PERCEPTION OF THE SECONDARY SCHOOL PRINCIPALS AND TEACHERS TOWARDS GUIDANCE AND COUNSELLING SERVICE: A CASE STUDY OF GATUNDU DIVISION, THIKA DISTRICT, KENYA.

BY

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION (GUIDANCE AND COUNSELING) OF KENYATTA UNIVERSITY
DECLARATION

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

Signed:......................... Date:.............

GEORGE NJIMU

I confirm that the work reported in this Research Project was carried out by the candidate under my supervision and with my approval as university supervisor.

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CHAIRMAN,
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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.

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DEDICATION

To my wife Rachel and our son Nicky for their enthusiasm and encouragement; the entire larger family, associates and friends for their encouragement and support, this motivated me during the entire period of the study.
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ACKNOWLEDGEMENTS

It is by God’s grace and favour from various people for me to come this far. I wish to express my profound gratitude to the under-mentioned people who in one way or another helped to make the writing of this Research Project Report possible. I am duly thankful to my supervisor, DR. SAMMY TUMUTI, Chairman, Department of Educational Psychology (Kenyatta University) for the invaluable guidance he gave in this Research Project and more importantly his time, patience, expert knowledge and encouragement. I also extend my sincere appreciation to Prof. Augustine Nwoye, Chairman, Department of Guidance and Counselling, and Dr. E. K. Kigen, Lecturer, Department of Guidance and Counselling, for their profound academic contributions that went a long way in refining this final work.

I am equally grateful to the Thika District and Gatundu Area Education Staff for the support and assistance they gave.

I also thank all the principals in Secondary Schools in Gatundu Division who gave me permission to carry out the research in their schools. The research was successful due to the co-operation of teachers, counsellors and students of selected secondary schools.

Lastly, special thanks go to Alfonse Ndambuki for typing this Research Project. God bless you all brethren.
The main purpose of this study was to investigate the perception of the secondary school principals and teachers towards guidance and counselling service in Gatundu Division of Thika District. The sample of the study included the following ten secondary schools:

- Boys' Boarding Schools
- Girls' Boarding Schools
- Mixed Boarding Schools
- Mixed Day Schools.

There were sixty-five teachers and ten secondary school principals from the selected schools.

The sampling methods were simple, random sampling, stratified sampling and purposeful sampling. The study used descriptive survey research method to collect data. The instruments for data collection comprised of a questionnaire and a Likert Perception Scale.

The result findings showed that there was positive perception of secondary school principals and teachers towards guidance and counselling service. There was no significant difference between secondary school principals and teachers in their perception towards guidance and counselling service. Secondly, there were no significant gender differences between secondary school principals and teachers in their perception towards guidance and counselling service.

The implication was that positive perception of guidance and counselling amongst secondary school principals and teachers should be matched with practical
implementation of guidance and counselling service in order to see its full success in our secondary schools. More practical implementation should involve diversification of guidance and counselling service, training of secondary school principals and teachers on guidance and counselling, and more allocation of time and resources for guidance and counselling service.
CHAPTER ONE

INTRODUCTION

This is an introduction chapter. It presents: background to the problem, statement of the problem, rationale of the study, objectives, purpose of the study, significance of the study, scope and limitations, areas of study and lastly definition of terms.

1.1 BACKGROUND TO THE STUDY

Until recently, no one attempted to discover salient features the perceiver might use in forming an impression with regard to guidance and counselling service in secondary schools. This is because in forming any perception, one has to look at various features that constitute that perception. This may include the background of the perceiver to the perceived impression, and the rationale behind the assumed perception. That is to say, when you look at the perception of let’s say the school principal and teachers towards guidance and counselling service, we may infer that there could be some features that determine the perception towards guidance and counselling service in our secondary schools. Such features may include the background of both the secondary school principals and teachers in addition to the rationale behind the perceptions.

In some of our secondary schools, there are well-established guidance and counselling departments. Those departments are usually assigned to counselor teachers who offer guidance and counselling service. However, in spite of there being guidance and counselling departments in our secondary schools, there is a problem of how it is perceived by secondary school stakeholders like school principals, teachers, students and parents. All these stakeholders have different views with regard to how
guidance and counselling service is to be provided. Consequently, even though we have guidance and counselling department in our secondary schools, we do experience problems of indiscipline in our schools.

The fact that perception of principals, teachers and students are crucial to the effective implementation of any new school programme has been studied elsewhere (Ogachi, 1995). The underlying logic is that one’s perception influences his/her positive attitudes and input to the success of the programme. The counselling programme in any secondary school will flourish only when the administration recognizes and supports its objectives and activities. It sets the “tone” or provides the climate in which the guidance programme can be propagated.

Wanjohi (1990) observed, “secondary schools where the head teacher cooperates and supports guidance and counselling service, there is a very good response from the students on this service” (p.49). If school principals do not support the counselors, little support will come from teachers, pupils or parents (Shertzer and Stone, 1971).

According to Siringi (2003), “unrest in schools is blamed on drugs” (p.11). Cases of students injuring each other in fights after taking drugs are common in our secondary schools. The most infamous high-profile cases blamed on drugs are the 1999 Nyeri High School arson in which four prefects were burnt to death by their colleagues, and the recent burning of Ng’enda Secondary School in 2004. This then causes one to wonder whether there are any social safeguards against indiscipline manifested in school arson and drug abuse. One good perceived social safeguard against this moral deterioration in our secondary schools is the supervision of guidance and counselling service. However, to the dismay of many observers like secondary school principals
and teachers, guidance and counselling is not perceived to be as effective as it should be. Guidance and counselling should provide service that encourages the moral growth and psychological maturity of our students. (Wanjohi, 1990).

The perception of school principals and teachers towards guidance and counselling service is essential as to determine the actual features that account for the perception of the school principals and teachers.

THE STATE OF GUIDANCE AND COUNSELLING IN SECONDARY SCHOOLS IN KENYA

In Kenya today, the education sector is charged with molding the youth to be well-adjusted members of the society in the future. According to Gachathi’s Report (1976), it is important that secondary schools provide guidance and counselling service in all areas, for the youth on career choice. Apart from career choice, diversified guidance and counselling programmes should inculcate awareness in the youth about HIV/AIDS pandemic.

Guidance and counselling programmes are significant in schools for all students not only for those who have behavioral problems, learning difficulties and deep-seated emotional disturbances, but normal, well-adjusted children also require to be guided in their thinking attitudes and their personality development. The gifted or talented ones are often in need of special help in gaining social approval and finding suitable substitutes or outlets for their interests. This therefore makes it important that guidance and counselling is part of the school curriculum so that it helps students to develop in all aspects.
Currently, according to Wanjiru (2002), “most of the staff members in educational and training institutions which offer guidance and counselling service are not professionally trained” (p.6). It is with this in mind that there has been a big demand to train more qualified guidance and counselling teachers so as to boost the provision of effective guidance and counselling service.

Guidance and Counselling is listed down in the official syllabus as one of the school components of secondary school education programme. The subject may not be formally included in the school timetable, but principals are under instructions to make provision for it in the school time schedule. Furthermore, there is staffing provision and establishment for the teacher in charge of this subject in larger secondary schools (Wanjiru, 2002).

Although guidance and counselling has been in schools for a long time, it does not seem to be effective 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 School (2001), in which students’ lives were lost through burning of dormitories. It appears that student indiscipline has reached such heights that they can burn down dormitories with the intention of hurting fellow students. This state of affairs in our schools is an issue of national concern. Are our secondary school principals in charge of their institutions in terms of student conduct and behaviour? Even before these extreme cases of indiscipline came to the forefront, there have been persistent reports of strikes, boycott of classes and students stoning principals’ homes. 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 the Board of Governors or by the Education authorities; parents are surcharged for the damage caused and eventually schools are reopened without real solution to the cause of the problems being identified. So the cycle of indiscipline continues *ad infinitum*.

By the first half of the year 2001, unrest in secondary school had reached such serious levels that the Government instituted a Commission of Inquiry 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 had instituted their own investigations about the poor status of discipline in schools (Ndung’u, 2002).

With rampant indiscipline in schools, it was obvious that institutions were not handling students and administering schools the way they should. Something was amiss. Institutions were apparently unable to foster good discipline among their students. Among the programmes that are responsible for the development of discipline and harmonious behaviour among students is guidance and counselling. It was with this view that the researcher decided to investigate the perception of the secondary school principals and teachers towards guidance and counselling in some selected secondary schools in Gatundu Division of Thika District.
1.2 STATEMENT OF THE PROBLEM

Guidance and counselling departments have been established in most of our secondary schools. They offer guidance and counselling service to the students. In spite of the presence of guidance and counselling service, problems of indiscipline continue in our schools. For example, there have been reported cases of drug abuse among our students, arson and school strikes (Ndung'u, 2002).

Problems of indiscipline in our secondary schools could have been caused by external and internal factors. The external factors could include drug pushers, especially in the urban schools. However, internal factors are the ones of immediate concern to this study for it is these that principals and teachers can manipulate to achieve acceptable levels of discipline. Some of the internal factors could include bad school traditions where indiscipline has been allowed to grow without any serious concerted efforts to eradicate it. In addition, some of the secondary school administrators and teachers despise guidance and counselling service. Consequently, some of the principals do not support guidance and counselling.

Parental expectations are that secondary schools should provide guidance and counselling service without the maximum contribution of the parents. That implies that school principals and teachers are left with the sole responsibility of ensuring that students are well disciplined.

To minimize the effects of internal factors contributing to school indiscipline, principals and teachers need to have a positive perception towards the importance of guidance and counselling. Little has been done to establish the perception of teachers and principals regarding guidance and counselling service. Since relevant and
accurate information is the basis upon which effective strategies to combat indiscipline in secondary schools can be founded, it is important that this information be made available. This research seeks to establish the perception of principals and teachers concerning guidance and counselling and bridge this information gap.

1.3 JUSTIFICATION OF THE STUDY

This study is considered important because of the following reasons. First, there is a problem of indiscipline in secondary schools and the trends show that it is increasing. It is already a national agenda. This study seeks to find appropriate and sustainable solutions to this problem.

Secondly, for any effective strategies to be designed to address indiscipline in secondary schools, relevant and accurate information is necessary. The findings of this study can be important in this regard. It can also provoke further research in this area, thus providing sufficient information to address indiscipline.

Thirdly, this research is also justified by the fact that it is timely. Indiscipline in secondary schools is increasing both in quantity and the degree of their consequences. This calls for a radical review of the role of principals and teachers as guarantors of the safety of students under their care. It is this need for critical evaluation of the role of these important players in secondary school education that this study has been designed.

The research findings and recommendations are expected to be useful to the educational stakeholders like school principals, teachers and educational officers in developing programmes for arresting unrest in schools.
1.4 PURPOSE OF THE STUDY

The purpose of the study was to investigate the perception of the secondary school principals and teachers towards guidance and counselling service in Gatundu Division, Thika District.

1.5 OBJECTIVES OF THE STUDY

The study was guided by the following objectives.

1. To determine the perception of the secondary school principals and teachers towards guidance and counselling service.

2. To establish any gender-disparities between the school principals and teachers towards guidance and counselling service.

1.6 RESEARCH QUESTIONS

The study intended to answer the following questions:

1. What is the perception of the secondary school principals and teachers towards guidance and counselling service?

2. Is there any significant difference between the principals and the teachers in their perception towards guidance and counselling service?

3. Is there any significant difference between male and female principals in their perception towards guidance and counselling service?

4. Is there any significant difference between male and female teachers in their perception towards guidance and counselling service?

5. Is there any significant difference between the male principals and male teachers in their perception towards guidance and counselling service?

6. Is there any significant difference between the female principals and female teachers in their perception towards guidance and counselling service?
1.7 RESEARCH HYPOTHESES

$H_{O1}$: There will be positive perception of the secondary school principals and teachers towards guidance and counselling service.

$H_{O2}$: There will be no significant difference in the perception towards guidance and counselling service between secondary school principals and teachers.

$H_{O3}$: There will be no significant difference between male and female principals in their perception towards guidance and counselling service.

$H_{O4}$: There will be no significant differences between male and female teachers in their perception towards guidance and counselling service.

$H_{O5}$: There will be no significant difference between male principals and male teachers in their perception towards guidance and counselling service.

$H_{O6}$: There will be no significant difference between female principals and female teachers in their perception towards guidance and counselling service.

1.8 ASSUMPTIONS OF THE STUDY

The following assumptions are made in respect to this study:

- That the secondary school principals and teachers are willing to give a fairly accurate picture about their perception towards guidance and counselling service.
- Gender does not affect the perception of either secondary school principals or teaches towards guidance and counselling service.
1.9 SIGNIFICANCE OF THE STUDY

1. The significance of the study rests on the fact that the research added to the existing knowledge on guidance and counselling service in Kenyan secondary schools.

2. The researcher is able to make recommendations that assist principals, teachers and education administrators to have a positive perception towards guidance and counselling service.

1.10 SCOPE AND LIMITATIONS OF THE STUDY

• The study covered the schools within Gatundu Division of Thika District. The Division has elements of rural characteristics, whereas the other areas of the District are predominantly urban. In this respect, the outcome of the study may not be typically representative of the District school population.

1.11 DEFINITION OF TERM

• Perception implies the positive and negative views, opinions, feelings and prejudices of secondary school principals and teachers towards guidance and counselling service.
CHAPTER TWO

LITERATURE REVIEW

This Chapter is divided into two sections. The first section comprised of theories of perception that form the theoretical framework upon which the study shall be based. The second section is a preview of related literature on guidance and counselling service in secondary schools.

2.1 THEORIES OF PERCEPTION

THE THEORY OF ECOLOGICAL OPTICS

This theory is credited to Gibson (1979). Gibson (1979) proposed that it would be better to understand an organism's structure through an analysis of the immediately surrounding environment or its ecology. Gibson's ideas emphasized perceiving as active exploration of the environment. When an observer is moving in the world, the pattern of stimulation on the retina consequently changes over time, as well as over space. The theory of ecological optics tried to specify the information about the environment that was available to the eyes of a moving observer.

Mace (1977) put it, "Gibson's approach was asked not what's inside your head, but what your head's inside of" (p.435). In effect, Gibson's theory of ecological optics was concerned with the perceived stimuli rather than with the stimuli itself. In this research, the perceived stimulus refers to the perception of the school principals and teachers towards the stimuli being the guidance and counseling service.

Applied to the current study, the theory of ecological optics assumes that the secondary school principals and teachers may be influenced by the school environment in their perception towards guidance and counseling service. The school
environment may include the school traditions that may involve concentrating on specific types of guidance and counselling, namely career guidance and preventive counselling.

PERSONAL CONSTRUCT THEORY (GEORGE KELLEY)

George Kelley (1955) advances this theory. The theory of personal construct argues that experience shapes the way in which we perceive the world and different experiences can lead to different perceptions. If I'm brought up in a family where counselling is practiced, then my ideas about counselling service for example, could be different from someone who has been raised in a family setup where counselling was never practiced.

Experience helps us to label and differentiate the world. Experience of counselling service would make one to perceive counselling more differently from one who had no prior experience and therefore he may tend to have a different perception towards guidance and counselling service from a person who had no previous experience of counselling service.

When one looks at this theory in relation to our school setup, one may perceive that some school stakeholders like school principals and teachers may have been influenced by their past experience about guidance and counselling service and therefore may have different perceptions towards guidance and counselling service. Such past experiences may include certain views about guidance and counselling service being a waste of time, or guidance and discipline being inseparable to the extent where school principals assume that guidance and discipline is one thing.
THE THEORY OF ANALYSIS-BY-SYNTHESIS

Neisser (1976) argued that the percept is a hypothesis suggested by the sensory data. The notion of hypothesis testing emphasizes the active nature of perception. The perceptual system does not passively receive inputs but searches for the percept that is most consistent with the sensory data. In most situations, there is only one reasonable interpretation of the sensory data, and the search for correct percept proceeds so quickly and automatically that we are unaware of it. Only under unusual conditions as when we view ambiguous figures, does the hypothesis-testing nature of perception become apparent. A theory that views perception as the active hypothesis-testing process influenced by context and past experience has been called analysis-by-synthesis.

According to this theory, the perceiver uses features of the object, its context, and past experiences to make a “best guess” about what is seen. The term “analysis-by-synthesis” implies that the perceiver analyzes the object into features and then uses these features to synthesize (or construct) a percept that best fits all of the information – the sensory impact, the context, and past experience.

The theory of analysis-by-synthesis views perception as an active cognitive process of checking one hypothesis after another until one is found that matches with reality. What we perceive is not a bundle of physical features impacting on the sensory system but things that have meaning for us.

Applied to the current study, the theory of analysis-by-synthesis shows that the secondary school principals may need to have a deeper meaning of guidance and counselling as to reflect their perception towards guidance and counselling service.
2.2 CONCEPTUAL FRAMEWORK MODEL

Fig. 2.1: Conceptual Framework showing the perception of Secondary School Principals and Teachers towards Guidance and Counselling Service

The Conceptual Framework in Figure 2.1 is derived from theories and hypotheses of the study highlighting the perception of secondary school principals and teachers towards guidance and counselling service.

Conceptually, the study was based on the belief that in order to investigate the perception of the secondary school principals and teachers, it was essential to understand how those principals and teachers perceive guidance and counselling service. In order to develop a better understanding of the perception of the secondary school principals and teachers, greater emphasis needs to be given to the ways in
which the latter understand their social and cultural processes that help them make sense of guidance and counselling service.

In this study, the perception of the school principals and teachers may be positive or negative towards guidance and counselling service. This in turn has a bearing on the emphasis placed on the type of guidance and counselling service.

This conceptual approach emphasized the earlier theories mentioned that operate in particular secondary school principals and teachers. It focused on the processes through which identities (including the perception of the principals and teachers) were acquired, developed and maintained and on the way in which meanings about guidance and counselling service were communicated and learned. This eventually may result in either the success or minimal success in offering guidance and counselling service in our secondary schools.

2.3 GUIDANCE AND COUNSELLING SERVICE

Downing,(1968) has defined guidance service as organized set of specified service, established as an integral part of the school environment, designed to promote the development of students and assist them towards a realization of sound, wholesome adjustment and maximum accomplishments according to their potentialities.

In the U.S.A., where guidance service are provided in all educational institutions, the programme is normally organized into four main sections: the appraisal service, an information service, the counselling service and a planning, placement and follow-up service.
Downing (1968) condenses the varied statements of many authorities regarding guidance service into six categories and devotes a chapter to each:

- pupil inventory (records and cumulative folders)
- pupil appraisal through testing
- counselling service
- counselling as the integration of various service
- educational and vocational information
- placement and follow-up

In 1976, the Gachathi Report made four vital recommendations on the development of guidance and counselling. These were: the expansion of counselling service of the Ministry of Education. It is in line with particular recommendations that guidance and counselling service are formalized actions taken by the schools to make guidance operational and available to students. Below follows an extensive exploration of the current guidance and counselling service.

Counselling service is concerned with helping the individual to weigh and evaluate his/her personal assets and liabilities in relation to the opportunities and requirements of occupations that interest him or her, and make plans that are based on resulting decisions (Myers, 1941). It involves knowledge on the part of the counsellor both of the individual’s assets and liabilities and of possible courses of action open to him/her. It consists of an interview or series of interviews between the counsellor and the one counselled, in which sincere and frank efforts are made to face the facts that should determine decisions and plans.
The counselling service is the heart of the guidance program. It is the service that is mostly directly related to effecting behavioural change and the service that places most demands upon the counsellor.

Educational and vocational information service is primarily concerned with helping the student to learn more about the environment in which he/she will have to function as he/she matures into a responsible adult. There are basically three kinds of information a student must have; educational, vocational and social.

According to Riccio (1968), educational information is concerned with helping a student acquire information about the educational opportunities and educational requirements needed to realize certain levels of achievement in life. There are a number of ways of helping students to acquire such information from such literature as college catalogues, technical school bulletins, commercially available guides to educational opportunities and group guidance classes.

2.4 PRINCIPALS’ PERCEPTION ON THE GUIDANCE AND COUNSELLING SERVICE

Njagi (2002) investigated guidance and counselling service in secondary schools in Mathioya Division of Murang’a District and observed; “nine (100%) of the principals indicated that they do assist guidance and counselling programme in their schools” (p. 68). The following were some of the ways in which guidance and counselling programme gets assistance:

- Seminars and workshops attended by guidance and counselling teachers are sponsored by the administration.
- Stationery and reference materials are provided by the administration.
• School administration works together with guidance and counselling department by exchanging ideas and advising one another.

• The school administration in collaboration with guidance and counselling department make necessary arrangements on guests who come to give advice to students. After identifying a guest, the school provides the necessary finances, for transport and payment for the service offered by the guests.

Principals attend guidance and counselling workshops once in a term. They learn a lot in these meetings and hence their perception of the guidance service is likely to differ significantly among themselves. The head teacher knows the difference between what they have learnt in workshops and what is done in their schools. However, there are some school principals who feel that guidance and counselling is almost non-existent in their schools. The reason they gave is that generally, students do not seek this service unless members of staff, the deputy principals or the teachers, refer them. Due to this, students have associated guidance with discipline (Wanjohi, 1990).

In a survey conducted by Graff and Warner (1972), they established that some principals have unfavorable views about guidance and counselling. They also found out school principals viewed counsellors as quasi-administrators and advisors who were busy with discipline and clerical duties.

There are some teachers who argue that school administrators are biased against teacher counsellors in terms of being incompetent in their duties of counselling. However, such counsellors cannot work without the cooperation and support of the head of the school.
2.5 RELATED RESEARCH

Despite the interest and concern shown on the normative roles of guidance and counselling service in secondary schools, not many studies are available that provide empirical data in the perception of secondary school principals and teachers towards guidance and counselling service.

Wanjohi (1990) investigated whether secondary school students, teachers, counsellors and principals have different perception on the role of the counsellor in secondary schools in Nyeri.

The population was drawn from ten boarding secondary schools. A total of three hundred and forty nine (349) subjects were sampled. There were four independent groups; there were 64 teachers, 256 students and 10 principals. A questionnaire was used to gather the necessary data from the subjects. Both descriptive and inferential statistics were used.

The study found out that, secondary school students, teachers, counsellors and principals differed in their perception of the role of the counsellors. Specifically, there were significant differences between: principals and teachers; teachers and counsellors; teachers and students; counsellors and students.

The study came up with various recommendations that included one that in schools, facilities to enhance the guidance and counselling programme should be made available. These facilities include: offices, books and other publications and money. The other recommendations were to encourage and facilitate cooperation among
teachers, career masters and principals, so that they can promote the guidance programme in schools.

Hui (2002) conducted a study involving thirty teachers. It was followed by a survey of eight hundred and ninety-five (895) teachers that investigated Hong Kong's teachers' perception of a whole-school approach to guidance and its practice. This study of Hui (2002) consisted of two phases. In Phase One, a preliminary study used a qualitative approach to explore teachers' perception of a whole-school approach to guidance and the factors facilitating the implementation of whole school approach. In Phase Two, a survey was used to investigate schools' approach to guidance and its practices and the match or mismatch between teachers' view of a whole-school approach to guidance and their perception of the school reality.

Findings revealed that teachers perceived a whole-school approach as a fostering student development and as a system of management. The research findings also revealed that a whole-school approach was not seen as practiced in the majority of the schools.

The study came up with recommendations that included: further development of a whole-school approach to guidance would demand building awareness among all teachers as well as the school management, and the delivery of guidance throughout the whole-school curriculum. It would also demand strengthening developmental guidance along with preventive guidance.
On the basis of research findings by Wanjohi (1990) and Hui (2002), it is apparent that school stakeholders like principals and teachers perceive guidance and counselling service in secondary schools differently. Consequently, the researcher will have to examine the perception of secondary school principals and teachers so as to have a proper reflection on the current nature of guidance and counselling service in our schools.
CHAPTER THREE
RESEARCH METHODOLOGY

This chapter describes the methods and procedures that guided this research and test research hypotheses proposed in Chapter One. The Chapter was divided into seven sub-headings: Research design, population, sampling, instrumentation, pilot study, data collection and data analysis.

3.1 RESEARCH DESIGN

This study was conducted as a survey research. A descriptive survey was employed. A survey research concerns itself with describing practices that prevail and beliefs, views, attitudes or perceptions that are held (Julian, 1962), with a view to pointing out future needs (Mouly, 1970).

A survey method was found convenient in carrying out this study, as the aim of the study was to gather extensive opinions from secondary school principals and teachers towards guidance and counselling service. The researcher thought that the perception of principals and teachers needed to be determined so as to provide some indicators of needs and directions in the area of guidance and counselling service.

3.2 RESEARCH METHOD

The researcher used interview method because it allowed him to create a relationship with his respondents during different interview schedules. The researcher introduced himself, the study as well as the reasons for the study, so as to establish a rapport. He was physically present and as they respond, he got their feelings and observed their non-verbal communication that will confirm what they say. At times, the researcher was also able to clarify the meanings where it would not clear to the respondents.
Other advantages of interview are the spontaneity of information and flexibility. At least the researcher felt a sense of security due to the fact that all data will be collected in face-to-face situation (McLeod, 1998).

The researcher viewed interview method as most effective method for data collection because he was able to combine it with observations made during the interviews, which is an added advantage.

### 3.3 RESEARCH VARIABLES

The independent variables of the study are namely:

- Guidance and counselling service
- Gender considerations, either male or female teachers
- Type of school (Boarding, Day, Boys’ or Girls’, or Mixed Schools).

The dependent variables comprise:

- The perception of the school principals and teachers.

### 3.4 LOCATION OF THE STUDY

The study was carried out in Gatundu Division, Thika District, of Central Province in the Republic of Kenya (See Appendix 1 – 3).
The choice of Gatundu was necessitated by several reasons, which include the following:

- The researcher has prior knowledge of the division, being his home division.
- Gatundu Division has not been spared the spate of students’ strikes and other social malpractices in schools that have often been used to show the extent of youth deviance in the Kenyan society. In fact, prior to the period of this study, the researcher notes that the problem of girl student pregnancies and boys taking drugs are a common social problem among most schools in Thika District, and that school administrators’ measures to curb these problems often end up in student riots.

**Physical Description**

Thika District is one of the seven districts that make up Central Province, in the Republic of Kenya. Gatundu Division is one of the six divisions of Thika District. It borders Ruiru Division to the east, Kamwangi Division in the north, Githunguri and Lari Divisions of Kiambu District to the south and the Aberdares Forest to the west. The Division covers an area of 193 square kilometres.

**Administrative and Political Units**

Thika District has six administrative divisions, namely Gatundu, Ruiru, Thika, Kakuzi and Gatanga. Gatundu Division has two political constituencies. These are Gatundu North and Gatundu South. Administratively, we have Kamwangi and Gatundu Divisions. Gatundu Division is therefore solely inclusive of Gatundu South Constituency. Gatundu Division is divided into four administrative locations, namely Ndarugu, Ng’enda, Kiganjo and Kiamwangi, and twenty-four sub-locations.
Economic Potential

The main source of livelihood in the Division is farming, with main crops grown being tea, coffee, bananas, pineapples, maize, beans, and Irish potatoes. Dairy farming is also a relatively important source for the provision of basic needs in the Division. It supplies milk and meat for food, employment opportunities, and revenue collection base and sustains small-scale milk business. However, there is also some small-scale industry mainly seen in the form of Jua Kali activities such as metal work and woodwork, as well as in farm produce.

3.5 ETHICAL CONSIDERATIONS

The respect for the basic rights of humans and animals is a fundamental obligation to all researchers (Zimbardo, 1996). It was with this in mind that the researcher sought clearance to carry out the research from the National Council for Science and Technology that is based at the Ministry of Education, after approval from the Kenyatta University Board of Postgraduate Studies.

Once in the field, further clearance was obtained from the Thika District Commissioner and the District Education Officer and the Divisional Education Office. In each school, further permission was sought from the Principals of the sample schools, before involving teachers in the study. Informed consent was obtained from all the study subjects before the interviews; and participation in the study was voluntary.
To ensure anonymity and secure privacy of the participants, the researcher did not require names and other means of identifying participants during research. No identification number was given to the questionnaire before their return. This helped them to feel free to participate in the study and create trust in him.

Further, principals were given clear, accurate statements about the meaning and limits of confidentiality during data collection. That is, the researcher ensured that all information to be obtained in strict confidence and only for the purpose of the study.

3.6 THE STUDY SAMPLE

To investigate the perception of the secondary school principals and teachers towards guidance and counselling service, two groups of subjects were involved. These were teachers and principals. The subjects were selected from ten secondary schools in Gatundu Division. This represented 35% of the schools in the Division. This research was conducted between July and September 2004.

A total of 49 teachers were selected from ten secondary schools. The teachers were of different academic and professional qualifications. Some were University graduates; others had diploma certificates, while others are untrained. There were also ten principals involved in this study. These were the same ones heading schools where teachers were selected.

Sampling Design

The researcher, to select sample school, teachers and principals to participate in the study, used stratified sampling and random sampling.
Selection of Schools

A list of all secondary schools in Gatundu Division was obtained from the divisional education office. Only public schools were involved because there are no private secondary schools in the division.

Schools were selected using the stratified method. Stratified sampling entailed dividing a population into different convenient groups using different types of schools. Stratified sampling is best suited in a population which is quite heterogeneous and in which, as a result of heterogeneity, some valuable information may be lost if the population is not grouped. It is also valuable in a situation where responses may differ greatly because of some important differences.

From the list, schools were categorized into three Boy’s boarding schools, four girls’ boarding schools, three mixed boarding schools and nineteen mixed day schools. The table (Table 3.1) gives details of the selection of schools. This gives each school equal chance of being selected.
<table>
<thead>
<tr>
<th>School Categories</th>
<th>Total Number of Schools in Division</th>
<th>Number of Sampled Schools</th>
<th>Specific Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys’ Boarding</td>
<td>3</td>
<td>2</td>
<td>- Muhoho High School</td>
</tr>
<tr>
<td>Schools</td>
<td></td>
<td></td>
<td>- Mururua Secondary School</td>
</tr>
<tr>
<td>Girls’ Boarding</td>
<td>4</td>
<td>3</td>
<td>- Karinga Secondary School</td>
</tr>
<tr>
<td>Schools</td>
<td></td>
<td></td>
<td>- Gatitu Secondary School</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Muthiga Secondary School</td>
</tr>
<tr>
<td>Mixed Boarding</td>
<td>3</td>
<td>2</td>
<td>- Ucekeini Secondary School</td>
</tr>
<tr>
<td>Schools</td>
<td></td>
<td></td>
<td>- Icaciri Secondary School</td>
</tr>
<tr>
<td>Mixed Day</td>
<td>19</td>
<td>3</td>
<td>- Githaruru Secondary School</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Ng’enda Secondary School</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Kimunyu Secondary School</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

The stratification revealed that there are three Boys’ Boarding Schools inclusive of one provincial school, four Girls’ Boarding Schools, three Mixed Boarding Schools and nineteen Mixed Day Schools.
Other salient characteristics of the sample were that one institution is provincial and twenty-eight are district schools; the schools legal sponsorship will vary from District Education Board (Government) to Catholic Church and Protestant Church (P.C.E.A.).

Random sampling is a sample technique in which every member of the target population has an equal chance of being selected. This technique was preferred because it ensured that every individual has the same probability of being selected and selection of one individual in no way affect the selection of another individual, thus obtaining a representative sample. Again, it is required by inferential statistics. This was important since these statistics permit the researcher to make inferences about the population based on the behaviour of samples.

Random selection of schools was done in the following way: - the names of the schools were written down in separate pieces of paper, folded and then put in a container. This was done for each group at a time. The container was then shaken thoroughly to ensure mixing of the folded pieces of paper. The folded pieces of paper were then withdrawn each at a time, after which thorough shaking of the container will be done before the next withdrawal. This process was repeated until two schools will be sorted from each group.

After selection of the ten schools, the researcher went to each of the selected schools at a particular day to seek permission from the head teacher for conducting research in that particular school. A date was then fixed when the research is to be conducted.
Selection of Teachers Population Sample

The researcher asked the secondary school principals to avail the register of his/her teachers present on that day of the research visit. The researcher then did random sampling that involved writing down the names of teachers on pieces of paper and putting them in a container. After shaking the container, the researcher picked a quarter of the total number of teachers in each school. These in turn became the representative sample of the number of teachers in each school.

This process was also repeated in all the ten schools. At the end of the exercise, sixty-five (65) teachers had successfully completed the questionnaires. There were also ten principals selected from ten schools who completed the questionnaires. The table (Table III.2) gives details of the teachers' population sample.
Table 3.2: Teachers’ Population Sample

<table>
<thead>
<tr>
<th>School</th>
<th>No. of Teachers on Establishment</th>
<th>No. of Teachers Sampled</th>
<th>School Principals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>Total</td>
<td>M</td>
</tr>
<tr>
<td>1. Muhoho</td>
<td>18</td>
<td>6</td>
<td>24</td>
<td>3</td>
</tr>
<tr>
<td>2. Mururia</td>
<td>14</td>
<td>9</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td>3. Karinga</td>
<td>8</td>
<td>9</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>4. Muthiga</td>
<td>11</td>
<td>7</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>5. Icaciri</td>
<td>9</td>
<td>6</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>6. Githaruru</td>
<td>6</td>
<td>6</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>7. Ng’enda</td>
<td>9</td>
<td>9</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>8. Kimunyu</td>
<td>10</td>
<td>8</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>9. Ucekeini</td>
<td>9</td>
<td>2</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>10. Gatitu</td>
<td>12</td>
<td>8</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>106</td>
<td>70</td>
<td>176</td>
<td>32</td>
</tr>
</tbody>
</table>

3.7 RESEARCH INSTRUMENTATION

Two basic research instruments were used for data collection:

- Questionnaires
- Likert Perception Scale
3.7.1 QUESTIONNAIRE

The researcher designed the questionnaire for principals and teachers after reviewing the existing instruments, and then developed initial items, which were determined by the variable under investigation. Direct contact questionnaire was found suitable because it would facilitate good rapport with the respondents.

The questionnaire will comprise of two sections.

Section I: Biographical Questionnaire

In section I, respondents were asked to indicate their biographical details (gender, age, years of teaching experience, academic and professional qualifications. This instrument was to contain five (5) items to which the respondent provided the required information.

Section II: Perception, Guidance and Counselling Service

Section II was divided into two parts. Part one covered the perception of the secondary school principals and teachers. Respondents were asked to indicate their perception towards guidance and counselling service. Part two consisted of guidance and counselling service.

3.7.2 LIKERT PERCEPTION SCALE

The Likert Perception Scale comprised of three Likert perception scales. The first scale comprised of rating of guidance and counselling service by secondary school principals and teachers. The five options were very important, important, uncertain, less important and not important.
The second scale had a list of responses entailing the perception of secondary school principals and teachers towards guidance and counselling service. The five options were *very helpful, helpful somehow helpful not helpful and none at all*.

The third scale indicated gender differences between school principals and teachers towards guidance and counselling service. These five options were on a scale comprising: *very important, important, uncertain, unimportant and very unimportant*.

### 3.8 PILOT STUDY

Pre-testing was done before the school study; with the purpose of enabling the researcher was satisfied that it met the necessary criteria. One school was used in piloting. This school was randomly chosen from non-sample schools by writing all the names of different papers and picking one paper. For the purpose of pre-testing, five teachers and one principal were randomly selected. The subjects selected for pre-testing did not participate in the actual study.

After piloting, the questionnaires were discussed with respondents, colleagues and the supervisor. Validity and reliability of the items of the questionnaire was ascertained. The ambiguous items were modified into more suitable forms.

### 3.9 DATA COLLECTION

After permission was granted, time was set to visit the sampled schools to personally administer the questionnaires on appointment.

To ensure that all the respondents are found at the appropriate time, the researcher went to each of the ten schools in person and made the necessary arrangements with the school principal. On the agreed date, the researcher got to each school to give the
questionnaires. The researcher distributed the questionnaires directly to about seventy-five respondents, favoured the direct method. This was done in normal school days.

The direct method of administering the questionnaire was preferred because of various advantages cited below:

- The problems that arose were to be dealt with immediately.
- Due to the sensitivity of the opinion being researched on, some respondents felt a bit insecure, but the researcher was able to clear such feelings.
- The method enhanced a kind of face-to-face communication with the subjects, hence make it possible for the researcher to explain and convince them of the importance of the study.
- The respondents had previously been presented with many questionnaires on unrelated issues. Therefore, it is necessary to motivate them and control boredom by having a face-to-face communication.
- It ensured a high percentage of questionnaire return.

In summary, the researcher arranged and distributed the questionnaires to all of the subjects, after which he collected all the completed questionnaires. The researcher then thanked all the participants in the study, and the principal for granting him permission to carry out research in their school and then went to another station.

3.10 DATA ANALYSIS

During the data collection, data of structured questionnaires was screened at the end of each day to select relevant information. The entry for statistical data was put into a personal computer.
All data from the study was coded and entered in a computer using the SPSS program. The raw data was checked against data files to identify obvious inconsistencies. The data entry and checking will be done continuously during the course of the study.

The necessary precautions were undertaken to safeguard the data. Accessibility to the collected information was restricted only to the researcher. Following data entry and analysis, the information was kept in a floppy disk and was deleted from the computer.

Data analysis was done using the Statistical Package for Social Schemes (SPSS) data (Version 10.0 for Windows) (Nie, Stein and Bent, 2001) entry programme.

The qualitative data from questionnaires was analyzed using basic descriptive statistics, whereby such data are quantified and then presented in percentages according to the study objectives. Where necessary, tabulations namely tables, were used to describe the data in graphical terms.

Data from structured questions and observations was interpreted first by being assigned numerical values. The values were presented in terms of mean scores to show where particular perception will be more concentrated. The data was then qualitatively explained in terms of the study’s objectives.
Measures of central tendency such as mode were computed. Cross-tabulations were used to establish the relationship between variables and chi-square test used to test for association.

In Chapter Four, the researcher presented the study findings giving the major trends and conclusions that emanate from them. This was followed by the discussions thereof.
CHAPTER FOUR

RESULTS OF DATA ANALYSIS

In this chapter, the results of the present investigation are presented in both narrative and tabular forms. The responses on the closed-ended items are summarized in tables by frequencies and percentages. For objective items on the questionnaire, data were first computed in terms of percentages according to the categories on the Likert type responses. Thus, responses were tabulated on the basis of very important, important, uncertain, less important and not important. The second category had five options of very helpful, helpful, somehow helpful, and not helpful.

The chapter is organized according to the research hypotheses that guided the study and the items in the perception of the secondary school principals and teachers towards guidance and counselling service in Gatundu Division.

A total of 75 subjects successfully completed the questionnaires. Out of these, 65 were teachers and 10 principals. The research focused on the following hypotheses:

\( H_0^1 \): There would be positive perception of secondary school principals and teachers towards guidance and counselling service.

\( H_0^2 \): There would be no significant difference in the perception towards guidance and counselling service between secondary school principals and teachers.

\( H_0^3 \): There would be no significant difference between male and female principals in their perception towards guidance and counselling service.
**HO₄:** There would be no significant difference between male and female teachers in their perception towards guidance and counselling service.

**HO₅:** There would be no significant difference between the male principals and male teachers in their perception towards guidance and counselling service.

**HO₆:** There would be no significant difference between the female principals and male teachers in their perception towards guidance and counselling service.

**Gender of Participants**

Gender of participants includes both the principals and the teachers in their perception towards guidance and counselling service. Table 4.0 (a) describes the gender of the participants.

**Table 4.0. (a) Sex of Participant:**

<table>
<thead>
<tr>
<th>Participant</th>
<th>Male %</th>
<th>Female %</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>35 (53.8%)</td>
<td>30 (46.2%)</td>
<td>65 (86.7%)</td>
</tr>
<tr>
<td>Principal</td>
<td>6 (60%)</td>
<td>4 (40%)</td>
<td>10 (13.3%)</td>
</tr>
<tr>
<td>N = 75</td>
<td>41 (100%)</td>
<td>34 (100%)</td>
<td>75 (100%)</td>
</tr>
</tbody>
</table>

From Table 4.0 (a), it can be observed that 86.7% (65) teachers and 13.3% (10) principals were involved in the study on the perception of secondary school principals
and teachers towards guidance and counselling service. The data used indicated that 53.8% (35) male and 46.2% (30) females were teachers, while 60% (6) male and 40% (4) female were principals.

**Professional Qualification of the Participants**

Professional qualifications of the principals and teachers are presented in Table 4.0 (b).

*Table 4.0. (b) Professional Qualification:*

<table>
<thead>
<tr>
<th>Professional Qualifications</th>
<th>Male %</th>
<th>Female %</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(66.7%)</td>
<td>(33.3%)</td>
<td>(4%)</td>
</tr>
<tr>
<td>Diploma Education</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>(37.5%)</td>
<td>(62.5%)</td>
<td>(10.7%)</td>
</tr>
<tr>
<td>UT Graduate Teacher</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(40%)</td>
<td>(60%)</td>
<td>(6.7%)</td>
</tr>
<tr>
<td>Approved Graduate Teacher</td>
<td>24</td>
<td>20</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>(54.5%)</td>
<td>(45.5%)</td>
<td>(58.7%)</td>
</tr>
<tr>
<td>Graduate Teacher</td>
<td>6</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>(54.5%)</td>
<td>(45.5%)</td>
<td>(14.6%)</td>
</tr>
<tr>
<td>Technical Teacher</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(100%)</td>
<td>(1.3%)</td>
</tr>
<tr>
<td>Teacher on Practice</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(100%)</td>
<td></td>
<td>(1.3%)</td>
</tr>
<tr>
<td>Senior Graduate</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(100%)</td>
<td></td>
<td>(2.7%)</td>
</tr>
<tr>
<td>N = 75</td>
<td>39</td>
<td>36</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>(53.3%)</td>
<td>(46.7%)</td>
<td>(100%)</td>
</tr>
</tbody>
</table>
The results from Table 4.0 (b) indicate: among the S1 teachers interviewed, 66.7% (1) were male and 33.3% (2) female; among Diploma in Education holders, 37.5% (3) were male and 62.5% (5) female; among the UT Graduate teachers, 40% (2) were male and 60% (3) female, while Graduate teachers were 54.5% (6) male and 45.5% (5) female.

Teaching Experience

Teaching experience of both the principals and teachers is represented in Table 4.0 (c).

Table 4.0 (c): Teaching experience of the secondary school principals and teachers

<table>
<thead>
<tr>
<th>Experience</th>
<th>Male%</th>
<th>Female %</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Years)</td>
<td>Male%</td>
<td>Female %</td>
<td>N (%)</td>
</tr>
<tr>
<td>Below 5 years</td>
<td>6 (8%)</td>
<td>8 (10.75%)</td>
<td>14 (18.7%)</td>
</tr>
<tr>
<td>5 – 10 years</td>
<td>14 (18.6%)</td>
<td>12 (16.03%)</td>
<td>26 (34.7%)</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>17 (22.6%)</td>
<td>18 (24.03%)</td>
<td>35 (46.7%)</td>
</tr>
<tr>
<td>N = 75</td>
<td>37 (100%)</td>
<td>38 (100%)</td>
<td>75 (100%)</td>
</tr>
</tbody>
</table>

Table 4.0 (c) above indicates that most of the teachers and school principals interviewed had over 10 years’ teaching experience, out of which 22.6% (11) were male and 24.03% (18) were female.
4.1 RESULTS OF TESTING HYPOTHESES:

The purpose of this study was to find out perception of the secondary school principals and teachers towards guidance and counselling service. In order to do this, some hypotheses were stated, tested then accepted or rejected after data analysis.

4.1.2 HYPOTHESIS ONE: There would be positive perception of the secondary school principals and teachers towards guidance and counselling service.

Table 4.1 (a) presents the perception of the secondary school principals and teachers towards guidance and counselling service.

<table>
<thead>
<tr>
<th>How do you perceive Guidance and Counselling Service?</th>
<th>Teacher %</th>
<th>Principal %</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Helpful</td>
<td>42 (64.1%)</td>
<td>7 (70%)</td>
<td>49 (64.9%)</td>
</tr>
<tr>
<td>Helpful</td>
<td>22 (34.4%)</td>
<td>3 (30%)</td>
<td>25 (33.8%)</td>
</tr>
<tr>
<td>Somehow Helpful</td>
<td>1 (1.6%)</td>
<td>0 (0%)</td>
<td>1 (1.4%)</td>
</tr>
<tr>
<td>N = 75</td>
<td>65 (100%)</td>
<td>10 (100%)</td>
<td>75 (100%)</td>
</tr>
</tbody>
</table>

Table 4.1. (a): Perception of the secondary school principals and teachers towards guidance and counselling service:
Results from Table 4.1 (a) show that 98% (64) teachers and 100% (10) school principals find guidance and counselling helpful among secondary school students, with only 1.6% (1) teachers expressing doubt. Almost all school principals and teachers acknowledged the necessity of guidance and counselling service in secondary schools.

**Type of Guidance and Counselling Service**

Table 4.1 (b) describes the perception of secondary school principals and teachers towards the type of guidance and counselling service.

**Table 4.1 (b): Perception on the type of guidance and counselling service**

<table>
<thead>
<tr>
<th>Guidance and Counselling Service</th>
<th>Yes %</th>
<th>No %</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraisal Service</td>
<td>19 (25.3%)</td>
<td>56 (74.7%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Student Inventory</td>
<td>32 (42.7%)</td>
<td>43 (57.3%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Career Service</td>
<td>36 (48%)</td>
<td>39 (52%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Planning and Placement</td>
<td>11 (14.7%)</td>
<td>64 (85.3%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Counselling Service</td>
<td>57 (76%)</td>
<td>18 (24%)</td>
<td>(100%)</td>
</tr>
<tr>
<td>Educational &amp; Vocational Service</td>
<td>46 (61.3%)</td>
<td>29 (38.7%)</td>
<td>(100%)</td>
</tr>
<tr>
<td><strong>N = 75</strong></td>
<td>32 (100%)</td>
<td>43 (100%)</td>
<td>(100%)</td>
</tr>
</tbody>
</table>
From Table 4.1 (b), over 50% of all teachers and principals perceive guidance and counselling to refer to counselling service 76% (57), and education and vocational service 61.3% (46), with only 14.7% (11) assuming planning and placement.

**Rating of various Guidance and Counselling Service**

The perception of secondary school principals and teachers also involved rating the various types of guidance and counselling service as depicted by Table 4.1 (c).

**Table 4.1 (c): School Principals and Teachers rating of various guidance and counselling services**

<table>
<thead>
<tr>
<th>Guidance and Counselling Service</th>
<th>Very Helpful</th>
<th>Helpful</th>
<th>Not Sure</th>
<th>Somehow Helpful</th>
<th>Not Helpful</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Inventory</td>
<td>27 (36%)</td>
<td>22 (29.3%)</td>
<td>10 (13.3%)</td>
<td>9 (12.0%)</td>
<td>7 (5.8%)</td>
<td>7 (9.3%) (100%)</td>
</tr>
<tr>
<td>Appraisal Service</td>
<td>14 (18.7%)</td>
<td>26 (34.7%)</td>
<td>14 (18.7%)</td>
<td>5 (6.7%)</td>
<td>2 (2.7%)</td>
<td>14 (18.7%) (100%)</td>
</tr>
<tr>
<td>Career Service</td>
<td>23 (30.7%)</td>
<td>23 (30.7%)</td>
<td>11 (14.7%)</td>
<td>6 (8%)</td>
<td>1 (1.3%)</td>
<td>11 (14.7%) (100%)</td>
</tr>
<tr>
<td>Planning &amp; Placement</td>
<td>11 (14.7%)</td>
<td>22 (29.3%)</td>
<td>20 (26.7%)</td>
<td>5 (6.7%)</td>
<td>1 (1.3%)</td>
<td>12 (16%) (100%)</td>
</tr>
<tr>
<td>Counselling Service</td>
<td>33 (44%)</td>
<td>24 (32%)</td>
<td>2 (2.7%)</td>
<td>3 (4%)</td>
<td>1 (1.3%)</td>
<td>12 (16%) (100%)</td>
</tr>
<tr>
<td>Educational &amp; Vocational Service</td>
<td>28 (37.3%)</td>
<td>27 (36%)</td>
<td>8 (10.7%)</td>
<td>4 (5.3%)</td>
<td>8 (10.7%)</td>
<td>-  (100%)</td>
</tr>
</tbody>
</table>
Table 4.1 (c) indicates the following observations: most of the school principals and teachers 65.3% (49) believe student inventory services are helpful, with just about 9.3% (7) expressing uncertainty.

More than half of the school principals and teachers 53.4% (40) believe appraisal services are helpful with about 18.7% (14) expressing uncertainty and a similar number didn’t have an opinion.

Majority of the school principals and teachers agree that guidance and counselling plays a very helpful role in students’ future career, with just a mere 1.3% (1) denying any helpful impact.

Although some school principals and teachers 17.3% (13) had no opinion on planning and placement type of service in secondary schools, 29.3% (22) rated them as helpful to students. 44% (33) and 37.3% (28) of the school principals and teachers rate general counselling and educational and vocational services very helpful.

**Sentiments about guidance and counselling service**

Table 4.1 (d) represents certain sentiments on guidance and counselling service by secondary school principals and teachers.
Table 4.1 (d): Sentiments about guidance and counselling service.

<table>
<thead>
<tr>
<th>Perception</th>
<th>True</th>
<th>False</th>
<th>N/A</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important Service</td>
<td>67</td>
<td>8</td>
<td>-</td>
<td>75</td>
</tr>
<tr>
<td>(89.3%)</td>
<td>(10.7%)</td>
<td>(100%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need for diversification into other counselling services</td>
<td>55</td>
<td>3</td>
<td>17</td>
<td>75</td>
</tr>
<tr>
<td>(73.3%)</td>
<td>(4%)</td>
<td>(22.7%)</td>
<td>(100%)</td>
<td></td>
</tr>
<tr>
<td>Wastage of time</td>
<td>1</td>
<td>51</td>
<td>23</td>
<td>75</td>
</tr>
<tr>
<td>(1.3%)</td>
<td>(68%)</td>
<td>(30.7%)</td>
<td>(100%)</td>
<td></td>
</tr>
<tr>
<td>Confusion of guidance and counselling service with discipline</td>
<td>31</td>
<td>20</td>
<td>24</td>
<td>75</td>
</tr>
<tr>
<td>(41.3%)</td>
<td>(26.7%)</td>
<td>(32%)</td>
<td>(100%)</td>
<td></td>
</tr>
<tr>
<td>Not fully developed</td>
<td>54</td>
<td>2</td>
<td>19</td>
<td>75</td>
</tr>
<tr>
<td>(72%)</td>
<td>(2.7%)</td>
<td>(25.3%)</td>
<td>(100%)</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1 (d) describes the following observations: most school principals and teachers, about 89% (67) believe that guidance and counselling is a very important service. However, most would like to see the various services diversified, with 75.3% (55) supporting diversification of the services, despite quite a number of 22.7% (17) failing to give their opinions.

The data also indicates most teachers and school principals, 68% (51) believe guidance and counselling services are not just a mere waste of time, although 41% (31) of secondary school principals and teachers contend that guidance and counselling service is confused with discipline. However, majority of 72% (54) agree that it is not fully developed.
4.2 HYPOTHESIS TWO: There would be no significant difference in the perception towards guidance and counselling service between secondary school principals and teachers. This hypothesis on the correlation between school principals and teachers is indicated in Table 4.1 (e).

Table 4.1 (e): Correlation between principals and teachers towards guidance and counselling service

<table>
<thead>
<tr>
<th>Item</th>
<th>Value</th>
<th>Df</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think guidance and counselling is necessary?</td>
<td>.252</td>
<td>2</td>
<td>.882</td>
</tr>
</tbody>
</table>

\[ x^2 = .252, df = 2; p = .882 \]

The results of the Chi-Square correlation analysis was performed on the secondary school principals and teachers on the various indicators of perception, Table 4.1 (e), showed that there existed no significant relationship between the secondary school principals and teachers on their perception towards guidance and counselling.

Conclusion:

We find that the significant value (P-value) .882 is greater than 1% significant level, thus we accept HO: and conclude with 99% confidence that there is no significant difference between secondary school principals and teachers towards guidance and counselling service.
4.3 HYPOTHESIS THREE: There will be no significant difference between male and female principals towards guidance and counselling service. Table 4.2 (a) represents the third hypothesis.

Table 4.2 (a): Perception of male and female principals towards guidance and counselling service

<table>
<thead>
<tr>
<th>How do you perceive guidance and counselling?</th>
<th>Principal %</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Very Helpful</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(66.7%)</td>
<td>(75%)</td>
</tr>
<tr>
<td>Helpful</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(33.3%)</td>
<td>(25%)</td>
</tr>
<tr>
<td>N = 10</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(100%)</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

Table 4.2 (a) above shows over 65% of all principals; male 66.7% (4) and female 75% (3) find guidance and counselling very helpful, while over 30% of male principals 33.3% (2) and less than 30% female principals 25% (1) view guidance and counselling helpful.

Correlation between Male and Female Principals

The correlation between male and female principals in their perception towards guidance and counselling is presented in Table 4.2 (b).
The research hypothesis was to test the relationship between male and female principals in their perception towards guidance and counselling service. A chi-square ($X^2$) analysis test was performed and the results as shown in Table 4.2 (b) of .778 as level of significance indicated that there exists no significant relationship between male and female principals in their perception towards guidance and counselling service.

### Table 4.2 (b): Correlation between male and female principals towards guidance and counselling service

<table>
<thead>
<tr>
<th>Position in School</th>
<th>Value</th>
<th>Df</th>
<th>L.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>.079</td>
<td>1</td>
<td>.778</td>
</tr>
</tbody>
</table>

$x^2 = .079, df = 1; p = .778$

4.4 **HYPOTHESIS FOUR:** There would be no significant difference between male and female teachers in their perception towards guidance and counselling service. This research hypothesis is represented in Table 4.3 (a).
Table 4.3 (a): Perception of male and female teachers towards guidance and counselling service

<table>
<thead>
<tr>
<th>How do you perceive guidance and counselling?</th>
<th>Teacher %</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Very Helpful</td>
<td>22 (61.8%)</td>
<td>20 (66.7%)</td>
</tr>
<tr>
<td></td>
<td>42 (64.7%)</td>
<td></td>
</tr>
<tr>
<td>Helpful</td>
<td>13 (38.2%)</td>
<td>9 (30%)</td>
</tr>
<tr>
<td></td>
<td>22 (33.8%)</td>
<td></td>
</tr>
<tr>
<td>Somehow Helpful</td>
<td>- (3.3%)</td>
<td>1 (1.5%)</td>
</tr>
<tr>
<td></td>
<td>1 (1.5%)</td>
<td></td>
</tr>
<tr>
<td>N = 65</td>
<td>35 (100%)</td>
<td>30 (100%)</td>
</tr>
<tr>
<td></td>
<td>65 (100%)</td>
<td></td>
</tr>
</tbody>
</table>

The result in Table 4.3 (a) shows that over 60% of all teachers, male 61.8% (22) and female 66.7% (20) hold that guidance and counselling is very helpful, while over 30% of all teachers, male 38.2% (13) and female 30% (9) view guidance and counselling as helpful; only one female teacher, 3.3% (1) appears doubtful.
Correlation between Male and Female Teachers

The result of this correlation between male and female teachers in their perception towards guidance and counselling service is represented in Table 4.3 (b).

Table 4.3 (b): Correlation between male and female teachers towards guidance and counselling service

<table>
<thead>
<tr>
<th>Sex</th>
<th>Value</th>
<th>Df</th>
<th>L.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>1.508</td>
<td>2</td>
<td>.471</td>
</tr>
</tbody>
</table>

$x^2 = 1.508, df = 2; p = .471$

In trying to test the relationship between male and female teachers in their perception towards guidance and counselling service, a chi-square ($x^2$) analysis test was done. The results as shown in Table 4.3 (b) being .471 was greater than 1% significant level. This result meant no significant difference between male and female teachers in their perception towards guidance and counselling service.

4.5 HYPOTHESIS FIVE: There would be no significant difference between male school principals and male teachers in their perception towards guidance and counselling service. The fifth hypothesis is illustrated in Table 4.4 (a).
Table 4.4 (a): Perception of male school principals and male teachers towards guidance and counselling service

<table>
<thead>
<tr>
<th>How do you perceive Guidance and Counselling?</th>
<th>Male Teachers %</th>
<th>Male Principals %</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Helpful</td>
<td>21 (61.8%)</td>
<td>4 (66.7%)</td>
<td>25</td>
</tr>
<tr>
<td>Helpful</td>
<td>13 (38.2%)</td>
<td>2 (33.3%)</td>
<td>15</td>
</tr>
<tr>
<td>N = 40</td>
<td>34 (100%)</td>
<td>6 (100%)</td>
<td>40</td>
</tr>
</tbody>
</table>

From Table 4.4 (a), over 60% of all male teachers, 61.8% (21) and male principals, 66.7% (4) find guidance and counselling very helpful, while over 30% of all male teachers 38.2% (13) and male principals 33.3% (2) find guidance and counselling helpful.

Correlation between Male School Principals and Male Teachers

This correlation between male school principals and male teachers in their perception towards guidance and counselling is represented in Table 4.4 (b).

Table 4.4 (b): Correlation between male school principals and male teachers towards guidance and counselling service

<table>
<thead>
<tr>
<th>Sex</th>
<th>Value</th>
<th>Df</th>
<th>L.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Teacher</td>
<td>1.508</td>
<td>2</td>
<td>.471</td>
</tr>
<tr>
<td>Male Principal</td>
<td>.079</td>
<td>1</td>
<td>.788</td>
</tr>
</tbody>
</table>

\[ x^2 = 1.508, \, df = 2; \, p = .471 \]

\[ x^2 = .079, \, df = 1; \, p = .788 \]
To find whether there was any significant difference between male principals and male teachers in their perception towards guidance and counselling service, a cross tabulation was done and the results are as Table 4.4 (b) .471 and .778 respectively, indicated that there is no significant difference between the male principals and male teachers in their perception towards guidance and counselling service.

4.6 HYPOTHESIS SIX: There would be no significant difference between the female principals and female teachers in their perception towards guidance and counselling service. Hypothesis six is indicated in Table 4.5 (a).

Table 4.5 (a): Perception of the female principals and female teachers towards guidance and counselling service

<table>
<thead>
<tr>
<th>How do you perceive guidance and counselling?</th>
<th>Female Teacher %</th>
<th>Female Principal %</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Helpful</td>
<td>20 (66.7%)</td>
<td>3 (75%)</td>
<td>23 (67.6%)</td>
</tr>
<tr>
<td>Helpful</td>
<td>9 (30%)</td>
<td>1 (25%)</td>
<td>10 (29.4%)</td>
</tr>
<tr>
<td>Somehow Helpful</td>
<td>1 (3.3%)</td>
<td>-</td>
<td>1 (2.9%)</td>
</tr>
<tr>
<td>N = 34</td>
<td>30 (100%)</td>
<td>4 (100%)</td>
<td>34 (100%)</td>
</tr>
</tbody>
</table>

Table 4.5 (a) presents over 66% of all teachers and principals as female teachers 66.7% (20) and female principals 75% (3) advocating for guidance and counselling as very helpful, while 30% (9) female teachers and female principals 25% (1) view
guidance and counselling as helpful, with only less than 5% female teachers 3.3% casting doubt about it.

**Correlation between Female Principals and Female Teachers**

This correlation between female principals and female teachers in their perception towards guidance and counselling service is presented in Table 4.5 (b).

*Table 4.5 (b): Correlation between female principals and female teachers towards guidance and counselling service*

<table>
<thead>
<tr>
<th>Sex</th>
<th>Value</th>
<th>Df</th>
<th>L. S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Teacher</td>
<td>.079</td>
<td>1</td>
<td>.778</td>
</tr>
<tr>
<td>Female Principal</td>
<td>1.508</td>
<td>2</td>
<td>.471</td>
</tr>
</tbody>
</table>

\[ \chi^2 = .079, df = 1; p = .778 \]

\[ \chi^2 = 1.508, df = 2; p = .471 \]

The results presented in Table 4.5 (b) tried to establish any significant difference between female principals and female teachers. The results indicated .471 and .778 as greater than 1% significant level. Therefore there existed no significant difference between the female principals and female teachers in their perception towards guidance and counselling service.
CHAPTER FIVE

CONCLUSION

In this Chapter, the discussion, summary of the findings, conclusions and recommendations of the study based on the hypotheses are presented. These hypotheses were based on the purpose of the study.

5.1 DISCUSSION

The discussion of the findings of the present research is centered on the hypotheses directing the study, starting with Hypothesis One as follows:

HYPOTHESIS ONE: There would be positive perception of the secondary school principals and teachers towards guidance and counselling service.

Table 4.1 (a), (b), (c), (d) and (e) summarized the perception of the secondary school principals and teachers towards guidance and counselling service. Results from Table 4.1 (a) showed that 99% of all teachers and principals have positive perception towards guidance and counselling service. Therefore, lack of any significant difference between school principals and teachers reveals that both have a positive perception towards guidance and counselling service.

These findings are consistent with those of Njagi (2002), whose studies on investigation of guidance and counselling service in secondary schools in Mathioya Division of Murang’a District reported 9 (100%) of the principals indicated that they do perceive and assist guidance and counselling programme in their schools.
Also, according to Ndung’u (2002), a vast majority of teachers 85.3% agreed that the school administration considers counselling service essential to institutional order, conduct and management.

Positive perception towards guidance and counselling among the secondary school principals and teachers evidenced by: support and involvement of both the secondary school principals and teachers namely, the guidance team and the school administration, general awareness and support of all teachers, establishment of guidance and counselling department, sponsoring teachers for counselling seminars, allowance of teacher counsellors to attend counselling meetings, frequent referring of counselling students to guidance and counselling department, public lectures and group counselling during normal school assemblies by the school administrators and the teachers on duty.

Positive perception of the secondary school principals and teachers towards guidance and counselling service could be due to the vast experience of both principals and teachers as teachers and counsellors. Both teachers and principals know the need and importance of guidance and counselling service. This is consistent with the theory of ecological optics, Gibson (1979). Gibson assumed that the secondary school principals and teachers might be influenced by the school environment in their perception towards guidance and counselling service. The school environment may include the school traditions that may involve concentrating on guidance and counselling service as one way of normalizing the moral and psychological growth of both the students and teachers for the smooth sailing of the school administration and curriculum.
Principals and teachers believe in the necessity and importance of guidance and counselling in schools. Principals were emphatic that continuous counselling of students and giving them guidance in various aspects of development as they go through secondary education contributes greatly to good discipline in secondary schools. Principals also considered that the head of school was counsellor number one, setting the pace and tempo of the school conduct and discipline. Students had to be guided and shown the right ways.

However, few teachers hinted on negative perception towards guidance and counselling service as follows: no sufficient time for counselling, much work for teaching and counselling prevents the teacher counsellor from being effective, sometimes lack of funds for inviting guest speakers on counselling service, the disrespect of teacher counsellors by other teachers and the school principals, and some of the school principals feel that the teacher counsellor consumes a lot of time with one particular student at the expense of other students.

Negative perception to some extent is also supported by other related research. In a survey conducted by Graff and Warner (1972), they established that some principals had unfavorable views about guidance and counselling. They found out that some teachers argued that school administrators were biased against teacher counsellors in terms of being incompetent in their duties of counselling. However, the revelations of this study found out that all secondary school principals had positive perception towards guidance and counselling service, with only one teacher expressing doubt.

Negative perception could be explained by the specific incidents in the schools where after serious consideration and analysis, some teachers feel that the school
administration is not doing enough to avail the free atmosphere for the guidance and
counselling department to operate. This especially is the case where school principals
want to encroach on the confidential report and divulge it to the rest of the school as a
bad way of scolding and ridiculing the concerned students especially during public
barazas or school assemblies. Accordingly, this reaction could be explained by
Neisser (1976) Theory of Analysis By-Synthesis. The theory uses features of the
guidance and counselling service, its context and past experience as to make a best
guess about what is seen and perceived as guidance and counselling. That is to imply,
guidance and counselling may be perceived as negative due to the less effectiveness it
has on the school moral growth.

Table 4.1 (b) presented the varied types of guidance and counselling service rendered
in our secondary schools as perceived by both the secondary school principals and
teachers. Mostly the specific types of guidance and counselling services being
prevalent in our secondary schools are career service 48%, counselling service 76%
and educational and vocational service 61.3%.

The other types of counselling that are least developed and realized in our secondary
schools include appraisal service, 25.3%, planning and placement, 14.7%. This
counselling scenery is contrary to the Gachathi Report (1976) that advocated the need
for secondary schools to provide guidance and counselling service in all areas, for the
youth on career choice. Apart from career choice, diversified guidance and
counselling programmes to include proactive counselling that is better than relational
aspects of towards the provision and practice of counselling.
The Kelly (1955) Personal Construct Theory could explain the narrow perception of what guidance and counselling service involves. Experience of counselling service would make one to perceive counselling more differently from one who had no prior experience and therefore he/she may tend to have a different perception towards guidance and counselling service from a person who had no previous experience of counselling service. This then explains that our secondary school principals and teachers are involved only in familiar types of guidance and counselling service like educational and counselling service at the expense of the other more diversified forms of counselling like planning and placement.

Data presentation in Table 4.1(c) reveals that most of our secondary school principals and teachers rate highly the following counselling service, namely student inventory 36%, educational and vocational service 37.3%, and counselling service, 44%. These results corroborate with a similar study done by Njagi (2002), which also found out that education (42%) received more attention upon subject areas which professionals are asked to talk about in schools. This could be due to a lot of attention put in exams.

According to Table 4.1 (c) also, a lot of counselling service, 44% is evident of the special attention attached to counselling in general in our secondary schools. That is because most of our secondary schools have students with counselling problems and challenges that are best handled by the counselling service.

When we look at student inventory service (30%), it is indicative that most departments do have personal records of students as class registers, student personal files, or even counselling inventory accounts for the prevalent use of student inventory.
The above position where a lot of attention is directed towards student inventory, educational and vocational service and counselling service could be assumed to be as a result of the secondary school principals and teachers having undergone a lot of experience counselling that is confined most in these popular rating of guidance and counselling. Such an observation is consistent with Kelly (1935) Theory of Personal Construct (1955), where counselling experience influences the perception of the secondary school principals and teachers.

Further examination of the data revealed career service (30.7%) as being fairly low in terms of importance attached to career service as counselling. This tends to concur with Ndung’u (2002) study, where 65% of the teachers underrated career guidance in view of the decreasing employment opportunities. However, the data confirmed that career guidance is still a feature of the school guidance and counselling service in spite of the deadline in employment opportunities in the country.

Table 4.1 (d) gave a time reflection upon the nature of the perception of the secondary school principals and teachers towards guidance and counselling service. Thus, 89.3% of all secondary school principals and teachers perceive guidance and counselling service to be very important service. This is because of the assumed role and impact guidance and counselling service does play in our secondary schools. These results also concur with studies done earlier, which established that guidance, and counselling is perceived to be a very important service (Njagi, 2002), especially by the secondary school principals.
A critical look at Table 4.1 (d) revealed the need for diversification into other counselling services like facilitative (curative) counselling and preventive counselling. This report tends to concur with Gachathi Report (1976) that secondary schools provide guidance and counselling service in all areas, like career choice and awareness in the youth about HIV/AIDS pandemic.

Majority of the teachers and principals, 68%, considered that guidance and counselling was not wastage of time. This is because of the role guidance and counselling service does to the school in terms of harmony and moral growth of mature students in our secondary schools.

Further examination of the results revealed that 41.3% strongly perceived that there was confusion between guidance and counselling service with discipline. Such statements could be accounted for as it was noted in some schools the teacher counsellor was expected to combine discipline and counselling while being on duty. This obviously tends to confuse the students who do not understand how the teacher counsellor while on duty can counsel and at the same time discipline. The teacher counsellor would be more of a discipline teacher than counsellor, and therefore most students would not be willing to frequent counselling department to seek counselling service from the teacher counsellor.

Secondly, in some schools still, teacher counsellors are assumed by the administration to know better about discipline and counselling. This therefore leads the school administration to presuppose that the teacher counsellor can handle both discipline cases referred to them while doing counselling.
In fact in one of the schools, the Deputy Principal claimed to be in a position to handle both discipline and counselling concurrently. Unfortunately through the interview schedule, the school administrator could not accommodate the perception that the deputy principal should be included in the counselling department, while at the same time being in the discipline committee. The school administration perceived that there could be conflict of counselling and discipline.

To some extent, the results also revealed that 26.7% of all teachers and principals perceived the confusion of counselling and discipline as not false and thereby implying that counselling and discipline are the same. This is to imply that, once a discipline case has surfaced, the teacher or the principal is expected first of all to discipline the student. Then the teacher or the principal can try to counsel the student on how to go around such a problem in the future. Alternatively, the school principal can discipline the student and refer the student to the counselling department.

Further revelation was that discipline and counselling are two departments that compliment and supplement one another. This is to say counselling comes in to assist the discipline department in terms of trying to remedy the indisciplined student. While counselling is important to some extent of uncovering the root causes of indiscipline and possible therapy, discipline is also essential in trying to mold these students who seek shelter in counseling only to hide their true bad behaviour without any remorse from the counselling department. In this regard, school administrators tend to perceive as soft landing while indisciplined students may prefer than face the discipline department. Therefore, it results into some school administrator’s first dealing with discipline cases then refer them for counselling service. However, there are even unfortunate exposures where discipline cases are referred to counselling
department as counselling cases while in actual fact they are discipline and not counselling cases. This only results in the perception of confusion of what real discipline and counselling should involve and deal with among our secondary school principals and teachers.

Discipline should only prevail when it is very necessary. However, every case should be approached with a lot of caution before jumping into conclusions of enforcing discipline.

Counselling should be proactive and not to be used only when certain crises like smoking occurs. That could mean the secondary school principals and teachers being involved in guidance and counselling as to detect and prevent any indiscipline among the students.

Counselling and discipline are quite different in how they are perceived by the secondary school principals and teachers. In some cases, indisciplined students are disciplined first by the secondary school principals and teachers before they are offered any guidance and counselling.

All school principals and teachers should be involved in both discipline and counselling. However, some teachers perceive counselling and discipline to be the work of the school administration.

Discipline is essential and paramount as in laying the base upon which counselling service comes in to try and remedy the bad vice that our students embrace like drug abuse, burning our schools, and going on strikes.
HYPOTHESIS TWO: There would be no significant difference between the principals and teachers in their perception towards guidance and counselling service.

Data presented in Table 4.1 (e) carried the results of the Chi-Square analysis, which indicated that there was no significant difference between the principals and teachers in their perception towards guidance and counselling service. This shows that the difference between the school principals and teachers in their perception towards guidance and counselling service is very minimal. This scenario can be attributed to the fact that both the school principals and teachers undergo thorough professional training upon which they acquire knowledge about guidance and counselling, and therefore have positive perception towards guidance and counselling service.

According to the guidance and counselling experience teachers and school principals have undergone, they have positive view towards guidance and counselling.

HYPOTHESIS THREE: There would be no significant difference between male and female principals in their perception towards guidance and counselling service

Table 4.2 (b) tabulated data from the results of the test to determine the relationship between male and female principals in their perception towards guidance and counselling. A Chi-Square ($\chi^2$) analysis test was performed indicating .778 greater than 1% significant level, thus we accept HO: and conclude with 99% confidence that there is no significant difference among male and female principals in their perception towards guidance and counselling service.
The researcher found out that the sex of the principal, either as male or female, did not affect their perception towards guidance and counselling service in a significant manner. However, female principals were freer in talking about their perception towards guidance and counselling as mother, teacher and counsellor unlike male principals.

**HYPOTHESIS FOUR: There would be no significant difference between male and female teachers in their perception towards guidance and counselling service.**

The data in Table 4.3 (b) carries out the Chi-Square analysis tests performed to determine any significant difference between male and female teachers in their perception towards guidance and counselling service. A cross-tabulation was done and indicated .471 being greater than 1% significant level. The results showed that there existed no significant difference between male and female teachers in their perception towards guidance and counselling service.

The similar perception of both male and female teachers could be explained by the fact that both teachers are trained to teach and counsel any student in disregard of the sex of the teacher. Therefore the perception of male and female teachers towards guidance and counselling service was not determined by their gender.

These results concurs with those of Kariuki (1990) concurred that majority of the present schoolteachers are guidance officers and that they carry on guidance incidentally. Therefore gender is not an issue as far as perception of male and female teachers towards guidance and counselling service is concerned.
HYPOTHESIS FIVE: There would be no significant difference between male principals and male teachers in their perception towards guidance and counselling service.

Table 4.4 (b) reveals that .471 and .788 for both male principals and male teachers as being greater than 1% significant level. This data indicates that there is no significant difference between male principals and male teachers in their perception towards guidance and counselling.

The position and gender of either the secondary school male principals or male teachers did not determine the perception towards guidance and counselling service.

HYPOTHESIS SIX: There would be no significant difference between female principals and female teachers in their perception towards guidance and counselling service.

This study further sought to establish whether there was any significant difference between female principals and female teachers in their perception towards guidance and counselling service. The results in Table 4.5 (b) indicated .778 (female teachers) and .471 (female principals) as being greater than 1% significant level.

There was no significant difference between female principals and female teachers in their perception towards guidance and counselling service. This scenario could be attributed to the fact that gender was not a determinant factor in the perception of female principals and female teachers in their perception towards guidance and counselling. The fact that female principals and teachers belong to one sex like female is not reflected in how they perceive guidance and counselling service. In other words, same sex consideration for both principals and teachers appears to be
having minimal effects in determining perception of either principals or teachers towards guidance and counselling service.

5.2 CONCLUSION

This research study centered on the perception of the secondary school principals and teachers towards guidance and counselling service and the gender differences in perception towards guidance and counselling service among the secondary school principals and teachers. The results from the study indicated that school principals, 100% and majority of teachers, 98% had positive perception towards guidance and counselling service.

From the result, all school principals and teachers are aware of the existence of guidance and counselling service in their schools. This was reflected by the implication that guidance and counselling service was offered by the guidance and counselling department. However, most of the secondary school principals and teachers were not familiar with appraisal counselling, and planning and placement.

To most school principals, guidance and counselling service was very essential and very important. There were no doubt that majority of the school principals, 100% and teachers, 98%, felt that guidance and counselling was an essential component of our school curriculum activity. However, that perception among our school principals and teachers was not matched with the successful implementation of guidance and counselling service in our schools. This was because frequent indiscipline cases like school strikes in our schools are there despite positive perception towards guidance and counselling service among secondary school principals and teachers.
Guidance and counselling service was perceived to have been confined to three basic services of guidance and counselling service, namely counselling service (44%), educational and vocational service (37.3%), career service (30.7%) and student inventory (36%). Least attention was given to other diversified forms of guidance and counselling service. In fact, most school principals and teachers did not perceive guidance and counselling service as involving appraisal service (18.7%) and planning and placement (16%). Guidance and counselling service was perceived as general counselling of students with academic or career problems. Yet diversified perception of the school principals and teachers towards guidance and counselling seemed to be lacking.

Guidance and counselling was perceived as the preserve of the school administration and the counselling department. Other schoolteachers assumed that they had the least role to play in enhancing guidance and counselling. The fact of the matter was that all teachers and school principals were indirectly involved in guidance and counselling without knowing. They perceived it as a far-fetched service that appeared abstract in terms of special terms implied in the varied services offered by guidance and counselling service.

The study results also showed that gender differences among the secondary school principals and teachers was not very significant as there were no gender differences between school principals and teachers in their perception towards guidance and counselling service.
When the issue of the perception of the secondary school principals and teachers and guidance and counselling service was matched together, it appeared that positive perception had to be matched with practical application of guidance and counselling service. The positive perception of the secondary school principals and teachers towards guidance and counselling service should be matched with the success in offering guidance and counselling service to the students. This study tends to concur by the earlier study done by Ndung’u (2002), where 69.7% teachers observed that the way ordinary teachers view guidance and counselling had 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.

Most principals and teachers felt the urge of supporting and appreciating guidance and counselling service as a good caution against immoral behaviour amongst our students and emphasized more on proactive counselling to crisis counselling when students have problems.

Positive perception of secondary school principals and teachers towards guidance and counselling service should be matched with similar success of guidance and counselling service in our secondary schools.

Positive perception of the secondary school principals and teachers towards guidance and counselling service does not necessarily lead to successful implementation of guidance and counselling service.
5.3 IMPLICATIONS

Positive perception of guidance and counselling amongst the secondary school principals and teachers should be matched with practical implementation of guidance and counselling service as to see its full success in our secondary schools. This would involve diversification of guidance and counselling service, training of all principals and teachers on guidance and counselling, and more allocation of time and resources to guidance and counselling.

5.4 RECOMMENDATIONS FOR FUTURE RESEARCH

It should be observed that the scope of this study has been limited. Therefore further research should be pursued. A similar study covering other districts or even the country as a whole is required. This would help in the making of general conclusions for the whole nation, after which measures towards improvement of guidance and counselling service could be undertaken.

Research is needed to investigate the relationship between the perception of the secondary school principals and teachers, and the success or failure of guidance and counselling service. This observation would reveal whether there is any correlation between guidance and counselling service and its progress in our secondary schools. There is need to investigate other external and internal factors besides perception namely parental influence, banning of caning in schools, and the large workload of teaching that affect the secondary school principals and teachers' perception towards guidance and counselling service.
REFERENCES


*Journal of Counselling Psychology.* 20(5).


APPENDIX 1
MAP OF KENYA
APPENDIX II
MAP OF THIKA DISTRICT

KEY

<table>
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<tr>
<th>District Boundary</th>
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<td>Division</td>
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<tr>
<td>Roads</td>
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</table>

- 2000/01 F. A.
- 2001/02 F. A.
- MUTOMO F. A.
GEORGE NJIMU  
KENYATTA UNIVERSITY  
P O 43844  	NAIROBI

Dear Sir

RE: RESEARCH AUTHORIZATION

Following your application for authority to conduct research on "Perception of Secondary School Principals and Teachers Towards Guidance and Counseling" This is to inform you that you have been authorized to conduct research in Thika District for a period ending 31st December 2005.

You are advised to report to the District Commissioner and the District Education Officer, Thika District before embarking on your research project.

You are further expected to avail two copies of your research findings to this office upon completion of your research project.

Yours faithfully

B. O. ADEWA  
FOR: PERMANENT SECRETARY

CC

"The District Commissioner"  
Thika District

The District Education Officer  
Thika District
THK/ADM/19 TPY/20

21ST JULY, 2004

TO ALL PRINCIPALS
THIKA DISTRICT

RESEARCH AUTHORISATION

Authority is hereby granted to George Njimu as relates the above reference. He is a student of Kenyatta University.

Any assistance accorded to him will be highly appreciated. His research period ends on 31st December, 2005.

E. OTIENO
FOR: DISTRICT EDUCATION OFFICER
THIKA.
APPENDIX VI
QUESTIONNAIRE FOR PRINCIPALS AND TEACHERS

Dear Sir/Madam,

The following questionnaire seeks information on the perception of secondary school principals and teachers towards guidance and counselling service in Gatundu Division, Thika District.

**Instructions**

- Please respond to all questions as honestly and accurately as possible.
- The information given will be treated as private and confidential and will be used for research purposes only.
- Do not write your name on this questionnaire.
- Informed Consent: Tick (✓) one: Yes ( ) No ( )

**Section I: Biographical Questionnaire**

Please complete this section by going through it. Check (✓) the items that apply to you unless a different direction is given.

1. Present School: .................................................................

2. Gender (Tick (✓) one)

   Male .................................................................

   Female .............................................................
3. Age (Tick (✓) one)
   - Below 25 years ( )
   - 25 - 40 years ( )
   - Over 40 years ( )

4. Professional Qualifications (Tick (✓) one)
   (i) S1 ( )
   (ii) Diploma in Education ( )
   (iii) UT Graduate Teacher ( )
   (iv) Approved Graduate Teacher ( )
   (v) Any Other (Specify) ( )

5. Teaching experience (Tick (✓) one)
   a. Below 5 years ( )
   b. 5 - 10 years ( )
   c. Over 10 years ( )

Section II: Perception, Guidance and Counselling Service

6. (a) Do you think guidance and counselling service are necessary in secondary schools? (Tick (✓) one)
   - Yes ( )
   - No ( )
b). If Yes, how?

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c). If No, why?

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7. How do you perceive guidance and counselling service? Indicate one of the following by a tick (✓)

d. Very helpful   (   )

e. Helpful       (   )

f. Not sure      (   )

g. Somehow helpful   (   )

h. Not helpful    (   )
i. Any other (please specify) (   )

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8. How do you rate guidance and counselling service in your school? Indicate one of the following by a tick (√)

<table>
<thead>
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<th>Importance</th>
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<td>Very important</td>
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<td>Important</td>
<td>2</td>
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<tr>
<td>Uncertain</td>
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<td>Less important</td>
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<td>Not important</td>
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9. What type of guidance and counselling service are offered in your school? (Tick (√))

(i) Students inventory service
(ii) Appraisal service
(iii) Career service
(iv) Planning and placement service
(v) Counselling service
(vi) Educational and vocational service
10. How do you rate the following guidance and counselling service? Use the scale below to answer the question. (Tick (√))

<table>
<thead>
<tr>
<th>Rating</th>
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<tr>
<td>Very helpful</td>
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<td>Helpful</td>
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<tr>
<td>Not sure</td>
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<tr>
<td>Somehow helpful</td>
<td>4</td>
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<tr>
<td>Not helpful</td>
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(i) Students inventory service
(ii) Appraisal service
(iii) Career service
(iv) Planning and placement service
(v) Counselling service
(vi) Educational and vocational service
11. (a) How important do you think guidance and counselling service are to secondary school students? (Tick (√))

(i) Very Important
(ii) Important
(iii) Uncertain
(iv) Unimportant
(v) Very Unimportant

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b) What makes you have the above view?

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12. To you, which of the following is true about guidance and counselling service? (Tick (✓) one)

(i) Very Important service
(ii) Needs to be diversified into other counselling service
(iii) Wastage of time
(iv) Confusion of guidance and counselling service with discipline
(v) Not fully developed in our secondary schools

Thank you for responding.