INSTITUTIONAL MANAGEMENT PRACTICES FOR ENHANCED
COMPREHENSIVE GUIDANCE AND COUNSELING SERVICES IN
PUBLIC SECONDARY SCHOOLS IN KAHURO DISTRICT,
MURANG’A COUNTY, KENYA

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EDUCATIONAL ADMINISTRATION OF KENYATTA UNIVERSITY

DECEMBER, 2014
DECLARATION

This research project is my original work and has not been presented for the award of a Masters Degree in any other university or college.

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I dedicate this project to members of my family with a special mention to my husband Joseph Wairagu and sons George and Victor.
ACKNOWLEDGEMENT

I greatly acknowledge the consistent support of my supervisors Dr. S. N. Waweru and Dr. Joseph Mungai. Your assistance has greatly helped the actualization of the project.
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## ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>DEO</td>
<td>District Education Officer</td>
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<tr>
<td>GoK</td>
<td>Government of Kenya</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>UNESCO</td>
<td>United Nations Education Social Cultural Organization</td>
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ABSTRACT

The study sought to find out the institutional management practices that enhance the delivery of guidance and counseling services in public secondary schools in Kahuro District, Murang’a County. The objectives that guided the study were: to find out how the delivery of comprehensive guidance and counseling services was enhanced by the availability of trained guidance and counseling teachers, the policy framework, the availability of materials for guidance and counseling and parental involvement. The study was motivated by failure by most of the public secondary schools to provide comprehensive guidance and counseling services as confirmed in a pre-survey. The study employed a descriptive survey design and the stratified random sampling method was used for sampling purposes. The target population was the head teachers, teachers and students of public secondary schools in the district. The sample size was one hundred and thirty nine comprising of twelve headteachers and one hundred and twenty seven teachers. The pilot study was carried out in the neighbouring Murang’a East District. Data was collected by use of questionnaires which were administered to the target population which entailed secondary school principals and teachers. The students were reached by way of focus group discussions and an interview schedule was administered to the District Education Officer. The researcher equally employed a checklist and interrogated secondary data to confirm the findings on the ground. Data was analyzed by use of descriptive and inferential statistics. The study found out that most principals were of the opinion that there were enough trained guidance and counseling teachers while the teachers had a different opinion. The principals were aware of the policy framework guiding the management of guidance and counseling services in secondary schools but the teachers were not. The provision of guidance and counseling services materials was confirmed by most principals to have been irregularly done in their schools and the teachers shared similar views. The principals confirmed that the schools had put in place modalities for parental involvement in guidance and counseling services. The study recommended that the Ministry of Education should strive to ensure that the provisions for trained guidance and counseling teachers are made by way of giving the teachers incentives to attend training programmes for their personal growth and development. The Ministry of Education should place a greater emphasis on the policy guiding the management of guidance and counseling services provision in the public secondary schools. The Ministry of Education should put in place mechanisms which assure the schools of capacity to access materials for guidance and counseling services provision in a subsidized manner. The public secondary schools should put in place provisions to ensure all parents are involved in guidance and counseling programmes. This will assure the schools of better capacity in delivery of comprehensive guidance and counseling services.
CHAPTER ONE

INTRODUCTION

1.1 Introduction

The following chapter covers the background of the study, statement of the problem, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, the theoretical and conceptual frameworks and the operational definition of terms.

1.2 Background of the Study

Effective academic programmes can only be actualized in an environment which is conducive in terms of allowing for a holistic and well-rounded approach as regards ensuring that the learners not only gain from the academic spheres but also as regards obtaining life skills and social development, (UNESCO, 2008). The development of life skills and allied social growth requires a constant interaction with the teachers from an angle which demands mutual interaction. This calls for an engagement between the learners and teachers in an amicable environment. This occasions the need for guidance and counseling activities in secondary schools and second grade institutions in all jurisdictions.

The terms “guidance and counseling” have been conceived in different ways. Cobia (2007) define them as an interaction process co-joining the counselee, who is vulnerable and who needs assistance and the counselor who is trained and educated to give this assistance. The goal of which is to help the counselee learn to deal more effectively with himself and the reality of his environment.
Guidance counseling, byname counseling and guidance, is the process of helping individuals discover and develop their educational, vocational, and psychological potentials so as to achieve an optimal level of personal happiness and social usefulness (Heyden, 2011).

Early guidance programs dealt with the immediate problem of vocational placement. The complexities of the industrial economy and the unrealistic ambitions of many young people made it essential that machinery for bringing together jobs and workers be set up; vocational guidance became that machinery (Parsons, 2009). Today, school guidance programs include academic counseling for those students planning to attend college. School guidance counselors have been recognized as the primary source for psychological counseling for students; including counseling in such areas as drug abuse and teenage pregnancy and referrals to other professionals.

Guidance and counseling services prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices (Kauchak, 2011). The ability to make such intelligent choices is not innate but, like other abilities, must be developed. The aims of the guidance and counseling service are similar to the purposes of education in general which are to assist the student in fulfilling his or her basic physiological needs, understanding himself or herself and acceptance of others, developing associations with peers, balancing between permissiveness and controls in the educational setting, realizing successful achievement, and providing opportunities to gain independence.
A comprehensive guidance and counselling program encompasses services and programs ranging from developmental programs and services (primary prevention) to individual interventions, which include counselling, team consultation, and referral to specialized services and community resources (secondary and tertiary prevention) (Cobia, 2007).

The role of guidance and counseling in the administration and management of student discipline in Kenya has been recognized by the various government policy documents since independence (MOE, 1990). The Report of the National Committee on Educational Objectives and Policies of 1976 recommended that guidance and counseling be taught using subjects like Religious Education, Social Education and Ethics to enable the school promote the growth of self-discipline among students (Republic of Kenya, 1976). Despite this recommendation, the use of guidance and counseling services is still wanting in helping curb indiscipline in schools, which has been increasing. Infractions that require guidance and counseling such as assault, arson, fighting, theft, vandalism, destruction of school stores, administration blocks, libraries, harassment, riots and rape and loss of lives, have been rampant in this decade in secondary schools in Kenya.

The Kenyan secondary schools have experienced an upsurge of indiscipline cases and situations of unrests mainly attributed to lack of guidance and counseling programmes provided to the students (Okuku, 2012). Records show that the increased cases in terms of complexity have mainly been driven by the advances in technology and very guarded interaction between parents and their children. Situations whereby extreme cases of arson, drug abuse and other indiscipline forms
are a pointer to the decay in the moral and social fabric of the society. This can only be taken care of by way of having concerted efforts between all the players in the learning and education systems to instill virtues and discipline in the learners.

The Kenyan situation depicts alarming trends in the institutions of learning. Instances of indiscipline cases have had a gradual upsurge in the recent past. In the year 2012, many schools in Mt. Kenya region had to close down indefinitely owing to students’ unrests after the extension of the term calendar. Situations whereby the students went to extremes of burning down the schools on the pretext of seeking avenues to ventilate and have an opportunity to go home were instances of grievances taken overboard (MOE, 2012). This was a pointer to serious concerns on the part of the school administrators and parents. This is occasioned by the fact that the situation of indiscipline and extreme behaviour needs to be contained for the sake of the learners’ futures.

The provision of guidance and counseling in secondary schools in Kahuro district is wanting. This is attributed to the fact that many schools in the district do not have guidance and counseling teachers who have the requisite training and experience as confirmed by the records in the District Education Office (2013). This is a pointer to a serious problem as regards the dereliction of duty on the part of the parent ministry. The assumption is that deployment of teachers to effectively manage the holistic development of the learners should always be the norm in all schools. A deviation from the same exposes the institutions to risk and the consumers of the education programmes who are the learners in this case to a serious challenge.
Situations of school unrests have been prevalent in Kahuro district. The prevailing situation can be attributed to many factors chiefly among them the breakdown in communication between the administration and the learners. The year 2012, experienced an upsurge of school closures owing to unrests and Kahuro district was heavily affected, (Gikandi, 2012). Institutions like Mugoiri Girls, Kiaguthu Boys Secondary School, Kirogo Boys Secondary School and Weithaga Boys Secondary School were all victims of the incidences of unrests. The function of guidance and counseling was highly questioned owing to the perceived lack of goodwill on the part of the administration and learners to engage in fruitful dialogue. It thus calls for a thorough review of the existing mechanisms and channels of communication to evaluate the need for amends to help check the situation.

The schools involved in student unrests and their distribution in the various education zones in Kahuro District were as shown in table 1.1

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<td>Weithaga</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Murarandia</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Mugoiri</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
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D.E.O’s Office, Kahuro District (2013)

The statistics show that there had been an increase in school unrests and indiscipline cases in Kahuro District over the last five years and this may be attributed to failure on the part of the guidance and counseling function.
1.3 Statement of the Problem

The Report of the Task Force on Student Discipline and Unrest (Republic of Kenya, 2001) recognized the use of guidance and counseling in the management of student discipline in schools due to its proactive approach. The fact that guidance and counselling is a recognized means of discipline management in schools, and considering the fact that it is an institutionalized aspect of schools system in Kenya, one is forced to call to question the delivery of counseling services in view of the lapse in students’ discipline in Kenya.

The fact that many schools nationwide have been experiencing indiscipline cases in schools as evidenced by student’s unrests has cast doubts on the delivery of guidance and counseling programmes. Not only are the unrests violent and destructive but they are also premeditated and planned and have caused maximum harm to human life (Simatwa, 2007). This scenario suggests a lack of effective alternative strategy to contain student indiscipline and Kahuro District is not an exception.

1.4 Purpose of the Study

The aim of this study was to find out the institutional management practices that enhance comprehensive guidance and counseling services in public secondary schools in Kahuro District.
1.5 Objectives of the Study

The study has the following objectives:

i) To find out how the availability of trained guidance and counseling teachers enhances comprehensive guidance and counseling services in public secondary schools in Kahuro District.

ii) To establish how the enforcement of the policy framework for guidance and counseling in secondary schools enhances guidance and counseling services in public secondary schools in Kahuro District.

iii) To assess how the provision of materials for guidance and counseling enhances guidance and counseling services in public secondary schools in Kahuro District.

iv) To establish whether parental involvement in guidance and counseling enhances guidance and counseling services in public secondary schools in Kahuro District.

1.6 Research Questions

i) To what extent does the availability of trained guidance and counseling teachers enhance guidance and counseling services in public secondary schools in Kahuro District?

ii) How does the enforcement of the policy framework for guidance and counseling in secondary schools enhance guidance and counseling services in public secondary schools in Kahuro District?

iii) How does the provision of materials for guidance and counseling enhance guidance and counseling services in public secondary schools in Kahuro District?
iv) What is the role of parental involvement in guidance and counseling in enhancing guidance and counseling services in public secondary schools in Kahuro District?

1.7 Significance of the Study

Guidance and counseling has been promoted as a sure way of creating and building self discipline. Guidance and counseling is a key requisite for the development of discipline and mature learners in schools. The study may thus shed light on the role of guidance and counseling in influencing learner’s discipline.

The field of guidance and counseling is evolving in terms of ever changing demands by the participants in the education system. It thus calls for continued research to align the field with the changing dictates thus the need to carry out a study on the institutional management practices and their impact on the delivery of comprehensive guidance and counseling services.

1.8 Limitations of the Study

The respondents’ attitudes and perceptions limited the study owing to the fact that provision of socially acceptable answers and bias by the respondents may have compromised the validity of the study findings. The researcher surmounted the challenge by way of explaining to the target respondents the essence of the study to have them provide honest answers.

The availability of secondary data in the form of guidance and counseling records from the institutions was a challenge to the researcher. Access to minutes of the guidance and counseling committee meetings, guidance and counseling programmes
and allied records was a challenge to the researcher. The researcher surmounted the challenge by way of assuring the target respondents and the specific institutions that their identities would be treated in strict confidence and the study was purely academic and assured them that they had the benefit of accessing a copy of the final report produced by the study.

1.9 Delimitations of the Study

The study was further limited to the public secondary schools in Kahuro district. It did not consider the private secondary schools though they equally encounter the challenge of varying management practices that inhibit enhanced guidance and counseling service provision.

There were a total of thirty seven public secondary schools in the district. They were distributed in three education zones which were namely: Murarandia, Wangu and Mugoiri. The secondary school headteachers, the teachers and students served as the population of interest to the study.

1.10 Assumptions of the Study

i) The study had the assumption that the varying institutional management practices affected achievement of enhanced guidance and counseling services in all the public secondary schools in Kahuro District.

ii) The study equally had the assumption that all the respondents would willingly participate in the study and divulge the requisite information.
1.11 Theoretical Framework

The study was premised on the Connecticut School Association theory as postulated by the Connecticut School Association in 2001. The theory argues that for the delivery of comprehensive guidance and counseling programmes in schools some basic foundation programmes, skills and competencies should be put in place. The key tenets of the theory are premised on the capacity of the counselor to have a good grasp and knowledge of theory, practice and ethical standards relative to an individual and good counseling. This will enable the counselor articulate the theoretical basis for the counseling practice and have the ability to provide services appropriate to the interests, needs and developmental level of diverse populations and cultures. The counselor should equally demonstrate the ability to evaluate and assess the effectiveness of his counseling programmes and innovate with an aim of modifying the counseling approach with regard to the prevailing environment. This identifies with the study in that a counselor can only achieve the feat if they are trained and well equipped with skills for the task. This identifies with the emphasis for availability of trained guidance and counseling teachers to realize effective guidance and counseling programmes.

The theory fronted by the Connecticut School Association in the year 2001, states that the curriculum employed in the counseling programme is an integral part of the initiative. The counselors should thus have the ability to design and implement a planned sequential and developmentally appropriate school counseling curriculum guided by the competencies and indicators of the institution. This should be done in a systematic manner which appreciates the diversity of all populations and cultures within the institution. This aptly captures the thrust of a policy environment which can be enforced with regard to provision of guidance and counseling services. It
reflects the essence of an enabling policy environment to achieve guidance and counseling services.

According to the theory postulated by the Connecticut School Association in the year 2001, the counselor standing out as a key plank in the programme should equally have a good aptitude, knowledge and practice of school-based consultations and be efficient as regards collaboration with other teachers, staff, administrators and community-based organizations with an aim of meeting needs of all students. He should have good decision making skills and knowledge of appraisal instruments and techniques to enhance his decision making skills. Collaboration with other key players effectively points out to involvement with pertinent stakeholders especially so parents in the realization of guidance and counseling services.

The Connecticut School Association theory of year 2001, argues that the counselor should equally exhibit character in terms of management of time, space, materials and equipment for the provision of the counseling programme. He should demonstrate the ability to understand, organize and facilitate the use of technology. He should equally have a grasp which enables the conduct of periodic evaluations of the counseling programmes with an aim of seeking to find out if it achieves the intended objectives.

The counselor should equally exhibit professionalism in the delivery of his core mandates. This is in line with the expected ethical standards which always give and define the character of the counselor and appropriate the respect and decorum that the office should command. This vividly identified with the need to have adequate
provision of guidance and counseling materials in all the public secondary schools for the realization of enhanced guidance and counseling services.

The Connecticut School Association theory of year 2001, also states the counselor should have the ability to guide and help the students to establish personal goals and develop future plans in articulate and systematic methods which identify with all the students in line their ages and individual grades of schooling it is that they are in. This ultimately plays a major role in the tailor-making of the counseling programmes to fit the dictates of the dynamics of different individuals with regard to their capacities in the institution.

The theory as postulated by the Connecticut School Association identifies well with our study which seeks to find out the institutional management practices for the enhanced guidance and counseling services in public secondary schools in Kahuro District, Murang’a County. The study has a focus on determining how the availability of trained teachers, enforcement of the policy framework, provision of materials and parental involvement enhance guidance and counseling programmes. This is in line with the initiatives in Connecticut which have a great bias on the empowering of the institutional counselors by way of creating a right environment, imparting the requisite skills, having a defined policy framework and employing advances in technology to realize the delivery of comprehensive guidance and counseling services in their schools.

The study sought to find out the prevailing situation and aligned it with the Connecticut School Association theory geared towards the achievement of the right institutional management practices for enhanced delivery of comprehensive guidance and counseling services in public secondary schools.
1.12 Conceptual Framework

The following diagram shows a conceptual framework for the institutional management practices for enhanced delivery of comprehensive guidance and counseling services. It shows the relationship between the independent variables and the dependent variable.

**Independent Variables**

- Availability of Guidance and Counseling Teachers
  - Numbers of trained guidance and counseling teachers
  - Availability of the trained teachers in the public secondary schools

- Policy Framework for Guidance and Counseling
  - Existing legal framework for guidance and counseling services
  - Policy framework for guidance and counseling as governed by the Ministry of Education

- Materials for Guidance and Counseling
  - Presence of guidance and counseling rooms
  - Availability of guidance and counseling books and allied curriculum materials

- Parental Involvement in Guidance and Counseling
  - Interaction between the teachers and the parents
  - Interaction between the learners and the parents

**Intervening Variable**

- Willing participation by Parents and Learners Good Government Policy

**Dependent Variable**

- Comprehensive Delivery of Effective Guidance and Counseling Services

**Figure 1.1: Conceptual framework**

Source: Researcher (2014)
The institutional factors have a great effect on the capacity of the schools to provide an environment conducive for effective guidance and counseling services. The availability of trained guidance and counseling teachers to handle the guidance and counseling function determines the capacity of the schools to realize their mandates.

The enforcement of the policy framework determines the acquisition of training, the curriculum and the availability of an environment conducive for the delivery of the service. It determines whether the schools have a guiding benchmark on to which they look up to with regard to the delivery of the guidance and counseling programmes.

Materials acquisition has a great sway as regards availability of forums conducive for the service delivery in terms of space and teaching aids. The capacity of the schools to access materials for guidance and counseling services in a regular and sustainable manner determines its ability to realize good guidance and counseling programmes.

Parental involvement is integral in that the learners originate from homes whereby they are under the charge of the parents and they hold a major position in their livelihoods. Parental involvement heavily influences the way students are modeled and mentored from home. It plays a key role in facilitating character formation in and out of school as influenced by the parents. It has a big bearing on the achievement of comprehensive guidance and counseling services at the advent of parental involvement.
1.13 Operational Definition of Terms

Counseling - Practice of conferring professional advice to a client for the purpose of helping him or her be a better person

Guidance - Practice of availing tutelage geared towards directing someone into the right path

Management - Ability to lead, organize and plan for the effective actualization of programmes in an entity

Policy - Legal framework guiding the operations of an entity
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

The following chapter carries out a review of previous works carried out by other researchers in the field of guidance and counseling. It examines it based on its strengths and weaknesses in relation to the present study. It carries out a critical review of the same and gives a summary of the gaps to be filled.

2.1 Availability of Trained Guidance and Counseling Teachers

UNESCO Guidance Training module identifies three major guidance services. These are educational which deals with schooling, vocational or career, which deals with the world of work and personal, social and psychological guidance which deals with family relationship, psychological adjustment and intrapersonal relationships. All the three overlap (Wango and Mungai, 2007; Ngumi, Ngari and Mumiukha, 2007). In Kenyan schools the guidance and counseling teacher does all the three on top of his/her normal teaching load and may be disciplining the students as well (Kirui, 2007). This is in spite of guidance and counseling being the complex because the counselor must possess all the skills of all the spheres of counseling.

Osoro, Amudson and Borgen (2000) recognized this demand put on the Kenyan guidance and counseling and observed that there is urgent need to train and equip guidance and counseling teachers with relevant knowledge and skills so that they can effectively guide students in life skills and decision-making. Over 65% of the teachers believed that the guidance and counseling departments were poorly equipped or staffed with both irrelevant materials and personnel.
Kirui (2007) recommended that the Ministry of Education should supply schools with trained guidance and counseling teachers. In Kenya, the psychological and social guidance is what is mostly done. It is therefore necessary to have a teacher whose designation is well spelt out as career guidance teacher with his/her duties well outlined.

There is evidence that guidance and counseling has not been effectively used to promote student discipline in secondary schools as evidenced in the disciplinary cases that were found in the schools. This is consistent with the findings of Owiti (2001) who noted that students with low levels of academic drive are the ones who lead strikes, an indication that guidance and counseling is either virtually missing or misplaced. It also denotes a disconnect between in the teachers as pertains the ability to forestall the indiscipline incidences in the students. This was an indication for the need for training in effective guidance and counseling programmes delivery.

According to Simatwa (2007) students if well guided by teachers, will do the right things related to learning and will become disciplined. When students are not properly guided or ignored, they can cause discipline problems. As Bakhda (2004) points out, counseling is very important for the prevention of student disturbances and to help develop a very free and friendly atmosphere. This equally bring to the fore the essence of teacher training as a prerequisite for guidance and counseling programmes success in secondary schools.

Ngumi, Ngari and Mumiukha, (2007) stated that a teacher who provides guidance and counseling should undergo training to enable her/him to understand the profession of guidance and counseling and to be able to practice efficiently and
effectively. The provision of training together with the provision of adequate resources will ensure effective and efficient guidance and counseling in secondary schools.

It is possible that guidance and counseling teachers due to a lot of pressure of work and lack of training may not realize that their contribution in guidance and counseling matters has a very significant role to play in the career choices the students make (Mapfumo, Chireche and Peresuh, 2002). Guidance counselors should have minimum teaching responsibilities. This is in order to have enough time to plan, organize and execute guidance and counseling activities (Ngumi, Ngari and Mumiukha, 2007).

Simatwa (2007) also noted that lack of serious guidance programs in schools is a major cause of dismal academic performance and indiscipline cases in learning institutions. Guidance and counseling is mainly used in the management of various disciplinary cases among students as identified with a report by Republic of Kenya, (2001). This amplifies the position stated by GoK (2003) in a report which cautioned secondary school students and teachers against settling academic and other disputes through stone throwing and other punishments. The report called for a proactive approach in discipline cases handling which can only be realized by way of having well trained and equipped teachers to realize sound guidance and counseling programmes.

Most disciplinary methods used to solve the disciplinary cases in schools are majorly physical punishments and guidance is minimally used in schools, Owiti (2001). Unrest in schools could be a spontaneous response to deeply rooted
frustrations and feelings of powerlessness that needs strong guidance and counseling. The need to have trained teachers equal to the challenge posed by the prevailing environment can thus not be over emphasized. This may greatly check incidences of indiscipline cases among students once they are provided with the requisite guidance and counseling.

Secondary school students need a variety of information sources in order to access guidance and counseling information (Maddy-Bernstein, 2000) observed that comprehensive guidance and counseling programmes should not be the total responsibility of the counsellor, in reality most of the school counsellors have limited time to be the sole providers of guidance and counseling assistance, given the number of students they have to serve. Kirui, (2007) concurs and reiterates that guidance and counseling teachers are given equal duties with other teachers, and are also called upon to be the discipline master/mistress.

The school environment with regard to access to qualified guidance and counseling teachers may prime the students to the right exposure as regards life skills and approach to issues in life. This is occasioned by the fact that the exposure by trained personnel is totally different to what the learner may experience in the hands of an ill-equipped teacher who may handle the task haphazardly, (Kirui, 2007). This identifies with the position in Kahuro district as attested by the records which showed that most of the schools do not have trained guidance and counseling teachers thus depriving the learners of the right exposure as regards the requisite environment.
2.2 Enforcement of the Policy Framework for Guidance and Counseling

One of the functions of education is to provide opportunities for each student to reach his full potential in the areas of educational, vocational, personal, and emotional development (Gibson, 2009). Guidance is an integral part of education and is centered directly on this function. Guidance and counseling services prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices (Kauchak, 2011). The development of curricular and aligning it to the demands of the learning environment is thus an integral factor. The need to fulfill the dictates of the guidance and counseling programmes can only be achieved after synchronizing the demands of the students with regard to the required provisions and the policy environment.

The ability to make such intelligent choices is not innate but, like other abilities, must be developed, (Heyden, 2011). The aims of the guidance and counseling service are similar to the purposes of education in general - to assist the student in fulfilling her or his basic physiological needs, understanding herself or himself and acceptance of others, developing associations with peers, balancing between permissiveness and controls in the educational setting, realizing successful achievement, and providing opportunities to gain independence. The education provision environments can thus be heavily influenced by the policy parameters in place. Guidance and counseling programmes differ in many jurisdictions driven by the policy persuasions in them.

Guidance and counseling provide emphasis and strength to the educational program (Gibson, 2009). It provide for the realization of student potentialities and help students identify and develop their potentialities. The counselor assists students to
distribute their energies into the many learning opportunities available to them (Coleman, 2009). But as Fall (2011) notes, it also help children with developing problems as even those students who have chosen an appropriate educational program for themselves may have problems that require help.

Guidance and counselling also contribute to the development of the school's curriculum (Parsons, 2009b). Counselors, in working with individual students, know their personal problems and aspirations, their talents and abilities, as well as the social pressures confronting them. Counselors therefore provide data that serve as a basis for curriculum development, and they can help curriculum developers shape courses of study that more accurately reflect the needs of students.

The Ministry of Education has provisions which outlaw corporal punishment. The outlawing of corporal punishment has placed enormous demands on the schools administration to be proactive as regards its engagement with the learners and teachers. Situations demanding for a greater interaction and mutual coexistence between the students and the administration call for the exploitation of guidance and counseling services as the fulcrum which serves as the interface guaranteeing mutual relations, (GoK, 2003). The situation calls for enhanced people management skills in the name of having more guidance and counseling teachers to ably execute the mandate.

The teacher training is the preserve of the institutions offering the programmes which design the curricula for the good of the delivery in class. Curriculum development is guided by the various statutes governing the establishment and existence of the institutions. All the teachers receive basic guidance and counseling
skills in the wake of the training programme, (Makabila, 2004). Further training on guidance and counseling is the sole preserve of the recipient of the education. It thus calls for personal initiatives and interests for one to attend training programmes with an aim of furthering their skills in guidance and counseling.

Provision of guidance and counseling resources is mainly driven by the capacity of the individual schools. This stems from the fact that schools have different capacities in terms of financial ability. Situations whereby there is need for interaction between guest speakers and professional counselors in the schools at times dictate that the administration chips in to pay the speakers, (Muigai, 2009). Schools which do not have the financial capacity to meet the challenge of paying the speakers and allied facilitators may end up exposing the learners to the pain of losing out on professional counseling services.

Teacher deployment and employment is the function of the Teachers Service Commission. Situations whereby the staffing levels do not meet the thresholds as regards the pupil-student ratio abound in many schools. This causes the problem of understaffing to heavily constrain the learners as regards exposure and failure to access qualified and trained teachers who are up to the task of handling guidance and counseling services, (GoK, 2010). Many schools have the challenge of missing out on critical subject teachers and failure to have fully fledged guidance and counseling departments especially so in the rural schools. It greatly exposes the learners to pain owing to the challenge of budgetary deficits which lead to the serious understaffing.
2.3 Provision of Materials for Guidance and Counseling

According to Coleman (2009) and Fall (2011), guidance and counseling contribute to the mutual adjustment of students and the school. Guidance has a responsibility for developing and maintaining a cooperative relationship between students and the school. Teachers and counselors must be cognizant of students' needs. Students also must make adjustments to the school. They have a responsibility to contribute something to the school. A major contribution of students is that of making appropriate use of the school's resources and working toward accomplishments. Assurance of the resources requisite achievement of guidance and counseling programmes is thus integral to the fruition of the programmes.

The guidance and counseling program is an integral part of a school's total educational program; it is developmental by design, focusing on needs, interests, and issues related to various stages personal, social, educational, and career counseling (Cooley, 2010; Coy, 2004). Planning for the future, combating career stereotyping, and analyzing skills and interests are some of the goals students must develop in school. Career information must be available to students, and representatives from business and industry must work closely with the school and the counselor in preparing students for the world of work (Coy, 2004). This can only be feasible at the advent of essential materials provision by the schools.

Provision of materials for guidance and counseling in many developed countries is the function of government. In many jurisdictions we have budgetary provisions detailing expenditure towards the purchase of materials like books geared to actualization of guidance and counseling. (Coy, 2004). In Sub-Saharan Africa, we have the pain of perennial budgetary deficits owing to lopsided priorities. This leads
to situations whereby the governments are left to always beg for the basic education financing. It curtails any provisions for counseling materials because the bulk of the education budget goes towards salaries and emoluments for teachers.

Most of the materials used for guidance and counseling services are dependent on the goodwill of the donor community and allied development partners in Sub-Saharan Africa and the developing nations. This is attributed to the fact that rarely do we have governments in Africa appropriating for development other than recurrent expenditure. It exposes the education systems to a risk of churning out graduates who do not have holistic development in terms of life skills and other requisites, (Coleman, 2009). This calls for a serious realignment and a rethinking of priorities in terms of materials provision for the holistic development of learners and an assurance of well-rounded graduates of the education systems.

Many schools in the developing world are constrained of facilities. We have the challenge of lack of classrooms and stationeries for effective delivery of the academic programmes. Situations like this expose even the teachers to a risk in that some schools do not even have enough staffrooms for the teachers. Sitting space is constrained and the teachers cram in the headteachers office or corridors during break time, (UNESCO, 2009).

This identifies with the position fronted by Muigana (2010) who argued that situations whereby the guidance and counseling activities are heavily restricted owing to lack of facilities guaranteeing the counselee of privacy are common place in many schools. It exposes the learners to a risk of lack of counseling services owing to lack of facilities provision in the schools.
2.4 Parental Involvement in Guidance and Counseling

Surveys by North Carolina State University (2003) found out that parental involvement played a major role on the character and person of the learners. The study which sampled parents from the low and middle income segments of the economy found out that most of the parents who dedicated their time to attend to the academic activities as dictated by demands in the learners’ schools always had the learners have good character and a disciplined mien as compared to the parents who did not engage in the day to day lives of their children. This confirms previous works by Koinange (2006) who said that the present day rat chases as regards the day to day rigours of life had made many learners alienated from their parents due to lack of attention leading to high incidences of indiscipline cases and truancy in schools.

Studies by Kavuludi (2008) showed that incidences of discipline cases in learners whose parents made a regular follow up of their academic activities in school were very minimal in comparison to those who had a disconnect to the learners. The study found out that most of the parents who were in high end of life rarely attended school functions like academic clinics which gave avenues for interaction with teachers thus exposing the learners to a risk of irresponsibility owing to the fact that drivers and personal assistants carried out the role of parents to them.

Situations whereby absentee parents made up for the lost time buy way of pampering the children and giving them pocket money were a serious problem to many secondary schools. Many cases of indiscipline stem from the fact that the learners demand parental attention and engage in mischief with an aim of slighting
the parents. This was confirmed in a study carried out by Kenya Institute of Professional Counseling (2008) which found out that incidences of indiscipline from children whose parents led a fast life who are mainly politicians and members of the clergy were on the rise. The report vouched for a closer interaction between the parents and the learners to help stem the tide. It calls for greater parental involvement in the lives of the learners with a view of helping salvage the situation and change it for the better.

2.5 **Summary and Gaps to be Filled**

The study sought to fill the gap of finding out the institutional management practices and how they impact on the delivery of comprehensive guidance and counseling services. Previous studies by Kirui (2007) found out that teacher training and deployment was a great factor on the delivery of effective guidance and counseling services in secondary schools. The study thus sought to authenticate and confirm if the situation in the study area identifies with that of Kahuro District.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the research design, location of the study, variables of the study, target population, data collection instruments and procedures, reliability and validity of instruments used as well as the data processing and presentation methods.

3.2 Research Design

The proposed study employed a descriptive survey research design to find out the institutional management practices for enhanced delivery of comprehensive guidance and counseling services in secondary schools in Kahuro district. According to Khan & Best (1998) a descriptive survey is a method of collecting information by way of interviewing or the administering of a questionnaire from a selected sample. It is mostly used to collect information about people’s attitudes, opinions, habits or any variety of social issues. This design was deemed appropriate for the study because the researcher collected, analyzed and reported information as it existed on the field without the manipulation of the variables under study.

3.3 Location of the Study

The study was conducted in Kahuro District, Murang’a County. Kahuro district neighbours Murang’a East, Kangema and Murang’a South Districts. It is located in Murang’a County in the Central region of the republic of Kenya. It has a total of thirty seven public secondary schools which formed the core population of the study. The choice of the study area was motivated by many incidences of school unrests.
which drove the researcher to find out if institutional management practices in public secondary schools in the district affected guidance and counseling services.

3.4 Variables of the Study

The variables that guided the study were the availability of trained guidance and counseling teachers, the enforcement of the policy framework for guidance and counseling in secondary schools, provision of materials for guidance and counseling and parental involvement in guidance and counseling programmes. They served as the independent variables while the dependent variable was the delivery of comprehensive guidance and counseling services in public secondary schools.

3.5 Target Population

All people under consideration in any field of inquiry constitute a universe or targeted population (Kombo, 2006). The target population of this study consisted of all the 37 head teachers of secondary schools in Kahuro district, 421 teachers and the District Education Officer, Kahuro district.

Table 3.1 Target Population

<table>
<thead>
<tr>
<th>Division</th>
<th>No. of Schools</th>
<th>No. of Sec. Sch.</th>
<th>No. of H/teachers</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murarandia</td>
<td>9</td>
<td>9</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>Weithaga</td>
<td>18</td>
<td>18</td>
<td>195</td>
<td></td>
</tr>
<tr>
<td>Mugoiri</td>
<td>10</td>
<td>10</td>
<td>133</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>37</td>
<td>37</td>
<td>421</td>
<td></td>
</tr>
</tbody>
</table>

Source: D.E.O’s Office Kahuro District
3.6 Sample and Sampling Procedures

The stratified random sampling method was used for sample size determination. The education zones in the district served as the stratum. (Kombo, 2006) argued that a representative sample of 10% and above is enough for providing the required information. The researcher picked 30% of the secondary schools in each stratum and had a representation of the head teachers picked by way of simple random sampling method. The researcher equally picked 30% of the teachers in every division. The sample was considered representative.

<table>
<thead>
<tr>
<th>Division</th>
<th>No. of Schools</th>
<th>No. of Sec. Sch.</th>
<th>No. of H/teachers</th>
<th>30% of the Population</th>
<th>No. of Teachers</th>
<th>30% of the Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murarandia</td>
<td>9</td>
<td>9</td>
<td>3</td>
<td>93</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Wangu</td>
<td>18</td>
<td>18</td>
<td>6</td>
<td>195</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>Mugoiri</td>
<td>10</td>
<td>10</td>
<td>3</td>
<td>133</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>37</td>
<td>37</td>
<td>12</td>
<td>421</td>
<td>127</td>
<td></td>
</tr>
</tbody>
</table>

Source: D.E.O’s Office Kahuro District

The research thus had a sample size of one hundred and forty respondents inclusive of the District Education Officer who were subjected to a scheduled interview. The study equally considered twelve students from twelve schools for the purpose of having them participating in focus group discussions. This identified with the position taken by Orodho (2009) when he argued that in the event of large populations groups of eight persons or more can be used to get information in the conduct of focus group discussions.
3.7 Research Instruments

The study used questionnaires, an interview schedule, a checklist and focus group discussions questions as the instruments for the study. The study had two sets of questionnaires which were used to collect data from secondary school head teachers and the secondary school teachers. The questionnaires were deemed suitable in that they had a large group of respondents; they had the benefit of self administerbility, anonymity and the standardization of questions for the purpose of easing the data analysis procedures (Orodho, 2005). The questionnaires had both closed and open ended questions. The questions sought to answer the research questions as derived from the study objectives and get the respondents socio-demographic information.

The study equally used the interview schedule for the purpose of having a structured interview with the District Education Officer. He was considered a key informant and a resource person of high value to the study. The interview schedule had open ended questions which guided the conduct of the scheduled interview. The questions were guided by the objectives of the study.

The students were subjected to focus group discussions. The discussions were guided by a set of questions driven by the study objectives with a view of authenticating information provided by other respondents by virtue of the fact that the students are the consumers of guidance and counseling services.

A checklist was used to confirm the existence of documented activities in the realms of guidance and counseling with a view of confirming the actual conduct of the activities in the sampled schools.
3.8 Pilot Study

Prior to embarking on data collection, the researcher pre-tested the questionnaires using two secondary schools in Murang’a East district which had similar social demographics like Kahuro district. This was for the purpose of improving the reliability and validity of the instruments. Changes were made on the questions deemed appropriate after the pilot study.

The interview schedule and focus group discussion questions were pretested on the District Education Officer in Murang’a East and two public secondary schools in the district. This was with a view of confirming their capacity to generate the requisite information.

3.8.1 Validity of Research Instruments

Validity is the degree to which a test measures what it purports to be measuring. Validity can also be said to be the degree to which results obtained from analysis of data actually represent the phenomenon under investigation, (Khan and Best, 1998). The researcher tested the face and content validity of the questionnaire.

Face validity is in relation to the misunderstanding or misinterpretation of the question. This will be checked by way of employing the pre-testing method.

Content validity on the other hand refers to the capacity of the instrument to provide adequate coverage of a topic. Adequate preparation of the instruments under the guidance of the supervisors, expert opinion and pre-testing of the open-ended questions will help establish the content validity.
3.8.2 Reliability of Research Instruments

Reliability is a measure of the extent to which an instrument will consistently yield the same result after being administered several times to the same respondents (Khan and Best, 1998). To establish the reliability of the research instruments, the test retest method whereby the pilot study respondents were issued with questionnaires for them to fill and the same questionnaires were subjected to a retest to see how the response would be. The reliability coefficient was computed using Pearson’s Product Co-relation Co-efficient

\[ r = \frac{\sum xy - \sum x \sum y}{\sqrt{(\sum x^2 - (\sum x)^2)(\sum y^2 - (\sum y)^2)}} \]

Where \( r = \) Pearson co-relation co-efficient
\( x = \) results from the first test
\( y = \) results from the second test
\( N = \) Number of observations

3.9 Data Collection

Permission to conduct the research was sought from the National Council of Science and Technology. The researcher thereafter visited the Kahuro district D.E.O’s office and requested for an introductory letter to the target respondents. The researcher embarked on training enumerators and had them ready for the actual data collection exercise. Quantitative data was collected by way of employing the questionnaires from the guidance and counseling teachers and the secondary school principals. Qualitative data was collected by use of the checklist, interview schedule for the District Education Officer and focus group discussions for the students.
The researcher paid a courtesy call to the institutions and struck a rapport with the administrators before conducting the actual data collection exercise. The researcher hand delivered the questionnaires to the target respondents and collected them three days after dropping which was adequate time for them to be filled in.

3.10 Data Analysis

Data analysis is the process of scrutinizing and organizing the raw data collected from the field in a systematic manner which can be presented and understood in the context of the study carried out (Khan, 2006). The process entailed both qualitative and quantitative methods. After all the data had been collected, data cleaning followed for the purposes of identifying any incomplete, inaccurate or unreasonable data for the purpose of improving on quality through correction of detected errors and omissions. Coding of the data thereafter followed and the codes were entered into a computer for the purpose of analysis.

Qualitative data was analyzed by way of understanding the meaning of the information divulged by the respondents and comparing it to previous research on institutional management practices for enhanced delivery of comprehensive guidance and counseling services in secondary schools. It was presented thematically in line with the objectives of the study and thereafter presented by use of frequency distribution tables and inferential statistics. The descriptive statistics entailed the use of mean, median, measures of central tendency and standard deviation. The inferential statistics entailed the use of the chi-square tests and spearman rank correlation tests.
Quantitative data analysis required the use of computer spreadsheets and the Statistical Package for Social Sciences (SPSS). Martin and Acuna (2002) said that the SPSS package is able to handle a large amount of data and given its wide spectrum in the array of statistical procedures which are purposefully designed for social sciences; it was deemed efficient for the task.

3.11 Logistical and Ethical Considerations

The researcher sought to collect data for the study by way of dealing with each education zone individually. This was for the purpose of ensuring minimal costs in the wake of the data collection exercise and had reduced instances of duplicity while carrying out the activity. The researcher saw to it that all the respondents were adequately informed and sensitized on the need to have them participate in the study and she sought to administer only the willing respondents with the research instruments.
CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The study was carried out in Kahuro District, Murang’a County of the Republic of Kenya. The study sought to find out the institutional management practices for enhanced delivery of comprehensive guidance and counseling services in secondary schools. All analysis used descriptive and inferential statistics. Frequencies were obtained and expressed in percentage form and varying statistical tests employed. The opinions were interpreted and their content analyzed and described. The same was used to answer the research questions put forth when the researcher sought to find the institutional management practices for enhanced delivery of comprehensive guidance and counseling services in secondary schools in Kahuro Sub-county.

The study brought forth findings that may help understand the institutional management practices for enhanced delivery of comprehensive guidance and counseling services in secondary schools. The objectives that guided the study were availability of trained guidance and counseling teachers, enforcement of the policy framework for guidance and counseling, provision of materials for guidance and counseling and parental involvement in guidance and counseling.

4.2 Principals’ demographic data

The principals’ socio-demographic data with regard to their genders, academic qualifications and work experience was as presented in tables 4.2, 4.3 and 4.4.
The principals’ response rate was as captured in table 4.1

**Table 4.1: Principals’ response rate**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of questionnaires returned by</td>
<td>11</td>
<td>92</td>
</tr>
<tr>
<td>head teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of questionnaires not returned</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The response can be interpreted to show a willing participation from the sampled respondents owing to the fact that 92% of them filled and returned the questionnaires. It also denoted some good understanding and grasp of the subject researched on.

The principals’ gender was as shown in table 4.2

**Table 4.2: Principals’ gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>55</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The response as shown in table 4.2 indicates that most of the principals (55%) were of the female gender. The responses showed that most of the teachers charged with the responsibility of leadership in the sampled schools were women.
Principals’ academic qualifications was as shown in table 4.3

**Table 4.3: Principals’ academic qualifications**

<table>
<thead>
<tr>
<th>Academic qualifications</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate</td>
<td>10</td>
<td>91</td>
</tr>
<tr>
<td>Med</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>MSc</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The response as shown in table 4.3 shows that most of the principals (91%) who participated in the study had graduate qualifications. This denotes some skewed distribution of the principals charged with the obligations of running and managing the secondary schools with regard to their academic qualifications. This is attributed to the fact that they had not made efforts towards advancing their academic qualifications from the graduate level except only one. This is not in line with the government policy which stipulates that the school managers have advanced academic qualifications to aid them discharge their roles effectively.

Length of being a principal was as shown in table 4.4

**Table 4.4: Length of being a principal**

<table>
<thead>
<tr>
<th>Length of time</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>1-5 years</td>
<td>6</td>
<td>55</td>
</tr>
<tr>
<td>6-10 years</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>11-15 years</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>16-20 years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Table 4.4 showed presence of varying time spans in terms of heading the particular institutions. Most of the principals (55%) had been in the schools for periods of between 1-5 years. The responses denote that some of the principals had overstayed in their work stations. This can be interpreted to show that the ministerial policy of regular transfers of the principals to various work stations had been relaxed on leading to the prevailing situation. It may also be a pointer to their effective understanding of the prevailing standards with regard to the capacity of the institutions to offer comprehensive guidance and counseling services owing to the experience.

Teachers’ response rate was as indicated in table 4.5

**Table 4.5: Teachers’ response rate**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of questionnaires returned by teachers</td>
<td>127</td>
<td>100</td>
</tr>
<tr>
<td>Number of questionnaires not returned</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>127</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The response was a reflection of an active participation from the sampled teachers with 100% of them filling and returning back the questionnaires.

Teachers’ gender was as shown in table 4.6

**Table 4.6: Teachers’ gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>62</td>
<td>49</td>
</tr>
<tr>
<td>Female</td>
<td>65</td>
<td>51</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>127</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Table 4.6 reflects a higher percentage of female respondents (51%) serving as guidance and counseling teachers from the sampled population. This can be interpreted to mean that the female teacher population displayed greater empathy and commitment to the students’ welfare and good. This may thus have explained their resolve to engage in the activities of guidance and counseling department than those of the male gender.

Teachers’ academic qualifications were as indicated in table 4.7

**Table 4.7: Teachers’ academic qualifications**

<table>
<thead>
<tr>
<th>Academic qualifications</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>33</td>
<td>26</td>
</tr>
<tr>
<td>Graduate</td>
<td>83</td>
<td>65</td>
</tr>
<tr>
<td>Med</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>MSc</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>127</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.7 shows that most of the teachers (83%) had graduate level of academic certification. A significant number had diploma level qualifications (26%) while some had progressed to master’s level (11%). The responses brought to the fore the aspect of highly qualified guidance and counseling teachers from the sampled institutions. This can be interpreted to mean that the guidance and counseling departments had attracted teachers with a diverse array of academic qualifications from the sampled schools.
Teachers Length of service was as shown in table 4.8

Table 4.8: Length of being a teacher

<table>
<thead>
<tr>
<th>Length of time</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>1-5 years</td>
<td>54</td>
<td>43</td>
</tr>
<tr>
<td>6-10 years</td>
<td>22</td>
<td>17</td>
</tr>
<tr>
<td>11-15 years</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>16-20 years</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Any other</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>127</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.8 showed that the respondents had diverse experience in relation to the length of time that they had taught in the institutions. It denoted longevity on the part of most of the teachers (43%). This was reflective of good understanding of the systems employed in the institutions with regard to the delivery of comprehensive guidance and counseling programmes. The situation of some of the teachers having stayed for very long (12%) in the institutions was also a worrying pointer as regards the transfer policy of the Ministry of Education in relation to the stipulated time that a teacher should stay in a work station. Cases of teachers having served for more than twenty years in a station were captured in three instances. This may expose the schools to the inherent risk of familiarity by the teachers to the environment to the detriment of the students and the requisite professional standards.

Presence of requisite provisions for comprehensive guidance and counseling services in school was as indicated in table 4.9
Table 4.9: Presence of requisite provisions for comprehensive guidance and counseling services in school

<table>
<thead>
<tr>
<th>Presence of requisite provisions for comprehensive G &amp; C services</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>To a great extent</td>
<td>5</td>
<td>46</td>
</tr>
<tr>
<td>To a very fair extent</td>
<td>4</td>
<td>36</td>
</tr>
<tr>
<td>To a fair extent</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.9 shows that most of the teachers (61%) deemed the provisions for the comprehensive guidance and counseling services in the institutions to have been fair. This denoted the aspect of failure to totally appreciate the provisions for the comprehensive guidance and counseling services put in place by the institutions. It can thus be interpreted to mean that most of the teachers had misgivings with the systems in place. Some of the teachers (14%) were of the view that the provisions were not to the requisite standards at all. This shows that the schools had a duty to improve on the provisions put in place for the comprehensive guidance and counseling programmes up to a level whereby they would draw appreciation from the members of the departments.

The responses provided by the principals were a contrast of those given by the teachers. Most of the principals (46%) were comfortable with the prevailing provisions for the comprehensive guidance and counseling services put up in their institutions. This denoted a higher level of satisfaction from the principals than that of the teachers. This can be attributed to the situation of most of the principals seeking to project an image of adherence to the required standards with regard to the
provision of comprehensive guidance and counseling services in their schools regardless of the prevailing situations. In the interview schedule, the District Education Officer was of the opinion that most of the secondary schools in the sub county were constrained with regards to their guidance and counseling capacities. Their endeavour to provide guidance and counseling services had not been matched with the requisite investments in terms of facilities provisions.

4.3 **Availability of trained guidance and counseling teachers**

UNESCO Guidance Training module identifies three major guidance services. These are educational which deals with schooling, vocational or career, which deals with the world of work and personal, social and psychological guidance which deals with family relationship, psychological adjustment and intrapersonal relationships. All the three overlap (Wango and Mungai, 2007; Ngumi, Ngari and Mumiukha, 2007). The study sought to find out how the availability of trained guidance and counseling teachers affected the delivery of comprehensive guidance and counseling in the public secondary schools in Kahuro sub-county in Murang’a County.

Presence of trained and qualified guidance and counseling teachers in schools was as shown in table 4.10

**Table 4.10: Presence of trained and qualified guidance and counseling teachers in school**

<table>
<thead>
<tr>
<th>Presence of qualified G &amp; C teachers</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>6</td>
<td>55</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Most of the teachers (65%) were of the opinion that their schools had trained and qualified guidance and counseling teachers. This denotes that the teachers charged with the obligation of providing guidance and counseling services to the students had put emphasis on the acquisition of training and certification. This was an imperative for the provision of comprehensive guidance and counseling services to the requisite standards. It can thus be interpreted to mean that the guidance and counseling teachers were not only passionate for the programmes but had strived to arm themselves with the requisite professional skills for improved service delivery. Similar sentiments were shared by the principals at (55%) as regards the presence of trained and qualified guidance and counseling teachers. This further reinforced the position and authenticated the prevailing situation. It denotes the value it is that the guidance and counseling teachers had attached to the programme owing to their concern in getting training to enhance their relevance. The District Education Officer was of the position that most of the public secondary schools in the sub county did not have access to trained guidance and counseling teachers. He was of the view that this compromised the quality of standards with regards to the services offered.

This identified with (Kirui, 2007) who recommended that the Ministry of Education should supply schools with trained guidance and counseling teachers. In Kenya, the psychological and social guidance is what is mostly done. It is therefore necessary to have a teacher whose designation is well spelt out as career guidance teacher with his/her duties well outlined. Schools’ efforts on liaising with the staffing officer to ensure the deployment of G & C Teachers were as indicated in table 4.11
Table 4.1: Schools’ efforts on liaising with the staffing officer to ensure the deployment of G & C Teachers

<table>
<thead>
<tr>
<th>Efforts</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>8</td>
<td>73</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100</td>
</tr>
</tbody>
</table>

The response as shown in table 4.11 was an indicator of most of the teachers (52%) holding the view that their principals had not made efforts towards liaising with the staffing officer to ensure the deployment of trained guidance and counseling teachers. This may be interpreted to mean that most of the principals did not attach a heavy premium to the guidance and counseling programmes carried out in their schools thus failure to seek deployment of trained guidance and counseling teachers. It can be interpreted to mean that most of the principals viewed guidance and counseling as a peripheral issue which was of no great value to the institutions. This may explain their efforts to seek teachers in the examinable subject areas at the expense of the guidance and counseling programmes.

The responses by the principals were a great contrast of the position taken by the teachers. Most of them (73%) affirmed to having made efforts towards liaison with the staffing officers in the quest of getting trained guidance and counseling teachers for their respective schools. The responses by the principals pointed to a disconnect between them and the teachers in terms of understanding the provisions for staff rationalization and the arrangements made between the school administrators and the staffing office.
The District Education Officer was of the opinion that the availability of qualified guidance and counseling teachers’ requisite for all public schools was in question. He was of the view that the available teachers could not meet the demands of the schools. He was thus of the view that despite efforts by the principals to seek qualified staff from the parent ministry the short fall could not be easily plugged without continuous training programs for the teachers.

Adequacy of the trained guidance and counseling teachers in the employment of the TSC was as shown in table 4.12

<table>
<thead>
<tr>
<th>Adequacy of trained G&amp;C teachers</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Very adequate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Adequate</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Inadequate</td>
<td>10</td>
<td>91</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.12 shows that most of the sampled teachers (67%) deemed the numbers of trained guidance and counseling teachers serving in the secondary schools as inadequate. This denotes the fact that they considered the trained guidance and counseling teachers as not meeting the requisite thresholds as regards the critical mass. It can thus be interpreted to mean that the available number of trained guidance and counseling teachers was not in tandem with the available student population. It could be considered that the available number of teachers could not
effectively handle the available student population. The principals (91%) had similar positions as those taken by the teachers. This denoted the gravity of the situation with regard to the availing of trained guidance and counseling teachers in the schools. It was thus a confirmation that the need for trained guidance and counseling teachers was immense for the assured delivery of comprehensive guidance and counseling programmes in the public secondary schools. The District Education Officer shared similar opinions as those fronted by the principals and teachers. It thus denoted the profound situation of the inadequacy of trained guidance and counseling teachers under the employment of Teachers Service Commission.

The findings confirmed the position taken by Osoro, Amudson and Borgen (2000) who recognized the demand put on the Kenyan guidance and counseling and observed that there is urgent need to train and equip guidance and counseling teachers with relevant knowledge and skills so that they can effectively guide students in life skills and decision-making. Over 65% of the teachers believed that the guidance and counseling departments were poorly equipped or staffed with both irrelevant materials and personnel.

A cross tabulation on the adequacy of trained guidance and counseling teachers and enhanced delivery of comprehensive guidance and counseling services
Table 4.1: Adequacy of trained guidance and counseling teachers and enhanced delivery of comprehensive guidance and counseling services

<table>
<thead>
<tr>
<th>Chi-Square Tests</th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
<th>Exact Sig. (2-sided)</th>
<th>Exact Sig. (1-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>7.156</td>
<td>1</td>
<td>.007</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuity Correction(^{b})</td>
<td>5.588</td>
<td>1</td>
<td>.018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>11.159</td>
<td>1</td>
<td>.001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fisher's Exact Test</td>
<td></td>
<td></td>
<td>.005</td>
<td>.004</td>
<td></td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>7.100</td>
<td>1</td>
<td>.008</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>127</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 4.30.

b. Computed only for a 2x2 table

Table 4.12.1 shows a Chi-square value of \( \chi^2 = 7.156 \) at a significance level of 0.007. The calculated statistic \( \chi^2 = 7.156 \) was found to be greater than the tabled critical value of \( \chi^2 = 5.588 \). It can be interpreted that, statistically, there was a relationship between adequacy of trained guidance and counseling teachers and enhanced delivery of comprehensive guidance and counseling services at \( \alpha = 4.30 \). The response thus points out to the essence of trained and qualified guidance and counseling teachers for the achievement of the requisite standards. This is with regard to the delivery of comprehensive guidance and counseling programmes.

Table 4.13 shows the responses by teachers and principals on attributes pertaining availability of trained guidance and counseling teachers on the delivery of comprehensive guidance and counseling services in their respective schools. The respondents were subjected to a lickert scale on a point of one to five and asked to rate their opinions on varying attributes on their individual capacities.
Table 4.13: Attributes on availability of guidance and counseling teachers on the delivery of comprehensive guidance and counseling services

<table>
<thead>
<tr>
<th>Impact of practice of availability of guidance and counseling teachers on enhanced delivery of comprehensive guidance and counseling services</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Our / my school has adequate guidance and counseling teachers</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Provision for availability of guidance and counseling teachers is not a challenge to the parent ministry</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Infrequent transfers of the guidance and counseling teachers has always facilitated the guidance and counseling programme</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Fair workloads in terms of curricula and extra-curricular activities avails the time for successful guidance and counseling activities</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Our / My school has a detailed programme of events which is always adhered to for the realization of comprehensive guidance and counseling</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>2</td>
</tr>
</tbody>
</table>
The responses by the teachers showed that most of them (40%) were of the opinion that the guidance and counseling teachers in their respective schools were not adequate. The responses were an explicit pointer to the situation of the challenge that the schools faced with regard to accessing trained and qualified guidance and counseling teachers. This was a confirmation from the teachers that most of the schools were disadvantaged and in dire straits as regards their capacity to effectively provide comprehensive guidance and counseling services owing to the lack of trained teachers. Schools with adequate capacity with regard to the ability to have trained guidance and counseling teachers within their ranks were fewer than those without. The teachers were of the view that the availability of trained guidance and counseling teachers was a factor which affected the delivery of comprehensive guidance and counseling programmes in the schools. The responses by the principals denoted the fact that they viewed the adequacy of guidance and counseling teachers in their schools as heavily impaired. It was a confirmation of the fact that the principals and teachers shared a similar position on the adequacy of guidance and counseling teachers. This denotes the fact that they all deemed the guidance and counseling teachers as not adequate to the requisite standards.

Most of the teachers (57%) were of the position that the provision for availability of guidance and counseling teachers was a challenge to the parent ministry. This further reinforced the position as regards the capacity of the parent ministry to equitably provide trained guidance and counseling teachers to all public secondary schools. It denotes the fact that most of the schools did not have trained guidance and counseling teachers. It can thus be interpreted to mean that the requisite standards with regard to provision of comprehensive guidance and counseling
services may be compromised owing to the non-availability of trained guidance and counseling teachers. Some of the teachers however, were of the opinion that the availability of trained guidance and counseling teachers was not a challenge to the parent ministry. This thus denotes the fact that some schools may have been privileged in the study area to comfortably access trained guidance and counseling teachers in their staff. They thus deemed the situations in their schools as prevailing in all.

The principals shared a similar position with the teachers. This shows that they deemed the presence of trained and qualified guidance and counseling teachers in their schools as a challenge. This can be interpreted to mean that they had faced hardships in the wake of seeking to access qualified personnel to handle the guidance and counseling programmes in their respective schools. The principals and teachers affirmed that availability of guidance and counseling teachers was a factor affecting delivery of comprehensive guidance and counseling services when the same was compared to the capacity of the parent ministry to provide the requisite number of teachers.

Most of the teachers (39%) were of the opinion that the infrequent transfers of guidance and counseling teachers in their institutions had ensured access to trained guidance and counseling teachers. This denotes the fact that the teachers were in affirmative that the guidance and counseling teachers were retained in the schools for long for them to successfully undertake and execute their programmes. It was also a pointer to the high value that the schools administrations attached to them thus their quest to retain them for the fruition of the guidance and counseling programmes. This can be interpreted to mean that the inadequacy of the numbers of
trained guidance and counseling teachers motivated the schools to retain them for long for successful delivery of guidance and counseling services. A very significant number of teachers (19%) however held a contrary opinion. They were of the view that regardless of the training and capacity of the guidance and counseling teachers they were still subject to frequent transfers. This may be a pointer to some of the schools not holding the guidance and counseling teachers with very high regard thus easily releasing them for transfers to other schools when need arose.

Most of the principals (88%) disagreed to the position that infrequent transfers of teachers had always ensured their institutions access to trained guidance and counseling teachers. This was a pointer to the fact that the transfer policy did not take cognizance of the training and certification in guidance and counseling programmes as a cushion to the teachers. It thus denoted the fact that regardless of training and certification in guidance and counseling programmes, the teachers were still subject to the transfer policy and could be shifted to other schools. This can be interpreted to mean that the principals deemed the transfers as having capacity to disenfranchise the schools with regard to access to trained guidance and counseling teachers. Some of the principals (12%) however, held a different view and they agreed to the position that infrequent transfers had assured their schools access to trained guidance and counseling teachers. This thus denoted the fact that in some instances, schools were privileged enough to have the guidance and counseling teachers retained for longer periods devoid of the existing transfer policy. The principals and teachers had a similar position that despite the frequency of teacher transfers, the availability of trained guidance and counseling teachers was a factor affecting the enhanced delivery of comprehensive guidance and counseling services.
Most of the teachers (52%) were of the position that fair workloads in terms of curricula and extra-curricular activities has always availed the time for successful guidance and counseling activities. This denotes the fact that the teachers considered their workloads fair enough to allow them ample time to engage in the requisite guidance and counseling programmes in their respective schools. It was thus a pointer to defined timeframes which dedicated scheduled programmes for guidance and counseling activities owing to the fact that the schools operated within specified time tables. It can thus be interpreted to mean that most of the schools had appropriated time for guidance and counseling activities. The schools had taken cognizance of the prevailing teacher workloads to factor in the guidance and counseling programmes. A significant percentage of the teachers (19%) however had a different view. They were of the opinion that the workloads in their schools were not fair in terms of curricula and extra-curricular activities and had not availed the time for successful guidance and counseling activities. This was a pointer to the schools having very busy schedules and treating guidance and counseling programmes as marginal events which did not merit allocation of time from the rigid school programmes.

Most of the principals (88%) were of the view that the schools did not have fair workloads for the teachers in terms of curricula and extra-curricular activities. They were of the opinion that the busy school programmes did not avail time for successful guidance and counseling activities. This denotes the fact that the schools attached high value to the academic programmes at the expense of the holistic development of the students which entailed engagement in guidance and counseling. It can thus be interpreted to mean that the busy schedules and heavy workloads that
the teachers had were an impediment for the successful actualization of guidance and counseling programmes in the schools. Some principals (12%) however held the opinion that fair workloads in their schools allowed them to apportion time for successful guidance and counseling activities. This was a confirmation of the fact that the dedicated time for the guidance and counseling programmes. It can be interpreted to mean that they understood the essence of the programmes and had a big attachment to them thus taking time out of their busy schedules to accomplish their fruition. The teachers and principals shared similar sentiments in that regardless of the fair workloads in the schools, the availability of guidance and counseling teachers was a factor affecting the enhanced delivery of comprehensive guidance and counseling services.

Most of the teachers (54%) were of the view that their schools had detailed programmes of events which were always adhered to for the realization of comprehensive guidance and counseling. This denoted the fact that the schools had strived to put in place detailed programmes of events envisaged to benefit the students with regard to provision of comprehensive guidance and counseling services. It can thus be interpreted to mean that the guidance and counseling programmes were operated in a structured manner which entailed sequential planning and detailed activities. They were thus close to the hearts of the school fraternities. Some of the teachers had a contrary opinion. It was a pointer to lack of regard for guidance and counseling programmes thus the lack of detailed programmes of events geared to the realization of comprehensive guidance and counseling. It can thus be interpreted to mean that the affected schools did not consider guidance and counseling activities as meriting the time for inclusion in the school calendar of events.
Most of the principals (56%) confirmed that their schools had put in place programmes of events geared towards realization of comprehensive guidance and counseling. This was a pointer to the value that the schools attached to the guidance and counseling programmes as denoted by their heads. It was reflective of the ownership of programmes carried with regard to guidance and counseling and commitment stemming from the leadership in place. It was a vindication of the capacity of the principals to engage and fully get appraised first hand on all activities taking place in the school geared towards realizing comprehensive guidance and counseling programmes. The principals and teachers shared a common position which confirmed that regardless of detailed programmes of events for guidance and counseling, the availability of guidance and counseling teachers was a factor affecting the enhanced delivery of comprehensive guidance and counseling services.

The District Education Officer was of the opinion that the availability of guidance and counseling teachers was a critical factor which affected the enhanced delivery of comprehensive guidance and counseling services. He was of the view that devoid of human capital requisite for undertaking the program its fruition would not be effectively realized. The researcher confirmed in the wake of physical visits to the schools that availability of trained guidance and counseling teachers was a challenge to the schools. This was a reflection of the undue negative exposure occasioned to the students by virtue of lacking trained guidance and counseling teachers. This identified with (Ngumi, Ngari and Mumiukha, 2007) who stated that a teacher who provides guidance and counseling should undergo training to enable her/him to understand the profession of guidance and counseling and to be able to practice efficiently and effectively. The provision of training together with the provision of adequate resources will ensure effective and efficient guidance and counseling in secondary schools.
4.4 Enforcement of the policy framework for guidance and counseling

The teacher training is the preserve of the institutions offering the programmes which design the curricula for the good of the delivery in class. Curriculum development is guided by the various statutes governing the establishment and existence of the institutions. All the teachers receive basic guidance and counseling skills in the wake of the training programme, (Makabila, 2004). Further training on guidance and counseling is the sole preserve of the recipient of the education. It thus calls for personal initiatives and interests for one to attend training programmes with an aim of furthering their skills in guidance and counseling. The study interrogated the policy framework with a view of determining the extent to which it affected the delivery of comprehensive guidance and counseling services in the public secondary schools in Kahuro sub-county Murang’a County.

Table 4.14 shows the responses on the awareness of policy framework guiding the management of guidance and counseling programmes in secondary schools

Table 4.14: Awareness of policy framework guiding the management of guidance and counseling programmes in secondary schools

<table>
<thead>
<tr>
<th>Awareness of policy framework</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Very much</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Very fairly</td>
<td>8</td>
<td>73</td>
</tr>
<tr>
<td>Fairly</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.14 shows that most of the teachers (68%) considered themselves to have been very fairly aware of the existing policy framework guiding the management of guidance and counseling programmes in secondary schools nationally. This denotes their reservations about their awareness levels of the policy framework. It can be interpreted to mean that they were not fully aware of the policy framework guiding the management of guidance and counseling programmes in public secondary schools nationally. This shows that the capacity to disseminate and enlighten the teachers as regards the policy provision guiding and managing the guidance and counseling programmes was not up to date. This can be attributed to the low levels of awareness which should not be the case taking into account that the teachers are charged with the mandate of implementing and executing the policy framework in place. The number of the teachers who were aware of the policy framework guiding the management of guidance and counseling programmes was very negligible (9%). This denotes the need for active sensitization and capacity building as regards the existing policy framework.

Most of principals (73%) affirmed to having a fair awareness of the policy framework guiding the management of guidance and counseling programmes nationally. This was a reflection of their ability to understand and relate well with the policy requirements guiding the varying facets of the procedural requirements in the running and management of the secondary schools. This can be interpreted to mean that the position of responsibility bestowed on the school principals demanded that they internalize and integrate the different policy requirements. This was a requirement in the wake of their day to day running and management of the institutions. This may explain their understanding of the policy guiding the management of the guidance and counseling programmes in secondary schools.
The descriptive statistics for the principals reflect a variance of 0.539, a mean of 1.91, a median of 2.00 and a mode of 2. Those for the teachers reflect a variance of 0.647, a mean of 2.59, a median of 3.00 and a mode of 3. This can be interpreted to mean that the lower variance in the responses from the principals depicts a lower variation from the frequent response taken by most of them. It was a fair understanding of the policy framework guiding the management of guidance and counseling programmes in secondary schools nationally. This was a contrast to the position of the teachers whereby we had a higher variation from the most frequent response. The statistics confirm the position taken by most of the principals which reflected a higher understanding of the policy environment guiding the management of guidance and counseling services.

In the interview schedule, the District Education Officer was of the opinion that the policy framework for the provision of guidance and counseling services to the schools was not clear. The position was motivated by the failure of the ministry to develop a clear cut curriculum for the guidance and counseling program. He was of the consideration that the ministry should strive to make it a core subject for the benefit of the students. The entrenchment of the program in the school curriculum would lead to its greater appreciation and deter the school from conducting the guidance and counseling activities on an ad hoc basis.

This was in tandem with (Muigai, 2009) who was of the position that the provision of guidance and counseling resources is mainly driven by the capacity of the individual schools. This stems from the fact that schools have different capacities in terms of financial ability. Situations whereby there is need for interaction between guest speakers and professional counselors in the schools at times dictate that the
administration chips in to pay the speakers. Schools which do not have the financial capacity to meet the challenge of paying the speakers and allied facilitators may end up exposing the learners to the pain of losing out on professional counseling services.

Table 4.15 shows the responses on the rating of the policy framework governing management of guidance and counseling activities in secondary schools

Table 4.15: Rating of the policy framework governing management of guidance and counseling activities in secondary schools

<table>
<thead>
<tr>
<th>Rating of policy framework</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Very adequate</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Adequate</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Inadequate</td>
<td>8</td>
<td>73</td>
</tr>
<tr>
<td>Very inadequate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>11</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.15 shows that most of the teachers (53%) considered the policy framework that governs the management of guidance and counseling activities in secondary schools as inadequate. This was a pointer to them having reservations about the policy framework in place. This can be interpreted to mean that they did not deem it as identifying with the present day demands as regards the provision of guidance and counseling in the secondary schools. Most of the teachers were thus of the view that the policy framework was not relevant to the dictates guiding the guidance and counseling programmes that they undertook in the secondary schools. An insignificant proportion of the teachers (32%) considered the policy framework adequate. This was a pointer to varying dynamics with regard to the specific challenges that the different schools faced in the provision of guidance and counseling services to the students.
The position taken by the principals mirrors that of the teachers. Most of them (53%) drew the consideration that the existing policy framework governing the management of guidance and counseling activities in secondary schools was inadequate. This was a pointer to serious misgivings about the policy taking into account that the principals held positions of responsibility which placed them on the highest pedestal as regards the day to day running and management of secondary schools. It can thus be interpreted to mean that the principals deemed the policy as not identifying with the real situations that they encountered in the wake of executing their management duties. This shows that the guidance and counseling policy posed challenges to them in the wake of implementing it.

During the scheduled interview, the District Education Officer was of the view that the prevailing policy governing the management of guidance and counseling activities in the schools was not adequate. He was of the view that lack of stakeholder participations in the name of the parents, teachers, school administrators and trade unionist had rendered it inadequate. He thus drew the consideration that a review of the existing policy on guidance and counseling with a view of making it more encompassing would make it identify with the situation in most secondary schools.

Table 4.15.1 shows a cross-tabulation between adequacy of the policy framework governing management of guidance and enhanced delivery of comprehensive guidance and counseling services
Table 4.1: A cross-tabulation between adequacy of the policy framework governing management of guidance and enhanced delivery of comprehensive guidance and counseling services

<table>
<thead>
<tr>
<th>Chi-Square Tests</th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>52.261</td>
<td>3</td>
<td>.000</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>66.469</td>
<td>3</td>
<td>.000</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>45.102</td>
<td>1</td>
<td>.000</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>127</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is 1.80.

Table 4.15.1 shows a Chi-square value of $\chi^2 = 52.261$ at a significance level of 0.000. The calculated statistic $\chi^2 = 52.261$ was found to be less than the tabled critical value of $\chi^2 = 66.469$. It can be interpreted that, statistically, there was no relationship between adequacy of the policy framework governing management of guidance and enhanced delivery of comprehensive guidance and counseling services at $\alpha = 1.80$. This can be interpreted to mean that regardless of the existing policy framework, the resolve to undertake comprehensive guidance and counseling services lay with the administration of the school. In the event of seeking to adhere to the standards and tenets of current best practices as driven by the sector specific dynamics, the school may disregard the policy and offer the best to their students.

Table 4.16 shows the responses on the instances of inhibited delivery of comprehensive guidance and counseling services attributed to the policy framework
Table 4.16: Instances of inhibited delivery of comprehensive guidance and counseling services attributed to the policy framework

<table>
<thead>
<tr>
<th>Instances</th>
<th>Principals</th>
<th></th>
<th>Teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Often</td>
<td>7</td>
<td>64</td>
<td>49</td>
<td>39</td>
</tr>
<tr>
<td>Rarely</td>
<td>4</td>
<td>36</td>
<td>62</td>
<td>49</td>
</tr>
<tr>
<td>Not at all</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100</td>
<td>127</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.16 shows that most of the teachers (49%) felt that there were rare cases of instances of delivery of comprehensive guidance and counseling attributed to the existing policy framework. This was more or less a confirmation that however minimal, there still existed situations whereby the policy framework inhibited the delivery of comprehensive guidance and counseling services in the schools. This can be interpreted to mean that they had situations of being impeded by the existing policy framework in the wake of seeking to undertake comprehensive guidance and counseling programmes in their respective schools. A very significant number of the teachers (39%) confirmed to have had often instances of the policy framework curtailing them from effectively executing comprehensive guidance and counseling programmes. It thus denotes that they did not deem the policy framework as accommodative as it ought to be to warrant the successful execution of guidance and counseling programmes. Very few teachers (12%) felt that the policy framework did not inhibit them at all. It thus denotes that only few teachers were comfortable with the existing policy framework with regard to its capacity to facilitate the delivery of comprehensive guidance and counseling services in their institutions.
Most of the principals (64%) confirmed that they had often instances of incidences whereby the existing policy framework had inhibited the delivery of comprehensive guidance and counseling in their institutions. This was a confirmation that they did not fully embrace it and regard it as they ought to.

This was a pointer to serious misgivings with the policy and the failure to give it due consideration as regards its capacity to aid them execute their mandate. It can thus be interpreted to mean that most of the principals did not consider the existing policy guiding the delivery of guidance and counseling services as encompassing and matching the reality in the schools. This can be attributed to the situations of it having inhibited delivery of comprehensive guidance and counseling services in their schools. This identified with Heyden, (2011) who was of the opinion that the policy framework for guidance and counseling in some instances curtailed the actualization of guidance and counseling programmes in many institutions.

Table 4.17 shows the responses by teachers and principals on their levels of agreement on attributes regarding policy framework for guidance and counseling in relation to the delivery of comprehensive guidance and counseling. The ratings were confirmed on a lickert scale of one to five.
Table 4.17: Attributes on policy framework for guidance and counseling

<table>
<thead>
<tr>
<th>Impact of policy framework guiding the management and administration of guidance and counseling services on enhanced delivery of comprehensive guidance and counseling services</th>
<th>Headteachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>The policy framework governing the delivery of comprehensive guidance and counseling services caters for the needs of the secondary education fully</td>
<td>Strongly disagree</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>The policy framework guiding the management of guidance and counseling services has the input of all the stakeholders</td>
<td>Strongly disagree</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>The policy guiding the management of guidance and counseling services has been reviewed regularly</td>
<td>Strongly disagree</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>The policy guiding the management of guidance and counseling services in secondary schools has all the critical needs catered for</td>
<td>Strongly disagree</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>The policy guiding the management of guidance and counseling services meets the expectations of the stakeholders in the education sector</td>
<td>Strongly disagree</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>2</td>
</tr>
</tbody>
</table>
The response as shown in table 4.17 shows that most of the teachers (48%) were of the opinion that the policy framework governing the delivery of comprehensive guidance and counseling programmes did not cater for the needs of the secondary schools fully. This was attributed to most of the teachers dissenting to the position. It was a confirmation that they did not deem it as fully catering for its envisaged purposes. This denoted the fact that the teachers did not fully appreciate the existing policy framework with regard to its capacity to provide the requisite environment guaranteeing the schools capacity to deliver comprehensive guidance and counseling services. This can be interpreted to mean that they deemed it not catering for the guidance and counseling demands in totality. A significant number of teachers (44%) however considered it appropriate and wholly catering for the demands of the schools. This was a pointer to varying levels of appreciation of the policy environment by the different schools. This may be linked to the varying dynamics that the institutions were exposed to. Similar sentiments were expressed by the principals. They deemed the policy framework governing the delivery of comprehensive guidance and counseling services as not fully catering for the demands of their schools. This shows that they had faced challenges accruing from the policy framework in place thus the misgivings about it. Some of the principals (22%) alluded to the policy effectively catering for the needs of their schools. This can be attributed to the different levels of development of the varied schools and the approach in which they employed the comprehensive guidance and counseling programmes. Regardless of the principals and teachers opinions with regard to the capacity of the policy framework to cater for the needs of their schools fully, they all considered it as having an impact on the enhanced delivery of comprehensive guidance and counseling services.
Most of the teachers (49%) were of the opinion that the policy framework guiding the management of guidance and counseling services did not draw the input of all stakeholders. This shows that the policy formulation process may not have been inclusive with the participation of all pertinent players thus their failure to appreciate it with regard to its capacity to draw their input. This can be interpreted to mean that there was a disconnect between the policy formulation process and its implementation with regard to actual engagement with the people charged with the mandate of executing it. It shows that the policy formulation process and execution were lacking synergy which was requisite for the successful execution of the policy. Some of the teachers (37%) however held the view that the input of varying stakeholders was considered in the policy formulation exercise. This denotes the fact that the policy formulation process may not have been very inclusive and all encompassing with regard to drawing the input of all critical stakeholders in some instances but considered the input of some others.

The principals (56%) held similar views as those taken by most of the teachers (49%). This shows that they equally felt that the policy framework guiding the management of guidance and counseling services did not have the input of all stakeholders. This can be interpreted to mean that they felt left out in the policy formulation exercise. This was a pointer to serious flaws in the policy formulation process taking into account that the school managers bore the heaviest responsibility with regard to dissemination and execution of the policies governing the administration of the schools. Some of the teachers and principals deemed the policy framework guiding the management and administration of guidance and counseling services as having an impact on the enhanced delivery of comprehensive guidance
and counseling services. This was despite their apprehension owing to failure to draw their input in its formulation process.

The position taken by most of the teachers (49%) as regards regular review of the policy guiding the management of guidance and counseling services shows that they deem it not to have been reviewed regularly. This shows that they considered the existing policy framework as not having been amended for long. This can be interpreted to mean that the existing policy was considered to be fully meeting the demands of the secondary schools thus its failure to attract reviews. This shows that there may not have been instances of the clamour for the review of the policy thus having it hold in its present position for long. A very significant number of teachers (22%) attested to not being aware of whether the policy had attracted reviews or not. This pointed to a situation whereby most of the teachers were not concerned about the varying policy initiatives undertaken in the wake of providing them with the requisite working environment. Some of the teachers were of the opinion that the policy framework had constantly been reviewed over time. This may have been a measure of appreciation of the existing policy with regard to considering it to meet the demands of the present day dictates with regard to provision of guidance and counseling services.

Most of the principals (67%) equally felt that the policy guiding the management of guidance and counseling services had not been reviewed regularly. This was an indication of some measure of dissatisfaction with the capacity of the existing policy framework to attract constant amendments in conformity with the changing dynamics in the secondary school education sector. It can thus be interpreted to mean that the principals had encountered changes driven by the evolving trends in
the administrative functions. The policy framework may not have taken cognizance of due to lack of constant review. Some of the principals however, considered the policy as having had been reviewed regularly. This showed that they found it fitting the demands of the guidance and counseling expectations in their schools regardless of its state. Most of the principals and teachers deemed the policy framework guiding the management and administration of guidance and counseling services as having an impact on the enhanced delivery of comprehensive guidance and counseling services.

Most of the teachers (56%) held the opinion that the policy guiding the management of guidance and counseling services in the secondary schools did not have all the critical needs of the programme catered for. This was attributed to most of them dissenting to the attribute. It can be interpreted to mean that they had occasion of encountering some weaknesses in terms of the policy realizing the expected standards of the guidance and counseling requirements in the secondary schools. This shows that the teachers may have experienced difficulties in terms of relating the policy in place to the pertinent needs in the students that they offered guidance and counseling services to. Some of the teachers (15%) were undecided as regards the same. This denoted failure on their capacity in the wake of carrying out guidance and counseling programmes. It may be occasioned by aspect of undertaking the programmes in unstructured manners which did not take cognizance of the policy requirements of the exercise. A significant number of the teachers (29%) appreciated the policy in terms of taking into account all the critical needs requisite of the guidance and counseling programmes in place. This may be occasioned by the different perspectives it is that the teachers viewed the conduct of guidance and counseling programmes requisite for the students.
An almost similar position was expressed by the principals. It denotes the fact that they dissented to the premise that the policy guiding the management of guidance and counseling services in the secondary schools had all the critical needs catered for. This shows that they deemed it as not having capacity to fully realize the demands of the standards required for the delivery of adequate guidance and counseling services to the students. It can thus be interpreted to mean that they viewed the existing policy as not effective enough with regard to catering for all the needs of the students and counselors involved in the guidance and counseling programmes. Some of the principals were undecided about the attribute (22%). This shows that they may not have had a clear understanding of the policy framework guiding the management of guidance and counseling services in the secondary schools. It was a reflection of failure on their part to have a total grasp of the existing policies put in place for their enhanced capacities in terms of running and managing the secondary schools. An insignificant number of the principals were okay with the policy framework in place. This denotes their measure of appreciation in terms of having the policy meeting all the needs that the effective delivery of guidance and counseling services in their schools required. Sentiments by most of the principals and the teachers showed that despite their opinions on the capacity of the policy guiding the management of guidance and counseling services they deemed it as having an impact on the enhanced delivery of comprehensive guidance and counseling services.

Most of the teachers (52%) had reservations about the capacity of the policy guiding the management of guidance and counseling services to meet the expectations of the stakeholders in the education sector. This shows that they deemed the policy in place
as not meeting the demands with regard to stakeholders’ expectations. This can thus be interpreted to mean that they were of the view that the policy did not take into account considerations from all pertinent stakeholders involved in the delivery of guidance and counseling programmes in the secondary schools. A significant number of teachers (16%) were undecided about the capacity of the policy in place to effectively meet the expectations of all the stakeholders. This was a projection of a glaring disconnect between the teachers and the prevailing stakeholder expectations in the wake of delivery of effective guidance and counseling services. Some teachers affirmed that the policy effectively met stakeholder expectations. This reflected the inherent diverse views and perspectives about the existing policy framework and its ability to satisfy the stakeholders in the education sector among the teachers.

Most of the principals (67%) similarly had misgivings about the capacity of the policy guiding the management of guidance and counseling services to meet the expectations of the stakeholders in the education sector. This denotes failure of the policy formulation process to draw broad participation from all the stakeholders in the education sector and realize capacity to meet their expectations. It can thus be interpreted to mean that most of the principals had noticed marginal involvement of the critical stakeholders in the policy formulation exercise thus the failure to realize their expectations. Some of the principals considered the policy in place as having capacity to meet the expectations of the stakeholders. This was a reflection of their capacity to identify with the policy in place and appreciate its essence in meeting stakeholder expectations. It was a pointer to their ability to identify with it and consider it fitting the demands of all stakeholders in the secondary school education
sector. Responses by the principals and teachers reflected a common position with regard to appreciating the capacity of the policy framework guiding the management and administration of comprehensive guidance and counseling services to ensure enhanced delivery of comprehensive guidance and counseling services. This was despite varied feelings on the capacity of the policy to meet stake holder expectations.

The District Education Officer was of the view that the policy governing the delivery of guidance and counseling services in secondary schools should be better clarified. He argued that the enlistment of broader participation in the policy formulation exercise would earn it acceptance and relevance in the critical secondary school sector. He was of the view that provisions for enforcement of guidance and counseling to be undertaken in a defined manner in all schools by way of structured curriculum would do the education sector good. This would heavily impact positively on the reduction of indiscipline cases owing to the fact that corporal punishment has been banned in the public secondary schools.

4.5 **Materials for guidance and counseling**

Provision of materials for guidance and counseling in many developed countries is the function of government. In many jurisdictions we have budgetary provisions detailing expenditure towards the purchase of materials like books geared to actualization of guidance and counseling, (Coy, 2004). In Sub-Saharan Africa, we have the pain of perennial budgetary deficits owing to lopsided priorities. This leads to situations whereby the governments are left to always beg for the basic education financing. It curtails any provisions for counseling materials because the bulk of the
education budget goes towards salaries and emoluments for teachers. The study sought to confirm the extent to which the availability of materials for guidance and counseling affected the provision of comprehensive guidance and counseling services in Kahuro sub-county, Murang’a County.

Table 4.18 shows the responses on provisions for all materials requisite for the delivery of guidance and counseling programmes.

<table>
<thead>
<tr>
<th>Provisions for guidance and counseling materials</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>82</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100</td>
</tr>
</tbody>
</table>

The response as shown in table 4.18 shows that most of the teachers (67%) were of the view that the provisions for guidance and counseling materials in their schools was not up to the requisite standards. This was a confirmation that the teachers faced constraints in the realization of guidance and counseling owing to lack of materials in many schools. It can thus be interpreted to mean that there were instances of failure to realize the envisaged guidance and counseling programmes attributed to lack of materials. This was a pointer to the inability of the schools to invest in the requisite materials for the realization of comprehensive guidance and counseling services.
The principals (82%) equally decried the deplorable state of affairs as regards guidance and counseling materials provision. They confirmed that their schools faced challenges in the event assessing the materials required for apt delivery of guidance and counseling programmes. This can be interpreted to mean that the schools were not able to appropriate the requisite budgetary resources for the realization of guidance and counseling programmes. This may have been attributed to situations of financial handicaps on the part of the schools leading to them appropriating resources to vote heads that they deemed more pressing and having a great bearing on the students’ academic performance.

In the scheduled interview, the District Education Officer confirmed that the provision of guidance and counseling materials in most schools was a challenge to them. He was of the view that budgetary appropriations for the purchase of books and allied instructional materials for guidance and counseling were not enough for the schools. This was a pointer to the financial challenges that the schools faced in the quest of assuring the provision of guidance and counseling materials which were a prerequisite for the success of the programs.

The students confirmed in the conduct of the focus group discussions that materials for guidance and counseling programs were seldom procured in the schools. This was more or less a confirmation that most of the schools handled the guidance and counseling programs as peripheral activity that did not warrant the investment of the school resources in. A scrutiny of the delivery notes in some schools by the researcher did not yield those for guidance and counseling materials. This was a confirmation that they were rarely purchased in comparison to the other materials for examinable subject areas.
Table 4.19 shows responses on the rating of availability of guidance and counseling materials in fulfilling the needs of the school and all its counseling requirements.

Table 4.19: Rating of availability of guidance and counseling materials in fulfilling the needs of the school and all its counseling requirements

<table>
<thead>
<tr>
<th>Availability of guidance and counseling materials</th>
<th>Principal</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Very adequate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Adequate</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>Inadequate</td>
<td>7</td>
<td>64</td>
</tr>
<tr>
<td>Very inadequate</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.19 shows that most of the teachers (58%) rated the availability of the guidance and counseling materials in terms of fulfilling the schools all counseling requirements as inadequate. This was an explicit pointer to their level of dissatisfaction with the availability of the materials required for guidance and counseling programmes. It can thus be interpreted to mean that availability of guidance and counseling materials heavily impaired the guidance and counseling delivery standards in the secondary schools. Some schools had adequate guidance and counseling materials at their disposal (30%) while others deemed them as very adequate (3%). This aptly captured the disproportionate distribution of financial resources in the schools and could also be a pointer on the priorities as regards acquisition of materials and implements for effective realization of school programmes.
The researcher confirmed in the wake of conducting physical evaluation on the schools capacities with regard to provision of guidance and counseling materials that they were very inadequate in many instances. The availability of rooms to facilitate guidance and counseling sessions was a mirage in most of the schools. The lack of initiative to allocate infrastructure for guidance and counseling requirements and allied materials was a reflection of the lackluster attitude by the schools towards the activity.

Table 4.19.1 shows a cross-tabulation between availability of guidance and counseling materials in fulfilling the heeds of the school and all its counseling requirements and delivery of comprehensive guidance and counseling services.

**Table 4.19.1: Availability of guidance and counseling materials in fulfilling the heeds of the school and all its counseling requirements and delivery of comprehensive guidance and counseling services**

<table>
<thead>
<tr>
<th>Chi-Square Tests</th>
<th>Asymp. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Value</td>
</tr>
<tr>
<td>Pearson Chi-Square</td>
<td>115.413(^{a})</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>67.953</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>42.861</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>127</td>
</tr>
</tbody>
</table>

\(^{a}\) 4 cells (50.0%) have expected count less than 5. The minimum expected count is .35.
Table 4.19 shows a Chi-square value of $\chi^2 = 115.413$ at a significance level of 0.000. The calculated statistic $\chi^2 = 115.413$ was found to be greater than the tabled critical value of $\chi^2 = 67.953$. It can be interpreted that, statistically, there was a relationship between availability of guidance and counseling materials in fulfilling the needs of the schools in the delivery of comprehensive guidance and counseling services at $\alpha = 0.35$. The results can thus be interpreted to mean that the guidance and counseling materials were a requisite in the realization of comprehensive guidance and counseling services in the secondary schools.

Table 4.20: Instances of schools’ failure to meet counseling obligations due to lack of materials

<table>
<thead>
<tr>
<th>Instances of schools’ failure</th>
<th>Principal</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Often</td>
<td>8</td>
<td>73</td>
</tr>
<tr>
<td>Rarely</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>Not at all</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.20 shows that most of the teachers (53%) confirmed that there were instances of the schools failing to meet their guidance and counseling obligations even though to varied levels. The responses were an indication of the failure to participate and undertake programmes of events attributed to lack of materials. This denotes the level of despair and incapacitation on the part of the teachers going by the prevailing situations. It can thus be interpreted to mean that lack of materials had caused the schools not to carry out activities that the students were supposed to partake in. This shows that the lack of materials had disadvantaged the students and
made them to lose out on the envisaged standards as regards guidance and counseling services provision. The schools which had not had instances of programme disruption were very few (2%). This shows that with good planning and appropriation of resources for materials the students can be assured of sound delivery of the requisite guidance and counseling services.

Most of the principals (75%) considered there to have been often instances of failure to meet counseling obligations owing to lack of materials to undertake the programmes. This shows that despite their esteemed positions in the running and management of the schools, they still acknowledged the schools failure to meet obligations to students owing to lack of guidance and counseling materials. This can be interpreted to mean that the handicap of availing materials for the guidance and counseling programmes was an issue beyond their individual capacities. It can thus be interpreted to mean that the schools may have been heavily constrained and limited of options as pertains acquisition of materials for guidance and counseling owing to the limited financial resources at their disposal.

An analysis of the schools visitors books in many instances reflected situations where by the students had not been visited by guest speakers for guidance and counseling sessions. This was a confirmation that the schools had faced constraints incapacitating the students owing to lost opportunities. This may have been attributed to the financial demands placed on the schools by the visiting counselors thus budgetary shortfalls would have been a motivating factor.

Table 4.21 shows the responses by teachers and principals on materials for guidance and counseling in relation to the delivery of comprehensive guidance and counseling services. The ratings were confirmed on a lickert scale of one to five
Table 4.21: Attributes on materials for guidance and counseling

<table>
<thead>
<tr>
<th>Impact of availability of materials on delivery of comprehensive guidance and counseling services</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Our school has provisions for adequate rooms for the guidance and counseling programmes</td>
<td>Strongly disagree</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Our school has always received government subsidized materials for guidance and counseling programmes</td>
<td>Strongly disagree</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Provision for guidance and counseling materials has always ensured the successful delivery of comprehensive guidance and counseling programmes</td>
<td>Strongly disagree</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Availability of guidance and counseling materials has always facilitated the delivery of comprehensive guidance and counseling programmes</td>
<td>Strongly disagree</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>The schools' administration values the appropriation of funds for realization of guidance and counseling activities and materials</td>
<td>Strongly disagree</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
The responses by the teachers showed most of them (61%) dissented to the presence of adequate rooms for guidance and counseling programmes in their schools. This was a confirmation that the schools were heavily impaired with regard to the presence of infrastructure for the conduct of guidance and counseling activities. This can be interpreted to mean that the schools had not made investments geared towards actualization of successful guidance and counseling activities. This denotes the fact that many of the schools may have been constrained with regard to access to basic infrastructure thus deemed it not worthwhile to allocate rooms for guidance and counseling purposes at the expense of other academic programmes. Some of the teachers (31%) held the view that their schools had adequate rooms for conducting guidance and counseling programmes. This was a reflection of varied capacities with regard to the endowment with infrastructural facilities.

Similar sentiments were expressed by the principals. This was equally a reflection of heavily constrained infrastructural provisions for the schools and limited capacities for the dedication to guidance and counseling programmes. It can thus be interpreted to mean that the principals appreciated the limited abilities that the schools had with regard to access to infrastructure to comfortably host the guidance and counseling programmes. This was an indication that most of the schools had limited infrastructural provisions which would allow them to effectively execute the guidance and counseling programme. Some of the schools were however fully equipped with regard to provisions for adequate rooms to conduct guidance and counseling programmes. Most of the teachers confirmed that the availability of materials was a factor which affected the delivery of comprehensive guidance and counseling services. This was despite their varied opinions as regards the adequacy
of the rooms in place to assure them effective guidance and counseling programmes. The principals had a different position from that taken by the teachers. They deemed the availabilities of materials as not a factor affecting the delivery of comprehensive guidance and counseling services.

The provision of government subsidized materials for guidance and counseling programmes was not availed to the schools. This was going by the sentiments expressed by most of the teachers (68%). This denoted the fact that the schools had to source their own materials devoid of looking up to the government to provide them with subsidies. This can be interpreted to mean that the provision of subsidies for the conduct of guidance and counseling programmes in the public secondary schools by government was not availed. This shows that the schools had to budget and appropriate funds to acquire materials for guidance and counseling programmes. Some of the teachers confirmed that their schools had access to government subsidies in terms of materials for guidance and counseling. This may have been an indicator of government subsidy programmes which were not well distributed equitably in all the schools.

Most of the principals (91%) were of the opinion that provision for the government subsidies was not done in their schools. This was a confirmation of the position taken by the teachers with regard to government subsidies availing to the schools for the conduct of guidance and counseling programmes. It can thus be interpreted to mean that the public secondary schools were not availed with government subsidies for the guidance and counseling programmes in place. The responses by the principals denote a stronger resolve on the aspect of government subsidy provision
whereby they all were of the opinion that they were virtually non-existent. This thus shows that their position may hold taking into account that they are involved in running and management of the schools which entails even seeking materials for all curricula and extra-curricular programmes. The teachers were of the view that the availability of materials for guidance and counseling was a factor that affected the delivery of comprehensive guidance and counseling services. This was regardless of their opinions as to whether the schools had received subsidized materials from the government for the execution of guidance and counseling programmes. The principals however, had a contrary view to that of the teachers. This may have been a pointer to them considering availability of materials as not a factor affecting the successful delivery of comprehensive guidance and counseling programmes.

Most of the teachers (52%) had the opinion that the provision for guidance and counseling materials had always ensured the successful delivery of comprehensive guidance and counseling programmes. This was reflective of the availing of materials being a motivating factor to the teachers and students actively participating in the guidance and counseling programmes. It can thus be interpreted to mean that the provision of guidance and counseling materials had a direct impact on the capacity of the schools to successfully undertake guidance and counseling activities. Some of the teachers however held a contrary opinion. This showed that they deemed the availing of guidance and counseling materials not being a very integral factor as regards the provision of guidance and counseling services. This may have been alluded to the fact that despite the presence or absence of materials, the personal initiative of the teachers in charge and the students benefitting from the programmes held a major sway in influencing their actualization.
The principals struck a balance between those who assented (50%) and those who dissented (50%) to the premise that the provision of guidance and counseling materials had always ensured the successful delivery of comprehensive guidance and counseling programmes. This denotes the fact that even without the provision of materials for guidance and counseling, the personal will and dedication of the teachers charged with the mandate may have influenced the success of the programmes. In instances of availing of the materials requisite for undertaking the programmes, the schools may have a higher preference for academic programmes and allied activities geared towards ensuring that students post good performance. This may have been the factor which motivated the positions taken by the principals.

The responses by the teachers showed that most of them considered the availability of materials as a factor affecting the delivery of comprehensive guidance and counseling services. The principals however, had a varying opinion with most of them taking the position that the availability of materials was not a factor affecting the delivery of comprehensive guidance and counseling services. It thus denotes the fact that the teachers deemed provision of guidance and counseling materials as a requisite for successful delivery of comprehensive guidance and counseling programmes while the principals held a contrary opinion.

Most of the teachers (56%) confirmed that the availability of guidance and counseling materials had always facilitated the delivery of comprehensive guidance and counseling programmes. This was an indication that they related the success of the guidance and counseling programmes in place to the availability of materials for the undertaking of the exercise. It could thus be interpreted to mean that the availability of guidance and counseling materials directly impacted on the success of
the guidance and counseling programmes carried out by the schools. It thus shows that the teachers were convinced that successful guidance and counseling programme implementation was hinged on the availability of materials to undertake the activity. Some teachers (32%) however dissented to the position. It was thus reflective of them holding onto the premise that the absence or availability of guidance and counseling materials did not heavily influence the success of the programmes. This may have been linked to the individual capacities of the teachers with regard to their ability to execute the guidance and counseling programmes.

The principals (63%) shared a similar position with that taken by the teachers. They viewed the availability of guidance and counseling materials as a motivating factor to the facilitation of comprehensive guidance and counseling programmes. It shows that they highly regarded the availability of materials as a factor which motivated the successful delivery of comprehensive guidance and counseling programmes. Some of the principals (37%) held a contrary opinion. This denotes the fact that they deemed the success of guidance and counseling programmes as not dependent on the availability of materials. Most of the teachers deemed the availability of materials as a factor affecting the delivery of comprehensive guidance and counseling services while the principals believed otherwise.

Most of the teachers (51%) were of the opinion that the schools’ administration valued the appropriation of funds for realization of guidance and counseling activities and the provision of materials. This was a confirmation that the schools had placed emphasis on the guidance and counseling activities to the level of budgeting and appropriating funds to ensure the services were provided. This can
thus be interpreted to mean that the guidance and counseling programmes were held in high esteem by the secondary schools and factored in the budgets. This shows that the programmes were not only held in sentimental value by the school administrators but they went out of the way to actively engage in them by way of providing funds. Some of the teachers (36%) deemed the administrations as not placing the requisite emphasis on the programmes to the level of appropriating budgetary allocations for the fruition of the programmes. This denotes the fact that some schools handled the guidance and counseling activity as a peripheral programme not warranting budgetary allocation. It was thus a pointer to varied capacities by the different schools as pertains how they handled the guidance and counseling activity in relation to the budgetary demands.

Responses by the principals on the capacity of the school administration to appropriate funds for the realization of guidance and counseling activities shows that their dissenting and assenting positions were equal. This was by way of some disagreeing and others agreeing to the premise. It thus shows that some schools had attached great value to the guidance and counseling programmes to the level of making budgetary appropriations for them while others did not. This can be interpreted to mean that the schools employed their own discretions with regard to allocating funds for programmes in place.

The District Education Officer was of the view that the school administrator needed to be sensitized on the essence of the guidance and counseling program to have them procure materials for it. This would assure the schools enhanced capacities with regard to guidance and counseling provision. An upgrade of infrastructural
capacities should also be done in the schools. This would see to it that they do not have challenges with regards to allocating space for the conduct of guidance and counseling activities.

This was in line with (Coleman, 2009) who was of the opinion that most of the materials used for guidance and counseling services are dependent on the goodwill of the donor community and allied development partners in Sub-Saharan Africa and the developing nations. This is attributed to the fact that rarely do we have governments in Africa appropriating for development other than recurrent expenditure. It exposes the education systems to a risk of churning out graduates who do not have holistic development in terms of life skills and other requisites. This calls for a serious realignment and a rethinking of priorities in terms of materials provision for the holistic development of learners and an assurance of well-rounded graduates of the education systems.

4.6 Parental involvement in guidance and counseling

Surveys by North Carolina State University (2003) found out that parental involvement played a major role on the character and person of the learners. The study which sampled parents from the low and middle income segments of the economy found out that most of the parents who dedicated their time to attend to the academic activities as dictated by demands in the learners’ schools always had the learners have good character and a disciplined mien as compared to the parents who did not engage in the day to day lives of their children. This confirms previous works by Koinange (2006) who said that the present day rat chases as regards the day to day rigours of life had made many learners alienated from their parents due to lack of attention leading to high incidences of indiscipline cases and truancy in
The study envisaged to establish the extent to which parent involvement affected the delivery of comprehensive guidance and counseling programmes in Kahuro sub-county, Murang’a County.

Table 4.22 shows responses on presence of modalities of liaising with parents on the conduct and character of their children.

<table>
<thead>
<tr>
<th>Presence of modalities</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>8</td>
<td>73</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.22 shows that most the teachers (80%) believed that the schools had put in place modalities for liaison with parents on the conduct and character of their children. This showed that active measures had been put in place to ensure constant collaboration and communion between the schools and parents on the students’ character for their own good. This could be interpreted to mean that the schools had forged synergy in the wake ensuring collective responsibility between them and parents as regards assuring the students character and conduct. This shows that the teachers appreciated the roles played by the parents in the moulding and shaping the characters of their children. Only few schools (20%) had not put in place systems to ensure liaison with parents on the students conduct. This may be attributed to the busy schedules and the limited interaction between the teachers and parents in the carrying out of mutual engagements for the students good.
The bulk of the principals (73%) shared a similar opinion as that expressed by teachers. They deemed their schools as having put in place apt modalities for liaison and interaction with parents as regards the conduct of the students. This was a confirmation of presence of systems which ensured that the parents participated in the growth and development of their children as they undertook the studies more so as regards their character and conduct. This could be interpreted to mean that the principals had placed a major emphasis on cultivating good relations between the schools and the parents for the assurance of the students conduct and character.

The descriptive statistics for principals reflect a variance of 0.467, mean of 1.27, median of 1.00 and mode of 1.00. The descriptive statistics for teachers reflect a variance of 0.399, a mean of 1.20, mode of 1.00 and median of 1.00. The response by the teachers depicts a lower variance from the norm. This can be interpreted to mean that the teachers considered their schools to have put in place modalities to ensure that there was liaison between the institutions and the parents on the student’s conducts and character, and they took a stronger position than the principals.

Table 4.22.1 shows responses on presence of modalities of liaising with parents on the conduct and character of their children.
A Spearman’s Rank Order correlation was run to determine the relationship between the presence of modalities of liaising with parents on the conduct and character of their children and its impact on the delivery of comprehensive guidance and counseling services. There was a correlation between the presence of modalities of liaising with parents on the conduct and character of their children and its impact on the delivery of comprehensive guidance and counseling services, which was statistically significant ($r_s = .524, p = .01$).
Table 4.23 shows responses on rating of the relationship between office and the parents in school.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Very cordial</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Cordial</td>
<td>8</td>
<td>73</td>
</tr>
<tr>
<td>Fairly cordial</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Bad</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>11</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.23 shows that most of the teachers (80%) were of the view that the relations between the office and the parents in the school were fairly cordial. The responses depicted a situation whereby most of the teachers deemed the relations as cordial but not up to the requisite levels. The responses could thus be interpreted to mean that even the relations between the parents and the office were cordial; there was room for greater enhanced relations. Some other teachers (10%) were of the opinion that the relations between the office and parents were cordial. This denoted their appreciation of the prevailing relations. It could be a pointer to the situation of mutual goodwill between the parents and the office. Instances of bad relations were equally cited by some teachers (3%). This shows that in some schools there were situations of frosty relations and non-cooperation between the office and the parents on matters pertaining the students.
The principals (73%) had a feeling that the relations between the parents and the office were cordial. This was a reflection of the situation of goodwill and sound coexistence between both parties for the mutual good of the students. It can thus be interpreted to mean that the principals deemed their association with the parents as fine. This was an indication of healthy relations which had capacity to portend good tidings to the conduct and character of the students.

The descriptive statistics for the teachers depict a variance of 0.612, a mean of 2.79, a median of 3.00 and a mode of 3. Those for the principals reflected a variance of 0.539, a mean of 1.91, a median of 2.00 and a mode of 2. The lower variance in the responses provided by the principals can be interpreted to mean that they held a stronger opinion with regard to the capacity of their offices to have better relations with the parents than the teachers. This may be alluded to the fact of them having a personal interaction with most of the parents who had students in the schools.

In the scheduled interview, the District Education Officer was of the opinion that enhanced relations between the schools and the parents should be fostered. This was for the purpose of assisting the students get a good environment both in school and at home as regards the guidance and counseling demands. He was of the opinion that the sustaining of mutual relations would aid the cross sharing of information between the parents and the teachers on the students for their good. He urged that this was good because every party had to play their role especially in the turbulent phase of adolescence.
Table 4.24 shows responses on impact of parental involvement on enhanced delivery of guidance and counseling services in school

Table 4.24: Impact of parental involvement on enhanced delivery of guidance and counseling services in school

<table>
<thead>
<tr>
<th>Impact</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>To a great extent</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td>To a very fair extent</td>
<td>6</td>
<td>55</td>
</tr>
<tr>
<td>To a fair extent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>11</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.24 shows that most of the teachers (65%) were of the view that parental involvement fairly impacted on the capacity of the schools to ensure enhanced delivery of guidance and counseling services. Their responses denoted the fact that they did not deem the parental involvement to have a very great sway on the ensuring of enhanced delivery of guidance and counseling services. This can be interpreted to mean that even though parental involvement played a role in ensuring enhanced delivery of guidance and counseling services, it was minimal and of no great effect to the schools. Some teachers had a feeling that it played a very significant role (26%). This may be attributed to the varying capacities with regard to the ability of the schools to directly engage and involve the parents on the wellbeing of the students. Some had a feeling that it had a very minimal and insignificant effect (9%). This could have been a pointer to the non-involvement of the parents in some schools in matters pertaining their children with regard to the guidance and counseling services provided to them.
The principals held an almost similar opinion like the teachers. They were of the view that parental involvement played a fair role on the ensuring of enhanced delivery of guidance and counseling services. Some of the principals deemed the relationship between their offices and the parents as having played a very great role on the ensuring enhanced guidance and counseling services. This may have been a pointer to varying levels of involvement and interaction between the school administration and the parents.

Table 4.25 shows the responses by teachers and head teachers on their levels of agreement on attributes pertaining parental involvement in guidance and counseling and delivery of comprehensive guidance and counseling services. The ratings were confirmed on a lickert scale of one to five.
Table 4.25: Attributes on parental involvement in guidance and counseling

<table>
<thead>
<tr>
<th>Impact of parental involvement on the delivery of comprehensive guidance and counseling services</th>
<th>Headteachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Parents with learners in our school are greatly involved in the ensuring enhanced delivery of guidance and counseling services</td>
<td>Strongly disagree</td>
<td>1</td>
</tr>
<tr>
<td>Headteachers</td>
<td>Disagree</td>
<td>1</td>
</tr>
<tr>
<td>Teachers</td>
<td>Undecided</td>
<td>0</td>
</tr>
<tr>
<td>Parents with learners in our school are greatly involved in the ensuring enhanced delivery of guidance and counseling services</td>
<td>Agree</td>
<td>8</td>
</tr>
<tr>
<td>There is an amiable working relationship between the school administration and the parents as regards the character and conduct of the learners</td>
<td>Strongly agree</td>
<td>1</td>
</tr>
<tr>
<td>Parents are always available when required in the school for the guidance and counseling requirements of their children</td>
<td>Strongly disagree</td>
<td>0</td>
</tr>
<tr>
<td>Parents are always available when required in the school for the guidance and counseling requirements of their children</td>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Parents are always available when required in the school for the guidance and counseling requirements of their children</td>
<td>Undecided</td>
<td>0</td>
</tr>
<tr>
<td>Parents are sensitive to the needs of their children and they always attend forums to deliberate on the character and conduct of the students</td>
<td>Agree</td>
<td>2</td>
</tr>
<tr>
<td>The parents are sensitive to the needs of their children and they always attend forums to deliberate on the character and conduct of the students</td>
<td>Strongly disagree</td>
<td>0</td>
</tr>
<tr>
<td>The parents are sensitive to the needs of their children and they always attend forums to deliberate on the character and conduct of the students</td>
<td>Disagree</td>
<td>1</td>
</tr>
<tr>
<td>The parents are sensitive to the needs of their children and they always attend forums to deliberate on the character and conduct of the students</td>
<td>Undecided</td>
<td>2</td>
</tr>
<tr>
<td>The parents are sensitive to the needs of their children and they always attend forums to deliberate on the character and conduct of the students</td>
<td>Agree</td>
<td>7</td>
</tr>
<tr>
<td>The parents are sensitive to the needs of their children and they always attend forums to deliberate on the character and conduct of the students</td>
<td>Strongly disagree</td>
<td>1</td>
</tr>
<tr>
<td>The parents are sensitive to the needs of their children and they always attend forums to deliberate on the character and conduct of the students</td>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>The parents are sensitive to the needs of their children and they always attend forums to deliberate on the character and conduct of the students</td>
<td>Undecided</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>0</td>
</tr>
</tbody>
</table>
Most of the teachers (51%) were of the opinion that the parents with learners in the schools that they taught were greatly involved in the ensuring of enhanced delivery of guidance and counseling services. This can be interpreted to mean that they held the future of their children in high regard thus their quest to get personally involved in activities to ensure enhanced delivery of guidance and counseling services. This denoted the fact that despite their children being in school, they had not abdicated their responsibilities of striving to see to it that they were of sound character. This could be directly linked to their efforts in ensuring collaboration with schools in the provision of guidance and counseling services.

The principals (72%) had a similar opinion as that one taken by most of the teachers. The responses were reflective of synergy and enhanced relations between the parents and them in the quest of seeing to it that the students’ futures were safeguarded by way of providing them with the requisite guidance and counseling services. Some of the teachers and principals had a contrary opinion. This was a pointer to situations of parents relegating their roles and leaving the mandate of guidance and counseling services provision to be wholly taken care of by the schools. The position taken by all the principals and most of the teachers was that parental involvement was a critical factor affecting the delivery of comprehensive guidance and counseling services in secondary schools. This was regardless of their positions about the level of parental involvement in their schools in ensuring enhanced delivery of guidance and counseling services.
Most of the teachers (66%) assented to the situation of an amiable working relationship between the school administration and the parents as regards the character and conduct of the learners. The responses could be interpreted to mean that the school administration and the parents appreciated each other and played complementary roles for the common good of the students. This was a pointer to the situation of mutual association with an aim of deriving the accrued benefits to the students. Some teachers however, took exception to the existence of amiable working relations between the school administration and the parents. This was evidence of the situation of strained relations between both parties in some schools. This could have negative effects on the character and the conduct of the students.

Most of the principals (81%) equally held the view that they had amiable working relations between them and the parents. This was a pointer to the situation of both parties working in harmony for the common good of the students. In some schools though, the principals confirmed that they did not have good relations with the parents. This may have been attributed to diverse working environments and the individual characters and dispositions of the affected parents. All the principals and most of the teachers took a position that parental involvement played a significant role on the capacity of the schools to effectively deliver comprehensive guidance and counseling services. This was devoid of the relations between the school administrations and the parents in the different schools.

The availability of the parents when required in school for the guidance and counseling requirements of their children was confirmed by most of the teachers (59%). This shows that the parents had capacity to dedicate time and attend to the
needs of their children on the aspect of guidance and counseling. It can thus be interpreted to mean that the parents held the guidance and counseling requirements of their children in high regard and always created time for them despite their busy schedules. This denotes attachment and capacity to have the wellbeing of the children at heart. Some parents though were not always available as confirmed by the teachers. This shows that some of them had abdicated their roles on the guidance and counseling requirements of the children.

Most of the principals (72%) shared similar sentiments like those of the teachers. It was thus a confirmation that they availed themselves whenever it is that they were called upon to attend to the guidance and counseling requirements of their children in the schools. All the principals and most of the teachers held the view that parental involvement was a requisite in the delivery of comprehensive guidance and counseling services in the secondary schools. This was devoid of the positions taken as regards the availability of the parents when required to attend to the guidance and counseling requirements of their children.

Most of the teachers (59%) were of the view that parents were keen to take advice from the school administration as regards their relations with the children and how they would guide them at home. This could be interpreted to mean that the parents highly regarded the teachers and respected their opinions on the guidance and counseling requirements of their children. The responses denoted mutual respect from both teachers and parents and effective role playing on the part of the teachers. Instances of parents not keen to take advice on how to relate with their children and guide them at home were however still cited. This could have been a pointer to the
presence of some highly opinionated parents who did not take advice from the teachers as regards the guidance and counseling requirements of their children.

Most of the principals (72%) held the view that the parents were keen to take advice from the school administration on how to relate and guide the learners at home. This was a confirmation of the fact that many parents respected the roles played by the school administration on the guidance and counseling provided to the students. All the principals and most of the teachers confirmed that they considered parental involvement as a factor affecting the delivery of comprehensive guidance and counseling services in secondary schools. They took the position despite the views that they held on the keenness of the parents to take advice from the school administration on how to relate with the learners and guide them at home.

Most of the teachers (59%) confirmed that the parents were sensitive to the needs of their children and always attended forums to deliberate on the character and conduct of the students. The responses could be interpreted to mean that the parents had faith in the capacity of the institutions to act as good training grounds which cultivated to the good conduct and character in the students. This denoted the value it is that the parents had apportioned to the institutions that the children attended in the wake of undertaking their secondary school education. Instances of parents failing to attend forums for the deliberations on the character and conduct of their children were confirmed by some of the teachers. This denoted failure on the part of some parents with regard to dutifully undertaking activities geared towards assuring the children an optimum environment for character moulding and development.
Most of the principals (72%) considered the parents with students in their schools to be highly available when required to attend forums for the deliberations on the character and conduct of the students. The responses vindicated the position taken by most of the teachers. It was confirmation that the parents highly regarded activities facilitated by institutions with an aim of character moulding and development for the students. This denoted the fact that the parents strived to go out of their way and undertake activities which would assure their children sound character development. All the principals and most of the teachers were convinced that parental involvement was a factor affecting the delivery of the comprehensive guidance and counseling services in the secondary schools. This was despite their positions on the aspect of the availability of the parents in attending forums for the deliberations on the character and conduct of the students.

This identified with studies by (Kavuludi, 2008) which showed that incidences of discipline cases in learners whose parents made a regular follow up of their academic activities in school were very minimal in comparison to those who had a disconnect to the learners. The study found out that most of the parents who were in high end of life rarely attended school functions like academic clinics which gave avenues for interaction with teachers thus exposing the learners to a risk of irresponsibility owing to the fact that drivers and personal assistants carried out the role of parents to them.
Ways for enhancing the delivery of comprehensive guidance and counseling services.

The teachers believed that the delivery of comprehensive guidance and counseling services would be better enhanced in the wake of having a greater budgetary allocation for the activities. They were of the view that increased budgetary allocation would assure the schools enhanced capacities to carry out more activities than at present. It would equally guarantee the schools access to materials required for the provision of guidance and counseling services. This would have the net effect of lesser strain on the guidance and counseling departments and actualization of the envisaged objectives.

Proposals for capacity building by way of having the guidance and counseling teachers facilitated to attend workshops and acquire skills on current best practices were equally floated. This would have the effect of better equipped counselors who were equal to the task of handling the students to the requisite standards. Infrastructural capacity upgrade was equally called for. This was by way of having the institutions investing in guidance and counseling rooms required for service provision. This would enhance the capacity of the schools and assure them of meeting the minimum expected standards.

The principals had the view that the ministry of education should sponsor willing teachers for guidance and counseling programs. This would ensure that the counselors undertaking the service in the schools carried it out professionally for the good of the students. The gesture would also motivate a greater uptake of the guidance and counseling programs by the secondary school teachers and assure the schools access to the critical human capital.
Entrenchment of the policy governing the management of guidance and counseling programmes was equally called for. This was with regard to drawing of a wider public participation in the policy review and formulation process. Calls for development of curriculum for the guidance and counseling programme for the secondary schools were also made. This was with an aim of ensuring that the programme was taken seriously by all the institutions. This would have them place a bigger emphasis on the guidance and counseling programme than at present.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings, conclusions and recommendations drawn from the findings in connection with the institutional management practices for enhanced delivery of comprehensive guidance and counseling services in secondary schools. The objectives that guided the study were: availability of the guidance and counseling teachers, the policy framework for guidance and counseling, availability of materials for guidance and counseling and the parental involvement in guidance and counseling services provision and their influence on the delivery of comprehensive guidance and counseling services.

5.2 Summary of the study

5.2.1 Availability of trained guidance and counseling teachers

The responses by the principals showed that most of them were of them drew the consideration that there were enough trained guidance and counseling teachers at 55% while 45% of them were of the opinion that the numbers of trained guidance and counseling teachers was not adequate. Their position identified with that of the teachers. The principals held the view that guidance and counseling teachers under the employment of the TSC were adequate at 9% while 91% were of the view that they were inadequate. The teachers equally felt that the trained guidance and counseling teachers were inadequate making the study deduce that trained guidance and counseling teachers under the employment of the TSC were inadequate in the study area.
5.2.2 Policy framework guiding the management of guidance and counseling

The responses showed that the principals considered the policy framework guiding the management of guidance and counseling services in secondary schools as adequate at 9%, adequate at 18% and inadequate at 73%. The teachers believed that the policy framework had inhibited delivery of guidance and counseling services often at 39%, rarely at 49% while 12% deemed it not to have inhibited it at all. The study thus deduced that the policy did not meet the envisaged standards as regards assurance of comprehensive guidance and counseling services.

5.2.3 Materials for guidance and counseling services provision

The provision of guidance and counseling services materials was confirmed by the principals to have been regularly done in their schools at 18% while 82% deemed it as not regular and adequate. The teachers were of the view that guidance and counseling services had been inhibited by lack of materials often at 45%, rarely at 53% while 2% were of the consideration that guidance and counseling materials had not inhibited service provision in any instance. The findings depicted a situation of inhibited guidance and counseling services provision attributed to lack of materials.

5.2.4 Parental involvement in the provision of guidance and counseling services

The principals confirmed that the schools had put in place modalities for parental involvement in guidance and counseling service provision at 73% while 27% were of the view that the parents were not involved. The impact of parental involvement on the students in guidance and counseling services provision was considered as great by the teachers at 26%, fair at 65% and low at 9%. The findings thus reflected
efforts on parental involvement by the schools in guidance and counseling services provision.

5.3 Conclusions of the study

The study drew the following conclusions:

The availability of trained guidance and counseling teachers in the public secondary schools in Kahuro sub-county was inadequate. There were fair efforts by the school administrators to liaise with the staffing officers in the quest of getting trained guidance and counseling teachers posted to the schools. The study thus drew the conclusion that the availability of trained guidance and counseling teachers was a factor affecting the delivery of comprehensive guidance and counseling services in the secondary schools in Kahuro sub-county.

The policy guiding the management of guidance and counseling services provision in the public secondary schools was fairly known and understood by the teachers and principals who were responsible for executing it. The policy was largely considered inadequate for the management of guidance and counseling services provision. The study thus concluded that the policy was inadequate for the delivery of comprehensive guidance and counseling services in the public secondary schools in Kahuro sub-county.

The provision of the requisite materials for guidance and counseling services in the public secondary schools was not sufficient. This was confirmed by most of the principals and the teachers in the study area. The study confirmed many instances of failure to meet counseling obligations by the schools due to lack of materials.
requisite for the services. It thus concluded that the delivery of comprehensive guidance and counseling services in the public secondary schools in Kahuro sub-county was greatly impaired by lack of the required materials for the programmes.

The study found out that the schools had put in place modalities for ensuring parental involvement in the provision of guidance and counseling services. In many instances, there were good relations between the school administration and the parents with students in the secondary schools. The study thus concluded that the good relations between most of the schools and the parents had positively impacted on the delivery of comprehensive guidance and counseling services.

5.4 Recommendations of the study

The study made the following recommendations:-

i) The Ministry of Education should strive to ensure that the provisions for trained guidance and counseling teachers are made. This may be by way of giving the teachers incentives to attend training programmes by way of subsidizing the training programmes costs or fully sponsoring them for the training. Enhanced pay packages would greatly motivate a higher uptake of the guidance and counseling programmes by the teachers and increase the number of trained teachers providing the services to the students. This would assure the schools effective capacities in terms of meeting the obligations requisite for the delivery of comprehensive guidance and counseling programmes.

ii) The Ministry of Education should place a greater emphasis on the policy guiding the management of guidance and counseling services provision in the public secondary schools by way of ensuring a greater participation of all the
stakeholders. Putting in place of standard syllabus for the guidance and counseling programme would ensure that the guidance and counseling services are more effective owing to the enforcement accruing from undertaking the programmes in class by all the schools in a standard manner.

iii) The Ministry of Education should put in place mechanisms which assure the schools of capacity to access materials for guidance and counseling services provision in a subsidized manner by way of making bulk purchases and having them distributed to the schools equitably. This would assure all schools an equal footing with regard to capacity for materials access and ensure that they all provide students with the requisite guidance and counseling programmes.

iv) The public secondary schools should enhance relations with parents to ensure that all of them participate in monitoring the character and conduct of the students. This may foster enhanced parental participation in the student’s development and ensure that the schools realize the requisite standards as regards the delivery of comprehensive guidance and counseling services.

5.5 Suggestion for Further Studies

The study suggested that a similar study with a bigger scope like a countywide survey should be conducted to find out if the situation in Kahuro Sub-county applies to the other sub-counties in Murang’a County.

The study equally suggested that research should be conducted on the influence of teachers’ attitudes on G&C services provision and its effects on the students in Kahuro Sub-county. This is with an aim of establishing if the teachers’ attitudes affect the guidance and counseling services provision capacity in the public secondary schools.
REFERENCES


APPENDICES

APPENDIX 1: COVER LETTER

Wairagu Beatrice Wanjiru
P. O. Box 21-10200
Murang’a

Dear Respondents

I am a post graduate student at Kenyatta University, School of Education. I am undertaking a research on “The institutional management practices for enhanced delivery of guidance and counseling services in public secondary schools in Kahuro District, Murang’a County”.

Kindly assist by filling in questionnaires to the best of your ability. Your cooperation will be highly appreciated and your identity will be treated with utmost confidentiality.

Thanks in advance

Yours faithfully,

Wairagu Beatrice Wanjiru
APPENDIX 2: QUESTIONNAIRE FOR THE SECONDARY SCHOOL PRINCIPALS

Kindly assist by way of filling in the provided spaces and ticking the correct answers to the best of your ability. The study seeks to find out the institutional management practices for enhanced delivery of comprehensive guidance and counseling services in public secondary schools in Kahuro district.

1. Kindly indicate your gender
   Male   
   Female

2. What are your highest academic qualifications?
   Diploma
   Graduate
   MEd
   MSc
   Any other ..................................................................................................................................

3. How long have you headed the institution
   Less than 1 year
   1 – 5 yrs
   6 – 10 yrs
   11 – 15 yrs
   16 – 20 yrs
   Any other ..................................................................................................................................

4. Have you put in place the requisite provisions for comprehensive guidance and counseling services in your school?
   To a great extent
   To a fair extent
   To a very fair extent
Availability of Guidance and Counseling Teachers

5. Do you have trained and qualified guidance and counseling teachers in your school?

Yes ☐ No ☐

6. Has the school made efforts as regards liaising with the staffing officer to ensure the deployment of one?

Yes ☐ No ☐

7. Would you consider the numbers of trained guidance and counseling teachers in the employment of the Teachers Service Commission as adequate?

Very adequate ☐ Adequate ☐ Inadequate ☐

8. Kindly confirm the following:-

SA – Strongly Agree      A – Agree      U – Undecided
DA – Disagree            SDA – Strongly Disagree

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<tbody>
<tr>
<td>My school has adequate guidance and counseling teachers</td>
<td>5</td>
<td>4</td>
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<tr>
<td>Provisions for availability of guidance and counseling teachers is not a challenge to the parent ministry</td>
<td>5</td>
<td>4</td>
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<tr>
<td>Infrequent transfers have always ensured that my institution has access to trained guidance and counseling teachers</td>
<td>5</td>
<td>4</td>
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<tr>
<td>Very fair workloads in terms of curricula and extra-curricula activities have always availed the time for successful guidance and counseling activities</td>
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<tr>
<td>My school has a detailed programme of events which is always adhered to for the realization of comprehensive guidance and counseling</td>
<td>5</td>
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</tbody>
</table>
9. Would you consider the availability of guidance and counseling teachers as a factor affecting the enhanced delivery of comprehensive guidance and counseling services?
   Yes ☐
   No ☐

Policy Framework for Guidance and Counseling
10. Are you aware of the policy framework guiding the management of guidance and counseling programmes in secondary schools nationally?
   Very much aware ☐
   Fairly ☐
   Not at all ☐

11. How would you rate the policy framework that governs the management of guidance and counseling activities in secondary schools
   Very adequate ☐
   Adequate ☐
   Inadequate ☐
   Very Inadequate ☐

12. How often have there been instances whereby you have felt that the policy has inhibited, the delivery of comprehensive guidance and counseling services on your institution?
   Often ☐
   Rarely ☐
   Not at all ☐
13. Kindly confirm the following:-

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<tr>
<th>SA – Strongly Agree</th>
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<td>DA – Disagree</td>
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</table>

The policy framework and governing of the delivery of comprehensive guidance and counseling services caters for the needs of the secondary education fully

The policy framework guiding the management of guidance and counseling services has the input of all the stakeholders

The policy guiding the management of guidance and counseling services has been reviewed regularly

The policy guiding the management of guidance and counseling services in secondary schools has all the critical needs catered for

The policy guiding the management of guidance and counseling services meets the expectations of the stakeholders in the education sector

14. Would you consider the policy framework guiding the management and administration of guidance and counseling services as having an impact on the enhanced delivery of comprehensive guidance and counseling services?

Yes [ ]
No [ ]
Materials for guidance and counseling

15. Does your school have provisions for all the materials required for the delivery of the guidance and counseling programmes?
Yes ☐ No ☐

16. How would you rate the availability of guidance and counseling materials in terms of fulfilling the needs of the school in all its counseling requirements?
Very adequate ☐ Adequate ☐ Inadequate ☐
Very Inadequate ☐

17. How often has your school had instances of failing to meet its counseling obligations due to lack of materials?
Often ☐ Rarely ☐ Not at all ☐

18. Kindly confirm the following:-
   SA – Strongly Agree  A – Agree  U – Undecided  DA – Disagree  SDA – Strongly Disagree

   | SA | A | U | DA | SDA |
---|----|---|---|----|-----|
My schools has provisions to adequate rooms for the guidance and counseling programmes 5 4 3 2 1
My school has always received government subsidized materials for guidance and counseling programmes 5 4 3 2 1
Provision for guidance and counseling materials has always ensured the successful delivery of comprehensive guidance and counseling programmes 5 4 3 2 1
Presence of guidance and counseling materials has always facilitated the delivery of comprehensive guidance and counseling programmes 5 4 3 2 1
The schools board of governors values the appropriation of funds for realization of guidance and counseling activities and materials 5 4 3 2 1
19. Would you consider the availability of materials as a factor affecting the delivery of comprehensive guidance and counseling services?
   Yes ☐
   No ☐

**Parental Involvement in Guidance and Counseling**

20. Does your office have modalities liaising with parents as regards the conduct and character of their children?
   Yes ☐
   No ☐

21. How would you rate the relationship between your office and the parents in your school?
   Very cordial ☐
   Cordial ☐
   Fairly cordial ☐
   Bad ☐

22. To what extent has the relationship between your office and the parents impacted on the parental involvement in the ensuring of enhanced delivery of guidance and counseling services in your school?
   To a great extent ☐
   To a fair extent ☐
   To a very fair extent ☐
23. Kindly confirm the following:-

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<tr>
<th>SA – Strongly Agree</th>
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<th>DA – Disagree</th>
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<tr>
<td>SA</td>
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<td>SDA</td>
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<tr>
<td>Parents with learners in my school are greatly involved in the ensuring of enhanced delivery of guidance and counseling services</td>
<td>5</td>
<td>4</td>
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</tr>
<tr>
<td>There is an amiable working relationship between the school administration and the parents as regards the character and conduct of the learners</td>
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<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Parents are always available when required in the school for the guidance and counseling requirements of their children</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Parents are keen to take the advice from the schools administration as to how to relate and guide the learners at home</td>
<td>5</td>
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<tr>
<td>The parents are sensitive to the needs of their children and they always attend forums to deliberate on the character and conduct of the students</td>
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24. Would you consider parental involvement as a factor affecting the delivery of comprehensive guidance and counseling services in secondary schools?

Yes □
No □

25. In your own opinion, how can the delivery of comprehensive guidance and counseling services be enhanced?

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
APPENDIX 3: QUESTIONNAIRE FOR THE SECONDARY SCHOOL TEACHERS

Kindly assist by way of filling in the provided spaces and ticking the correct answers to the best of your ability. The study seeks to find out the institutional management practices for enhanced delivery of comprehensive guidance and counseling services in secondary schools in Kahuro district.

1. Kindly indicate your gender
   Male ☐
   Female ☐

2. What are your highest academic qualifications?
   Diploma ☐
   Graduate ☐
   Med ☐
   Msc ☐
   Any other ......................................................................................................................

3. How long have you taught in the institution?
   Less than 1 year ☐
   1 – 5 yrs ☐
   6 – 10 yrs ☐
   11 – 15 yrs ☐
   16 – 20 yrs ☐
   Any other ......................................................................................................................

4. Has the institution that you teach in put in place the requisite provisions for comprehensive guidance and counseling services?
   To a great extent ☐
   To a fair extent ☐
   To a very fair extent ☐
Availability of Guidance and Counseling Teachers

5. Are there trained and qualified guidance and counseling teachers in your school?
   Yes □
   No □

6. Has the headteacher of your school made efforts as regards liaising with the staffing officer to ensure the deployment of one?
   Yes □
   No □

7. Would you consider the numbers of trained guidance and counseling teachers in the employment of the Teachers Service Commission as adequate?
   Very adequate □
   Adequate □
   Inadequate □

8. Kindly confirm the following:-
   SA – Strongly Agree   A – Agree   U – Undecided   DA – Disagree   SDA – Strongly Disagree

   Our school has adequate guidance and counseling teachers
   5 4 3 2 1
   Provisions for availability of guidance and counseling teachers is not a challenge to the parent ministry
   5 4 3 2 1
   Infrequent transfers of the guidance and counseling teachers has always facilitated the guidance and counseling programme
   5 4 3 2 1
   Fair workloads in terms of curricula and extra-curricula activities avails the time for successful guidance and counseling activities
   5 4 3 2 1
   Our school has a detailed programme of events which is always adhered to for the realization of comprehensive guidance and counseling
   5 4 3 2 1
9. Would you consider the availability of guidance and counseling teachers as a factor affecting the enhanced delivery of comprehensive guidance and counseling services?
   Yes  
   No  

Policy Framework for Guidance and Counseling

10. Are you aware of the policy framework guiding the management of guidance and counseling programmes in secondary schools nationally?
   Very much  
   Fairly  
   Very fairly  

11. How would you rate the policy framework that governs the management of guidance and counseling activities in secondary schools?
   Very adequate  
   Adequate  
   Inadequate  
   Very Inadequate  

12. How often have there been instances whereby you have felt that the policy has inhibited, the delivery of comprehensive guidance and counseling services in your institution?
   Often  
   Rarely  
   Never  

13. Kindly confirm the following:-

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<tr>
<th>SA – Strongly Agree</th>
<th>A – Agree</th>
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<tr>
<td>DA – Disagree</td>
<td>SDA – Strongly Disagree</td>
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| The policy framework and governing of the delivery of comprehensive guidance and counseling services caters for the needs of the secondary education fully | 5 | 4 | 3 | 2 | 1 |
| The policy framework guiding the management of guidance and counseling services has the input of all the stakeholders | 5 | 4 | 3 | 2 | 1 |
| The policy guiding the management of guidance and counseling services has been reviewed regularly | 5 | 4 | 3 | 2 | 1 |
| The policy guiding the management of guidance and counseling services in secondary schools has all the critical needs catered for | 5 | 4 | 3 | 2 | 1 |
| The policy guiding the management of guidance and counseling services meets the expectations of the stakeholders in the education sector | 5 | 4 | 3 | 2 | 1 |

14. Would you consider the policy framework guiding the management and administration of guidance and counseling services as having an impact on the enhanced delivery of comprehensive guidance and counseling services?

Yes ☐
No ☐

**Materials for guidance and counseling**

15. Does your school have provisions for all the materials required for the delivery of the guidance and counseling programmes?

Yes ☐
No ☐
16. How would you rate the availability of guidance and counseling materials in terms of fulfilling the needs of the school in all its counseling requirements?  
   Very adequate ☐  
   Adequate ☐  
   Inadequate ☐  
   Very Inadequate ☐  

17. How often has your school had instances of failing to meet its counseling obligations due to lack of materials?  
   Often ☐  
   Rarely ☐  
   Never ☐  

18. Kindly confirm the following:-  

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<th>SA – Strongly Agree</th>
<th>A – Agree</th>
<th>U – Undecided</th>
<th>DA – Disagree</th>
<th>SDA – Strongly Disagree</th>
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<tbody>
<tr>
<td>Our school has provisions to adequate rooms for the guidance and counseling programmes</td>
<td>5</td>
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<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Our school has always received government subsidized materials for guidance and counseling programmes</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Provision for guidance and counseling materials has always ensured the successful delivery of comprehensive guidance and counseling programmes</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Availability of guidance and counseling materials has always facilitated the delivery of comprehensive guidance and counseling programmes</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>The schools’ administration values the appropriation of funds for realization of guidance and counseling activities and materials</td>
<td>5</td>
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</table>
19. Would you consider the availability of materials as a factor affecting the delivery of comprehensive guidance and counseling services?
   Yes □
   No □

**Parental Involvement in Guidance and Counseling**

20. Does your school have modalities liaising with parents as regards the conduct and character of their children?
   Yes □
   No □

21. How would you rate the relationship between the teachers and the parents in your school?
   Very cordial □
   Cordial □
   Fairly cordial □
   Bad □

22. To what extent has the relationship between the teachers and the parents impacted on the parental involvement in the ensuring of enhanced delivery of guidance and counseling services in your school?
   To a great extent □
   To a fair extent □
   To a very fair extent □
23. Kindly confirm the following:-

<table>
<thead>
<tr>
<th>SA – Strongly Agree</th>
<th>A – Agree</th>
<th>U – Undecided</th>
<th>DA – Disagree</th>
<th>SDA – Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents with learners in our school are greatly involved in the ensuring of enhanced delivery of guidance and counseling services</td>
<td>5 4 3 2 1</td>
<td></td>
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<tr>
<td>There is an amiable working relationship between the school administration and the parents as regards the character and conduct of the learners</td>
<td>5 4 3 2 1</td>
<td></td>
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<tr>
<td>Parents are always available when required in the school for the guidance and counseling requirements of their children</td>
<td>5 4 3 2 1</td>
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<tr>
<td>Parents are keen to take the advice from the schools administration as to how to relate and guide the learners at home</td>
<td>5 4 3 2 1</td>
<td></td>
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<tr>
<td>The parents are sensitive to the needs of their children and they always attend forums to deliberate on the character and conduct of the students</td>
<td>5 4 3 2 1</td>
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</tr>
</tbody>
</table>

24. Would you consider parental involvement as a factor affecting the delivery of comprehensive guidance and counseling services in secondary schools?

Yes ☐
No ☐

In your own opinion, how can the delivery of comprehensive guidance and counseling services be enhanced? .................................................................
......................................................................................................................
......................................................................................................................
APPENDIX 4: INTERVIEW SCHEDULE FOR THE DISTRICT EDUCATION OFFICER

1. How long have you served as an education officer in the district?
2. Does your office have modalities to ensure the delivery of comprehensive guidance and counseling services in all schools in the district?
3. Do you carry out inspection visits to ensure the effectiveness of comprehensive guidance and counseling services?
4. Are there modalities put in place by your office to ensure adequate staffing levels for the guidance and counseling teachers?
5. Would you consider all the schools in the district as having the requisite guidance and counseling staffing levels?
6. Can the availability of qualified guidance and counseling teachers be a factor affecting the delivery of comprehensive guidance and counseling services by secondary schools in the district?
7. How would you rate the policy framework giving the delivery of comprehensive guidance and counseling services in secondary schools?
8. Does the policy framework have the input of all stakeholders in the education sector?
9. Would you consider the policy framework as adequate to ensure the delivery of comprehensive guidance and counseling services?
10. Do the schools in the district have the requisite materials for the effective delivery of the guidance and counseling services?
11. Does the availability and access to materials by the secondary schools in the district impact on the delivery of comprehensive guidance and counseling services?
12. Do the secondary school administrations and the parents in the schools have good working relationships?
13. Would you consider the parents in the district to be involved in the guidance and counseling programmes for the good of the learners?
14. Would you consider parental involvement as a factor affecting the delivery of comprehensive guidance and counseling services in the secondary schools in the district?
APPENDIX 5: CHECKLIST

1. Availability of the guidance and counseling room

2. Check to find whether there is a guidance and counseling department

3. Find out whether there is a guidance and counseling committee

4. Find out if there is set time for guidance and counseling in the timetable

5. Find out from the set programme the services offered by the guidance and counseling department

6. Check the visitors books to find out if the school has invited guests for guidance and counseling activities

7. Find out from the school administration whether there is a punishment book and confirm with the records in the book.

8. Find out from the school records for any cases of gross indiscipline in the school
APPENDIX 6: FOCUS GROUP DISCUSSION QUESTIONS

1. Do you have guidance and counseling teachers in your institution?

2. Are the guidance and counseling teachers available to the students when need for the services arise?

3. Do they have scheduled programmes to ensure the presence of guidance and counseling activities in the institution?

4. Are you aware of the policy guiding the function of guidance and counseling in public secondary schools?

5. Has the school administration strived to create awareness as regards the policy framework to the students?

6. In your opinion, is the policy framework adhered to?

7. Does your school have the requisite guidance and counseling materials?

8. Are there rooms allocated to the guidance and counseling teachers to ensure their effectiveness?

9. Are the parents involved by the school administration in the guidance and counseling activities within the institution?

10. Has the parental involvement in the guidance and counseling activities helped ensure better moulded learners?

11. How would you want the function of guidance and counseling to be carried out for the better delivery of the service?