AN INVESTIGATION OF THE EXTENT OF GUIDANCE AND COUNSELLING PROGRAMMES IN SOME SECONDARY SCHOOLS OF THIKA DISTRICT, KENYA

BY

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A PROJECT SUBMITTED IN PARTIAL FULFILMENT FOR THE AWARD OF DEGREE OF MASTER OF EDUCATION OF KENYATTA UNIVERSITY

MARCH, 2002.
DECLARATION

This research project is my original work and has not been presented for a degree in any other University

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This project has been submitted for examination with my approval as University supervisor

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DEDICATION

To my husband and friend Joshua Ekumbo Kiragu for his moral and spiritual support; my children John and June for their patience and understanding throughout the period of this study; my father Njenga and mother Veronica who made sure that I understood all that I was taught.
ACKNOWLEDGEMENTS

I am greatly indebted to many people who have contributed to this study in one way or another. First, many thanks to my supervisor, Dr. Edward Kigen for his support and guidance. Second, my gratitude goes to Prof. H.O. Ayot for his tolerance and understanding of my problems at every stage of my course.

Many thanks to all the teachers and students who participated in the study and other people who contributed financially to my education.

The list is too long to permit individual mention but this does not dilute my gratitude. Mr. Antony D. Bojana deserves special appreciation for editing and proofreading the final work and Grace Wanjiku for typing this project. May God bless all of you.
The purpose of this study was to investigate the extent of guidance and counselling programmes in some selected secondary schools in Juja Zone of Thika District. It also intended to find out the impact of counselling programmes offered in secondary schools on students' academic performance, discipline, unrest, general behaviour and abstention from other social vices.

The study used descriptive research method to collect data. Structured questionnaires were personally administered to headteachers, teachers, teacher counsellors and form three students in the sampled schools. The latter were sampled through stratified method.

A total of 180 respondents successfully filled the questionnaires. The study sample comprised 150 students from two boys' boarding schools, one girls' boarding school, one girls' day school and one mixed boarding school. Five headteachers, five teacher counsellors and twenty teachers' from the five randomly sampled schools also participated in the study.

The findings revealed that although the Ministry of Education introduced guidance and counselling in the schools, its implementation has not been effective. This is because no coordinating department has been established to monitor its impact. Furthermore, teacher counsellors have not been trained nor inserviced to carry out effective guidance and counselling
services in the schools. Drug abuse and other vices were found to be rampant in secondary schools.

The study recommends that it is high time the government made guidance and counselling a mandatory unit in the secondary school syllabus. University and other educational institutions should be used to in-service and train teachers in the discipline. The curriculum developers at Kenya Institute of Education should also include guidance and counselling in the teachers guides.

The study hoped that results such as the above would enable schools to cope with the social and psychological problems that have beset our secondary school students.
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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

According to Shertzer and Stone (1971), the beginning of guidance and counselling goes back to the early 1900s in the metropolises whose industries were fast developing. There were rapid expansions in metropolises like Detroit, Boston, New York and Chicago which brought about social problems and abuses.

In 1908, Frank Parsons founded a vocational bureau to counsel young men seeking for jobs. Parson, often referred to as, the father of guidance was concerned that each individual understands his strengths and weaknesses and uses this knowledge in choosing his vocational opportunities. At approximately the same time, Davis and Parsons were beginning their work, Eli Weaner sought to assist great numbers of child labourers who were leaving schools in New York City due to unfavourable conditions. Simultaneous programmes and other pioneer organizations were beginning operations in Salt Lake City, Lincoln, Nebraska; and Oakland, California, hence, the spread of guidance and counselling movement in the United States of America.
Contributing to its spread was the founding of the National Vocational Guidance Association. In 1910, a conference was held in Boston for those responsible for guidance services. The year 1913 marked the official founding of a permanent national organization at Grand Rapids, Michigan. In 1915, the Vocational Guidance Bulletin, was produced. It highlighted problems and aspirations of the profession.

The guidance movement was inspired by humanitarian movements of the late 1800s and early 1900s in the United States. Immigrants who came primarily to the cities were forced to settle in the slums and survived on low wages. Humanitarian spirit which emphasized on the welfare of men, induced financial support to the less fortunate. Philanthropists actively participated through monetary contribution towards the establishment of Parsons' Vocational Bureau in Boston in 1908.

Development of guidance and counselling is not comparable to any other country than the United States of America. It emerged because of the emphasis of the American Society on the individual. Brewer (1942) cited division of labour growth of technology, democratic government and extension of vocational education as being responsible for the development of guidance and counselling in the U.S.A.
1.2 Development of Guidance and Counselling in Kenya.

In Kenya, the inception of formal guidance and counselling is traced back to a few years before independence (1963). Its inception was prompted by the realization that the new young nation needed to prepare itself for manpower development. For this reason therefore, provision of vocational guidance was vital. Traditionally, guidance and counselling was carried out throughout life from the nuclear family, extended family, clan and the wider community. There was specific time, venue or person to carry it out. There were however, organized sessions when one graduated from one age-group to another among most African communities. Kilonzo (1980) observed that in 1964 the Ministry of Labour's Service Department was strengthened in order to offer career guidance to school-leavers. This was prompted by the realization that there was a great demand on high level manpower to work in both government and private sectors.

In 1964, a Ford Foundation report recommended the provision of a career guidance and counselling handbook to career masters. The information was supposed to be disseminated to students on career choices, job opportunities, important occupations in each field, requirements of each occupation, expected salary and advancement.

Career advisers could pass the information to secondary students. The pamphlet also contained outline of guidance programmes and requested that
individual employees be involved, in order that they could provide information on each job description details.

Between 1962 - 1967, there was an effective guidance programme but this came to a standstill between 1968-1969 because the government was busy establishing a machinery for Kenyanization of the private sector. During this period, the Ministry of Labour published a pamphlet entitled; "Helping you to choose a career" after recommendations of a 1967 careers conference. The purpose of the pamphlet was to assist existing careers in the government, commerce and industry.

In 1970 the launching of; "A Careers Guidance Handbook for Secondary School Leavers" was under by the Ford Foundation. This handbook was revised in 1971 under a new title "Careers Guidance for Kenya": It was a manual for careers advisers and a reference for secondary school students.

In July 1971, the Ministry of Education set up a unit on educational, vocational guidance and counselling with responsibilities of introducing and providing guidance and counselling in schools. The aim of the programme was to ensure that each individual was appropriately job-placed for intellectual and constructive contribution towards nation building.
In 1974-1978 the Guidance and Counselling Department was merged with Kenya Institute of Education, National Examinations Council and School Feeding Scheme in 1974. This undermined the role of the department because it was viewed as an educational support service, thus weakening its advancement as an important field in education. In 1976, the Gachathi Report made four vital recommendations on the development of guidance and counselling. These were:

i. The expansion of counselling services of the Ministry of Education.

ii. It required the head of each educational institution or department to assign a member of staff to be responsible for seeing that information on guidance and counselling is provided to all and opportunities for individual guidance by teachers and parents are available at appropriate times.

iii. That each institution to build and use cumulative record of students' academic performance, home background, aptitudes and interests and special problems to facilitate guidance and counselling.

iv. Establishment of a course at the university for training professional workers in guidance and counselling.

1.3 Guidance and Counselling Today

In Kenya today, education sector is charged with moulding the youth to be well-adjusted members of the society in the future. According to Gachathi's report (1976), it is important that secondary schools provide guidance and
counselling services in all areas for the youth on career choice. Apart from career choice, diversified guidance and counselling programmes should inculcate awareness in the youth about HIV/AIDS pandemic. The guidance and counselling teachers are the right people to promote this awareness.

Guidance and counselling programmes are significant in schools for all students not only for those who have behavioural problems, learning difficulties and deep-seated emotional disturbances. Normal well-adjusted children also require to be guided in their thinking, attitudes and their personality development. The gifted or talented ones are often in need of special help in gaining social approval and finding suitable substitutes or outlets for their interests. In support of guidance and counselling programmes, Johnson (1963) observed:

> All children have needs of one kind or another. Since many of their problems originate in the early years and become more difficult to treat as time goes on, it is important that good guidance practices start with the very beginning of school life. Guidance is the keystone of our educational system. It should go hand in hand with academic training, a basic part of the entire curriculum.

With the above observation, it is therefore important that guidance and counselling be part of the school curriculum so that it helps students to develop in all aspects. Currently, most of the staff in educational and training institutions who offer guidance and counselling services are not professionally trained. The Koech Commission (1999) thus observed:

> In view of the increase in anti-social behaviour, there is urgent need to have adequate and professionally trained staff to handle guidance and counselling in education and training institutions throughout the country.
The above observation means that there are important guidance and
counselling programmes that should be included in a school setting like;

- The appraisal services
- The counselling services
- Planning, placement and follow-up services.

To seal this gap, the researcher decided to investigate the extent of guidance
and counselling programmes in some selected secondary schools in Juja Zone
of Thika District. The investigation was also prompted by the fact that some
secondary schools have experienced major problems like indiscipline, strikes,
arsonism, drug abuse, poor performance in K.S.C.E and social and anti-social
behaviour.

1.4 Rationale

Students in secondary schools are in a volatile stage of adolescence which is
characterized by identity crisis. It is a stage in which most students rebel
against authority and identify with and respond to peer pressure. They view
their parents as outdated "historical people". This scenario is due to lack of
effective guidance and counselling in the schools.

In 2001, there were urgent calls in the electronic, print media, church quarters,
parents, teachers and politicians among others, on the need to re-emphasize
the importance of having effective guidance and counselling programmes as a
step towards curbing the prevalent unrests in many secondary schools.
Between May and July, 2001, there were over 40 secondary schools that were closed due to unrests.

Due to this high prevalence of unrests, President Moi ordered the Ministry of Education to appoint a commission led by Wangai (2001) to investigate the root cause of this rampant spread of unrest. A report from provincial committees on discipline revealed that issues of administration, living conditions and academics were primary causes of student's unrests. Another observation was that there was "copy-cat" nature of some unrests. This was a situation where students rioted after watching televised violence.

1.5 Statement of the Problem

The Kenya government has formulated policies towards the management of education in our learning institutions. In spite of all these, our learning institutions have been confronted with increased cases of students' unrest. The first case of students' unrests was reported in Maseno in 1908.

In the 1970s, these kinds of unrests were mainly common in secondary schools and middle level colleges and tertiary institutions characterised by violent and wanton destruction of property. Between 1980-1990, an upsurge in the number of unrests increased from 22 (0.9%) to 187(7.2%) according to the Report of the Task Force on Student Discipline and Unrest (2001). The report asserts these figures could have been higher-owing to unrecorded cases.
The dramatic turn of events of students’ unrest occurred at St. Kizito Mixed Secondary School in Maua, Meru on 13/7/1991 when male students invaded the girls’ dormitory and violently raped a number of them. Tragically, 19 girls lost their lives in the melee. As a consequence of the tragedy, President Moi appointed a presidential committee on students' unrest and discipline in Kenyan secondary schools. Some recommendations were made and implemented. Another tragedy occurred in Nyeri High School, 1999 where four prefects were locked up while they were asleep and burnt to death using petrol.

This was not the last such case. There was the case of Kyanguli Secondary School, 2001 arsonist attack by fellow students where 68 students were burnt to death and scores injured. It is therefore, important to find out what the root cause of all these is and establish whether guidance and counselling could help address such issues.

In Kenya, there is great emphasis on academic excellence in public secondary schools by educators, parents and other stakeholders. This has put a lot of pressure on the students and the teachers. This pressure could be overcome by emphasizing guidance and counselling in schools so that students do not resort to anti-social activities.
1.6 Research Questions

The study intended to answer the following questions.

1. a) To what extent is guidance and counselling carried out in the schools?
   b) What types of guidance and counselling programmes are offered in the schools?

2. a) What are the problems that hinder the extent of guidance and counselling in schools?
   b) Do students go for guidance and counselling programmes in the schools?

3. a) Are the counsellors professionally trained?
   b) Do they carry out the guidance and counselling programme appropriately?

4. a) Are school teachers involved in guidance and counselling at various levels?
   b) Does lack of proper guidance and counselling contribute to indiscipline problems in the schools?

1.7 Objectives

The following objectives were formulated for the study:

1. a) To find out the extent guidance and counselling are carried out in schools.
   b) To investigate what types of guidance and counselling programmes are offered in the schools.

2. To find out problems that hinder the extent of guidance and counselling
programmes in the schools.

3 a) To investigate how many students go for guidance and counselling programmes in schools.

b) To establish whether the counsellors are professionally trained.

c) To find out whether counsellors carry out the guidance and counselling programmes appropriately.

4 a) To establish whether teachers are involved in guidance and counselling at various levels in schools.

b) To investigate whether lack of proper guidance and counselling contributes towards indiscipline problems in the schools.

1.8 Assumptions

The researcher had the following assumptions:

a) That guidance and counselling programmes should be included in the secondary school syllabus.

c) That the teachers in charge of guidance and counselling are professionally trained.

d) That the Teachers Service Commission appoints Guidance and Counselling teachers.

1.9 Significance of the Study

This study will assist the education administrators and curriculum developers in coming up with a curriculum that emphasizes on guidance and counselling.
Lack of this compels our children to resort to drug-abuse, school drop-out and indiscipline. The other significance is that the study will benefit the guidance and counselling teachers who counsel students.

1.10 Limitations of the Study

The funds available were not sufficient to carry out a comprehensive study on all the secondary schools in Juja Zone of Thika District. The other limitations were: distances between schools involved a lot of travelling and were time consuming and lack of cooperation from some teachers and students to give information willingly and freely. Also, there was inadequate local literature to support the study, hence most of the literature was based on USA sources.

1.11 Definition of Terms

Counsellor: A professionally trained teacher in the field of guidance and counselling beyond professional teacher training.

Counselling programmes: These are programmes conducted between the counsellor and counsellee in private.

Guidance programmes: These are programmes whereby individual students are offered help generally or particularly in certain areas or in given problems.
2.1 Introduction

Every country heavily invests in its youth because they are the future leaders. Those charged with the responsibility of guiding the youth have a prime role to play in order that there is wise investment in human resources. It is in this light of the seriousness of offering guidance and counselling services that the Ministry of Education set up a unit on educational vocational guidance and counselling in 1971 in Kenya.

The unit issued among other materials, a manual entitled, *A Handbook for Guidance and Counselling* (1971). This handbook lists the various responsibilities of career masters with regard to counselling. It also provides a comprehensive list of careers open to school leavers and the requirements for each.

Despite this effort by the Ministry of Education, there has been lack of effective counselling programmes in secondary schools. Hence, there is urgent need to have professionally trained counsellors to handle guidance and counselling in educational institutions.

The Koech Commission (1999) recommended that:

>A national programme be instituted for the professional training of teachers to handle guidance and counselling in education and training.
Psychological guidance begins immediately a child is born. Parents through the home as an agent of socialization play a significant role in formation of sound moral behaviour. The type of parenting style greatly influences what kind of a child one is going to become in life. This parenting is important for social, moral, emotional, physical and intellectual development. This calls for the presence of the parent at home. However, with the demands of modern economy, there are many homes where parents are away from home in quest for a source of living thus children are left alone for long hours at the mercy of care-givers, television, other electronic media or fellow peers.

Riccio and Quaranta (1968) observed:

> With both parents away from home more than ever before, the home no longer has the training function it once had in the lives of boys and girls. Functions are more frequently fulfilled by parent-surrogates. Teachers and counsellors are often asked to fulfil what in the past were viewed as parental roles.

School is therefore, the next social institution that the child joins to gain education. The school plays a very significant part in the life of a child. It exerts the greatest influence on the psychological growth of the children.

### 2.2 Guidance and Counselling Today

Modern societies have a steady increase pace of development which continues to affect the personal adjustments in society, work, family and schools; making them more intense and complex for each succeeding generation. This
has inevitably affected the education of the youth and exposed them to environmental problems which affect their development.

Lambert, Rothschild, Atland and Grøen (1979) stated that:

probably in no stage of life is characterized by rapid changing manifestations of emotionality than the period of adolescence.

In view of the above citation, the establishment of a well-organized guidance and counselling department in each secondary school in Kenya is very important in order to deal with students' various problems, characterized by the adolescence stage. Since our contemporary society seems to be changing rapidly, the traditional African society, which upheld authority connected with obedience, cultural norms, is also disappearing very fast. In our modern world, unquestioned instructions are no longer accepted by the youth. The new expectations are based on consultation and participation in decision making between equals unlike the past where students were recipients of orders in the authoritarian type of education system. Students are increasingly aware of their rights and when they feel they are intrigued they react. This calls for appropriate guidance and counselling programmes in order to approach given situations suitably.

If enhanced properly in secondary schools, guidance and counselling among the Kenyan youth, for example, may create free communication between students, teachers and administrators. This may eliminate animosity and stress created by lack of freedom of expression.
This is because one of Kenya's educational objectives is to make the youth proud of our culture. This is very difficult in today's world especially the 21st century because our society has been adulterated by Western cultures. Our youth like identifying with these cultures and most of them end up aping those Western practices that are not socially acceptable in Africa. The mixture of infiltration of different cultures has confused the youth, hence contributing to some moral decay in our society.

The Western culture has brought about social evils like homosexuality, lesbianism, extortionism, transvestitism and exploitation of the poor and the weak. As a result, the Kenyan youth have become violent in societies, homes, streets, schools and other social places due to the effect of televised violence on them. Drug abuse and dishonesty in examinations are characteristics of lack of effective guidance and counselling in the social fabric. The most abused drugs include cocaine, bhang, tobacco, marijuana, chang'aa, kuber, glue, among others. This study investigated the extent guidance and counselling are carried out in selected secondary schools in Juja Zone of Thika District against these vices.

The Wangai Commission (2001) recommended:

That National Agency for the Campaign Against drug Abuse (NACADA) with the Ministry of Education to work closely to contain the problem of drugs and drug abuse in schools. The school management should seek provincial administration and entire school community to eliminate the problem of drugs from schools.
The commission also asserts that religious and social values formerly widely acknowledged are no longer accepted as having universal validity. There are many students who also drop-out of school due to financial, handicap, family problems and other social constraints. These end up being potential trouble-makers in society.

If these drop-outs are not positively guided and counselled against bad habits, they will influence other children outside and within the school environment. High poverty and unemployment levels have also led to some activities that encourage school dropouts, absenteeism and general truancy especially engaging in picking coffee, miraa, tea, cane, sand harvesting, fishing and other economic activities. This disrupts normal school routine thus the outcome is lack of syllabus coverage by the individual.

The need for counseling is therefore greater in our era than ever before. Each person in the modern society faces more complex situations than his forefathers did. Young men and women have to make choices out of thousands presented to them but eventually they feel the outcome of choices was not satisfactory.

Cohesiveness in modern Kenya has crumbled. It is therefore, imperative that the school counsellor knows these social environmental changes and the extent to which these affect the individual.
The other factor is that the social fabric of the society has been destroyed and the over-emphasis on examinations has reinforced and perpetuated competitiveness at the expense of moulding integrity of character and inculcating values of cooperate ethics among students. There is evidence of over-emphasis of cognitive aspects of education at the expense of the affective aspect, which contributes to development of desirable character and values cherished by the society.

Shertzer and Stone (1971) asserted that:

Education has a responsibility to develop the unique qualities of each individual. More specifically, it should enhance the individual's skills in the arts, sciences, social adjustment and personal philosophy as well as his skills in vocational endeavors. This uniqueness of an individual often finds its ultimate expression, in highly personal activities outside his occupational endeavor. Through education, he has the opportunity to enlarge his special interests, abilities and talents.

In Kenya, our current curriculum is overloaded and emphasizes heavily on examinations. Learners in all formal institutions have hardly any free time to engage in general studies beyond the prescribed textbooks. They can only find solace in counselling.

Eshiwani (1981) observed that:

Despite the fact that the Department of Educational Psychology has been most active department in graduate studies, there are glaring gaps in educational research directly connected with it, tests and tests construction, guidance and counselling, student behaviour and attitudes.
According to Eshiwani, guidance and counselling programmes have the important role of helping students in secondary schools understand themselves. For example, the issue of "who am I?" in relation to his own expectations, interests and unique background is a necessary preface to any decision making process. In Kenyan secondary schools, long-term guidance and counselling relationships are prohibited by time limit, lack of trained staff and school priorities.

2.3 Vocational/Career Guidance Planning, Placement and Follow-up Activities

The school is responsible for provision of vocational guidance to the students. This is because the school knows every student's ability more than any other body. For this matter, it is in a position not only to advise them regarding possible vocations but also allowing them to make decisions for themselves (Tumuti, 1985). The school can gather useful information that will help students reach appropriate vocational choices. Most important is that the public entrusts the schools with the responsibility of guiding the students in their vocational decision making.

Kenya is faced with specific challenges from the global arena, some of which are due to expansion of scientific technological education at all levels for the
production of sufficient human resources which are meant to meet the demands of a newly industrialized nation.

Ananda (1976) analyzed vocational guidance as:

The process of assisting an individual who possesses certain assets, abilities and possibilities to select from many occupations one that is suited to himself and then in preparing for it.

In general, Ananda contended that guidance and counselling programmes should help a student in making appropriate choices from the readily available ones and prepare them psychologically and socially to face the challenges of the world of work. Therefore, they should yearn to seek alternative ways of getting themselves earn some living through innovation and creativity. The sentiments of Shertzer and Stones (1971) on adjustment and vocational training agree with those of 8-4-4 syllabus. The syllabus states that the goal of education is to produce well-adjusted members of society who will fit in the world of work in order to be self-reliant, thus:

... as the process of fashioning a vocational identity through differentiation and integration of the personality as one confronts the problem of work in living.

Careers are viewed as an advantage, an expectation of society, and a necessity of psychological freedom. Since the job market in Kenya has dwindled and thus no guarantee of employment, the counsellor needs to seek ways of offering useful information that will portray the actual situation as it is and
point out areas that still require personnel so that students can go for subjects that will lead them to those courses after completion of their programmes.

The foregoing observation stresses the importance of planning, placement and follow-up activities. In planning, there is choice or decision which in turn determines, placement. Placement is centred on the student rather than institution centres. It involves in-school and out-of-school activities. Good placements result in opportunities for the individual to develop and achieve what matches with his objectives. Follow-up is the process conducted to determine whether the individual is developing in his placement. A student needs help to understand what is required in his situation and weigh his personal development within the situation with regard to his short range and long range objectives.

Through planning, gender bias against girls can be eradicated and they can develop broader ranges of skills and raise their aspirations beyond those influenced by stubbornly persistent assumptions regarding 'women roles' and 'women interests'. The capabilities of many girls are not being developed to their maximum potential. Many competent girls who graduate in secondary schools do not attend college. The ratio of women to men in the labour market is lower. Guidance and counselling should appraise girls to realize that they can fit in any profession or training. This can be enhanced through development of a strong self-concept, which is positive.
2.4 Appraisal Services

This is an essential part of guidance and counselling programmes in secondary schools. It involves data collection and analysis. The data are personal, psychological, and social. The basic principle of individual pupil's appraisal is because individuals are different as well as alike. These services are concerned with highlighting the individuality of each student.

Chauhan (1982) stressed that:

An important purpose of appraisal services is to gather information about students that will aid them in understanding themselves and make meaningful decisions about their future career.

These services are also used to assist teachers and parents in helping the students and understanding them. According to Cronbach, 1970, there are two philosophies of testing psychometric and impressionistic, which have influenced contemporary interpretations of human behaviour. The psychometric approach obtains numerical estimates of single aspects of performance. The impressionistic approach was developed by Gestalt Psychologists who sought to understand an individual's dynamic characteristics through all available means and merge these to form a total picture.

2.5 Information Services

It is very essential for guidance and counselling programmes to provide maximum information services to adolescents and adults which may assist
them to plan their future satisfactorily and may enable them to face the challenges of today and tomorrow in the society.

These services are provided to give students general education, vocational guidance and counselling. HIV/AIDS is generating a lot of pressure for it to be taught and put on the electronic media. This is to complement the information students get from school counsellors, teachers, parents, close-friends, newspapers, radio, television and the clergy.

In the 8-4-4 system, each level was aimed at being terminal so that one could get some employment. There has been mismatch on the expectation of graduates of each level and the reality on the ground. It is not surprising to note that the youth of today are not keen in manual work rather they all yearn to be assimilated in the white-collar sector. This sector is flooded and the government cannot afford to employ all of them.

The Gachathi Report of (1976) recommended that;

The educational system and training be integrated with rural environment in order to respond to the needs of the rural population; in terms of general or basic education (literacy, numeracy, general science and environment studies).

The report recommended the strengthening of the teaching of agriculture, animal husbandry and home science. Despite many similar recommendations
by other reports, the attitude of the youth has not changed. On information service provision, Hoppock (1967) points out that:

Information is used in counselling to help the client to clarify the goal that he wants to reach to move in the direction in which he wants to go, so long as the goal and the means of obtaining it are not injurious to others.

Guidance and counselling programmes under information services should assist students in making wise decisions in order that they mutually exist with others, while struggling to attain their goals. In a study of the occupational goals of students, Speer and Jasker (1949) reported that;

Undirected reading of information by the students was significantly less valuable than directed reading that had been suggested by the counsellor and discussed with him after it had been read.

This indicates that not only should counsellors provide information to the student, but also should provide assistance on how to use it. A good number of schools conduct special conferences to present educational, occupational and personal-social information to students. However, the extent may be varied. Furthermore, there are schools, which require enhancing on this aspect in order to transmit useful information to students.

The meaning to guidance programme is given through individual attention. This is counselling that is accepted without conditional restrictions. For this matter, there is need for training, value system, perception of role, and the needs for the individual being helped. Individual guidance and counselling can help an individual understand himself and his world.
Gustad (1953) defined individual counselling as:

Counselling is a learning-oriented process, carried on in a simple one to one social environment, in which a counsellor, professionally competent in relevant psychological skills and knowledge seeks to assist the client by methods appropriate to the latter's need to learn more about himself, to learn how to put such understanding into effect in relation to more clearly perceived, realistically defined goals to the end that the client may become a happier and more productive member of society.

In the world today, most students experience discontinuities and uncertainties in their lives. Modern life has been characterized by an age of conflict, turmoil and uncertainty. As a consequence, many bases upon which decisions could be made have been removed from the experience of students. An individual may want help from counselling services when he is troubled. Individual counselling seeks to enhance personal growth and development to achieve harmony with the environment and recognition of individuality.

2.6 Group Counselling

Group counselling developed by Jacob Moreno (1960) was meant to study the problems of individual members of a group and help them in solving their members' problems. Group counselling can increase the individual acceptance of themselves and improve their ability to relate to others. The needs of students may be met by various activities, many are common and universal. Satisfaction of these needs is important for the adjustment and development of an individual.
Asch (1952), has pointed out the complexity of understanding group behaviour.

The paramount fact about human is that there are happenings that are psychologically represented in each of the participants in our relations to an object, perceiving, thinking, and feeling takes place on both sides and in dependence upon one another .... We interact with others, not as the paramecium does by altering the surrounding medium chemically, nor as the ants do by smell and thoughts that are capable of taking into account the emotions and thoughts of others. Such interaction is in general as consciousness is to biology in general.

The extent to which this group counselling is carried out in a school will be quite essential in order to help students overcome their numerous problems. Effective group counselling helps each person understand why he feels the way he does, learn what information or skills are needed to master his problems, and develop the capacity to act upon his problems. Through group counselling a student learns to express himself in action, feelings, and attitudes. Initially, the communication may be between individual group members and the counsellor, but soon the counsellor shifts this interaction to the other group members.

Mahrler (1969) states that;

Students who have completed a group counselling experience appear to be able to transfer their learning to subsequent group interaction. In classes, they are more likely than before to speak up and to offer their own ideas and beliefs. Moreover, with increased confidence in their own perceptions, they tend to meet the unexpected with a great deal more zest and less fear.
Many counsellors have observed that some students respond in a group of peers than in individual counselling relationship. This is because peer group acceptance is paramount at adolescent stage so is sharing reactions and ideas, define meaningful life situations, and to gain independence.

Modern world's challenges have led to many anti-social activities. These have been widely reported in the print media and electronic media citing incidences of cannibalism, human sacrifice, rape and sex orgies, nudity and presence of snakes during rituals said to be part of devil worship. These activities are posing a major threat to the educational institutions and the nation at large. The youth involved in these activities seem to regard them acceptable since they have witnessed them in wider society and no stern measures have been taken on the culprits. A measure to curb such anti-social activities could be through redefining the national social values and ethics.

Gachathi Report (1976) recommended that;

A major exercise re-defining the naturally accepted social values and ethics be undertaken by a committee comprising representatives from the civil society, religious organizations and the government. The information from this exercise be used for the formulation of new syllabus on Social Ethics Education.

Social Ethics Education has since been introduced in secondary schools. However, nothing much has changed. The course is also an elective so not all students take it in senior classes.
2.7 Guidance and Counselling Personnel

Guidance and counselling is done by school administrators, inspectors, teachers and some trained counsellors. Majorities have no training as counsellors. Some only have elementary levels of training from Teacher Training Colleges and at first degree level.

Some may have gained some form of training through some in-service training courses organized by guidance and counselling services. The constraint of guidance and counselling services include shortage of staff and facilities, another is reluctance to establish guidance and counselling programmes and lack of sufficient research which has been persistent in the present day.

Guidance and counselling services in all education training institutions is very important so that professionally trained teachers should handle the services. They should render these services to parents and guardians of the learners that they are expected to cater for. This calls for not only professionalism but also for maturity and dedication to duty on the part of the teacher counsellor.

Some studies have been conducted to find out from whom to seek help in the wake of problems. These studies include those of Kebaya (1987) who found that friends were the first choice as helpers of students who had social problems. Umoh (1984) agreed with the statement but emphasized that the
nature of the problem will determine where help is sought and the availability of the help-giver.

Howard (1977) conducted a study on the attitude of students towards counselling at a predominantly black University. He found that:

The predisposition to seek out counselling services depends on the type of problem. Most respondents were willing to discuss with the counsellor matters related to vocational and educational concerns; however, for personal adjustment problems there was a significant decline in the frequency with which the counsellor's help was sought.

Although the above study was done in USA, there is introduction of peer counselling in most schools in Kenya. This is because peer counselling tends to make students feel free with their fellow-students. It is therefore necessary that peer-counsellors be trained by professional counsellors in order to undertake this important role appropriately and guide students on how to conduct themselves so that they are good role models.

2.8 Summary of Related Literature

The literature reviewed in this chapter dwelt on the guidance and counselling programmes that should be offered in secondary schools in order to meet the varied challenges of the modern world.

For guidance and counselling programmes to be effective, there is need that the department is well-equipped, and well-manned: offers all the essential services to all students and focuses on individual and group issues for it to
perform the part it is charged with; of moulding the students in an all-round aspects, preparing them for life through proper adjustment to meet all odds and ends of modern world which is rapidly getting very technological.
CHAPTER THREE
METHODOLOGY

3.1 Introduction
This chapter describes the study population sample, sampling technique, research instruments and data collection procedure.

3.2 The Research design
The study investigated the extent of guidance and counselling programme in some selected secondary schools in Juja Zone of Thika District. A descriptive survey design was employed. A survey research attempts to describe what currently takes place in a social system.

3.3 The study sample
The subjects involved in the study to investigate the extent of guidance and counselling in secondary schools in Juja Zone of Thika District involved 150 secondary students drawn from five schools that were randomly selected out of public schools in the zone. Seventy-five boys and Seventy-five girls were randomly selected through a ballot system. Thirty students from each school were involved. The schools were selected through stratified method.

There were two boys boarding schools, one girls boarding, one girls' day school and one mixed boarding school. Twenty teachers were also selected from the five schools through ballot system. Equal representation of male and
The researcher visited each school and obtained Form Three class lists. The sampling of students was done randomly. Thirty students were sampled from each of the five schools. This was done through ballot papers, which were written on: 'yes' or 'no'. Each student was asked to come and pick one ballot paper. Those who picked 'yes' were ticked in the class lists and were automatic participants in filling the questionnaires. A total of 150 students were then sampled.

The same procedure was used for teachers. The researcher was introduced to the teachers by the headteachers or deputy headteachers. For the selection of teachers, a staff roll was used. The ballot boxes were used, one for male teachers and one for female teachers.

In the end two male teachers and two female teachers were selected from each of the five schools. The headteachers and counsellors of each of the five schools were automatic qualifiers. A total of twenty teachers, five headteachers and five teacher counsellors were finally selected.

3.5. Research Instruments

Direct contact questionnaires were used for data collection. Direct contact questionnaires were found suitable because they would facilitate good rapport with the respondents.

Four instruments were developed. There was a questionnaire for headteachers, teachers, teacher counsellors' and students in secondary schools in Juja Zone, Thika District. The headteachers' questionnaire had 27 items. The teachers'
questionnaire had 19 items, the teacher counsellors questionnaire had 26 items and the students' questionnaire had 29 items. All the four questionnaires solicited views from headteachers, teachers, teacher counsellors and students through each item. They were both open-ended and close-ended.

3.6 Pilot Study
The instruments were discussed with some experienced teachers and the supervisor. Necessary adjustments were made after establishing the validity and reliability of the instruments. A headteacher, a teacher counsellor, four teachers and twenty students were randomly sampled from the pilot secondary schools to participate in the exercise. After their comments, the instruments were modified. There was also analysis of the questionnaires by the researcher. This was meant to establish further the reliability of the items. The reliability coefficient was calculated using the spearman's correlation coefficient and it was established to be 0.5. This was a high significance especially considering the sample of the pilot study.

3.7 Administration of Instruments and Data Collection
An introduction letter from Kenyatta University was presented to headteachers in order to undertake the study in the sampled schools. After permission was granted, time was set to visit the sampled schools to personally administer the questionnaires on appointment. The participants
were allocated a room where the researcher was introduced to students before distributing the questionnaires to them. She stayed in the room throughout the exercise and assisted those who did not understand certain items.

The headteachers and counsellors were given questionnaires to fill at the same time with teachers. Later, the researcher collected all the completed questionnaires from headteachers, teachers, teacher counsellors and students for analysis of their responses.

3.8 Data Analysis

After obtaining the required information from the questionnaires, it was coded for analysis. This was done after scrutinizing the responses in the questionnaires. Descriptive statistics were then used to analyse the collected data.
4.1 Introduction

This chapter presents the results of data analysis and their interpretation. The results are presented in the form of tables showing frequency distributions and percentages. The chapter is organized according to the research questions that guided the study and the items in the headteachers, teachers, teacher counsellors and students' questionnaires on the extent guidance and counselling are carried out in five selected secondary schools in Juja Zone, Thika District.

A total of 180 subjects successfully completed the questionnaires. Out of these, 150 were Form Three students, 5 headteachers, 5 teacher counsellors and 20 teachers.

The questionnaires had both open-ended and closed-ended questions or items. The items sought to know the existence or non-existence of guidance and counselling programmes in the study schools, how they are run and students' attitudes towards counselling services and their preference for help-givers.

4.2 Results

When data on the existence of a guidance and counselling department were analysed, the results were varied as discussed below: The breakdown of respondents by gender is that three (3) headteachers were male (60%), two (2)
were female (40%), four (4) teacher counsellors were male (80%), one (1) female (20%), ten (10) teachers were male (50%) and ten (10) were female (50%). Seventy - five (50%) of students were boys while another 75 (50%) were girls. The responses of the above population on the existence of guidance and counselling department in the schools are presented in table IV.1

Table IV. 1: The existence of guidance and counselling department in schools.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Number</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers</td>
<td>5</td>
<td>5(100%)</td>
<td>-</td>
</tr>
<tr>
<td>Teacher counsellors</td>
<td>5</td>
<td>4(80%)</td>
<td>1(20%)</td>
</tr>
<tr>
<td>Teachers</td>
<td>20</td>
<td>10(50%)</td>
<td>10(50%)</td>
</tr>
<tr>
<td>Students</td>
<td>150</td>
<td>145(96.6%)</td>
<td>145(3.4%)</td>
</tr>
</tbody>
</table>

From the above table, all the headteachers 5(100%) admitted that guidance and counselling existed in their schools. Majority of the teacher counsellors 4(80%) and students 145(96.6%) agreed it existed. Half the teachers 10(50%) did not agree while 10(50%) of them agreed. These findings confirm that there is a department of guidance and counselling in each of the five schools. For those few students and teachers who are not sure of its existence should be made aware. Four (4) teacher counsellors responded by indicating that they conducted the services (80%). However one (1) teacher counsellor gave no response (20%).
Fifteen (15) or 75% of the teachers confirmed that teacher counsellor conducts the services whereas five (5) or 25% of the teachers said class teachers conduct it. Majority of students responded by indicating that the teacher counsellor conducted the services, that is, one hundred and forty four (144) students (96%). six students (4%) said there was no guidance and counselling teacher.

From the above responses, there is no absolute congruencies among the respondents that the teacher counsellor conducts the services. It indicates that some other teachers also conduct the services like class teachers and subject teachers. The implication here is that subject and class teachers are very significant in guiding and counselling because they have direct contact with students and they should therefore, be incorporated in the guidance and counselling services. It also indicates that the teacher counsellor may be inaccessible to all students possibly due to lack of contact directly, or lack of sufficient time. Table IV.2 below shows the headteachers, teacher counsellor and teachers’ responses on who appointed the teacher counsellors.
Table IV. 2: Showing responses by headteachers, teacher counsellors and teachers on who appointed the teacher counsellor.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>TSC appointee</th>
<th>Headteacher appointee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers</td>
<td>2 (40%)</td>
<td>3 (60%)</td>
</tr>
<tr>
<td>Teacher counsellors</td>
<td>2 (40%)</td>
<td>3 (60%)</td>
</tr>
<tr>
<td>Teachers</td>
<td>11 (55%)</td>
<td>9 (45%)</td>
</tr>
</tbody>
</table>

Table IV.2 above shows incongruence on the appointment of the teacher counsellors. Two headteachers (40%), two (2) teacher counsellors (40%) and eleven (11) teachers (55%) indicated that T.S.C appointed the teacher counsellors. On the other hand three (3) headteachers (60%), three (3) teacher counsellors (60%) and nine (9) teachers (45%) indicated that teacher counsellors were appointed by headteachers.

The above findings indicate that not all teacher counsellors are T.S.C appointees. It is important that T.S.C appoints a teacher counsellor for every secondary school in Kenya. They should be professionally qualified and given the job as part of their official duty, which should be timetabled. Table IV. 3 illustrate the teaching experience of the teacher counsellors and the teachers.
Table IV.3: Teaching experience of the teacher counsellors and teachers.

<table>
<thead>
<tr>
<th>Experience (years)</th>
<th>Teacher Counsellor</th>
<th>%</th>
<th>Teachers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>1</td>
<td>20%</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>6-10</td>
<td>1</td>
<td>20%</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>11-15</td>
<td>1</td>
<td>20%</td>
<td>9</td>
<td>45%</td>
</tr>
<tr>
<td>16-20</td>
<td>2</td>
<td>40%</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5</td>
<td>100</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table IV.3 indicates that teacher counsellors and teachers had served from a range of 5-20 years. One teacher counsellor had served for between 0-5 years (20%), another had served between 6-10 years (20%). One other had served between 11-15 years (20%). The longest serving were two (2), between 15-20 years (40%) on the side of teachers, four had served for between 0-5 years (20%), six had served for between 6-10 (30%) and nine teachers had served between 16-20 years. 80% of the counsellors had a long experience of between 6-20 years. Long serving teacher counsellors should be engaged in guidance and counselling programmes. Among the teachers, 80% of them had a long period of service of between 6-20 years. Such teachers have experience and should be engaged in guidance and counselling programmes.

Table IV.4 below represents teacher counsellors and teachers' duration of service in the current school.
Table IV.4: Showing teacher counsellors and teachers duration of service in the current school.

<table>
<thead>
<tr>
<th>Service period (year)</th>
<th>No. of teacher counsellor</th>
<th>%</th>
<th>No. of teachers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>2</td>
<td>40</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>6-10</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>11-15</td>
<td>1</td>
<td>20</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>16-20</td>
<td>1</td>
<td>20</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Over 20</td>
<td>1</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td>5</td>
<td>100</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

TABLE IV.4 above indicates that majority of the teacher counsellors have served for between 6-20 and over years (60%) whereas majorities of teachers have served for a short period of between 0-5 years (60%). Teachers with long experience in the school know the tradition of the school. They could possibly be effective in the running of guidance and counselling programmes. Such teachers ought to be identified and trained in guidance and counselling then officially get posted to run the departments.

Table IV.5 below shows responses on the professional qualification of teacher counsellors and teachers.
Table IV.5: Professional qualification of teacher counsellors and teachers.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>No. of teacher counsellors</th>
<th>%</th>
<th>No. of teacher</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bed</td>
<td>2</td>
<td>40</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Diploma in Education</td>
<td>1</td>
<td>20</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>UT graduate</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>SI</td>
<td>1</td>
<td>20</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Totals</td>
<td>5</td>
<td>100</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Results in Table IV.5 shows that majority of teacher counsellor and teachers are professionally qualified. Only 20% teacher counsellors and 5% teachers are not professionally trained teachers.

Teacher training colleges and universities offer a unit in guidance and counselling. However, this is not sufficient to make one effective in the programme. There is need to train all teachers in guidance and counselling through offering one year or so training on the programme so that they can gain more professional skills.
4.2.1 Age of students

According to the responses, all students who participated in the study were between 16 years and 19 years old. These students are all teenagers. This stage is marked by a lot of psychological and social problems and there is serious need to offer a full range of guidance and counselling programmes. To meet demands of these adolescents.

Table IV.6 below shows responses on whether the teacher counsellor is effective or not.

Table IV. 6: Effectiveness or ineffectiveness of teacher counsellors in the schools.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Effective</th>
<th>%</th>
<th>Ineffective</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers</td>
<td>Experience/commitment/dedication</td>
<td>60</td>
<td>Lack of training/not qualified</td>
<td>40</td>
</tr>
<tr>
<td>Teachers</td>
<td>- involves many teachers</td>
<td>40</td>
<td>- No department</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>- helped many students</td>
<td></td>
<td>- Students avoider and prefer peers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- reduced indiscipline through peer counsellors</td>
<td></td>
<td>- No follow-up</td>
<td></td>
</tr>
</tbody>
</table>

Table IV.6 above indicates that there is incongruence on the effectiveness or ineffectiveness of the teacher counsellor in the study schools according to headteachers and teachers. Three headteachers' responses on effectiveness indicate that experience, commitment and dedication are the measures used (60%). There is no mention of professional qualification as a yardstick. This
was cited as the main reason for ineffectiveness by two headteachers (40%). Thirteen teachers said the department was effective because it had helped many students, involved many teachers and reduced indiscipline through peer counsellors. (65%). However, seven teachers (35%) indicated that the department was ineffective because there was no department, follow-up and that students opted for peer counselling than teacher counselling.

From the above finding, it is imperative that the department is not absolutely effective. Training of the counsellor, cultivation of confidence in the students, follow-up activities are important to make the department effective. Table IV.7 shows headteachers and teacher counsellors' responses on whether they have attended some courses on guidance and counselling.

**Table IV.7: Courses attended by teacher counsellors.**

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of headteacher</th>
<th>%</th>
<th>No. of teacher counsellors</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>20</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>80</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

Table IV.7 above indicates that not all teacher counsellors had attended courses in the last one year. The headteachers' responses indicated that one (1) had attended (20%) and four (4) had not (80%). Response by counsellors showed three (3) had attended (60%). Investigation by the researcher on the
duration indicated that only one counsellor had undergone counselling courses for two (2) years. The others attended for short periods ranging from one (1) week to three (3) weeks. Regular attendance of courses is very important especially for non-professional counsellors in order that they may keep abreast with modern techniques of conducting the services for purposes of effectiveness.

On conducting counselling services, all the subjects contended that services are conducted during free time and in some cases class some teachers use time for these purpose. It is important to have set time for these services in the timetable so that there is effectiveness since the teacher counsellor may be unable to have free time to spare since he has other commitments.

The researcher further found that the teacher counsellor was a regular classroom teacher and majority of them had a heavy workload. This contributed to ineffectiveness because they have to attend to their teaching duties.

Table IV.8 below shows teaching load of the teacher counsellors.

Table IV.8: Teaching load of teacher counsellors.

<table>
<thead>
<tr>
<th>Work load (no. of lessons)</th>
<th>No. of teachers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>
Table IV.8 indicates that three teacher counsellors have a heavy load of 24 lessons (60%) whereas two teacher counsellors had between 14-18 lessons (40%). It is comparative from the above finding that the teacher counsellors are unable to meet the demands of guidance and counselling along with their teaching assignment. A teacher counsellor should have a very light load or be assigned counselling work exclusively.

Investigation on existence of guidance and counselling room showed varied responses. Table IV.9 below indicates the existence or non-existence of the office, according to the four groups of respondents.

Table IV. 9: Existence or non-existence of counselling office

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers</td>
<td>3</td>
<td>60</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Teacher counsellors</td>
<td>2</td>
<td>40</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Teachers</td>
<td>10</td>
<td>50</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Students</td>
<td>71</td>
<td>47.3</td>
<td>79</td>
<td>52.6</td>
</tr>
</tbody>
</table>

Table IV.9 above shows different responses on existence of guidance and counselling office. It therefore implies that some schools do not have offices whereas others have. These results point out that teacher counsellors have to look for alternative rooms or places to conduct the services. A consequence of
this can lead to students' unwillingness to attend the services. Further investigation by the researcher indicated that the existing rooms for guidance and counselling were shared. This reduced the level of privacy for the teacher counsellor and the students thus, possible fear among students may have resulted. Table IV. 10 below shows the equipment and materials that exists in the department according to teacher counsellors.

Table IV. 10: Availability of equipment and materials

<table>
<thead>
<tr>
<th>Equipment</th>
<th>No. of counsellors</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Few chairs</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Few files</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>A locker</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>A cupboard</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

From table IV.10, it is evident that the guidance and counselling departments are scantily equipped in all the five study schools. It is important to have a fully furnished department with appropriate furniture and materials for efficiency and effectiveness.

Table IV. 11 give responses by headteachers and students on the location of the guidance and counselling department office.
Table IV. 11 shows that one headteacher said counselling office is located near classes (20%) while thirty-nine students said it is located either near classes or near offices. (54.1%). This location can affect students' willingness to attend due to lack of privacy.

Two headteachers indicated they are in an exclusive location (40%). Some thirty-three students indicated that they were located far from offices (45.8%).

Two headteachers responded by indicating that there was no office (40%)

Non-existence of an office is serious because the services may have to be conducted anywhere. This may hinder privacy or due to lack of permanent room leading to students' inability to seek help. It is therefore important that
every school should have an office and more so, be located in a private and convenient site.

Table IV. 12 below give headteachers, teacher counsellors and teachers' responses on whether there are cumulative record folders or other records kept for students.

Table IV. 12: showing whether students' records are kept

<table>
<thead>
<tr>
<th>C.R.F/other records/ Response</th>
<th>No. of Headteachers</th>
<th>%</th>
<th>No. of Counsellors</th>
<th>%</th>
<th>No. of Teachers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>20</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>80</td>
<td>4</td>
<td>80</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5</td>
<td>100</td>
<td>5</td>
<td>100</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table IV.12 above indicates that there are some records kept. However, the researcher established that there were no records kept. The 20% responses from headteachers implied that records are filed, whereas the 20% similar responses by teacher counsellors revealed there was only one general file. The eight teachers indicated that they kept the records in exercise books. Majority of the respondents stated that they did not have any records at all. There is need for every student's record to be kept safely for future reference and follow-up of certain issues. Table IV.13 indicates responses from the four groups of respondents on kinds of problems that students face.
Table IV.13: Problems that students face.

<table>
<thead>
<tr>
<th>Problems faced</th>
<th>No. of head-Teacher</th>
<th>%</th>
<th>No. of T. Counsellor</th>
<th>%</th>
<th>No. of teachers</th>
<th>%</th>
<th>No. of student s</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiscipline/Truancy</td>
<td>5</td>
<td>100</td>
<td>3</td>
<td>60</td>
<td>17</td>
<td>85</td>
<td>29</td>
<td>19.3</td>
</tr>
<tr>
<td>Drugs</td>
<td>5</td>
<td>100</td>
<td>6</td>
<td></td>
<td>5</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial/ Fees</td>
<td>5</td>
<td>100</td>
<td>7</td>
<td>40</td>
<td>35</td>
<td>19</td>
<td>12.6</td>
<td></td>
</tr>
<tr>
<td>Family problems</td>
<td>3</td>
<td>60</td>
<td>2</td>
<td>40</td>
<td>35</td>
<td>5</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>5</td>
<td>100</td>
<td>3</td>
<td>40</td>
<td>35</td>
<td>5</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>Social/Emotional</td>
<td>5</td>
<td>100</td>
<td>4</td>
<td>80</td>
<td>35</td>
<td>15</td>
<td>102</td>
<td>68</td>
</tr>
<tr>
<td>Psychological</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor student relationship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer pressure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absenteeism</td>
<td>9</td>
<td>11</td>
<td>11</td>
<td></td>
<td>19</td>
<td>12.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject matter problems</td>
<td>45</td>
<td>100</td>
<td>20</td>
<td></td>
<td>15</td>
<td>12.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure to do homework</td>
<td>20</td>
<td>100</td>
<td>20</td>
<td></td>
<td>15</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physiological (food etc)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Table IV.13 above indicates that students have got very varied problems. The four groups of respondents suggested that students' problems varied in magnitude and from each respondents' perspective. In general, there is need to guide and counsel students on their areas of need. An effective guidance and counselling department could help address these pertinent issues.

Table IV.14 indicates responses by the four groups of respondents on action taken against various students' problems.
Table IV. 14: showing action taken for students' problems.

<table>
<thead>
<tr>
<th>Action taken</th>
<th>No. of H/T</th>
<th>%</th>
<th>No. of Trs.</th>
<th>%</th>
<th>No. S. Resp</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punish the student(s)</td>
<td>2</td>
<td>40</td>
<td>14</td>
<td>70</td>
<td>131</td>
<td>87.3</td>
</tr>
<tr>
<td>Manual work</td>
<td>131</td>
<td>87.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corporal punishment</td>
<td>6</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical punishment (e.g)</td>
<td>33</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kneeling, lying down etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal reprimand</td>
<td>2</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time out</td>
<td>12</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expulsion</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suspension</td>
<td>17</td>
<td>11.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss with another teacher</td>
<td>2</td>
<td>40</td>
<td>16</td>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send to headteacher</td>
<td>3</td>
<td>15</td>
<td>6</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send to Deputy Headteacher</td>
<td>3</td>
<td>15</td>
<td>7</td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send to counsellors</td>
<td>2</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Call parents</td>
<td>2</td>
<td>40</td>
<td>1</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk to a friend/another student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>75</td>
<td>50</td>
</tr>
<tr>
<td>Solve/counsel oneself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
<td>86</td>
</tr>
<tr>
<td>Seek help from teachers</td>
<td>2</td>
<td>40</td>
<td></td>
<td></td>
<td>42</td>
<td>28</td>
</tr>
<tr>
<td>Go to a specific person for a specific problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>19</td>
<td>95</td>
</tr>
<tr>
<td>Talk to a student in confidence</td>
<td>3</td>
<td>60</td>
<td>4</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition (if academic problem)</td>
<td>10</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask them to do the assignment again</td>
<td>6</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reteach</td>
<td>16</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue to the next topic</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involve B.O.G.</td>
<td>1</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table IV.14 indicates there are many actions taken by various people on common problems or persistent problems amongst students. Results show that different people take different approaches. There is clear indication that punishment is used a lot. There is need to use positive measures to reduce
persistent problems so that students can have a positive attitude and avoid doing such mistakes. All relevant people should be enlightened on guidance and counselling so that they can employ right methods in dealing with students' problems. Table IV.15 shows responses by various respondents namely, headteachers, teacher counsellors, teachers, and students on whether students attend programmes voluntarily or not and reasons for doing so or not.

Table IV.15: showing whether students attend programmes voluntarily or not.

<table>
<thead>
<tr>
<th>Mode of attendance</th>
<th>Response of headteacher</th>
<th>Response of teacher counsellor</th>
<th>Response of teachers</th>
<th>Response of students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Voluntary</td>
<td>1</td>
<td>20</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Involuntary</td>
<td>4</td>
<td>80</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Totals</td>
<td>5</td>
<td>100</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

From results on table IV.15 it is clear that not all students go for guidance and counselling voluntarily. Evidently, majority attend involuntarily. It is important to cultivate willingness among students. To effectively help students with their problems, the guidance and counselling department ought to handle students' problems voluntarily.

Table IV. 16 below gives responses of the four groups of respondents on the possible reasons for unwillingness and the approach used to make students attend services.
Table IV.16: Showing mode used for students to attend programmes.

<table>
<thead>
<tr>
<th>Involuntary attendance - mode used for attendance</th>
<th>No. of headteachers</th>
<th>No. of teacher counsellors</th>
<th>No. of teachers,</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invited by teacher counsellor</td>
<td>5</td>
<td>100</td>
<td>5</td>
<td>44</td>
</tr>
<tr>
<td>Referred by headteacher</td>
<td>5</td>
<td>2</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Referred by deputy headteacher</td>
<td>5</td>
<td>4</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Referred by another student</td>
<td>2</td>
<td>4</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Referred by family/parents etc</td>
<td>2</td>
<td>4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Referred by another teacher</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Self referred</td>
<td>1</td>
<td>20</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>Belongs to guidance and counselling club</td>
<td>4</td>
<td>80</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>

Table IV. 16 above indicates that many students go for services when mainly referred by headteachers, teacher counsellors, teachers, deputy headteachers, parents or family, other students, belong to the counselling club and very few refer themselves. Interpretation by the research revealed that they only go when there is a problem. Students should be made aware that these services are free for all not only when they have a problem. They should consult on general things pertaining to their lives.

Table IV.17 below gives responses of teacher counsellors on the number of students they had counselled that term.
Table IV. 17: Number of students who have been counselled.

<table>
<thead>
<tr>
<th>No. of students counselled</th>
<th>No. of counsellors' responses</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1</td>
<td>33.33</td>
</tr>
<tr>
<td>50</td>
<td>1</td>
<td>33.33</td>
</tr>
<tr>
<td>40</td>
<td>1</td>
<td>33.33</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>100</td>
</tr>
</tbody>
</table>

From table IV. 17 above, only three counsellors had conducted guidance and counselling that term. The research found that the two who had counselled between 40-50 students had done so in a group. This was after a problem arose. Implications indicate that two counsellors had not conducted the services. It is important to create general awareness among students, organize seminars, and talks for students every term.

Table IV. 18 indicate students' responses on what they do when faced with a problem of lack of water, shortage of food, electricity etc.
Table IV. 18: Showing students' feelings about shortage of basic necessities.

<table>
<thead>
<tr>
<th>Students' feelings</th>
<th>Responses of students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report to teacher on duty</td>
<td>37</td>
<td>24.66</td>
</tr>
<tr>
<td>Complain to boarding master</td>
<td>41</td>
<td>17.33</td>
</tr>
<tr>
<td>Inform the headteacher</td>
<td>26</td>
<td>5.33</td>
</tr>
<tr>
<td>Protest through boycott of classes</td>
<td>8</td>
<td>2.66</td>
</tr>
<tr>
<td>Damage property</td>
<td>4</td>
<td>8.66</td>
</tr>
<tr>
<td>Inform prefects</td>
<td>13</td>
<td>6.66</td>
</tr>
<tr>
<td>Bear with the situation</td>
<td>10</td>
<td>0.66</td>
</tr>
<tr>
<td>Strike</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>No such problem</td>
<td>3</td>
<td>0.66</td>
</tr>
<tr>
<td>Do all above</td>
<td>1</td>
<td>3.33</td>
</tr>
<tr>
<td>Indifferent</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table IV.18 indicates that when such problems of shortage or lack of basic essentials arise, students respond differently. Majority said they respond by informing relevant people in order to be helped out of the problem. There was a certain percentage (2.66%) that indicated that they resort to boycotts of classes, property damage or strike that is, thirteen respondents (8.65%). The guidance and counselling department has the task of talking to students in order to sensitise them on the importance of dialogue as opposed to violent
means, when any problem arises. Table IV.19 indicates headteachers, teachers, teacher counsellors and students' responses on the type of services offered in the schools.

**Table IV. 19: Types of services offered in the school**

<table>
<thead>
<tr>
<th>Services</th>
<th>Responses of headteachers</th>
<th>Responses of teachers counsellors</th>
<th>Responses of teachers</th>
<th>Responses of students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Individual guidance and counselling</td>
<td>4</td>
<td>80</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Group guidance/counselling</td>
<td>4</td>
<td>80</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Career/vocational counselling</td>
<td>5</td>
<td>100</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>General information, guidance and counselling</td>
<td>5</td>
<td>100</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Appraisal services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole school, guidance and counselling</td>
<td>5</td>
<td>100</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Counselling of problematic cases</td>
<td>5</td>
<td>100</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Academic/Educational counselling</td>
<td></td>
<td></td>
<td>2</td>
<td>40</td>
</tr>
</tbody>
</table>

Table IV. 19 results reveal that not all guidance and counselling services are conducted in the school. According to headteachers and teacher counsellors, general information is offered in all the study schools (100%) and so is
career/vocational guidance and counselling. Group counselling, general guidance and counselling, counselling for problematic cases are not conducted in all schools according to variation in the responses. Findings indicated that no appraisal services are conducted in all the schools. It is vital that all guidance and counselling services are offered in all schools for effectiveness.

Table IV. 20 indicate students' responses or whether they have received guidance and counselling for various purposes.

**Table IV. 20: Showing students' responses on services offered.**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>No. of Responses of students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>61</td>
<td>17.1</td>
</tr>
<tr>
<td>Indiscipline</td>
<td>44</td>
<td>12.3</td>
</tr>
<tr>
<td>Poor performance</td>
<td>75</td>
<td>21.1</td>
</tr>
<tr>
<td>Career</td>
<td>88</td>
<td>24.7</td>
</tr>
<tr>
<td>Jobs</td>
<td>35</td>
<td>9.8</td>
</tr>
<tr>
<td>Personal problems</td>
<td>42</td>
<td>11.8</td>
</tr>
<tr>
<td>None received</td>
<td>10</td>
<td>2.8</td>
</tr>
<tr>
<td>Totals</td>
<td>355</td>
<td>100</td>
</tr>
</tbody>
</table>

Table IV. 20 results shows that students have felt problems in the above mentioned areas and investigations showed that these services were conducted in order to minimize the problems. The guidance and counselling department should keep on addressing emerging problems to avoid explosive situations.

Table IV. 21 below show students' responses on the people who conducted the services.
Table IV. 21: showing people who conducted the services.

<table>
<thead>
<tr>
<th>People who conducted services</th>
<th>No. of students responses</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class teachers</td>
<td>31</td>
<td>9.6</td>
</tr>
<tr>
<td>Subject teachers</td>
<td>56</td>
<td>17.5</td>
</tr>
<tr>
<td>Invited guests/counsellors</td>
<td>70</td>
<td>21.8</td>
</tr>
<tr>
<td>School teacher counsellors</td>
<td>39</td>
<td>12.1</td>
</tr>
<tr>
<td>Parents/guardians/family</td>
<td>26</td>
<td>8.1</td>
</tr>
<tr>
<td>Peers</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>Discipline master</td>
<td>4</td>
<td>1.2</td>
</tr>
<tr>
<td>Headteacher</td>
<td>21</td>
<td>6.5</td>
</tr>
<tr>
<td>Deputy headteacher</td>
<td>23</td>
<td>7.1</td>
</tr>
<tr>
<td>Director of studies</td>
<td>34</td>
<td>10.6</td>
</tr>
<tr>
<td>Total</td>
<td>320</td>
<td>100</td>
</tr>
</tbody>
</table>

Table IV. 21 above indicate that many people are involved in various guidance and counselling programmes. For this reason, it is necessary to equip the stakeholders with the right approaches of guidance and counselling. This can be done through the school counsellors. The Ministry of Education should also organize programmes to create awareness in the wider community beyond the schools.

Table IV. 22 show responses from the four groups of respondents on whether there had been invited guests and when they were engaged last.
Table IV. 22: Respondents' views on invited guests and when they were engaged.

<table>
<thead>
<tr>
<th>When engaged</th>
<th>Responses of headteachers</th>
<th>Responses of teacher counsellors</th>
<th>Responses of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>-</td>
<td>-</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td></td>
<td>54.6</td>
<td></td>
</tr>
<tr>
<td>Term 2</td>
<td>1</td>
<td>20</td>
<td>-</td>
</tr>
<tr>
<td>Term 3</td>
<td>2</td>
<td>40</td>
<td>1 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Once a year</td>
<td>-</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.6</td>
<td></td>
</tr>
<tr>
<td>Regularly</td>
<td>4</td>
<td>80</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Rarely/never</td>
<td>-</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55</td>
<td></td>
</tr>
</tbody>
</table>

Table IV. 22 results indicated that professional counsellors are invited. However, there is incongruence in the frequency. Some schools engage them once a term or after two terms whereas others do so regularly yet others do so rarely. It is necessary to involve professional counsellors in order to be given expert advice. Due to costs involved, they can be invited at least twice or thrice a year. The whole school should be engaged on such occasions.

Table IV.23 below indicates the responses of the four groups of respondents on suggestions for improvement of the guidance and counselling department.
<table>
<thead>
<tr>
<th>SUGGESTIONS</th>
<th>SUGGESTIONS</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers No %</td>
<td>Teachers counsellors No %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipping and general improvement of guidance and counselling department</td>
<td>Equipping and improvement of guidance and counselling department</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Training teacher counsellors/ in service course</td>
<td>Training teacher counsellors</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Reduce teacher counsellor’s teaching work load</td>
<td>Reduce teacher counsellors work load</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Involve professional counsellors</td>
<td>Engage professional counsellors</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Provide specific room for guidance and counselling</td>
<td>Training of teacher counsellors</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Reduce teacher counsellors work load</td>
<td>Provision of more time for guidance and counselling</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Engage professional counsellors</td>
<td>Inculcate students in the department</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Provide a specific room for guidance and counselling</td>
<td>House the guidance and counselling teacher</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Headteachers should support guidance &amp; counselling department</td>
<td>Offer specific programmes</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Offer guidance and counselling from Form 1-4</td>
<td>Have internal/external peer counsellors seminars</td>
<td>11</td>
<td>7.3</td>
</tr>
<tr>
<td>Have general services for whole school</td>
<td></td>
<td>64</td>
<td>42.6</td>
</tr>
</tbody>
</table>
From Table IV. 23 results indicate clearly that there are many things that should be addressed if guidance and counselling services are to be effective and efficient.

The major areas are professional training of guidance and counselling teacher, improvement of the department, provision of guidance and counselling office, instilling of confidence among students, support of department by headteacher, provision of a wide range of guidance and counselling programmes, involvement of guests, start peer – counselling, offer the services from Form 1 – IV, involve all teachers, house the guidance and counselling teacher and offer services to the whole school.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of research findings conclusions, recommendations of the study and suggestions for further research. The purpose of this study was to investigate the extent of guidance and counselling programmes in five selected secondary schools in Juja Zone of Thika District. The study employed a descriptive survey design. Data were collected by use of structured questionnaires, which were personally administered to five headteachers, five teacher counsellors, twenty teachers and one hundred and fifty Form Three students.

5.2. Summary of Research Findings

The study found that:

- Guidance and counselling programme has not been effective in schools since its inception in 1971 by the ministry of Education.
- There is no department in the Ministry dealing with guidance and counselling cases.
- Majority of teachers have not been professionally trained to handle counselling problems in schools.
- Most teacher counsellors are not popular with students due to lack of privacy, fear and lack of confidence.
- Heavy teaching load left teachers with little time to attend to the demands of guidance and counselling.
• Guidance and counselling is not part of the timetable. So the services have to be conducted during free time.

• The departments of guidance and counselling in the schools were not well-furnished and were not conveniently located. This contributed to student's unwillingness to attend the services.

• The counselling teacher should be housed in the school so that he/she can be consulted whenever need arises.

• Several teachers are consulted on various problems and others conduct guidance and counselling at various levels. Such teachers should be professionally trained to assist in indiscipline cases.

• Guidance and counselling should be offered from Form I-IV.

• Peer counsellors should form a peer counselling group membership, be professionally trained by professional counsellors and allowed to attend workshops where they can meet and exchange ideas with peer counsellors from other schools.

• Professional counsellors should be occasionally engaged so that all students should learn from their expert advice.

5.3 Conclusions

• Guidance and counselling should involve both teachers and students, the clergy and parents.

• Each school should have a guidance and counselling department. The department should also be charged with the responsibility of monitoring students' problems which may culminate into aggression, strikes and other vices.
5.4 RECOMMENDATIONS

From the findings of this study, the following recommendations were made:

1. There is need for establishment of a guidance and counselling department by the Ministry of Education. This department should have an inspectorate so that they can oversee and supervise the running of guidance and counselling programmes in the schools. The services should be therefore conducted in the schools under qualified personnel.

2. Guidance and counselling department should be started in all secondary schools in order to address the concerns that face students.

3. Guidance and counselling programmes should be part of the school curricula. It should be timetabled like any other subject and the teacher appointed to execute it be professionally trained. In case the teacher is a regular classroom teacher, the workload should be very light so that he or she can cope with the demands of the department.

4. Peer counselling should be started in all schools. This is because some students prefer seeking help from their peers due to feeling of sameness and degree of trust. Professional counsellors should train these peer counsellors. They should be morally upright students.

5. All relevant stakeholders namely teachers, students and parents should be incorporated in guidance and counselling and in order to offer effective help, they should be orientated on the techniques of guidance and counselling through workshops, seminars or courses.

6. The guidance and counselling office should be provided. More so it should be equipped with books, videotapes, tapes, and other
publications should be given a vote-head in order to meet running costs.

7. The role of the teacher counsellor should be clearly spelt out to students. This will enable students to seek help from them.

8. Professional counsellors should be engaged occasionally. Each school ought to have a timetabled programme on when to invite them and shop around for inexpensive ones or solicit for those that can conduct services free of charge.

9. Guidance and counselling should be offered from Form I-IV.

10. Offer specific guidance and counselling services.

11. Involvement of internal and external peer counsellors seminars/workshops.

12. General guidance and counselling services for the whole school should be offered.

5.5 Suggestions for Further Research

1. A similar study is required in other districts or the country at large. This would help to come up with a general conclusion that would make measures to be taken for the purposes of improvement.

2. Research should be undertaken to establish whether training of teacher counselors would make guidance and counseling programmes effective.

3. Investigation should be conducted to establish whether including guidance and counselling in the school timetable would make the
counsellor effective and whether a light teaching load would improve their efficiency.

4. A study should be conducted to investigate whether involvement of peer counsellor in the guidance and counselling programmes may encourage students to attend counselling and promote voluntary help-seeking.


81. Mwaura, R. S.E.O Inspectorate (G &C) Ministry of Education. Lecture: Guidance and counselling as a tool in dealing with school discipline and development of resourceful human beings. UNESCO SIDA PROJECT.


APPENDIX I

QUESTIONNAIRE FOR HEADTEACHERS

Please respond to each item in the questionnaire as honestly as possible. Make comments where need be. Note that your anonymity will be absolutely ensured.

1. Do you have Guidance and Counselling Department in your school? (Tick (✓) one).
   - Yes (   )
   - No (   )

2. If Yes, who conducts the guidance and counselling work?
   ____________________________________________
   ____________________________________________
   ____________________________________________

3. Who appointed the in-charge? (Tick (✓) one).
   - T.S.C (   )
   - Headteacher (   )
   - Any other (specify)
     ____________________________________________
     ____________________________________________
     ____________________________________________

4(a) Is the appointed teacher professionally trained? (Tick (✓) one).
   - Yes (   )
   - No (   )
4 (b) Besides the professional teaching certificates, what other special courses in guidance and counselling has the teacher attended?


5. Has the teacher attended some special course in guidance and counselling in the last one year? (Tick (✓) one)
   Yes ( )
   No ( )

6. Is the teacher counsellor effective in the work? (Tick (✓) one)
   Yes ( )
   No ( )

7. (a) If Yes, why do you thing he/she is effective?


8. (b) If No, why do you thin he/she is ineffective?


9. (a) Does the Guidance and Counselling Department group offer guidance and counselling. (Tick (✓) one)
   Yes ( )
   No ( )

9. (b) If Yes, please explain briefly how this is carried out.


10. (a) Is individual guidance and counselling offered by the department? (Tick (✓) one)
   Yes (  )
   No (  )

10. (b) If Yes, how is this carried out?

11. (a) Is an opportunity provided for groups of students to discuss matters of concern to them? (Tick (✓) one)
   Yes (  )
   No (  )

11. (b) If Yes, how are they conducted?

12. (a) Do you have cumulative Record Folders for each student in the Guidance and Counselling Department? (Tick (✓) one)
   Yes (  )
   No (  )

12. (b) If they exist, briefly say the information they bear?

13. (a) Is the teacher counsellor a regular class teacher? (Tick (✓) one).
   Yes (  )
   No (  )
13. (b) If Yes, what is the teacher's work load?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

14. (a) Is guidance and counselling part of official timetable?

(Tick (✓) one).

Yes (  )

No (  )

14. (b) If No, when does the teacher counsellor conduct the guidance and counselling work?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

15. In your view, what do you think could be done to improve Guidance and Counselling Department?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

16. Do you hold meetings with parents to discuss students affairs?

(Tick (✓) one).

Yes (  )

No (  )

17. List some of the main issues that you discuss in such forum.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
18. Does the Guidance and Counselling Department offer career counselling? (Tick (✓) one).
   Yes (   )
   No (   )

19. Does the Department offer counselling for problematic students?
   (Tick (✓) one).
   Yes (   )
   No (   )

20. (a) Does the Department offer general information? (Tick (✓) one).
    Yes (   )
    No (   )

20. (b) If so, how is this conducted?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

21. (a) Do students go voluntarily for these services. (Tick (✓) one).
    Yes (   )
    No (   )

21. (b) If No, who sends them to the Counselling Department?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

22. As an administrator how do you deal with indiscipline cases?
    Briefly explain.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
23. Does the Guidance and Counselling Department have an office?

(Tick (✓) one).
Yes (   )
No (   )

24. Where is it located?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

25. Do you ever engage experts in guidance and counselling?

(Tick (✓) one).
Yes (   )
No (   )

26. (a) If Yes, when do you call upon them?

________________________________________________________________________
________________________________________________________________________

26 (b) How often have you called them in the last one year?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

27. Give some suggestions for improvement of the Guidance and Counselling Department in your School.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
APPENDIX II

QUESTIONNAIRE FOR GUIDANCE AND COUNSELLING TEACHERS

Please respond to each item in the questionnaire as honestly as possible. Make comments where need be. Note that your anonymity will be absolutely ensured.

PART I

1. State your Gender (Tick (✓) one).
   - Male ( )
   - Female ( )

2. What is your teaching experience (Tick (✓) one)
   - 0 – 5 years ( )
   - 6 – 10 years ( )
   - 11 – 15 years ( )
   - 16 – 20 years ( )
   - Above 20 years ( )

3. What are your professional qualifications? (Tick (✓) one).
   - (a) S1 ( )
   - (b) Diploma in Education ( )
   - (c) Approved Graduate Teacher ( )
   - (d) UT Graduate Teacher ( )
   - (e) Any other (Specify) ( )

   ————————————————————
   ————————————————————
   ————————————————————
4. Indicate the number of years you have taught in your present school (Tick (\checkmark) one).

- 0 – 5 years
- 6 – 10 years
- 11 – 15 years
- 16 – 20 years
- Above 20 years

5. (a) Besides your professional training have you attended training as a counsellor?

- Yes
- No

5. (b) If Yes, where did you attend it?

________________________________________________________________________
________________________________________________________________________

5. (c) For how long did you attend it?

________________________________________________________________________
________________________________________________________________________

5. (d) Was any certificate awarded for the course (Tick (\checkmark) one).

- Yes
- No

6. (a) Are you a guidance and counselling teacher in your School? (Tick (\checkmark) one).

- Yes
- No
6 (b) If Yes, who appointed you to this post of guidance and counselling?
(Tick (✓) one).

T.S.C 

School headteacher 

Any other (Specify) 

______________________________________

______________________________________

______________________________________

______________________________________
PART B

7. Do you have an office for guidance and counselling? (Tick (✓) one).
   Yes (   )
   No (   )

8. If Yes, what equipment and furniture do you have in the office? List each below.
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

9. Do you have records for students' personal data? (Tick (✓) one).
   Yes (   )
   No (   )

10. If Yes, what kind of records do you keep in the office for students?
    ______________________________________________________
    ______________________________________________________
    ______________________________________________________

11. (a) Do you conduct guidance and counselling in your school? (Tick (✓) one).
    Yes (   )
    No (   )
11. (b) If Yes, how often do you conduct guidance and counselling programmes? (Tick (✓) one).
   (a) Once a day ( )
   (b) Twice a day ( )
   (c) One a week ( )
   (d) Once a month ( )
   (e) Any other (Specify) ( )

12. How many students have you guided and counselled this term?
   (Tick (✓) one).
   10 ( )
   50 ( )
   100 ( )
   Any other (specify)

13. (a) How did they come for guidance and counselling services?
   (Tick (✓) one).
   Referred by the headteacher ( )
   Referred by the deputy headteacher ( )
   Referred by other teachers ( )
   Referred by parents ( )
   Referred by other students ( )
   Self referred ( )
   Others (specify) ( )
14. Do you keep Cumulative Records Folders for each student?
   (Tick (✓) one).
   Yes ( )
   No ( )

15. If No., how do you keep students records?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

16. Mention some of the reason that leads students to come for counselling.
   (i) ______________________________________________________
   (ii) ______________________________________________________
   (iii) ______________________________________________________
   (iv) ______________________________________________________
   (v) ______________________________________________________

17. Indicate the methods you use in counselling
   (Tick (✓) where appropriate)
   (i) Individual guidance and counselling ( )
   (ii) Group guidance and counselling ( )
(iii) Career counselling 
(iv) Appraisal services 
(vi) Any other (Specify) 

18. (a) Do you offer educational guidance and counselling? (Tick (✓) one). 
Yes 
No 

18. (b) If Yes, explain how it is conducted? 

19. (a) Is there group guidance and counselling? 
Yes 
No 

19. (b) If Yes, How do you organize this? 

20. (a) Do you offer individual guidance and counselling? (Tick (✓) one). 
Yes 
No
20. (b) If Yes, how do you conduct individual guidance and counselling?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

21. (a) Do you conduct career counselling?  
(Tick (✓) one).
Yes ( )
No ( )

21. (b) If Yes, how do you carry this out?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

22. (a) Have you ever invited a professional counsellor?  
Yes ( )
No ( )

22. (b) If Yes, when did you last invite them this year?  
(Tick (✓) one).
First term ( )
Second term ( )
Third term ( )
Any other (Specify) ( )

22. (c) If you did so, why did you call for their services?  
__________________________________________________________________________
__________________________________________________________________________

23. What techniques do you employ as a counsellor, so that students come for guidance and counselling services?  
__________________________________________________________________________
24. What problems do you face in the course of your guidance and counselling?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

25. Give suggestions on improvements you would wish to have in your guidance and counselling services?

________________________________________________________________________

26. How can guidance and counselling services be improved in Secondary schools in Kenya?

________________________________________________________________________
APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Please respond to each item in the questionnaire as honestly as possible. Make comments where need be. Note that your anonymity will be absolutely ensured.

1. State your Gender (Tick (✓) one).
   - Male ( )
   - Female ( )

2. State your teaching in years (Tick (✓) one)
   - 0 - 5 years ( )
   - 6 - 10 years ( )
   - 11 - 15 years ( )
   - 16 - 20 years ( )
   - Above 20 years ( )

3. State your professional Qualification (Tick (✓) one)
   - a. S 1 ( )
   - b. Diploma in Education ( )
   - c. Approved Graduate Teacher ( )
   - d. UT Graduate Teacher ( )
   - e. Any other (specify) ( )

   [Signature]

4. Indicate the number of years you have taught in your Present school (Tick (✓) one).
   - 0 - 5 years ( )
   - 6 - 10 years ( )
   - 11 - 15 years ( )
   - 16 - 20 years ( )
   - Above 20 years ( )
5. Do you have Guidance and Counselling Department in your school? (Tick (√) one).

Yes ( )
No ( )

6. Who conducts the work of guidance and counselling? (Tick (√) one)

a. Class teachers ( )
   b. Guidance and counselling teacher ( )
   c. Deputy headteacher ( )
   d. Professional Counsellors ( )
   e. Any other ( specify) ( )

7. (a) Is the counsellor a Teachers Service Commission appointee? (Tick (√) one).

Yes ( )
No ( )

7. (b) If No, who appointed the counsellor?

________________________________________

8. What do you do with students who do not do their Homework? (Tick (√) one).

1. Punish them ( )
2. Send them to the headteacher ( )
3. Send them to the deputy ( )
4. Send them to another teacher ( )
5. Any other (specify) _________
9. Are there students with problems of understanding your subject? (Tick [✓] one).

Yes ( )
No ( )

10. If Yes, how do you go about helping students with problems in your subject?

_______________________________________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________________________________

11. (a) Do you experience discipline problems in the course of teaching in a classroom? (Tick [✓] one).

Yes ( )
No ( )

11. (b) If Yes, how do you deal with such cases? (Tick [✓] one).

1. Punish ( )
2. Send them to another teacher ( )
3. Send them to the discipline teacher ( )
4. Send them to the headteacher / deputy headteacher ( )
5. Talk to them ( )
6. Any other (Specify)

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

12. If a student comes to you with a special problem, do you, (Tick [✓] one).

1. Talk to him / her in confidence ( )
2. Refer him / her to another teacher ( )
3. Discuss the matter with another teacher ( )
4. Send him / her to the headteacher ( )
In the course of teaching you may realize that most of the students have problems in subject matter. How do you go about this, do you, (Tick (√))

1. Re-teach ( )
2. Continue with the next topic ( )
3. Ask them to look for a solution ( )
4. Refer them to other teachers for help ( )
5. Talk to them on better study skill ( )
6. Any other (Specify)

14. (a) Do students have other problems besides academic ones? (Tick (√) one). Yes ( ) No ( )

(b) List some of the commonest problems below.
(i)__________________________________________
(ii)__________________________________________
(iii)__________________________________________
(iv)__________________________________________
15. (a) In case of persistent problems in students do you:
( Tick (√) where appropriate).
1. Discuss with other members of staff
2. Discuss with a guidance and counselling teacher
3. Inform the parents
4. Discuss with the headteacher
5. Discuss with the deputy headteacher

15. (b) Why do you opt to solve the persistent Problems that way?

16. (a) Do you keep a record of your students' problem?
( Tick (√) one).
Yes
No

16. (b) If Yes, what mode do you use to keep this records.

17. (a) Do students come to you willing to discuss their problems?
( Tick (√) one).
Yes
No

17. (b) If No, give some possible reasons.