for planning, executing appraising and interpreting the various activities of the school (Fuller & Bernard, 2004).

2.3 Provision of Counselling Resources and Facilities

Effective guidance and counseling is hampered by a number of problems including shortage of resources which include: Clear policies to regulate provision of guidance and counseling services and programmes, trained personnel, facilities, funds, adequate time for provision of guidance and counseling services, guidance and counseling materials, awareness of what guidance and counseling is and what it is not which leads to lack of support for the programme (KEMI/ UNESCO, 2004).

Guidance and counseling is necessary in learning and training institutions. The Koech report (Republic of Kenya, 1999) recommended that professionally trained personnel should render these services. However, guidance and counseling services cannot be effectively offered if the teacher-counselors do not have private offices were to offer counseling from. According to Ngumo (2003), teacher counselors find that students shy away from counseling if they are not provided with privacy. Many researchers concur that in many of the learning institutions, there is no private room set aside for Guidance and Counseling services (Ngumo, 2003). Ndung’u (2006) in his study notes that guidance and counseling departments are not considered differently from other departments and that they are inadequately resourced.
One of the duties of the principals in Kenya is to develop the school’s physical facilities (Mbugua, 1987). Mbugua argues that in dealing with physical facilities, a principal has to bear in mind where to house the educational programme, the population to be served by the facility and ensure that financial resources are readily available for the school expansions. Odali (1984) states that the responsibility of putting up school buildings such as offices and classrooms, buying furniture, putting up teachers’ houses and building of enough toilets in school has had a big burden on parents most of whom are poor. Due to inflation and poverty many parents do not have enough money to contribute towards school projects willingly. This inability by most parents to contribute towards the improvement and expansion of school facilities creates a lot of administrative constraints to the principals, as pupils may have to study in overcrowded classes.

According to Dean (1995), it is the responsibility of the principal to ensure that there are adequate resources to implement the school curriculum. Onyango (2001) explains that material resources are those resources designed, modified and prepared to assist in teaching and learning. Such resources include textbooks, reference books, teacher-counsellors’ guides, manuals, journals, magazines, reports, and charts.

Onyango (2001) emphasizes that the management of material resources entails planning, acquisition, allocation, distribution and controlling the use and maintenance of the materials. He explains that planning for material resources involves the identification of the resource requirements, assessing quality in terms of the needs, establishing criteria for standards, determining the cost per unit and the use of the materials whether by individuals or groups.
The principal is also responsible for the school facilities. Bell and Rhodes (1995) explain that school facilities include the administrative office, staff rooms and offices among others. The school to advance the learning opportunities offered to the students uses the facilities, and this is true for guidance and counselling. It is the responsibility of the principal to ensure that there is adequate office space to enable the counselling process take place without any hitches. He/she should ensure that the facilities are used efficiently and effectively.

Local studies have shown that lack of facilities is a major problem facing teacher-counsellors in Kenyan schools. For instance, Mwaniki (2008) conducted a study to find out the constraints faced by guidance and counselling teachers in Murang’a South District. Her study established that teacher-counsellors faced a number of problems, including lack of adequate training, lack of adequate support from principals/teachers, lack of resources for counselling, lack of adequate time for counselling, heavy teaching workload, and poor support from parents/community. It therefore emerges that lack of resources is a key problem facing counsellors in secondary schools.

2.4 Training of Teacher Counsellors

Training of counsellors is important to equip them with the necessary skills. A study carried out by Herman (1997) indicated that a school counsellor should have personal competences in self acceptance and interpersonal working relationship. Herman (1997) further stated that the most critical issue that faces counselling is the quality of counsellor preparation and guarantee of competence for school counsellor in the roles they must fulfil. This shows that counselling is provided by a person who would have had some training for this work although there are a few people who can counsel
without training. This reflects to some extent the concept of the teacher counsellor in Kenyan secondary schools. Any person in a school setting as long as he or she is interested in helping the students can be appointed, for example, administrators, teaching staff, school chaplain. This is a defective view because counselling just like any other profession requires theories and practical skills to carry it out effectively (Ndambuki & Mutie, 1999).

Ndambuki & Mutie (1999) state that in preparing for counselling it is important to acquire knowledge of theories of personality and psychotherapy and also diagnostic and behavioural intervention techniques as well as dynamics of human behaviour. According to 1979-1983 Development Plans, guidance and counselling was to be made part of the teacher training curriculum at the college and University levels. This recommendation though implemented then, the guidance and counselling course seems not to have been effectively tackled and it just dwelt with one course – introduction to guidance and counselling. This leaves teachers deficient on many areas in counselling. The teachers find themselves incapacitated to offer required help.

Research carried out by Nthusi (1995) on selection of teacher counsellors in secondary schools revealed that the teacher counsellor in Kenya today is at times nominated by the head, voted by the staff members or appointed by the TSC to head the department. The latter is assumed to be a department just like any other. There is no consideration of whether the teacher possesses appropriate skills and knowledge in guidance and counselling. This becomes an appointment just like any other subject in the school. Only a few schools recognize the office of guidance to offer counselling
services to students. Nthusi (1999) argued that such teachers have proved ineffective because they do not in the first place understand their role in guidance and counselling.

Kamunge report of (Republic of Kenya, 1988) recommended that the senior teachers to be responsible for guidance and counselling programme in school. The report further recommended that heads and senior teachers to supervise guidance and counselling programmes that had been established in secondary schools. No training was considered, and one only needed to be the head or a senior teacher to oversee guidance and counselling programs. This had led to further failure in the departments to offer the required services.

Researchers such as Onyango (2001) argue that the principal has a major responsibility with regard to staff development in schools. Onyango further argues that in order for teachers (and teacher counsellors) to keep abreast of changes taking place in their work, the principal should be able to identify their professional needs, plan and organize school based in-service courses for them. This should be done in consultation with the teachers. Bell and Rhodes (1995) highlight that the principal should also explore other on site programmes like mentoring, staff exchanges, collaborative teaching and use of staff meetings. He should evaluate the outcomes of the professional development programmes.

2.5 Availing Time for Guidance and Counselling
Another area where principals can influence the effectiveness of guidance and counselling is by availing adequate time for guidance and counselling services.
Ideally, there should be no specific time for guidance and counselling, as this is need-driven. Each school should have a workable programme for guidance and counselling where adequate time is set for the programme. One of the major problems that guidance and counselling teachers face is lack of time for counselling due to a heavy teaching workload. Unlike in the developed countries like the U.S., where school counselling is taken as a specialty (Baker, 2000), in Kenya we lack school counselling specialists. What we have instead are duo-responsibility teachers—referred to as teacher-counsellors. As school counsellors attempt to prioritize, there have been simultaneous calls for re-examination of both school counsellor preparation and practice (Republic of Kenya, 1999; 2001). These calls for re-examination have ranged in motivation from the need for an active response to educational reform to concern for the neglected, yet extensive, needs of at-risk students to the belief that school counsellors are neither being prepared nor utilized in ways that best meet the needs of all students.

Ominde report (Republic of Kenya, 1964) recommended provision of guidance to students. This was by establishment of career booklet and selection of career masters. These career masters were regular teachers who were appointed to provide some career guidance service to students in addition to their teaching load. The Government Development Plan of 1974–1976 recommended that the ministry of education allow the designated guidance teachers more time to attend to counselling needs. However, that recommendation has not been implemented in most secondary schools. Counsellors both teach and counsel students as well. Consequently more time if any is spent on teaching, with very little time if any spent in counselling the students.
Gachathi report (Republic of Kenya, 1976) observed that guidance and counselling teachers are expected to provide some counselling and that dual service has proved ineffective. The designated teachers spend more time in teaching rather than in counselling. Counselling teachers find themselves performing more than one duty. Some have a case load of 20 lessons and above, they are class teachers and others could be heading other departments. There is also a major challenge to effective counselling due to a breach of confidentiality. Students fear that the conflicting roles of a teacher, a counsellor and a principal will bring out a problem of trust. Balancing time for counselling services and for teaching the classes allocated is a major challenge. This balance is necessary if burnout and stress among teacher counsellors is to be avoided and compromising in the quality of teaching during the class hours.

2.6 Ensuring Counselling Support

One problem area the counselling teachers find themselves in is conflict with other actors such as parents, teachers and school administrators, especially as a result of confidentiality. Confidentiality means the characteristic of being secret. It is an intimacy of knowledge shared by a few who do not divulge it to others. The teacher counsellor is expected to maintain confidential the materials shared in counselling with students. However he is expected to keep the principal informed of the general issues in school arising from counselling students. The principal is ultimately responsible for what happens in the school including the students’ welfare. The entire profession of counselling is founded on confidentiality which may be different from counselling in schools.
The counsellor has a responsibility to warn the principal and to protect the rest of the school if any of students being counselled threaten to harm other students or teachers, damage school property and report to the principal such students. The notion of confidentiality sometimes has been confused with the duty to warn and protect the public.

Research by Gelso, Brooks& Karl (2003) indicate that administration and teachers hold a more unfavourable view of counselling services. They view counsellors as quasi – administrators. They also express the feeling that counsellors are too much involved with discipline which contradict with counselling. However Sachs (2006) underscores this argument by saying that separating discipline and guidance in schools is not possible because it is not restricted to punishment.

Discipline includes any or all forms of limiting behaviour including such diverse factor as assignment to classes, love, empathy and even punishment to some extent. Such situations leave the teacher counsellor demoralized and ineffective in his duties. This is because school principals usually delegate education program duties and administrative duties which may hamper the teacher counsellor’s performance. Kimathi (2002) emphasized that areas of responsibilities should be clearly defined so as to avert misunderstanding as the two parties are committed to the same goal.

Cochran and Peters (2006) in their studies noted that the administrators many times make the counsellors to perform duties that are beyond their roles simply because the job is legitimate for the school. However Warman (2008) sees it differently. For him he feels that the teacher counsellor should consider the institution needs him / her
hence he/ she should make his / her unique abilities known and appreciated and should function as he / she feels should be done.

Williams (2002) observed that principals in other cases feel threatened because one of their duties is being usurped. This line of view is wrong because such principal forget that their duty is guidance in to plan, execute, appraise and interpret the various activities to the teacher counsellor. Mwangi (1991) feels that such principals are incompetent hence suspect the teacher counsellor may one day dislodge them from their positions.

Mwaniki (2008) emphasises that principals should not assume much of counselling work because effective guidance and counselling can be done when administration and counselling are divorced. The fact however is that counsellors cannot work without the moral support of the principal and material provision. It is also important to note that the best guidance relationship is obtained on an equal footing, with relationship completely free from all implications of authority or coercion.

A study carried out by Wanjohi (1990) in this area reveal that a teacher counsellor cannot work without the co-operation and support of the principal, parents and teachers. This is especially in private school where at times the teacher counsellor could be the nominee of school head. Wanjohi (1990) further noted that teacher counsellors do not have a conducive environment to carry out their counselling work. Many heads have not provided the teacher counsellor with an office / centre. The counsellor is forced to use an empty room around the school compound. This is not
appropriate because counselling is a sensitive endeavour and should be done in a conducive environment.

All these findings put together emphasis that guidance and counselling program is dependent on team effort and no matter how committed a school head or counsellor may be he/she cannot produce a successful program without the co-operation of other people. However in all these studies much has been researched on the administration being a problem to guidance and counselling teacher but very little if any has been researched on the guidance and counselling teacher being a problem to the administration – as far as guidance and counselling is concerned.

2.7 Supervision of Guidance and Counseling Services

Previous researchers have suggested that a number of factors contribute to the establishment of quality education in schools. For example, Digolo (2003), and Eshiwani (1993) observed that the maintenance of factors such as curriculum, instructional materials, equipment, school programmes within the school; while Shiundu and Omulando (1992) emphasized that on a daily basis principals have the responsibility to ensure that teachers implement the set curriculum and that learning activities take place. In order to support teaching and learning processes, Doharly (1993) observed that the principal should ensure quality curricular supervision and provision of adequate physical resources. Neil and Kitson (1996) further maintained that the principal is responsible for selection of subjects appearing in the school curriculum. This was necessary to ensure that a well-balanced education is provided to students. On the same point, Bound et al. (1994) suggested that the quality of
principals is a relevant indicator of quality schools, and therefore underscored the importance of principals in school administration.

Supervision of the school curriculum is thus one of the most important management activities which support teachers in bringing about effective teaching and in facilitating learning. In the school, the function of supervision is left to the principals. To some teachers supervision is still regarded as some form of evaluation and not as a means of helping them to improve their skills. Attitudes like these have led teachers to respond negatively towards supervision. They perceive supervision as a ploy to deprive them of an opportunity to develop in their teaching career. The Education Act, Cap 211 of 1980 stipulates that all schools should have Board of Governors (B.O.G) to manage the governance of the school. Some of the functions of the B.O.G include striving to ensure school development through provision of quality education for all learners, adopt a Code of Conduct for learners, support the principal, educators and their staff in the performance of their professional functions, raise funds, administer school properties and buildings etc.

Owing to lack of expertise, the governing bodies have left everything to the principals. The principals are forced to perform various tasks and responsibilities which should be done by the Governing Bodies. They are their own secretaries, they raise funds, buy building materials and attend numerous meetings organized by the district office. The question is when are the principals going to attend to supervision of teaching and learning in their schools? Some schools do not have senior staff such as Deputy Principals and Heads of Departments to share responsibilities with the principals. The Teachers Service Commission Act Cap 212 of 1968 also stipulates that
the principals have a sizable number of teaching periods as teachers. This keeps principals in class for most of the day. These limitations affect supervision of teaching and learning. While supervision is an important activity for the development of quality education, it appears to face many challenges, as shown above, due to lack of expertise on supervision. The above challenges cause problems for the principals as supervisors. Yet it is clear to the researcher that without supervision of teaching and learning by principals the delivery of quality education may suffer.

2.8 Summary

This chapter has shown the important function played by principals in supporting guidance and counselling teachers. The chapter has given literature showing that guidance and counselling teachers face a number of problems, most of which could be solved if the principal offers adequate support to guidance and counselling services. Previous studies related to guidance and counselling in Kenya have not looked into the influence of principals' support on effectiveness of guidance and counselling services. Yet, as Hill (2006) puts it, the principal is the chief architect of the school, the one who has the overview of systems, processes and resources and how they combine to produce intended student learning outcomes. Consequently, this study sought to find out the role played by principals on the effectiveness of guidance and counselling services in secondary schools of Gatanga district.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter focuses on the methodology that was used in the study. It deals with description of the research design, target population, sample and sampling procedures, the development of research instruments, data collection, and data analysis techniques.

3.2 Research Design
The study employed the descriptive survey research design to find out the role of principals in enhancing of guidance and counselling programmes in secondary schools of Gatanga District. The researcher selected this design since it uses questionnaires and interviews to collect information about people’s attitude, beliefs, feelings, behaviours and lifestyles. The design also allows the researcher to collect and analyze information from a wide range of respondents, that is; the principals, teacher counsellors and the students.

3.3 Study Location
The study was carried out in Gatanga District. Singleton (1993) noted that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. Gatanga District was chosen because it is easily accessible to the researcher; had good infrastructure and reliable communication system. Further, no similar study was conducted in the District to the best knowledge of the researcher.
3.4 Target Population

The study population comprised of 30 public secondary schools in Gatanga District of the 30 public secondary schools, 3 were boys’ boarding schools, 5 were girls’ boarding schools, and 22 were mixed gender schools.

3.5 Sample and Sampling Technique

Out of the 30 public secondary schools in Gatanga District, the researcher employed random sampling to select 15 schools for the study. The 15 schools represented 48.4% of the target population, which was above the minimum recommended sample of 20% (Gay, 1992). Purposive sampling method was used to select the 15 principals and 30 teacher counsellors (2 teacher counsellors from each school) to take part in the study. To obtain the 150 students, the researcher used simple random sampling technique to select 10 students per school from the 15 schools to participate in the study. In total, the sample comprised of 15 principals, 30 teacher counsellors and 150 students, yielding a total of 195 respondents.

3.6 Research Instruments

The study employed two questionnaires and an interview schedule as the research instruments for data collection. These are as listed below:

1. The teacher counsellors’ questionnaire.
2. The students’ questionnaire.
3. The principals’ interview schedule.
3.6.1 Teacher Counsellors’ Questionnaire

The questionnaire collected data from 30 teacher-counsellors (2 teacher counsellors per school) of the guidance and counselling committee. The questionnaire was used for data collection because, as Kiess and Bloomquist (1985) observe, it offers considerable advantages in the administration: it presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. The questionnaire for teacher-counsellors had three sections. Section one collected demographic data including gender, professional and educational qualifications. Section two collected data on principals’ support in guidance and counselling, counselling resources available and challenges faced by teacher counsellors. Section three had items to establish the effectiveness of guidance and counselling services.

3.6.2 Students’ Questionnaire

The questionnaire for students was divided into two major sections. Section One collected demographic data of the students including age, gender, and class. Section Two collected data on the guidance and counselling services offered in schools.

3.6.3 Principals’ Interview Schedule

The interview schedule for principals collected demographic data of the principals including gender, professional and educational qualifications. The interview also collected data on the extent to which principals supported the guidance and counselling teachers, counselling resources available in their schools, and challenges faced in their schools in relation to guidance and counselling.
3.7 Reliability and Validity

The split-half technique of measuring reliability was used. This involved splitting the pilot questionnaires into two halves (odd and even) then calculating the correlation coefficient \((r)\) for the two halves. To do this, the Spearman’s Rank Order Correlation Coefficient \((r)\) was used. The reason behind pre-testing was to assess the clarity of the questionnaire items so that those items found to be inadequate or vague were either discarded or modified to improve the quality of the research instrument thus increasing its reliability (Kathuri and Pals, 1993). According to Gay (1992), a correlation coefficient of at least 0.6 and above for the two halves is considered sufficient. The researcher aimed at producing questionnaires that would give this reliability result for data collection.

All assessments of validity are subjective opinions based on the judgment of the researcher (Wiersma, 1985). The piloted questionnaires were assessed for clarity and those items found to be inadequate or vague were modified to improve the quality of the research instrument thus increasing its face validity. According to Borg and Gall (1989), content validity of an instrument is improved through expert judgement. As such, the researcher sought assistance from her supervisors, in order to help improve content validity of the instrument.

3.8 Pilot Study

Prior to visiting the schools for data collection, the researcher pre-tested the questionnaire using two schools in Thika East District, Kiambu County. The purpose of the pilot study was to enable the researcher to improve reliability and validity of the instrument, and to familiarize with its administration.
3.9 **Data Collection Procedure**

After approval of the proposal, the researcher got a letter of introduction from the university and then visited the National Council for Science and Technology, from where a permit to conduct the research was issued. After this, the researcher visited each of the sample schools and booked an appointment with the principals to administer the questionnaires and interview schedules. The researcher in person administered the research instruments to the guidance and counselling teachers, students and the principals. The researcher clarified on the tools before the respondents filled them in.

3.10 **Data Analysis**

Data collected from the field was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS). Data analysis procedures employed involved both quantitative and qualitative procedures. Quantitative data was analyzed using descriptive statistics such as frequency counts, percentages, means and standard deviations. On the other hand, qualitative data was reported thematically in line with the objectives of the study. Results were presented in summary form using frequency distribution tables, bar charts and pie charts. Conclusion and recommendations were then made after the data analysis.
CHAPTER FOUR
RESULTS AND DISCUSSIONS

4.1 Introduction

Presented in this chapter are the results of the study based on the data collected from the field. The chapter focuses on data presentation, analysis and discussions. The main goal of the study was to find out the role of principals in the enhancement of guidance and counselling programmes in secondary schools of Gatanga District. The chapter is organized into five sections: demographic data of the study respondents, guidance and counselling programmes offered in schools; how the principals ensure successful implementation of guidance and counselling programmes; challenges faced by principals in the management of guidance and counselling programmes and the strategies put in place by principals in order to influence positive change among students. Results of the analysis are presented by use of tables and pie charts. Then result findings are discussed in relation to the literature reviewed. The study participants comprised of 15 principals, 30 teacher counsellors and 150 students, giving a total of 195 respondents.

4.2 Study Respondents

This section presents data on both students and teacher counsellors.

4.2.1 Students' Data

The students' demographic data included gender, age and class. Among the 150 students, 90 (60.0%) were males and 60 (40.0%) were females. Ten (6.7%) students were aged between 13 and 15 years, 110 (73.3%) were aged 16-18 years while 30 (20.0%) were aged 19-21 years. Regarding students' distribution by class, 15 (10.0%)
students were enrolled in form one, 20 (13.3%) were in form two, 40 (26.7%) were in form three and 75 (50.0%) were registered in form four.

4.2.2 Teacher Counsellors' Data

Teachers' bio data included professional qualifications, teaching experience and duration served as a teacher counselor. Out of the 30 teachers, 14 (46.7%) were males while 16 (53.3%) females. Twenty two (73.3%) teachers had attained Bachelor in Education qualifications, 3 (10.0%) were diploma holders, 1 (3.3%) had attained post graduate diploma in education whereas 3 (10.0%) had ATS qualifications. With regard to working experience, 15 (50.0%) teachers who took part in the study had a teaching experience of over 15 years and 1 (3.3%) teacher had served as a counselor for less than a year, 15 (50.0%) had served for 1-4 years, 11 (36.7%) had served between 5 and 9 years while 3 (10.0%) had served for over 10 years.

4.3 Guidance and Counselling Programmes Put in Place by Principals in Schools

The first research question of the study was “what guidance and counselling programmes have principals put in place in the schools?” To answer this research question, teacher counsellors were asked to indicate the types of guidance and counselling programmes available in their respective schools. Table 4.1 shows their responses.
Table 4.1: Guidance and Counselling Programmes in Schools

<table>
<thead>
<tr>
<th>Guidance and Counselling Programme</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group counselling</td>
<td>28</td>
<td>93.3</td>
</tr>
<tr>
<td>Class counselling</td>
<td>16</td>
<td>53.3</td>
</tr>
<tr>
<td>Individual counselling</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Invited guests</td>
<td>9</td>
<td>30.0</td>
</tr>
<tr>
<td>Peer counselling</td>
<td>8</td>
<td>26.7</td>
</tr>
</tbody>
</table>

Results presented in Table 4.1 based on responses from the teacher counsellors illustrate that the most commonly available programmes were the group and class counselling; while peer counselling was seldom used. 28 (93.3%) of the teacher counsellors reported that they offered group counselling in their schools, 16 (53.3%) of them stated that they used class counselling. This shows that group and class counselling were the major programmes used to offer guidance and counselling in the schools.

Results of the analysis further revealed that only 8 (26.7%) teacher counsellors reported that their respective schools had introduced peer counselling. This is despite the fact that this method has the potential of influencing positive change among adolescents since the counsellor and the counselee are age mates (peers) and they tend to open up to each other more easily Kibui (2005). They are aware of the problems each one of them faces and therefore can identify those who need counselling easily and criticize each other without being offended.
4.4 How Principals Ensure Successful Implementation of Guidance and Counselling Programmes

The second research question was “how do principals ensure successful implementation of guidance and counselling programmes?” To address this research question, principals were asked to indicate how they ensured that schools had effective guidance and counselling programmes. Table 4.2 illustrates how principals’ ensured guidance and counselling programmes were promoted in schools.

Table 4.2: Principals’ Roles in Promoting of Guidance and Counselling Programmes

<table>
<thead>
<tr>
<th>Functions</th>
<th>f</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>Recommend and support in-service training for guidance and counselling teachers</td>
<td>15</td>
<td>100.0</td>
</tr>
<tr>
<td>Ensure there is a trained teacher for counselling in the school</td>
<td>14</td>
<td>93.3</td>
</tr>
<tr>
<td>Ensure that guidance and counselling programmes are allocated in the school timetable</td>
<td>11</td>
<td>73.3</td>
</tr>
<tr>
<td>Supporting a safe learning environment and work to safeguard the human rights of all members of the school community.</td>
<td>11</td>
<td>73.3</td>
</tr>
<tr>
<td>Ensure teacher counsellors have enough time to attend to students needs</td>
<td>10</td>
<td>66.7</td>
</tr>
<tr>
<td>Use of master and weekly calendars to keep students, parents and administrators informed and to encourage active participation in the school counselling programme</td>
<td>10</td>
<td>66.7</td>
</tr>
<tr>
<td>Encourage teacher counsellors for their good efforts</td>
<td>9</td>
<td>60.0</td>
</tr>
<tr>
<td>Ensure there is a counselling room in the school</td>
<td>8</td>
<td>53.3</td>
</tr>
<tr>
<td>Provide adequate resources and materials for guidance and counselling</td>
<td>7</td>
<td>46.7</td>
</tr>
<tr>
<td>Encourage the invitation of guests and experts to give talks to the school</td>
<td>6</td>
<td>40.0</td>
</tr>
</tbody>
</table>
As shown in Table 4.2, all (100.0%) the principals reported that they recommended and supported in-service training for guidance and counselling teachers, 14 (93.3%) indicated that they ensured that there is a trained teacher for the counselling programme in the school whereas 11 (73.3%) reported that they ensured that guidance and counselling programmes are allocated time in the school timetable. Other roles played by the principals included; ensuring there is a counselling room in the school and encouraging teacher counsellors for their good efforts. In agreement with the findings, Carew (1998) enumerated that principals' roles in the provision of guidance and counseling services were to:- encourage board participation; arrange for guidance activities in the time table; recommend competent individuals for in-service training in guidance and counseling; commend teachers and careers masters, and encourage them in their efforts; establish the procedures for the students referrals; provide dynamic stimulation and leadership; and finally to provide for the expenditure in the budget.

In an effort to confirm the principals' participation in enhancing of guidance and counseling programmes in schools, the researcher asked teacher counselors to indicate whether they had ever attended any in-service training programmes on guidance and counseling. In response, 23 (76.7%) teacher counselors reported that they had attended in-service courses while 7 (23.3%) indicated that they have never attended any course on guidance and counseling. This clearly demonstrates that most of the schools were supporting in-service training for guidance and counseling teachers. Table 4.3 illustrates person's who sponsored the course.
Table 4.3: Sponsors of Guidance and Counseling Courses Attended by Teachers

<table>
<thead>
<tr>
<th>Sponsors</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>18</td>
<td>60.0</td>
</tr>
<tr>
<td>Self-sponsored</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>NGO, Church</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Never attended</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Among the 23 teachers who had ever attended in-service courses, 18 (60.0%) were sponsored by the school principal, 2 (6.7%) were self-sponsored whereas 3 (10.0%) were sponsored by the church. This implies that most of the teachers were sponsored by the school principal, meaning majority of the principals were supporting guidance and counselling programmes in the schools.

4.5 Challenges faced by Principals in the Management of Guidance and Counselling programmes

The third research question of the study was “what are the challenges facing principals in the management of guidance and counselling programmes in secondary schools in Gatanga District?” To answer this research question, the study first sought to establish whether schools in Gatanga District had guidance and counselling rooms. In response, 24 (80.0%) teachers confirmed that their schools had set aside a room for guidance and counselling while 6 (20.0%) reported that their schools did not have a specific room for counselling. Table 4.4 shows challenges faced by teacher counsellors due to lack of counselling room.
Table 4.4: Challenges Faced by Teacher Counsellors due to Lack of Counselling Office/Room

<table>
<thead>
<tr>
<th>Challenges</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of privacy hence making it difficult for teacher counselor to attend to students needs</td>
<td>26</td>
<td>86.7</td>
</tr>
<tr>
<td>Students are not free to discuss their problems with teacher counselors</td>
<td>21</td>
<td>70.0</td>
</tr>
<tr>
<td>Reduced number of students seeking counseling help</td>
<td>18</td>
<td>60.0</td>
</tr>
<tr>
<td>Lack of awareness among students on existence of guidance and counseling programme in school</td>
<td>15</td>
<td>50.0</td>
</tr>
<tr>
<td>Apathy towards guidance and counseling</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Lack of guidance and counseling resources</td>
<td>6</td>
<td>20.0</td>
</tr>
</tbody>
</table>

From Table 4.4, it can be observed that lack of counselling room in schools leads to lack of privacy hence making it difficult for teacher counsellors to attend to students needs (86.7%); most of the students were not free to discuss their problems (70.0%). The results in the table also shows that there is reduced number of students seeking help (60.0%) and most of them (students) were not aware of existence of guidance and counselling programmes in school (50.0%) while another group of students (33.3%) were found to have apathy towards the programme. Consistent with the study findings, Ngumo (2003) established that teacher counselors find that students shy away from counseling if they are not provided with privacy. This is because in many learning institutions, there is no private room set aside for Guidance and Counseling services. In addition to this, the study found that most of the students lacked the awareness of understanding the essence for counseling. Ndung’u (2006) in his study notes that guidance and counseling departments are not considered
differently from other departments and that they are inadequately resourced. Presented in Table 4.5 are the challenges faced by principals in management of guidance and counselling in school.

Table 4.5: Challenges Faced by Principals in Management of Guidance and Counselling in Schools

<table>
<thead>
<tr>
<th>Challenges</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate funding</td>
<td>15</td>
<td>100.0</td>
</tr>
<tr>
<td>Lack of government support towards promotion of guidance and counselling programmes in schools</td>
<td>11</td>
<td>73.3</td>
</tr>
<tr>
<td>Teachers negative attitude towards guidance and counselling</td>
<td>10</td>
<td>66.7</td>
</tr>
<tr>
<td>Lack of cooperation especially from parents and teachers</td>
<td>9</td>
<td>60.0</td>
</tr>
<tr>
<td>Lack of trained teacher counsellors</td>
<td>8</td>
<td>53.3</td>
</tr>
<tr>
<td>Lack of facilities e.g. counselling room and reference materials</td>
<td>7</td>
<td>46.7</td>
</tr>
<tr>
<td>Lack of adequate teachers leading to heavy workload among teachers counsellors</td>
<td>6</td>
<td>40.0</td>
</tr>
</tbody>
</table>

Table 4.5 shows that the major challenges faced by the school principals were; inadequate funds 15 (100.0%); lack of government support 11 (73.3%); teachers’ negative attitude towards the programme 10 (66.7%) and lack of cooperation from the parents and teachers in strengthening of the programme in the schools 9 (60.0%). Other challenges included: Lack of adequate teachers leading to heavy workload among teacher counsellors and lack of facilities such as counselling room. In line with the findings, a research by Egbochuku (2008) showed that there were insufficient counsellors in schools; inadequate availability of counselling facilities; and that the
qualification of guidance and counselling personnel had impacted on the quality of guidance services they provide to secondary school students.

4.6 Strategies Put in Place by Principals in Order to Influence Positive Change among Students

Principals are implementers of the policies and procedures of the government. They are leaders of teams of professional educators; and managers of the supply and effective use of human resources (human, financial and material resources), Onyango (2001). As far as guidance and counselling is concerned, the support of the schools' principals is quite essential for the development, application and maintenance of counselling programmes, as well as the success of the teacher counsellors and the programmes. The school principal has a very strong influence on the school’s counselling programme. Establishing a positive working relationship between principals and the school counsellors is vital to the success of the counsellors (Mwaniki, 2008).

The fourth research question was “to what extent does the strategies put in place by the principals encouraged positive change among the students?” To respond to this question, teacher counsellors were asked to indicate the extent to which their principals support guidance and counselling programmes in schools. Their ratings were scored on a four point likert scale ranging from 0 (never) to 3 (always). Table 4.6 shows the mean scores and standard deviations obtained by the respondents.
Table 4.6: Principals’ Support of Guidance and Counselling Programme in Schools

<table>
<thead>
<tr>
<th>Areas of Support</th>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing counselling resources such as office and textbooks</td>
<td>18</td>
<td>60.0</td>
<td>9</td>
<td>30.0</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Asking teachers to refer students with needs to you for counselling</td>
<td>14</td>
<td>46.7</td>
<td>16</td>
<td>53.3</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Inviting guest speakers to advice students</td>
<td>14</td>
<td>46.7</td>
<td>15</td>
<td>50.0</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Encouraging students to seek counselling from you</td>
<td>15</td>
<td>50.0</td>
<td>14</td>
<td>46.7</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Motivating you to offer counselling services</td>
<td>16</td>
<td>53.3</td>
<td>9</td>
<td>30.0</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Ensuring your recommendations are implemented by teachers</td>
<td>12</td>
<td>40.0</td>
<td>14</td>
<td>46.7</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Discussing with you the challenges facing the counselling department</td>
<td>9</td>
<td>30.0</td>
<td>19</td>
<td>63.3</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Involving you in making decisions regarding students’ welfare</td>
<td>8</td>
<td>26.7</td>
<td>20</td>
<td>66.7</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Sponsoring you for counselling training</td>
<td>6</td>
<td>20.0</td>
<td>17</td>
<td>56.7</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Lowering your teaching workload so that you can concentrate on counselling</td>
<td>4</td>
<td>13.3</td>
<td>4</td>
<td>13.3</td>
<td>13</td>
<td>43.3</td>
</tr>
</tbody>
</table>

46
As shown in Table 4.6, the mean scores obtained by teachers on areas in which principals support guidance and counselling ranged from 2.50 to 1.10. Mean scores close to 3 (above 2.5) denote that principals always support the programme, while scores close to 1 (below 1.5) means that principals’ rarely support the programme. Principals were rated highly on the following areas: Providing counselling resources such as office and textbooks (2.50); asking other teachers to refer students with needs to teacher counsellors for counselling (2.47) and inviting guest speakers to advice students (2.43). On the other hand, teachers felt that principals rarely ensured that their workload is lowered in order to concentrate on counselling.

Figure 4.1 shows the overall ratings of the extent to which principals support guidance and counselling programmes in schools.

![Pie chart showing the extent to which principals support guidance and counselling programmes in schools.]

Figure 4.1: Extent to Which Principals Support Guidance and Counselling Programmes in Schools
As shown in Figure 4.1, 33.3% of the teachers felt that their school principal always support guidance and counselling programmes, 63.3% indicated that they sometimes support the programme while the remaining 1 (3.3%) teacher felt that school principal rarely support the programme. This shows that most of the principals were giving support occasionally. Table 4.7 shows the extent to which support provided by principals encouraged positive change among students as reported by teacher counsellors.

**Table 4.7: Extent to which Support Provided by Principals Encouraged Positive Change among Students**

<table>
<thead>
<tr>
<th>To what extent does the support provided by principals encourage positive change among students in the following areas</th>
<th>VGE</th>
<th>GE</th>
<th>SE</th>
<th>NE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved academic performance</td>
<td>1</td>
<td>3.3</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>Regular school attendance</td>
<td>5</td>
<td>16.7</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>Maintaining discipline</td>
<td>10</td>
<td>33.3</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td>Completion of school and homework</td>
<td>9</td>
<td>30.0</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>Students’ relationship with teachers</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>Students’ relationship with parents and community members</td>
<td>0</td>
<td>0.0</td>
<td>8</td>
<td>26.7</td>
</tr>
</tbody>
</table>

Key:  
VGE = Very Great Extent,  
GE = Great Extent,  
SE = Some Extent,  
NE = No Extent
As depicted in Table 4.7, 53.3% of the teacher counsellors reported that to some extent principal support to guidance and counselling had improved students academic performance. Thirteen (43.3%) felt that it had improved students school attendance to a great extent while 46.7% indicated that it had maintained students discipline to a great extent. This shows that principal support towards guidance and counselling had a great impact toward students. Table 4.8 shows students' assessment of counselling resources available in school.

Table 4.8: Students' Assessment of Counselling Resources Available in School

<table>
<thead>
<tr>
<th>Counselling Resources</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the school invite special experts to address issues</td>
<td>115</td>
<td>76.7</td>
</tr>
<tr>
<td>Does your school have a special room for counselling</td>
<td>85</td>
<td>56.7</td>
</tr>
<tr>
<td>Does the school management provide reference materials</td>
<td>75</td>
<td>50.0</td>
</tr>
<tr>
<td>Does the school have a peer counseling programme</td>
<td>60</td>
<td>40.0</td>
</tr>
<tr>
<td>Does the school offer referral services for students</td>
<td>55</td>
<td>36.7</td>
</tr>
<tr>
<td>Is there a time set aside when students are supposed to seek counseling</td>
<td>50</td>
<td>33.3</td>
</tr>
<tr>
<td>Does the teacher counsellor have adequate time to attend to your needs</td>
<td>45</td>
<td>30.0</td>
</tr>
<tr>
<td>Are you fully satisfied with the services of the teacher counselor</td>
<td>45</td>
<td>30.0</td>
</tr>
</tbody>
</table>

As indicated in Table 4.8, 23 (76.7%) of the students confirmed that the schools invite special experts to address issues while 17 (56.7%) indicated that the school have a special room for counselling. However, 21 (70.0%) of the students stated that they
were not fully satisfied with the services of teacher counsellors. This was justified by the fact that another similar proportion 21 (70.0%) of them indicated that teachers' counsellors did not have adequate time to attend to their needs and also there was no time allocated for seeking counselling 20 (66.7%) from teachers. These findings were in line with Crutchfield and Borders (1997) who have cited lack of time as a handicap in the provision of guidance and counselling, stating that most teachers are overloaded and often suffer from professional burnout. Based on the findings of the study, it emerged that a number of principals were not fully committed towards supporting guidance and counseling programmes in school. Such a situation is unfortunate because without support teacher counselors will find it difficult to render the counseling services.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusion and recommendations based on the study findings. The chapter also suggests areas for further studies. The following are the research questions of the study:-

1. What guidance and counselling programmes have principals put in place in the schools?

2. How do principals ensure successful implementation of guidance and counselling programmes?

3. What are the challenges facing principals in the management of guidance and counselling programmes in secondary schools in Gatanga District?

4. To what extent do the strategies put in place by the principals encouraged positive change among students?

5.2 Summary of the Study

The main objective of the study was to find out the role of principals in the enhancement of guidance and counselling services in secondary schools of Gatanga District. The study was based on Role Theory proposed by Goffman (1961) and later developed by Biddle (1986). The study adopted descriptive survey design to obtain research data. The study targeted 3 Boys' boarding schools, 5 Girls' boarding schools and 22 mixed gender schools, giving a total of 30 public secondary schools in Gatanga District. Study participants comprised of 15 principals, 30 teacher counsellors and 150 students drawn from 15 public secondary schools in Gatanga District. Two questionnaires, one designed for teacher counsellors' and another one
designed for students and an interview schedule for the school principals, were used as the main tools for data collection. The following are the main study findings:

5.2.1 Guidance and Counselling Programmes Offered in Schools
From the study findings, it was apparent that the most commonly available counselling programmes were the group and class counselling. Other counselling programmes offered in schools though seldom were individual counselling, invited guest and peer counselling.

5.2.2 Role of Principals in the Establishment of Guidance and Counselling Programmes
The study established that the major roles of the school principals in provision of guidance and counselling services in schools were: recommending and supporting in-service training for guidance and counselling teachers, ensuring that there is a trained teacher for the counselling in the school; ensuring guidance and counselling programme is allocated time in the school timetable; providing materials and resources for guidance and counselling; ensuring there is a counselling room in the school and encouraging teacher counsellors for their good efforts.

5.2.3 Challenges faced by Principals in the Management of Guidance and Counselling
Result findings revealed that the major challenges faced by the school principals were; inadequate funds, lack of government support, teachers' negative attitude towards the programme and lack of cooperation from the parents and teachers in strengthening of the programme in the schools. In addition to this, lack of enough
teachers was another major challenge in most school. This led to a heavy workload among teacher counsellors hence compromising counselling services provided in school. More so, lack of resources such as counselling rooms and reference materials was another challenge which undermined the counselling programme in school.

5.2.4 Strategies Put in Place by Principals in Order to Influence Positive Change among Students

From the findings, it was observed that guidance and counseling programmes in schools were not provided with adequate support from the school administration. The study established that less than 40.0% of the principals supported guidance and counselling through provision of time and reference materials. In addition, a very small number of principals reported that they organized for guest speakers and also monitored guidance and counselling programme in the school. Moreover, most of the students were not satisfied with the services offered by teacher counsellors. The major reasons for this being that teacher counsellors did not have enough time to attend to their needs and also there was no time allocated for seeking counselling in school. To support these results, majority of the teacher counsellors reported that principals occasionally supported the programme.

5.3 Conclusions

Based on the findings of the study, the following conclusions were made:-

i. The major roles of the principals in ensuring effective implementation in of guidance and counselling services in schools were: recommending and supporting in-service training for guidance and counselling teachers, ensuring that there is a trained teacher for the counselling in the school; ensuring that the guidance and
counselling programme is allocated time in the school timetable; providing resources and materials; ensuring there is a counselling room in the school and encouraging teacher counsellors for their good efforts.

ii. The major challenges faced by the principals in the establishment of guidance and counseling programmes in schools were: inadequate funds, lack of government support, lack of cooperation from the parents and teachers in strengthening of the programme in the schools, lack of enough counselling teachers, lack of facilities and lack of time for supervision of the programme.

iii. The school administration was not providing teacher counsellors with adequate support required to render their counselling services effectively and efficiently.

5.4 Recommendations of the Study

i. All schools should provide the required basic resources for guidance and counselling. These include a counselling room which allows for privacy for the counselees; and should be equipped with adequate resource materials.

ii. School administration should provide the guidance and counselling department with all the necessary assistance and support it deserves such as financial and moral support.

iii. Teacher counsellors should be allocated less teaching lessons to reduce their heavy workload so as to get enough time for guidance and counselling.

iv. The government should provide adequate personnel and funds to support guidance and counselling programmes in the school.

v. There is need to organize for seminars and workshops to offer continuing education in guidance and counselling. This would equip teacher counsellors
with latest theories, skills and techniques of counselling hence making them
effective counsellors.

vi. The school administration should make effort to sensitize learners on the
importance of guidance and counseling services so as to create interest in the
same.

vii. The school principals should be keen on supervision of the guidance and
counseling programme to ensure effective implementation.

viii. Peer counseling should be promoted in all schools.

5.5 Suggestions for Further Research

i. A study should be conducted to find out roles of parents in enhancing guidance
   and counselling among secondary students.

ii. Another study should be carried to find out teachers and students perceptions
towards guidance and counselling services in schools.
REFERENCES


APPENDICES

APPENDIX I

QUESTIONNAIRE FOR TEACHER COUNSELLORS

Introduction

This questionnaire is aimed at gathering data on the role of principals’ support on the enhancement of guidance and counselling services. Please answer all the questions following the instructions given. The answers you give will be treated confidentially.

Section 1: Background Information

1. Type of school

2. Gender
   - Male [ ]
   - Female [ ]

3. Age in years

4. a) Are you a professionally trained teacher
   - Yes [ ]
   - No [ ]

   b) If yes what is your highest professionals’ qualification
   - SI [ ]
   - ATS [ ]
   - Diploma [ ]
   - B.Ed [ ]
   - M.Ed [ ]
   - Others (specify)

   c) Indicate teaching experience in years
   - 1 year [ ]
   - 1 – 4 years [ ]
   - 5 – 9 years [ ]
   - 10 – 14 years [ ]
   - Over 15 years [ ]
5. a) How were you selected for the designation of a teacher counsellor

- Applied [ ]
- Nominated by administration [ ]
- Interviewed and selected by TSC [ ]
- Other (specify) [ ]

b) How long have you served as a teacher counsellor?

- Less than 1 year [ ]
- 1 - 4 years [ ]
- 5 - 9 years [ ]
- 0 - 14 years [ ]
- Over 15 years [ ]

6. How many lessons do you teach in a week?

- Less than 10 [ ]
- 10 - 15 lessons [ ]
- 16 - 25 lessons [ ]
- 26 and above lessons [ ]
- None [ ]

7. a) Have you attended any in-service programme or workshop or any specialized guidance and counselling course other than in the teacher training college?

- Yes [ ]
- No [ ]

b) If the answer above is yes, when was the last time you attended?

c) Where were the courses held?

- Guidance and Counselling institutes [ ]
- Short courses and seminars by ministry of education [ ]
- Any other (specify) [ ]

8. Who sponsored you for the guidance and counselling courses attended?

- Principal [ ]
- Self-sponsored [ ]
- NGO, Church [ ]
- Others (specify) [ ]
9. Did the in-service course, workshop/seminar or G & C course deal with the following issues? (Tick those that were covered)

Skills and techniques of counselling [ ]
Problems faced by teacher counsellors [ ]
Guiding students in their vocational/educational/personal issues [ ]
Confidentiality in counselling [ ]

Section 2: Support from Principals

10. The table below presents various areas where the principal can support guidance and counselling in schools. Indicate the extent to which your principal assists you in each area given.

<table>
<thead>
<tr>
<th>Areas of support</th>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inviting guest speakers to advice students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivating you to offer counselling services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sponsoring you for counselling training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraging students to seek counselling from you</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lowering your teaching workload so that you can concentrate on counselling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asking teachers to refer students with needs to you for counselling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involving you in making decisions regarding students’ welfare</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensuring your recommendations are implemented by teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing counselling resources such as office and textbooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussing with you the challenges facing the counselling department</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

65
11. Is there a counselling office/room in your school?

Yes [ ]
No [ ]

12. If yes in 11) above, how is it utilized? .................................................................
..............................................................................................................................
..............................................................................................................................

13. If no in 11) above,

a) From where is guidance and counselling conducted? ............................
..............................................................................................................................
..............................................................................................................................

b) What challenges do you face due to lack of a counselling office/room? ....
..............................................................................................................................
..............................................................................................................................
APPENDIX II

INTERVIEW SCHEDULE FOR PRINCIPALS

1. Type of school

2. Enrolment
   a. Boys
   b. Girls
   c. Total

3. a) What facilities does the school have for guidance and counselling?
   i. Are these facilities regularly utilized for guidance and counselling services?
   ii. Does your school have guidance and counselling department?
   iii. What reference materials does the school have for guidance and counselling?

4. Are the teacher counsellors trained in guidance and counselling?

5. What kind of guidance and counselling programmes do you have in the school?

6. a) How many teacher counsellors does the school have
   Male  Female  Total
   b) Does the school have a fulltime counsellor?
   c) What is the teaching load for the teacher counsellors in your school?
   d) How do teacher counsellors manage to offer classroom teaching and counselling at the same time?
   e) Does the school engage other personnel in counselling e.g., professionals from outside? If yes, how often and for which needs?
7. Has the school timetabled specific time for counselling? ........................................
   If yes, how much time is allocated to counselling per week?

8. What support does the school administration give to teacher counsellors?

9. What challenges do you encounter in the management of guidance and
counselling in your school?

10. Suggest some ways through which guidance and counselling can be improved in
    secondary schools.
APPENDIX III

QUESTIONNAIRE FOR STUDENTS

Section A: Background information

1. Gender Male [ ] Female [ ]

2. Age ____________________________ years

3. Class Form One [ ] Form Two [ ]
   Form Three [ ] Form Four [ ]

4. Does your school have a guidance and counseling programme?
   Yes [ ] No [ ]

5. Have you ever visited the guidance and counseling teacher?
   Yes [ ] No [ ]

6. How often do you seek counseling from the guidance and counseling teachers?
   Very Often [ ] Often [ ] Sometimes [ ]
   Rarely [ ] Never [ ]

7. Which counseling strategies are applied in your school? Please tick appropriately
   Peer counseling [ ] Group counseling [ ]
   Individual counseling [ ] visiting speakers [ ]

8. Does your school have a special room for guidance and counseling?
   Yes [ ] No [ ]
9. Is there time set aside when students are supposed to seek for guidance and Counseling

   Yes [ ]  No [ ]

10. Does the teacher counselor have adequate time to attend to your needs?

    Yes [ ]  No [ ]

11. Are you fully satisfied with the services of the teacher counselor?

    Yes [ ]  No [ ]

12. Does the school invite special experts to address issues such as drug and substance abuse?

    Yes [ ]  No [ ]

14. Does the school offer referral services for students who require further care and attention?

    Yes [ ]  No [ ]

15. Does the school have a peer counseling programme?

    Yes [ ]  No [ ]

16. Does the school management provide reference materials for guidance and counseling?

    Yes [ ]  No [ ]
17. Please rate effectiveness of guidance and counseling in addressing the following.

[Use the scale VE-very effective, E-effective, I-ineffective, VI- very inefficient],

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<th>VE</th>
<th>E</th>
<th>I</th>
<th>VI</th>
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<tbody>
<tr>
<td>Preventing drug abuse</td>
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<td>Promoting good study habits</td>
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<td>Controlling indiscipline</td>
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<td>Encouraging school attendance</td>
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<td>Improving relationships among students and teachers</td>
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<td>Enhancing self esteem of students</td>
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<td>Promoting positive attitude towards guidance and counseling</td>
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<td>Promoting academic performance</td>
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