PERCEPTION OF THE TEACHER COUNSELOR’S ROLE IN THE IMPLEMENTATION OF SECONDARY SCHOOL CURRICULUM: A CASE OF CENTRAL DIVISION, MACHAKOS DISTRICT.

BY

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DECLARATION

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

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Date 17th May 2002

This project was submitted for examination with my approval as University supervisor and of the Director of the program respectively.

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DEDICATION

This project study is dedicated to my son J.K. Junior. Your existence was an invaluable source of encouragement to me. Memories of how we worked and struggled together up to the last minute. May almighty Lord use you and make you a great scholar in this world.
ACKNOWLEDGEMENTS

This work could not be complete without the material and moral support from other persons, which was given freely and generously. To all concerned, whether mentioned by name herein or not, I say thanks a lot and God bless you.

My supervisor Dr Malusu, J.M. deserves special thanks and recognition, not only for what I have learnt under his supervision, but also for his dedication, effort and encouragement. His constructive criticism and suggestions were of paramount importance.

My deep gratitude goes to Michael and other people who typed parts of this manuscripts from its initial stage patiently and diligently, Library assistants in the Africanus section Kenyatta University for their maximum kindness and co-operation in providing me with the necessary information and data which formed the base of the study.

Special thanks to my husband, James Kimathi, who wholly took the responsibility of taking care of my two daughters and at the same time financed my study. Thanks again for your love and concern. I am sincerely grateful to my two daughters, Linnet and Grace, whose love and moral support helped to boast my morale during the trying moments of data gathering and in every endeavor I have undertaken. My success is theirs.
My acknowledgement would be incomplete without thanking Mr. Mururu and his wife Edith; my parents; Henry; my sisters, Karimi and Judy; Kingwa; great friends and colleagues who in one way or another provided all kinds of support in my endeavor to climb the academic ladder. Once more God bless you all.

F. K. K., 2002
ABSTRACT

The need for guidance and counseling services has been recognized in various government reports and educational commission since Kenya’s independence in 1963. Development plans and policy papers have made various recommendations as regards provision of guidance and counseling in schools and colleges. These recommendations were all aimed at enhancing student’s adaptability in school and later in life in terms of education and vocational opportunities. The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (1988) recommended the establishment of Guidance and Counseling programme and a senior teacher to be responsible. The programme was to assist students to appreciate their roles and develop right attitudes towards discipline and management of time. Today almost all schools have established a proper guidance and counseling programme headed by a head of department (preferably a trained teacher-counselor) together with at least five teacher counselors, to offer guidance and counseling services in schools.

Since its introduction many emerging issues that require guidance and counseling services have continued to persist, for instance drug abuse, physical and emotional abuse, undesirable sexual behavior, generation gap, unemployment, religious pluralism, peer-pressure, violence and many others. As a result the secondary schools have given greater emphasis on improving
their guidance and counseling services so as to decrease or eliminate these challenges which affect the achievement and overall development of students.

The purpose of this study was to investigate the perception of the teacher – counselor’s role in the implementation of secondary school curriculum. The study focused on how the head-teachers, teacher-counselors and students perceive the roles of teacher-counselors in schools. This was guided by the principle that perception of the counselor’s role determines client’s desire to seek for counseling services whenever faced by a problem or a need.

The research was conducted in central-division Machakos district and involved five head teachers, fifteen teacher-counselors and a hundred students in form three from four public secondary school and one private school.

Data was collected through questionnaires, which were administered to the teacher-counselors and students. Interviews were used to collect more information from head teachers while observation schedules were used to ascertain information on the resources and facilities used in the counseling centers.

Data was analyzed using descriptive statistics such as frequency distributions and percentages. Qualitative descriptions (discussions) were also used in the presentation of data.
The main finding of the study was that, teacher counselors are aware of their roles in school, that is to help student in their educational, social and personal problems. Students would seek for counseling services to solve their academic, vocational and social problems but preferred non formal help givers to teacher counselors for the personal difficulties.

Further information revealed that teacher – counselors performed their duties almost fully and majority appreciated the support given by the school members, invited guests and the parents. For the teacher counselors to be more effective, according to the respondents, there is need more support from the ministry of education, stakeholders, parents, all the members of school, adequate resources, facilities, relevant reading material and in-service courses where the practicing teacher-counselors can acquire counseling skills and techniques since majority of them are not trained counselors.

Based on the findings, the study concluded that the members of the school are aware of the counseling services in the schools but have limited information on the roles of the teacher-counselors. The counseling programme has contributed to effective learning, high academic performance, change of attitude towards guidance and counseling for teachers and students and discipline.
# TABLE OF CONTENTS

Title Page
Declaration ................................................................. i
Dedication .................................................................. ii
Acknowledgements .................................................. iii
Abstract ..................................................................... v
Table of Contents ...................................................... viii
List of Tables ........................................................... x

## CHAPTER ONE: INTRODUCTION

- Background to the Study ........................................... 16
- Statement of the Problem ......................................... 16
- Objectives of the study .............................................. 18
- Research Questions ................................................ 19
- Basic Assumptions of the study ............................... 16
- Significance of the study ......................................... 16
- Scope And Limitation Of The Study ......................... 18
- Definition Of The Operational Terms ......................... 20

## CHAPTER TWO: REVIEW OF RELATED LITERATURE

- Importance of Counseling Services in Schools ............ 25
- Head Teacher’s Perception Of The Teacher-Counselor’s Role In Schools ............................................. 33
- Teacher-Counselor’s Perception Of Their Roles ........... 36
- Student Perception of the Teacher-counselor’s Role ....... 53

## CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

- Research Design ...................................................... 59
- Location of the study .............................................. 60
- Population and Study Sample ................................. 61
- Sampling Procedures ............................................. 62
- Research Instruments ............................................. 67
- Piloting ................................................................. 70
- Data Analysis ....................................................... 73

## CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

- Background Information on the Head-teacher and Teacher-counselors .............................. 75
- Effectiveness of the Teacher-counselors in Schools ................................................................. 81
- Role of the Teacher Counselor as Percieved by the Head-teachers, Teacher-counselors and Students ................................................................. 86
- Teacher Counselors Contribution to the Implementation of Secondary School Curriculum ................................................................. 93
- Problems Faced by Students and their Preference of Help Givers ......................................... 95
### Facilities and Resources

<table>
<thead>
<tr>
<th>Facilities and Resources</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems Facing Teacher Counselors and the Possible Solutions</td>
<td>104</td>
</tr>
</tbody>
</table>

### CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>109</td>
</tr>
<tr>
<td>Conclusions</td>
<td>116</td>
</tr>
<tr>
<td>Recommendations</td>
<td>117</td>
</tr>
<tr>
<td>Suggestions for Further Research</td>
<td>119</td>
</tr>
</tbody>
</table>

### BIBLIOGRAPHY

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPENDIX A</td>
<td>QUESTIONNAIRE FOR TEACHER-COUNSELLOR</td>
</tr>
<tr>
<td>APPENDIX B</td>
<td>QUESTIONNAIRE FOR THE STUDENTS</td>
</tr>
<tr>
<td>APPENDIX C</td>
<td>INTERVIEW SCHEDULE FOR HEAD-TEACHERS</td>
</tr>
<tr>
<td>APPENDIX D</td>
<td>OBSERVATION SCHEDULE</td>
</tr>
<tr>
<td>APPENDIX E</td>
<td>OBSERVATION CHECKLIST</td>
</tr>
</tbody>
</table>
LIST OF TABLES

3.1 Types of Schools in Central Division, Machakos District ........................................ 63
3.2 The Sample of the Study, Central Division Machakos District........................................ 66
4.1 Utility of the Counseling Skills and Techniques ......................................................... 82
4.2 Appropriate Techniques for Effective Counseling ..................................................... 83
4.3 Roles of a Teacher-counselor ...................................................................................... 87
4.4 Functions of the Teacher-counselor in a Secondary School ......................................... 89
4.5 Effects of Good Performance by the Teacher-counselors ........................................... 90
4.6 Problems Faced by Students Which Need Help from the Counseling Unit ......................... 97
4.7 Reasons for Seeking Counselling Services ................................................................ 117
4.8 Availability and Utility of Resources and Facilities in a Counseling Unit ....................... 101
4.9 Suggestion to the Administration by the Teacher-counselors and Students .................... 106
5.0 Suggestions by the Head-teacher and Teacher-counselors ........................................ 107
Background To The Study

The development of guidance began in United States of America and Europe at the close of the nineteenth century (Palmer and McMahen, 1997). Although the principles of guidance have remained the same, the methods and focus have evolved over time. According to Milner (1974), at the beginning of the guidance movement, the focus was on the provision of occupational information. Later, there was need for more objective methods of assessing individuals for different jobs.

The pioneers of the movement had varying approaches to guidance. Among the pioneers was Frank Parson’s of Boston, U.S.A. He helped found the Vocation Bureau and wrote his first book on choosing a vocation between 1905-1909 during guidance movement meeting in the U.S.A. (Mutie and Ndambuki, 1999). Other founders of the guidance movement were George Merrill in 1908 at the California school of Mechanical Arts in San-Francisco, U.S.A. who provided explanatory experiences in the traits taught by the scholars. He also did counseling for job placement and followed up students who had graduated from college. Goodwin in 1911 organized a wide guidance programme in Ohio, U.S.A. and proposed five major conditions, which he
regarded as necessary for a successful vocational guidance programme in high school.

According to Shankar (1992) these were:

- The appointment of a guidance supervisor
- A school organization, which permits the close contact of each pupil or student with at least one teacher who can help the student. Such a teacher should be sympathetic, helpful and intelligent.
- A logical analysis of each pupil or student
- The adoption of schoolwork to the vocational needs of the community.

Weaver in 1912 on the other hand was responsible for bringing guidance services to New York City schools. He organized a number of local agencies to deal with guidance and job placement. According to Jones et al (1970), by the late 1960s, careful surveys indicated that two-thirds of the secondary schools provided full-time guidance personnel, and this figure went up above 90 percent of larger districts. In fact throughout the United States, it was estimated that, there were more than 30 000 full-time secondary school counselors or approximately one for every five hundred students at that time (Cochran and Peters 1972). However, there were still many small districts lacking such specialists.
In Europe, student counseling began around 1950's by individuals who had seen the need for dedicated services through their works such as teachers, administrators, doctors, and psychotherapists (Palmer and Mc Mahen, 1997). The development gathered momentum in the twentieth century when more counselors were trained and deployed in schools and colleges as one of the forms of education restructuring and reforms. However, according to a survey carried out by Daws (1976), most of the teacher-counselors and other trained individuals underwent an in-service course lasting from one to five days. Moreover, only a few schools managed to get these “trained counselors”. Limited resources and time allocated to guidance and counseling was also inadequate. Today the situation has changed. Guidance and counseling programmes in secondary schools are sophisticated as in America and according to recent studies, specialized counseling has become a new trend.

However, according to Cochran and Peters (1972),

The specialized counselors only carry the title and their duties are just the same as those of the teacher-counselors except that the efforts of the specialized counselors are possibly more concentrated into a single area like personal, vocational or educational issues.

This means that teacher counselors in developed countries have not only been recognized as professionals but there are some of them who have specialized in single areas so as to help the learners with serious problems in their specialization. Others have become full-time counselors in schools so as to offer the counseling services more adequately. This establishment could be the
best solution to the Kenyan secondary school where the acts of violence and other forms of indiscipline have become the order of the day. The recommendation has come up in several conferences, and seminars by people like Nthusi (1999), Scholastica (2000), Griffin (1999) and Cheruiyot (1999). Graduate researchers like Amukua (1984), Khaemba (1986), Wanjohi (1990), Rono (1989) and Kebaya (1989), have also recommended the introduction of full-time counselors in schools, too, as a solution to the problem of the conflicting roles of the teacher-counselor in schools.

The need for guidance and counseling services has been recognized in various Government reports and education commissions since Kenya's independence in 1963. Development plans and policy papers have made various recommendations as regards provision of guidance and counseling in schools and colleges. For instance according to Kenya Education Commission Report (1964), children were given courses of education and training best suited to their needs, while guidance was to be provided to students on careers and openings for employment. The National Committee on Educational Objectives and Policies (1976) states that:

Guidance and Counseling of pupils and students when properly done plays an important role in enhancing the person's future adaptability, as does academic teaching.

As a result, the Committee recommended the following:

- All teachers should take a compulsory unit in guidance and counseling as part of their training.
• In-service courses on guidance and counseling for practicing teachers.

• All teachers should participate in guidance and counseling as one of their roles.

• Guidance and counseling should be integrated with other topics as careers, ethics, human-relations, life and Sex Education.

• Parents and other competent members of the society should be involved in the provision of guidance and counseling.

However, these recommendations were not implemented properly and hence the guidance and counseling programme did not become effective. The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond, (Kamunge Report 1988) pointed out that Guidance and Counseling of the youth in secondary school is an essential service in helping in the identification of their individual interest, needs, and appreciate correction or assistance to enable them face the realities of life.

Therefore, the guidance and counseling unit by this time may be credited for encouraging schools to have teacher counselors (teacher-advisors), creating an awareness on the importance of guidance and counseling in facilitating of the school education programme. At the same time, the writing, producing and updating of the handbooks by the Ministry of Education for the school guidance counselors acted as a springboard for the present development of the
counseling programmes in schools. However, Karugu (1989) in his research study found that the Guidance and Counseling Unit made very little impact on developing guidance and counseling programmes as an integral part of the secondary school curriculum.

Most teacher-counselors appointed by the schools were found to be doing teaching work and hence little time was devoted to actual guidance. Other times, such teacher-counselors are transferred to other districts or schools by their employer without considering the counseling services they render to the former school. Thus, due to the lack of administrative control and support of the guidance personnel in schools, the guidance and counseling work has not made much headway up-to-date, (Mutie and Ndambuki, 1999).

There are a number of challenges surrounding the teacher-counselors in schools although the concept of counseling programme was introduced in the late 1960’s. According to Mutie and Ndambuki (1999),

Kenyan schools have very few reference books on guidance and counseling. Trained personnel in this area are few or not available at all in school. Most schools do not have sufficient funds to carry on the programme effectively. Indeed some schools consider guidance and counseling department as a luxury. Some teachers and Head Teachers may avoid the responsibility of running such programmes.

Such arguments are not based on any empirical data, so the researcher decided to carry out this study, so as to determine the perception of the head teacher, and teacher-counselor on the effectiveness of the counseling programme.
Secondly, there is great awareness on the importance of guidance services in our schools, but generally people need to be informed on some of the challenges or judgment which face the teacher-counselors as they try to render their services in schools.

Counseling is usually provided by a person who, one hopes would have had some training for this work although just as there are a few people who can teach well without training there are a few people who can counsel without training for interpersonal skills are present or absent to some extent in all human relationship (Milner, 1974). This is how the concept of a teacher-counselor is in the Kenyan secondary schools. In education, according to Wrenn (1962), a teacher counselor broadly refers to:

A person who uses interpersonal skills and understanding in a relationship to help a student to resolve those practical and personal difficulties, which arise from his particular development problems.

This means that any person in a school-setting as long as he or she is interested in helping the students can offer guidance and counseling, for instance teaching staff, trained counselor, administrators, supporting staff, club patrons, school chaplain etc (Milner, 1974).

According to Wrenn (1973), counseling on the other hand is not giving advice, persuading or convincing. It is not interrogation and psychoanalysis. In many schools the students with personal problems or indiscipline cases are referred to the teacher-counselor for advice. The teacher-counselor is viewed as a
rehabilitation officer who handles students' problems only (Macharia, 1986). These views influenced the researcher to carry out this study to investigate the teacher-counselor's perception of their roles in schools and also the opinion of head teacher and students on teacher-counselor role in schools.

Whereas guidance and counseling programme should be developmental oriented and corrective (Scholastica, 2000), it is narrowly viewed as a problem solving programme by many of the members of our community. Erickson and Smith (1947) underscore this point by stating:

The tendency in some schools to regard guidance programme as medium for restoring delinquent pupils is regrettable. The so-called normal boy and girl deserve as much attention for the counselor than they usually receive. Every pupil needs to learn about his own assets and limitations and make a variety of adjustment based upon knowledge of himself.

Therefore, guidance and counseling services, irrespective of how one understand it, should be offered to all people. Each child needs guidance and counseling constantly to assist in the development of his or her potentialities to the optimum.

Although the guidance unit was recognized by the government development plan of 1974 - 1978, the concept of guidance and counseling, as an education support service has remained ineffective. (Ministry of Education, 1970). The programme has received inadequate support from some head teachers and the role of teacher counselors has been perceived differently by different groups
(Wanjohi, 1990). This may be as a result of limited literature on guidance services and innovative teacher-counselors or administrators. For instance, the only guidance and counseling school-oriented material available is a handbook that was provided by the Ministry of Education way back in 1977 entitled, "a Handbook for Schools' Guidance Counselors".

According to the guidelines of this Handbook (1977)

The head of each education institution or department is to assign a member of staff to be responsible for seeing that information on guidance and counseling is provided to all and that opportunities for individual guidance by teachers and parents are available at appropriate times.

It is not right to rely on such information because situations in our schools have changed. Non-governmental organizations and individuals, who are concerned with helping the youth, have generated new ideas and related literature.

We expect the concept of nominating teacher-counselors by school heads based on the years of service, subject taught and personal judgment to have also reduced. But this phenomenon has continued in many schools. Many Science teachers and Religious Education teachers have fallen victim of being nominated teacher-counselors, even against their wishes. It is under these circumstances that various studies have been carried out in Kenya by Amukua (1984), Khaemba (1986), and Kebaya (1987). These studies generally concentrated on the importance of guidance and counseling programme in schools. They all came to a conclusion that the programme is of great
significance and should be encouraged in all schools. Further research has been carried out by Mwangi (1991), and Wanjohi (1990) and others not mentioned in this study. They also recognized the importance of guidance service and appreciated the roles played by the teacher-counselors in the area of psychological development. According to their suggestions, guidance activities will help the students recognize their special aptitude, abilities and limitations and what they mean. This recognition will help the student to adjust in different environment or make wise subject choices that facilitate his or her educational progress. Once the student has gained insight into his aptitudes, abilities and limitations, according to Peters (1968) he or she is able to plan for the future based upon new perception and knowledge of the past and present.

According to the Ministry of Education (1977), every guidance and counseling program is dependent on team effort. No matter how committed and competent a school head or teacher-counselor may be, he or she cannot produce a successful programme without the co-operation of other people. If the Head teacher does co-operate and support the teacher-counselors, according to Wanjohi (1990), there is a very good response from the students on the services offered. If Head-teacher does not support the programme then consequently little commitment and devotion will be offered by the students, teachers and even the community (William, 1973). Therefore, the Ministry of Education (1977) recommends that for guidance and counseling programme to be successful, there is need to build good relationship between the head
Statement Of The Problem

The problem under investigation in this study was the perception of the teacher-counselor’s role in the implementation of Secondary School Curriculum. The roles of the teacher-counselors have been investigated and clearly spelt out by a number of scholars in America and Europe. For instance according to Jensen (1955) and Hansen et. Al (1982).

Teacher-counselors are supposed to help individual students to understand and use wisely the educational, vocational and personal opportunities they have as a form of systematic assistance in achieving satisfactory adjustment to school and life in general.

As a result, teacher counselor’s functions are visualized as one of the non-formal activities, which are supposed to be incorporated with the formal and informal activities in the schools so as to achieve the stipulated educational objectives (Marquaes et al, 1978). In many schools this counseling programme is under full-time-teacher-counselor who co-ordinates all the activities and services to be offered to all the members of the school community.

In Kenya the rational and the roles of the teacher counselor in secondary schools were elaborated in the Guidance Counselors Handbook (1977) after the recommendation of further expansion of counseling services in secondary schools by the National Committee on Educational Objective and Policies (1976). However, different perception on the roles of Teacher-counselors in school has been held by parents, teachers, politicians and the rest of the
community (Nthusi, 1999). Some politicians argue that counseling of pupils should be done by the classroom teachers and their parents, while majority members of the school community maintains that effective counseling cannot be carried out by teaching staff. It is true also, a counselor with more than one role may be ineffective. Therefore, careful consideration should be given to the wishes and views about the nature of this contract (Collins, 1988).

This has caused a lot of concern among the researchers in Kenya on the various issues in guidance unit in secondary schools. Studies carried out by Macharia (1986) and Mwangi (1991) are based on psychological approach and hence has glaring gaps on how the guidance services rendered by the teacher-counselors contributes to the learners’ performance. The available literature on the perception of the role of teacher-counselor was carried out by Wanjohi (1990) who carried the study among a few schools in Nyeri District. He found out that there was a discrepancy among the head teacher, teacher counselors, teachers and students on the perception of the Counselor’s role in secondary school. Although he appreciated the role played by the teacher counselor, the concept of how they facilitate, in the achievement of the educational objectives was not investigated.

It is under this circumstance that this study was undertaken to investigate the perception of the teacher-counselor is role and how he or she contribute in the teaching-learning process. The study also tried to find out the opinion of the head teacher on the teacher-counselor’s role in school. This was important to
the researcher because the administrators in all the educational institutions have been charged with the responsibility of introducing and promoting guidance and counseling in schools by the Ministry of Education (Guidance Manual 1977).

The guidance programme is integrated in the secondary school curriculum but many incidences of deviant behavior such as strikes, rape, drug-abuse and pre-marital sex in our secondary schools today have continued. So this study is likely to raise the level of awareness and appreciation on the roles of teacher counselors in the implementation of the secondary curriculum.

Objectives of the study

The purpose of this study was to investigate the perception of the teacher-counselor’s role in the implementation of secondary school curriculum.

The specific objectives of the study were to:

- find out the teacher counselors’ perception of their roles in the implementation of the secondary school curriculum.
- find out the perception of head-teacher’s on the teacher-counselor’s role in schools.
- find out the perception of the students on the teacher-counselor’s role in the school.
• investigate how effective teacher-counselors are in providing the counseling services.
• make recommendation with a view to improving the guidance and counseling programme in secondary schools.

Research Questions

Arising from the objectives of the study, the following research questions were addressed.

• How do the teacher-counselors perceive their roles in the implementation of the secondary school curriculum?
• What kind of counseling services do teacher-counselors provide in secondary schools?
• Which counseling techniques are used by the teacher-counselor in providing counseling services?
• What are the challenges facing the guidance and counseling services in secondary school?
• In what ways do the guidance services contribute to the attainment of the Education objectives in secondary schools?
• How do the head teachers perceive the roles of the teacher-counselors?
• What is the perception of students towards the teacher-counselor's roles in school?
• What are some of the challenges faced by the students that require counseling services?

• How often do student seek guidance and counseling in solving their problems in schools?

• How can we improve guidance and counseling in secondary school?

Basic Assumptions of the study

• The teacher-counselor is aware of his or her roles in the school.

• Both teacher and student prefer Guidance and Counseling services in solving most of the challenges, which face them in schools.

• Guidance and counseling is provided in every secondary school and is supported by the head teacher and other members of the school.

Significance of the study

The study is significant in the sense that it would provide new information on which useful decision concerning guidance and counseling programme in our secondary schools could be made. Other than identifying the perception of teacher-counselor's role in schools, the study should specifically assist:
• policy makers and curriculum developers to modify and innovate a practical curriculum as well as produce appropriate instructional resources to improve the guidance and counseling programme in secondary schools.

• teacher counselors and head teachers to acquire appropriate information on cases of indiscipline on students' personal problems and their perception on counseling services. This vital information should enable them help the learners and at the same time evaluate the guidance services in schools.

• the Ministry of Education in future planning and management of counseling services based on the Kenyan culture and settings.

• the department of Educational Psychology, which has been one of the most popular departments in graduate studies and educational research. The should enrich their research on educational issues.

• the Teacher Training Colleges and Universities, who could utilize the data to offer appropriate teaching courses for student-teachers and provide strategies which are relevant and focused to the current situation of indiscipline in Kenyan secondary schools.

• the researcher develop more interest and inspiration and at the end, the findings should act as stimulus to further research in
other areas of guidance and counseling in relation to curriculum implementation.

- as a provocation and a springboard for which other researchers could carry out further research on this problem or on related issues.

Scope And Limitation Of The Study

There are wide ranges of factors that may influence implementation of secondary school curriculum. According to Ondiek (1986), some of these factors are informal and non-formal. This study was therefore designed to investigate one area of Guidance and Counseling programme which influences learning in school. Specifically the study investigated on the perception of the roles of teacher-counselors by head teachers, students and themselves in the implementation of the school curriculum.

The study was carried out in central division Machakos district. The researcher was prompted to choose this area by the increased strikes in schools that have disrupted learning programme and led to death of a number of students. The study involved relatively a small sample of head teachers, teacher-counselors and students from five secondary schools; hence the significant of the findings would only claim immediate applicability to the area.
The goal of Guidance and Counseling Unit in the Ministry of Education, Science and Technology is to have effective guidance and counseling services in school for quality education (Ministry of Education, 2000). The researcher designed this study in respect to this goal. However, the study focused on the perception of the teacher-counselor’s role by only three groups in secondary school for the purpose of acquiring a detailed data and fast data analysis.

Many researches like Gay (1992) advocate for a large sample, but the researcher of this study settled for this relatively small sample because of proximity and accessibility of the schools. Moreover, there are only 14 weeks in a given school term and actually nine learning weeks in third term. So a small sample was necessary for the purpose of effective interviews and observation schedules. In addition, limited time and resources available to the researcher prevented her from covering a wider area.

Finally the questionnaires given to the respondents were self-administered type and hence the researcher was not in a position to ascertain the spontaneity of the answers given. However, the researcher managed to reassure the respondents that their sincere and open responses were to be treated with utmost confidence. This greatly reduced the degree of subjectively from the data collected.
Counseling resources: Persons and materials used to facilitate the process of counseling. They include teacher-counselors, members of staff, parents, members of the community, professionals, models, charts, handbooks, diagrams, audio-visual equipment and many others. (Mutie and Ndambuki, 1999).

Counseling techniques: Refers to the methods and skills employed by the teacher-counselor in the process of offering the counseling services (Jones et al, 1970).

7.4.2.3 System of Education: Basically the structure of this education system involved a minimal of seven years in primary education, four years of secondary education, two years in high school and three years of basic university education. However, the system became unpopular in the late 1970s due to its academic orientation, which only prepared the young people for white-collar jobs and was changed in 1985.

8.4.4 System of Education: The Presidential Working Party (1981) recommended the changes in the education system from the former This gave birth to the present system of education in Kenya in 1985. The system recommends a minimal of eight years of primary education, four of secondary education and four years of university education.
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Curriculum: Broadly it refers to all the experiences planned or unplanned by the school for children while they are under direct and legal jurisdiction of the school authorities. Experiences out of school may not ordinarily be part of school curriculum, but in actual sense, these experiences influence and are influenced by the school programme (Ondiek, 1986).

School Curriculum: It is also a sequence of potential learning experiences set-up in the school for the purpose of disciplining children and youth in-group ways of thinking and acting reflectively.

Curriculum Implementation: Refers to the stage when syllabuses and teaching - learning materials or resources are being used by the target group, usually the teacher and students to achieve their educational goals systematically. In the wider sense it refers to the specific activities and services rendered to ensure that educational programme is executed as planned (Oluoch, 1982).

Curriculum Innovation: It is an improvement or change to any existing curriculum, which is measurable, deliberate, durable and unlikely to occur frequently. Usually, creative selection and utilization of materials and human resources is used which result in the attainment of the objectives at a higher level than before. (Hurberman, 1975)
S.I: Teachers who were originally trained in diploma colleges to teach in secondary school after having passed E.A.C.E or K.C.E.

A.T.S.: Approved Teacher Status is a trained SI teacher who is promoted to graduate status on merit.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the literature to the study is reviewed under the following subheadings.

- Importance of counseling services in schools
- Head-teacher’s perception of the Teacher-counselor’s role.
- Teacher-counselor’s perception of their roles in school.
- Students’ perception of the Teacher-counselor’s role.

The study aimed at finding out whether any difference existed in how the three groups perceive teacher counselor’s role in the implementation of the Secondary school curriculum.

Importance of Counseling Services in Schools

Guidance and counseling is one of the most important activities that have been designed to promote the teaching – learning process in our schools. Since the early years of independence in Kenya, the challenge of preparing an appropriate guidance and counseling programme, that is in line with educational objectives and stated national goals has been there (Ministry of Education, 2000).
Initially guidance services were only given to the fourth formers when filling their career forms or whenever a problem appeared in educational areas in schools. According to Peel (1971) the assumption made was that the students will be motivated by the information given on the occupation and/or academic area and after understanding it enable the students relate it to their needs. This was not appropriate because guidance is a continuous learning process upon which individuals or groups may base their choices or decisions (Ministry of Education, 1977). Therefore guidance and counseling programme is supposed to help learners to understand their own characteristics and potentialities as they progress through school, so as to relate more satisfactorily to social requirements and opportunities in accordance with social and moral values.

Pecku (1991) observes almost similar situation exists in the present times whereby the teacher-counselors are usually called upon whenever a problem or a crisis arises in the school. In the process the teacher-counselors end up giving student advice instead of guiding them solve their own problems. According to well supported findings guidance is not giving directions, it is not the imposition of one person’s point of view upon the other (Shankar, 1992, Hughes, 1971). So help-givers should not dish out their values and decisions to the individuals or schools whenever called upon as form of guidance service.
The students with no academic or social problems are never given counseling services. This is not appropriate since every student has a right to counseling as to education. Hughes (1971) also feels that the guidance counselor at secondary school, colleges, polytechnics and universities should not only provide services to students who are underachieving, maladjusted and potential drop-out, but also to the gifted children who do not know what to do with their abilities. This idea is also supported by Milner (1974) and Marques et al (1978) who believe that guidance services give students sufficient knowledge and information to relate to their own choices and experiences. This is what learning for life is all about. For that matter counseling services should not be a service only to those institutes fortune enough to afford a counselor but it should be a central and integral part of the educational process for all students.

In that connection, the Kenyan secondary schools need to provide guidance and counseling information to all students and opportunities for individual guidance to be provided by teacher - counselors or any other help-givers available at appropriate times. This will facilitate the teaching - learning process in schools.

According to Samler (1965), whenever the teaching - learning takes place, there are attendant problems and needs. Such needs require attention of a specialist in the school. This specialist can also attend to education and vocational problems, which are becoming increasingly complex in this rapid changing society. At the same time the Ministry of Education (1977) denotes
helping him to see himself objectively, helping him to control as well understand trivial irritations and restore normal perspective and aiding him in developing foresight based on "hindsight".

According to Milner, (1974) orientation both to school and within is one purpose of guidance for it helps the pupil feel emotionally secure in a new setting and provide him with the information needed to be successful in that setting. For instance, a new student from primary to secondary school is usually characterized by anticipation probably containing a mixture fear and pleasure with some sadness after leaving behind friends and teachers and security they can offer. Therefore, if such transition is treated as a process (not as an event) then, such a child will be prepared for the change and help to adjust to the new environment especially those who find the changes stressful.

Pedro (1991) and Shankar (1992) on the other hand, argue that those children who move from town to another or from a village to a town have more difficulty getting used to school and to the new environment. Someone must therefore help these children to adjust to school. According to Peters (1968) it is only the guidance services, which can help such student by:

- helping him to see himself objectively, helping him to control as well understand trivial irritations and restore normal perspective and aiding him in developing foresight based on "hindsight".

However, many students while in school do not realize such help from their teacher – counselors. Counseling centre according to such students is a place
for students with personal problems. But in different study by Wrenn (1973) the counselors felt that they fully provided also, such services, as providing information about vocational opportunities and orientation while students were unaware of this. So there is need for follow-up studies to establish whether pupils are aware of such services by the teacher-counselors, All the same it is the responsibility of the school to give vital information about the existence of the counseling services offered, right from the first day new students arrive in school.

Guidance activities will also help the students recognize their special aptitudes, abilities and limitations and what they mean. This recognition will help the student to make wise subject choices that facilitate his or her educational progress. Once the student has gained insight into his aptitude, abilities and limitations, according to Peters (1968) he or she is able to plan for the future based upon new perception and knowledge of the past and present. Planning for the future includes not only future experiences in human relations, but also choice of a course of study suited to his abilities, limitations and interests as well as career examination, decision and on the job experiences.

Therefore, educational guidance becomes also essential in the counseling service. According to Hughes (1971), educational guidance involves guiding young people to pursue the right type of education in which for example, the right balance is met for accommodating the manpower needs of the economy, to help a more prosperous and advanced nation. It is therefore the
responsibility of the teacher-counselor to assist individual at various levels of their educational development by providing academic counseling. Hughes (1971) continues to say:

> During students' course of studies at secondary schools, School Counselors should keep cumulative records with a view to counseling each student realistically.

Educational guidance covers educational measurement and testing and the way in which the results of such measurement are presented and filed in some form of educational records system. This can help the school solve problems and to make decisions on selection, classification, diagnosis for research and evaluation of individuals or groups – (summative) to determine whether or not it was worthwhile in terms of its objectives (Milner, 1974). Educational guidance is vitally related to every aspect of schooling, the curriculum, the methods of instructions and community relations. In the same way, Jensen (1955) explains that educational guidance is concerned with assistance given to pupils in their adjustments with relation to curriculum, courses and school life.

Many educationist and researchers have ventured in the field of guidance in Kenya, unlike the early 1970s when the importance of counseling services was not appreciated by the young nation (Khaemba, 1986). Education was to impact factual knowledge and skills for provision to manpower, which was needed for social-economic development. Today things have changed. According to Mutie and Ndambuki (1999) the following are some of the
significance of counseling services in secondary schools in Kenya since intellectual development of a child cannot be achieved through teaching alone.

- Enable students make proper choices – either in vocational courses, proceeding for higher education and other related educational choices. The choices and decisions made by students will influence their future.

- Help students choose, prepare for, enter and progress in career due to the rapid changes in requirements for industrial jobs, altered market conditions for professional people and many other changing labour-market trends. The students need to be informed about various jobs and opening available, the qualifications required plus the responsibilities involved and the nature of the work so that they can decide and have clear occupational goals.

- Help the students in vocational development as they pass through various stages of vocational development of growth, exploration, establishment, maintenance and decline. Guidance services need to be provided in schools to help the students in the process of vocational development, particularly in the stages of growth and exploration.

- Help students make adjustments to situations in schools and at home. For example, many students do not know how to study, how to prepare for examinations, time management, relate to peers, siblings, parents etc. so a well-organized guidance programme can help them in these situations.
• Supplement the efforts at home especially among students who come from families, which are not able to provide children with basic needs adequately. At the same time a comprehensive guidance in schools would be useful in supplementing the efforts made by parents in guiding children.

• Help check wastage and stagnation, especially where thousands of students have dropped out, get pushed out, and fall out of the system due to certain problems like lack of proper skills and effective study habits, lack of knowledge, poverty etc. Good guidance service can enlighten students on these issues at different levels of learning.

• Ensure the proper use of leisure time, which affects the achievement of both academic competence and personal development.

• Increase the holding power of schools especially after primary schools to those who do not find education meaningful.

• Make secondary school and higher education successful especially in the recent times when the curriculum in school has become an issue. This has led to multiplicity of subjects offered, hence giving rise to a number of difficulties.

• Minimize the incidence of indiscipline, which has made many students to lack sense of direction, sense of purpose and a sense of fulfillment. The educational institutions in fact are littered with the shattered dreams of those who joined them with high hopes of success.
The assumption made here is that all the help-givers in schools are aware of these roles of guidance services and the students are constantly reminded the importance of seeking help from the counseling centre at all times for all kinds of problems. This will help the student to recognize, accept and utilize the importance of counseling services. Lastly, all schools are reminded to undertake the responsibility of nurturing not only marketable knowledge and skills but also skills and attitudes that would assist the growth of morally, mature and responsible members of the society. (Shankar, 1992). It was the objective of this study to investigate the teacher-counselor’s perception of their role in the implementation of the secondary school curriculum.

Head Teacher’s Perception of the Teacher-Counselor’s Role in Schools

Guidance and counseling is focused on assisting pupils through understanding pupils’ behavior and progress. This is necessary for effective learning and better performance. But behind such success, there should be an effective head teacher who is committed and in a position to provide guidelines to the teacher-counselors and make them aware of the expectation of the school in making the counseling programme a success. (Ministry of Education, 1977).

In addition they should provide appropriate materials and a conducive-working atmosphere where both teachers and students participate in the guidance programme. It is obvious then, the programme of counseling services will flourish only when the administration recognizes and supports its objectives.
and activities. This is supported by Fullmer and Bernard (1964) who argues that;

The organization of counseling services requires careful planning of objectives and the execution of action, which are consistent with educational objectives. These objectives and activities must also be clearly visible and supported by the local school personnel like administrative component who assumes primary responsibility for planning, executing, appraising and interpreting the various activities of the school.

However, a survey by Gelso et al (1973) indicates that administrators hold a more unfavorable view of the counseling services than do counselors. The administrators view counselors as quasi—administrators. They also expressed the feeling that counselors are too much involved with discipline, which contradict with counseling. However, Sachs (1966) underscores this argument by saying that separating discipline and guidance in schools is not possible, because it is not restricted to punishment. Discipline includes any or all forms of limiting behavior including such diverse factors as assignment to classes, love, empathy and even punishment to some extend.

Such situation leaves the teacher-counselor demoralized and ineffective in his or her counseling duties. This is because the school principals usually delegate educational programme duties and administration duties, which may hamper the teacher-counselor’s performance. So, areas of responsibility should be clearly defined so as to avert misunderstanding as the two parties are all committed to the same goal.
According to Cochran and Peters (1972) the administrators many times make the counselors to perform duties that are beyond their roles simply because the job is legitimate for the organization or school. However, Warman (1960) feels that Counselor should consider the other institution needs hopefully, the teacher-counselor should make his or her unique abilities known and appreciated and should function as he or she feels should be done.

Head-teachers in other cases feel threatened because one of their duties is being usurped (Williams 1973). Such line of view is wrong because such head teachers forget that their duty in guidance is to plan, execute, appraise and interpret the various activities to the teacher-counselors. Mwangi (1991) in his study, on the other-hand feels that such head teachers who harbor such feelings are incompetent in their duties and hence suspect the teacher-counselor may one day dislodge them from their positions.

To avoid such situations, the Principals and assistant Principals should not assume much of the work of counseling because most effective guidance can be done when administration and counseling are divorced (Traxler and North, 1966).

The fact, however, remains that a counselor cannot work without the moral support of the Head-teacher and material provision. However, it is also important to note that the best guidance relationship is obtained on an equal
footing, with the relationship completely free of all implications of authority or coercion.

A teacher counselor is a teacher counselor in a school that can work in any school where he is free of all implications of authority or coercion.

Also research carried out here in Kenya found out that a teacher counselor could not work without the co-operation and support of the head-teacher. (Wanjohi, 1990). This is very true, especially in private schools were the teacher-counselors are nominated by the head of the school. The researcher goes further and says that other teacher-counselors do not have conducive, environment (peaceful place) to carry out the counseling services as expected. For instance many head teachers have not provided the teacher-counselors with an office or a counseling centre. As a result the teacher-counselors are forced to use any empty room around the school compound. This is not appropriate, because counseling service should be handled with care and in a conducive environment. So the Kenyan head teacher should note that schools where the administrators co-operate and support guidance and counseling services there is a good response from students to these services. If the administrators do not support the counselors little support will come from teachers, pupils, parents and even the community (William, 1973). Putting these findings together, guidance and counseling programme is dependent on team effort and no matter how committed and competent a school head or teacher-counselor may be, he or she cannot produce a successful programme without the co-operation of other people. It was the objective of this study to find out perception of the Head-teachers on the teacher-counselor’s role in schools.
Teacher-Counselor’s Perception of their Roles

A teacher-counselor is a specialist who is qualified to help students work out increasingly complex problem of vocational, education and identify satisfactory solutions to personal social problems. (Cochran and Peters, 1972). As a result people rarely understand the counselor’s work or accept their presence in school (Traxler and North, 1966). Teacher-counselors have to constantly keep the school members and the whole community well informed on the objectives, roles and activities of counseling services and how they enhance learning.

Role clarification of the secondary school counselor has received considerable attention in the last five years (Cochrah and Peters 1972). However, one area in which there is a paucity of literature is the perception of the teacher-counselor of their role and relationship with the school curriculum. The literature lack is so great, (they continue to argue), “it is as if no trespassing signs have been posted to keep teacher counselor out”. The interesting fact is that the teacher-counselors have evidently heeded the message.

Over ten years ago, there was a flurry of publication dealing with guidance and the curriculum (Kelly, 1995). The counselor’s role as generally seen was to act in the role of a resource person in helping individualize curricula materials and classroom instruction. But are there no additional ways the teacher-counselor can be involved in the curriculum implementation? In the sense that much of
what he is doing can it be more efficient and more meaningful for both student and teacher? Of course there are very many ways, in fact, all the roles of teacher-counselor in a school are curriculum oriented. According to Cochran and Peters (1972), counselors felt that educational counseling occupies majority of their time although in most cases it is limited to educational advising with the teacher-counselor acting as the resource person in terms of school subjects, graduation requirements and post-high school educational opportunities. A great amount of this information is presented in group form and the individual contact for the purpose of adjusting the students to the curriculum structure.

This contact, however, according to teacher-counselor is done early in the spring semester because class’s sizes need to be known for administrative purposes. Because of the deadlines set for the counselors and the teacher-counselor’s student load, the individual contact is usually brief so as to avail oneself to all the students. It is therefore important for the teacher-counselor to act rationally and ones unique techniques to meet all the students’ individual needs since the vocational and educational information is quite crucial in the learner’s life as they progress in school.

The teacher-counselor in the same study revealed that their role of being, a bridge between the high school and the community through follow-up studies of graduates and dropouts to attain knowledge of the job picture of the school preparing the current students for future adjustments in the society. Such a
function is time demanding and expensive to a school. However, it is worth trying especially in the contemporary society where job opportunities have become few and school dropout has increased due to socio-economic factors.

In other related studies, the counselors revealed that Guidance approach to curriculum is not only restricted to formal subjects offered in a secondary school but also include in and out of school activities, work and vocation experiences like sportsmanship, tryout experiences, educational trips, part time work programme and others. Therefore, it is the duty of the teacher-counselor to unlock these opportunities for the students. This is because such opportunities help to shape the character and behavior of the student to adjust to the society, make him or her an individual who can interact with others, is self-reliant, has respect for human values and is therefore mentally health (Pecku, 1991).

In the works of Traxler and North (1966) the teacher-counselors argue that guidance is not an extra load, for its ultimate goal are the same objectives that good teaching has, and that is maximum adjustment and growth possible for every individual. However they also remind us that learning and application of guidance techniques do require a considerable amount of the teacher’s time and may call for reduction in other types of service in the beginning but in the end it should greatly increase teaching efficiency.
Other studies carried out by Samler (1965) and Swan (1966) argue that although guidance and instructions are inextricably bound in the educational programme, the teacher counselor does not see himself or herself as a curriculum maker. His or her knowledge on the needs of the students should be given to the school curriculum committee. In this sense, the teacher-counselor is a vital member of the curriculum building staff and not a determinant of the curriculum. The studies continue to denote that the teacher-counselor obligation is to do that which he or she is competent to do but many times limited by those who do have the authority to dictate to educational programme. For that matter, and others not mentioned in this study, curricula and guidance functions do overlap. However, there are problems about what materials and methods can be or should be used to bring about a more effective blend of the two. (Cochran and Peters, 1972).

In preparing for counseling, it is important to acquire knowledge of the theories of personality and psychotherapy. One has also to learn diagnostic and behavior intervention techniques as well as dynamics of human behavior (Mutie and Ndambuki, 1999).

Such knowledge and skills are essential, but they are not by themselves sufficient for establishing and maintaining effective therapeutic relationships. The personality of the counselor is one of the most powerful determinants of the therapeutic relationship between the counselor and the client. Therefore, each counselor must be willing to continually struggle to live up to his/her own full potential.
According to Rono (1989), the essential qualities to be found in the personal counselors are:

- A sincere interest in people, willingness to serve, leadership and organizational ability, the ability to communicate with people at all levels, ability to understand other people and their problems, mature and stable in character, open mindedness and finally, friendly approachable.

Later, Pecku (1991) and Mutie and Ndambuki (1999) added the list of qualities of a good counselors to include: self knowledge, good psychological health, trustworthy, honest, patient, genuine, objective not emotional, allows the client to assume an active role, should be able to interpret instead of being direct and should not maintain an attitude of ‘holier than thou’, because counselors are also human being (not perfect). Pecku (1991) continues to argue that a poor counselor on the other hand is always punitive, makes the client feel rejected, seems to have no respect for the client, judgmental. He or she is impersonal and curries favor with the client, while at the same time tries to impress the client with his/her skills and knowledge.

Therefore in every counseling session, the teacher-counselor should bring out his/her human qualities and experiences that influence him/her. This is necessary because the person and the professional (counselor) are interrelated and they cannot be separated in reality. The client sees and is influenced by both.

Therefore, a graduate student entering counseling should examine his/her motive for doing so. A potential teacher-counselor, according to Cochran and
Peters (1972) should ask the following questions to see if any of them describes his or her reasons for entering school counseling.

- Do I want to be a counselor as a first step up the administrative ladder or because I am unhappy in the classroom?
- Do I want to be a counselor to hear all the school gossip or I am truly concerned about other people?
- Do I want to be counselor as I can’t be anything else better or because I like the authority that I shall have an opportunity to exercise?

Each person should honestly examine the reasons for wanting to become a counselor. Hopefully, most will decide to become a counselor because of a sincere desire to work with young people. The same ideas and opinions are also advocated by well-trained professional counselors who have served as counselors in schools and other educational institutions (Wrenn, 1962). As mentioned earlier, most counselors (Williams, 1973, and Gravy, 1965) believe that personal qualities of teacher-counselors need to be combined with some common techniques of counseling to enhance effectiveness of the entire programme in the education system. Meaning that the roles of a well trained counselor are not only limited to attending to students problems but also becomes a resourceful person to the entire guidance programme from the national level to the grassroots level at home and school.

With the increased professionalization, the counselors believe that the direct participation of a classroom teacher in the counseling programme has been
distinguishes them from other teachers (Wrenn, 1962). This is because not all teachers are able to meet the expectations of a teacher and a counselor at the same time. Only a few will prefer or manage to do so.

However, Milner (1974) maintains that any effective guidance programme in a school should be carefully planned and organized only by a trained counselor. She further argues that some teachers’ sole wish is to teach and impact content. Consequently, they give minimum of their time and interest to counseling. Therefore positions of teacher-counselor should be handled with care, since not all teaching teachers can be counselors.

Putting together the opinions given by teacher counselors on the role of the teachers in counseling Milner (1974) concludes that,

Guidance is part of the educational process and hence has similar aims with education. Therefore, teacher-counselor complements the efforts of the classroom teacher. If the teacher counselor is to succeed in his/her work, then he/she needs the help of the teachers who is always with the child in the classroom than any other school officer.

This view is also shared by Jones et al (1970), Pecku (1991) and Shankar (1992). They continue to argue that education emphasizes the individual and his or her way of life, while a teacher is also concerned with the child and what he or she learns. Learning is child-centred and not subject-centred, and hence today’s classroom requires understanding of children as individuals; and an attempt is made to understand them. For instance, instructions are
individualized to suit the level and needs of each child. According to counselors, paying attention to the individual and his need is also a guidance function (Warman, 1960). The teacher, therefore, performs guidance work and must be encouraged and helped to do so. He or she is a worthy partner of the teacher-counselor.

In conclusion, the roles of teacher-counselor should be spelt out to all classroom teachers and the latter should also be ready to assist students at all times because it is also administratively expectant to use majority of teachers or classroom teachers whether they wish or not (Napier, 1985).

The counselors' role conception of themselves has several levels: as personal counselors at a sophisticated, psychological level, development levels and also therapeutic level. But in most of the real situation, this is what Milner (1974) observes:

...when one looks at what actually goes on in the senior high schools (America) the picture is rather different...the counselor spends ...the largest part of his/her time on educational programming and college advise. Much counselor's time is taken up by quasi-clerical and administrative duties. Counseling on personal problems seems to be minimal partly because of student distrust, time pressure as felt by some counselors and a feeling of inadequacy by a few counselors.

So, the development of guidance and counseling services in American Education has been with its own mistakes and difficulties. We must, therefore, here in Kenya, learn from American experiences by looking closely at their
system to determine which aspects we can best use in our own environment, remembering that many years after the Americans we are moving towards a similar comprehensive system of education, which is likely to produce changes in our society, reflecting those of America. So, all members of the society including parents should join the teacher-counselor in guiding the young people continuously and diligently, for a comprehensive system.

According to Cramer and Brinton, there is a great deal that have accomplished in this area.

The teacher counselors also feel that since initially they are classroom teachers, their colleagues (teachers) do not perceive them in a resentful manner. Teachers viewed counselors as quasi – administrators (view given by other groups) and do not put the same emphasis as counseling function as counselor themselves. They expressed the feeling that counselors acted more as advisors than as “Counselor” and that they were busier with discipline and clerical duties rather than assisting students with educational and personal concern (Collins, 1988).

Teacher’s perception of counselors as being too busy with discipline of students was refuted by Crary (1965) who surveyed five hundred and fifty students of grades ten, eleven and twelve, where students were required to rank twelve guidance functions in terms of their importance in meeting students needs. Results showed that rated as least important by these students were peer relations, help with student discipline and student supervision. So there is a need for general agreement among teachers and counselors if an integrated effort is to be realized in promoting guidance.
Teachers also should study the operation of guidance counseling programme in the school so as to know what the teacher counselor and administration does, so that teachers can know what help to expect from the school in working with students.

According to Cochran and Peters (1972) many counselors have complained of inadequate resources and lack of conducive environment to carry out the counseling services. This has been supported by several research studies in Kenya like Khaemba (1986), Kebaya (1987), Mwangi (1991) and Wanjohi (1990). It is for this matter that the Ministry of Education has continued to encourage the Teacher-counselors to be enthusiastic, innovative enterprising and resourceful. This will make them be in a position to use and improve the resource available in their schools. In other Kenyan secondary schools, laments Nthusi (1999) in guidance seminars;

Teacher-counselors are nominated by the head teacher or voted for by other members of staff. Much of what is done by these appointees may actually prove harmful to the recipients. Only a few schools recognize the office of guidance and have sponsored their teachers for these short-term seminars.

Due to such situation the Ministry of Education (2000) has recommended in-service courses and short-time seminars for all practicing teacher-counselors in secondary schools organized at district levels and co-ordinated by the guidance unit at K.I.E. In these in-service programmes the teacher-counselors will gain
knowledge and practical skills appropriate for counseling. At the same time, such opportunities offers forum for social interactions where new ideas and challenges are shared with an aim of improving the counseling services in schools. At the same time the teacher-counselor develops sophisticated mean, of evaluation. Through which, he/she will be able to determine whether or not he/she has made any impact upon the client.

Apart from being inadequately trained, some teacher-counselors are not role models to the students, instead they are reported to engage in the same anti-social behavior which they advise students not to engage in. For instance, smoking, drinking, lateness in class and unfinished work. These acts affect the effectiveness of the teacher-counselor (Cheruiyot, 1999). Such behaviors distort counselors image in the minds of students and generally they become hesitant in asking for help.

The researcher of this study has observed that, there is too much emphasis on the teacher’s role of disseminating guidance information in today’s literature with only tangential emphasis on the perception of the teacher-counselor’s role in school. There have been many soul-searching attempts to answer this, and hence the gap continues. Therefore research especially in the developing countries needed be carried out to distinguish various activities carried out by the teacher-counselors and at the same time increase awareness on the teacher-counselor’s roles in the society. It was also important to investigate the
perception of various groups of people on the roles of teacher-counselors so as to determine the effectiveness of the counseling services in schools.

Many writers have confirmed the awareness of teacher-counselors' roles among the school community and parents, for instance Pecku (1991) Shankar (1992) Tyler (1969), Wrenn (1962), and many others. Milner (1974) for instance carried out a study to determine the function of counselor at the particular time and future roles. The results were based on the responses of the various school counselors who had practiced for a number of years as teacher-counselors. The study came up with nine major functions with counseling student taking 100% of the teacher-counselors’ role and 8% of his role in the involvement in the curriculum development was the least recorded.

However irrespective of such awareness of the teacher-counselor’s roles in schools, different perception from the teacher-counselors also do exist and hence there was need to continuously keep the school community informed on the objectives of the counseling programmes and roles of teacher-counselors. So the purpose of this study was to determine extent of agreement among head teachers, teacher counselors and students regarding counselor’s activities related to the school curriculum.
Students Perception of the Teacher-counselor’s Role

Studies done before show that different people view the role of the teacher-counselor differently. For instance, Dixon and Clover (1984), William (1973) and Wrenn (1962) observe that different perceptions of the teacher-counselor’s functions by students occur.

These observations also suggest that when students know that there is a counselor in their school, they are likely to go to him or her for help. This was later supported by some researchers in Kenya like Wanjohi (1990), Khaemba (1986) and Mwangi (1991). According to these researchers, the chances of seeking help and knowing their roles will definitely increase if the counselors talk to the students either individually or in a group. Therefore, the teacher-counselor’s presence in the school is likely to increase the awareness of his/her importance to the student. At the same time the teacher-counselors who makes an extra-effort to talk to students either individually or in groups, increases the chances of students trusting them and seeking help in the appropriate times.

According to Gelso and Mckenzie (1973), presenting either written or oral information to potential clients concerning counseling services influences their perception of the counselor and suggests that those changed perceptions could influence help seeking. This means that irrespective of who offers the counseling services, students should have clear and specific information on the guidance services for them to seek help in school.
Investigation on whether perception of counseling title affects its utilization has documented that:

- Different types of problems are viewed as appropriate for different types of counselors, usually identified by different helper labels.
- The nature of the client's problem influences his or her help-seeking behavior (Gelso, et al, 1973).

Secondly, there are well-supported findings, even here in Kenya that, students perceive potential helpers identified by different titles quite differently. These different perceptions affect student tendency to seek help from help-providers (Mwangi, 1991, Gelso and McKenzie, 1973). Therefore considering together these findings, student's perception of help-givers is different depending on their titles and this will influence whom they go for help. Also students perceive counseling centers differently, depending on the title and location of the service, in the school compound. This perception may affect students' use of the guidance services (Gelso et al, 1973). In that connection a label like Teacher-counselor, Matron, Head-teacher, Guidance and Counseling office and others may have some effect on students' tendency to seek help, from such persons or centers. The type of information given to students on counseling services affects students' perception on teacher-counselor's role. According to Warman (1960), many students perceive personal social problems as much less appropriate to discuss with teachers counselors than do counselor.
This was the first study to examine the efficacy of specially devised information in altering student's perceptions of the appropriateness of personal problems for counseling and their willingness to seek counseling for such problems. Students who received written and orally presented information according to this study, showed an increment on these dependent variables, while those who received only written information did not. Therefore written information may inform or remind students of the availability of counseling. So Warman (1960), suggested that counselors should better educate and orient their public about the range of student problems with which they have dealt with. However, much has not been accomplished and the communication gap continues.

The nature of problem also affects the way a client seeks help. Past research has found out that students and teacher-counselors agree on the appropriateness of educational and vocational problems for discussion with counselors (Patterson 1962, Williams, 1973), but marked discrepancies exist in the area of personal adjustment problems. Warman (1960) on the other hand developed Counseling Appropriateness checklist which contained 66 statements of student problems, it was administered and subject completed by rating the extent to which they consider each problem appropriate for a student to discuss with a counselor at the counseling centre. The checklist contained the following:
• Adjustment to necessities and routine of academic life like study methods, time usage, etc.

• Vocational choice e.g. career planning

• Adjustment for long-range career planning, both personal and interpersonal adjustment.

The results showed rating range from definitely inappropriate (for number three) to most appropriate (for number one and two) for most students. Several studies have been carried out on this instrument by Gelso and McKenzie (1973). Warman (1961) and Tyler (1969). These findings indicate that students see counselors as playing a minor role in assisting them with personal-emotional problems, but prefer them in solving the educational and vocational problems.

Counselors were preferred by university and high school students over teachers, parents and friends as source of educational and vocational help. They also preferred to discuss personal problems with parents and peers (Jensen, 1955).

Then it can be argued that students are aware of where to take different problems. At the same time peer counseling should be encouraged in secondary schools and colleges because students will always accept their age-mates contributions and ideas more easily than from their teachers, especially in personal-emotional problems. However, the counselors still view personal
problems as more appropriate for clients to seek help from counseling centers than clients, non-clients, students, personal workers and parents (Gelso et al, 1973). In those connections, there are different opinions on the function of the teacher-counselors among the various members of the school and hence much time and energy should be devoted to studying these differences.

Students feel that only those with problems should see a counselor, while those without problems or are bright in class should not seek counselor's help (Jensen, 1955). To such students, guidance and counseling centre is a place for the students with problems only.

Therefore it is the duty of the teacher-counselor and the administers to give vital information about the existence objectives of the counseling services offered in the school right from the first day new students arrive in school.

A follow-up study by Smith (1951) revealed that former pupils were unaware that the school had counselors when they were in school. The findings of this study revealed that more than one quarter of the students he studied had not been assisted by counselors in any way. Also fifty-six percent reported that they were not sure what constituted the activities of their school guidance programme and one-third of them reported that the programme had not been described, explained or outlined to them during their three or four years in high school. These observations show that most students are not sure of the presence and provision of guidance services in secondary schools. This could have been attributed to the fact that no one had informed them about the
presence of the counseling services. So the importance of guidance services in
the school should be known by all, especially the students.

In schools, some students are unaware of the presence of counselors, hence
they do not know their duties. But there are other students who are aware but
still they do not go to counselors for help. Others will go for help but
deliberately present a distorted picture, leaving out embarrassing or potentially
incriminating details (Peel, 1971). So a good teacher counselor should not
always believe everything a client says especially in the recent times, when
students have refused to say what, they really want or need.

Other students according to Crary (1965) do not see their problems in a broader
perspective and hence fail to realize that one problem can contribute to another
deeper problems in life. This suggests those students are reluctant in admitting
their problems.

However, according to Mutie and Ndambuki (1999), in order to give adequate
counseling services, the teacher counselors should use appropriate skills and
techniques. For instance in the above situation, confrontation can be used but
not in a threatening manner. This will help to point out inconsistencies in
whatever the client is saying or done. At the same time confrontation will
initiate some action in the student.

Students should have a clear perception of the role of the teacher-counselor in
school. This may determine whether or not they use counseling services and
their concepts may determine the success or failure of a counseling programme, the need to determine how to change those concepts is of paramount importance. Efforts should be made to improve the awareness students have of counseling services through group counseling in their classrooms or during orientation time.

It has also been found out that students were better informed regarding the guidance programme than their parents. According to parents, teachers who have regular contact with large numbers of children throughout the school week, and together with parents, are in a position to observe changes in behavior, which might signify stress, difficulties and need in children (Hughes, 1971). Teachers and parents are also counselors but Milner (1974) maintains that, any effective guidance programme in a school should be carefully planned and organized only by a trained counselor. So the head teachers should give parents and guardians vital information on the counseling services during school’s important meetings day like prize giving day or during parents-teacher association meetings.

Stanely et al (1970) had consistent conclusions that students believe that their social-emotional problems are more appropriately handed by other help-givers (e.g. friends, parents, relatives) rather than counselors. Further support was given by Williams (1973) when he reported that individuals in his sample tended to seek help for their personal problems from other help-givers than counselors. This is also supported by Mwangi (1991) in his findings on
awareness and preferences of counseling resources by students in Kenyatta University.

On the use of counseling services, Mwangi (1991) carried out a survey in Kenyatta University, which came up with the following results.

- When asked if they were aware of the location of the counseling resources in the University, thirty-five percents were sure, forty were uncertain while twenty said they were not aware.
- Approximately fifty percent of the students respondents agreed that they would not hesitate to use the counseling service if needed, thirty percent said they would not be certain, while twenty percent said they would not.
- When asked if that would recommend the service to a friend, forty-five percent said they would, forty-two percent were uncertain while ten percent said they would not.
- Subjects were also asked if they thought that counselors used appropriate counseling techniques when offering their services to the students. The largest proportion believed they did not forty-five percent while eighteen percent thought they did and thirty-five percent said they were uncertain.

In vocational education, the respondents tended to first seek help from the counselors for example “choosing courses to prepare for a job” (72%), “securing career and vocational information” (81%), when it comes to personal problems as sex life, depression or fear of loosing close friends or relatives, the subjects ranked the counselors below other possible choices.
Although the above study was carried out among the University students and information from most of the help-givers was not given, we can suggest that students in a school where there is a properly organized guidance programme have a better perception of the teacher-counselor’s role than the student from schools where the counseling programme is not well established. So, all secondary schools should make an effort to increase the degree of awareness on the importance of a counselor to the students by improving the counseling services.

Whether untrained or trained counselors do counseling, there are various problems that prevent students from going to seek help. Scholastica (2000) also indicates that there are certain problems which face teacher counselors and the school at large, and in fact affects counseling programme in the schools. That is why the teacher-counselor should make a direct effect in defining and clarifying his or her roles to students, and make them aware that the counseling services are important to all students just like education. This study, therefore, investigated students’ perceptions of the teacher-counselor’s role in the secondary school curriculum.
chapter three

research design and methodology

This Chapter describes the specific strategies or procedures that were used in data collection and analysis in order to answer the objectives and research questions. The chapter focuses on the research design, location of the study, the population, sample and sampling techniques, description of research instruments, piloting, data collection procedures and the plan for the analysis of data.

research design

The study investigated the perception of the teacher-counselor's role in the implementation of secondary school curriculum. This was a descriptive survey study, which sought to describe the current situation in schools. According to Best and Kahn (1992), descriptive research are designed to obtain information concerning the current information or phenomena and whenever possible, to draw valid general conclusion from facts discussed. Travers, (1969), observes further that descriptive research design is commonly conducted in order to determine which services a school can render its community and/or perhaps compare these services with those that are provided by other schools. As a result, information is collected from students, teachers or other persons associated with the educational process and then analysis of this information is
carried out to illuminate important education issues. Thus, descriptive research involves describing recording, analyzing and interpreting conditions that exist or are rendered in schools.

It was on the basis of these characteristics of descriptive survey study that the perception of teacher-counselor's roles by head teachers, students and teacher-counselor's (themselves) could be understood. The effectiveness of teacher-counselors as they offer the guidance services was also determined.

The study elicited information from head teachers, teacher-counselors and students in various schools, which answered the objectives and the research questions. The design was also found to be appropriate because it allowed for the use of research instruments like questionnaires, interview schedules and observation schedules to collect data.

In conclusion, Kilemi and Wamahiu (1995) argue that, any researcher who adopts this descriptive survey design attempts to produce data that is wholistic, contextual, descriptive in depth and rich in detail.

Location of the study

The study was carried out in central division, Machakos district in Eastern province of Kenya. According to the information from Machakos district Education Office, the central division being part of the district town tends to recruit students from Nairobi (capital city, which is approximately 65km from
Machakos) and the rural areas of Eastern province. This made the area a suitable representative of urban and rural setting; other consideration for choosing this area was researcher's familiarity with the location. This hastened and made the research process easier.

Indiscipline in schools that had disrupted learning programmes in the division also prompted the researcher to choose the area. Finally, the place was accessible in terms of transport, hence an added advantage (Kilemi and Wamahiu, 1995).

Population and Study Sample

Statistics from Machakos district Education Office indicates that the central division has twenty-five secondary schools, ten of which are private schools. The study population therefore, included twenty-five schools, Heads of Guidance and Counseling Services, Head-teachers, Teacher-counselors and form three students. (See Table 3.2)

The study sample comprised five schools. This enabled the researcher to collect more detailed data as opposed to having a large number of schools where the researcher would not have administered the questionnaires personally. The sample allowed for interview schedules and observations schedules to gather more information within the limited time of study. Head teachers (four males and one female) participated in the study because the success of any curriculum activity depends on them in terms of their provision
of resources and administrative means of attaining the stated objectives. Teacher-counselors (five males and ten females), formed the core of the study because they were directly involved with the guidance and counseling programme. In each school, one of the teacher–counselors (head of guidance services) was charged with the responsibility of co-coordinating and managing the entire guidance and counseling programme. All the teacher-counselors were involved in offering guidance and counseling services to the students.

The researcher involved form three students because they had been in school for a longer period, and were of the appropriate age (15-16 years) which experiences increased teenage pressure and challenges from home, school and even the community. Therefore, they were better placed to comment on the challenges facing students and their preferences on the help-givers or the problems they face when consulting counseling services. Day scholars participated in the study since they formed a part of the population in the mixed schools and also the researcher sought to find whether they contributed to cases of indiscipline as a result of being at home more than the boarding students.

**Sampling Procedures**

They study employed both purposive and random sampling techniques in selecting the samples. Stratified Random Sampling (SRS) was used to ensure an equal chance of selection of public school on the basis of type – boarding, mixed day and boarding (D/B) and day schools. According to Kilemi and
Wamahiu (1995) SRS techniques ensures that no sub-population is omitted from the sample. Table 3.1 given different categories of the population schools in central division Machakos district, which was the researcher’s area of study.

Table 3.1 Types of schools in central division, Machakos district

<table>
<thead>
<tr>
<th>Type of schools</th>
<th>Number of secondary schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Public Secondary schools</td>
<td></td>
</tr>
<tr>
<td>a) Boys Boarding schools</td>
<td>1</td>
</tr>
<tr>
<td>b) Girls Boarding Schools</td>
<td>2</td>
</tr>
<tr>
<td>c) Mixed day and boarding schools (D/B)</td>
<td>8</td>
</tr>
<tr>
<td>d) Mixed day schools</td>
<td>4</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td>2 Private secondary schools</td>
<td></td>
</tr>
<tr>
<td>a) Boys Boarding schools</td>
<td>1</td>
</tr>
<tr>
<td>b) Girls boarding schools</td>
<td>2</td>
</tr>
<tr>
<td>c) Mixed day and boarding schools</td>
<td>3</td>
</tr>
<tr>
<td>d) Mixed day school</td>
<td>4</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td><strong>Grand-total</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

Source: Machakos, District Education Office.

From the information given in table 3.1, 15 public schools were stratified according to types – boarding, day and boarding (D/B) and day schools. There were four mixed day schools, eight mixed (D/B) schools two girls and one boys’ boarding schools. The researcher selected the public boy’s boarding school through purposive sampling because it was the only one available. In
addition, students in boarding schools spend most of their time away from home and hence detailed information can be gathered from them. Only one private school formed part of the population. This was also selected through purposive sampling technique because it was the only boys' private boarding school. More so, it happened to have almost similar characteristics with the public schools in terms of objectives, availability and management of resources and implementation of the school curriculum.

Simple random sampling was used to select one school from each of the other school categories that is Girls boarding, mixed day and boarding and mixed day schools. The name of each school was written on a piece of paper and after mixing the papers, the first to be picked in each category was included in the sample. This was based on the argument that the power of random sampling yields small results with relatively few errors which can be reliably be estimated through statistical techniques (Nwana, 1982)

Head teachers and teacher-counselors in charge of counseling services in the sampled schools were selected through purposive sampling since they were the only ones available. There were five head-teachers and five heads of guidance services thus giving a total of ten respondents in this category. Simple random sampling technique was used to select the other two teacher-counselors in each school, making a total of ten respondents in this category. As a result five head teachers and fifteen teacher-counselors participated in this study. This was based on Avy et al (1972) who argue that 10-20% of the accessible population
is acceptable in a descriptive research. Therefore, five out of the twenty-five head teachers and fifteen out of thirty teacher-counselors in central division formed required percentage.

Simple random sampling technique was used to select form three students in single sex schools namely one girls' and two boys’ schools. To select the twenty students from each single sex school, the researcher wrote ‘Yes’ on twenty papers and ‘No’ in the remaining papers adding up to the population of the form three students in each school. In schools where there was more than one stream, the students were put together before selecting those to participate. The number of students selected from the single schools were sixty (40 boys and 20 girls). Both stratified and simple random sampling techniques were applied to ensure an equal selection of boys and girls in the remaining two sampled mixed schools. Stratified random sampling was used to classify students on the basis of gender in the mixed schools.

There were ninety boys and seventy girls (form 3) in mixed (D/B) school as compared to fifteen boys and thirteen girls from mixed days schools. Thus ten boys and ten girls were selected in each school. To obtain this sample ten papers were written ‘Yes’ and ‘No’ on the remaining papers adding up to the population of students in each gender to the population of students in each gender group in each school. Those who picked ‘Yes’ had the opportunity to participate in the study giving a total of forty (twenty boys and twenty girls) students from the two mixed schools. Among the forty students, eleven day
scholars (7 boys and 4 girls) from mixed day and boarding school participated in the study. Purposive sampling technique was used to select them because they were the only day scholars sample in this category. In total, there were 100 students who participated in this study. Table 3.2 gives the summary on the sample of the study.

Table 3.2 The Sample of the Study, Central Division, Machakos District

<table>
<thead>
<tr>
<th>Types of schools</th>
<th>Form three students</th>
<th>Teacher-counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Population</td>
<td>Sample</td>
</tr>
<tr>
<td>1 Machakos boys' high school</td>
<td>120</td>
<td>20</td>
</tr>
<tr>
<td>2 Machakos Girls high school</td>
<td>135</td>
<td>20</td>
</tr>
<tr>
<td>3 Mumbuni mixed day and boarding school</td>
<td>160</td>
<td>20</td>
</tr>
<tr>
<td>4 Katheka-Kai mixed day school</td>
<td>28</td>
<td>20</td>
</tr>
<tr>
<td>5 Pope Paul iv seminary school – (Boys boarding)</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>483</td>
<td>100</td>
</tr>
</tbody>
</table>

From the information on table 3.2, the researcher picked equal number of students and teacher-counselors from each sample school to create objectively and ease the process of data collection and analysis.
In order to answer the researcher questions, data was collected by use of questionnaires, interview schedules, and observation schedules all developed by the researcher. There was a different questionnaire for teacher-counselor and students respectively. Interview schedule was used with the head teachers and an observation schedule and checklist were used with the teacher-counselor in charge of counseling services.

**Teacher-counselor’s Questionnaire**

In order to obtain information from the teacher-counselors a questionnaire was used (Appendix A). According to Best and Kahn (1992) questionnaires enable the person administering them to explain the purpose of the study and the meaning of items that may-not be clear. The questionnaire consisted of fifteen (15) items, which were comprehensive, and enough to elicit information related to the objectives and research questions. The questionnaire was used to elicit information on teacher-counselor’s personal background, skills and techniques of counseling, qualification and roles of a teacher-counselor, resources and facilities in the counseling center and lastly challenges faced by the counseling team in the school.

The instrument had both closed and open-ended items. The closed items required the respondents to select the appropriate responses from the choices.
given hence limiting the respondent’s views among the alternatives. As a result, the researcher included ‘any other’ for each item except items such as gender and those that required ‘Yes’ or ‘No’ responses. A space was also provided for the respondents to write responses not anticipated by the researcher (Cohen and Marion, 1994).

Most of the items, in this questionnaire were open-ended. The researcher preferred them because such items gave the respondents more freedom to express their views or opinions and also make suggestions. However just like the closed items, open-ended items had limitations, the responses were difficult to score and analyse (Cohen and Marion, 1994).

Students’ Questionnaire

The second questionnaire (Appendix B) was administered to the students. It was made up of nine (9) items which were comprehensive to gather information on their personal details, students perception on the roles of teacher-counselors, preferences of help-givers and problems faced by students which require counseling services. The information given was meant to counter-check responses given by the teacher-counselors regarding the counseling-services. The procedure used for the teacher-counselor’s questionnaire was also followed for this instrument in terms of using both closed and open-ended items. Both types of items had the same limitations as pointed out in the teacher’s questionnaire.
The questionnaire could not elicit all the information (Travers, 1969). So responses on the resources, facilities in the counseling centre, and other related information was gathered by observation schedule and a checklist. Interview schedule was also administered to head teachers.

**Interview Schedules**

The head teachers were interviewed using the interview record sheet (Appendix C). Gay (1992) says that interviews allow interviewers to follow up respondent’s answers to obtain more information and clarify vague statements. The researcher therefore employed this method of data collection so as to obtain additional information from head teachers on latter’s perception of the roles of teacher-counselors and also to seek clarification to some of the responses given in the questionnaire. The instrument had fifteen (15) comprehensive items which enabled the researcher to probe further where additional information was needed on issues such as qualities and skills of teacher-counselor, expectations and effectiveness of the counseling programme in the school, support given by the school and the effects problems facing the teacher-counselors and the possible solutions and lastly how the teacher-counselor contributes to the implementation of the school curriculum. The interview schedules were conducted in a private setting (head teacher’s office), which enabled the respondents to express their views freely and fully.
Observation Schedule/Checklist Schedule

An observation schedule (Appendix D) was used to confirm the exactness of certain information given by the questionnaires and Interview schedules, such as supportive materials, facilities, human resources and appropriateness of the counseling centre. A self-prepared observation record sheet was used to guide the researcher and also ensured all the available resources were not omitted.

A separate checklist (Appendix E) was designed for recording the quality and utility of all the materials and resources available in the counseling centre. Items on this checklist were listed and alongside each item, there was a set of most probable responses. The researcher recorded the responses by ticking off (√) the appropriate responses as observed or responded by the teacher-counselor in charge of counseling centre.

Piloting

Piloting was carried out in two schools randomly selected before the actual collection of data for the study. The two schools were not among those that took part in the study. Two head teachers, two teacher-counselors and thirty students took part in the pilot study. The purpose of piloting was to assist the researcher to discover weakness in the research instruments, check the clarity
of the questions or items and also elicit comments from respondents that would help in the improvement of the instruments.

Items that were left blank or answered in ways the researcher did not expect were modified and clear instructions given to respondents so as to avoid misinterpretation during the actual collection of data.

The researcher established the content validity by seeking expert judgment from the supervisor while developing and revising the research instruments. This was done in several steps:

- Outlining the research topic, objectives and research questions and holding discussions with the supervisor and then using comments made.

- After discussions, the researcher developed the instruments and handed them over to the expert to check whether they measured what they intended to measure and further comments made.

- Necessary modification were made by the researcher based on the experts recommendations so that all the research objectives, questions and assumptions of the study were attended to. The researcher then re-submitted the corrected work to the supervisor for final approval.

- The instruments were piloted and comments made by respondents, discussed with the supervisor. The same procedure
was followed to establish the validity of the content during the actual collection of data.

Procedure for Data Collection

The researcher sought permission and introduced herself to the head-teacher in each school in order to enlist co-operation and establish the purpose of the visit to the school administration. Arrangements with the teacher-counselor were then made and a date for administering the researcher instruments was set. The research thereafter took a minimum of three days in each school where, she administered the instruments personally to avoid variations in the use and handling of the instruments by field assistants (Kilemi and Wamahiu, 1995).

During the first visit (day one) to the school, the researcher identified the respondents (as described in sampling procedure) to participate in the study and the purpose of the study explained to them. In the next visit (day two), the instruments were administered to the teacher-counselors and students. Observation schedule was also carried out in the counseling centre.

The interview-schedules for the head-teachers were administered on the third day and clarification on the unclear responses from the teacher-counselor and students respondents were also established. This procedure was followed in all the sample schools.
Data Analysis

The data collected by the various instruments was presented in both quantitative and qualitative (that is, using numerals and words) descriptions in chapter four. The data collected was organized according to the objectives, research questions and the assumption of the study. For the closed-ended questions a code was assigned to each category whereas for the open-ended questions, the responses were listed and tally-marks used to note those that were identical. Counting was done to determine the frequency of each response and percentage calculated. Thereafter, the findings were discussed based on objectives and the research questions they sought to answer. The researcher used Statistical Package for Social Science (SPSS) only for data presentation because the number of respondent was small and therefore manageable. The findings of the study, conclusion and recommendations are presented in chapters four and five respectively.
CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

The study focused on the analysis of the perception of the teacher – counselor’s roles by the head teachers, teacher-counselors and students in the implementation of secondary school curriculum, in order to establish the worth of counselor’s work. This chapter present an analysis and interpretation of the data collected from the field.

The data was collected through questionnaire, interview schedules and observation schedule/checklist. This was then followed by the analysis and interpretation of the data. The procedure used in data analysis involved grouping of similar responses from various instruments, for example similar items from the questionnaires, observation schedules and the checklist were handled together. This approach was found useful for cross-checking information from the various research instruments where necessary.

In the analysis of the data the following order is adopted except in cases where related items from various research instruments are analyzed together.

- Questionnaire for teacher-counselors and the interview – schedules for the head teachers
- Questionnaire for students
• Observation schedule/checklist on the availability and utility of resources in the counseling centers.

As a result this chapter is organized according to six major themes, based on the objectives, research questions, stated principles and assumption of the study in Chapter one. (Kerlinger, 1973), That is:

• Background information on the head teachers and teacher – counselors
• Effectiveness of the teacher-counselors in schools
• Role of teacher-counselors as perceived by the head teachers, teacher-counselors and the students.
• Teacher-counselors’ contributions to the implementation of secondary school curriculum.
• Problems faced by students and their preference of help –givers.
• Problems facing the teacher-counselors and the possible solution.

Background Information on the Head Teachers and Teacher-Counselors

The researcher sought information on the personal data of head teachers and teacher-counselors. The information related to age, gender, religion, academic and professional qualifications, teaching and administrative experience (see Appendices A, items 1-5 and C, items 1-5). The responses obtained show that only one (20%) of the head teachers was a female and in charge of the girls’ boarding school as compared to 4 (80%) male head teachers in charge of boys’ and mixed schools. All the head teachers 5(100%) were academically and professionally qualified. 3(60%) were school principal, one (20%) chief
principal and 1 (20%) at the level of head masters. A chief principal is the highest rank of educational institutions in Kenya. All the head teachers were trained graduate teachers with an age of between 40-49 years, 2(40%) and over 50 years, 3(60%) head teachers.

Two (40%) of them have served as head teachers for a period of between 1-4 years, 1 (20%) between 5-9 years and two (40%) over 15 years. Majority of the head teachers 4 (80%) have been in their present schools for a short period (between one-two years) as compared to one (20%) who had been to one school for over 15 years. Thus all the head teachers' respondents were experienced teachers and administrators, which gave them confidence in handling teachers and all the educational issues. This would also mean that they understood the needs of students and were capable of dealing with their problems (item 10,14 Appendices A and B, item 4). It could be also assumed that the head teachers had adequate teaching experience and administration and hence in a better position to provide guidance and support needed by teacher-counselor on various counseling issues in their respective schools. According to Traxler and North (1966), guidance and counseling programme can only succeed with the full and active co-operation of the head-teacher. Lastly because of the long experience, conclusions can be made that head teachers were aware of the guidelines offered on the establishment and importance of counseling services in School' (Ministry of Education, 1977).
The demographic information from the teacher-counselors showed that 5 (33.3%) were male, 10 (66.7%) of the respondent were female, 4 (26.7%) of them were heads of other departments in their schools while 11 (73.3%) were assistant teachers by designation. All the teacher-counselors were trained teachers with high qualifications, 10 (66.7%) were graduate teachers, three (20%) had ATS qualification while 2 (13.3%) had general degrees with a P.G.D.E. qualification. Majority had a teaching experience of between 5-9 years, 10 (66.7%), 3 (20%) over 10 years as a classroom teacher as well as a teacher counselor.

In connection to these responses, the gender item, showed that, majority of the teacher-Counselors were females as compared to male teacher – counselors. This may be because women are considered to be more sincere, patient and motherly. Further research is yet to prove this paradox or boys refer ladies for counselors while girls prefer male teacher-counselors. It can also be argued that, since many schools in this division are located within the municipality, there are chances of the number of female teachers being higher than of male teachers. This is because female prefer living with their spouses who may be working in other professions in the town.

All the teacher-counselors were active teaching staff and trained teachers. The latter also applied to the head teachers, all with high qualification. For instance ATS is equivalent of university status, which is achieved through promotion or trient. This is a government system of upgrading long experienced teachers.
through the inspectorate department depending on the classroom performance and community involvement (Ministry of Education, 1977). The long experience of these teacher-counselors in teaching, is relevant to counseling since they have interacted with students for a long period of time to understand most of their aspirations and needs which is a requirement in a school curriculum. These views are supported by Scholastica (2000) who in one counseling seminar reported having encountered almost every teenage problem from promiscuous sex to explosive anger and violence. Scholastica has always managed to contain or solve these problems due to her long experiences with students.

To ascertain the information given by the teacher, counselors, the researcher administered an interview schedule to the head teachers (items 6, 8, Appendices C and A, items 5b – 6), which confirmed that all the participating schools head teacher – counselors. 3(60%) of the head teachers felt that, their teacher counselors were enough to offer effective counseling services while 2(40%) complained of ineffective counseling due to inadequate number of teacher-counselors. However, this contradicted the teacher counselors’ responses on their counseling experiences. Majority of them, 8(53.3%) had served as a teacher counselor for a period of 1-4 years hence, effectiveness cannot be approximately measured especially by head teachers who had also not served for a long period in the same school. 4(26.7%) teacher-counselors had served for a period between 5-9 years as compared to 3(20%) teacher counselors.
In relation to these views, Milner (1974) argues that, where lack of experience is predominant, teacher counselors are likely to give counseling services as they may not be trained or conversant with the skills and techniques of counseling. Only 3 (20%) of the teacher counselors had individually pursued training in general counseling methodology, one (6.6%) of them, at a diploma level and 2 (13.3%) at a certificate level. 12 (80%) teacher counselors did not hold any certificate in counseling. All of them 15 (100%) were nominated by the administration as teacher counselors in their respective schools. But when the head teachers were asked what criteria was used when selecting the teacher counselors, the information contradicted the views of the teacher-counselors. 2 (40%) of the head teachers said that the trained teacher counselors were appointed by the ministry of education after forwarding their names and qualifications. Teacher counselors were selected by teaching staff during staff meeting 1 (20%) while 2 (40%) of the head teachers felt that, the nomination of the teacher counselors was done by administration after considering their outstanding qualities like most motherly, active, interest in the school community, available and well adjusted person in the school. Therefore we can conclude that, the teacher counselors may not be aware that their names and qualification were forwarded to the ministry of education for approve or wrong information was given by the administrators. A research study may be carried out to ascertain this information in future. Surprisingly enough, the researcher found that only the long experienced teachers were nominated by the head teachers to attend seminars and workshops on counseling. For instance 2 (13.3%) and 5 (33.3%)
teacher counselors had attended guidance and counseling seminars organized by religious organization at the district level in 1998 and 2001 respectively. This was to help them improve their skills on counseling gain more knowledge on the roles of teacher counselors and how to manage an effective counseling services in a school. Apart from that, the 7(46.6%) teachers counselors who had attended the seminars, continued to argue that such forums gave them more ideas on the problems facing teacher counselors and how they can deal with them, since majority of these challenges cannot be solved by the school. (see item 7 and 8, Appendix A). The responses to the two items by the teacher counselors were similar meaning that, the teacher counselors were aware and familiar with the objectives of these workshops and seminars. In fact they all suggested, more of these seminars to be conducted in the district, and all the teacher counselors to participate.

From all these findings, we can suggest that teacher counselors to frequently attend in-service programmes or seminars on guidance and counseling since majority are not trained, this will help them develop requisite skills and techniques if their work is to produce good results (Peku, 1991). This goal is in the line with the vision of guidance and counseling unit in the Ministry of Education, Science and Technology that is, “to have effective guidance and counseling services in school for quality education (Koech 1999).
Another objective of this study was to investigate how effective the teacher counselors are, with a view of improving the guidance services in secondary school. Thus, the researcher followed the principles of Sachs (1966), which stated that any effective counseling depends on the qualities of the counselor, and the skills or techniques used. This is because proper counseling goes beyond mere advising or giving information. In that respect (items 9-10, Appendix A) dealt with skills and techniques used by teacher counselors as they offer the counseling services. Table 4.1 summarizes the responses given by teacher counselors. The percentages are worked out from the total number of respondents who used a particular technique or skills. The teacher counselors were requested to tick as many as applicable to them.
The findings in Table 4.1 show clearly that at least four techniques were utilized quite often. These were group counseling, listening, all forms of verbal communication and direct questions. However, the teacher counselor's responses did not wholly agree with what was observed in the sample schools. (See appendices D and E). Approximately 10-20% of the teacher counselors did not respond to all alternates in item 9, (Appendix A) hence the total responses in each technique mentioned were varied. This would mean that, there are some teacher counselors who do not know the required skills or

<table>
<thead>
<tr>
<th>SKILLS OR TECHNIQUES OF COUNSELING</th>
<th>FREQUENCY</th>
<th>QUITE OFTEN</th>
<th>%</th>
<th>OFTEN</th>
<th>%</th>
<th>RARELY</th>
<th>%</th>
<th>NOT USED</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER OF ITEMS USED</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>12</td>
<td>9</td>
<td>60.0</td>
<td>3</td>
<td>20.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Positive attitudes</td>
<td>11</td>
<td>8</td>
<td>53.3</td>
<td>3</td>
<td>20.0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Verbal communication i.e. Talking</td>
<td>15</td>
<td>7</td>
<td>46.6</td>
<td>8</td>
<td>53.3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Responding</td>
<td>9</td>
<td>8</td>
<td>53.3</td>
<td>1</td>
<td>6.6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Discussion</td>
<td>13</td>
<td>9</td>
<td>60.0</td>
<td>4</td>
<td>26.6</td>
<td>2</td>
<td>13.3</td>
<td>1</td>
<td>6.6</td>
</tr>
<tr>
<td>Non verbal communication Gestures</td>
<td>9</td>
<td>3</td>
<td>20.0</td>
<td>4</td>
<td>26.6</td>
<td>2</td>
<td>13.3</td>
<td>1</td>
<td>6.6</td>
</tr>
<tr>
<td>Facial expressions</td>
<td>10</td>
<td>5</td>
<td>33.3</td>
<td>2</td>
<td>13.3</td>
<td>3</td>
<td>20.0</td>
<td>3</td>
<td>20.0</td>
</tr>
<tr>
<td>Leads i.e. Direct question</td>
<td>12</td>
<td>8</td>
<td>53.3</td>
<td>3</td>
<td>13.3</td>
<td>1</td>
<td>6.6</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>Interpretation</td>
<td>11</td>
<td>4</td>
<td>26.6</td>
<td>5</td>
<td>33.3</td>
<td>2</td>
<td>13.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Restatement of content</td>
<td>8</td>
<td>4</td>
<td>26.6</td>
<td>3</td>
<td>13.1</td>
<td>1</td>
<td>6.6</td>
<td>6</td>
<td>40.0</td>
</tr>
<tr>
<td>Summarizing</td>
<td>12</td>
<td>5</td>
<td>33.3</td>
<td>4</td>
<td>26.6</td>
<td>3</td>
<td>13.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Confrontation</td>
<td>11</td>
<td>1</td>
<td>6.6</td>
<td>1</td>
<td>6.6</td>
<td>9</td>
<td>60.0</td>
<td>3</td>
<td>20.0</td>
</tr>
<tr>
<td>Paraphrasing</td>
<td>11</td>
<td>2</td>
<td>13.3</td>
<td>6</td>
<td>40.0</td>
<td>3</td>
<td>20.0</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>Probing</td>
<td>12</td>
<td>7</td>
<td>46.6</td>
<td>2</td>
<td>13.3</td>
<td>3</td>
<td>20.0</td>
<td>1</td>
<td>6.6</td>
</tr>
<tr>
<td>Individual counseling</td>
<td>14</td>
<td>7</td>
<td>46.6</td>
<td>5</td>
<td>33.3</td>
<td>2</td>
<td>13.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Group counseling</td>
<td>14</td>
<td>10</td>
<td>66.6</td>
<td>2</td>
<td>13.3</td>
<td>2</td>
<td>13.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Consultation</td>
<td>13</td>
<td>6</td>
<td>40.0</td>
<td>6</td>
<td>40.0</td>
<td>1</td>
<td>6.6</td>
<td>2</td>
<td>13.3</td>
</tr>
</tbody>
</table>
techniques in counseling or some are ignorant in using the correct skills of counseling. One wonders, how they offer the counseling services. We can also disapprove some of the methods used by the administration (as per the head teachers responses in this study) to select the teacher counselors in their school. Therefore something should be done in the selection or appointment of teacher counselors, for the guidance services to relate to the educational objectives.

Using a particular method quite frequently does not necessarily imply that, it is the most favorite or appropriate, so when teacher counselors were asked to list the most appropriate techniques none of the listed techniques were supported by ½ of the respondents. The results are summarized in Table 4.2

Table 4.2: Appropriate Techniques for Effective Counseling

<table>
<thead>
<tr>
<th>Skills/Techniques</th>
<th>No. of Times Mentioned</th>
<th>% of the Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>9</td>
<td>31.3</td>
</tr>
<tr>
<td>Positive attitudes</td>
<td>5</td>
<td>17.2</td>
</tr>
<tr>
<td>Talking</td>
<td>3</td>
<td>10.3</td>
</tr>
<tr>
<td>Responding</td>
<td>1</td>
<td>3.4</td>
</tr>
<tr>
<td>Discussing</td>
<td>5</td>
<td>17.2</td>
</tr>
<tr>
<td>Consultation</td>
<td>1</td>
<td>3.4</td>
</tr>
<tr>
<td>Group counseling</td>
<td>3</td>
<td>10.3</td>
</tr>
<tr>
<td>Individual counseling</td>
<td>2</td>
<td>6.9</td>
</tr>
<tr>
<td>Total responses</td>
<td>29</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Asked to give reasons why they selected such techniques (as shown in the table 4.2), 2/3 of the teacher-counselors argued that, students appreciate being listened to and are free to express their own opinions in discussion. At the same time, discussions give the teacher counselors an opportunity to understand the students problems and interpret them since most of the students are faced with almost similar problems in life. Further information revealed that students with very serious problems requires the teacher counselors to respond to their problems and may be consult other interested help givers where necessary, according to 6(20.6%) teacher counselor respondents.

Putting these findings together, it could mean that the teacher counselors are aware of the techniques theoretically, either heard of them in the seminars, or have read in books, but practically, they do not know how to apply or make use of these skills and techniques, this influences the effectiveness of the teacher counselors. So something should be done for the practicing teacher counselors, if their work is to produce positive results. With the society becoming more complex, each day, dealing with it becomes more difficult, as a result the teacher counselors cannot continue to use the cut and patch technique for utilizing psychotherapy methods in school counseling, more and more emphasis should be given on developing various techniques and skills of counseling. At the same time, the counselor must develop more sophisticated means of evaluation. (Conchran and Peters, 1972). Through these, the teacher counselors will be able to determine whether or not he or she has made any impact upon the client (students) in relation to achieving the intended
educational goals i.e. developing of a total personality among the youth as well as achieving good performance.

To confirm the information given by the teacher counselors on the effectiveness of the counseling programme, the researcher administered an interview schedule to the head teachers, (see item 6-8, appendix C). They confirmed that, all the participating schools had teacher counselors. 3(60%) head teachers felt that the number of teacher counselors (as in chapter three) in their schools was appropriate to offer effective counseling services while 2(40%) felt that their schools did not have enough and requested for more from the teacher service commission. According to the head teachers, implementation of the guidance and counseling programme to enhance effective learning is not easy, because the teacher counselors are also head of departments, subject’s specialist, assistant teachers and several assignments. Thus co-coordinating all these responsibilities is quite demanding and tasking; as a result little time is devoted to counseling. (Tyler, 1969). However, 1(20%) head teacher felt that their schools was even okay with one teacher counselor (head of guidance) because the school was a single stream of 160 students and more so, the teacher counselor is usually given less work load (teaching). Therefore head teachers should do something to enhance the effectiveness of the practicing teacher counselors, secondly according to Mutie and Ndambuki, (1999) counseling skills and techniques are essential but they are not by them selves sufficient for establishing and maintaining effective therapeutic relationships. The personality of the counselor is one of the most
powerful determinants of the therapeutic relationship between the counselor and the client.

Role of the Teacher Counselors as Perceived by the Head-teachers, Teacher Counselors and Students.

One of the objectives of this study was to investigate the roles of the teacher counselors as they see it themselves in the implementation of secondary school curriculum. The objective is based on Smith (1951) who argues that, teacher counselor should be aware of their roles and inform other members of the school community especially the students, item eleven, (Appendix A) was designed to collect information on a variety of roles of help givers. This would reveal whether the teacher counselors are aware of their duties in school. The findings are as shown on table 4.3.
TABLE 4.3: Roles of a Teacher Counselor

<table>
<thead>
<tr>
<th>Roles as Perceived by Teacher Counselors</th>
<th>Frequency</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping the head teacher identify the needs of the students</td>
<td>Yes 10</td>
<td>9.5</td>
<td>5</td>
<td>8.2</td>
</tr>
<tr>
<td>Keeping the school continuously informed about educational issues</td>
<td>Yes 7</td>
<td>6.7</td>
<td>8</td>
<td>13.1</td>
</tr>
<tr>
<td>Keeping the students continuously informed about vocational and career opportunities</td>
<td>Yes 11</td>
<td>10.5</td>
<td>5</td>
<td>8.2</td>
</tr>
<tr>
<td>Helping students to cope with new situations in their lives</td>
<td>Yes 15</td>
<td>14.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Assisting students in self understanding and making personal decisions</td>
<td>Yes 15</td>
<td>14.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Counseling students on their personal problems</td>
<td>Yes 14</td>
<td>13.3</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>Co-coordinating the accumulation of important students information e.g. personal files</td>
<td>Yes 6</td>
<td>5.7</td>
<td>9</td>
<td>14.8</td>
</tr>
<tr>
<td>Researching and making follow-up of students activities</td>
<td>Yes 5</td>
<td>4.7</td>
<td>10</td>
<td>16.4</td>
</tr>
<tr>
<td>Interpreting students information to the administration</td>
<td>Yes 6</td>
<td>5.7</td>
<td>9</td>
<td>14.8</td>
</tr>
<tr>
<td>Liaising with parents and school staff on students' problems</td>
<td>Yes 9</td>
<td>8.6</td>
<td>6</td>
<td>9.8</td>
</tr>
<tr>
<td>Identifying and coordinating with resource people in the community and the services they provide e.g. Doctors, bankers, farmers etc</td>
<td>Yes 7</td>
<td>6.7</td>
<td>6</td>
<td>13.1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>Yes 105</td>
<td>100</td>
<td>61</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the findings on table 4.3 most of the teacher counselors at least performed more than four roles, that is counseling students on personal problems, helping students to cope with new situations, assisting students in self understanding and keeping them continuously informed about vocational and career opportunities. Secondly 2/3 of the respondents claimed to know all their duties but practically they did not perform them. In fact ½ of them felt inadequate and requested for in-service programme in guidance issues. From
these finding, the researcher was of the opinion that teacher counselors are not
given the opportunity to venture fully in the guidance programme. (Only the
heads of the guidance programme seemed informed) or the schools may not be
aware of all the roles of teacher counselors as stipulated by the Ministry of
Education in 1977. In fact separate findings by Macharia (1986) states that,
teacher counselors in some schools are nominated science teachers called upon
during times of examination to compute students examination results and assist
the form four students in filling their career forms and applications for higher
education. This is not appropriate. The Kenya' secondary schools seems to
have a good potential for establishing an appropriate guidance and counseling
programme, if only the roles of teacher counselors were clearly spelt out and
guidance activities and objectives disseminated to all secondary schools in
theory and practice. This will enhance the implementation of the school
curriculum.

When students were asked what are the main roles of the teacher counselors
(Appendix B, item 6). Their responses were more varied and reflected
unawareness of the roles of the teacher counselors in schools. Majority,
77(78.6%) indicated that, it was to help students solve their personal and
academic problems in school. These views were consistent with that of teacher
counselors; 19(19.4%) students did not know the roles, while 2(2.0%) did not
respond to the item.
The views of the head teachers on the functions of the teacher counselors were also varied (appendix C, item 9). Majority 4(80%) head teachers, felt that the main duty of the teacher counselor was to handle the personal problems of the students in school, these views were also given by the teacher counselors and the students. Only 1(20%) head teacher was conversant with the specific areas of concern in the counseling programme. The details of the head teacher’s responses are summarized on Table 4.4.

4.4 Function of the Teacher Counselors in a Secondary School

<table>
<thead>
<tr>
<th>Suggested Functions of Teacher Counselors by the Head Teachers</th>
<th>Number of Times Mentioned</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage positive thinking among the students</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>To decrease anxiety among the members of the school</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Help the school cope with crisis in the absence of parents, religious leaders and other help givers</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Guide and counsel students in the three domains of vocational, moral and academic areas</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>8</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Therefore the head teacher need to be informed on the guidelines given by the guidance unit at K.I.E. on the provision, roles and management of the guidance and counseling department in secondary schools (Ministry of Education, 2000).
All the 5 (100%) head teachers felt that the teacher counselor perform their duties effectively to a large extent. The reasons for such views are reflected in table 4.5.

Table 4.5. Effects of Good Performance by the Teacher Counselors

<table>
<thead>
<tr>
<th>Reason to Prove that, the Teacher Counselors are Effective on their Duties</th>
<th>No. of Times Mentioned</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with problems of all types have gone to the counseling centres freely</td>
<td>2</td>
<td>13.33</td>
</tr>
<tr>
<td>Teacher counselors are often assisted by assistant teachers and the administration</td>
<td>3</td>
<td>20.0</td>
</tr>
<tr>
<td>Most of the teacher counselors have adequate qualities like approachable, motherly, etc</td>
<td>2</td>
<td>13.33</td>
</tr>
<tr>
<td>Students have changed positively and improved academically after counseling</td>
<td>3</td>
<td>20.0</td>
</tr>
<tr>
<td>Indiscipline cases are on decrease after sessions of group counseling</td>
<td>3</td>
<td>20.0</td>
</tr>
<tr>
<td>Improved relationship between teachers and students has been observed after counseling</td>
<td>2</td>
<td>13.33</td>
</tr>
<tr>
<td>TOTAL</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

From the above findings on table 4.5, we can conclude that majority of the teacher-counselor concentrate in helping students solve their personal and academic problems. All the same the head teacher respondents, confirmed that, the teacher counselor could still improve, if they receive the appropriate support and the training they deserve to handle the student issues adequately.

In support of this, Mwangi (1991) calls for in-service programme for all practicing teacher counselors so that they may acquire knowledge, attitudes, skills and also be sensitized on the issues of counseling programme.
One of the assumptions on which this study was based is that guidance and counseling is provided in every school and supported by head teachers and other members of the school community. This was in respect to the Ministry of Education directives, which expect every head teacher to establish the guidance programme and a senior teacher to be responsible for the programme (Kamuge Report, 1988). In this respect item II, (Appendix A) of the teacher counselor dealt with the support or assistance given by other people to enhance effective counseling programme. All the teacher counselors agreed that they do receive assistance from invited speakers 4(26.6%) teacher counselors, other teaching staff do also assist 5(33.3%), administration 3(20%), religious people 2(13.3%) and one (6.6%) teacher counselor confirmed having received help from parents in guidance and counseling. When, asked how (item 11b, Appendix A), five of the teacher counselor respondents had the following to say;

- The invited speakers mainly professionals (e.g. doctors, nurses or bankers) do offer group counseling, guidance on vocational or career opportunities and other related issues.
- Assistant teachers and supporting staff do offer some relevant information and individual counseling all enhancing effective counseling in the school.
- Administration provides the counseling services with more help givers, moral support and funds, to purchase physical and reading resources.
Religious people have always given students moral values and spiritual fulfilment.

A few parents have given details of their children behavior especially at home whenever called upon.

Thus, for the success of any guidance programme, the teacher counselors need to co-operate with other members of the school and even the community. According to Traxler and North (1966), co-operation and understanding between teacher counselors and the school are essential for the counseling operation to be performed. These findings also confirm that guidance and counseling is provided in every school and supported by head teacher other members of the school. This was one of the assumption of this study.

Item 11, (Appendix C) tried to investigate on further support given to the teacher counselors from the head teachers. Majority of the head teachers views were consistent with the responses of the teacher counselors, although they were disappointed by the fact, that little support, if any comes from the Ministry of Education as well as the neighbours of the schools. This is quite discouraging to the schools and at times demoralizes the teacher counselors. 2(40%) requested for more support from the parents, in terms of funds, moral and discussions, because in the past some parents have supported their children especially in issues of indiscipline, making counseling difficult especially among the schools caught up in strikes and other form of student violence. In that connection, ideally, all parents are counselors, according to Milner (1974)
this is because they are the ones (together with teachers) who are in a position to observe changes in behavior, which might signify stress, difficulty a need in children.

Therefore, as mentioned in Chapter one, every guidance and counseling programme is dependent on team effort. No matter how committed and competent a school head or teacher counselor may be, he or she cannot produce a successful programme without the co-operation of other people like professionals, stakeholders, neighbours, supporting staff, parents and other interested.

Teacher Counselors Contribution to the Implementation of Secondary School Curriculum

The purpose of this study was to investigate how the teacher counselor contributes to the implementation of secondary school curriculum. As a result the researcher decided to investigate whether the counseling services offered by the teacher counselors contributes to the attainment of the educational objectives.

According to several education commissions and reports given in chapter one, guidance and counseling if carried out effectively contributes to effective learning and high academic performance. For instance, the Report by the Presidential Working Party on Education and Manpower Training for the Next
Decade and Beyond (1988), associates the value of guidance and counseling in the school curriculum with the acquisition of appropriate knowledge, skills and attitudes which assist in the personal, social and economic development of an individual. Therefore (Items 13 Appendices A and C, item 10,13) information was elicited on how guidance and counseling contributes to the achievement of the educational objectives in secondary schools.

Head teachers in response to item 13, (Appendix C) explained that separate evaluation of the programme has revealed a change of attitude towards guidance and counseling and improved academic achievement and discipline.

This is what learning is all about. These views were consistent with those they gave on the effectiveness of teacher counselors on item 10 appendix C. This implies that the effectiveness of a teacher counselor can determine learning and thus fulfils the educational objectives. However majority of the head teachers 4(80%) felt that there is need for more improvement on the guidance programme. This should be in terms of in service courses for the practicing teacher counselors, provision of resources, and the involvement of all members of the society in counseling. This will enhance better learning and high academic performance.

As already indicated in the review of related literature, counseling is supposed to help solve students’ personal and vocational problems that interferes with proper learning (Cochrah and Peters, 1972). Majority of the teacher counselors 14(93.4%) indicated that guidance and counseling programme was related to
educational objectives because the services help to develop a holistic personality. 2(13.3%) felt that the counseling services makes students self-reliant in society and professional lives while 8(53.3%) indicated that counseling services prepares well-disciplined students to fit in the society.

From these responses and related literature, it becomes increasingly clear that when the objective of Education are stated and analyzed, the important objective stress the growth and development of the individual, and draw principle of guidance as fully as they do upon principles of learning (Kelly, 1995). Putting these findings together, the researcher was of a view that counseling and learning are both client-centered and in this atmosphere social learning takes place which is personally meaningful and which feeds the total self-development of the individual as well as improves his or her acquaintance with a given field of knowledge. The significant function of the teacher counselor is to facilitate this social learning. Therefore for optimum individual, social and national development, guidance and counseling need to be made a regular and continuous activity to enhance the pupils’ future adaptability just as academic teaching does.

Problems Faced by Students and their Preference of Help Givers

Having presented the personal qualification, skills and techniques, roles and effectiveness of teacher counselor in their programme, in the preceding
analysis and discussion more information was collected from students and counseling units or centres concerning the following areas:

- Student awareness of roles of the counseling services
- Students preferences in counseling
- Problems faced by students which needs counseling services
- Availability and utility of resources in the counseling centres.

The study investigated the students' perception on the role of teacher counselor in school. This investigation was based on the study objective and the basic principle that students need help on the social, vocational and educational issues. This could help the young people to pursue the right type of education in which for example, the right balance is met for accommodating the manpower needs of the economy, to help a more prosperous and advanced nation. (Kenya Educational Commission Report, 1964).

However, when students were asked the main functions of the teacher counselors who are one of their helpers in school, the responses were varied and reflected the unawareness of the roles of teacher-counselors mentioned earlier in this chapter (item 6 Appendix B). All the same, the researcher found out that, students could consider seeking help from the guidance and counseling centre in case of problems, when they were asked to state with a 'Yes' or 'No' response (item 49, Appendix B). Majority 86(86%) responded with a 'Yes' response as compared to 14(14%) who responded with a 'No' to this item. This could imply that students often do seek guidance and
counseling services in solving their problems. These findings are inconsistent with those of Resnick and Gelso (1972) who argued that students could seek for help from the counseling centres only if they are aware of these services in school.

The types of problems students sought help for, in the counseling unit are summarized on table 4.6 (see item 4b, Appendix B).

Table 4.6. Problems Faced by Students, which Need Help from Counseling Unit

<table>
<thead>
<tr>
<th>Problems</th>
<th>No. of Items Mentioned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home problems</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>Emotional, social and peer problems</td>
<td>70</td>
<td>35</td>
</tr>
<tr>
<td>Academic problems</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>Stress/lack of motivation</td>
<td>15</td>
<td>7.5</td>
</tr>
<tr>
<td>Teacher and school authority problems</td>
<td>25</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>200</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the Table 4.6, majority of the students preferred counseling services in solving their personal, social and academic problems. The same views were expressed by the teacher counselors earlier. This implies that both teacher counselors and students prefer guidance and counseling services in solving most of their problems. This was one assumption of the study. Eighty percent of the students did also believe that the teacher counselors are capable of solving the listed problems because of the following reasons.
Table 4.7: Reasons for Seeking Counselling Services

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Number of times Mentioned (F)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher counselors are loving people</td>
<td>15</td>
<td>10.7</td>
</tr>
<tr>
<td>Teacher counselors are trained and experienced</td>
<td>67</td>
<td>47.9</td>
</tr>
<tr>
<td>Teacher counselors are mature and always give advice</td>
<td>34</td>
<td>24.3</td>
</tr>
<tr>
<td>They are responsible</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>140</td>
<td>100</td>
</tr>
</tbody>
</table>

From the responses on table 4.7, the suggestion on teacher counselors are trained and experienced had the highest frequencies, meaning that, students usually do seek help from the teacher counselors and they also believe that the teacher counselors are capable. Another area of research sought information on preference of help-givers in order to predict students awareness of teacher counselors and his role in the school or problems they face when consulting the teacher counselors. Item 7 (Appendix B) required students to list the problems they encountered when schools and who they preferred to give them help. The following were the summary of the students’ responses.

- Teacher counselors were chosen for vocational, indiscipline cases, academic problems and a few personal problems like lack of self-confidence and interpersonal relationships.
- Head of departments and subject heads were preferred for academic performance, recurrent problems in academic assignment and unexplained fear of examinations.
Most of the personal problems like difficulties with parents, death case, religious conflicts and beliefs were all listed under the preference of parents, religious people and close friends.

Surprisingly, up to ten percent of the students seek help from traditional healers for some of their personal and social problems.

Students preferred help from members of teaching staff, teacher counselors, supporting staff and deputy head teachers for curriculum activities, time management, and problems with teachers and the administration.

The above findings are supported by Jensen (1955) who found out that high school students preferred counselors as source of educational and vocational help as compared to parents and friends. They also preferred to discuss personal problems with parents and peers. Then it can be argued that students have different perception of different help givers. This may simply depend on trust, honesty, maturity and other admirable qualities of the help givers. Twenty percent of the students respondents indicated that teacher counselor may not assist them personally in anyway and they were not sure what activities were offered by the school guidance programme.

Putting the students responses together, it could mean that although majority preferred teacher counselors to solve their problems, many do not know what actually the roles of the teacher counselors are and the services offered at the
counseling centres. One can also assume that the programme activities were not described, explained or outlined to the students in school.

**Facilities and Resources**

Guidance and counseling programme may be affected by factors like materials and human resources offered in a secondary school set up. Therefore the researcher administered an observation schedule and a checklist (Appendices D and E) to confirm whether such resources were available at the counseling centres.

Investigating on the facilities and resources was also another way of cross checking the objectives, research questions and the assumption of the study. For instance, further information was collected on the physical resource (e.g. counseling room), facilities and reading resources available at the counseling centres. This is because the availability and utility of these resources and facilities influences the effectiveness of the teacher counselor.

The first and second item (Appendix D) consisted of listed human resources, reading resources and facilities supposed to be in an effective counseling unit.

The findings on the availability and utility are as shown on the table 4.8.
Table 4.8  Availability and Utility of Resources and Facilities in a Counseling Unit

<table>
<thead>
<tr>
<th>GUIDANCE AND COUNSELING RESOURCES</th>
<th>AVAILABILITY</th>
<th>UTILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO. OF COUNTS PER SCHOOL AVAILABLE</td>
<td>%</td>
</tr>
<tr>
<td>Teacher counselors</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Representative from the administration</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Representative from the supporting staff</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Equipped large room with space and setting place</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Audio – visual materials</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Text books</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Other written materials e.g. pamphlets, journals, charts etc</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Students information files</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Remarks registered for visitors</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Proceeding registers (to record the activities of guidance programmes)</td>
<td>4</td>
<td>80</td>
</tr>
</tbody>
</table>

From Table 4.8, most of the schools had adequate resources and the materials needed to facilitate the counseling process, however, only the human resources, namely teacher counselors and representatives from the administration who are often used. Meaning that both teacher counselors and students rarely use the counseling centre or unit and reading resources. All the heads of guidance department 5(100%) agreed that the use of the resources makes a difference in offering the counseling services. Majority 4(80%) of the head of guidance felt that;

- use of the resources increases the students interest in seeking help from the counseling centre,
• Students are able to make personal decisions hence increasing their confidence in life.

• At the same time, using these resources has reduced cases of indiscipline especially in schools caught up by strikes as more information is easily delivered to the students.

An observation checklist (Appendix E) was designed to investigate the appropriateness of the counseling room. In four schools, guidance and counseling office was identified as the counseling unit, with relatively enough space for two tables and a number of chairs. This was compared to 1(20%) school which did not have a counseling room, however the head of guidance identified a small room in the laboratory, which was used for counseling purpose. All the counseling rooms in the participating schools were allocated in a peaceful place, which is needed for client’s confidently. The rooms were clean but majority lacked display racks, bulletin boards, cabinets, reading materials were limited, and tables and chairs were few. Generally, the counseling rooms did not have meeting rooms and were not attractive for the youth. Ideally, the guidance rooms should be large rooms equipped with facilities where reading materials can be maintained and displayed. (Mutie and Ndambuki, 1999). The displays should be attractive to sustain interest on the part of students. This can be achieved by inviting students to the centres at the beginning of each term so as to acquaint them with the teacher counselors’ work and the information or materials available. For further effectiveness the parents can visit the centres for consultation.
Majority of the teacher counselors felt that the selected materials are related to the recommendation of the counseling centre and the objectives of the counseling services in school. Inadequate resources e.g. Audio-visual rooms, reading materials equipments, time availability, and poor co-ordination (item 4b, Appendix D) were listed as major hindrance to the usage of these resources. As a result they requested for more provision and support especially from the neighbouring community.

It was interesting to note that even among those who indicated that their facilitates were adequate also had good recommendation to make so as to improve the existing conditions. Thus the teacher counselors respondents raised great concern about their areas of operations. Therefore the usefulness of any guidance centre depends on how enthusiastic, enterprising and resourceful the teacher counselor is.
Information concerning problems faced by teacher counselors when offering their services was elicited through items 10b, 14 Appendices A and C, item 12,14 and the observation schedules.

Majority of the teacher counselors 8(53.3%) identified inadequate time for counseling, unasserted accuracy of some counseling techniques and combining teaching with counseling as some of the major problems facing the teacher counselor. This is because majority of them are not trained counselors nor attended any in service course on counseling 5(33.3%) felt that students were not aware of counseling services while maintaining confidentiality away from the administration is difficult. Other teacher counselors 4(26.6%) felt that students are not open to the teacher counselors, and also complained that the school information is not given by the administration when needed. This is worsen by the inadequate support from the teachers and support staff. In such a situation, the teacher counselor finds it difficult to render the counseling services effectively.

Further information on the problems faced by the school guidance programme was given by the head teachers. According to 5(100%) head teachers, the teacher counselors are effective but limited by inadequate counseling skills and over loaded with other responsibilities. These views were also expressed by the teacher counselors. Other problems facing the counseling services are
students' preference on help givers in terms of gender, 2(40%) of the head teachers. Two head teachers talked of inadequate facilities and resources, as confirmed by the observation checklist (Appendix E).

The findings of the head teachers, teacher counselors and those observed by the researcher were consistence with Traxler and North (1966) observations which indicate that guidance in secondary schools seem to be another routine responsibility added to the already heavy load of the teacher, thus there is need for appropriate skills and techniques for counseling to achieve its educational goals. It has also been observed that, the Kenya secondary schools have few reference books on counseling, trained personnel in this area are few or not available at all in schools while most schools do not have sufficient funds to carry on the programme effectively (Mutie and Ndambuki, 1999).

Indeed to some schools guidance and counseling is a luxury. This is why at present there is a national outcry for the teacher counselors to be promoted and employed by government as full time counselors (Kamuyu, 2000, July, 29). The following were the recommendations offered to the existing problems by the teacher counselors and students to the administration, (see item 59, Appendices A and B, item 9).
TABLE 4.9 Teacher Counselors and Students Suggestions to the Administration by the

<table>
<thead>
<tr>
<th>Suggested Solutions</th>
<th>Frequency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Times Mentioned</td>
<td>%</td>
</tr>
<tr>
<td>Invite more guest-speakers</td>
<td>75</td>
<td>28</td>
</tr>
<tr>
<td>Set aside more and specific days for counseling</td>
<td>15</td>
<td>5.6</td>
</tr>
<tr>
<td>Form guiding and counseling club or peer counseling to be encouraged</td>
<td>25</td>
<td>9.3</td>
</tr>
<tr>
<td>Teacher counselors should comprise of both female and male gender</td>
<td>40</td>
<td>14.9</td>
</tr>
<tr>
<td>Students to be shown educative films and videos more often</td>
<td>60</td>
<td>22.4</td>
</tr>
<tr>
<td>Provide relevant materials on youth problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set aside a private room for counseling to create confidentiality</td>
<td>45</td>
<td>16.8</td>
</tr>
<tr>
<td>Reduce work load for teacher counselors</td>
<td>3</td>
<td>1.1</td>
</tr>
<tr>
<td>More information on guidance and counseling should be provided to the students, parents and teachers</td>
<td>5</td>
<td>1.9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>268</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From table 4.9 the highest frequencies of responses were on invitation of more guest speakers and showing students educative films or video shows. Both teacher counselors and students had the same opinions and views. Teacher counselors 4(26.6%) were also for the idea of students being introduced to counseling at an early stage and be informed about virtues like openness, sincerity and charity.

To the Ministry of Education (item 5b Appendices A and C, item 15) the following solutions were offered by the teacher counselors and the head teachers.
TABLE 5.0 Suggestions by Head Teachers and Teacher-Counselor

<table>
<thead>
<tr>
<th>Suggested Solutions</th>
<th>Frequency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be introduced to counseling immediately they get into the school</td>
<td>6</td>
<td>7.9</td>
</tr>
<tr>
<td>Train and post teachers in guidance and counseling</td>
<td>20</td>
<td>26.3</td>
</tr>
<tr>
<td>Organize in service training and workshops for teacher counselors at local levels at least once per year</td>
<td>12</td>
<td>15.8</td>
</tr>
<tr>
<td>Pick competent teacher counselors to head the guidance and counseling programme</td>
<td>5</td>
<td>6.7</td>
</tr>
<tr>
<td>The ministry to promote teacher counselors to full time counselor and improve their salaries</td>
<td>20</td>
<td>26.3</td>
</tr>
<tr>
<td>Improve on the co-ordination and organization of the counseling programme in schools and ministry</td>
<td>3</td>
<td>3.9</td>
</tr>
<tr>
<td>More support in terms of resources and information should be disseminated to schools.</td>
<td>10</td>
<td>13.1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>76</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Majority of the head teachers and teacher counselor felt that for the counseling services to achieve the educational goals, teacher counselors need to be trained, this is the only way to acquire the appropriate knowledge, skills and attitudes which are needed for better services. Both teacher counselors and head teachers had the same suggestions to the Ministry of Education. They all felt that, if the suggested solutions are adopted by the Ministry of Education, the current situation of guidance and counseling will improve.
The purpose of this study was to investigate the perception of teacher counselor’s role in the implementation of secondary school curriculum. A case of central-division, Machakos district. It was expected that the study would come up with practical recommendations as to how the teacher counselor would be more effective in offering counseling services in schools.

In order to accomplish the task, the research sought answers to the following questions.

- How do teacher counselors perceive their role in the implementation of secondary school curriculum?
- What kind of counseling services do they provide?
- What are the perceptions of head teachers on the roles of teacher counselors in school?
- How effective are the teacher-counselors in schools?
- What are the perceptions of students on the role of teacher counselors?
- How often do students seek guidance and counseling services in solving their problems in schools?
- What challenges are faced by students in secondary schools that require counseling services?
What are the problems facing the teacher counselors as they offer the counseling services?

How do the counseling services contribute to the attainment of the educational objectives?

The sample comprised five secondary schools each represented by one head teacher, three teacher counselors and twenty form three students. The study employed purposive and random sampling techniques in selecting the sample. Data to answer the research questions was collected through questionnaires and interview schedules which were personally administered by the researcher to the teacher counselors and head teachers respectively. The validity of the instruments was established through expert judgment and discussions during the meeting sessions with the supervisor. Observation schedules/checklist on the counseling resources and facilities were also carried out by the researcher for further information. Both quantitative and qualitative (use of numerals and words) descriptions were used in the analysis of data. The findings were as follows:

Teacher counselors were aware of their roles in school, that is to guide and counsel students in their vocational, academic and social or personal life. However majority of them felt that their major function was to help students, solve their academic and social problems. They felt inadequate as a result of not having been trained in counseling, inadequate time for counseling and students not preferring counseling.
services. Students are generally hesitant in asking help thus, this is where the teacher counselor should come in, and make a direct effort in defining and clarifying his or her functions to students. Therefore teacher counselors felt that they were limited in the service provided.

- Majority of the teacher counselors felt that, they did perform their duties fully or almost fully irrespective of the limitations faced in schools as they offer the counseling services. Teacher counselors explained that there were other responsibilities connected with their job and it interfered with their effectiveness. Further information revealed that 2/3 of their time is to teaching and administrative matters while 1/3 of their working time is devoted to parents or administrative meetings, which usually have to do with students related problems. The remaining time is divided to other roles of counseling like vocational advice, group counseling individual counseling and guidance programme supervision.

- It was also found that there are four types of counseling areas. These include counseling students about educational decisions especially the selection of subjects, counseling problems to do with college choice or post secondary planning, vocational counseling with main emphasis on the job a student can find and counseling about personal and social problems. The latter happened to be the major concern of not only students but also head teachers and teacher counselors.
All the head teachers felt that the teacher counselors performed their duties because of the effects realized among the students. For instance, cases of indiscipline had decreased and academic performance improved tremendously among the students who were involved in school strikes. Moreover, the relationship between students and teachers had improved and the students were freely consulting the teacher counselors whenever in need of help. This means that the teacher counselors were aware of their duties and were performing relatively well. However, the situation could be even much more effective if all the members of the school, stakeholders, and the community at large could support the counseling services morally and materially.

The teacher counselors revealed that the use of appropriate skills and techniques in counseling enhanced effective counseling. Some of the commonly used techniques in counseling were listening to students' needs, responding, discussion, individual, and group counseling. However, teacher-counselors lacked some basic skills due to lack of in-service education programs and professional training.

The researcher found that substantial support or assistance was offered by the school administration, teaching staff, support staff, invited guests, parents, and other interested people. However, both head teachers and
teacher counselors requested for more support from the Ministry of Education, school community, parents and the neighbours of the schools, in terms of funds, resources, facilities, for guidance programme to be more successful.

In 4(80%) schools the availability of reading materials and facilities in the counseling offices revealed the appropriateness of the counseling centre. The rooms were used for holding discussions, and holding meetings. However, rooms were not partitioned and used by the teacher counselors for other functions like reading unit or showing of films due to limited spaces. In all the participating schools the counseling rooms were in a separate peaceful places where students could go without being noticed. However, 1(20%) school used a small room in the laboratory as a counseling centre which was over crowded with other materials for the science teachers who used the same room as a staff room whenever in the laboratory. This made counseling ineffective.

Students felt that teacher counselors may be in a position to help them solve their problems while in school. This is because teacher counselors were loving, mature, responsible, trained and experienced. However a few students felt that counseling services are useless and they cannot trust the teacher counselor with their personal problems. As per the educational issues, they felt that some teacher counselors
were tough and did not allow open discussions especially the issues on teachers and administration preferences.

Many students also do not perceive the teacher counselor as being a source of help with personal problems but preferred parents, close relative or friends over the teacher counselors. They also felt that only those with indiscipline cases or not bright in class should seek counseling services. Otherwise students without problems or performing well in class should not seek for any help.

Quite a number of students were not sure what activities were offered by the counseling unit and they reported that the programme had not been described, explained or outlined to them. However, it was found out that during orientation period, new students in 3(60%) schools are informed about the existence of a teacher counselor and requested to seek for help in case of any problem, no more information was offered. As a result some students are aware of the presence of counseling services but do not know the duties of teacher counselors. These are other students who are aware but still do not go to the teacher counselors for help. They are generally hesitant and preferred peer-consultation to teacher counselors. This may suggest that such students are reluctant in admitting their problems or the guidance services are not effectively offered.
• Whether counseling is done by a teacher counselor or any other help givers, there are various obstacles (as mentioned above) that prevent students from going to seek help from the counseling unit as often as expected.

• Students seemed to have different preference for different problems or needs. In deciding on career or area of study for a vocation, majority responded that they would go for teacher counselor. The next person was subject specialist and parents. If students had problems with social relations the person most likely to consult was the teacher counselor, or close friend, a parent; all depending on the type of problem. For poor school work, the person most likely to be consulted would be the subject area teacher while problems with their teachers they would prefer the administration or teacher counselor. Therefore it was discovered that students needed counseling services to solve their educational, difficulties, vocational problems, social problems and personal problems which interfered with learning.

• Regarding problems facing teacher counselors, head teachers indicated that, the former are overloaded with normal teaching load and other responsibilities hence lack adequate time to offer counseling services. This is made worse by the fact that majority do not have sufficient counseling skills and techniques. This is because they have not
attended any in service course where they can acquire the appropriate knowledge, skills and attitudes on guidance and counseling.

Kenya schools have very few relevant reference books on guidance and counseling. Trained personnel in this area are few or not available at all in schools. Most schools do not have sufficient funds to carry on the programme effectively. Indeed all school consider guidance and counseling as a necessity but most head teachers may avoid the responsibility of running such a programme, as a result the teacher counselor finds it hard to work effectively in such a situation where the programme is not included in the school timetable.

Reading materials and other facilities like large rooms, cabinets, bulletin boards, tables and chairs were limited or not available in the counseling centres. Many teacher counselors also complained of inadequate support from supporting staff, teachers and lack of students information from the administration whenever needed. This affected the performance of their duties. Other problems facing teacher counselors are from the students who may not co-operate during the counseling session while some parents are reluctant to offer information about their children.

The head teachers and teacher counselors explained that separate evaluation of the counseling programme had revealed a positive change of attitude towards guidance and counseling, improved discipline and
better academic performance. Such improvements are all geared towards achieving the educational objectives. These objectives include: total development of the student, enable students make proper choices and prepare for future careers, help students make adjustment to the situations in schools and at home and help students in their social or personal problems. To achieve these educational goals, guidance and counseling needs to be made a regular and continuous activity in schools.

Conclusion

Arising from the findings of the study, the role of teacher counselor is viewed differently by different people. For instance differential role perception by head teachers, student and teacher counselors themselves do occur. However they all agreed that the teacher counselors main function was to guide and counsel students on their educational, vocational and personal or social problems. Such roles were carried out but not to a level that would be termed as effective guidance and counseling to achieve the educational objectives. This could be attributed to the problems prevailing in schools affecting the teacher counselors as well as the students.
On the basis of the findings and conclusion of the study, the following were recommendations.

- The Ministry of education through the inspectorate should provide the necessary assistance to teacher counselors such as in service courses and evaluation system for them to perform their duties effectively. The in service courses should offer information on the organization of guidance services in schools, roles of teacher counselors, skills and techniques of counseling and evaluation of guidance. The Ministry through K.I.E. should also provide the needed resources for the teacher counselors in school. For example relevant reading materials, textbooks, revise the guidance handbook for the counselors, organize Audio-visual materials and meeting forums for the guidance representatives in the provinces and district level.

- All the practicing teacher counselors should be in serviced so as to equip them with the appropriate knowledge, skills and attitudes for counseling. This should be done continuously and often. Effort should be made to utilize the few trained teacher counselors to disseminate more information on counseling skills and roles of teacher counselors through workshops or seminars at local levels. Invitation of trained counselors especially on educational counseling would be of assistance.
Similarly the head teachers, teacher counselors, students and other members of the school need to be made aware of the guidance objectives, activities and roles of the teacher counselors clarified to enhance effectiveness of the programme.

- Parents, stake holders and neighbouring community should be encouraged to provide adequate support in terms of funds (to maintain the guidance resources), reading materials, speeches and moral support. Teacher counselors should liaise with the administration, teachers, parents and any other group interested with youth.

- More teacher counselors should be trained by the Ministry of education or sponsored for further studies and then posted in schools on new terms in terms of services and salaries. This will motivate the teacher counselors to work much harder in schools. In that connection teacher counselors may be employed as full time counselors to avoid the conflicting roles which they play in schools. The head teachers meanwhile may reduce the teaching workload of the teacher counselors so that they can devote more time in counseling.

- The head teachers need to promote guidance and counseling programme by giving more moral support to the teacher counselors, allocate more time on counseling, involving more teachers in
counseling and sensitizing students on the importance of counseling services and spell out the roles of teacher counselors.

- Both male and female should be appointed as teacher counselors to cater for the interest of all the students. The head teacher should use systematic criteria to appoint competent and interested teachers as teacher counselors to maintain an effective programme.

- Teacher counselors should explore different ways of involving students in guidance and counseling. Such ways would include formation of guidance clubs, involvement in the arrangement of the counseling centre, more meeting with students or group counseling, peer counseling and other activities to ensure more students participation in guidance and counseling.

Suggestions for Further Research

On the basis of the limitation and findings of the study the following suggestions were given for further research.

- The study was limited to secondary schools in central division, Machakos district of Eastern province. Therefore, further research is recommended to cover a wide area so as to establish the extent to which the findings of this study could be generalized.
• Need for a follow up study to establish the impact of guidance and counseling on students after leaving school.

• Need for a study on the perception of teaching and non-teaching staff on the role of teacher counselors in school.
Bibliography


APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TEACHER-COUNSELLOR
The purpose of this questionnaire is to seek information on perception of teacher-counsellor’s role in implementation of secondary school curriculum. Your honesty and co-operation will go along way in helping me accomplish the goal of this study. This will help us all understand the roles of teacher-counsellor and improve counselling services in Kenyan secondary schools. You don’t have to write down your name but if you do, your identity will remain confidential and therefore you should feel free to give personal opinions in your responses.

The information you give in this questionnaire is for research purposes only. And the research is not for inspection either. Write your answers by either ticking [ ] in the brackets provided or by writing down your responses in the space provided (where necessary). The researcher will personally collect the completed questionnaires. Thank you in advance for your co-operation.

1. School ___________________________ Date ___________________________
   Designation ___________________________
   Sex ___________________________
   Religion ___________________________

2. a) Are you a professional trained teacher?
   (i) Yes [ ] (ii) No [ ]

   b) If Yes, what is your highest professional qualifications?
   (i) SI [ ] (ii) Diploma [ ]
   (iii) ATS [ ] (iv) B.Ed. [ ]
   (v) Other qualifications, specify ___________________________

3. Indicate your teaching experience in years
   (i) less than one year [ ] (ii) 1-4 years [ ]
   (iii) 5-9 years [ ] (iv) 10-14 years [ ]
   (v) Over 15 years [ ]

4. a) How were you selected for the designation of a teacher-counsellor
   (i) I applied after hearing of it [ ]
   (ii) I was nominated by the administration [ ]
   (iii) I was interviewed and selected [ ]
   (iv) Other method, specify ___________________________

   b) How long have you served as a teacher-counsellor?
   (i) less than one year [ ] (ii) 1-4 years [ ]
   (iii) 5-9 years [ ] (iv) 10-14 years [ ]
   (v) Over 15 years [ ]
5. a) Have you attended any in-service programme or workshop on Guidance and Counselling?
   (i) Yes [ ] (ii) No [ ]

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

6. Did the in-service course or the workshop/seminar deal with the following issues
   (i) roles of the teacher-counsellor [ ]
   (ii) Guidance and Counselling programmes [ ]
   (iii) Skills/techniques of counselling [ ]
   (iv) Problems faced by teacher-counsellor [ ]
   (v) Counselling students in schools [ ]
   (vi) Any other, specify ____________________________

8. What did you achieve from the programme mentioned in 6(a).
   (i) Adequate knowledge and positive attitude on the roles of teacher - counsellor [ ]
   (ii) Skills and techniques of counselling [ ]
   (iii) Awareness on the challenges facing the counselling units in schools [ ]
   (iv) Any other, specify ____________________________

9. a) Below is a table with a list of skills and techniques that you may use during the counselling sessions in your school. Indicate by ticking [□] in the appropriate column, the skills/techniques you use personally and how often you use them. (Tick as many as applicable to use)

<table>
<thead>
<tr>
<th>Skills/techniques of counselling</th>
<th>Used personally</th>
<th>Quite often</th>
<th>Often</th>
<th>Rarely</th>
<th>Not Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Positive attitudes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Verbal communication i.e.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Talking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) Responding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii) Discussing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Non Verbal Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) gestures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. b) From the ticked listed you have made in 9(a) list down the most appropriate techniques for your clients (students)

__________________________
__________________________
__________________________
__________________________

9. c) Give reasons for your answer above in 9(b)

__________________________
__________________________
__________________________
__________________________

10. What problems do you face in the use of the skills/techniques you have indicated in 9(b) above?

__________________________
__________________________
__________________________
__________________________

11. Below is a list of a variety of roles of help-givers. Indicate by ticking [□] in the appropriate box the roles you perform as a teacher-counsellor in the school.

(i) Helping the head teacher identify the needs of the students [ ]
(ii) Keeping the school continuously informed about educational issues [ ]

(iii) Keeping the students continuously informed about vocational and career opportunities [ ]

(iv) Helping students to cope with new situations in their lives [ ]

(v) Assisting students in self understanding and making personal decisions [ ]

(vi) Counselling students on their personal problems [ ]

(vii) Co-ordinating the accumulation of important students information e.g. personal files [ ]

(viii) Researching and making follow-up of students activities [ ]

(ix) Interpreting students information to the administration [ ]

(x) Liaising with parents and school staff on students' problems [ ]

(xi) Identifying and co-ordinating with resource people in the community and the services they provide e.g. doctors, bankers, farmers etc [ ]

(xii) Any other, specify ________________________________

12. a) Have you at any time been assisted in the offering of the guidance and counselling services in the school?
(i) Yes [ ] (ii) No [ ]

b) If your answer to 12(a) above is Yes, specify by who? and how?

13. a) Is Guidance and counselling programme related to educational objectives in secondary schools?
(i) Yes [ ] (ii) No [ ]

b) If your answer to 13(a) above is Yes, explain

14. a) Do you encounter any problems in offering counselling services?
(i) Yes [ ] (ii) No [ ]

b) If the answer to 14(a) above is Yes, state some of the major problems.

130
c) How do you solve the problems encountered in school?

b) What recommendation would you make to the Ministry of Education as far as Guidance and Counselling is concerned in secondary schools.
5. a) Do you think the teacher-counsellor will solve the problems mentioned in 4(b)

(i) Yes [ ]  
(ii) No [ ]

b) If the answer for 5(a) above is Yes, state the reasons

(i) ____________________________

(ii) ____________________________

(iii) ____________________________

6. a) Do you know the functions of a teacher-counsellor in the school?

(i) Yes [ ]  
(ii) No [ ]

b) If the answer for 6(a) above is Yes, state some of these functions of a teacher counsellor.

(i) ____________________________

(ii) ____________________________

(iii) ____________________________

(iv) ____________________________

(v) ____________________________

7. a) The following listed people are possible agents that people seek help from whenever they have problems which require assistance.

i. Traditional healer
ii. Religious person/school chaplain
iii. Uncle/Aunt/relative
iv. Father/mother/guardian
v. Head teacher/Deputy head teacher
vi. Teacher Counsellor/Career master/head of counselling department
vii. Boy/Girl/friend
viii. Head of department/subject heads/subject teacher/class teacher
ix. Housekeeper/matron/caterers
x. Club patrons/games teacher
xi. Self-consultation
xii. Other, specify ____________________________

b) Below is a table with a list of common problems faced by students in secondary schools today. Using the information offered in 7(a) above, tick [□] the person(s) you would seek help from if you are faced by similar problems in the brackets provided.
(The numbers 1-12 represent the persons as shown on the table).

<table>
<thead>
<tr>
<th>Problems faced by students</th>
<th>Help-givers- identify them by numbers given above e.g. 1 for Traditional healer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>a. Stressed by personal growth and development e.g. looks, body size, breasts, hoarse voice etc</td>
<td></td>
</tr>
<tr>
<td>b. Excessive worry and fear</td>
<td></td>
</tr>
<tr>
<td>c. Excessive guilt</td>
<td></td>
</tr>
<tr>
<td>d. Continued lack of self confidence</td>
<td></td>
</tr>
<tr>
<td>e. General lack of self confidence</td>
<td></td>
</tr>
<tr>
<td>f. Not getting well with parents and relatives at home</td>
<td></td>
</tr>
<tr>
<td>g. Going through a period of divorce/separation of your parents</td>
<td></td>
</tr>
<tr>
<td>h. Death of a parent or close relative</td>
<td></td>
</tr>
<tr>
<td>i. Born out of wedlock</td>
<td></td>
</tr>
<tr>
<td>j. Involved in violence/acts of indiscipline in the school e.g. smoking, drugs, drinking etc</td>
<td></td>
</tr>
<tr>
<td>k. Financial problems and lack of personal needs.</td>
<td></td>
</tr>
<tr>
<td>l. Sexual problems</td>
<td></td>
</tr>
<tr>
<td>m Poor interpersonal relationship with friends and social relationship e.g. boy/girl relationship</td>
<td></td>
</tr>
<tr>
<td>n. Misunderstanding with the teacher or school authority</td>
<td></td>
</tr>
<tr>
<td>o. Religious conflicts, beliefs, moral values, affiliation etc</td>
<td></td>
</tr>
<tr>
<td>Problems faced by students</td>
<td>Help-givers- identify them by numbers given above e.g. 1 for Traditional healer</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>p. Trying to understand the rules and morals of the society</td>
<td></td>
</tr>
<tr>
<td>q. Recurrent problems in finishing assignments</td>
<td></td>
</tr>
<tr>
<td>r. unexplained fear of failure in examinations and poor performance in K.C.S.E. exams</td>
<td></td>
</tr>
<tr>
<td>s. Time management problem and poor study habits</td>
<td></td>
</tr>
<tr>
<td>t. Difficulties in choosing clubs, sports and other co-curricula activities</td>
<td></td>
</tr>
<tr>
<td>u. Difficulties in choosing a career or high education courses</td>
<td></td>
</tr>
<tr>
<td>v. Any other, Specify</td>
<td></td>
</tr>
</tbody>
</table>

8. Give a reason(s) why you would seek for help from the person(s) you have identified in 7(b) above

(i)  
(ii)  
(iii)  

If there is something else you would like to say about the Guidance and counselling programme in your school, please write it in the space provided below.

(i)  
(ii)  
(iii)  
(iv)  
(v)  

135
APPENDIX C

INTERVIEW SCHEDULE FOR HEAD-TEACHERS

1. Name of the school__________________________ School
   (i) Public [ ] (ii) Private [ ]

2. You are Male [ ] Female [ ]

3. Your age is: (i) Less than 30 years [ ]
   (ii) 30 - 39 years [ ]
   (iii) 40 - 49 years [ ]
   (iv) Over 50 years [ ]

4. a) Name your highest professional qualification__________________________
   b) Date of promotion to present post__________________________

5. How long have you been in the present school as a school-head?
   (i) less than one year [ ]
   (ii) 1-4 years [ ]
   (iii) 5-9 years [ ]
   (iv) 10-14 years [ ]
   (v) Over 15 years [ ]

6. a) Do you have a teacher-counsellor in your school
   (i) Yes [ ] (ii) No [ ]

If the answer for 6(a) is Yes, how many teacher-counsellors are there in your school__________________________

7. Are these teacher-counsellors enough to offer effective counselling services
   Yes [ ] No [ ]

Give reasons for your answers

8. What criteria was used when appointing or selecting the teacher-counsellors?

9. What are the roles of the teacher-counsellor in a secondary school?
10. a) In your opinion, are the teacher-counsellors in your school performing their roles effectively?

b) Give reasons for your answers.

11. Please comment on the type of support (human or material) given to the teacher-counsellors by the following groups.

   School administration
teaching staff
supporting staff
parents
neighbouring community
Ministry of Education
Any other, specify

12. a) Do you think the teacher-counsellors face problems as they offer the counselling services? Please comment.

b) How do they solve these problems?

13. Do you think counselling services enhances effective learning in secondary schools? Please, comment.

14. a) What problems does the school face in the process of promoting Guidance and Counselling programme?

b) How do you try to solve these problems?

15. In your opinion, what recommendations can be offered to improve the standards of Guidance and Counselling programme so as to facilitate implementation of the secondary school curriculum.
APPENDIX D

OBSERVATION SCHEDULE

School ________________________________
Department ________________________________

Utilization of the counselling resources.

1. Below is a table with a list of human and material resources that may be used to enhance Guidance and Counselling programme in secondary schools. Out of the list given below, indicate by ticking [☑] in the appropriate column whether these resources are available or not available in the school guidance office or centre.

<table>
<thead>
<tr>
<th>Guidance and Counselling Resources</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Available</td>
</tr>
<tr>
<td>Teacher counselors</td>
<td></td>
</tr>
<tr>
<td>Representative from the school administration</td>
<td></td>
</tr>
<tr>
<td>Representative from the supporting staff</td>
<td></td>
</tr>
<tr>
<td>Equipped large-room with space and seating place</td>
<td></td>
</tr>
<tr>
<td>Audio-visual materials (e.g. TV., Radio-recorder, video-tape.</td>
<td></td>
</tr>
<tr>
<td>Textbooks</td>
<td></td>
</tr>
<tr>
<td>Other written materials e.g. pamphlets, journals, charts, diagrams, brochures.</td>
<td></td>
</tr>
<tr>
<td>Students information files</td>
<td></td>
</tr>
<tr>
<td>Remark registers for visits</td>
<td></td>
</tr>
<tr>
<td>Proceeding registers (to record the activities of guidance programmes)</td>
<td></td>
</tr>
<tr>
<td>Others, specify</td>
<td></td>
</tr>
</tbody>
</table>

1. a) Does the teacher-counsellor make use of any of the resources mentioned in (1) above?
   (i) Yes [☑] (ii) No [ ]

   If the answer in 2(a) is Yes, indicate by ticking in the appropriate column below the extent of utilization of these resources you have in your school.
<table>
<thead>
<tr>
<th>Guidance and Counselling Resources</th>
<th>Utility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quite Often</td>
</tr>
<tr>
<td>Teacher counsellors</td>
<td></td>
</tr>
<tr>
<td>Representative from the school administration</td>
<td></td>
</tr>
<tr>
<td>Representative from the supporting staff</td>
<td></td>
</tr>
<tr>
<td>Equipped large rooms with space and sitting places</td>
<td></td>
</tr>
<tr>
<td>Audio-visual materials (e.g. TV, Radio-recorder, Video tapes etc)</td>
<td></td>
</tr>
<tr>
<td>Textbooks</td>
<td></td>
</tr>
<tr>
<td>Other written materials (e.g. charts, pamphlets, diagrams, brochures etc)</td>
<td></td>
</tr>
<tr>
<td>Students’ information files</td>
<td></td>
</tr>
<tr>
<td>Remark register for visitors</td>
<td></td>
</tr>
<tr>
<td>Proceeding registers (to record the activities of guidance programmes (e.g. educational trips, speakers etc.))</td>
<td></td>
</tr>
<tr>
<td>Others, specify</td>
<td></td>
</tr>
</tbody>
</table>

2. a) In your opinion, does the use of these resources make a difference in offering the counselling services?

   (i) Yes [ ]

   (ii) No [ ]

b) If the answer in 3(a) above is Yes, what differences have you noted?

   __________________________________________________
   __________________________________________________
   __________________________________________________

3. a) Are there any factors hindering effective use of these resources in your department?

   (i) Yes [ ]

   (ii) No [ ]
b) If the answer in 4(a) is Yes, list them down


3. Are the selected materials related to the recommendation of the counselling centre?

(a) Very closely [ ]
(b) Closely [ ]
(c) Irrelevant [ ]

6. Are the objective of having these materials related to the objectives of Guidance and Counselling in schools?

(a) Very closely [ ]
(b) Closely [ ]
(c) Irrelevant [ ]

7. Make other specific comments on resources not covered by the preceding questions


APPENDIX E

An Observation checklist on the availability of other resources in the guidance and counselling unit or centre in secondary schools.

Name of the school ____________________________
Department ____________________________

1.  Counselling centre/room is a

   Classroom [ ]
   Corridor or in the library [ ]
   Head of Guidance and Counselling department office [ ]
   Any other, specify ____________________________

2.  Date of observation ____________________________

3.  a) Organization of the counselling room

   Spacious room [ ]
   Adequate table[s] and chairs [ ]
   Display racks and bulletin boards [ ] [ ]
   The room is in a peaceful place [ ] [ ]
   Attractive room [ ]
   Any other information on the organization of the room, specify ____________________________

   b) How adequately is the guidance and counselling department/room prepared for use of resources in the following areas. Indicate by ticking [ ] in the appropriate column.

<table>
<thead>
<tr>
<th>Areas</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) tables and chairs</td>
<td>Adequate</td>
</tr>
<tr>
<td>(ii) cabinets, wardrobes/cupboards</td>
<td>Inadequate</td>
</tr>
<tr>
<td>(iii) display racks/bulletin-boards</td>
<td></td>
</tr>
<tr>
<td>(iv) meeting-discussion rooms</td>
<td></td>
</tr>
<tr>
<td>(v) attractive displays</td>
<td></td>
</tr>
<tr>
<td>(vi) arrangement of the reading materials</td>
<td></td>
</tr>
<tr>
<td>(vii) Any other, specify</td>
<td></td>
</tr>
</tbody>
</table>

4.  Make other specific comment on areas or sections in the counselling room, not covered by the items.