ANALYSIS OF GUIDANCE AND COUNSELING PROGRAMME AT THIKA HIGH SCHOOL FOR THE BLIND

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A RESEARCH THESIS SUBMITTED FOR THE DEGREE OF MASTER OF EDUCATION IN THE SCHOOL OF EDUCATION OF KENYATTA UNIVERSITY

JUNE, 2008.
DECLARATION

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

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DEDICATION
This work is dedicated to God, my major source of insight, strength and encouragement; my pastor Daniel M. Gachigi for prayers and moral support and the youth of T.L.S. Church.
ACKNOWLEDGEMENT

My sincere appreciation goes to Dr Franciscah Wamocho, Dr Latimore Mwangi, Dr Haniel Gatumu and the late Dr Charles Wafula, my supervisors at Kenyatta University, for their dedicated guidance, advice and time spent on my work.

To the administration, staff and students of Thika High School for the Blind; thanks a lot for conducive atmosphere, assistance and information freely offered.

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To all my family, friends, relatives, T.L.S. church and Joy Town community who contributed their services, knowledge, material, prayers and insight to the writing of this work- my heart-felt gratitude.
ABSTRACT

Youth with visual impairments need guidance and counseling more than their sighted peers because in addition to the normal turmoil of adolescence, they experience other problems emanating from their disability. The purpose of this study was to analyze the guidance and counseling programme in Thika High School for the Blind. This is the only special residential secondary school for students with visual impairments in Kenya. The study looked at the content of the existing guidance and counseling programme. It identified problems faced by students and analyzed how the teacher counselor identified youth with specific problems and tried to solve those problems. It also tried to find out if the guidance and counseling personnel were adequately trained to handle youth with visual impairments, how supportive the administration, teachers and support staff were towards the guidance and counseling department and how responsive the students were towards the programme. The research adopted Erikson's psychoanalytic theory (1975), in which he divided the life cycle into eight stages of development. The main interest of this study was the fifth stage of Erikson's theory, "Identity versus Role Diffusion", under which adolescents fall. At adolescent stage children with visual impairments may experience a major crisis because many have faced rejection, negative attitudes and social stigma from family, peers and the society. The researcher adopted an observational descriptive survey design. A sample of 22 subjects comprising 16 students, 4 teachers, the deputy principal and the head of guidance and counseling department were selected through purposive sampling and simple random sampling. The study dealt with few numbers because of low incidence population among the girls who are totally blind in form 2N and 3N. Data were collected using questionnaires for students and teachers, an interview schedule for the deputy principal, unstructured interviews for students and observation checklists for human resources and physical facilities. The obtained data were analyzed through descriptive statistics in three stages: data reduction, data display and conclusion drawing. After analyzing data and drawing conclusions, the researcher made various recommendations including suggestions for further research in other areas of disabilities. The major finding of the study is the need to strengthen guidance and counseling services in Thika High School for the Blind. An attempt has been made to put guidance and counseling services in place but there is limited knowledge as to what is expected. There is no specific time set apart for individual guidance and counseling and very limited voluntary response of students to individual guidance and counseling services in the school. The study also found out that there had been no school-based in-service courses, workshops or seminars in guidance and counseling, organized for the members of the school. Due to these findings, the researcher recommended provision of skills through training, in-service courses and workshops in guidance and counseling. The department also needs more attention and financial support from the school administration and from the Ministry of Education.
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<tr>
<td>AIDS</td>
<td>Acquired Immunodeficiency Syndrome</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
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<td>FPAK</td>
<td>Family Planning Association of Kenya</td>
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<td>G&amp;C</td>
<td>Guidance and Counseling</td>
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<td>GoK</td>
<td>Government of Kenya</td>
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<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
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<td>HoD</td>
<td>Head of Department</td>
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<td>IAC</td>
<td>International Association for Counseling</td>
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<td>IDEA</td>
<td>Individuals with Disabilities Education Act</td>
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<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
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<td>KSB</td>
<td>Kenya Society for the Blind</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
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<tr>
<td>NACADA</td>
<td>National Campaign Against Drug Abuse</td>
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<td>NCTC</td>
<td>Neema Counseling and Training Center</td>
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<td>NIB</td>
<td>New International Bible</td>
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<td>PL</td>
<td>Public Laws</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>STIs</td>
<td>Sexually Transmitted Infections</td>
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<tr>
<td>T/C</td>
<td>Teacher Counselor</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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<td>UPR</td>
<td>Unconditional Positive Regard</td>
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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

The term “Guidance” is derived from the word guide which means to show others the way to a place or to direct somebody's behavior (Crowther, 1995). Guidance is synonymous with advice, counseling, direction, help, instructions, leading, teaching and management (Brookes & Gilmour, 2003). According to Mutie and Ndambuki (1999), guidance is expert direction given to young children and adolescents through teaching, direct opinion giving, exemplifying, explaining, advising and instructing. It is a process of helping a person make the best decision possible about their lives and aiding them in solving problems.

UNESCO (2000) proposes that counseling is a learner-oriented process that occurs usually in an interactive relationship. It aims at helping a person learn more about the self and use such understanding to enable the person to become a more effective member of the society. Counseling is, therefore, a process in which the helper expresses care and concern towards the person with a problem. It facilitates personal growth and brings about change through self-knowledge.

Evidently, these two terms, guidance and counseling, are very closely related such that people use them together or interchangeably. In this study the terms have been used together. In view of the above definitions, guidance and counseling (G&C) ought to be an integral part of education in any home,
school system, religious organization and society at large. It has its roots in biblical times, thousands of years ago, when Solomon said "train up a child in the ways he should go, and when he is old, he will not depart from it" Proverbs 2:6 (New International Bible [N I B], 1984). The verb to "train" denotes a specific direction towards a definite goal. It means to dedicate time and resources the way Solomon did when building and dedicating the temple to the Lord (Sala, 2003). Thus, guidance and counseling is a long and continuous process that should start right at home.

Traditionally, in African society, guidance and counseling was instilled in children by elders during various cultural activities like story-telling, initiation, dances and other communal activities. The extended family, the clan and the village made society supportive. No individual regarded himself/herself as an alien and so counsel was readily sought and provided (UNESCO, 2000). With the introduction of external influences through slavery and colonization, these cultural activities began to dwindle (Getao, 1996). Today, many children are left to grow up with very little guidance from elders. Parents are too busy, either trying to make ends meet or too tied to their careers or businesses in order to acquire more wealth. Most children are therefore, left under the care of siblings or house-hold workers most of whom are adolescents also in need of guidance and counseling.

Guidance and Counseling in Kenyan schools is a relatively new profession yet to be appreciated in schools settings. Dr. Philomena Ndambuki, a leading psychologist in Kenya and the executive director of the Nairobi-based Neema
Counseling and Training Center (NCTC) says that, "Kenyans are yet to understand and appreciate the value of counseling and counselors in the society... the most threatened branch is that of child and adolescent counseling" (Ochami, 2005:6).

The Ministry of Education (MOE) established the first guidance and counseling unit in 1971 which mainly dealt with career guidance on job openings to form four leavers. Then in 1976, when the Gachathi Commission noted that only career guidance was in effect, it recommended that all teachers be trained in basic guidance and counseling and be required to offer the services in their normal duties (Wangai, 2001). But by 1999, the guidance and counseling unit that was once vibrant was no longer as effective as it used to be. It seemed that guidance and counseling had started on a high note but soon cooled down. This was because most of the professionally qualified personnel retired or were deployed to other sections (Sagini, 1991). In 2000 - 2001 the sporadic spread of school strikes and arsonism led to the formation of a task force to investigate the destructive behavior of many youth (Wangai, 2001). This resulted in the call that guidance and counseling should be revamped and offered professionally to the youth in schools. The government strengthened the unit of guidance and counseling within the Ministry of Education head office and in secondary schools it became a department. Teachers have also been appointed as "Heads of Departments" (HODs) by the Teachers Service Commission (TSC) to manage such departments in schools.
But as Ndambuki in Ochami (2005:6) stipulates, guidance and counseling services are not yet adequately offered to adolescents. It appears that educationists and the government have an urgent problem to solve in providing comprehensive youth guidance and counseling. Children with disabilities share similar needs as their non-disabled peers, plus extra needs associated with their disabilities. They have largely been ignored. In her PhD dissertation, Wamocho (2003) agrees with other educationists that guidance and counseling in Kenya focuses on the non-disabled. But guidance and counseling is meant to help all human beings to grow and actualize themselves. So youth with disabilities also need guidance and counseling (Wamocho, 2003).

Factors that point to a well functioning guidance and counseling department in a school include human and physical resources (Macharia & Ngwiri, 2002). For human and management resources, a comprehensive guidance and counseling programme in a school should have a hierarchy of command: Head of Department (HOD), Assistant HOD, Family Units Coordinator, other committee members of guidance and counseling department, other teachers and members of the school. Physical resources should include: a well furnished guidance and counseling room, a private room for counseling, departmental files, case records, schemes of work (programmes for each class), record of work, seminars, workshops and reading material (Macharia & Ngwiri, 2002). This study was therefore interested in finding out how the guidance and counseling department had been organized and run in Thika High School for the Blind, the only special residential secondary school for students with visual
impairments in Kenya. It also investigated whether teachers had undergone any courses on guidance and counseling, how supportive the school administration was towards the department and how responsive the students were to the guidance and counseling programme.

1.2 Statement of the Problem

According to the Family Planning Association of Kenya (FPAK), increasing numbers of youths with and without disabilities, are ruining their lives through drug abuse, unwanted pregnancies, abortions, sexually transmitted infections (S.T.Is) and HIV/AIDS (Ngumy, 2003). The teenage years have always been a time of rapid changes fraught with risks. But today's youth face even greater risks than earlier generations. When they switch on the radio or television, watch videos, films or read newspapers or magazines, they are confronted by images and messages of violence, social unrest and crime. At the same time, inaccurate information about sex and sexuality is circulating in society. “Never before has a generation been as bombarded with sex or experienced sexual permissiveness as we are today” (Sala, 2003:123). In addition sex-related crimes have become very common. Newspapers carry headlines like, “I was mislead by the devil, says man who raped a child” (Kithaka, 2005:9); or "School watchman faces rape charge" (Njaga, 2005:9). Because of readily available media and other changes in society, young people experience greater social pressures today that tempt them to experiment with casual sex and drugs. Unfortunately, comprehensive guidance and counseling programmes are not available in many Kenyan secondary schools (Ochami, 2005).
Youth with visual impairments need guidance and counseling even more than their sighted peers because besides the normal turmoil of adolescence, they experience other problems emanating from their disability (Wamocho, 2003). Many children with visual impairments are faced with rejection, negative attitudes and social stigma from family, peers and the society. This may result in negative feelings like loneliness, isolation, withdrawal and failure to adjust and develop a positive self concept. In addition, vision plays a critical role in the development of concepts, the understanding of spatial relations and the use of printed materials. Loss of vision takes away learning time and their attention to academic work and other school activities. This is because they have to spend time learning compensatory skills and adaptive techniques like use of Braille, optical, non-optical and electronic devices, orientation and mobility and daily living skills. Therefore children with visual impairments have more severe educational needs than their sighted peers. It is at this point that youth with visual impairments need intervention in the form of guidance and counseling to help them battle through the crises of identity and adjustment. This study therefore set out to analyze the extent to which the guidance and counseling programme at Thika High School for the Blind helps students to overcome the above problems. To date, Thika High School for the Blind is the only special residential secondary school for students with visual impairments in Kenya. Besides, information on its guidance and counseling programme and its effectiveness had not yet been documented. Hence, there was need to carry out this study.
1.3 Purpose of the Study

The purpose of this study was to analyze the guidance and counseling programme in Thika High School for the Blind by critically examining the content of the existing guidance and counseling programme.

1.4 The Objectives of the Study

The major objectives of the study were:

1. To identify problems faced by students in Thika High School for the Blind.

2. To find out how the guidance and counseling personnel identify youth with specific problems in the school.

3. To establish the extent to which the guidance and counseling department helps students with problems.

4. To examine what qualifications the Teacher Counselors have.

5. To establish the role played by administrators, teachers and support staff in providing guidance and counseling services in the school.

6. To find out how responsive students are to the guidance and counseling services in the school.

7. To identify strategies to improve the guidance and counseling programme at the school.
1.5 Research Questions

The following questions were formulated to guide the study:

1. What problems do students in Thika High School for the Blind face?

2. How do the guidance and counseling personnel in the school identify youth with problems?

3. To what extent does the guidance and counseling department help students with problems?

4. What qualifications do the teacher-counselors have?

5. Do the administrators, teachers and other related staff support guidance and counseling services in the school?

6. How responsive are the students to the provision of guidance and counseling in the school?

7. How can the guidance and counseling programme at the school be improved?

1.5.1 Hypotheses of the Study

1. Students in Thika High School for the Blind do not seek guidance and counseling services.

2. Teachers in Thika High School for the Blind are not trained to give guidance and counseling services.

3. The administration, teachers and other staff of Thika High School for the Blind are not supportive of guidance and counseling programme.
1.6 Significance of the Study

It is hoped that this study will benefit the following:

(i) The administration, teachers and students with visual impairments in Thika High School for the Blind as a source of useful suggestions for the improvement of the present guidance and counseling programme in the school.

(ii) Policy makers in the Ministry of Education Headquarters and curriculum developers at Kenya Institute of Education as they ensure full participation of students with visual impairments in the society.

1.7 Delimitations and Limitations of the Study

The study confined itself to students, teachers and administrators in Thika High School for the Blind. This was because Thika High School for the Blind is the only special residential high school for students with Visual impairments in Kenya. It takes most of the students with visual impairments who qualify for secondary school education (while others are taken by integrated programmes scattered all over the country). This study was also limited by the scarcity of literature in guidance and counseling for youth with visual impairments in Kenya.
1.8 Assumptions of the Study

1. Adolescents with visual impairments experience similar problems to those of sighted youth, physically, cognitively, emotionally, educationally and socially, but in addition, face additional problems due to their disability.

2. The Ministry of Education is aware of the importance of guidance and counseling in schools for students with visual impairments and has appointed teacher-counselors for that purpose.

1.9 Theoretical Framework and Conceptual Framework:

1.9.1 Erikson’s Psychoanalytic theory (1975)

Erik Erikson was one of the leading ego psychoanalysts (Pervin & John, 1996). He saw life as a problem-solving process involving an individual. He divided the life cycle into eight stages of development, each of which consists of a unique developmental task. Every human being is confronted with a crisis that must be faced in each of these developmental tasks: Basic Trust versus Mistrust, Autonomy versus Shame and Doubt, Initiative versus Guilt, Industry versus Inferiority, Identity versus Role Diffusion, Intimacy versus Isolation, Generality versus Stagnation, and Integrity versus Despair.

The main interest of this study was the fifth stage of Erickson's theory, "Identity versus Role Diffusion", under which adolescents fall. At this stage the individual develops a sense of identity or a sense of role diffusion. Erikson indicates that in this identity crisis the adolescent is trying to understand himself as well as understand his place in the society. Those who fail to
develop identity, experience a feeling of failure. They don't know who they are or where they are heading in the future (Pervin & John, 1996).

This theory is relevant to this study because it is at the adolescent stage that the child with a visual impairment may face a major crisis. To him/her, identity poses a lot of problems; physically, emotionally, psychologically and health wise because of his/her disability and the normal turmoil of development posed by that stage of adolescence. Neely (1982) noted that the first social experience for any person originates from family setting. Many children with visual impairments are faced with rejection, negative attitudes and social stigma from family, peers and the society. This may result in negative feelings like loneliness, isolation, withdrawal and failure to adjust and develop a positive self concept. It is at this point that youth with visual impairments need intervention in the form of guidance and counseling to help them battle through the crises of identity and adjustment.

1.9.2 Researcher’s Conceptual Framework

The conceptual framework portrays the importance of a comprehensive G&C programme to a youth who is visually impaired in order to meet his/her physical, cognitive and affective needs. It displays dependent and independent variables. Independent variables are manipulated by the researcher while dependent variables are controlled by the independent variables. Organismic variables are a special class of variables that appear like independent variables but they are not directly controlled by the researcher for example age, gender or class. Effectiveness of the guidance and counseling programme and
students’ response to guidance and counseling services are the dependent variables. On the other hand, quality of guidance and counseling services comprising human resources, physical facilities, and the areas addressed by the guidance and counseling programme are the independent variables. The programme should involve all stakeholders in the school; the teacher-counselor, the principal, the teacher/parent and peer-counselors. Besides, the school should offer enough physical resources like well furnished guidance and counseling rooms, seminars, workshops and courses to all the stakeholders.
Figure 1.1 Researcher's Conceptual Framework

**INDEPENDENT VARIABLES**
(Quantity of G&C Services)

**B. Physical Facilities**
- G&C Office & Lounge
- Seminars & Workshops
- Well-kept Records
- Training for Teachers
- Reading Materials (Braille)
- Reading Materials (Print)

**A. Human Resources**
- Trained Counselor
- Supportive Administration
- Active G&C Committee
- Teacher Parents
- Peer Counselors
- Other Members of the School

**C. Students’**
- Accessibility to G&C facilities
- Areas Addressed by G&C Services

**ORGANISMIC VARIABLES**
(STUDENTS’)
- Gender
- Adolescence
- Level of Vision
- Causes of impairments
- Responsibilities in School

**DEPENDENT VARIABLES**
- Students’ response to G&C services.
- Effectiveness of the G&C programmes.
1.10: Operational Definition of terms

Adolescence- Transition period between childhood and adulthood between 13-19 years. It is a time of intense physical, emotional and physiological changes.

Counseling-- It is process in which the helper expresses care and concern towards the person with a problem.

Disability---- Loss or reduction of functional ability of a part of the body resulting in limiting the persons participation in the community.

Guidance--- Guidance is synonymous with advice, counseling, direction, help, instructions, leading, teaching and management (Brookes & Gilmour, 2003)

Handicap--- Social consequences of disability or a society's attitude towards the disability. A person with a handicap is one that is not given an opportunity by the society to become independent.

Self- A term used to describe how one feels about oneself. It influences ones action esteem— towards others and what one is able to accomplish in life.

Teacher- The primary intervening professional in the student's life responsible for all counselor- aspects of his growth and development “(Scholl, 1986:255)

Visual Impairment Continuum ranging from low vision to profound visual disability (blindness).

Youth------ A young person of about 12-20 years of age.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter has been to relate the research problem to previous studies in the same field of investigation. Literature has been reviewed under the following sub-headings: Education For All, Definitions of Visual Impairments, Historical Background of Guidance and Counseling, Guidance and Counseling in the USA, Guidance and Counseling in Pre-colonial Kenya, Guidance and Counseling in Post-colonial Kenya, Functions of a Teacher Counselor and Guidance and Counseling in Thika High School for the Blind.

2.2 Education For All

Education is a fundamental human right. It is the key to sustainable development, peace and stability within and among countries (World Education Forum, Dakar, 2000). This is a re-affirmation of the vision set out in the World Declaration of Education for All (EFA) in Jomtien, Thailand in 1990 (World Education Forum, Dakar, 2000). It refers to quality education that satisfies basic learning needs and enriches the lives of learners. One of the goals of EFA is to see that all children, including the disabled, are nurtured in a safe and caring environment that allows them to become healthy, alert, secure and able to learn (World Education Forum, Dakar, 2000). Education should thus focus on all children's needs including psychosocial development and therefore help to enrich the care and education of children with special needs. Youth-friendly programmes which provide information, skills, guidance and
counseling and other services needed to protect the youth must therefore be made available in all educational institutions including schools for students with visual impairments.

2.3 Definitions of Visual Impairments

According to Smith, Polloway, Patton, & Dowdy (2001: 244) visual impairment is a "generic term that includes a wide range of visual problems". Kirk, Gallagher & Anastasiow (2003:408) say that, "visual impairments fall along a continuum ranging from normal vision to profound visual disability (blindness). The smallest number of children is found at the blindness end of the continuum". As such, most children with visual impairments have light perception and many can use vision for learning purposes.

Visual impairments can be classified by use of different terminologies depending on context. Legal blindness focuses on distance of effective sight. It is determined by a person's visual acuity and field of vision. If corrected vision in the better eye is 6/60 or 20/200 or less, and the widest diameter of the visual field is 20° or less, a person is said to be legally blind. Loss of visual acuity means that a person with this impairment must be at a distance of 20 feet or 6 meters in order to read the standard type letter which a person with normal vision can read at a distance of 200 feet or 60 meters. Field of vision refers to peripheral or side vision. Normally, it is 160°-180° (Tuttle & Tuttle, 1996). A person has impairment if the field of vision is so restricted that only a limited area of 20° or less can be seen at a time. This is also referred to as "tunnel vision". Visual acuity is measured by use of the Snellen Chart. Two versions of
this chart are available; one using alphabetic letters of different sizes and the other using letter "E" presented in different spatial arrangements and sizes (Smith, et al. 2001).

Educators also have their definitions categorizing visual impairments into moderate, severe and profound. These categories are based on the special educational adaptations necessary for teaching and learning for children with visual impairments (Kirk, et al. 2003). Educationally, profound visual impairment (blindness) implies that a student must use Braille, a system of raised dots that the student reads tactilely, or use aural methods in order to receive instructions.

Low vision falls into the categories of moderate and severe visual impairments. "A moderate visual disability can be almost entirely corrected with the help of visual devices..."and the student is expected to read print. "A severe visual disability is helped only somewhat with use of visual devices. Still the child can use vision as a channel for learning" (Kirk, et al. 2003:408). Low vision therefore indicates that some functional vision exists to be used for gaining information through print with or without the assistance of optical, non-optical or electronic devices. These low vision devices help students by enlarging printed images.

Since vision plays a critical role in the development of concepts, the understanding of spatial relations and the use of printed materials, children with visual impairments have more severe educational needs than their sighted peers. To adolescents, loss of vision is even a more severe traumatic
experience. In addition to the hormonal and emotional turmoil they undergo at this stage of development, loss of vision takes away learning time and their attention to academic work and other school activities. This is because they have to spend time learning compensatory skills and adaptive techniques like use of Braille, optical, non-optical and electronic devices, orientation and mobility and daily living skills. The devastation of loss of vision, numerous surgeries and fear of stigmatization by the society, leave most students in a state of uncertainty unable to move on with their lives (Truan & Trent, 1997).

As they go through the adjusting process, such adolescents need specialized counseling and help from role models who are visually impaired. A good example of a person who got such help is Derrick Shimoli a blind computer student at Kenya Society for the Blind (K.S.B). He says he spent four years traumatized by loss of vision until he listened to a personality profile of gospel singer Rueben Kigame who is also blind. From then his life changed. "It touched me deeply. It was as if he was speaking directly to me. From then on I just knew I had to take control of things....." (Ngesa, 2005:4).

It is not only those who lose sight adventitiously who get traumatized. Angeline Akai who was born with low vision and went blind at the age of 3 says, "In lower primary, you can just mingle with other children without noticing that you are different but as you get older everything around you changes including peoples' attitudes. Then it dawns on you that you lack something" (Ngesa, 2005:4).
Attitudes need to change because when any child is made to feel strange, different, unwanted, incapable, or inadequate, self-esteem is jeopardized (Tuttle and Tuttle, 1996:6).

2.4 Historical Background of Guidance and Counseling

The idea of G&C has existed since time immemorial, having its root in some of the earliest accounts of civilization:

2.4.1 The Hebrew/Jewish Scripture

The Jewish Scriptures record that every human being is in some way responsible for the welfare of others, for example when the Lord asked Cain, "Where is your brother Abel?" (Genesis 4: 9 New International Bible [N I B]), 1984). This indicated that Cain should be responsible for his brother's whereabouts.

The Hebrew word "etsah" which means counsel is widely used in the scriptures- at least 84 times in the Old Testament (Dondo, 2004). From this root is derived the Hebrew word for counselor. Another word "sodh" also translated into English as counsel has its root meaning as couch, cushion or pillow. From this root is derived its meaning as sitting together or the assembling of friends talking intimately (Dondo, 2004). An example is in Proverbs 15:22 (NIB, 1984) "without counsel, purposes are disappointed: but in the multitude of counselors they are established". The Psalmist also talks of taking "sweet counsel together" Psalms 55:14 (NIB, 1984).
In the writing of the Prophets we find references to the Messiah as "Mighty Counselor,' Isaiah 9:6; 11:2 (NIB, 1984). This reference points to Jesus who is revealed in the New Testament as the ideal prototype of the "Pastoral Counselor", due to His unique insight into people's needs and problems. This is evidenced by His miracles of healing and feeding the hungry and in His acknowledgement of the fulfillment of Isaiah's prophesies through His works, Luke 4:17-21(N I B, 1984). In His ministry, Jesus demonstrated empathy, honesty, sincerity and patience. These are characteristics of a good counselor. He cared for all, including the disabled as He made no distinction between high and low, rich and poor, wise and foolish (Dondo 2004). This idea was later advocated by Carl Rogers in his theory of "Unconditional Positive Regard" (UPR) (Pervin and John, 1996).

Later in the New Testament the Apostles followed the example of Jesus in His astute understanding of human nature, His compassion and His commitment to the welfare of all mankind. For example in the Pauline Epistles, it is recorded that counsel was given on settling of quarrels, servant - master relationships, inter faith marriages, divorce, illicit sexual relations, threatened schism in the church, husband- wife and parent- child relationships (Galatians6:12 ; Ephesians 6:1-9, 1 Corinthians 6:1-7:40 (NIB, 1984). Today, the traditions set by Jesus and the Apostles are emulated by pastors who share an intimate part in the lives of individual church members and their families; are outspoken on issues of social behaviors like corruption and give all sorts of counsel to those who seek it (Dondo 2004).
2.4.2 The Greeks

In Greece, guidance and counseling of the non-disabled has existed for a long time. In his advocacy for the counseling of the youth, Socrates once said that if he "could get to the highest place in Athens, he would lift up his voice and ask the citizens why they were turning every stone to scrape wealth together, yet taking so little care of their children to whom they must one day relinquish all" (Narramore, 1970:133).

However among the Greeks, history of the education, treatment and care of persons with disabilities is rather limited. In ancient Greece, the disabled were treated as objects of scorn and persecution. In his book "The Republic" Plato advocated "throwing of the blind, deaf and mentally retarded children into the river" (Neely 1982:5). But in recent times, this attitude towards the disabled has changed (Schonegger, 2000). In a conference held in the year 2000 by an International Association for Counseling (I A C) at Aristotle University in Thessaloniki Greece, many issues in guidance and counseling were discussed. Among other concerns, the upgrading of counseling as a profession, the treatment of drug addicts among adolescents and the counseling and support of disabled persons were advocated. It was recommended that the counselor's main objective should be that of helping people with disabilities find their place in society and get employment (Schonegger, 2000).

2.5 Guidance and Counseling in the United States

The guidance and counseling movement as we know it today started in Europe and the U.S.A in the 19th Century and gathered momentum in the beginning of
the 20th Century (Mutie & Ndambuki, 1999). It was initiated by Frank Parson's model used in the Vocational Bureaus in Boston around 1910. Eli Weaver and Jesse Davis, New York and Detroit school administrators were the first to introduce it to schools (Neely, 1982).

For a long time, persons with disabilities were not recognized and there is no evidence of specific or organized efforts to do anything for their shelter, protection, or training (Neely 1982:5). It was not until the beginning of the 19th century, that interest in the education, care and treatment of persons with disabilities can be documented. Samuel Gridley Howe, a physician and educator, founded the Perkins School for the Blind in Massachusetts. Schools for other disabilities were also established and laws enacted requiring all children to attend schools (Neely, 1982). In 1917, Congress passed the Smith Hughes Act which provided funds for Vocational Guidance. One third of this money was used to train employed youths, 14 years and over, on a part-time basis. Laws passed in the 50's and 60's extended a comprehensive work of vocational rehabilitation. Gradually, programmes with supportive services as counseling, medical aid and training became available to anyone over 16 years. In America, public school guidance and counseling expanded quickly after the late 1950s, responding to a national demand to identify talents (Neely, 1982). The next piece of legislation that focused on the needs of school-age children who are handicapped was the Vocational Education Act of 1963 (PL 88-210) which provided programs for persons with special needs to have access to vocational training with guidance and counseling (Neely, 1982).
In the amendments of 1968 (PL 90-576), 25% of all vocational education money was earmarked for students with special needs. In 1975, the passing of Education for All Handicapped Children's Act (PL 94-142) urged professionals responsible for guidance and counseling to pay more attention to children with special needs to boost their efforts. Next, PL 94-482 was enacted in 1976, through which an administrative unit for guidance and counseling was established in the USA Office of Education. Today, "counseling services are built into virtually every piece of legislation describing the programs to be provided by assorted agencies...." (Neely, 1982:16)

2.6 Guidance and Counseling in Pre-Colonial Kenya

Guidance and counseling is not a new concept in Kenya. In the pre-colonial period each community in Kenya had an established set of moral values and social ethics, which ensured acceptable individual and social behavior (Sagini, 1991). Kenya had different sets of unwritten traditional moral codes of conduct, which guided individual and group behavior in all stages of life. From childhood, an individual underwent an intense education and socialization process throughout life.

As said earlier, guidance and counseling is a continuous process. Starting in early childhood and through initiation at adolescence, the individual was prepared for adulthood, old age and life after death. Initiation ceremonies were the final stages in which boys and girls had to be given full knowledge in matters relating to sex and family life. They were prepared for future activities in their own homesteads and in the community. All the sex-teaching was given
with a social reference. Through guidance and counseling, the adolescents were taught to look forward to marriage as a duty to themselves, clan and the tribe. Similarly, guidance and counseling was given against vices such as pre-marital sex, disrespect to older members of the society, laziness, irresponsible parenthood, and neglect of duty to the community (Kenyatta, 1938). This teaching was given by parents, older men and women in the men's and women's advisory councils and was strengthened by rituals, ceremonies and taboos attached to them. But as skills and behavior were learnt through observation and imitation, children with disabilities, especially those with visual impairments, were largely left out (UNESCO, 2000).

Unfortunately, the modernization process has undermined this traditional social education set up. All the elaborate codes of conduct and moral values have been interfered with by the western education system, culture and religion. As a result, the current adult community is in a transition stage belonging neither to the old nor to the new style of life. This alienation has separated the individual from corporate morality, tradition, customs and communal solidarity. Hence the youth of today, being the product of this alienation process, is a generation without firm moral values to guide their behavior (Sagini, 1991).

Worse still, the European colonial rule introduced capitalism. Today's adult is busy pursuing economic and social self-interest leaving the care of their youth to other youths such as household workers. This has widened the gap between the parents and their youth who feel that parents have nothing to offer. The
youths prefer listening to, imitating, and seeking advice from their peers and the mass media. In this spirit, they also do not obey their teachers because of the generation gap, as they also consider them old fashioned. Some parents also give a lot of pocket money to their children, some of which the children use to buy drugs and alcohol. This is one of the causes of indiscipline in schools (Wangai, 2001).

2.7 Professional Guidance and Counseling in Post-Colonial Kenya

Professional guidance and counseling has recently been introduced in the Kenyan school system. Since independence in 1963, the Kenyan government has set up various commissions, committees and task-forces. The aim has been to review the education system and tackle the emerging issues in order to improve the quality of education and delivery of educational services. Development plans and policy papers have been produced through which various recommendations regarding the provision of guidance and counseling in schools and colleges have been made (Wangai, 2001). The Ominde Commission of 1964 recommended that guidance and counseling be provided to students on careers and openings for employment (Wangai, 2001). As a result of this recommendation, in 1971 the Ministry of Education (MOE) established a guidance and counseling unit in its headquarters. Then in 1972 it issued a "Handbook for Guidance and Counseling". The handbook enumerated the various responsibilities of heads of schools, school counselors and career masters. It provided a comprehensive list of careers open to school leavers and the requirements for each career (Wangai, 2001).
In 1976, the Gachathi Commission observed that only career guidance was in effect. It recommended that guidance and counseling of pupils and students should be properly done. The Committee also recommended that all teachers should take a compulsory unit in guidance and counseling as part of their training. In-service courses on guidance and counseling should be given to practicing teachers, was another recommendation, and guidance and counseling should be integrated with other topics like career guidance, ethics, human relations, family life and sex education (Wangai, 2001). The Development Plan of 1974-1976 suggested that head teachers should arrange timetables in such a way that members of staff responsible for guidance and counseling would have time to deal with cases of careers and personal problems of students. The Development Plan of 1979-1983 stated that a number of measures would be instituted in order to make guidance and counseling more effective at both primary and secondary levels. The Kamunge Report of 1988:34 pointed out that guidance and counseling of youth in secondary schools is essential in the identification of their individual interest and needs, to enable them face the realities of life. It also noted that the guidance and counseling section of the Ministry of Education Science and Technology (MOEST) comprised only a few officers stationed at headquarters. It recommended that:

i. All schools should establish guidance and counseling programmes.

ii. Guidance and counseling programmes should assist pupils appreciate their role as workers and develop the right attitude towards management of time.
iii. Guidance and counseling services should be de-centralized to the district level.

In 1991 December, 'The Presidential Committee to Investigate Student's Unrest and Indiscipline in Kenyan Secondary Schools', was formed (Sagini, 1991). It recommended that the Ministry of Education should strengthen guidance and counseling services in secondary schools. One of its objectives was to find out the availability and nature of guidance and counseling services in secondary schools. The Committee received information that guidance and counseling services in most schools were inadequate and poorly administered. This was attributed to:

i. Lack of qualified officers in the guidance and counseling unit at the ministry headquarters and at the provincial and district levels;

ii. Lack of facilities at the headquarters hampering co-ordination and supervision of the programme;

iii. Lack of properly trained teacher-counselors;

iv. Heavy teaching loads, and no extra remunerations;

v. Since guidance and counseling is not time-tabled, it is only given when necessary as a corrective measure and not as a continuous preventive measure as it should be;

vi. Transfer of teacher-counselors without replacement;
vii. Lack of role models in the community to advise the youth against drugs, alcohol or promiscuity (Sagini, 1991).

In its recommendations, the Committee re-emphasized the implementation of previous recommendations. In 1999, the Koech Report recommended that regular teachers be trained in guidance and counseling to enable them to teach maladjusted children. However, cases of students' unrest intensified with more schools being burnt down, property destroyed, and with more innocent lives being lost. This increased violent wave prompted the Minister of Education to appoint the Wangai task force (Wangai, 2001). Its mandate was to meet the stakeholders, gather views and make recommendation in order to stamp out violence in secondary schools. The task force was informed that MOE "appears to take too long to effect recommendations made by other stakeholders on students' welfare" (Wangai 2001:9). They made the following recommendations:

i. The training of guidance and counseling teachers should be given priority under a crash programme both by the public and private sectors.

ii. Teachers with professional qualification in guidance and counseling should be identified and deployed by the Teachers Service Commission (TSC) immediately.

iii. The number of teaching lessons given to the teacher-counselors should be reduced to allow them enough time to effectively carry out guidance and counseling activities.
iv. Guidance and counseling teachers should be given three increments above their present grade as an incentive.

In spite of the policies that the GOK has put in place regarding the management of education and establishment of guidance and counseling, Kenyan schools are still faced with increased cases of students' unrest, arsonism, drug abuse, alcoholism and poor performance in national examinations (Johnston, 2000). There is also a well established relationship between drug abuse and rape, STIs and HIV/AIDS. In addition, sexual indulgence has resulted in increased numbers of school drop-outs due to early pregnancies and adolescent marriages (Munyi, 2005:5). Education Permanent Secretary Professor Karega Mutahi says; "There is a strong relationship between substance abuse and irresponsible sexual behaviors among the youth......... lack of knowledge on their sexuality and drug abuse make students vulnerable to HIV/ AIDS, other STIs and pregnancies" (Chesos,2005:5). Wangai, (2001:8) points out that, "the guidance and counseling teachers whenever appointed do not meet the expectation of schools due to lack of relevant training". Hence the guidance and counseling department seems not to have gone far enough in addressing the above problems in schools. As if to join in the above lament, the Kenya Union of Teachers (KNUT) has asked " the government to implement the 2001 report on students discipline proposing ways of tackling drug abuse in schools" (Njagi, 2005:8). In addition the National Campaign Against Drug Abuse (Nacada) coordinator, Joseph Kaguthi
has asked civil society groups to pressure MPS to pass anti-smoking laws (Njagi, 2005).

2.8 Functions of a Teacher Counselor (T/C)

A teacher-counselor is a great asset to any community as he/she is in a unique position to influence the growth and development of these emerging adults (Rowley, 1994). A teacher-counselor is the steering wheel for the guidance and counseling department. He/she should appoint a working committee to help him/her plan and develop a guidance and counseling programme and identify the needs of the students. He/she should organize departmental meetings where guidance and counseling activities and duties are shared in order to reach all the students in the school. This way, consultation will be easy and feedback received from all teachers (Macharia & Ngwiri, 2002). Wangai (2001:58), recommends, that "Schools adopt a system of students' mentors whereby a teacher will be in charge of a specified number of students and will work with this group as a parent". The teacher-counselor, especially for children with special needs, should work closely with other professional personnel like medical practitioners, social workers, other teachers and support staff. Neely (1982:201) says, "Counseling, consultation, and co-ordination are the services expected of counselors in the elementary schools ... and in the high schools ...for information, appraisal and orientation services". In case a student has a serious problem that the teacher-counselor and his/her team cannot handle, he/she should co-ordinate referral services to clinics, hospitals and private professional health care workers.
The teacher-counselor should have positive qualities such as interest in people, willingness to serve, positive attitude and intentions and warm regard for students. Appropriate attitudes can be learned and practiced. They include respect, congruence, empathy, unconditional positive regard, self-disclosure and confrontation (UNESCO, 2000). The teacher-counselor can gain understanding of the counseling process through reading, attending youth conventions and taking counseling courses either in a college or in seminars (Rowley, 1994). He can then disseminate this information to other members of the school through workshops, meetings and seminars.

A teacher-counselor should also initiate and encourage peer counseling: Adolescence is a volatile stage characterized by an identity crisis in which the individual can rebel against authority while identifying with and responding to peer groups (Wangai, 2001). So it will be easy for a trained youth to reach his peers. Wangai (2001:142) recommends that, "Peer counseling groups be set up in every school and peer counselors be given the necessary skills and knowledge".

All children as they grow up, especially through their teen years, wrestle with fundamental questions; "Who am I?", "Am I lovable?", "What is the meaning of life?" "Where do I belong?", "Can I handle it?" Children with blindness, who experience devaluing and derogatory reactions within their social environment because of their blindness, find it more difficult to obtain satisfactory answers to these basic issues of life (Tuttle & Tuttle, 1996). So they need professional guidance and counseling.
"The teacher is the primary intervening professional in the student's life responsible for all aspects of his growth and development" (Scholl, 1986:255). Hence the guidance and counseling teacher is of great help to avail the youth with knowledge and encouragement so as to stimulate personality growth and development. Guidance and counseling can help them cope more effectively with problems of living, with inner conflicts, crippling emotions and fragile self-esteem (Collins, 1988). The guidance and counseling teacher can avail reading material, for example from the Individuals with Disabilities Education Act (IDEA) and disability advocacy movements which have made societies to be more accommodative to people with disabilities. This can help raise self-esteem, bring comfort and strengthen self-efficacy (Truant & Trent, 1997). The adolescents can also be availed with materials about others who have confronted similar challenges in their lives or be provided with live models in the hope that a description of their trials may be helpful to these visually impaired adolescents (Mohlen, 1997). It follows then that the guidance and counseling teacher must be properly equipped with knowledge and skills to handle the adolescents with visual impairments. These skills can be acquired or developed through reading, courses or supervised experiences (Brealy & Birchley, 1994).

2.9 Guidance and Counseling in Thika High School for the Blind

Guidance and counseling in Thika High School for the Blind was started in the early 1980's by a teacher appointed by the principal. It mainly dealt with career guidance. Since then the department has changed hands from one teacher-
counselor to another as the teachers retire or are transferred to other schools. There has been only one teacher-counselor appointed by the Teachers Service Commission (T.S.C) in the 1990s but she was transferred in early 2005. The current teacher-counselor has been at Thika High School for the Blind since mid 2005. There are no departmental files or any other written records to reflect how the department has been organized and run since its inception. There was therefore, need to assess what actually goes on in the guidance and counseling Department at Thika High School for the Blind.

As stated elsewhere in this study, one basic right of a child, including children with visual impairments, is the right to access quality education (World Education Forum, Dakar, 2000). To achieve this, schools are charged with the responsibility of ensuring that children spend quality time in school. Besides the academics, special services such as guidance and counseling should be offered in order to address cognitive, physiological, social and affective domains of the child. This is very necessary in order to undergo developmental tasks and crises as presented in Eriksson’s psychoanalytic theory (Pervin &John, 1996). However, guidance and counseling in Kenya has largely focused on the non-disabled (Wamocho, 2003).

In 2003, the Government of Kenya (GOK) passed "The Persons with Disabilities Act". Among other concerns, it stipulated that one function of the "National Council for Persons with Disabilities" should be to achieve equal opportunity for persons with disability by ensuring that they obtain education and employment and participate fully in sporting, recreational and cultural
activities and are afforded full access to community and social services. This would be difficult to achieve if youth with disabilities do not receive proper guidance and counseling. They have to cope with challenges occasioned by the physical, cognitive, social, moral and physiological development at adolescence like peer pressure, academic achievement, strained relationships with parents and school authorities, drug abuse and above all the HIV/AIDS scourge. Besides these common features, youths who are visually impaired have to deal with issues of self-esteem, stigmatization, denial, withdrawal, depression and orientation and mobility. All these problems need the services of a comprehensive guidance and counseling programme. Hence there was need to analyze the guidance and counseling programme at Thika High School for the Blind. Nwoye (1988), states that for a counselor to be effective in counseling persons with disabilities, she needs to be dedicated and professionally qualified. One of the tasks of this study was to find out what courses the teacher-counselors in Thika High School for the Blind have undergone so as to handle students with visual impairments. This study also investigated how much the department involved other members of the school, if there were any peer counselors and if any meetings, workshops or seminars on guidance and counseling took place in the school. It was evident that the school administration offered moral support by continually appointing teacher-counselors to take care of the department. But there was need to find out if any money was set aside to facilitate the smooth running of the department. Without a budget, it would be impossible for the teacher-counselor to cater for the physical resources according to Macharia & Ngwiri (2002). The study also
investigated how the department identified youth with specific problems and how responsive the students were towards the programme.

2.10 Conclusion

This chapter opened with an emphatic advocacy for quality education as spelt out in World Declaration of Education For All in Jomtien, Thailand in 1990 (Word Education Forum, Dakar 2000). This could only be possible if children were nurtured in a safe and caring environment that focused on all their needs. Since guidance and counseling provides emotional and psychological security it should be availed to all children. This was then followed by the historical background and development of guidance and counseling among the Jewish people, the Greeks, USA, Pre-colonial and Post-colonial Kenya. Except for the Jewish Hebrew culture which cared for all, including people with disabilities and made no distinction between high and low, education, treatment and care of persons with disabilities was ignored elsewhere until recently. Guidance and counseling in Kenya also had largely focused on the non-disabled (Wamocho, 2003). Hence, there was need to analyze guidance and counseling in Thika High school for the Blind as it is the only special residential high school for student with visual impairments in Kenya.
CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction
This chapter describes the methods that were employed in the fulfillment of the objectives. The aspects discussed to realize this end included: the research design, the study location, target population, sampling techniques and sample size, research instruments, pre-testing of instruments, data collection techniques and finally data analysis.

3.2 Research Design
The researcher adopted an observational descriptive survey design. The main purpose was to find out how the guidance and counseling programme at Thika High School for the Blind was organized and managed. The study looked at the content of the existing guidance and counseling programme in Thika High School for the Blind, analyzed how the guidance and counseling personnel identified youth with specific problems and the extent to which they helped solve those problems. It also investigated whether the guidance and counseling teachers were adequately trained and equipped to handle adolescents with visual impairments, if the school administration was fully supportive of guidance and counseling and how responsive the students were towards the guidance and counseling programme. The study adopted both qualitative and quantitative approaches in order to achieve a holistic assessment of the guidance and counseling programme at Thika High school for the Blind.
According to Swann and Pratt (2003), research in practice does not fit into tightly defined categories. Hence there was need to use both qualitative and quantitative methods. Qualitative data was obtained through open-ended questions in questionnaires, interviews and observation. According to Orodho (2004b:17) “Qualitative research has the natural settings as the direct source of data and the researcher is the key instrument”. For this reason, the researcher was a participant observer for one month while acting as an assistant teacher-counselor in Thika High School for the Blind. According to Mugenda & Mugenda, 1999), quantitative research includes designs, techniques and measures that produce quantifiable data as in close-ended questions in a questionnaire. The researcher thus used close-ended questionnaires for quantitative data collection in order to give an exhaustive picture of the study.

### 3.2.1 Variables

A variable is any characteristic that shows variation or is subject to change (Orodho, 2004b). In descriptive research we have dependent and independent variables. Independent variables are manipulated by the researcher while dependent variables are controlled by the independent variables. Organismic variables are a special class of variables that appear like independent variables but they are not directly controlled by the researcher e.g. age, gender, class etc. In this study effectiveness of the guidance and counseling programme and students’ response to guidance and counseling services were the dependent variables. On the other hand, quality of guidance and counseling services comprising human resources, physical facilities, accessibility of students to
guidance and counseling facilities and the areas addressed by guidance and counseling programme were the independent variables.

3.3 Location of the Study

Thika High School for the Blind is located in Thika Municipality, Thika District, Central Province, in Kenya. It is about 46km north of the Kenyan capital Nairobi. As the map (Appendix 5) shows, Thika district boarders Nairobi city to the south, Kiambu district to the west, Maragua district to the north and Machakos district to the east. It lies between latitudes 3°53 and 1°45 south of equator and longitudes 36°35 and 37°25 east.

Thika High School for the Blind was established by Salvation Army Church in 1966, to cater for secondary school education for students with visual impairments. To date it is still the only specific residential secondary school for students with visual impairments in Kenya. It admits both male and female students with visual impairments who qualify for secondary school education, from many primary schools for the blind all over Kenya. It has a population of about 200 students and 34 teachers.

3.4 Target Population

Thika High School for the Blind has a triple stream---North, South and West. Table 3.1 below displays Form Two and Three North and West streams. This is the targeted student body comprising 71 subjects. The South stream was reserved for pilot study. The study also targeted the deputy principal, the head of guidance and counseling department, and form two and three teachers, who made up a population of 12 persons. This added up to a total of 83 persons.
Form ones, being too new to the school, were left out as they knew very little about the school. Form four was also left out, as it was an examination class.

Table 3.1 Distribution of Students by Gender, Disability and Class

<table>
<thead>
<tr>
<th>CLASS</th>
<th>TOTALLY BLIND</th>
<th>LOW VISION</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GIRLS</td>
<td>BOYS</td>
<td>GIRLS</td>
</tr>
<tr>
<td>2N</td>
<td>1</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>2W</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3N</td>
<td>1</td>
<td>5</td>
<td>4</td>
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<tr>
<td>3W</td>
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<td>3</td>
<td>2</td>
</tr>
<tr>
<td>TOTALS</td>
<td>6</td>
<td>16</td>
<td>20</td>
</tr>
</tbody>
</table>

KEY: N-North, W-West,

3.5 Sampling Technique and Sample Size

3.5.1 Sampling Technique

Table 3.1 above displays Form Two and Three North and West streams—the targeted student body. The study partly used purposive sampling because of low incidence population among the girls who are totally blind in Form Two North and Three North. From those two classes the two girls who were totally blind were purposively sampled. Probability sampling was applied for the rest of the population. It is a method that qualitative researchers use widely when the population is not homogeneous (Scott & Usher, 2004). It was convenient for this study because the population was heterogeneous as it comprised two major strata: the student population and the teacher population further subdivided into males and females, totally blind, low vision and sighted.
teachers' categories. Use of probability sampling ensured that all the characters had an equal chance of being included in the sample, except the two girls in Form Two North and Three North. Simple random sampling using the raffle method was applied to sample the teachers, the girls in the West stream and the boys from North and West streams, with equal numbers of low vision and totally blind conditions. They were also equal by gender. With the help of the deputy principal, the researcher, through stratified sampling, used class registers to identify equal numbers of totally blind students and those with low vision, taking care of gender equality. The researcher then used simple random sampling to identify the participants.

3.5.2 Sample Size
The sample size for the student population was 16 persons. The study dealt with few numbers because of low incidence population among the girls who are totally blind in form 2N and 3N as table 3.1 displays. From those two classes the two girls who were totally blind were purposively sampled. The girls in the West stream and the boys from North and West streams were randomly sampled, with equal numbers of low vision and totally blind conditions. They were also equal by gender. The South stream was used for pilot study. Four teachers- two males and two females- were randomly sampled from those who had served more than five years in the school. The deputy principal and the guidance and counseling head of department both participated giving a total of 22 participants. This number represented approximately 27 %
of the target population. According to Mugenda and Mugenda (1999), 22% of the total population is adequate to constitute a sample.

Table 3.2 Sampling Grid for Students by Gender, Disability and Class

<table>
<thead>
<tr>
<th>FORM</th>
<th>CLASS</th>
<th>TOTALLY BLIND</th>
<th>LOW VISION</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>GIRLS</td>
<td>BOYS</td>
<td>GIRLS</td>
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<td>1</td>
</tr>
<tr>
<td></td>
<td>TOTALS</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

KEY: N-North, W-West,

3.6 Research Instruments

This study used observation checklists, interview schedules and questionnaires as its instruments. Two sets of questionnaires were used, one for the students and the other for the teachers. Each set consisted of both open-ended and closed-ended questions. Open-ended questions gave the subjects freedom of expression as no pre-conceived replies were imposed on them (Opie, 2004). Close ended items on the other hand enabled the researcher to obtain specific responses from the respondents after being offered a choice of alternative replies. Questionnaires for sighted teachers were in ordinary print, those for low vision participants in bold print and those for totally blind persons in Braille. The deputy principal was interviewed using an interview schedule. With permission from the principal, the researcher acted as an assistant teacher-counselor for one month, using observation checklists, unstructured
interviews and interview schedules to facilitate participant observation with the sampled population.

3.7 Pilot Study

Pilot study is an important part of designing research instruments and developing them to maturity (Opie, 2004). For this study, piloting was conducted in Form Two South and Form Three South using the split-half method. Eight students, four boys and four girls, were purposively selected for the pilot study. Four teachers were selected to make a total of twelve respondents. Completed research instruments were analyzed manually to test the consistency of the responses (Orodho, 2004a). These subjects did not participate in the main study. The researcher then evaluated the instruments in order to verify reliability, grammatical and structural errors and adjusted accordingly.

3.7.1 Validity

Validity “refers to the degree to which a research tool measures what it is supposed to measure” (Opie, 2004) It is determined by expert judgment. In this study validity of the research instruments, was determined by two supervisors from Kenyatta University.

3.7.2 Reliability

Reliability refers to the accuracy of research instruments-the extent to which a tool gives consistent results within a range of settings (Kombo & Tromp, 2006). In this study reliability was measured through the piloting of research instruments.
3.8 Data Collection Techniques

With permission from the principal and the teacher-counselor, the researcher acted as an assistant teacher-counselor for one month to facilitate participant observation, using unstructured interviews. During this same period, the researcher, with the help of the teacher counselor, issued questionnaires to the appropriate groups. The researcher also gathered information using observation checklists and an interview schedule for the deputy principal. This was done after lessons.

3.9 Data Analysis

After collection of data, the researcher edited it by checking through the instruments for completeness, accuracy and uniformity (Orodho, 2004b). Analysis was then done by use of descriptive statistics in three stages; data reduction, data display and conclusion drawing and verification. According to Scott and Usher (2004), data reduction involved simplifying data into manageable sizes by including what was relevant and excluding irrelevancy. The researcher sorted out qualitative data by reading and re-reading transcripts, taking notes, highlighting relevant information and breaking it into manageable components. The next step was coding and classifying data in order to make a link between raw data and the theoretical concept. This was followed by presentation of findings in the form of percentages, tables, pie-charts and graphs. To achieve this, the researcher used the Statistical Package for Social Sciences (SPSS), a computer software that helps in organizing, assembling and displaying data in pictorial, diagrammatic or graphic form.
3.10 Logistical and Ethical Considerations

The researcher obtained a research permit from the permanent secretary, Ministry of Education (MOE) through the director Graduate School Kenyatta University. The researcher then made preliminary visits to Thika High School for the Blind where research was to be conducted. This was to establish rapport with the principal, deputy principal and the teacher-counselor, discuss the relevance of the study and the most appropriate time to conduct data collection. The researcher then obtained informed consent from the various respondents.
CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

One of the goals of EFA is to see that all children are nurtured in a safe and
caring environment that allows them to become healthy, alert, secure and able
to learn (World Education Forum, Dakar, 2000). As such guidance and
counseling is a very important component of education. The main objective of
the study was to analyze the existing guidance and counseling programme at
Thika High School for the Blind. It looked at the content of the existing
guidance and counseling programme, identified problems faced by students
due to adolescence and disability and established how the programme
identified youth with specific problems and helped to solve those problems. It
also analyzed teachers' qualifications on guidance and counseling, examined
how supportive the administration, teachers and support staff were towards the
guidance and counseling department and analyzed how responsive the students
were towards the programme. Data were collected using questionnaires,
interview schedules, unstructured interviews and observation checklists. Data
focused on the research questions and three key hypotheses that guided the
study. The obtained data were analyzed, tabulated and presented in
percentages, pie-charts, tables and graphs.

The results were presented by giving answers to questions which were
explored in the study as follows;
4.2 Sample Population Characteristics of the Respondents

The sampled student population consisted of respondents whose age range was from 17 to 18 years while that of teachers ranged from 40 to 54 years. The sample consisted of 50% females and 50% males, 50% low vision and 50% totally blind.

4.3 Research Question 1

What Problems do Students in Thika High School for the Blind Face?

Item 2 of the students’ questionnaire indicates that majority of the students fell between 17 and 18 years which is a prime adolescent age. At this time, adolescents are faced with the difficult tasks of discovering self-identity, clarifying their sexual roles, asserting independence, learning to cope with authority and searching for goals that will give meaning to their lives. They also have to deal with challenges of drug use and abuse, unwanted pregnancies, abortions, HIV and AIDS. In addition to problems of adolescence, students with visual impairments experience other challenges emanating from their visual disabilities.

The major problems cited in this study through Items 5, 6 and 7 of the students’ questionnaire, unstructured interviews and observation included boy/girl relationships, low self-esteem, denial and withdrawal, lack of fees, pocket money and personal effects. There was also a general feeling that students who are totally blind were discriminated upon in matters of leadership. Some students also suffer from multiple handicaps. Besides being visually impaired,
they are physically handicapped and so they have to use crutches to enhance mobility or have hearing impairments and have to occasionally miss classes, when going for ear check-ups or to be fitted with ear moulds. A few students have cerebral palsy or are mildly mentally challenged and have difficulties in communication, mobility and other activities of daily living. The study also found students who have siblings with visual impairments in the same school or have parents suffering from one or other disability, for some of these disabilities are hereditary. A few have been brought up in children’s homes having been abandoned by parents or relatives due to their disabilities or are orphans of AIDS parents. All these problems have affected the students physically, psychologically, mentally and emotionally and so they need a comprehensive guidance and counseling programme.

4.4 Research Question 2

How does the guidance and counseling personnel in The School Identify Students with Problems?

Information gathered from the teachers’ questionnaire Items 10 and 11 showed that students who sought guidance and counseling services voluntarily were only 37%. This was confirmed by what the students said as displayed in 'Figure 4.1 below. Thirty eight percent of students said outright that they would not go for help from the teacher-counselor, while 25% were not sure and gave different excuses why they would not seek help from the teacher-counselor. Therefore, most of the students did not voluntarily present themselves for guidance and counseling services. They were either sought out by the teacher-counselor or referred to her by the disciplinary committee, other
Figure 4.1 Voluntary Visits to Guidance and Counseling Teacher (Students' Opinion)

Figure 4.1 revealed that only 37% of students would voluntarily seek help from the G&C teacher, 38% said outright 'NO' while 25% were not sure and gave different excuses.

4.5 Research Question 3
To What Extent Does the Guidance and Counseling Department Help Students With Problems?

All the respondents agreed that the school has a guidance and counseling department and that it is allocated a room; that there is a teacher-counselor, guidance and counseling committee and peer counselors in the school.

Information gathered through observation and interviews showed that the
guidance and counseling office is appropriately located behind the library. It is accessible and away from the noisy classrooms and the administration offices. There was also a 100% agreement that group counseling always took place on Wednesdays after 4:30 pm. Responses to Items 18 and 19 of the students’ questionnaire revealed the various issues discussed during group guidance and counseling. They varied from academic achievement, subjects and career choices to social and family relationships, drug use and abuse and personal issues like self-esteem.

However the researcher observed that the teacher-counselor had a lot of difficulties trying to gather students in the hall and to keep order during these sessions. The other two members of the guidance and counseling committee did not participate. It was also observed that the guidance and counseling office had no proper setting as recommended for a counseling office. There was no reception room and no private room for counseling purposes. There was only one small room with a table, three chairs, a cupboard and shelves. According to Macharia & Ngwiri (2002), a suitable guidance and counseling office should have very few physical barriers between the teacher-counselor and the client in order to create and maintain an informal atmosphere fit for counseling. It should only have comfortable lounge chairs and a coffee table. There were none of these in Thika High School for the Blind, no syllabuses, guides or tapes on guidance and counseling. The guidance and counseling committee was composed of three members only including the head of department. This number is far below what is recommended because according to Mutie and
Ndambuki (1999), a guidance and counseling department should be composed of the head of department and five other teachers. This leaves the head of department with too much work on her shoulders.

4.6 Research Question 4
What Qualifications Do The Teacher- Counselors Have?

Responses to Item 5 of the teachers' questionnaire revealed that all the teachers were professionally qualified in Bed and three were pursuing Med programmes. However, only the head of guidance and counseling department had some in-service training in basic skills of guidance and counseling. There was also 100% agreement that there had been no school-based workshops or seminars on guidance and counseling, organized for the members of the school, as revealed by item 15 in the teachers' questionnaire. This implied that the teachers were ill-prepared to handle the challenges of guidance and counseling. According to Brealy & Birchley (1994), a teacher has to undergo training covering 45-60 hours in order to be effective in guidance and counseling.

4.7 Research Question 5
Do the administrators, teachers and other related staff support guidance and counseling services in the school?

There was a reasonable amount of support given by the principal, the deputy principal and the rest of the staff in identifying students with problems and referring them to the guidance and counseling department for assistance. However there was a general feeling among the respondents that the principal
needed to furnish and equip the guidance and counseling office more adequately, provide reading and other resource materials, facilitate in-service courses, workshops and seminars in guidance and counseling. Information gathered through observation checklists and interviews showed that there were no syllabuses, guides or tapes on guidance and counseling in the department. There was also no budget set aside for guidance and counseling department although the guest speakers were given money to cater for transportation. A major problem the teachers encountered was heavy teaching load. The recommend load is 12 lessons for the guidance and counseling teacher, 6 of which should be for activities connected with guidance and counseling, like arranging for experts to deliver talks and organizing students’ records. However, data gathered through Item 1 indicate that most teachers have between 17 and 19 lessons. This implies that teachers spend most of their school hours giving classroom instructions. So they are left with very little time to offer guidance and counseling services effectively.

4.8 Research Question 6

How responsive are the students to the provision of guidance and counseling in the school?

4.8.1 Group Guidance and Counseling in the school

During the study, respondents were asked to choose from a list, areas in which guidance and counseling programmes were carried out. There was a 100% agreement that group counseling always took place on Wednesdays after 430pm. Responses to Items 18 and 19 of the students’ questionnaire revealed the various issues discussed during group guidance and counseling. Table 4.1
below ranks those issues in order of priority. Topics that scored more than 50% responses were well balanced. They varied from academic achievement, subjects and career choices to social and family relationships, drug use and abuse and personal issues like self-esteem. However the researcher observed that the teacher-counselor had a lot of difficulties trying to gather students in the hall and to keep order during these sessions.

Table 4.1 Students' Issues Dealt with by the Group G&C Programme

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>RESPONSES</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic achievements</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Boy/Girl Relationships</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Drug use and abuse</td>
<td>15</td>
<td>94</td>
</tr>
<tr>
<td>Academic achievements</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Boy/Girl Relationships</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Drug use and abuse</td>
<td>15</td>
<td>94</td>
</tr>
<tr>
<td>Problems on sexual matters</td>
<td>14</td>
<td>88</td>
</tr>
<tr>
<td>Alcoholic drinks</td>
<td>13</td>
<td>81</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td>Cigarette smoking</td>
<td>11</td>
<td>69</td>
</tr>
<tr>
<td>Problems from home</td>
<td>10</td>
<td>63</td>
</tr>
<tr>
<td>Pregnancies/abortion</td>
<td>9</td>
<td>56</td>
</tr>
<tr>
<td>Choice of subjects</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>Career choices</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>Problems with other students</td>
<td>7</td>
<td>43.75</td>
</tr>
<tr>
<td>Fee problems</td>
<td>5</td>
<td>31.25</td>
</tr>
<tr>
<td>Problems with teachers</td>
<td>5</td>
<td>31.25</td>
</tr>
<tr>
<td>Problems with school facilities</td>
<td>4</td>
<td>25.00</td>
</tr>
</tbody>
</table>

From Table 4.1, topics that scored more than 50% responses were well balanced.
4.8.2 Individual Guidance and Counseling in the school

Appendix I Items 10, 11 and 20 and Appendix II Items 11 and 15 addressed attendance to individual students. Responses to these Items as displayed in ‘Figure 4.1’ above revealed that only 37% of student respondents would voluntarily seek help from the guidance and counseling teacher, 38% said outright ‘NO’ while 25% were not sure and gave different excuses. This clearly indicated that there was no specific programme or day set aside for individual guidance and counseling. Hence, majority of the students did not readily seek individual help from the guidance and counseling department. Some were referred to the department by other members of the school while others preferred sharing their problems with their friends.

Figure 4.2 indicates that even those who sought individual guidance and counseling did so very rarely. 55% did not visit the guidance and counseling office at all throughout the year, 19% visited only once, 13% visited twice while 13% visited only thrice. So there was very little evidence that individual guidance and counseling was taking place in the school. Guidance and counseling should involve a series of direct contact with the individual so as to offer adequate assistance in changing attitudes and behaviour (Mutie & Ndambuki, 1999).
A major problem cited by students for not visiting the guidance and counseling office was lack of privacy and confidentiality. Responses to Items 12 & 9 in the students’ and the teachers’ questionnaires respectively are displayed below on Figure 4.3 in percentages. These were the various opinions on what the respondents thought about privacy and confidentiality in the guidance and counseling department. 66.67% teachers and 50% students expressed doubts as to whether there was any privacy or confidentiality in the guidance and counseling department while 16.67% teachers and 31.25 students gave an emphatic “NO”. Others said they feared to face the teacher-counselor because of failing in her subject and would rather share their problems with other students.
4.9 Research Question 7.

How Can the Guidance and Counseling Programme at The School be Improved?

The study found out that 55% of students did not visit the guidance and counseling office at all during the year 2006. 19% visited only once, 13% visited twice, while 13% visited only thrice. It was also noted that the guidance and counseling head relied heavily on referrals from other members of the school. Thus the teacher-counselor should be more aggressive in sensitizing guidance and counseling services to the students and in identifying the students who require guidance and counseling services. The guidance and counseling committee members should be increased from three to six in order to meet the needs of the entire student
population. It is advisable to have every teacher undertake training in
guidance and counseling so that the head of department can use the whole
staff as teacher-parents. Another problem the teachers encountered was
heavy teaching load as data gathered through Item 1 of the teacher’s
questionnaire indicates. This implies that teachers spend most of their
school hours teaching and so they are left with very little time to offer
guidance and counseling services effectively. The Ministry of Education
should consider reducing the work load of guidance and counseling
teachers by posting adequate staff to schools so that the guidance and
counseling teachers are not overworked.

Most of the students who never went to the teacher-counselor for help
expressed fear or shame of being exposed especially when the problem
concerned multiple disabilities or unhealthy boy/girl relationships. The
study proposes that the principal should provide a private room for
counseling to enhance privacy and confidentiality and also furnish and
equip the guidance and counseling office.

4.10 DATA INTERPRETATION ON THE BASIS OF RESEARCH
HYPOTHESES

4.10.1 Introduction

The research was also guided in part by three key hypotheses which stated
that;

1. Students in Thika High School for the Blind do not seek guidance and
counseling services.
2. Teachers in Thika High School for the Blind are not trained to give guidance and counseling services.

3. The administration, teachers and other staff of Thika High School for the Blind are not supportive of guidance and counseling programme.

The discussions based on the findings are hereby presented:

4.10.2 Research Hypothesis 1

Students In Thika High School For The Blind Do Not Seek Guidance And Counseling Services.

Results displayed on Table 4.2 indicate that out of the 16 respondents, a big number of students did not readily seek individual help from the guidance and counseling department. Majority of students (56%) did not visit guidance and counseling office at all for help throughout the year. A small number (19%) visited only once, an even smaller number (12.5%) visited only twice and 12.5% only thrice. So as the results indicate even those who sought individual guidance and counseling did so very rarely.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>No of students</th>
<th>No of students in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>9</td>
<td>56%</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>19%</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>12.5%</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>12.5%</td>
</tr>
</tbody>
</table>
4.10.3 Research Hypothesis 2

Teachers In Thika High School For The Blind Are Not Trained To Give Guidance And Counseling Services.

There was a 100% agreement that there had been no school-based workshops or seminars organized for the members of the school. None of the respondents had attended workshops or any form of training in guidance and counseling. This implied that the teachers were ill-prepared to handle the challenges of guidance and counseling because they lacked training in guidance and counseling.

4.10.4 Research Hypothesis 3

The Administration, Teachers and Other Staff of Thika High School for the Blind Are Not Supportive of Guidance and Counseling Programme

Data as recorded on Table 4.3 below indicates that most teachers have between 17 and 19 lessons. The teachers’ number of lessons per week is far above 12 lessons recommended (Mutie and Ndambuki 1999) for a guidance and counseling teacher. The implication is that teachers spend most of their school hours giving classroom instructions. So they are left with very little time to offer guidance and counseling services effectively. This is aggravated by the fact that the guidance and counseling committee is composed of three members only including the Head of Department, the teacher in charge of the peer
counseling club and a male representative. This number is far below what is recommended because according to Mutie and Ndambuki (1999), a guidance and counseling department should be composed of the Head of Department and five other teachers. This leaves the head of department with too much work on her/his shoulders.

Table 4.3 Teachers' No Of Lessons per Week

<table>
<thead>
<tr>
<th>No Of Lessons Per Week</th>
<th>No Of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>19</td>
<td>2</td>
</tr>
</tbody>
</table>

There was also a general feeling among the respondents that the principal needed to furnish and equip the guidance and counseling office more adequately, provide reading and other resource materials, facilitate in service courses, workshops and seminars in guidance and counseling. There was only a very minimal budget set aside for guidance and counseling department barely to cater for the guest speakers' transportation. However there was a reasonable amount of support given by the principal, the deputy principal and the rest of the staff in identifying students with problems and referring them to the guidance and counseling department for assistance.

4.10.5 Conclusion

The researcher dealt with few numbers because of low incidence population among the totally blind students. From the above findings only a negligible number of students voluntarily went to the guidance and counseling department
for help. The department was aware of what benefits accrue to guidance and counseling services. But due to various constraints, efforts to have the services adequately offered were frustrated. The teacher-counselors lacked the relevant skills, resources and adequate time to offer the services. This resulted in the students' failure to seek guidance and counseling services voluntarily.
CHAPTER FIVE

5.0 FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter deals with the summary of various findings revealed after data analyses and
the conclusions drawn from those findings. The members of the school were aware of
guidance and counseling services and what benefits accrue to these services. The teacher-
counselor might have wished to help the students but lacked the relevant skills, resources
and adequate time to do it. The whole scenario was a haphazard organization of what the
guidance and counseling programme might entail. Therefore the researcher has given a
number of recommendations to improve the delivery of guidance and counseling in Thika
High School for the Blind and suggestions for further research in other schools.

5.2 Summary of Findings
The study carried out revealed that all members of the school were aware of guidance and
counseling services and that the Ministry of Education requires that the department
functions. However due to various constraints, efforts to have the services adequately
offered were frustrated. Students were in dire need of these service but they did not seek
them or receive them to their satisfaction. Data displayed on ‘Figure 4.1’ above revealed
that only 37% of the students would voluntarily seek help from the guidance and
counseling teacher, 38% said outright ‘NO’ while 25% were not sure and gave different
excuses. A major problem cited by students for not visiting the guidance and counseling
office was lack of privacy and confidentiality. Responses to Items 12 & 9 in the students’
and the teachers’ questionnaires respectively were displayed in Figure 4.3 in percentages.
These were the various opinions on what the respondents thought about privacy and
confidentiality in the guidance and counseling department. 66.67% teachers and 50% students expressed doubts as to whether there was any privacy or confidentiality in the guidance and counseling department while 16.67% teachers and 31.25 students gave an emphatic "NO". Others said they feared to face the teacher-counselor because of failing in her subject and would rather share their problems with other students. Information gathered through observation checklists and interviews showed that there were no syllabuses, guides or tapes on guidance and counseling in the department. There was also no budget set aside for guidance and counseling department although the guest speakers were given money to cater for transportation.

The teachers encountered two major problems. Results derived from Table 4.3 indicate that none of them had attended workshops, seminars or in-service courses in guidance and counseling. Another problem the teachers encountered was heavy teaching load. The recommended load is 12 lessons for the guidance and counseling teacher, 6 of which should be for activities connected with guidance and counseling, like arranging for experts to deliver talks and organizing students’ records. However, data gathered through Item 1 indicate that most teachers have between 17 and 19 lessons. The teacher-counselor therefore might have wished to help the students but lacked the relevant skills, resources and adequate time to do it.

5.3 Conclusions

From the above findings only a negligible number of students voluntarily went to the guidance and counseling department for help. Out of the 16 respondents, 56% did not visit guidance and counseling office at all for help throughout the year. A small number
(19%) visited only once, an even smaller number (12.5%) only twice and 12.5% only thrice. So as the results on Table 4.2 indicate even those who sought individual guidance and counseling did so very rarely. A major problem cited by students for not visiting the guidance and counseling office was lack of privacy and confidentiality. 67% teachers and 50% students expressed doubts as to whether there was any privacy or confidentiality in the guidance and counseling department while 16.67% teachers and 31.25 students said outright that there was no privacy or confidentiality. This resulted in the students’ failure to seek guidance and counseling services voluntarily.

The teacher-counselor might have wished to help the students but lacked the relevant skills, resources and adequate time to effectively offer the services. All the teachers agreed that there had been no school-based workshops or seminars on guidance and counseling, organized for the members of the school, as revealed by item 15 in the teachers’ questionnaire. This implied that the teachers were not qualified to handle the challenges of guidance and counseling. Another problem the teachers encountered was heavy teaching load as data recorded on Table 4.4 indicates. Most teachers have between 17 and 19 lessons. The recommended number of lessons per week is 12 lessons for a guidance and counseling teacher. The implication is that teachers spend most of their school hours giving classroom instructions. So they are left with very little time to offer guidance and counseling services effectively. This was aggravated by the fact that the guidance and counseling committee was composed of three members only including the Head of Department, the teacher in charge of the peer counseling club and a male representative. This number is far below what is recommended because according to Mutie and Ndambuki (1999), a guidance and counseling department should be composed
of the Head of Department and five other teachers. This leaves the head of department with too much work on her/his shoulders.

It was also observed that the guidance and counseling office had no proper setting as recommended for a counseling office. There is no reception room and no private room for counseling purposes. There is only one small room with a table, three chairs, a cupboard and shelves. According to Macharia & Ngwiri (2002), a suitable guidance and counseling office should have very few physical barriers between the teacher-counselor and the client in order to create and maintain an informal atmosphere fit for counseling. It should only have comfortable lounge chairs and a coffee table. There were none of these in Thika High School for the Blind, no syllabuses, guides or tapes on guidance and counseling. Hence the students failed to seek individual guidance and counseling services voluntarily.

5.4 Recommendations to the Ministry of Education, the Principal and the Teacher

Below are recommendations to improve the delivery of guidance and counseling in Thika High School for the Blind and other schools.

5.4.1 Recommendations to the Ministry of Education

- The guidance and counseling course in the teacher training programme should be strengthened. It should be taught as an independent subject rather than a unit in education. In addition, teachers in the department of guidance and counseling should be regularly in-serviced to keep abreast with the latest challenges of guidance and counseling.
• The in-service course should be affordable to all schools and their advertisement should reach all relevant institutions.

• There is need for KIE to develop more resource materials such as books in both print and Braille, films and tapes to guide the implementation of guidance and counseling.

• The MoE should provide funds to equip the guidance and counseling departments.

• MoE should ensure that rightfully trained personnel are recruited as guidance and counseling heads of departments. In the case of Thika High School for the Blind, the teacher-counselor who was trained was transferred in 2005 and was not replaced by TSC with another trained one. The current one was appointed by the principal and has only a few basic skills. She should therefore receive comprehensive training in guidance and counseling.

• The inspectorate should regularly visit schools and guide the guidance and counseling teachers on effective delivery of guidance and counseling services. It was observed that the teacher-counselor was willing, always present and areas to be considered well known but very little was accomplished especially in motivating students to voluntarily seek guidance and counseling services.

• The MoE should consider reducing the work load of guidance and counseling teachers to the recommended 12 lessons by posting adequate staff to schools so that the teacher-counselors are not overworked.
5.4.2 Recommendations to the Principal

- The guidance and counseling committee members should be increased from three to six members in order to meet the needs of the entire student population.

- It is advisable to have every teacher undertake training in guidance and counseling so that the head of department can use the whole staff.

- The guidance and counseling department should be financially sponsored by the school to attend guidance and counseling in service courses. There should also be school-based seminars and workshops for all stakeholders in the school.

- Only those teachers who show interest in and are free with students should be recommended to the guidance and counseling committee.

- Students should be sensitized to take advantage of guidance and counseling services and training of peer-counselors should be emphasized.

5.4.3 Recommendation to the Teacher-Counselor

- The teacher-counselor should be more aggressive in sensitizing students to take advantage of guidance and counseling services and in identifying the students who require these services in the school.

- A guidance and counseling club should be established where students can meet, discuss problems facing the youth and how they
can be solved. This will go a long way in strengthening group and peer counseling.

5.5 Recommendation for Further Research

- The research was only conducted in Thika High School for the Blind. Recommendation is made for a wider area to include primary schools so that an authentic policy statement for all students with visual impairments is put into place for effective implementation of guidance and counseling.

- A similar research should be carried out in schools for students with other handicaps.
REFERENCES


UNESCO, (2000). Report on Regional Training Seminar on guidance and
counseling: Module 2. Zambia.


APPENDICES

Appendix 1
Questionnaire for Teachers

(Adapted from PhD Thesis by Geoffrey Wango (2003); University of Birmingham, United Kingdom)

Dear teacher,

This questionnaire is on aspects of the Guidance and Counseling programme in your school. All the information you give will be used for the purpose of this research only. No names will therefore be required. Your co-operation in completing this questionnaire as accurately as possible will be appreciated.

Thank you in advance.

SECTION ONE: PERSONAL DETAILS

(Wherever choices are provided please tick)

1. State the number of lessons you teach per week. -----------------------

2. What other duties do you have in the school? (For example class teacher, patron of clubs, games master, etc.) -------------------------------------------------

3. State your gender
   Male [ ]
   Female [ ]

4. State your age
5. What are your academic qualifications?

Diploma [ ]

Bachelors’ degree [ ]

Masters degree [ ]

Others (specify) [ ]

6. Years of teaching in this school;

1-4 years [ ]

5-9 years [ ]

10-19 years [ ]

20-29 years [ ]

over 30 [ ]

SECTION 2: Guidance and Counseling Programme In The School

7. Is there a guidance and counseling programme in the school?

Yes [ ] No [ ]

b. If yes, is it allocated a room?

Yes [ ] No [ ]
8. Does the **guidance and counseling** room ensure confidentiality?

Yes [ ]  No [ ]  partially [ ]

Any other comment  

9. Approximately, how many students voluntarily seek **guidance and counseling** services in the School per week?  

10. How does the **guidance and counseling** department ensure that the rest of the students benefit from the **guidance and counseling** services? (Tick all possible choices). They are sought by the teacher-counselor and helped [ ], Referred by disciplinary committee [ ], Reported by other students [ ], Reported by house mothers/fathers [ ], Sought out by other teachers [ ], Found out by the Principal/Deputy Principal [ ]. Any other (specify)  

11. Is there a **guidance and counseling** committee in the school?

Yes [ ]  No [ ]

12. How often does the **guidance and counseling** committee hold meetings?

13. Does the **guidance and counseling** committee involve other members of the school?

Yes [ ]  No [ ]
b. If yes indicate the extent to which the following people are involved in guidance and counseling in the school.

<table>
<thead>
<tr>
<th>Position</th>
<th>Always</th>
<th>Regularly</th>
<th>Sometimes</th>
<th>Never</th>
<th>How are they involved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D/ Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G&amp;C HOD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G&amp;C Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boarding Master</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer counselors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guests (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Is there any school-based guidance and counseling training or workshops organized for the above members of the school?

- Yes [ ]
- No [ ]

b. If yes, what is the type and frequency of the training?

..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................
15. Kindly state any training, courses, seminars and conferences you have attended in your capacity as a guidance and counseling teacher.

16. Who appointed you to your guidance and counseling position?

- Teacher Service Commission [ ]
- Board of Governors [ ]
- Headmaster [ ]

17. What are the goals of guidance and counseling programme in the school? (Tick all possible choices)

- To enhance academic excellence of the students [ ]
- Enhance self-esteem of the students [ ]
- Enhance moral development of the students [ ]
- Reduce student's unrest /indiscipline. [ ]
- Assist subject choices [ ]
- Assist career choices [ ]
- All the above [ ]
- Any other (specify)
18. What is the nature of **guidance and counseling** programme in the school?

- Talks and seminars to all students
- Guidence on gender lines (boys and girls separately)
- Class guidance and counseling
- Teacher parenting
- Career guidance
- Subject choices
- Peer- counseling
- **Guidance and counseling** for individual students
- Any other (specify)

19. Is there any specific time of day set aside for group and individual counseling in the school?

a. Yes [ ] No [ ]

b. If yes, indicate precisely day and time.

Group counseling Day ____________________________ Time ____________________________

Individual counseling Day ____________________________ Time ____________________________
20. Are there peer counselors in the school?

Yes [ ] No [ ]

b. If yes, how are they selected?

c. What are their responsibilities?

21. Are there guidance and counseling records of students in the school?

Yes [ ] No [ ]

22. Is there any procedure for referring students for specialized guidance and counseling?

Yes [ ] No [ ]

b. Briefly describe it. .................................................................

23. Does the guidance and counseling section have a budget?

Yes [ ] No [ ]

b. If yes indicate the amount per year ..............

24. What resource materials do you use in guidance and counseling? .................

Thank you for Your Co-Operation
Appendix 2
Students Questionnaire
(Adapted from PhD Thesis by Geoffrey Wango (2003); University of Birmingham, United Kingdom)

Dear student,

This questionnaire is on guidance and counseling in schools for students with visual impairments. You are requested to fill in all the relevant information as accurately as you can. All the information will be confidential. So you do not need to sign your name. Your co-operation will be highly appreciated.

Thank you in advance.

SECTION ONE: PERSONAL DETAILS (Tick wherever appropriate)

1. What is your gender?

   Male [ ]

   Female [ ]

2. How old are you? ........................................

3. In which class are you?

   Form2 [ ]

   Form3 [ ]
4. When did you join this school?

5. What is the condition of your sight?

Totally blind [ ]
Low vision [ ]

6. When did you lose your sight?

I was born blind [ ]
In nursery school [ ]
In lower primary (class) ........................................
In upper primary (class) ........................................
Just before joining secondary school [ ]

7. What was the cause of your visual problem?

Accident [ ]
Disease [ ]
Other (specify)

8. Do you hold any responsibilities in the school?

Prefect (specify) ................................................................
Peer counselor [ ]
Club official (specify) .................................................................

Any other

SECTION TWO: Details of Guidance and Counseling in the School

9. Is there a guidance and counseling department in your school?
   Yes [ ]
   No [ ]
   I don't know [ ]

10. Where is the guidance and counseling office/room situated?

11. How many times have you visited the guidance and counseling office this year 2006?

12. Does the guidance and counseling office ensure privacy?
   Yes [ ]
   No [ ]
   Not sure [ ]
   I don't think so [ ]

13. Are guidance and counseling records kept in secret in the school?
14. Is there a **guidance and counseling** teacher in your school?

- Yes [ ]
- No [ ]
- Not sure [ ]

15. (a) If you had an issue or problem, would you go and see the **guidance and counseling** teacher?

- Yes [ ]
- No [ ]
- Not sure [ ]

  c. If yes how many times have you seen the teacher this year (2006)?

  d. If no, whom do you normally discuss your personal matters with?

16. Are there peer counselors in your school?

- Yes [ ]
- No [ ]

  b. If yes, how many times have you gone for help to a peer counselor?............
17. Is there any specific time or day set aside for guidance and counseling in the school?

Yes [ ]

No [ ]

b. If yes indicate as precisely as possible the day and time

18. Does the guidance and counseling department in your school help students cope with problems of adolescence such as, Boy-Girl relationship?

Yes [ ]

Not at all [ ]

Somehow (Explain) ..........................................................

19. What else does the guidance and counseling program deal with? (Tick all possible choices)

- Choice of subjects to take [ ]
- Career choices [ ]
- Academic achievements [ ]
- Orientation and mobility [ ]
- Self-esteem [ ]
Fee problems

Problems with teachers

Problems with other students

Problems with food

Problems with school facilities

Problems from home

Problems on sexual matters

Pregnancies /abortion

HIV/AIDS

Drug use and abuse

Alcoholic drinks

Cigarette smoking

Any other

Thank You for Your Cooperation
## Appendix 3

**Interview Schedule for the Deputy Principal**

(Adapted from Med Thesis on *guidance and counseling* by Aura J. (2003) Kenyatta University)

### SECTION ONE: Personal Details

1. Age bracket of the respondent

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>[ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 30</td>
<td></td>
</tr>
<tr>
<td>31-40</td>
<td>[ ]</td>
</tr>
<tr>
<td>41-50</td>
<td>[ ]</td>
</tr>
<tr>
<td>Above 50</td>
<td></td>
</tr>
</tbody>
</table>

2. What are your academic qualifications?

<table>
<thead>
<tr>
<th>Qualification</th>
<th>[ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td></td>
</tr>
<tr>
<td>Bachelors' degree</td>
<td>[ ]</td>
</tr>
<tr>
<td>Masters degree</td>
<td>[ ]</td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

3. Years of teaching in this school;

<table>
<thead>
<tr>
<th>Years</th>
<th>[ ]</th>
<th>5-19 years</th>
<th>[ ]</th>
<th>Above 20 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5 years</td>
<td></td>
<td></td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>5-19 years</td>
<td>[ ]</td>
<td>[ ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above 20 years</td>
<td></td>
<td>[ ]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION 2: Guidance and Counseling Programme in the School.

4. Is there a guidance and counseling programme in the school?

- Yes [ ] No [ ]

b. If yes, is it allocated a room? Yes [ ] No [ ]

c. For what other purpose is the guidance and counseling room used?

5 Is the guidance and counseling part of the official timetable?

b. If not when are the guidance and counseling services conducted?

5 How often are the guidance and counseling services offered?

6 What areas does guidance and counseling deal with? (Rank)

- Discipline
- Subject choices
- Career choices
- Academic achievements
- Boy/girl relationships
- Pregnancy and abortions
- HIV/AIDS
- Drug use and Abuse
- Orientation and mobility
- Self esteem
7. Is the head of guidance and counseling department a professionally qualified counselor?
   a. What is her level of professional training in guidance and counseling?
   b. What is her workload?
   c. How many teachers work with her in the guidance and counseling department?

8. Do students voluntarily offer themselves for guidance and counseling services?
   a. How else do they get to the department for help?

10. Does the school ever invite guest speakers from outside?

11. Is there any procedure for referring students for specialized guidance and counseling?

12. Does guidance and counseling section have a budget?
b) If yes indicate the amount per year

13. What resource materials are used in guidance and counseling in school?

14. Suggest ways of improving the guidance and counseling department
## Appendix 4
### Observation Checklist for the Researcher

(Adapted from Med Thesis on *guidance and counseling* by Aura J. (2003) Kenyatta University)

#### a. Human Resources

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: The teacher Counselor is:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approachable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warm and friendly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welcoming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A good listener</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empathetic</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Accepts personal worth of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not discriminative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not a dictator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensitive to clients needs</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2) There is adequate involvement of other members of the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concerned teacher-parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td></td>
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<td></td>
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<tr>
<td>Supportive principal</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Supportive Deputy principal</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Caring support-staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>House mothers/ fathers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watchmen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3) Early identification of students with problems by the T/C

- They voluntarily present themselves
- Referred by disciplinary committee
- Reported by other students
- Reported by house mothers/fathers, cooks, watchmen, others
### b. Physical Facilities

<table>
<thead>
<tr>
<th>Description</th>
<th>Suitable</th>
<th>Unsuitable</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Location of the guidance and counseling office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance from the discipline office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) General setting of the room</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waiting room</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private room for counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Furniture (type and arrangement)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance between the counselor and the client</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Records for students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sight status</td>
<td>Appropriate</td>
<td>Inappropriate</td>
<td></td>
</tr>
<tr>
<td>Family background</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health data</td>
<td>Academic records</td>
<td>Career interests</td>
<td>Social issues</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------</td>
<td>------------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>5) Topic dealt with during G &amp; C sessions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocational</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6) Other useful concerns</strong></td>
<td>Adequate</td>
<td>Inadequate</td>
<td></td>
</tr>
<tr>
<td>Peer counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher student bonding (family units)</td>
<td></td>
<td></td>
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<tr>
<td>Courses attended by T/C s</td>
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<td></td>
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<tr>
<td>Workshops help in the school</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Finances for internal and external expenditure</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 5: Map of Kenya Showing Thika and the Neighbourhood