A STUDY OF THE TYPES OF GUIDANCE AND COUNSELLING SERVICES IN SECONDARY SCHOOLS IN THE MUNICIPALITY DIVISION OF NYERI DISTRICT

BY

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DECLARATION

This Research Project Report is my original work and has not been presented in any other University for the Award of Degree.

JOSEPH BERNARD NDUNGU

This Research Project Report has been submitted for Examination with my approval as University Supervisor.

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DEDICATION

To my wife Janet and our children,
Catherine, Susan, Elizabeth
and our grandchild Nicole
for their enthusiasm
and encouragement.

and

The entire larger family,
associates and friends
for their encouragement and support,
which motivated me during
the entire period of the study.
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ABSTRACT

The research study looked at the types of guidance and counselling services provided in secondary schools. It focussed on the structure and content of the programme in terms of the manner in which it was conducted, methods and approaches used, personnel involved in guidance counselling and programme's influence and impact on institutions' discipline and harmony.

The study found that on the whole guidance and counselling is established and operational in schools and that students considered the programme helpful. Heads of institutions were supportive of the programme but its strength depended to large extent on the caliber and commitment of the guidance counselling department personnel. Teachers carried out guidance counselling with a certain degree of proficiency; however, they were constrained by inadequate training, and lack of adequate resources which included print materials and formal school/official guidelines on guidance counselling. The study also found that lack of teachers' selection and appointment criteria affected the quality of personnel appointed to the guidance counselling department—selection tended to more subjective than objective. Lastly but not least, the study found that lack of time to provide counselling influenced the quality and tempo of counselling services at the institutions.
CHAPTER ONE
INTRODUCTION

1.1 BACKGROUND TO THE PROBLEM

Guidance and Counseling is listed down in the official Syllabus as one of the components of secondary school education programme. The subject may not be formally included in the school timetable but head teachers are under instruction to make provision for it in the school time schedule. Furthermore there is staffing provision and establishment for Teacher in charge of this subject in larger secondary schools. The purpose of Guidance and Counseling programme as stipulated in the official Ministry of Education Handbook on Guidance and Counseling (1977) is to help the student meet a great variety of needs ranging from psychological and sociological adjustment to academic adjustment.

Although Guidance and Counseling has been in schools for a long time, it does not seem to be operational effectively as evidenced by the incidents of students unrest reported in many schools in the last couple of years. The extreme nature of students unrest is illustrated by the incidents of Bombolulu Girls Secondary School (1999), Nyeri High School (2000) and Kyanguli Secondary Schools (2001) in which students lives were lost through burning of dormitories. It appears that students' indiscipline has reached such heights that they can burn down dormitories with intention of hurting fellow students. This state of affairs in our schools is an issue for national concern. Are things all right in our institution in terms of student conduct and behavior?

Even before these extreme cases of indiscipline came to the forefront, there has been persistent reports of strikes, boycott of classes, and students stoning head-teachers houses. Following such incidences schools are closed to avoid further damage to property; students are asked to return accompanied by their parents; investigations of causes of the strike are instituted by either the Board of Governors or by the Education authorities; parents are surcharged for the damage caused and eventually schools are re-opened without real solution to the causes of the problems being identified. And so the cycle of indiscipline continues ad infinitum.
By the first half of the year 2001, secondary schools unrest had reached such uncomfortable levels that the Government instituted an inquiry commission headed by the Director of Education. The mandate of the commission was to tour the whole country and establish the reasons for students' indiscipline and make recommendations on how it can be stamped out. The report was presented in July 2001 but some of its recommendations were so controversial that it was rejected. However even before the Director of Education Committee was put in place, some provinces and some stakeholders (mainly the Church Education Agencies) had instituted their own investigations about the poor status of discipline in schools.

Central Province Education Office is among those who investigated the causes of strikes in schools during the months of October and November 2000. Their report is entitled Report on Causes, Effects and Remedies of Indiscipline in Secondary Schools in Central Province and was published on March 2001. The report documents all the strikes and or incidences of students' unrest in all the secondary schools in the province and the reasons that apparently triggered off the unrest.

According to this report in Nyeri District for example, during the period March 1999 and March 2001, there were twenty-six (26) incidences of students' unrest. Some of schools had two incidences of unrest during the same period. With rampant indiscipline in schools it was obvious that institutions were not handling students and administering schools the way they should be. Something was amiss. Institutions were apparently unable to foster good discipline among their students. Among the programmes that are responsible for the development of disciplined and harmonious behavior among students is guidance and counseling. Was this programme being implemented effectively in secondary schools.
1.2 RATIONALE FOR THE STUDY

A school is a community of young persons the majority of whom are at the adolescent stage of development. This is a period of tremendous social emotional development changes in the adolescent (Erickson, 1968). It is the period when main identity changes take place. Both the parent and the school have an important role to play in managing the adolescent effectively into the next stage of development - young adulthood stage. The chief mission of the school is academic development. However, besides the academic work, it is important that the social-emotional development of a student is properly and effectively catered for in order for him/ her to grow into a balanced human being. In the context of our schools' situation, and especially at boarding institutions, students are in school for longer periods than they are with parents or guardians. In this regard therefore secondary schools are a major partner and stakeholder in the formation of students during this period of schooling.

Social-emotional aspect of development is a very important component of education and which need to be adequately provided for within the school curriculum. This element of education is not included as a subject in the school syllabus, but it is subsumed in some subjects. Unfortunately wherever it is taught its approach is mainly academic. Taught this way, it is unlikely to bring about any change within a student. However under guidance and counseling some of the critical subjects/topics of development can be tackled in a more focused approach that hinges on students' behavior. After all some of the factors that lead to students' unrest are related to the problems emanating from students identity crisis (Marcia, 1987). A well structured guidance and counseling programme in a secondary school should be able to ensure there is a balance between the academic and social - psychological development of a student. It should also ensure that both the school and the parents jointly assist and support the student to develop a stable behavior and character.

It is with this conviction of the role of Guidance and Counseling in the formation of students that the researcher undertook to study the types of guidance and counseling programmes that are operated in our secondary education institutions.
1.3 STATEMENT OF THE PROBLEM

Our schools are beleaguered by problems of students' unrest. Reasons for the unrest include poor academic standards in schools, poor institutional management, external influence such as drug peddling and sheer students' misconduct. Teachers are expected to provide guidance and counseling to students, foster a climate of mutual responsibility and create an atmosphere conducive for pursuit of academic activities. But because of the prevalent unrest it appears that teachers are not doing their duties as they should. There seems to be laxity by both teachers and the school administration. Apparently because of inadequate guidance, students in secondary public schools seem to have become restless. Yet there are some schools like Strathmore School, Starehe Boys, Alliance Boys and Alliance Girls that do not experience students' unrest including strikes. So it is possible to run schools without having students' unrest.

In the recent past, little or no study has been done on the status discipline and harmony in schools and how this is likely to affect performance. In view of this, the study will also focus on the role of Guidance and Counseling services in developing and sustaining discipline in schools. The study will take place in secondary schools in the Municipality division of Nyeri district of the Republic of Kenya. Specifically it will examine types of guidance and counseling services offered in secondary schools and how these services influence and impact on students conduct and discipline as they cruise through the school system. The study will also identify factors that influence and or contribute to student unrest whilst at school.

1.4 RESEARCH QUESTIONS

The study will seek to find answers to the following questions:-

(1) What types of Guidance and Counseling services are provided in secondary schools?
(2) Who provides Guidance and Counselling services?
(3) What qualifications do the Guidance and Counseling teachers have?
(4) How are the Guidance and Counselling services provided?
(5) What factors do influence the Guidance and Counselling services?
(6) How does Guidance and Counseling services influence students discipline?
1.5 OBJECTIVES OF THE STUDY

From the above research questions the following objectives were generated:

(1) To find out what types of guidance and counseling programme are offered in secondary schools.

(2) To find out who offer these services and what are their capability.

(3) To establish approaches and methods used in guidance and counseling and context in which they are used.

(4) To identify factors that influences the operation of guidance and counselling programme in schools.

(5) To identify how guidance and counselling programme influences the status discipline in schools.

(6) To make recommendations on how guidance and counseling programme can be improved in order to enhance good development and formation of students.

1.6 SIGNIFICANCE OF THE STUDY

The study will establish the types of guidance and counseling that are operated in secondary schools. And on basis of the study's findings, the researcher will be able to make recommendations that will assist principals, teachers and education administrators to enhance the operation of the programme. Specifically the study will enable various stakeholders to know where their contribution and influence with regard to the programme. In particular:

i) Teachers will know whether their approaches are sound and what improvements are needed.

ii) Capabilities of counseling personnel will be identified and the training needs highlighted.

iii) Resources for the programme will be evaluated and their strengths and weakness mentioned.
iv) The dichotomous relationship between guidance and counseling programme and discipline will be examined into and the factors which influence the relationship identified.

The outcome and output of the study will thus be of great use to educational institutions and Education Administration. Findings of the study might lead to some other research in the field of schools' guidance and counseling programme.

1.7 ASSUMPTIONS OF THE STUDY
The following assumptions were made in respect to this study: -
(1) That the schools selected for the study were representative of the schools in the Municipality Division
(2) That all respondents of either questionnaires or interview schedules were honest and truthful
(3) That Guidance and Counseling provided in by schools is part and parcel of the academic programme.
(4) That guidance and counseling and students' behaviour and conduct are interrelated.
(5) That every school was striving towards becoming a well disciplined institution.

1.8 SCOPE AND LIMITATION OF THE STUDY
The study will cover the schools within the Municipality Division of Nyeri District. The Division has elements of urban characteristics whereas the other areas of the district are predominantly rural. In this respect the outcome of the study may not be typically representative of the of the district school population. The study was done during the months of October and November when the KCSE examinations are held and thus Form IV class students and their teachers were very busy preparing. Respondents in this category may not have been enthusiastic about participating in the study.

1.9 DEFINITION OF TERMS.
In this study the following terms have been used as explained below.
School: An institution which is approved and registered by the Ministry of Education Science and Technology.
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School: An institution which is approved and registered by the Ministry of Education Science and Technology.
Student: Refers to a person engaged in learning activities in a school setting.

Guidance: A process of helping students to develop academically and realize their full potential through the school academic and vocational programmes.

Counselling: A process of helping students to make good adjustment whilst developing towards maturity and to provide him with new knowledge and skills (resources) that will guide this adjustment towards becoming a responsible individual.

Guidance and Counselling Teacher: A teacher who has been assigned duties of guidance and counselling programme and is responsible for the programme activities.

Specialist: Refers to a person with specialized knowledge in some aspect of students' behavior such as psychologist, psychiatrist, priest or pastor.

Class teacher: A teacher assigned responsibility for a specific class, for example Form III class, and is in charge of the academic and social welfare of that class.

Discipline: Refers to the orderly state of students and teachers conduct in school; and depicts presence of order and good behavior.

Behavior: Refers to students' actions and or the way they act or respond to various situations.

Attitude: An opinion; the way in which one perceives or sees situations in a positive manner, negative manner or in between.

Problem: Refers to conflicting behavior experienced by student.

Referred/Referral: The act of sending a student to the Guidance and Counseling teacher or someone else for guidance counseling.

Peer counsellor: Refers to a student who provides guidance and counselling services to his/her fellow students. He or she will have been trained in simple counselling skills.
CHAPTER TWO
LITERATURE REVIEW

2.1 INTRODUCTION
This chapter contains a review of literature on Guidance and Counselling with reference to its use in secondary schools. The review deals with various concepts of guidance and counselling; guidance and counselling as a programme in secondary schools; personnel of the programme; theories and practices; and the utilization of guidance and counselling programme in our schools. The literature review is done under the following major headings:

(1) Guidance and Counselling in and Education Setting
(2) School Guidance and Counsellors
(3) Theories and Practices of Counselling
(4) Guidance and Counselling Programme in Kenyan secondary schools

2.2 GUIDANCE AND COUNSELLING IN AN EDUCATION SETTING
Guidance and counselling in schools has developed certain distinctive character compared to counselling in other settings. The following paragraphs describe the distinctiveness of guidance and counselling as operated in schools.

2.2.1 Rationale for guidance counselling services
Guidance counselling services are designed to help students recognize, accept and develop their potential to adjust to school situation and develop the skills they need (Ohlsen, 1974). When a student is confronted by a problem with which he feels he cannot cope, it is crucial for him to realize that there is professional help available in his school from someone who really cares about him. As students grow they have to constantly adjust to the developmental demands of varying situations of daily life. They need to be equipped with necessary resources to do so. They also need to know that adjustment is a dynamic process in which an individual learns to face problems, defines goals for
oneself, changes his/her goals in the light of new data, determines how to achieve goals and changes his/her behaviour. Good adjustment also includes the ability to enjoy relationship and work; to love and be loved; to accept oneself and others; and to work co-operatively with others.

An effective guidance and counselling programme is expected to cover all phases of students' development. Nevertheless guidance and counselling personnel must seek co-operation from many persons who interact with the student at different environment (Ohlsen, 1974). These include school administrators, teachers, parents, priests and pastors and counsellors. Each of these publics observes the student in a different situation and he or she is likely to perceive same students' behaviour differently. The counsellor obtains special information from tests and other data that he can use to help others involved with the student to understand and help him/her. Guidance counsellors are becoming increasingly aware of their responsibility to help teachers and parents teach developmental tasks and facilitate desirable social, emotional and intellectual development of students.

2.2.2. Concepts of guidance counselling

Guidance counselling has been defined in many ways. For laymen its face value means to direct, steer or manage. For parents they view the guidance counsellor as one who directs or steers children into or away from certain occupational or educational endeavours (Shertzer & Stone, 1971). Arbuckle (1966), Peters and Farwell (1967) and others attempted to clarify the usage of the term guidance. They pointed out the distinction implicit in the word guidance used as a concept (mental image), as an educational construct (intellectual synthesis), and as an educational service (actions taken to meet a demand). Conceptually, guidance denotes the utilization of a point of view in order to help an individual; as an educational construct, it refers to the provision of experiences that help pupils to understand themselves; and as a service, it refers to procedures and processes organized to achieve a helping relationship. In summary guidance can be defined as a process of helping an individual to understand himself and his world.
In the context of this definition of guidance, helping is defined as aiding, assisting or availing many "helping professions" such as psychiatry, psychology, social work, and the like. They have as the major purpose the prevention, remediation and amelioration of human difficulties by provision of specialized help. And in the school setting guidance and counselling is seen as the assistance given to the normal students; that is those students who need help with the events and concerns of normal development. The phrase "understand himself/herself and his/her world" means that an individual comes to know who he/she is as an individual. He/she becomes aware of his/her personal identity; perceives clearly the nature of his/her person; experiences his/her world, the surrounding environment and the people he/she interacts with more deeply and completely. In this respect guidance is used interchangeably with counselling, the latter being referred to as guidance counselling.

2.2.3 Purpose of guidance and counselling

The purpose of guidance counselling is to make an individual become a more effective, more productive and happier human being. Through guidance the individual achieves greater awareness not only of who he is but of who he can become (Rogers 1961). The purpose of most of the helping professions, including guidance counselling, is to enhance the personal development, the psychological growth towards a socialized maturity of its clients (Rogers, 1962).

2.2.4 Components of guidance services

Guidance services (or guidance and counselling services) are formulated actions taken by the school to make guidance operational and available to students. The guidance counselling most found in modern secondary schools (Western world) is organized around the following services.

(1) The appraisal service, which is designed to collect, analyse and use a variety of objective and subjective personal psychological and social data on each students for the purpose of understanding him/her better as well as assisting him/her to understand himself/herself.

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(2) An informational service, which is designed to provide students with knowledge of educational, vocational, and personal social opportunities so that they can make better informed choices and decisions.

(3) The counselling service, which is designed to facilitate self-understanding and development through dyadic or small group relationships. The major forms of such relationships tend to center on personal development and decision-making based on self-understanding and knowledge of environment.

(4) A planning, placement and follow-up service, designed to enhance the vocational development of the student by helping him select and utilize job opportunities available in the market.

2.3 SECONDARY SCHOOL GUIDANCE PROGRAMME

In spite of the emergence of school guidance programme, there still exists mutual mistrust between ordinary regular teachers and teachers who are engaged in guidance and counselling. A clear perception of the role of school counsellor is necessary.

2.3.1 Expectations for education

Education has always been one of the institutions of society. It is for this reason that Patterson (1967) reiterates that Education is a priceless asset of fundamental importance to the individual and to society. It is a process essential to the development of an individual goals and aspirations. The school is instrumental to this process. Students look to school to assist their aspirations. And parents expect the school to provide for the intellectual development of their youngsters. The society anticipates that education will provide a continuing supply of increasing capable human resources. These expectations put the school and the school guidance service in sharp focus. The school is expected to produce only the best. Shertzzer and Stone (1971) emphasize that in terms of preparing and producing a well adjusted and balanced individual, the school guidance service is expected to play a prominent role. The personnel of the Guidance and Counselling Department are thus critical to the success of the programme.

2.3.2 The school counsellor: role and function.
Counselling in the school has arisen out of the concern about the individual, which characterize the society today. To address this concern the school system created the institution of the school counsellor on the realization that the role of the counsellor could not be effectively fulfilled by the school administrator or by the teacher. In this regard then the concept of a school counsellor must be seen as completely different from that of a class teacher, in spite of the fact that some school counsellors have teaching competencies. His orientation must be towards development of all the human potentialities and this can best be achieved through focussed attention to the individual. As Matheson (1964) put it: The orientation of the counsellor must be primarily upon the individual and upon the capability of the individual to direct himself in the light of social and moral values.

2.3.3 Qualification of school counsellor.

The school counsellor just like any other counsellor must have qualifications as well as the attributes of a counsellor. For the school counsellor, because of the school situation content and the nature of his clientele additional demands are put on him and his responsibilities. Professional preparation of school counsellor is necessary. Such preparation should include knowledge, skills, attitudes, and values required for adequate performance. More important was the focus on development of attitudes of a counsellor. Chenault (1964) argued for non-authoritarian relationships in which a prospective counsellor feels safe enough to be himself, to experiment with new ways of relating to and helping others and to adapt suggested helping techniques to his/her own life style.

Tyler (1961) indicates that perhaps the most important tools of a school counsellor are the basic attitudes of acceptance and understanding complemented by the basic skill of communication. For modern day school counsellor, Bordin (1968) argues that there is need for orientation and training in psychological counselling. This is necessary, he argues, because psychological counselling is oriented towards offering aid to persons whose discomforts have not yet become that severe, or to persons who are at some critical stage in their development.
Bordin (1968) further re-states that counselling and Education share common goals of contributing to personality growth and development. Counselling is tied to education not only through this common goal but also because the ages at which formal education is provided are also those ages at which counselling can make maximum contribution. Schools are thus important setting for counselling and the programme must be attuned to the entire range of difficulties in development, from specific informational gaps and academic shortfalls to emotional adjustment needs. The school counsellor must establish some division of responsibility with the teacher as to the roles they will play.

In the Kenyan school setting, the school counsellor is generally a teacher appointed from amongst the staff within the school establishment. His training in most cases is not different from that of the other teachers, which is basically the regular formal training as graduate classroom teacher. Any knowledge and skills that may have been provided were basically contained in the pre-service teacher training curriculum. In actual fact this is a very small component of the teacher education programme. Furthermore that element of training is more or less geared towards orientation about the need for counselling rather than preparation to become a counsellor. In the absence of trained counsellors, headteachers and indeed the Teachers Service Commission, tend to appoint teacher counsellors on the basis of experience in dealing with students rather than formal training. Once appointed such teachers are usually given short orientation courses on counselling skills depending on the availability of training courses and resources of the school.

2.3.4 Students attitude towards counsellor

Our Kenyan approach of appointing regular teachers to become school counsellors may be the most convenient for the time being. But according to literature reviewed above, research from the western world indicate that experienced school teachers may be good as teachers, but as counsellors they are constrained by that experience as well as the authoritative positions they have held as classroom masters. This situation also applies to any other person holding an authoritative post including prefects. Research findings also indicate that students would avoid seeking help from counsellors holding positions of authority (Gilbert 1965) and (Mwangi 1993).
Gilbert (1965) compared tenth and twelve grade students' perceptions of actual and ideal student-counsellor relations in three different school districts in which qualified counsellors had varying degrees of involvement in discipline. These comprised of (1) counsellors with no responsibility for discipline; (2) counsellors with no formal responsibility for discipline except that which involved teaching guidance courses on half time basis; and (3) every counsellor who was also a discipline officer. These studies findings revealed that:

"Counselling relationships with counsellors who have no responsibility for discipline are more in keeping with students' descriptions of ideal counselling relationships than are counselling relationships with counsellors who have assigned responsibility for discipline."

Although one may conclude from these studies that students find it easier to confide in counsellors who neither discipline nor evaluate them, it is still part of a counsellors' job to work with disciplinary cases. These students, too, should be made to feel that the counsellor is concerned about them; that he/she wants to help them, and can be trusted with confidential information. Nevertheless, even when the counsellor is worthy of their trust, disciplinary case students often find it difficult to trust any part of the school establishment.

2.3.5 Teachers attitude towards counsellor

Since the role of a school counsellor has emerged gradually over a period of time prior to the development of a strong professional organisation, it has been difficult to differentiate clearly between the teacher's role and the counsellor's role. Some counsellors perceive the school counsellor as a special teacher, one whose services the school principal is qualified to evaluate. And because they perceive themselves primarily as teachers, they do not feel the need for affiliation with professional counsellors. They consider that affiliation will damage their working relationship with teachers.
Professional counsellors disagree strongly with such school counsellors. They contend that although school counsellors are educators, they perform specialized services that require knowledge and skills different from those of even a very good teacher. They believe that a teacher can be both a professional counsellor as well as a teacher. The problem however is that until teachers perceive a counsellor to be worthy of their trust and competent to assist them, they will not seek his/her assistance. Mutual respect and trust between teachers and the counsellor are essential for consultation. The counsellor recognizes and conveys how the teacher can help him/her to understand and aid a client, and the teacher in turn, realizes how the counsellor can help him to understand and teach a student. Carey (1969) suggests that a competent counsellor can help colleagues channel student protest into educational improvement. If the counsellor is well-established in a professional role he can maintain even the dissident youth’s confidence, and help them to participate in improving their school, and also help them to develop and maintain guidelines for students behavior.

In the Kenyan situation, the attitude of teachers is even more skeptical about the competence of the school counsellor because many of the counsellors do not have any specialized training. Their training comprise of a few seminars and or workshops. Basically therefore they are still perceived as ordinary classroom teachers. And as such many classroom teachers are thus not keen to allow their students to be counselled by the school appointed counsellors.

2.4 THEORETICAL FOUNDATIONS OF COUNSELLING

A guidance counsellor needs theoretical foundation of counselling psychology for him/her to operate effectively. The following section therefore discusses the framework of theoretical foundations of counselling considered desirable for a counsellor.

2.4.1 Need for theoretical framework

Guidance counsellors who work in schools just like other practitioners in the helping professions for example nurses, social workers and law enforcement officers require counselling skills in the course of their work. Many of these practitioners acquire such
skills through short-term training as in the case of the guidance and counselling teachers in our schools. However, there are times when these practitioners of counselling discover that their professional knowledge and expertise are often insufficient to be of psychological help in the multiplicity of situations they face with their clients. They find themselves in urgent need of a sound theoretical framework and a selection of skills to draw from in exercising their counselling function.

2.4.2. Theoretical and philosophical framework

Steffire (1965) says that practitioners in counselling need to be grounded in the counselling theory. Among the learning activities included should be looking at the substantive elements, which characterize such a theory. The substantive elements of a counselling theory might include (1) assumptions regarding the nature of man, (2) beliefs regarding learning theory and changes in behavior, (3) a commitment to certain goals of counselling, (4) a definition of the role of the counsellor, and research evidence supporting the theory.

Steffire further suggests that some assumptions must be made about the kind of a creature man is in order to construct a theory about counselling him. Is it to be assumed that man has innate goodness or is he evil? Is man's nature shaped by genetic elements, by the environment or both? These are some of the important philosophic questions about the nature of man, which counselling theories must consider and the counsellor must explore them.

Arbuckle (1975) drew up a philosophical model crucial for counselling and in which he postulated several philosophical elements. Among these postulates were: (1) that a human being is conditioned by the environment (2) that basic individual change comes from the inside (3) that individual responsibility is the creator of individual freedom (4) that a responsible and free individual is one who has narrowed the gap between attitudes and behavior and (5) that a responsible individual is the one who has no need to improve himself or his ideas on others.
Beck (1963) too made several assumptions as a basis for a philosophy of counselling. These included that an individual is responsible for his actions; man must regard his fellow men as objects of value, as part of his concern; man exists in a world of reality; and a meaningful life must remove as much threat from reality as possible both physical and psychological. Other assumptions were that every man has his own heredity and has unique experiences; man behaves in terms of his own subjective view of reality; man cannot be classified as good or evil by nature and that man reacts as a total organism to any situation. He (Beck) emphasized that a counsellor need and must have a philosophic standpoint.

Counselling theories also include beliefs about how people change or learn. It is generally agreed that counselling constitutes a learning process but there is no consensus about how this learning takes place. Is it furthered by a general atmosphere or by specific stimulus response situations? Thus change would seem to be a goal of counselling, but there may be great differences among theorists regarding how change comes about. Furthermore goals of counselling will defer for different theories. And a good counselling theory will be explicit and clear regarding its goals. In this regard one could argue and assume that the role of a counsellor will be determined by various different theories.

However in practice this is not usually the case. Black (1983) points out that a professional counsellor will normally have bias towards a specific theory or a couple of theories as a result of interest and his/her background. And through subsequent study of specific theory or theories the counsellor keeps in close touch with developments in this area and at the same time remains aware of the advantages to be gained from choosing the best from a variety of sources.

In summary, a theory of counselling must meet not only certain forms of criteria but must make explicit its position regarding certain substantive elements which have been mentioned above and which are those that seem appropriate to the judgement of a theory in the field.
2.4.3 Theories of counselling

There are four current theories of counselling or what some people would like to term counselling systems, counselling position or points of view on counselling. The four theories are client-centered theory, psychoanalytic theory, behavioral theory and trait-factor theory.

2.4.3.1 Client-centered theory

Client-centered theory or non-directive theory derives from the work of Carl R. Rogers (1951) and (1959). The theory focuses on the nature of personality and the process of personality change and the approach concentrates on changing the functioning and organisation of the self as the best avenue for helping clients live more constructive and meaningful lives. Today, client-centered theory is a directly relevant theory because of the two changes which have occurred in the conception of general counselling. These are (1) motivations, attitudes, and emotions are now seen as important, in such life tasks choosing educational and vocational objectives, and (2) the general counsellor is now expected to work with many frankly personal and emotional problems which have been the central concern of the client-centered theory.

A fundamental weakness of client-centered theory is that it fails to take sufficient note of how behavior is influenced by the stimulus situation and the nature of the environment generally.

2.4.3.2 Psychoanalytic adaptations

Psychoanalytic adaptations for counselling are derived from the work of Sigmund Freud on psychoanalysis, which is based on his (Freud's) psychosexual theory of personality. Freud attached a lot of importance to the unconscious aspect of the mind and the manner in which it affected personality. He postulated that personality is a dynamic entity determined by distribution of psychic energy; and all behavior is motivated, much of it by unconscious elements of personality. His view of human nature was that people are driven by instincts including the sexual instincts. He further considered that people developed through four psychosexual stages, namely oral, anal, phallic, and adult genital stages. According to Freud all the events in childhood and especially early childhood are
of crucial importance in determining the personality and behavior of the adult. Other important theoretical personality structure concepts introduced by Freud are in connection to the functions of the Id, Ego and Superego in regard to a person's behavior. These are among the more and relevant important concepts that form the basis for psychoanalytic counselling theory. In addition, Freud's theory development was informed and strengthened by his work with patients who sought analysis of their psychological problems. However it is also important to note that there has been a lot of modification of the original process by later psychologists.

King (1965) indicates that in psychoanalysis counselling, one of the essential aims then is to reduce the anxiety of the client to manageable limits in order for the ego to function to a more discriminating and effective manner. This is done through the client's talking during therapy. Through speaking, the client weakness repressive forces in his personality and allows for the draining off pent-up feelings and bound energy. Without productivity on the part of the client, the resolution of emotional problems is impossible, and the work of the therapist is effectively thwarted. The basic assumption of psychoanalysis is that there is intra-psychic conflict. The conflict is caused by a force or tendency residing in the preconscious that oppress direct and immediate discharge of instinctual energy. It is thus through verbalization that some of this energy is discharged and pent-up feelings drained off.

As the client becomes progressively desensitized to elements within himself that were previously sensed as threatening, less energy is used by the ego to maintain its defenses, and more energy is available for the cognitive and rational process of the ego which are needed to grapple with reality and to meet the id demands for finding outlets for instinctual expression.

As new insights are formed and new emotional linkages are perceived, there is an increasing relaxation of ego defensiveness during which the person feels on better terms with himself and under less strain. With an expanding capacity to make better judgement, the client feels a growing ability to master problems in the real world that confront him as
well as a lessened intimidation from unconscious urges, which are not emerging and more clearly seen for what they are—childhood residue.

To become a professional psychoanalytic therapist however, requires long and expensive training. It is for this reason that there are very few psychoanalysis therapists. All the same various elements of psychoanalysis theory are very useful in the work of counselling.

2.4.3.3 Behavioral theoretical views of counselling.

In the third category of counselling theories, counselling is based on behavioral theories of learning. Behavioristic approaches to human development are a legacy of decades of experimental research on learning and conditioning. These approaches were spearheaded by Watson (1919) in the early part of twentieth century. Among the early theorists besides Watson were E.L. Thordike, Clark L. Hull, John Dollard, Neal H. Miller and Robert Sears; they were all referred to as behaviorists and the theory they postulated is called social learning theory. This group stressed the importance of parent-child relations in the child's personality development, supporting some of their views by research on dependency, identification, imitation, sex-typing, neurotic behavior and child-rearing patterns.

The social learning theory applied the principles based on stimulus-response concepts of Pavlovian conditioning as well as the motivational concepts of Thorndike's reinforcement principle. This theory has had several versions over a period of time. The second version of the theory was led then by Bandura and Walters (1963) and thereafter continued by Bandura alone. This version of social learning stimulated considerable research on children, particularly on aggression, modelling, and learning through observation. In the successive revisions of this view, there was a gradual shift away from motivational variables and a move towards cognitive process. Consequently towards the 1980's, social learning theories were now called social cognitive theories (Bandura 1989).
In general behavioral psychology through which these behavioral theories are derived, is concerned with the interaction between behavior (verbal and non-verbal) and the environment. From this perspective, human development consists of the changes that occur in relationships between the behavior as per biological evolving or devolving person with his or her heredity potential and the environmental conditions.

Bijou (1989) describes the basic principles of development (behavior) that have been derived from research in classical and operant conditioning and learning. Those stemming from classical conditioning center on changes in feelings and emotions and their elaboration into complex reactions such as sympathy and affection. Basic principles pertain to the attachment, detachment, and generalization of feelings and emotions in relation to persons, objects and situations.

Operant principles apply to changes in purposeful or goal seeking behavior ranging from the simplest forms of behavior to the most complex behavior. They describe the strengthening and weakening of behavior on the basis of consequences, which are referred to as positive and negative re-enforcers, punishment, and extinction.

Other principles apply to the variations of behavior. These include: (1) the occurrence of behavior not specifically re-enforced; (2) development of a highly skilled behavior; (3) the development of acquired tastes and motivations (conditional re-enforcers); (4) the development of behavior seen in another person (modeling or imitation); and (5) decision-making and problem-solving or self-management.

Behavioral counselling takes into considerations the postulates of the behavioral theories described above. Especially behavioral counselling views humans as the result of their interaction with the environment. Humans are neither inherently good nor evil. Current behaviors exist because of previous learning (encounters with the environment having strengthened some behaviors and weakened or extinguished others; the current state of the person (e.g. the person's health or level of hunger); the individuals genetic constitution; and the immediate environment of the person. In any problem situation,
people behave in ways that are based on their previous experience, and which are most likely to gain re-enforcement (rewarding consequences).

The emphasis in behavioral counselling, then, is on what the client does (his or her behavior), the antecedents for the client's behavior, and the consequences of the client's behavior. The majority of behavioral counselling methods revolve around the manipulation of this three-part paradigm. The major goal of behavioral counselling is the development of the client's ability to effectively manage his or her own behavior by managing the antecedent and consequences of behavior (Cormier & Cormier, 1979). This goal emerges from the more immediate goal of helping the client solve the problem he or she brings to the counselling setting by means of re-structuring the client's environment and behavior.

2.4.3.4 Vocational counselling: trait-factor theory

The trait-factor type of vocational counselling consists of techniques based on early German and French concept of personality, which states that man, is an organization or pattern of capabilities (Hall & Lindzey, 1957). Counselling based on these views originally centered on the choice of a career by adolescents but was broadened to include concern for life stages of development. This addition to the original concepts of vocational counselling was restated further by Viteles, Brayfield and Tyler (1961).

The learning theory underlying the trait-factor type of counselling embraces the development of the human personality from infancy to adulthood. It is assumed that there is a developmental pattern of progression from infancy to adulthood with respect to the emerging and maturing of interests and aptitudes. Further, it is verified by research that during adolescence many aptitudes and interest patterns, likes and dislikes for activities and work tasks, emerge and are identifiable by objective tests. Strong (1955) research, for example shows that after the years twenty or twenty-five most men's interests are stable.

A second aspect of learning theory, integral with personality development, concerns man's cognitive capacity as applied to the task of understanding and controlling himself,
profoundly and comprehensively. The full meaning of life is understood only by becoming one's potentialities and understanding cognitively through this process of becoming. Therefore man seeks to use his cognition of potentialities as a means of controlling his efforts to become himself. Such efforts of cognitive self-discovery produce basic intrinsic satisfaction, which further re-enforce his efforts. All education, including counselling should facilitate this profound understanding of potentialities, preparatory to efforts to fulfill these potentialities.

Super (1957) in his theory of vocational development formulates three stages of choosing a career. These are (1) analysis and identification of one's capabilities, aspirations and interests; (2) learning about vocational opportunities and the capability requirements of a job; and (3) comparing the two sets of information preparatory to choice of career.

Several changes and additions have been made to this theory of vocational counselling though the original model still stands. Among the modifications made several stand out as the most important. One of the basic changes was introduction of the "life time continual development" idea instead of the initial only one "decision point" of career choice in early adolescence. The modified stages of continued development ranged from adolescence through to young adulthood, early maturity, later maturity and old age.

Tyler (1961) too introduced a lifetime dimension to counselling in form of complex patterns of choice in style of living and in form of behavior pattern. Super also introduced a more sophisticated and more adequate role for affect development in his concept of career development. In addition to these changes, it is further cautioned that today's theories of counselling related to vocational counselling must account not only for aptitudes, but must also account for the understanding of the personality theories. The task of the trait-factor type of counselling is to aid the individual in successive approximations of self-understanding and self-management by means of helping him to asses his assets and liabilities in relation to the requirements of progressively changing life goals and his vocational career.
The role of the counsellor is thus to help the individual learn to understand and to apply his own self information arrived at through psychometric means, vocational information, and case study, in the whole context of his whole perception of himself as a unique individual. In a sense the counsellor brings external information to help the individual to measure himself cognitively against the known requirements of adult tasks in school and later in occupation. In carrying out this task the counsellor is assisted where applicable (especially in the developed world) by Inventories based on Personality Theories and on Factor Analysis.

2.5 GUIDANCE AND COUNSELLING IN KENYAN SCHOOLS

In Kenya, School’s Guidance Counselling programme has witnessed a gradual growth since early 1970’s. In the following paragraphs the growth and practice of the Kenyan secondary schools guidance and counselling programme is described.

2.5.1 Historical development

Kenya like any other nation uses education and training as one of the instrument of developing its human resources. As the country developed socially, politically and economically changes were bound to occur, and which needed to be incorporated in the nations' institutions including education. In the education sector, the need for vocational guidance emerged as the countries started intensive training of personnel to take over from the departing expatriates. Secondary schools, which were a major source of human resources thus, became a platform for vocational guidance by prospective trainers and employers. However there was need to establish a mechanism to operationalise this service.

It is therefore in relation of this need for a strong and credible guidance and counselling programme that as early 1962, the Government of Kenya initiated action with regard to the establishment of guidance and counselling service particularly in secondary schools. Kilonzo (1980) notes that:

"At the end of 1962, the Ministry of Labour in conjunction with the Ministry of Education decided on some ways to give vocational guidance with the help of"
career masters. In 1964, the Employment Service Department in the Ministry of Labour was strengthened in order to implement as policy for the progressive introduction of vocational guidance."

As a follow of this initiative, the Employment Service Department (Ministry of Labour) published vocational guidance pamphlets to publicize the career opportunities available both in the public and private sectors. And in 1970, a career guidance handbook was published for purposes of guiding school learners. This was followed by establishment of Guidance and Counselling Section/Unit in the Ministry of Education in 1971 (Kilonzo 1980). The Unit sought to promote guidance and counselling in secondary schools through seminars for headteachers and designated teacher counsellors. By 1973 the first official Guidance and Counselling Handbook for Secondary School was published by the Ministry of Education and was updated in 1977. The need for guidance and counselling in secondary schools was building up and was acknowledged by the Director of Education in the preface to the handbook (MOE, 1977):

"This fourth edition of the Handbook for School Guidance Counsellors comes to you at a time when the growing need for Guidance and Counselling in our schools is widely recognized."

2.5.2 Administration of guidance and counselling programme

Organization and administration of the guidance and counselling programme in Kenya is confined to Kenyan secondary schools. Most of the available literature from the Ministry of Education headquarters and the provincial and district offices is primarily directed to secondary school which are just over three thousand (3000). Primary schools as well as and post-secondary institutions are not covered by the Ministry of Education. The Ministry of Education, for the time being, considers that primary schools don't need guidance counselling programmes of the secondary schools caliber. And for post secondary institutions it is assumed that the institutional management will handle and organize requisite guidance counselling programme without having recourse to the Ministry of Education resources.
The Ministry of Education (1977) gives a comprehensive description of the organizational structure and functions of the School's Guidance and Counselling Programme. At the Headquarters of the Ministry of Education there was a Guidance and Counselling Unit. The main function of the Unit or Section was to provide guidance on the organization of guidance and counselling programme to both the field education offices and secondary schools. The Unit also provided practical suggestions for carrying out some aspects of the programme. And in addition to these it provided a directory of further education and training opportunities. This information was contained in the Handbook for Schools Guidance Counsellors. The Guide was divided into three sections comprising of:

- The Guidance and Counselling Programme
- Practical Aids to Guidance and counselling
- Information about Careers.

The Guide was distributed to every secondary school. Section A of the Guide gave schools details of the kind of guidance programme that a school should establish and the way staffing should be done. There should be appointed or selected a competent teacher counsellor to co-ordinate the programme. In addition to the co-ordinator it was advised and recommended that a guidance committee of five to eight interested staff members be appointed to work with the teacher counsellor. The role of the committee was seen as that of helping lay the foundation for the programme and develop an organization that was effective and flexible.

Teachers assigned the role of teacher-counsellors were not required to have training in counselling. However, the following criteria was set to guide the teacher:

"The foremost qualification is the teachers sincere interest in each students development as a person and his commitment to a programme that will provide the conditions for that development. He/she needs to be warm, out-going person who can inspire confidence of students and support of fellow staff. Because he will have to relate to parents and others in the community, he needs to be a good public relations person. He will need initiative to develop new areas of service as needed. He must have organizational ability to establish
priorities... and he will need to be a person of mature judgement (Handbook pg. 3). The main traits and attitudes of the counsellor can thus be summarized as sincere interest, commitment, warm and outgoing, confident, good in public relations, mature and must have initiative and good judgement.

The Handbook advised further that the Guidance programme should comprise of three areas, which are related to students needs. These areas are: sociological and psychological counselling, educational guidance and vocational guidance. Guidelines were given on how to handle each of these areas using resource persons available from the school and the community around.

Today the organizational aspect of guidance and counselling in secondary schools still follow this pattern that is the head of guidance and counselling department and guidance teachers who form the counselling committee.

2.5.3 Role and functions of guidance counselling teachers

Towards the end of the second half of 1970s guidance and counselling was beginning to take root in the established schools. The need for strengthening of the programme as well as expanding it to as many secondary schools as possible became evident. Gachathi (1976) made this point very clearly in his recommendation regarding the role of the school in developing responsible future citizens. The role and functions of guidance and counselling teachers were thus being critically examined by the educational managers and by the government.

Ananda (1975) identified five roles of a counsellor in our secondary schools. According to him the counsellor works with individuals; works with individual students; works with teachers, administrators and other specialists; he works with others in the community; and he collects and studies data. These roles involves:-

1. Counselling, giving information and advising on careers to individuals.
2. Working with groups of students including testing; counselling and giving information to groups.
(3) Consultation and referral.
(4) Liaison between the school and the community.
(5) Identifying and appraising students' characteristics and conducting research studies.

Ministry of Education (1977) in the Handbook for Guidance Counsellors went further than Ananda and expounded on the specific functions of counselling in the three areas mentioned above, namely sociological and psychological counselling, educational guidance and vocational guidance. In broad terms, the function of psychological counselling was seen as the process of helping students to accept themselves; and sociological counselling was seen as the process of helping them to adjust to the society into which they move. Educational and vocational guidance were considered intertwined and both constitute a process by which individual potentialities are discovered and developed. The guidance counsellor role was to help students to exploit their potentialities to the maximum. And for the programme to be of most help to students, it needed to be carried on throughout secondary school.

2.5.4 Studies on guidance and counselling in Kenyan schools

Being a relatively new function in our secondary schools there are very few studies made about guidance and counselling in our institutions. Recent major educational reports have just mentioned schools guidance and counselling programme in passing; and they have also made some recommendations that the programme should be revamped. The following then is a review of the available literature on guidance and counselling in the Kenyan scene.

Kamunge (1988) and Koech (2000) examined the status of guidance and counselling programmes in secondary schools during their review of the education sector. Although a decade had lapsed between the two reviews, the Koech commission found the status of guidance counselling had not changed since 1988. The programme was not operating efficiently and that it was not adequately resourced. Koech in fact recommended that a training programme for school guidance counsellors should be established as a matter of
urgency. Both the issue of number of counsellors deployed in schools as well as the capability of guidance counselling personnel needed to be addressed.

Tumuti (1986) also looked at the guidance and counselling services in our schools but at the primary school level. His findings indicate that even at the primary school level there was ardent need for guidance and counselling and that teachers were not adequately equipped to handle it. Griffin (1994) emphasizes the need for teachers' competency during the counselling process. His school (Starche) has primary school streams, which he also administers. He emphasizes the need for school counsellors and authorities to be friendly and supportive to students if they want to contain psychological problems.

Whereas the school administrators and counsellors consider guidance and counselling a very important service to the school, studies elsewhere indicate, as shown earlier, that students are not as enthusiastic about the service and especially where counselling is related to students' personal (psychological) problems. Teachers, too, are also not too supportive of the counsellor teachers. Wanjohi (1993) and Mwangi (1991) studied this phenomenon among secondary school students and undergraduates respectively and their findings confirm similar studies findings in the western world. Mwangi investigated the perception of the role of counsellors in secondary schools in Nyeri from the point of view of students, teachers, counsellors themselves and headteachers. The study found out that all of these school publics have different perception of the counsellor. The majority of students did not perceive the counsellor as helping them with problems particularly those of personal nature. Teachers, too, did not see counsellors as indispensable. They too believed they could do counselling. Mwangi carried out a case study of Kenyatta University undergraduates in which he studied students individual problems awareness, preferences of counselling, and attitudes towards seeking help. The factors explored were: (1) the problem students experienced; (2) students' awareness of the available help-givers; (3) students' preference for available help-givers; and (4) students' attitude towards seeking help. His findings were more or less the same as those of Wanjohi. Students were neither concerned nor keen about taking personal problems for counselling. Their main concern was with academic and career problems. And in spite of
this concern they did not want to go to counsellors for help. Further more they did not have positive attitude towards seeking assistance form various help-givers.

These findings are very important to the guidance process and counsellors should be aware of these students' perceptions and attitude. This does not imply that guidance and counselling is not useful or necessary. However when counsellors are aware of this phenomenon they will know how to mitigate the situation and be able to reach out the students. In fact Gelso and Mackenzie (1973) undertook a study on how to improve the students perception of the counsellor and make his work more receptive and their findings are very useful to any guidance counsellor. They found that students who received both written and orally presented information showed an increment on these dependable variables, while students receiving one written information did not. Written information may inform or remind students of the availability of counselling but in itself it does alter their impressions of the problems appropriate for counselling. Written communication and information should reinforced by oral information.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 INTRODUCTION
The study was undertaken in form of a descriptive survey. Data collection was done by use of questionnaire for pupils and teachers; interview schedule for guidance counsellors, headteachers and education officers; and observation schedule for guidance and counselling resources at school. Data analysis was done through quantitative analysis.

3.2 SAMPLE OF THE STUDY
The research study involved schools, students and teachers. The following is a description of the sample of the study.

3.2.1 Schools
The study was done in secondary schools within the Municipality Division of Nyeri District. The population for the study consisted of twelve (12) public secondary schools. Out of the twelve public schools a sample of six (6) schools was selected using a purposeful sampling method. This represented 50% of the schools in the division.

The sample comprised three boys schools, one girls school (the only one) and two mixed (boys and girls) schools. Of the mixed school one was a day school. All the other schools were boarding; and all the institutions in the sample were low-cost schools. Other salient characteristics of the sample were that two institutions provincial and two were district schools; the schools legal sponsorship varied from District Education Board (Government) to Catholic Church, Protestant Church (PCEA) and African Independent Pentecostal Church of East African (A.I.P.C.E.A).

3.2.2 Students
In every sample school six to ten students who had been involved in counselling were randomly selected for the study. These students were chosen from all the classes, Form I through to Form IV. According to guidance and counselling teachers an average of four
students per class went for serious counselling every term. The six schools have sixty-five streams (classes). So during the last two terms about 260 students underwent counselling.

As mentioned above in each school a sample of 6 - 10 students was selected representing every class. In all 47 students were selected. This is 18% of the sample. The details of the population and the sample are given in the table below.

### Table III.1: Students population sample

<table>
<thead>
<tr>
<th>Students enrolment</th>
<th>No. of streams</th>
<th>Counsellled Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Giakanja</td>
<td>250</td>
<td>-</td>
</tr>
<tr>
<td>2 Kagumo</td>
<td>749</td>
<td>-</td>
</tr>
<tr>
<td>3 Moi Complex</td>
<td>222</td>
<td>172</td>
</tr>
<tr>
<td>4 Muruguru</td>
<td>-</td>
<td>529</td>
</tr>
<tr>
<td>5 Muthuani</td>
<td>90</td>
<td>155</td>
</tr>
<tr>
<td>6 Nyeri High</td>
<td>719</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2034</td>
<td>856</td>
</tr>
</tbody>
</table>

### 3.2.3. Teachers

The teachers' population in the six sample schools was 168. Out of these 41 teachers were sampled for the study. The number ranged from 6 to 8 teachers per school. These were randomly selected from class teachers, and other teachers with positions of the responsibility, such as games-master, dorm-master and so forth. The table below (Table III.2.) gives details of the teachers' population sample.
### Table III.2: Teachers population sample

<table>
<thead>
<tr>
<th>School</th>
<th>No. of teachers on establishment</th>
<th>No. of teachers sampled</th>
<th>Head, deputy &amp; G&amp;C Trs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giakanja</td>
<td>23</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Kagumo</td>
<td>40</td>
<td>7</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Moi Complex</td>
<td>20</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Muruguru</td>
<td>28</td>
<td>8</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Muthuani</td>
<td>19</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Nyeri High</td>
<td>38</td>
<td>8</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>168</td>
<td>41</td>
<td>16</td>
<td>57</td>
</tr>
</tbody>
</table>

Also included the overall teachers' sample were the teacher in charge of counselling, the headteacher and or the deputy headteachers of the six schools. These were interviewed by the researcher. The total interviewed were in this category was sixteen as indicated in Table III.2. In all the teachers sample was fifty seven teachers out of 168 teachers, comprising 34% of the teachers population.

#### 3.2.4 Education officers

The study also involved Education administrators at the district and provincial level. Four officers were interviewed. Besides the interview, records and documents were made available for purposes of this study.

### 3.3. Research Instruments

The researcher used questionnaire, interview schedule, systematic observation schedule and records examination as the main instruments of data collection. The details of these instruments are discussed in the following paragraphs.

#### 3.3.1 Questionnaire

A questionnaire was used for students and teachers. Students' questionnaire was administered to those students who had been counselled by guidance and counselling...
teachers. The rest of students were not targeted by the study. Teachers questionnaire was in form of an aptitude scale and was administered to those teachers whose specific duties were not guidance and counselling but had other responsibilities that made them interact with students much more closely. Those responsibilities included, being class teacher, dorm master, games-master, welfare master and so forth. Details of both students and teachers questionnaires are given below.

3.3.1.1. Pupils questionnaire

The pupils' questionnaire is divided into Part I and Part II. Part I asks for pupils bio data. Part II has ten multiple questions and asks for information related to students counselling experiences ranging from approaches used, helpfulness of counselling, other persons involved in the process and the attitude of peers. The questionnaire is attached as Appendix I.

3.3.1.2 Teachers questionnaire

Teachers' questionnaire is also divided into two parts. The first portion requests for teachers' name (optional) and his/her responsibilities. Information about teachers' professional qualification is also requested. Part II of the questionnaire comprise of twenty five (25) questions seeking teachers attitude on various aspects of guidance and counselling. Each question had a five point scale (Lickert) and the teacher is asked to tick one which best represents his/her opinion. The questionnaire is attached as Appendix II.

3.3.2. Interview schedules

Interview schedule was prepared and used for three categories of persons/officials. These were the guidance and counselling teachers, school administrators namely headteachers and or deputy headteacher and the Education administrators at the district and provincial levels.

3.3.2.1. Interview schedule for guidance and counselling teachers

The interview schedule for guidance teachers is structured into four parts. The first part comprises of teachers' biodata including qualifications and experience. Information on
teachers' qualifications and experience is important in assessing the effectiveness of the counselling services.

The second part (Part II) delves into the details of the guidance and counselling teachers' experience and training in the field of guidance and counselling. Part III of the schedule details the kind of resources teachers should have in the guidance and counselling department.

Part IV of the schedule dealt with the approaches and methods used by guidance teachers during counselling and other interventions or strategies used by the department. This interview schedule is given in Appendix III.

3.3.2.2. Interview schedule for headteachers.

The headteachers interview schedule consists of two parts. The first part calls for data on schools enrolment and teachers establishment besides the biographical data of the headteacher.

Part II of the schedule seeks for information on guidance and counselling ranging from counselling personnel to general conduct of student and resources available for guidance and counselling teachers. The schedule is attached as Appendix IV.

3.3.2.3 Interview schedule for education officers

Education officers interview schedules comprise of two parts. The first part is on individual officer's information- name and designation. The second part of the questionnaire consists of information on policies, practices and trends on various aspects of guidance and counselling in schools. Data is also sought on causes of in-discipline in schools.

Four education officers at the district and the provincial level were interviewed. These were responsible for the co-ordination and operation of guidance and counselling in schools including in-service education of teacher.

The interview schedule for education officers is attached as Appendix V.
3.3.3. Observation schedule for schools counselling resources.

This schedule was prepared to help in the observation of the resources in the guidance and counselling department. The schedule has two parts. Part I lists information about the school, namely the enrolment and the classes.

Part II of the schedule deals with physical resources including records books and schedules for counselling sessions. The schedule is attached as Appendix VI.

3.4. PILOT TESTING

Pilot testing of instruments was carried out particularly with regard to questionnaires for students and teachers. The researcher gave the questionnaires to colleagues and associates as well as to teachers in two different schools and requested for critical comments about individual questions. The focus of comments was about validity of the questions in terms of clarity of the question; suitability and simplicity of the language; and adequacy of the content and concepts covered. On basis of these comments and further discussion with the supervisor, the questionnaires were revised and the final draft prepared (Appendix I & II).

3.5. DATA COLLECTION

The researcher made arrangements with schools to visit them at a designated day suitable for the individual school. The visits to the six schools were therefore spread out over a period of time. They were made during the months of September (late) and October 2001. In between the schools visits, the researcher arranged for interviews with Education officials at the district and provincial level.

Students' questionnaires were administered with the assistance of the guidance and counselling teachers. Teachers' questionnaires were administered with the assistance of deputy head teacher. All the questionnaires were collected immediately after completion.

In addition to questionnaires the researcher interviewed the guidance and counselling teachers as well as the headteacher and or deputy head-teacher. In the meantime facilities
and records (resources) of the department were observed. Interview with Education officers were carried in their offices where records and documents were also observed. All the data required for study was made available.

3.6. DATA ANALYSIS

The data from the questionnaires were extracted and organized in form of frequency tables and percentages. Interpretation was done using descriptive statistics. The outcomes of interviews and observation were used to verify and strengthen data from the questionnaires.

3.7 CONCLUSION

In this chapter (Chapter 3) methodology of the study was discussed in terms of population, sampling, instruments for the study, administration of instruments and data presentation for analysis. In the following chapter (Chapter 4) data is analyzed and interpreted.
CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF DATA

4.0 INTRODUCTION
As mentioned in Chapter 3 data was collected by use of questionnaire administered to students, teachers; and through interview with head-teachers, guidance counselling teachers and education. In this chapter the data collected through these instruments is analyzed and interpreted.

4.1. STUDENTS QUESTIONNAIRE
It is worthwhile to find out who are the providers of guidance and counselling services in schools as well as the types and nature of these services. To get this information students were asked to complete a set of questionnaire on various aspects of guidance and counselling. The information gathered is provided in the following tables.

4.1.1 Students gender
There were forty-seven (47) students who participated in the study. Out of these forty-four (44) indicate their gender. Among these one third were female as shown in the table below.

Table IV.1: Students gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of students</td>
<td>29</td>
<td>15</td>
<td>44</td>
</tr>
<tr>
<td>%</td>
<td>65.9</td>
<td>34.1</td>
<td>100</td>
</tr>
</tbody>
</table>

Out of the sample of six (6) schools only one was a girls school, two schools were mixed and the other three were boys schools. This explains why there are more boys than girls.

4.1.2 Age norms.
Students' age ranged from 14 years to 21 years. The frequency of ages and the mean age is shown in the table below. One student did not indicate his/her age and is not included in the computation.
Table IV. 2: Students age norms

<table>
<thead>
<tr>
<th>Age (Yrs)</th>
<th>Mid-point(x)</th>
<th>No. of students (f)</th>
<th>fx.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 14</td>
<td>-</td>
<td>3</td>
<td>43.5</td>
</tr>
<tr>
<td>14-15</td>
<td>14.5</td>
<td>3</td>
<td>43.5</td>
</tr>
<tr>
<td>15-16</td>
<td>15.5</td>
<td>8</td>
<td>124.0</td>
</tr>
<tr>
<td>16-17</td>
<td>16.5</td>
<td>7</td>
<td>115.5</td>
</tr>
<tr>
<td>17-18</td>
<td>17.5</td>
<td>9</td>
<td>157.5</td>
</tr>
<tr>
<td>18-19</td>
<td>18.5</td>
<td>9</td>
<td>166.5</td>
</tr>
<tr>
<td>19-20</td>
<td>19.5</td>
<td>8</td>
<td>156.0</td>
</tr>
<tr>
<td>20-21</td>
<td>20.5</td>
<td>1</td>
<td>20.5</td>
</tr>
<tr>
<td>21 and above</td>
<td>21.5</td>
<td>1</td>
<td>21.5</td>
</tr>
<tr>
<td>Total</td>
<td>N 46</td>
<td>805</td>
<td></td>
</tr>
</tbody>
</table>

The average age of students is therefore 17.5 years. But it is worth to note that there are several students above the age of twenty years.

4.1.3 Problems handled in counselling.

In the study it was important to know what problems led students to be referred to guidance and counseling teachers. Students were therefore requested for this information.

Item 1: What is the problem (s) that led you to be referred to the guidance and counseling teachers?

Arising from the students problems description, the following are the categories of problems that emerged:

1. Emotions related problems
2. Academic or school-work related problems
3. Family or home related problems
4. Peer-related problems
5. Sex or Boy-Girl related problem
(6) School discipline or conduct related problem
(7) Financial or school fees related problem
(8) Drugs and HIV/Aids problem.

According to the data generated as shown in the Table IV.3 below academic, discipline, emotional and sex related problems were predominant during counselling. These were followed by family and peer related problems. Financial, drugs and HIV/AIDS problems were at the bottom of the scale.

Table IV.3: Problems referred to counsellors by students

<table>
<thead>
<tr>
<th>Category of problems</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Emotional</td>
<td>18</td>
<td>18.7</td>
</tr>
<tr>
<td>(ii) Academic</td>
<td>21</td>
<td>21.9</td>
</tr>
<tr>
<td>(iii) Family</td>
<td>9</td>
<td>9.4</td>
</tr>
<tr>
<td>(iv) Peers</td>
<td>7</td>
<td>7.3</td>
</tr>
<tr>
<td>(v) Sex</td>
<td>18</td>
<td>18.7</td>
</tr>
<tr>
<td>(vi) School Discipline</td>
<td>19</td>
<td>19.8</td>
</tr>
<tr>
<td>(vii) Finance</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>(viii) Drugs/HIV Aids</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>96</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

It appears that the academic related problem top the list of problems with over 20% of the problems. However the individual student development problem as depicted under the emotional, family, sex and peers categories dominate the scene. They constitute over 50% of the problems handled by the counsellors. And out of these problems related to emotional and sexual matters and issues top the list-about 38 percent of all the problems handled in counselling. School discipline too has its share of problems at close to 20% of the total. According to the data, finances, drugs and HIV/Aids do not feature in any outstanding manner. In fact there are only two cases of each category that were referred for counselling. In the case of drugs and HIV/Aids it is also worth to note that problems of this nature are kept highly confidential and unless found out clients are not ready to volunteer information. The data in the two categories may thus be misleading.
In accordance to the data about the kinds of problems that face students, it is important to note that matters related to emotional development and stability, sexual relations, inter and intra personal relations, development of social skills, health and hygiene, ethical and religious values are as important as the development of academic knowledge and skills. Balancing this mix in a school environment is necessary and the school should ensure that is done. All the growth and development needs and aspirations of the student must be met whilst be in school.

4.1.4 Persons referring students for guidance and counseling

Students accessing guidance and counseling services were referred to the teacher counselor by a specific person or by self. Students were asked to indicate who referred them.

**Item 2: Who referred you to the guidance and counseling teacher?**

As will be seen from the table below there were fifty-five (55) references but the number of students were forty-seven (47). Students were free to mention the person who referred them. And in some cases same student was referred by more than one person.

**Table IV.4: Students counseling references**

<table>
<thead>
<tr>
<th>Referee</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Another student</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>(b) Class teacher</td>
<td>45</td>
<td>9.1</td>
</tr>
<tr>
<td>(c) Teacher in charge of guidance and counselling</td>
<td>21</td>
<td>38.1</td>
</tr>
<tr>
<td>(d) Head teacher</td>
<td>6</td>
<td>10.9</td>
</tr>
<tr>
<td>(e) Deputy head teacher</td>
<td>3</td>
<td>5.5</td>
</tr>
<tr>
<td>(f) Discipline master</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>(g) School Chaplain/Pastor</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>(h) Any other</td>
<td>6</td>
<td>10.9</td>
</tr>
</tbody>
</table>
It will be seen from the above table that the person who referred students most of the time was either a guidance and counseling teacher or a peer (fellow student). Parent and guardians showed no concern or were not aware of the availability of the counseling service. Apart from teachers and students, it appears that other people do not take keen interest in students' behavioral growth and development.

4.1.5 Counselling frequency regularity and variation.
Various types of counselling were provided to students. These are analyzed in the following paragraphs.

4.1.5.1 Visits to counselling teachers.
Students were asked to indicate the frequency of counselling sessions with their teachers during the second and third term of the year.

Item 3 (a): How many times have you sat with the guidance and counselling teacher?

It appears that during Term II there was more counselling given than in Term III. The frequency of counselling was also slightly higher during Term II as shown in the following Tables IV.5 and IV.6

Table IV.5: Frequency of counselling for Term II

<table>
<thead>
<tr>
<th>No. of times</th>
<th>Mid-point</th>
<th>Frequency</th>
<th>Cumulative frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>1.5</td>
<td>28</td>
<td>42.0</td>
</tr>
<tr>
<td>3-4</td>
<td>3.5</td>
<td>7</td>
<td>24.5</td>
</tr>
<tr>
<td>5-6</td>
<td>5.5</td>
<td>5</td>
<td>27.5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>40</td>
<td>94.0</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td></td>
<td>2.3</td>
</tr>
</tbody>
</table>
As observed above, there seems to have been more counselling activities in the second term than in the third term. The overall number of visits made to counselling teachers was much higher, almost double than the visits done during the third term. The average number of visits per student was otherwise more or less the same, an average of about two visits per term. The study was made before the end of the term and one would like to assume that there would have been more counselling visits made during the remainder of Term III. However, Term III being an examination term, it is very unlikely that the situation would have changed significantly.

4.1.5.2 Regularity of visits

Students were also asked to indicate how regularly they visited a teacher counsellor. As the table below shows there wasn’t a specifically laid down procedure or time-table of visits. The most propelling reason for the visit was the need.

**Item 3(b): How regularly have you sat with the guidance and counselling teacher?**

**Table IV.7: Regularity of visits**

<table>
<thead>
<tr>
<th>When visit made</th>
<th>No. of students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Once a week</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>(ii) Twice a week</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>(iii) Requested by teacher</td>
<td>22</td>
<td>47.8</td>
</tr>
<tr>
<td>(iv) When student is in need</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>(v) During specialist visit</td>
<td>2</td>
<td>4.3</td>
</tr>
</tbody>
</table>
It appears that teachers and the students themselves are the most important instruments of initiating the counseling process and also regulating its tempo. Specialist and other people from outside the school did not seem to feature prominently in the process of counselling.

4.1.5.3 Group counselling approach.

In addition to individual counselling group counseling approach was used to reach out students. They were asked whether group counselling had been used and if so how often during Term II and Term III. The following table summarizes the frequency.

Item 3(c): Are there times you are given counselling in a group?

According to the data generated, it appears that there was plenty of groups counselling in Term II and very little in Term III as shown in Table IV.8 and Table IV.9.

<table>
<thead>
<tr>
<th>Table IV. 8 Group Counselling frequency in Term II</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of times</td>
</tr>
<tr>
<td>1-2</td>
</tr>
<tr>
<td>3-4</td>
</tr>
<tr>
<td>5-6</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Mean = 3.2
Table IV. 9 Group counselling frequency in term III

<table>
<thead>
<tr>
<th>No. of times</th>
<th>Mid point</th>
<th>Frequency</th>
<th>Cumulative frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>1.5</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>3.4</td>
<td>3.5</td>
<td>3</td>
<td>10.5</td>
</tr>
<tr>
<td>5-6</td>
<td>5.5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>13</td>
<td>25.5</td>
</tr>
</tbody>
</table>

Mean = 1.9

In group counselling, there was more activity during Term II than in Term III. In the third term group counselling was down by almost one half of what it was during the second term. Some students did not indicate the exact number of counselling session. Instead they used such phraseology as regularly, every Wednesday morning, many times and so forth. Others did qualify that some group counselling was given by subject teachers. It therefore appears that a good number of counselling sessions may not have been given by the guidance and counselling teachers but by other stakeholders in the school. Some of these sessions could have been for purposes of information and clarifying certain matters. In such situations the sessions fulfilled the information/educative role of the counselling programme.

4.1.6 Handling of problems by guidance and counseling teacher.

When students visited the counseling teacher it was imperative to find out how the teacher tackled students problems. During the encounter and interaction in what ways did the teacher get the student to come to terms with her/his problem? Students were therefore asked to indicate the nature of the interaction.
Item 4: In what way was your problem handled by your counseling teacher?
The most preferred or dominant approach used by teacher counsellors in a counselling situation was to discuss problems/issues with the student. It is also noted that there was some use of tests and referral although these were minimal.

Table IV. 10: Handling of students' problems

<table>
<thead>
<tr>
<th>Approach</th>
<th>No. of times</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) By discussion</td>
<td>42</td>
<td>89.3</td>
</tr>
<tr>
<td>(b) Through tests</td>
<td>3</td>
<td>6.4</td>
</tr>
<tr>
<td>(c) Referred to somebody else</td>
<td>2</td>
<td>4.2</td>
</tr>
<tr>
<td>(d) Any other</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the data apparently it was easier and convenient to use the discussion approach to solve problems. It also appears that most of the individual students' problems that were referred to the teacher counselor needed an initial one to one dialogue.

4.1.7 Helpfulness of counseling individual students
After a counseling session it is essential to find out the extent to which counselling had been useful to the students. Counselling students were requested to indicate the extent to which counselling was helpful in resolving their problem using a five-point scale.

Item 5: Was the counselling session helpful to you?
The greater majority of students considered counselling session helpful in solving whatever problems led them to seek help as the table below shows.
4.1.8 Involvement of parents and specialists in students counselling

It is expected that parents and guardians should be informed and involved in the matters related to students counselling and especially where there are serious problems of behavior. Other outside persons expected to be involved in students' behavioral matters are specialists of various fields of expertise. This information was requested from students.

Item 6(a): Were your parents informed about the problem you had?

About a half of the parents of students counselled were informed about the problems. The following table gives analysis of the responds.

<table>
<thead>
<tr>
<th>Table IV.11: Informing parents about problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

It appears that informing parents about the students' problem was not automatic. However according to data there was deliberate effort to inform parents depending on the nature of the problem.

Item 6(b): Were your parents involved in helping you solve the problem?

As in the case of item 6(a) about half of the parents were involved in helping students solve their problems, as indicated in Table IV.12.

<table>
<thead>
<tr>
<th>Table IV.12: Involving parents in solving students' problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
Involvement of parents in the solution of students' problems, it appears, is an accepted practice in schools. But not all parents are involved as the above table shows. The involvement is apparently dependent on the nature and the gravity of the problem. 

Item 6(c): What kind of help did your parents/guardian give?

Students whose parents were involved in the resolution of their problem were asked to indicate the nature of assistance and advice their parents gave. In accordance to the data, the following are the descriptions of the assistance given. Students were helped and assisted as follows:

(i) Helped to discuss the problem thoroughly with the parents with a view to arrive at a solution.

(ii) Given clues and tips about how to deal with and overcome problems.

(iii) Encouraged and urged to develop good habits and approaches to doing things.

(iv) Urged to develop good manners and conduct and avoid bad company and influence.

(v) Strongly advised to develop respect for teachers, seniors and elders.

(vi) Parents stressed the need for obedience.

(vii) Assured by parents of their continued love and support (in cases of those who felt unloved).

(viii) Bought books to improve academic performance.

(ix) Asked to take their work and all school activities seriously and work very hard.

(x) Encouraged to consult and refer the problem to teachers because they are surrogate parents.

(xi) Encouraged to overcome idleness in school as it leads to problems.

(xii) Given money for consultation with specialist.

(xiii) Encouraged to see school guidance counsellor in case of problem.

(xiv) A guardian acknowledged and apologized for the wrongs that had got the student into stressful situation.
A parent referred his son/daughter (student) to a pastor/chaplain for further counselling.

Advised not to think very hard and become stressed.

It was not practicable to put this information in a frequency table because each parent's response was more or less focused on the individual student problem. It appears, however, that most parents tended to "advice", "urge" and "encourage" the student to get out of the problem he/she was experiencing. There was no evidence, except in one or two cases whereby the parent went beyond the problem and scrutinized to the underlying causes of the problem. All the same there was great concern by parents about the problem experienced by their youngsters. And they were keen to have the problems resolved.

Item 6 (d): Type of a specialist a student was referred to for further counselling.

If the need arose a student could be referred to a specialist for further counselling. Students who got this assistance were asked to indicate the specialist who saw them. More than half of students were referred to pastor and counsellor; in fact a third of the students were seen by either a pastor or a counsellor as indicated in Table IV.13 below.

<table>
<thead>
<tr>
<th>Specialist</th>
<th>No. of students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychologist</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Psychiatrist</td>
<td>4</td>
<td>17.4</td>
</tr>
<tr>
<td>Doctor (medical)</td>
<td>2</td>
<td>8.7</td>
</tr>
<tr>
<td>Counsellor</td>
<td>8</td>
<td>34.8</td>
</tr>
<tr>
<td>Chaplain/pastor</td>
<td>8</td>
<td>34.8</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

It appears that among the specialists the pastor and the counsellor were the most popular persons whom students saw for additional specialized counselling. Psychologist had the least referral cases. This may be explained by the fact that in Kenya today the work of a psychologist is hardly understood besides the fact that there are very few trained behavioral psychologists practising either in the private or public sector. To a large extent
the work of a psychologist in the Kenyan situation is subsumed by a counsellor and a psychiatrist. Modern pastors and priests are trained in pastoral counselling. The popularity of the pastor/chaplain in counselling may partly be explained by this factor.

**Item 6 (e): Was the specialist counselling helpful?**

Evaluation of the usefulness of specialists counselling is given in the following table. Nearly all the students found counselling helpful.

**Table IV. 14: Helpfulness of specialist counselling**

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Very helpful</td>
<td>16</td>
<td>69.5</td>
</tr>
<tr>
<td>(ii) Helpful</td>
<td>5</td>
<td>21.7</td>
</tr>
<tr>
<td>(iii) Not sure</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>(iv) Slightly helpful</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>(v) Not helpful</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

It is quite apparent that the role played by specialists as additional counselling resource was of great assistance to students. It supported what was offered by the school counselling personnel. This support however was given at cost either to the school or to the parent.

**4.1.9 Resolution/overcoming the problem**

As a result of the counselling process students were asked whether they had overcome or resolved the problems that made them seek the service of a school guidance counsellor in the first instance.

**Item 7: Have you overcome the problem that made you see a counsellor?**

The greater majority of students indicated that they had overcome the problem as shown in the Table IV.15 below.
Table IV. 15: Overcoming problems

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Greatly overcome</td>
<td>29</td>
<td>61.7</td>
</tr>
<tr>
<td>(ii) Largely overcome</td>
<td>10</td>
<td>21.3</td>
</tr>
<tr>
<td>(iii) Not sure</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>(iv) Slightly overcome</td>
<td>5</td>
<td>10.6</td>
</tr>
<tr>
<td>(v) Have not overcome</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100</td>
</tr>
</tbody>
</table>

It is apparent that counselling helped the majority of students to resolve problems they presented to counselling teachers. About 17% of students did not seem to have been assisted by counselling. This proportion of the students' clientele is not insignificant given the importance and the need for every student to resolve whatever problem affect his/her development.

4.1.10 Attitude of peers towards a student problem

Students who responded to guidance and counselling questionnaire were requested to indicate what their peers thought of the problems that led them to be referred for counselling.

Item 8: What was the attitude of your peers towards your problem?

More than half of the students thought that their peers were concerned about their problems. And about forty percent considered that peers had very little concern for their problems. Table IV. 16 below gives the analysis of students attitude.

Table IV. 16: Peers attitude to students' problems

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)Greatly concerned</td>
<td>14</td>
<td>29.8</td>
</tr>
<tr>
<td>(ii)Concerned</td>
<td>14</td>
<td>29.8</td>
</tr>
<tr>
<td>(iii)Not sure</td>
<td>7</td>
<td>14.9</td>
</tr>
<tr>
<td>(iv)Slightly concerned</td>
<td>8</td>
<td>17.0</td>
</tr>
<tr>
<td>(v)Not concerned at all.</td>
<td>4</td>
<td>8.5</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100</td>
</tr>
</tbody>
</table>
According to data, it is apparent that other students were concerned when a particular student got into problems in whatever area-academic, developmental and relationships. Under the same token it is reasonable to assume that peers were glad to see a student overcome or resolve problem through whatever available means including counselling process.

4.1.11: Counselling students' views of their problems.

Having been referred to the counselling teacher and having undergone counselling what was students' view thinking about the problems. These views were sought from the students who underwent counselling.

Item 9: You have been referred to guidance and counselling teacher. What do you now think about the problem that made you be referred to him or her?

From students response it appears that it was easier to explanation his/her views than to justify his views. The data generated from this question was expansive but an attempt has been made to condense it into brief and precise related categories of explanations and justification. The data could not be organized into a tabular form with percentages because of the great variability and specificity of individual responses. All the respondents had something to say about their problems. They felt had to write down something however brief or vague. The following then is a synopsis of students responses.
**Composite list of explanation & justification of problems that led to counselling.**

<table>
<thead>
<tr>
<th>Explanation View of problem</th>
<th>Justification/Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Problem could have ruined my life and affect my family</td>
<td>Would have made wrong choice.</td>
</tr>
<tr>
<td>(ii) Loneliness was a great concern to me.</td>
<td></td>
</tr>
<tr>
<td>(iii) Was happy that the problem was solved.</td>
<td>Counsellor was understanding</td>
</tr>
<tr>
<td>(iv) Was glad that he was able to overcome the problem and said no to drugs in life.</td>
<td>No longer takes drugs</td>
</tr>
<tr>
<td>(v) Through discussing the problem he was able to regain parental love.</td>
<td>Has stopped the truancy habit.</td>
</tr>
<tr>
<td>(vi) Had at one time thought the problem would not be solvable.</td>
<td>Has had follow-up sessions</td>
</tr>
<tr>
<td>(vii) Was glad that I went for guidance and counselling.</td>
<td>Made comfortable and talked about problem</td>
</tr>
<tr>
<td>(viii) Was relieved that causes and reasons of problem were explained.</td>
<td>Feels confident and able to cope with</td>
</tr>
<tr>
<td>(ix) He would not have handled the problem (depression) if he did not go for counselling.</td>
<td>Responded to counselling and drugs</td>
</tr>
<tr>
<td>(x) Happy that the problem was diagnosed early enough.</td>
<td>Knows others with similar problem (stress)</td>
</tr>
<tr>
<td>(xi) Was able to see the problem in proper perspective.</td>
<td>and are really suffering.</td>
</tr>
<tr>
<td>(xii) Felt great relief speaking to a caring and listening person.</td>
<td>Has been strengthened emotionally.</td>
</tr>
<tr>
<td>(xiii) The problem was a great hindrance to my learning- it kept me away</td>
<td>Given good advice, which is always</td>
</tr>
<tr>
<td></td>
<td>applicable.</td>
</tr>
<tr>
<td></td>
<td>My learning has greatly improved since the</td>
</tr>
<tr>
<td></td>
<td>problem was solved.</td>
</tr>
<tr>
<td>Student Responses</td>
<td>Outcome</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>(xiv) Was very happy to have been referred to counsellor.</td>
<td>Feels greatly assisted.</td>
</tr>
<tr>
<td>(xv) Now that the problem is overcome he can concentrate.</td>
<td>Performance has been enhanced</td>
</tr>
<tr>
<td>(xvi) Appreciates that he did know how to deal with some situations.</td>
<td>Feels competent now</td>
</tr>
<tr>
<td>(xvii) Peers influence had negative influence on his education.</td>
<td></td>
</tr>
<tr>
<td>(xviii) Has made me change attitude towards choosing friends.</td>
<td></td>
</tr>
<tr>
<td>(xix) Has learned to improve study/reading habits.</td>
<td>Given tips by the teacher</td>
</tr>
<tr>
<td>(xx) Feels the problem was handled competently.</td>
<td>Able to face life and continue learning.</td>
</tr>
<tr>
<td>(xxi) Friends (peers) did not want him to become indisciplined.</td>
<td>Did not know how to handle and avoid problems.</td>
</tr>
<tr>
<td>(xxii) His was a periodical or recurring problem and kept on bothering him.</td>
<td>Counsellor gave him resources to handle it.</td>
</tr>
</tbody>
</table>

What comes out of students' responses is a clear affirmation that counselling played a very significant role in assisting them solve or overcome the problem. There were indications of sense of relieve that the problem was gone. With the problem resolved students were able to re-focus their energies and concentration on learning activities. There was commendation of the counsellors for their role in helping students come to terms with problems. There were instances where students indicated that they had despaired. They thought that the problem would never be solved; but after counselling it was solved. It is also instructive to note that none of the students have indicated that the counselling process was waste of time.
4.1.12 Students perception of guidance and counselling

In general what was students perception of guidance and counselling. Using their knowledge and depending on what they had gathered from other students, those students who had undergone counselling were asked to indicate these views (about counselling.)

Item 10: What are students general views about guidance and counselling?

Over two thirds of the students believed that guidance and counselling was useful. Nevertheless it is also important to note that close to one-third of the students had a negative perception of guidance and counselling.

Table IV 17: Students perception of guidance and counselling

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Very useful</td>
<td>22</td>
<td>46.8</td>
</tr>
<tr>
<td>(ii) Useful</td>
<td>12</td>
<td>25.5</td>
</tr>
<tr>
<td>(iii) Not sure</td>
<td>5</td>
<td>10.6</td>
</tr>
<tr>
<td>(iv) Not very useful</td>
<td>5</td>
<td>10.6</td>
</tr>
<tr>
<td>(v) Not useful at all</td>
<td>3</td>
<td>6.4</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100</td>
</tr>
</tbody>
</table>

It would appear that the majority of students' perception of guidance and counselling was positive. They believed that guidance and counselling could help students overcome their problems. In the same breadth, close to thirty percent were of the opinion that counselling wasn't very much useful. The latter group is likely to consist of students who are generally indisciplined and would thus not like to see harmony in the school. This clique of students is usually influential and can be destructive towards schools well-being.
4.2 TEACHERS QUESTIONNAIRE

The study also sought teachers' views about guidance and counselling services in secondary schools. Teachers' opinions were captured through the use of a five-point attitude scale (Lickert's) organised in the form of a questionnaire, which they were asked to complete. Their views are presented in the following tables.

4.2.1 Essentiality of guidance and counselling

Teachers were asked to specifically indicate whether guidance and counselling is an essential service to schools.

**Item 1: Guidance and counselling is an essential service to school.**

Out of forty-one teachers, thirty-nine responded to this item. Their responses are presented in the Table IV.18 below.

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of teachers</td>
<td>39</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>39</td>
</tr>
<tr>
<td>%</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
</tbody>
</table>

**Guide to the attitude scale:**

SA-Strongly agree
A-Agree
UD-Undecided
D-Disagree
SD-Strongly disagree

All teachers, without exception strongly agreed that guidance and counselling is an essential service to secondary schools.

4.2.2 Need for psychological background for guidance counselling teachers.

There are several views about the necessary education and training background for guidance and counselling teachers. Teachers' views were sought about this issue and
specifically about the need for training in psychology besides regular training as classroom teacher.

**Item 2: Only a person with psychological training background should be in charge of guidance & counselling.**

Teachers opinion was divided almost in the middle - about a half supported the proposal and the half opposed the suggestion as indicated in the Table IV.19.

**Table IV.19: Psychological background for teachers of guidance and counselling.**

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Trs</td>
<td>10</td>
<td>9</td>
<td>2</td>
<td>14</td>
<td>6</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>24.4</td>
<td>21.9</td>
<td>4.9</td>
<td>34.1</td>
<td>14.6</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the data, it appears that the teaching fraternity is not agreed about what should constitute appropriate training for a guidance and counselling teachers besides the regular pedagogical training.

**4.2.3. Guidance & counselling a waste of time.**

Is guidance and counselling a mere waste of time in schools? Teachers were asked to give their opinion about this contention.

**Item 3: Guidance & counselling is a mere waste of time.**

Nearly all the teachers who responded agreed that guidance & counselling is not a waste of time as the table below indicates.

**Table IV. 20: Guidance & counselling is a waste of time**

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Trs</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>3</td>
<td>32</td>
<td>36</td>
</tr>
<tr>
<td>%</td>
<td>-</td>
<td>-</td>
<td>2.8</td>
<td>8.3</td>
<td>88.8</td>
<td>100</td>
</tr>
</tbody>
</table>
In spite of the divided opinion about the training background of a guidance and counselling as indicated in Table IV.19, teachers fully supported the official policy of having counselling in schools as shown in Table IV. 20. This point of view supports earlier teachers views that counselling is an essential service to school vide Table IV.18 above.

4.2.4. Appointment of guidance & counselling teachers

The issue of who should be appointed as guidance and counselling teacher was subjected to further scrutiny by teachers.

Item 4: Any teacher can be appointed to provide guidance and counselling services.

Teachers were divided in their opinion about whether any schoolteacher can be appointed to be responsible for counselling services as Table IV.21 below shows.

**Table IV.21: Appointment of teachers as guidance counsellors**

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of Trs</td>
<td>1</td>
<td>13</td>
<td>3</td>
<td>17</td>
<td>7</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>2.4</td>
<td>31.7</td>
<td>7.3</td>
<td>41.4</td>
<td>17.0</td>
<td>100</td>
</tr>
</tbody>
</table>

As intimated in item 2, teachers did not consider it necessary to have special qualifications in order to be appointed and designated a guidance counsellor in a school.

4.2.5 Guidance & counselling and resolution of students problems

Teachers' opinions were solicited on whether counselling assists in the solution of problems in schools.

Item 5: Guidance and counselling does not serve the purpose of avoiding problems in schools.

The greater majority of teachers showed that guidance and counselling has a contribution to make in solving students various problems while at school as shown in Table IV.22 below.

58
**Table IV.22: Role of counselling in solving students' problems**

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.ofTrs</td>
<td>2</td>
<td>1</td>
<td>23</td>
<td>15</td>
<td></td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>4.9</td>
<td>2.4</td>
<td>56</td>
<td>36.5</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Guidance and counselling was considered a useful resource in resolving and amelioration of problems encountered by students in schools.

4.2.6. Specialists and guidance and counselling.

Teachers' opinion was also sought about the contribution of specialists in regard to students' guidance and counselling.

Item 6: Specialists will contribute significantly to guidance and counselling.

A substantial number of teachers were of the opinion that specialists make useful contribution towards guidance and counselling work the table below indicates.

**Table IV.23: Specialists contribution to counselling**

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.ofTrs</td>
<td>22</td>
<td>13</td>
<td>3</td>
<td>3</td>
<td></td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>53.6</td>
<td>31.7</td>
<td>7.3</td>
<td>73</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Guidance and counselling, it was accepted, has to seek the services of specialists, occasionally as the need arise. Their contribution was considered necessary and valuable.

4.2.7 Class teachers and guidance and counselling.

Teacher's views about effectiveness of class teachers in the role of guidance and counselling was sought.

Item 7: Class teachers will not be able to carry guidance and counselling effectively.

The greater majority of teachers' opinion was that class teachers would be effective guidance and counselling teachers as shown by the Table IV.24 below.
Class teachers are considered central to guidance and counselling largely because they are very much in contact with students of a specific class all the time.

4.2.8 Role of parents in guidance and counselling.

Teachers were asked what they thought about the role of parents in solving students' problems in a school situation.

Item 8: Parents play a major role in reducing the problems of students.

Nearly all the teachers' views were that parents help in solving students' problems as the table below indicates.

| Table IV.25: Parents Role in guidance and counselling. |
|----------------|-------|-------|-------|-------|-------|-------|
| Response       | SA    | A     | UD    | D     | SA    | Total |
| No. of Trs     | 25    | 10    | 2     | 3     | 1     | 41    |
| %              | 61    | 24.4  | 4.8   | 7.3   | 2.4   | 100   |

Parents were considered very useful if not critical partners in providing guidance and counselling to students (their children) in collaboration with the schools.

4.2.9. Teachers in official positions and guidance and counselling service.

Relating guidance and counselling to officially appointed teachers was another area in which teachers opinion was sought.

Item 9: Only teachers in official positions of authority (e.g. deputy head of department etc) should be made responsible for guidance and counselling.
Almost all the teachers were of the opinion that guidance and counselling should not be confined to teachers who had been appointed to the position of authority. Table IV.26 below gives details.

**Table IV.26: School officials and guidance and counselling**

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of Trs</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>17</td>
<td>21</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>2.4</td>
<td>2.4</td>
<td>2.4</td>
<td>41.4</td>
<td>52.2</td>
<td>100</td>
</tr>
</tbody>
</table>

It appears that teachers appreciate the role an ordinary teacher plays in guidance and counselling and as such he does not have to be in a position of authority to play this role.

4.2.10: Students acceptance of referral for guidance and counselling

Do the students willingly agree to be referred for guidance and counselling? Teachers opinion was sought on this issue.

**Item 10: Students with problems appreciated being referred to the guidance and counselling teachers.**

Though a greater number of teachers considered that pupils appreciated being referred for counselling, the number that was not sure and those who disagreed was also substantial. Their views were thus divided as illustrated in Table IV.27 below.

**Table IV.27: Students referral for counselling**

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Trs</td>
<td>4</td>
<td>18</td>
<td>10</td>
<td>6</td>
<td>1</td>
<td>39</td>
</tr>
<tr>
<td>%</td>
<td>10.2</td>
<td>46.2</td>
<td>25.6</td>
<td>15.4</td>
<td>2.5</td>
<td>100</td>
</tr>
</tbody>
</table>

It appears that teachers were not sure about the efficacy of referral system in terms of whether students went for counselling out of volition or through coercion/advice.
4.2.11 Role of guidance & counselling teachers in monitoring students problems.

Schools are expected to have teachers assigned to guidance and counselling responsibilities of monitoring students' problems. Teachers were asked their opinion about guidance counselling teachers perceived role in monitoring students' problems.

Item 11: Guidance and counselling teachers play an important part in monitoring of students' problems.

Almost all teachers who responded think that guidance counselling teachers contribute in monitoring and gauging students' problems within the school environment as shown in Table IV.28.

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of Trs</td>
<td>18</td>
<td>16</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>37</td>
</tr>
<tr>
<td>%</td>
<td>43.9</td>
<td>43.2</td>
<td>8.1</td>
<td>2.7</td>
<td>-</td>
<td>100</td>
</tr>
</tbody>
</table>

It is quite apparent that guidance and counselling teachers are considered a useful instrument of gauging and monitoring problems that afflict students in the course of their stay in school.

4.2.12. School's responsibility in fostering discipline.

What do teachers see as the role of the school in preparing students to become disciplined persons.

Item 12: Organized preparation of students to become disciplined persons is a major responsibility of the school.

The majority of teachers thought that schools have a responsibility in preparing students to become disciplined individuals. Please see the Table IV.29 below.
### Table IV.29: School and discipline

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Trs</td>
<td>14</td>
<td>19</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>34.1</td>
<td>46.3</td>
<td>9.8</td>
<td>4.9</td>
<td>4.9</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the data teachers consider that secondary school is an important societal organ in fostering disciplined behavior among students.

#### 4.2.13: Punishment and indisciplined behavior in school.

Teachers were asked what they thought about punishment of students who are indisciplined.

**Item 13: Punishment is the only way to stamp out indiscipline in a school.**

The majority of teachers did not view punishment as the only measure of stamping out unbecoming behaviour among the students' body as the table below indicates.

### Table IV.30: Punishment & disciplined behaviour

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of Trs</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>15</td>
<td>18</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>4.9</td>
<td>12.1</td>
<td>2.4</td>
<td>36.6</td>
<td>43.9</td>
<td>100</td>
</tr>
</tbody>
</table>

It appears that teachers generally consider that punishing students is the only measure of bringing about discipline in an institution. By implication it can also be argued that teachers believe that other measures ought to be used to foster disciplined behaviour.

#### 4.2.14. Class teachers as resources for guidance and counselling.

As in the case of item 7 teachers were asked again but in a different manner to give their opinion about the importance of a class teacher in guidance and counselling matters.

**Item 14: Class teachers are an important resource in guidance and counselling matters.**
All the teachers except one (undecided) concurred that class teachers were an important resource in guidance and counselling matters as the table below indicates.

**Table IV. 31: Class teachers as guidance & counselling**

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Trs</td>
<td>22</td>
<td>18</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>53.6</td>
<td>43.9</td>
<td>2.4</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
</tbody>
</table>

Class teachers are considered an important cadre of teachers and contribute significantly to the process of guidance and counselling.

**4.2.15: Suitability of guidance and counselling approaches and methods.**

Approaches and methods used by teacher counsellors were subjected to teachers' opinion in particular with regard to their professional suitability.

**Item 15:** Approaches and methods used in solving students' problems are professionally sound.

Teachers' opinion was divided among those who thought the approaches and methods were sound and those who thought that they were not sound. The table below illustrates this divide.

**Table IV. 32: Suitability of guidance & counselling methods**

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Trs</td>
<td>3</td>
<td>15</td>
<td>11</td>
<td>10</td>
<td>2</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>7.3</td>
<td>36.5</td>
<td>26.8</td>
<td>24.3</td>
<td>4.8</td>
<td>100</td>
</tr>
</tbody>
</table>

It is apparent that a good number of teachers are not conversant with what approaches and methods should used in the provision of guidance and counselling services.

**4.2.16: Influence of staff attitude towards guidance and counselling.**

School's teaching faculty attitude to guidance and counselling as a service for students was also subjected to teachers' opinion.
Item 16: Staff members' positive or negative attitude towards guidance and counselling influence the outcome of students counselling.

Most teachers concurred that their attitude to guidance and counselling impacts on student's perception of counselling as indicated in Table IV.33 below.

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Trs</td>
<td>14</td>
<td>21</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>39</td>
</tr>
<tr>
<td>%</td>
<td>35.9</td>
<td>53.8</td>
<td>-</td>
<td>5.1</td>
<td>5.1</td>
<td>100</td>
</tr>
</tbody>
</table>

The way ordinary teachers view guidance and counselling, has great influence on the students perception approach and attitude to counselling and especially their (students) acceptance of counselling as a tool problem or conflict resolution.

4.2.17: Career guidance as a component of counseling service.

In view of the decreasing employment opportunities, teachers' opinion was sought about the position of career guidance within the schools guidance and counseling services.

Item 17: Career guidance is not longer considered an important component of the schools Counseling services.

Teachers' opinion was divided over this matter with a slight majority considering career guidance as still a useful service to students. The table below gives the details.

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Trs</td>
<td>3</td>
<td>11</td>
<td>5</td>
<td>12</td>
<td>10</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>7.3</td>
<td>26.8</td>
<td>12.2</td>
<td>29.2</td>
<td>24.4</td>
<td>100</td>
</tr>
</tbody>
</table>
The data confirmed that career guidance is still a feature of the schools' guidance and counselling services in spite of the decline in employment opportunities in the country.

4.2.18: School administration and the role of guidance and counselling.

Teachers' views were sought about what they perceived as the school administration attitude towards guidance and counselling.

Item 18: The school administration greatly values the role of guidance and counselling service

A vast majority of teachers agreed that the school administration is appreciative of the contribution of guidance and counselling service as shown in the Table IV.35 below.

<table>
<thead>
<tr>
<th>Item 18: The school administration greatly values the role of guidance and counselling service</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Trs</td>
<td>22</td>
<td>13</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>53.6</td>
<td>31.7</td>
<td>7.3</td>
<td>2.4</td>
<td>4.9</td>
<td>100</td>
</tr>
</tbody>
</table>

The school administration is supportive of counselling service and considers the service essential to institution is orderly conduct and management.

4.2.19: Essentiality of academic guidance.

Teachers' attitude was sought about the essentiality of academic guidance as part of guidance and counselling service.

Item 19: Academic guidance is an essential element of students counselling.

Thirty seven teachers responded to this item and nearly all of them considered academic guidance an essential component of guidance and counselling. Table IV.36 below gives analysis of the response.
It is quite clear that academic guidance is not only considered an important component but an essential element of guidance and counselling.

4.2.20: Time for solving of students' problems.

Students individual or group behavioural problems arise from time to time. When is the opportune time to solve these problems. Teachers' opinion about this matter was requested through the following item.

Item 20: Students problem should be handled and resolved when they arise

Almost all the respondents agreed that students behavioural problems should be addressed whenever they arise as the table below shows.

Table IV. 37: Appropriate time of solving problems

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Trs</td>
<td>29</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>70.7</td>
<td>24.5</td>
<td>2.4</td>
<td>2.4</td>
<td>-</td>
<td>100</td>
</tr>
</tbody>
</table>

In order to enhance and help students growth in good behaviour, it was considered necessary to tackle their problems as soon as they arise and solve them appropriately.

4.2.21: Peer counsellors

Besides teacher counsellors, some institutions have incorporated peer counsellors as part of the school's counselling team. What is the attitude of teachers about peer counsellors?

Item 21: Peer counsellors play a major role in solving students problems.

Teachers' opinion heavily supported the view that peer counsellors have a significant role in the resolution of students' problems as shown in the table below:
Table IV.38: Peer counsellors solving students' problems

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Trs</td>
<td>13</td>
<td>21</td>
<td>4</td>
<td>2</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>31.7</td>
<td>51.2</td>
<td>9.8</td>
<td>4.9</td>
<td>100</td>
</tr>
</tbody>
</table>

Peer counsellors were considered an important component of the guidance and counselling service in the institutions.

4.2.22 Group counselling approach

Teachers were asked to give their views about group counselling as a method of counselling.

Item 22: Group counselling does not help in solving students' problems.

The greater majority of teachers were of the opinion that group counselling is useful as shown in the table below:

Table IV.39: Group counselling technique

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Trs</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>26</td>
<td>9</td>
<td>39</td>
</tr>
<tr>
<td>%</td>
<td>2.6</td>
<td>5.1</td>
<td>2.6</td>
<td>66.7</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

As this data shows group counselling is considered an important and essential method of counselling and is probably used by teachers.

4.2.23. Individual teachers and students discipline

In connection with students discipline teachers were asked to give their views about the role of individual teachers.

Item 23: Individual teachers should be responsible for students' discipline in school

Teachers' opinion on this matter is divided almost into half-half as shown in Table IV.40 below.
Table IV. 40: Individual teachers and discipline

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Trs</td>
<td>9</td>
<td>11</td>
<td>2</td>
<td>15</td>
<td>4</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>21.9</td>
<td>26.8</td>
<td>4.9</td>
<td>36.6</td>
<td>9.7</td>
<td>100</td>
</tr>
</tbody>
</table>

It appears that leaving students discipline matters to individual teachers is not an accepted practice. But apparently every individual teacher has a role to play in matters of discipline.

4.2.24. Students problems and teacher counsellors

And what do the teachers think about students' problems being handled by counselling teachers?

Item 24: When students' problems arise they should only be referred to appropriate counselling teachers.

Though some teachers saw the teacher counsellor as the ultimate charge for students' problems, the majority of teachers thought otherwise as shown by the table below:

Table IV. 41: Teacher counsellors and students problems

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Trs</td>
<td>3</td>
<td>4</td>
<td>8</td>
<td>19</td>
<td>5</td>
<td>39</td>
</tr>
<tr>
<td>%</td>
<td>7.7</td>
<td>10.2</td>
<td>20.5</td>
<td>49</td>
<td>12.8</td>
<td>100</td>
</tr>
</tbody>
</table>

Though the teacher counselor has a very significant role to play in guidance and counseling, it is also generally considered by the teaching fraternity that other teachers have a role to play as well.

4.2.25: Association between counseling and indiscipline

Teachers were also asked for their opinion about the linkage or association between guidance and counseling and students indiscipline.
Item 25: Students counseling is many a time associated with indiscipline

Teachers' opinion was divided almost in the middle as shown in the table below:

Table IV. 42: Counselling and indiscipline

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Trs</td>
<td>6</td>
<td>14</td>
<td>2</td>
<td>8</td>
<td>11</td>
<td>41</td>
</tr>
<tr>
<td>%</td>
<td>14.6</td>
<td>34.1</td>
<td>4.9</td>
<td>19.5</td>
<td>26.8</td>
<td>100</td>
</tr>
</tbody>
</table>

It would appear that teachers' perception that counselling is purely for purposes of solving students' indiscipline is gradually changing. Some teachers consider counselling as a process of fostering harmony and discipline in school and among individual students.

4.3. RESOURCES FOR GUIDANCE AND COUNSELLING

In carrying out guidance and counselling various resources are needed and put into use by the institution. The researcher interviewed head-teacher as well as teachers in charge of guidance and counselling in respect to resources available for students counselling. The researcher also made observations and examined documents held by department. The resources covered included counselling rooms; guidance and counselling books and related materials, students records, teachers deployed for counseling, financial resources and time devoted for students counseling. The following is the description of the situation in schools with regard to guidance and counseling resources.

4.3.1. Counseling Rooms

All the sample schools visited had some kind of space designated as a counseling room where guidance counselling teachers met students. These rooms were also used to house counselling teachers and to store resource materials such as books, pamphlets and students records. Some of the rooms were not labelled and they were not necessarily located in a secluded area. Some heads of the guidance and counseling department these rooms as their offices, denying other counsellors counseling space.
4.3.2 Guidance and counselling teachers

(i) Distribution of counsellor teachers

All schools had teachers designated as teacher-counsellor either by the Teachers Service Commission or by the school and administration. The number of teachers in each school ranged from three to five and each school had one teacher who was in charge of guidance and counselling. In some schools it was reported that there was a guidance and counselling committee which was part of the guidance and counselling department. However other than the guidance and counselling teachers this committee did not have any members from the teaching staff. The following table shows the distribution of counselling teachers in sample schools in relationship to other teachers and students enrolment.

Table IV. 43: Counselling teachers

<table>
<thead>
<tr>
<th>School</th>
<th>G &amp; C Trs</th>
<th>%</th>
<th>Students Enrolled</th>
<th>tr/stu ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIAKANJA</td>
<td>3</td>
<td>13.0</td>
<td>250</td>
<td>1:83</td>
</tr>
<tr>
<td>KAGUMO</td>
<td>3</td>
<td>7.5</td>
<td>747</td>
<td>1:249</td>
</tr>
<tr>
<td>MOI COMPLEX</td>
<td>3</td>
<td>15.0</td>
<td>394</td>
<td>1:131</td>
</tr>
<tr>
<td>MUTHUANI</td>
<td>3</td>
<td>15.7</td>
<td>245</td>
<td>1:81</td>
</tr>
<tr>
<td>MURUGURU</td>
<td>5</td>
<td>17.8</td>
<td>540</td>
<td>1:108</td>
</tr>
<tr>
<td>NYERI HIGH</td>
<td>3</td>
<td>7.8</td>
<td>719</td>
<td>1:239</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
<td>11.9</td>
<td>2895</td>
<td>1:144</td>
</tr>
</tbody>
</table>

It appears that there are no set criteria for appointment of teachers for guidance and counselling. The larger schools like Kagumo and Nyeri high schools have fewer counsellor teachers compared to the smaller schools. The ratio of counsellor to students is rather large for any effective individual counselling.

(ii) Training and Experience.

All the teachers assigned responsibility for guidance and counselling were recruited from among the teaching staff. Some heads of guidance and counseling department were
appointed directly by the Teachers Services Commission upon the recommendation of the school Principal or the District Education Office. This was applicable to the large schools with twelve classes and above. Heads of department for the smaller schools were appointed internally by the school administration. Other counsellor teachers were also appointed internally by principals of schools.

There were no set guidelines for the internal appointments. However the rule of thumb was apparent experience in school and ability to cope and relate with students. All the guidance and counselling teachers were trained as teachers but none had specialized training in counselling. They had some in-service training in form of seminars, short-courses and or workshops on counselling skills. Many of these courses had been organized by the various department and agencies of Ministry of Education. It was reported that there was need for additional and systematized training of teachers of guidance and counselling. It was also apparent that criteria for appointment of guidance teachers was necessary. The quality of guidance and counselling service depended on the professional competence of those in charge.

(iii) Counselling Time

Teachers in charge of guidance and counselling also teach the usual academic subject timetable load. Guidance and counselling is done outside the usual timetable. The teaching load was for a departmental head is twenty periods per week and for the regular teacher it is twenty seven periods per week. The only time available for the guidance counselling teacher to attend to students needs is during breaks, lunch time or after classes in the late afternoon. For teachers who commute to and from school, the time after classes is not suitable. They have to travel home. It seems that there is lack of quality time when counsellor teachers can attend to the students needs. Lack of time may lead to some students pressing problems not being attended to in time to diffuse tension.

4.3.3 Expenditure for guidance & counselling

There is no expenditure vote set a side for guidance and counselling activities. Institutions however support minor expenses related to counselling. Among these are
purchase of resource materials requested by teachers such as videos, books and pamphlets. They also pay travelling expenses for invited external speakers. Guidance teachers however are not paid anything extra for the additional time they spend with students. It is regarded as part of their normal duties. However there were two instances whereby the school paid for the training expenses of teachers.

Incorporating guidance and counselling department as a fully fledged department of the school with full rights for regular expenditure seemed to be difficult. Heads of institutions, though they strongly supported the guidance department, cited financial constraints as the main reason for the prevailing situation. In spite of the problems of non-availability of financial resources, it is apparent that some initial investment is necessary so that counselling department can offer credible services. For example there is shortage of reference materials. At present teachers largely depend on their books and other critical print materials as resource materials. Other activities like training of peer counsellors are also curtailed by lack of finances. Asking teachers of guidance and counselling to work long hours without some extra stipend seems also to demotivate teachers.

4.3.4 Guidance from education office

The District Education Office has an officer in charge of guidance and counselling. The District Inspector of Schools is also responsible for counselling in schools as part of the quality assurance mandate. The Education Office claims that it has been sending guidelines and other relevant circulars to schools to help them operate counselling programme. However in spite of this, nearly all the school principals claimed that there were no guidelines and no specific policies that had been received by their schools from the Education Office. On their part schools did not have official or formal guidelines on guidance and counselling for use by teachers. In other areas of instruction there were clear curriculum guidelines. This was not the case for guidance and counselling. Every guidance and counselling teacher worked on basis of his/her own aim guidelines, which again were not available for scrutiny. Only the teacher knew what he/she was
doing and how he/she went about it. As indicated in the literature review the Ministry of Education (The School Inspectorate) had published a detailed Handbook of Guidance and Counselling in 1977 but it was not available in schools.

It is apparent that teachers from various schools approach counselling in different ways owing to lack of general guidelines. Teachers with minimal training in counselling skills must find it hard to undertake their tasks effectively. Providing guidance and counselling general guidelines to school seems to be an immediate need in order to enhance the efficacy of the programme.

4.3.5 Students problems

It was indicated that problems experienced by students and which are usually referred to counsellors normally emanate from the family as well as from the school. Amongst the family related problems include family breakage and poverty at the household level. At the school level problems ranged from adolescent behavioral problems to academic problems. Respondent cited the following as the most common problems: inability to related to other students, emotional problems, lack of friends including opposite sex relationship problems, negative peer influence, sexuality, drugs, truancy, lateness, inability to concentrate, poor and academic performance.

It appears that most of the problems cited are the usual developmental problems experienced by growing-up young persons. The major challenge for the institutions then is to assist the young persons (students) develops capacity to deal with these problems and resolve them effectively.

4.3.6 Influence of counselling on discipline.

All the sample schools have an established Guidance and Counselling Department. Departments are staffed with teachers who have been given partial training in counselling. Principals and guidance counselling teachers believe in the necessity and importance of guidance and counselling in schools. Regular teachers believe that their role in guiding and advising students in all spheres of their development is equally
important; and that they too contribute greatly to the formation of students. Principals were emphatic that continuous counselling of students and giving them guidance in various aspects of development as they go through secondary education contribute greatly to good discipline in the institution. Principals also considered that the head of school was counsellor number one in setting the pace and tempo of the school conduct and discipline. Students had to be guided and shown the right ways. Good and effective communication, good management and vigorous academic and co-curricular activities were seen as hallmarks of good discipline. In the absence of these mitigating factors counselling would hardly be effective. On the whole, guidance and counselling was considered by the school to be a very effective way of moderating students' discipline.

4.3.7 Indiscipline in schools

Head-teachers considered that the rampant indiscipline cases that characterized secondary schools in the district and elsewhere in the country during the period 2000/2001 were caused by both internal and external factors. The internal factor included gross mismanagement; negative peer influence; poor teaching; non-supervision of students especially after class hour and idleness. External factors comprised of drugs pushing in schools; lack of parental and community supports; frequent transfer of teaching staff; recruitment and admission of non-motivated students and hostile school environment. Similar factors were cited by an official report entitled Indiscipline in Schools in Central Province, prepared by the Provincial Director of Education Province during the Period 2000/2001. One important factor cited by the schools principals was the overall societal influence on students. Kenya society has in the last decade or so experienced a confrontational, hostile approach towards management of public affairs in nearly all sectors. This confrontational, aggressive and hostile attitude towards the opposing combatants seems to have been learned and adopted by students. In an institutional setting they tended to adopt the same style. Another important observation made by principals concerned the effect of abolition of caning in schools. Their view was that during the era of caning in schools, the practice had a "positive" influence and effect on students' conduct and discipline. Caning, they claimed restrained students and made them behave properly.
It is thus apparent that schools principals and teachers are very much aware of the underlying causes of indiscipline in schools. The challenge to the heads of schools and the entire institution is how to establish and maintain a disciplined climate and environment.

4.4 GUIDANCE AND COUNSELLING TEACHERS INTERVIEW

Guidance and counselling teachers were interview about the various aspects of their work. The following is the outcome of the interview.

4.4.1 Selection and appointment of guidance counselling teachers

Teachers of guidance and counselling are also regular subject teachers. In addition to teaching the time-table subject load they guide and counsel students. The teachers are appointed by the school administration except the head of the department (guidance and counselling) who is appointed by the Teachers Service Commission. There is no laid down criteria for the appointment but principals indicated that they looked for mature, devoted, caring and likable and dependable teachers. The majority of the teachers and especially heads of counselling department seemed devoted and concerned about the welfare of students. It appears that teachers' identification process was well thought out. There were however, instances cited whereby some teachers were assigned guidance responsibility but they were either reluctant or incapable of carrying out the task effectively.

As mentioned above all counselling and guidance teachers taught their regular subjects as per the time-table loads, whose average was twenty seven periods per week. The head of department load was twenty periods. The subjects taught included CRE, Mathematics, Geography, Social Education and Ethics and Physical Science. There was no specific period set aside for counselling. Individual student counselling was done outside the class-teaching periods. Talks by outside speakers and occasionally group guidance/counselling sessions were at times done during class time. Individual counselling was done during lunchtime and after classes in the afternoon. There were
isolated instances when counselling was done during the evening students study time. Guidance and counselling job thus created an extra workload for the teachers' assigned these responsibilities. There was also no suitable time for both the student and the teacher for counselling interaction. This situation has tended to relegate counselling to obscurity and create an impression that it is not an important aspect of the school programme. Furthermore lack of quality time to provide counselling make teachers and students not to give it priority.

4.4.2. Training of guidance counselling teachers.
Training of guidance and counselling teachers is done on a rather adhoc basis. There is no formal tailor-made counselling training programme and the providers of training come from many different sources. According to the records at the District Education Office, in addition to the Inspectorate Division of the Ministry of Education, training has been provided by a number of other organisations. These include Church related institutions such as National Council of Churches in Kenya (NCCK) and Kenya Catholic Secretariat (KCS). Other agencies are Amani Conselling Centre, Oasis Counselling Center, Extra Mural Department of University of Nairobi and Plan International. The courses offered are of short-duration type, the maximum duration being one week. There are however some individual teacher counsellors who have enrolled for certificate courses with some of the institutions named above. All heads of the department and the majority of teachers have apparently attended some orientation courses in guidance and counselling. Topics covered in these short courses included adolescent and developmental problems, skills and attitude of counselling, sexuality, HIV and AIDS and drugs and substance abuse. These topics are relevant and focused on the needs of the school young adults, but it would appear that the training period was rather short for the topics to be covered adequately. All the younger counsellors expressed the need for more detailed training.

4.4.3 Approaches to guidance and counselling
There are several approaches and methodologies adopted by schools. The following is a recap of the various ways in which teachers and institutions conducted guidance and counsellling.
(i) Areas, approaches and methods

Guidance and counselling was provided in the areas of academic work, growth and development of the student (behaviour), spiritual development, careers and educational field. The latter area comprised of information and or education which is not necessarily in the school curriculum but which is important for students to make informed decisions. Information on HIV/AIDS, alcoholism and drugs abuse also falls under this category.

Guidance and counselling was given through four approaches or methods. These were the whole school (including either lower or upper school) guidance; group counselling; peer counselling; and individual counselling. Guidance for the whole school was done by the head of school or the deputy and this focussed on giving general direction to the school on matters of good conduct and behaviour. Group guidance and counselling was given by both the class teacher and the teacher incharge of guidance and counselling depending on the topic. Academic matters guidance was handled by either the class or subject teacher. Growth and development issues at the group or class level were handled by the teacher counsellor or a resource person invited by him. Peer counsellors, where they formally existed, were involved in counselling their fellow students on both academic and behavioral problems, but more so on the latter. Individual student counselling on matters of behavior and conduct was done by the teacher in charge of guidance and counselling. However there were exceptions to this practice. Students with minor behavior problems were dealt with by the subject/ class teacher. And students with serious academic problems were referred to the counsellor because of his additional resources (counselling skills).

(ii) Careers guidance

Careers guidance and education is co-ordinated by the guidance and counselling teacher whereby external speakers are invited. However because of lack of formal employment opportunities with the economy and students are no longer enthusiastic about talks on prospective careers.
4.4.4. Students referral system

Students going for counselling were referred to the counselling teacher by other teachers, other students, deputy principal or principal and by the student himself/herself. There were very few instances of students being referred by their parents/guardians. Equally the instances of self-referral were also very few. The impression gained through speaking to teachers of guidance and counselling was that students did not want to go for counselling. According to them, counselling was for problematic students. Discipline master frequently referred students who had been punished frequently to the guidance and counselling department. This created a stigma in respect to counselling. Frequency of individual student counselling ranged from three to five students a week per counsellor.

Students counselling records were usually kept by the individual counsellor and not the department. In one or two schools the head of department had started to organize and consolidate these records for easy use and reference. However on the whole records were not easily available; it was difficult to tell actually how many students had gone through the counselling throughout the year. In spite of this individual counsellors maintained individual students records under confidential cover.

4.4.5. Individual counselling

Individual teachers counselling were asked to describe the counselling process followed when they counsel an individual student. On the whole they were conversant with the basic skills and attitudes of a counsellor. The skills and attitude described included acceptance, understanding, listening, and empathy. They were also aware that the major purpose of counselling is to help the person resolve the problems by himself and not to tell him/her what to do. They indicated the importance of confidentiality as well as empowerment with knowledge necessary to make the right decision. The feedback obtained through student and staff questionnaire showed that students who underwent counselling benefited from the process. This collaborated and confirmed that individual counselling was, to a great extent, done in a proper and effective manner.
4.4.6. Peer counselling

Schools indicated that they were keen to start and operate peer counselling to supplement what teachers were doing. Two schools had initiated peer-counselling training through NGO funding. In one of the schools the trained peer counsellors had fizzled out and were not formally operative. The other school had twelve (12) peer counsellors drawn from form III and IV and who are fairly active. They organized poems and plays to sensititize their peers about the dangers of HIV/AIDS and drugs. They formed a peers club to sensitize and educate other students. Apparently it was easier for students to go to their peers for information on sexuality and sexual behavior rather than go to the teachers.

4.4.7. Assistance from outsiders

Other than the resource persons invited to speak to students on topics of general knowledge about health, growth and development, careers and so forth, schools did not seem to make use of specialists and significant others for purposes of assisting students. The specialists referred to here include psychiatrists, psychologists, and doctors. As mentioned above, it appears that parents and guardians were also not involved in speaking to students.

However, for spiritual counselling and guidance all the schools had a chaplain or a pastor attached to the school, though not resident or fully employed by the institution. Only one school had a full time chaplain who was also an employee of the school Board of Governors. It is apparent that all the schools attached a lot of importance to the spiritual development of students. The main constraint seems to be that the pastors/chaplains attached to the school (except one) were available during the weekends only.

4.4.8 Students problems and discipline

Students' problems as reported above included problems of relationships, growing up (adolescent) problems, academic matters, sexual abuse, financial problems (lack of fees), relating to teachers and parents and emotional problems. Guidance and counselling teachers were asked to indicate what strategies they or the school use to monitor and diffuse these problems. Teachers reported that they do campaign amongst students that
any body experiencing a problem should discuss it with somebody responsible and if need be seek assistance. Secondly they indicated that through strict enforcement of the school rules it is easy to monitor which students didn’t comply with rules and what were underlying causes. In this kind of monitoring students were very useful sources of information. On the whole however they indicated that the best way of eliminating problem of indiscipline is to be proactive and foster good behavior through guidance and provision of relevant information/education. This suggested approach calls for additional time and work by guidance and counselling teachers. Given the present teaching load and lack of time specifically assigned to guidance and counselling, it may not be possible to effectively monitor the discipline status effectively.

4.5 EDUCATION OFFICIALS INTERVIEW

Education officials at the province and the district education office were interviewed about the administration of guidance and counselling programme at secondary schools. In all five officers were interviewed both the administrators and inspectors of schools. The following is the data analysis of the interview schedule for the education officers.

4.5.1 Administration of guidance & counselling programme at district and provincial level

There is a definite organization structure of the guidance and counselling programme at both the province and district education level. At the provincial level there is a provincial inspector of schools responsible for the programme assisted by a senior inspector of school. The two are supposed to co-ordinate guidance programmes through the district education offices. Among the duties of the provincial inspectors responsible for guidance and counselling were:

(a) Management and development of guidance and counselling in primary and secondary schools and post-secondary institutions within the province.

(b) Liaison with District Education Officers in all matters related to guidance & counselling

(c) Co-ordination of guidance and counselling programmes services in the province.
(d) Ensure distribution of guidance and counselling information and materials in all schools and colleges.

At the district level, deputy district education officer was responsible for the administrative operations of guidance and counselling programme in schools. The District Inspector of Schools was responsible for supervision of the programme just like he is responsible for supervising of the other subjects. These inspectors, provincial and district, are not specialists on guidance and counselling. They are subject inspectors who had been assigned responsibilities for guidance and counselling but had been given orientation and brief training in the broad areas of guidance and counselling. In spite of the great importance placed on guidance and counselling at both district and provincial education offices, there wasn't any officer with specialized training in this discipline.

4.5.2 Policies and practices of guidance and counselling

Each secondary school was expected, in fact required to have a guidance and counselling department with a head of department. The department must also have other teachers appointed by the head in consultation with the teachers. There was no written guideline on the number of guidance teachers in the department. However it was indicated that the practice was having between three and five teachers. It was not necessary that these teachers be specialists in guidance and counselling. The rationale for having more than one teacher was to give students leeway to chose whatever teacher she/he preferred for counselling. Each counselling and guidance department was required to have either a counselling team or committee. In some schools principals, deputies and deans of students were members of the counselling team.

The Education office regularly sent out circulars letters and other information on guidance and counselling to schools. Among the guidelines given was about the kind of teachers who should be appointed to the counselling team. The criteria given included that teachers chosen must be mature, self-driving and be representative of the major areas of school life as well the gender and age-range of teachers.
According to official records, during the period 1986 to 1991 or thereabout there was a lot of guidance and counselling activities both in schools and at the district level. Thereafter there was a lapse up to around 1996/97, followed by renewed interest and activity. Towards the end of 1997 the Chief Inspector of Schools directed that provinces and districts appoint co-ordinators of guidance and counselling and revitalize guidance and counselling in schools. On basis of these circular letters, the district requested for detailed information from schools about the status and nature of the programme. Between 1997 and 1999 records indicate there was a flurry of guidance and counselling activities between the education office and schools. It is worthwhile to note that it was also during this period that schools indiscipline was at its zenith. In spite of all the information given to schools in form of circular letters, there is not a single document that has been compiled about the programme since the 1977 Handbook on Counselling and Guidance in Secondary Schools. Even this handbook was not available in both the Education office and schools.

4.5.3. Staffing in schools.
As mentioned about guidance and counselling department is headed by a head of department. In larger schools the head of department is appointed by the Teachers Service Commission. It was not clear what criteria are used for the appointment. Apparently the appointment should have been recommended by the school and the district education office but there was no proof of this. The Education office, however, indicated that in future, it has been agreed that there will be interviews of prospective candidates for not only the head of department, but also of other teachers to be assigned guidance and counselling responsibilities. Upon appointment, head of department is remunerated at a job group above current salary.

Other teachers in the department are usually appointed by the principal in consultation with the other staff presumably. The internal criteria used are already referred to above. Maturity of the individual teachers, consciousness and his/her affable attitude towards students were among the predominant traits in the selection process. Again as mentioned above there were not set and written down appointment guidelines to be followed. The
number of teachers in the guidance and counselling department was not determined by a set establishment. The verbal guideline given was that it varied from three to five teachers depending on the size of the school and the nature and scope of students counselling needs. Teachers in the department were supposed to constitute a counselling committee or team and develop strategies of dealing with guidance and counselling. Head of department was the administrator and was responsible for the co-ordination of guidance and counselling activities. Teachers were not paid anything extra for carrying out counselling. Their teaching load was not reduced either. In actual fact counselling created an extra load. The Education office indicated that there were no policies about additional payment for teachers who performed extra duties above the academic work programme. Besides, guidance and counselling teachers, games masters, boarding masters and drama teachers fall under this category. Under the present government financing arrangement it was not possible to give extra remuneration.

The concept of establishing a counselling team or committee was well articulated and apparently it is not clearly understood by the schools. As indicated above in some of the schools the top school administrators were among committee members. There was also not laid down specific criteria on the qualities and traits of teachers to be appointed to guidance and counselling department. The appointment authority was also not specified. In the case of the head of department it appeared that the Teachers Service Commission could unilaterally make the appointment.

4.5.4 Training of teachers.

All the teachers in guidance and counselling did not have prior training in counselling. This training was not a requirement prior to appointment. Upon training however there were efforts to provide training for these teachers. During the period 1998 and 2000 there were no less than five courses organized by the Education office. Several other courses were also organized by agencies outside the Education sector and especially after school prefects burning incident of 1999 at Nyeri High School. The duration of these courses ranged from one day, three days to a whole week. Besides the teachers, educational administrators/inspectors attended the training sessions. The content of training was fairly
inspector of schools, the regularity and intensity of supervision varied from one school to the other and was heavily influenced by the schools environment and climate. Schools with symptoms of indiscipline were thus visited more regularly to assist them to reform. And schools with strong and stable leadership were just routinely visited. In spite of the relative "newness" of guidance and counselling, it appears that there was no special attention given to department in terms of supervision and feedback.

4.5.7 Major causes of indiscipline in schools

According to the Education officials, the causes of indiscipline in school are both internally and externally generated. Of the internal factors, there is lack of dialogue between students and staff, lack of transparency during the administration of the school programmes and activities. There is also the lack of academically challenging atmosphere in school. An example of under teaching was cited in one of the schools in the province. In this school, during a whole term, there was not a single day all teachers were present. And for students, every week there were ten students absent out of 40 students in a class. This chronic absenteeism of teachers and students affected the overall attitude of students towards learning; and needless to say it also affected their academic achievement. In this school, students gave evidence that "They hate to find their teachers absent. When they find them absent, they also want to be absent."

The second category of factors causing indiscipline was related to the external world, outside the school. The major influences cited were drugs pendling and use; lack of uniformity in some practices for example food served in schools that are neighbours; and media publicity about school strikes and their causes. Young people are apparently influenced by this publicity. If they made comparison of the reason for a neighbouring school strike and found their school was worse they tended to be influenced and go on strike as well. It is worthy to note that adolescent problems of growing up were not on the list of major problems of indiscipline in school.
broad. For example during a one-day seminar held on July 1999, the following was the content (topics) for the training programme:-

(1) Skills on guidance and counselling
(2) Teacher - student relations - enhance learning
(3) Coping with hurt feeling, broken families, child abuse, death and poor performance.
(4) Spiritual development in our adolescent.
(5) Student motivation - setting goals, self realization and actualization
(6) Symptoms of disturbed personality
(7) Symptoms of drug abuse
(8) Sexuality in adolescence and behavioral changes
(9) Good study methods.

It appears that there was concerted effort to provide training to teachers and education administrators. The duration of the training was rather short and the content very wide. It was apparent that there was need for a wide range of training materials to avoid repetition of similar materials by same person. A systematic and co-ordinated programme was necessary.

4.5.5 Peer counselling

Two schools in the province participated in peer counselling training funded by an international NGO. One of the schools was among the study sample schools. This training was initiated by the Ministry of Education and the National Council of Churches of Kenya (NCCK) in 1999. This initiative does not seem to have spread beyond the initial training. Since then there was no evidence of any peer counselling training organized for the district schools through the auspices of the Education office.

4.5.6 Supervision of guidance & counselling programme

There was no specific supervision of guidance and counselling activities in schools. Supervision of the programme was done along with the regular supervision carried out for the normal school academic and co-curricular activities. According to district
4.5.8 Impact of guidance and counselling

Most of the guidance and counselling departments are newly established and both the heads of the department and teachers are not firmly established. They are also not well grounded in counselling skills. There is evident lack of confidence even in the heads of departments. There is also the tendency of confusing or mixing up the role of guidance and counselling with the role of the discipline master. Some students are first punished and then referred to the department for counselling. This erodes the credibility of the department and places the role of a counsellor into doubt. On such situation, it is not possible for guidance and counselling to have substantial impact on students' conduct and indiscipline. However, in schools with a very strong department, it was reported, the impact of guidance and counselling was notable in terms of good conduct and organization; there was also prevalence of harmony and discipline in school.

The importance of guidance and counselling to good school discipline was upheld by the administrators and they recognized the need for a strong guidance and counselling department. Training of teachers in guidance and counselling was necessary for purpose of strengthening the department.

4.5.9 Role of community in school discipline

The administrators were asked what they thought local communities should do to foster discipline in the institution. They considered that both the school and the local community should work as a team or people with the mutual benefit. The community should consider the school as their project and as such identify with its aspirations and difficulties. On the part of the school, it should involve the community in its activities for example hiring the neighbours for employment and purchasing their farm products and services. At present however, the majority of the school neighbours do not feel obliged to cooperate and assist schools next to them. Questions were raised about how a school or a classroom can be burned down without neighbours having a clue or without their coming to assist in putting out the fire. Creation of mutual relationship between school and community would eradicate the psychological gap and hostility. The major challenge, however, was how to put these ideas and concepts into operation.
CHAPTER FIVE
DISCUSSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION
The data was collected on basis of the research study objectives. The six objectives which guided the study are:

(1) To find out what kind of guidance and counselling programmes are offered in secondary schools.
(2) To find out who carry out the guidance and counselling services and what are their capability.
(3) To establish approaches and methods used in guidance and counselling and the context in which they are used.
(4) To identify factors that influences the operation of guidance and counselling programme.
(5) To find out how guidance and counselling programme influences the status of discipline in school
(6) To make recommendations on how guidance and counselling programme can be improved in order to enhance better development of students.

In this chapter the study observations, findings and conclusions are discussed on basis of the above objectives. Arising from findings and conclusions recommendations are made.

5.2 DISCUSSION AND CONCLUSIONS
Discussion and conclusions of the research study are combined and are carried out under several major topics and subtopics. Conclusions are then summarized in form of findings.

The major areas and topics covered are:
- Nature of guidance and counselling
- Guidance counselling teachers
- Approaches and methods used in guidance and counselling
- Factors and influences of guidance and counselling.
5.2.1 Nature of guidance and counselling programme

Under the heading of the nature of guidance and counselling discussion is centred around types of counselling found in schools and resources made available for the guidance and counselling programme.

5.2.1.1 Types of guidance and counselling in schools

The Ministry of Education Science and Technology has, as indicated in the literature review, published guidelines on the types of guidance counselling services that should be carried out by secondary schools. These should include psychological and sociological counselling, academic and career guidance. In spite of the publication of these guidelines, the study found that they were neither available in the schools nor at the local District Education Office. Each school's guidance and counselling unit was apparently expected to prepare its own guidelines but there was no evidence of such school-based guidelines. Without guidelines each individual guidance counsellor tended to follow his own guidelines. There was no departmental formal common approach to guidance and counselling.

However, in spite of lack of counselling guidelines the study found out that schools had developed a loosely structured counselling programme. And the types of guidance and counselling provided covered the following areas:

1. Behavioral aspects of students' growth and development including interpersonal relationships.
2. Academic studies included how to study
3. Students future careers and career development
4. HIV/AIDS and drug and substance abuse.

The study further found out that the counselling intensity varied for all the four areas. Behavioral related counselling (psychological and sociological) was the most predominant especially in cases of individual counselling. This was followed by academic guidance. The latter was undertaken mainly by subject and class teachers at the class or form (e.g. all streams of Form III) level in form of group guidance sessions.
Guidance counsellors hardly handled academic guidance except in those cases where students' behavioral problems had greatly affected their academic performance. Careers guidance featured the least; this form of counselling was no longer given prominence by schools, perhaps because of non-availability of employment opportunities. Generally, the guidance-counselling teacher was charged with the responsibility of co-ordinating guidance programme on careers development and opportunities. With the onset of the HIV/AIDS pandemic and increased drug abuse, the study found that heads of institutions and guidance counsellors have intensified educating students about these two social ills/problems. All schools had regular lectures, video shows and occasional plays facilitated in most cases by external resources persons.

The summary of findings and conclusions was:-

1) Schools did not have specific official guidelines on how to operate guidance and counselling.

2) Guidance counselling department did not have a formal common approach to guidance and counselling.

3) Every school had evolved one form or another of counselling programme.

4) Types of counselling provided included guidance and counselling for behavioral related problems, academic work, careers and HIV/AIDS and drugs abuse.

5) Behavioral related counselling was the most predominant.

6) Academic guidance was given mainly by class and subject teachers.

7) Careers guidance was not emphasized and in some schools it was ignored.

8) Schools had intensified awareness campaign about the effect of HIV/AIDS and drug abuse with a view to change students sexual behavior.

5.2.1.2 Physical facilities for guidance and counselling

Counselling and especially individualized counselling requires quiet private and secluded premises where the individual counsellor meets clients. The study found out that in every school some room had been assigned to the guidance and counselling teachers. The school management acknowledged the need to create space for counselling purpose. The room was designated "Guidance and Counselling Room" and all the counselling teachers were expected to share it. Though the room had privacy and detached from the rest of the
specific room for counselling mainly because of lack of space. In this regard, the study found out that counselling teachers had at times to look for some other private place to do individual counselling; sometimes it was done under a tree. It was reported that guidance teachers had tendency of turning the Counselling Room into a departmental office. Besides accommodating teachers, the room was used as a resource room for material-books, pictorials and manuals; charts and drawings of various topics on guidance and counselling and other topical issues relevant to the informational needs of students. Students' records, the study found, were not systematically kept nor were they in a central place except in one school. The general practice was for each guidance counsellor to keep his/her students' counselling records in whatever way she/he thought best. Access or retrieval of such information was not easy.

In summary, the study found that:

1. A specific room had been set-aside for guidance and counselling teachers.
2. Guidance and counselling room was used by teachers as their departmental office.
3. Guidance and counselling room was also used as resource room for print materials on counselling.
4. There was no single secluded and private room that was set aside for counselling.
5. Wherever the guidance and counselling room was not free a guidance counsellor had to look for an available private space to carry out counselling.
6. Records on counselling were not maintained in a systematic and retrievable manner.

5.2.1.3 Financial resources for guidance and counselling
Financial resources are essential for any programme to operate effectively. The school administration did not consider guidance and counselling department any different from other departments. According to heads of schools they regarded the department just like any other department of the school. There was no specific vote head or grant for guidance and counselling. In principle guidance and counselling department activities could be financed just like any academic department in the school. In practice, however, the study found that guidance counselling department was inadequately resourced. It was not
considered a priority department in the school. It could not project and sensationalise good examination results like academic department that could capitalise on improved examination results and solicit additional funding. The study further found that, the print materials purchased by the department were not adequate. Most teachers depended on the own personal books and other materials. Principals were willing to finance the department but they claimed there was shortage of funding. Inadequacy of funding further more constrained the school from sponsoring guidance counsellors to training programmes organized by bodies outside the Ministry of Education. To summarize, the study findings and conclusions with regard to financial resources were:

1. School administration was supportive of the activities of guidance counselling activities.
2. Schools did not have adequate funds to finance guidance and counselling department.
3. Guidance and counselling department was not among the priority departments for purposes of funding.
4. Training of guidance counselling teachers was constrained by lack of financial resources.

5.2.2 Guidance counselling teachers

Discussion under the human resources for guidance and counselling covers the aspects of selection, appointment, time-allocation, training, motivation and devotion.

5.2.2.1 Selection, appointment and duty-time allocation

Teachers assigned to guidance counselling responsibilities are appointed from among the regular classroom teachers. According to the study, there are no clear-cut policy guidelines for the appointment of guidance and counselling teachers. Despite lack of guidelines, head-teachers had clear vision of who should become a guidance counsellor. But how to identify and select the right persons was the main issue or problem. Even some of the teachers who were selected and appointed counsellors by the Teachers Service Commission were not considered suitable by the institutions.
The staffing establishment of guidance counsellors in school was not definite. However, there were indications by the Education Office that larger schools could select between three and five counsellors and the smaller schools one to three counsellors. The study further found that identification and appointment of teachers as counsellors was left at the hands of principals. In the case of larger schools, the Teachers Service Commission appointed head of guidance and counselling apparently without involvement of the school. The rationale for this appointment was that guidance and counselling department was like other academic departments for which the TSC appointed heads of departments. In most cases, the guidance counsellor appointed did not have specialized training in guidance and counselling.

The study also found out that both the school administration and the teaching faculty considered guidance and counselling an essential service in school. Despite this acknowledgement of the essentiality of the service, those teachers appointed to perform counselling duties did not have their regular academic teaching load reduced. They were required to teach the same load like the other teachers. Guidance and counselling was to be performed during non-teaching and non-learning time. The findings of the study can be summarized as follows:

(1) There are no specific policy and practice guidelines about selection and appointment of guidance counsellors.

(2) Identification and selection of guidance counselling teachers was currently left to headteachers except in the case of the appointment of the official head of department of guidance and counselling department.

(3) Appointment of guidance counsellors including the head of department was in most cases made without regard to requisite qualifications on guidance and counselling.

(4) Guidance counsellors working hours were not reduced in spite of counselling responsibilities.

(5) The staffing establishment for guidance counsellors was not specified.
5.2.2.2 Training, motivation and dedication

As mentioned above, guidance counsellors were selected from the existing stock of teachers. The study found out that many of them did not have prior training by the time of appointment. The training was provided while on the job. Training in the most cases comprised of short induction courses of one to five days. After the initial training course there was hardly any other follow up training sponsored by the school or the Education office. However, a few teachers had sponsored themselves for short certificate courses offered by some other educational development agencies.

The selection criteria for prospective guidance counsellors was not definitive and as such there was a possibility of selecting teachers who were not really interested in guidance and counselling. The study findings indicated that the teaching fraternity was not sure about what kind of training background should a guidance counsellor have. The majority in fact considered that every teacher is capable of becoming a counsellor. Teachers’ perception of the role of a counsellor was therefore likely to affect performance of a designated guidance counsellor. In addition to this, it was also found that with the exception of the head of guidance and counselling department, many appointed guidance counselling teachers did not seem to be seriously involved in students' counselling. It appears that they lacked dedication and commitment because they may not have been interested in counselling. They were just appointed to the job by the school administration and could not refuse.

Another major constraint that affected guidance teachers' performance was non-availability of time to carry out counselling coupled with lack of incentives to do so. The study found that, the teaching load of guidance counsellors was no less than those of the other teachers, yet they were expected to spend long hours with students in counselling sessions. Some of the teacher counsellors did not reside in the school and as such they could not utilize the after class period for counselling. They had to travel home. In spite of the additional workload brought by counselling duties, there were no incentives given to guidance counsellor. This affected their morale and tended to de-motivate them. In summary then the study found that:
1. Appointed guidance counsellor did not have prior training in counselling.

2. Teaching fraternity was not sure of the kind of training background that a guidance counsellor should have.

3. Training provided to guidance counsellors was basically an initial orientation and induction type of course.

4. There is hardly any follow up training courses after appointment of guidance counsellors.

5. Guidance counsellors did not have adequate time to carry out counselling.

6. Heavy workload and absence of incentives (to compensate for additional work) de-motivated guidance counsellors.

7. In the absence of thorough selection machinery, some non-interested teachers were appointed to guidance counselling department.

5.2.3 Approaches and methods used in guidance counselling

The aspects of the study discussed under approaches and methods comprise of students referral system, and skills and attitudes displayed by counsellors in the course of their work.

5.2.3.1 Students referral system

In most cases students who went for counselling, were referred to the counsellor either by other students or by somebody else. The study found that the majority of students who visited guidance counsellors were referred by their fellow students or by teachers. Other significant publics such as parents/guardians, nurse, pastor/chaplain hardly played any part in the referral system. The study also found that there was no schedule or timetable for counselling. Generally students visited the counsellor when they were requested by teachers, other students or when they themselves felt there was need to do so. That was the pattern of counselling visits that emerged. There was neither a specific time set for counselling; students had to make arrangements with the guidance counsellor to have counselling.
The study further found that the frequency of visits was rather on the lower side, an average of three times a term. This is approximately one visit per month. The study found that an individual guidance counsellor saw an average of three students per week even in the schools with an enrolment of over seven hundred pupils. With such low numbers seeking counselling, in spite of the many problems faced by students of this age, it was evident that something was not right either in the referral system or in the students' perception of the role of guidance and counselling.

The study also found that some specialists (psychiatrists and doctors) were involved in the counselling process. However, their involvement was minimal partly because of expenses and partly because many of the students' problems could be handled by guidance counsellors. Parents too were called upon at times, not all the time, to assist in counselling of their children.

These findings can be summarized as follows:

1. Students were referred to guidance counsellors mainly by teachers and students; some students referred themselves.
2. The number of students going for counselling was rather small given the overall students population.
3. Parents and guardians and other publics hardly referred students for counselling.
4. Counselling time or periods were not scheduled.
5. Specialists and parents were occasionally involved in students counselling but not all the time.

5.2.3.2 Methods, skills and approaches used

The study found that guidance counselling was provided to the whole school or part of the school through assemblies' talks; through group (small or large) guidance and counselling; through peer counselling; and through individual student counselling. At the whole school level head and deputy headteachers were involved in providing guidance and general direction. Class and subject teachers provided academic guidance. And behavioral-related counselling was given by guidance counsellors. Where peer
A counselling programme had been established, peer counsellors supplemented the work of counselling teachers. Careers counselling was also provided using group guidance approach. The two methods mainly used were therefore group-approach and individual-approach.

In the large groups guidance was given in form of lecturing by the speaker. This approach does not allow for feedback and as such its effectiveness is difficult to measure. It was established that most of what was termed as group counselling were actually lectures on topical issues such as development of good behavior or how to revise for an examination. Technically this was not group counselling; group counselling provides for group interaction with the counsellor as the moderator. It also provides an opportunity to develop coping skills.

At the individual counselling level, the study found that many or nearly all the guidance counsellors were conversant with the basic attitudes and skills for counselling such as acceptance, understanding, listening and empathy. They were able to describe the three-stage model of counselling. This was supported by another study finding which indicated that almost all the students who sought counselling benefited from the process. The majority of the students furthermore indicated that they were happy and relieved that their problems had been resolved through counselling. It was an indication that guidance counsellors were basically equipped with the skills. However, they confided having feelings of inadequacy; they did not have sufficient preparation to undertake their work with confidence. Theoretical foundation was especially lacking.

The study further found that the informational aspect of guidance did not have a specifically tailored programme to guide what topics needed to be addressed and when. In some schools the guidance counsellor did not have control over this programme. The head teacher in such cases was responsible for the programme of external speakers.
It was also found that peer counselling as a strategy of reaching out as many students as possible had not been taken seriously by the school administration. It had been started only in one school and even there it was in form of a club to disseminate information.

These findings can be summarized as follows:

1. Guidance and counselling was given at the groups (large or small) level and at the individual level.
2. Guidance and counselling to groups was in form of lectures or talks.
3. What was termed group counselling was actually lectures, talks or advice to groups of students and not group counselling.
4. Individual counselling was conducted according to attitudes and skills of counselling.
5. Guidance counsellors were conversant with basic skills but required further training.
6. Individual counselling was helpful and beneficial to students.
7. Informational component of guidance was not planned and was not well organized to fulfil the necessary informational gaps.
8. Peer counselling programme has not become operational.

5.2.4 Factors, influences, effects impacting on guidance and counselling

Factors, influences, effects and impacts of guidance and counselling are discussed in the following paragraphs and findings and conclusions made on basis of data.

5.2.4.1 Factors that influence provision of guidance and counselling

The study found that students and teachers were the main instrument of referring students for counselling. The study also found that the majority of students and teachers believed that counselling would help students resolve and overcome problems. In addition the study indicated that class teachers played a very important role in guiding and helping students. This positive attitude of students and teachers towards guidance and counselling was seen as a major influence on the popularity, intensity and success of guidance counselling programme in schools.
The school's administration support for the programme both morally and in terms of resources was another important factor. The experience and competence of guidance and counselling teachers was also seen as key influence on the success of the programme. Included in this category was the caliber of external guest speakers; and the quality of the informational programme organized by the school. However as mentioned earlier other than the head of guidance counselling department, some of the other guidance teachers did not seem to be strongly involved in counselling. Schools informational guidance programme furthermore seemed to be organized in an ad hoc manner in spite of its importance. Another constraint that influenced the programme was lack of time by guidance counselling teachers to meet students. Schools did not programme extra programme for counselling. It was left to teachers and students to find appropriate times.

The study further found that linking students' counselling to students' indiscipline handling processes tended to make them shy away from seeking counselling. Guidance teachers were particularly keen to impress on teachers and students that having counselling was not synonymous with being disciplined for misconduct. The main findings in this area were therefore:

1. Most students and teachers had positive attitude about guidance and counselling and this greatly contributed to the success of the programme.

2. The schools' administration supported the programme and this enhanced its operation.

3. Some of the persons involved in guidance counselling did not seem to be fully supportive of the programme. This affected the quality of the programme.

4. Schools guidance informational programme was not planned and organized with specific set guidelines of what should be covered.

5. Lack of adequate time to meet students in need of counselling constrained the programme.

6. Linking counselling to discipline tended to dissuade students from seeking guidance and counselling services.
5.2.4.2 Influence of counselling on discipline

The study found that every head of institutions emphasized the need for a disciplined student and staff body if the mission of the institution was to be fulfilled. The school therefore needed to develop strategies that would foster good discipline. However, in spite of the strategies developed and adopted by individual schools, incidents of students' indiscipline still cropped up. What were the main causes of students' indiscipline? The study found that causes of indiscipline were both internal and external. The internal or the school-based causes were related to students' behavior and conduct. Among these were problems mediated by stress; interpersonal relationships; adolescents' growth problems including peer influence and pressure; and academic studies related problems. The second category of internal causes was related to the governance of the institution. Good management of the school which included transparency in the management of the resources was cited as a contributory factor to good discipline. The causes related to external environment were mainly associated with alcohol and drug abuse; and in some cases a neighbourhood with negative attitude and influence.

The study found that all the institutions considered guidance and counselling a handy instrument to foster good discipline. In this respect every school teacher was expected, in fact required to play a role in ensuring that schools' rules and regulations were followed. Such rules and regulations were considered the basis for a disciplined student body. However guidance and counselling department was seen as the schools organ responsible for ensuring that students grow and develop in an orderly and disciplined manner. The study also found that students appreciated the guidance and counselling provided. Those who received individual counselling accepted that following counselling they were able to concentrate on studies; they behaved responsibly; and avoided acts of misconduct or indiscipline. In summary the study findings under this heading were:

1. Guidance and counselling programme was considered a worthwhile useful instrument for creating and maintaining discipline in schools.
2. All teachers played some role in the development and sustenance of discipline in schools.
3. Good management practices fostered a disciplined atmosphere in the school.
5.3 RECOMMENDATIONS

To enhance and improve the status of guidance and counselling in secondary school, there is need for a concerted effort from all the stakeholders in secondary education sub-sector. The stakeholders include parents, teachers, students, community and education administrators. Arising from the study, the following recommendations are made as a way forward to improve and strengthen guidance counselling programme.

5.3.1. Nature of guidance and counselling programme

The following recommendations have below made for purposes of providing the nature of guidance and counselling programme.

5.3.1.1 Types of guidance counselling in schools.

(1) Schools recognize the importance of individual student behavioural development and accord it maximum attention through guidance counselling.

(2) Academic guidance be strengthened by providing subject and class teachers with effective communicating skills or better still with effective guidance counselling skills.

(3) Career guidance be revamped and be disassociated from jobs placement and employment.

(4) Peer counselling be introduced and implemented effectively; it is a very powerful medium of bringing about change in behavior.

5.3.1.2 Physical facilities for guidance, counselling.

1) Facilities for guidance counselling services and especially the counselling room(s) should be addressed.

2) Students counselling records keeping should be systematized and the need for easy retrieval be addressed.
5.3.1.3 Financial resources for guidance & counselling.

Schools should seek means of raising finances to strengthen guidance counselling programme and should in particular address the urgent need for:

i) Purchase of resources materials
ii) Training of guidance counsellors
iii) Training of peer counsellors.

5.3.2 Guidance counselling teachers

In order to improve the caliber of the guidance teachers and improve the quality of guidance counselling; the following recommendations are made:-

5.3.2.1 Selection, appointment and duty time allocation.

(1) Detailed guidelines on the qualifications and selection of guidance counsellors should be prepared.

(2) Guidance counsellors teaching load should be reduced to enable him to provide effective and meaningful counselling.

(3) A scheme of service for guidance counsellors should be prepared and tied to the training programme.

(4) The scheme of service should address the issues of workload and incentives.

5.3.2.2 Training motivation and dedication

1) A specifically tailored programme for guidance and counselling teachers should be developed and given to teachers deployed for guidance and counselling.

2) Regular on the job training of guidance counsellors should be part and parcel of staff development.

3) As a long-term training strategy diploma and certificate courses should be developed for teachers.

4) Selection and appointment criteria for guidance counsellors should be established and followed.

5) Motivation and incentives for guidance counsellors should be considered by institutions.
5.3.3. Approaches and methods used in guidance counselling.
The following approaches and methods of handling guidance and counselling are suggested:-

5.3.3.1 Students referral system
(1) Review and popularize students referral system to reach out as many students as possible.
(2) Involve more school publics in the counselling process especially in the referral mechanism.

5.3.3.2 Methods, skills and approaches used.
(1) Improve large group guidance programme and make them effective.
(2) Introduce proper concept and practice of group counselling
(3) Give guidance counsellor more skills and concepts training
(4) Establish an effective peer counselling programme
(5) Have a rationalized informational guidance programme.

5.3.4 Factors influencing provision of counselling and influence of counselling on discipline.
(1) School administration and school stakeholders should mount a campaign amongst students and teachers to the effect that guidance and counselling is a very healthy way of resolving problems (positive attitude).
(2) Guidance counselling personnel both internal and external should be interested and qualified persons.
(3) A well planned and programmed guidance information schedule should be established in schools.
(4) Discipline issues should be de-linked from guidance and counselling.
(5) Additional and adequate time should be created to meet demands of counselling.
(6) Guidance and counselling department should be strengthened so that they can effectively enhance students' discipline in schools.
(7) Since all teachers play an important role in fostering discipline, they should be empowered with skills that will enhance this role.

(8) Every institution should establish good management practices, as this is a basis for good institutional discipline.

5.4 CONCLUSION

On basis of findings and conclusions of this research study, it is apparent that guidance and counselling programme in secondary schools is not fully established although it was initially started in the early 1970's. There is need to enhance and firmly establish guidance and counselling as a strong school programme. To do this effectively it will be necessary to be guided and informed by research. Further research in this field is therefore necessary.

On the basis of this research study findings, I would like to suggest further research in schools guidance and counselling. One area that should be given priority in future research is the professionalism of guidance and counselling as practised in schools today.


Counselling. Counselling Centre, University of Maryland. Journal of Counselling Psychology Vol. 20, No 5.


APPENDIX I
GUIDANCE AND COUNSELLING IN SCHOOLS

STUDENTS QUESTIONNAIRE

Instructions
Please complete the following questions about guidance and counselling services in your school. The information requested is for research purposes only and will be regarded as confidential. It will not be divulged to anybody. So please feel free to respond truthfully to the questioned passed.

PART I
1. Name of student .........................................................
2. Form/Class ..............................................................
3. Male/Female.........................................................
4. Date of birth ......................... Age............................
5. Name of school .........................................................

PART II
1. What is the problem(s) that led you to be referred to the guidance and counselling teachers state the problem below
   (a)..............................................................................
   (b)..............................................................................
   (c)..............................................................................
   (d)..............................................................................
   (e)..............................................................................
2. Who referred you to the guidance and counselling teacher? Indicate by ticking (√) in the appropriate box/boxes
   (a) Another student
      □
(b) Class teacher  

(c) Teacher in charge of guidance & counselling  

(d) Head teacher  

(e) Deputy head teacher  

(f) Discipline master  

(g) School chaplain/pastor  

(h) Prefect  

(i) Any other. Name him/her in the space below  

3. (a) How many times have you sat with the guidance and counselling teacher? Indicate below  

   (i) Last term ....................... (No. of times)  
   (ii) This term ....................... (No. of times)  

(b) How regularly have you sat with the guidance and counselling teacher? Tick one of the boxes  

   (i) Once a week  
   (ii) Twice a week  
   (iii) As requested by teacher  
   (iv) Any other time. Specify in this space
(c) Are there times you are given counselling in a group. If so indicate number of times.

(i) Last term ...........................................(No. of times)

(ii) This term ...........................................(No. of times)

4. In what way was your problem handled by the guidance and counselling teacher?
   Indicate one of the following by a tick (√)
   By

   (i) Discussion

   (ii) Tests

   (iii) Referred to somebody else

   (iv) Any other. Indicate what other way

   ______________________________________

5. Was the counselling session helpful to you? Indicate by ticking one of the following

   (i) Very helpful

   (ii) Helpful

   (iii) Not sure

   (iv) Somehow helpful

   (v) Not helpful
6. (a) Were your parents informed about the problem you had? Tick one
   (i) Yes
      
   (ii) No
      
(b) Were your parents involved in helping you solve the problem? Tick one
   (i) Yes
      
   (ii) No
      
(c) What kind of help did the parents give? Indicate below

(d) Were you ever referred to specialist (e.g. psychologists, psychiatrists, doctor, counsellor, pastor, chaplain) for further counselling. Please indicate which specialist you were referred to in the given space below

(e) Was the specialist's counselling helpful? Indicate by ticking one of the statement below
   (i) Very helpful
      
   (ii) Helpful
      
   (iii) Not sure
7. Have you overcome the problem that made you see a counsellor? Indicate by ticking one of the following:

(i) Greatly overcome

(ii) Largely overcome

(iii) Not sure

(iv) Slightly overcome

(v) Have not overcome

8. What is the attitude of your peers towards your problem? Indicate by ticking one of the statements:

(a) Greatly concerned

(b) Concerned

(c) Not sure

(d) Slightly concerned

(e) Not concerned at all
9. You have been referred to guidance and counselling teacher. What do you now think about the problem that made you be referred to him/her?

10. What are the students' views about guidance and counselling? Indicate their opinion by ticking one of the following statements below:

(i) Very useful

(ii) Useful

(iii) Not sure

(iv) Not very useful

(v) Not useful
APPENDIX II

GUIDANCE AND COUNSELLING IN SCHOOLS

TEACHERS QUESTIONNAIRE

Instruction

This questionnaire is seeking information about guidance and counselling services in secondary school. This information is for research purposes only and will not be diverged to anybody. It is strictly confidential. You are kindly asked to complete the questionnaire by indicating your opinion about the statement listed below in respect to guidance and counselling services in your school. Please do so by circling the choice which nearly express your views.

The five responses to the statement are:-

SA - Strongly Agree
A - Agree
UD - Undecided/Not sure
D - Disagree
SD - Strongly Disagree

PART I

Name of teacher

(You may choose not to put your name)

Class/Form you teach

Responsibilities

Name of school
### PART II

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided/Not sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

1. Guidance and counselling is an essential service to the school.  
2. Only persons with psychological background should be in charge of guidance and counselling.  
3. Guidance and counselling is mere wastage of time.  
4. Any teacher can be appointed to provide guidance and counselling services.  
5. Guidance and counselling doesn't serve the purpose of avoiding problem in schools.  
6. Specialists will contribute significantly to guidance and counselling.  
7. Class teachers will not be able to carry out guidance and counselling effectively.  
8. Parents play a major role in reducing the problems of students.  
9. Only teachers in official positions of authority (e.g. deputy, head of department) should be made responsible for guidance and counselling.  
10. Students with problems appreciate being referred to the guidance and counselling teachers.  
11. Guidance and counselling teachers play an important part in monitoring of students' problems.  
12. Organized preparation of students to become disciplined persons is a major responsibility of the school.  
13. Punishment is the only way to stamp out indiscipline in school.
14. Class teachers are an important resource in guidance and counselling matters.

15. Approaches and methods used in solving students' problems are professionally sound.

16. Staff members positive or negative attitude towards guidance and counselling influence the outcome of students counselling.

17. Career guidance is no longer considered an important component of counselling service.

18. The school administration greatly values the role of guidance & counselling.

19. Academic guidance is an essential element of students counselling.

20. Students' problems should be handled and resolved whenever they arise.

21. Peer counsellors play a major role in solving students' problems.

22. Group counselling does not help students.

23. Individual teachers should be responsible for students' discipline in school.

24. When students' problems arise they should only be referred to appropriate counselling teachers.

25. Students counselling is many a time associated with indiscipline.
APPENDIX III
GUIDANCE AND COUNSELLING IN SCHOOLS

GUIDANCE AND COUNSELLING TEACHERS INTERVIEW SCHEDULE

Purpose
This schedule will guide the researcher during interview with teachers of guidance and counselling.

PART I: Bio Data
Name of school: ___________________________
Name of G & C teacher: ______________________
Male/Female: ______________________________
Qualifications: _____________________________
Experience: ________________________________

PART II: Contribution to guidance and counselling
• Your choice to be G & C teacher.
• Courses attended on G & C
  -Types of course
  -Duration
  -Refresher courses
  -Topics covered
  -Nature of teaching
  -Other subjects covered
• Other subjects taught in school
  -Name of the subjects
  -Overall workload
• Time spent on guidance and counselling.

PART III: Guidance and counselling resources
• Physical facilities
• Records maintained
• Size of guidance and counselling department-number of teachers
• Weekly timetable
• Ways in which students problems are referred.
  - Direct
  - Indirect
• Who is responsible for reference of students?
• General role of G & C teachers.
• Is teacher i/c of G & C responsible for all counselling matters.
• Comprehensive records for students.

PART IV: Approach to guidance and counselling
• Way students handled when referred to G & C teachers i.e. manner of counselling.
• Approaches used to help students overcome the problem.
• Types of students' problem.
• Any group counselling or guidance.
• Peer counselling-organization and effectiveness.
• Speaking to specific groups.
• Involvement of other persons.
• What assistance do you get from outside.
• Strategies for monitoring students' problems e.g. drug, promiscuity.
• School approach to students' indiscipline.
• Guidance and counselling approach to serious issues of lawlessness at school.
APPENDIX IV
GUIDANCE AND COUNSELLING IN SCHOOLS

HEADTEACHER INTERVIEW SCHEDULE

Purpose
The purpose of the Interview Schedule is to get information about the guidance and counselling services provided in the school and especially the role played by the school management in facilitating provision of these services.

PART I
Name of the school ..................................................
No. of classes ..................................................
Enrollment  Boys........... Girls ...... Total .............
No. of teachers  Male ...... Female ...... Total .............

Name of Principal ..................................................
Designation/Rank ..................................................
Duration of service at this rank  ..........................

PART II

<table>
<thead>
<tr>
<th>1. Physical facilities G &amp; C room(s)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Records for students</td>
<td></td>
</tr>
</tbody>
</table>

| 2. Teachers of guidance and counselling | |
| No. of teachers | Qualifications | Training | Competence |

| 3. Guidance & counselling expenditure | |
| Recurrent expenditure | Teachers | Students | Materials | Training expenses | Honoraria for staff |

| 4. The way G & C is conducted | |


<table>
<thead>
<tr>
<th>Official MOE guidelines</th>
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</thead>
<tbody>
<tr>
<td>- Circulars letters</td>
</tr>
<tr>
<td>- Guidelines/Handbooks on approaches</td>
</tr>
<tr>
<td>Other Resource materials</td>
</tr>
<tr>
<td>Schools approved G &amp; C approaches (methodology)</td>
</tr>
<tr>
<td>Key areas of guidance/counselling</td>
</tr>
<tr>
<td>• Academic</td>
</tr>
<tr>
<td>• Behavioral</td>
</tr>
<tr>
<td>• Career</td>
</tr>
<tr>
<td>• Spiritual</td>
</tr>
<tr>
<td>Teachers workload</td>
</tr>
<tr>
<td>Timetable for G &amp; C</td>
</tr>
<tr>
<td>Compensation for extra work</td>
</tr>
</tbody>
</table>

5. Major students problem
• Financial
• Academic
• Behavioral
• Career
• Environment influence

6. Impact influence on discipline
Causes of indiscipline
Role of G & C
Monitoring of problems
Role school plays in fostering discipline

7. Views on present indiscipline in schools
APPENDIX V
GUIDANCE AND COUNSELLING IN SCHOOLS

EDUCATION OFFICERS INTERVIEW SCHEDULE

Purpose
The purpose of the interview is to find out the role the District Education Office plays in the provision of Guidance and Counselling services to schools and in particular the guidelines given to schools as well as the capacity building organised for teachers of guidance and counselling.

PART I
Name of officer: ..................................................
Designation: ..................................................
District: ..................................................

PART II

<table>
<thead>
<tr>
<th>1. Policies on guidance counselling</th>
<th></th>
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<tbody>
<tr>
<td>Official policies on G &amp; C</td>
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<tr>
<td>District Guidelines/Circular letters to schools</td>
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</table>

<table>
<thead>
<tr>
<th>2. Staffing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointment policies</td>
<td></td>
</tr>
<tr>
<td>Teachers' Service Commission</td>
<td></td>
</tr>
<tr>
<td>Ministry of Education</td>
<td></td>
</tr>
<tr>
<td>District</td>
<td></td>
</tr>
<tr>
<td>Staffing ratios</td>
<td></td>
</tr>
<tr>
<td>Remuneration</td>
<td></td>
</tr>
<tr>
<td>Deployment</td>
<td></td>
</tr>
<tr>
<td>Training of staff</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>3. Supervision of G &amp; C</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Are all schools operating G &amp; C</td>
<td></td>
</tr>
<tr>
<td>Supervision schedules</td>
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</table>

<table>
<thead>
<tr>
<th>4. Impact of guidance and counselling</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect on discipline status</td>
<td></td>
</tr>
<tr>
<td>Principals views</td>
<td></td>
</tr>
<tr>
<td>Main cause of indiscipline</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
</tr>
<tr>
<td>• What schools should do</td>
<td></td>
</tr>
<tr>
<td>• What community should do</td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX VI

**OBSERVATION SCHEDULE FOR GUIDANCE & COUNSELLING RESOURCES**

**Purpose**
To guide the researcher in observing the resources put at the disposal of the guidance and counselling teachers.

**PART I**

<table>
<thead>
<tr>
<th>Name of the school</th>
<th>Number of classes</th>
<th>Enrolment Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
</table>

**PART II**

<table>
<thead>
<tr>
<th>1. Physical facilities</th>
<th>Remarks</th>
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</thead>
<tbody>
<tr>
<td>No. of rooms</td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
</tr>
<tr>
<td>Other equipment</td>
<td></td>
</tr>
<tr>
<td>Suitability of facility</td>
<td></td>
</tr>
<tr>
<td>- Counselling room</td>
<td></td>
</tr>
<tr>
<td>- Room for groups</td>
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</table>

<table>
<thead>
<tr>
<th>2. Records/data</th>
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</tr>
</thead>
<tbody>
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<td>Records cupboards/Cabinet</td>
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<td>In what form are records kept</td>
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<td>Schedules of interview</td>
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<td>Counselling resource materials</td>
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<td>- Books for counselling</td>
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<td>- Career handbooks</td>
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