ASSESSMENT OF THE STRUCTURES AND FUNCTION OF THE GUIDANCE AND COUNSELLING SERVICES IN TECHNICAL INSTITUTES OF NAIROBI CITY, KENYA

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DECLARATION

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

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DATE

The research project has been submitted for examination with my approval as University Supervisor.

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This piece of work is gratefully dedicated to my mother Anne Karebe and her girls, my son Kageni Kimani and all my very dear friends who cheered me on as I worked through this study.
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The completion of this study would not have been possible without the assistance and cooperation of many people to whom I'm indebted.

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### ABBREVIATIONS & ACRONYMS

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<tr>
<td>ACA</td>
<td>American Counselling Association.</td>
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<td>ASCA</td>
<td>American School counselling association.</td>
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<tr>
<td>HIV/AIDS</td>
<td>Human Immune Virus / Acquired Immune Deficiency Syndrome.</td>
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<td>IPPF</td>
<td>International Planned Parenthood Federation.</td>
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<tr>
<td>K.I.S.T</td>
<td>Kiambu Institute of Science and Technology.</td>
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<td>NGO</td>
<td>Non-Governmental Organization.</td>
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ABSTRACT

The purpose of this study was to find out the function and structure of guidance and counselling in technical institutes of Nairobi city.

Nairobi city has 14 public and 11 private institutes. Through random sampling method three technical institutes were selected for research. These are: Baptist Mission of Kenya Secretarial College, Kabete Technical Institute and Nairobi Technical Institute. The subjects were divided into three categories, viz: principal, teacher counsellor, and students. A total of 153 subjects were involved, of these, 3 were principals, 12 were teacher counsellors and 138 were students.

The data for the study were collected through the use of questionnaires. They were analyzed, interpreted, and compared with the recommendations of the Koech (1999) Commission. The study recommended that guidance and counselling services should be strengthened in both schools and colleges. These services are to be run by trained teacher counsellors who should as far as possible work together with other stakeholders, for example parents, churches, the larger community and NGOs.

The research findings revealed that a lot of effort has been put into setting up the recommended services under the dean of students’ offices. However, these services are still very informal and are mainly run by teachers who are not trained counsellors, or who have not been in-serviced since leaving college. The Ministry of Education Science and Technology does not have a clear policy guideline in
this area. This makes it difficult for the institute to set up formal structured guidance and counselling services.
CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

On 14th May 1998, the then president of Kenya Mr. Daniel arap Moi appointed a commission of inquiry into the education system of Kenya, it had the task of designing an education system for the 21st century. To do this, it was particularly mandated to recommend ways and means of enabling the education system to facilitate national unity, mutual social responsibility, accelerated industrial and technology development, life-long learning and adaptation in response to changing circumstances (Koech 1999).

Mutual social responsibility implies a moral obligation by society and its members to do their very best for one another with the full knowledge and understanding that if the whole society prospers its members will share in this prosperity and that society cannot prosper without the full co-operation of its members (Koech 1999). According to the above definition, the society must educate its youth to be responsible, productive members. The product of an education system must be fully integrated into the social norms of that society. However, the education system the commission was investigating did not produce that sort of product. This was evident by number of social issues the youth of the day were struggling with. This led to strikes in which properties were destroyed, anti-social habits such as drug and substance abuse, pre-marital sex, which has the implications of HIV/AIDS, disrespect for the elder’s among others.
In the African culture, the duty of moral training was collectively undertaken by the adult world. However, due to the expansion of technology and modern education system, a gradual disintegration of the African traditional society has occurred. This has created a vacuum in the growing process of the African child. It was against such a background that the Koech report recommended for guidance and counselling in both schools and colleges to be made stronger and more active. The services should advise the students on a daily basis and address issues related to their academic, social and practical aspects of their lives. Trained teacher counsellors, who must work closely with other teachers, parents and religious bodies, should do guidance and counselling. The students must consistently be counselled against the use of violence as a solution to encountered problems.

This is not the first time guidance and counselling has been recommended as a curative measure. Report of the Presidential Working Party on Education and Manpower Planning for the Next Decade and Beyond (Kamunge 1988) recommend guidance counselling of the youth in secondary schools is essential in helping the identification of their individual interests and the correction and assistance to enable them to face the realities of life.

Since the Koech report (1999), guidance and counseling services have set up unlike the recommendations of the past education commissions in Kenya. The question remains if they are effective in solving social problems.
1.2 Statement of the Problem

Modern education has replaced the African indigenous education system, in which the African youth received guidance and counselling. In the African indigenous education, the youth were taught what society expected them to do, what not to do, when and how. With the coming of Christianity, urbanization and western civilization, guidance and counselling practices have been handed over to schools of western type education.

The gradual disintegration of African traditional family structure, and the amount of time the youth spends in school has left him with little time for preparation to handle the adult responsibilities. Parents are too busy working to sustain the family for them to effectively carry out this duty. The church pastoral methods are not effective due to the rigidity within the programmes. Currently, the teachers are too occupied with seeking to cover the academic curriculum to address personal issues of the youth. Lack of guidelines has prompted many youth to engage in drug addiction, school truancy, school strikes and fires, theft, premarital sex, homosexuality and rape among other socially deviant behaviours. Such cases are reported in the print and electronic media almost every week. Promiscuity has led to the increase of Human Immune Virus (HIV), unwanted pregnancies and abortions among the youth. Given the above situation, certain questions become pertinent for us. Has the youth today resulted to socially negative behaviour due to lack of guidance from the adult community? Can the current education system effectively in co-operate the much needed guidance and counselling practices in the curriculum in order to
produce an integrated adult? The project aims at assessing the existing structures and functions of the guidance and counselling services at the technical institutes, with the aim of making them more effective in meeting the needs of the youth.

1.3 Purpose of the Study

The study intended to investigate the effectiveness of the guidance and counselling service in solving social problems. With this study, it would be possible to suggest strategies that can be used to improve the service. It was hoped that the strategies then would produce a totally integrated adult. The findings were anticipated to be useful to the teacher counsellors, the Ministry of Education, policy-makers, universities offering guidance and counselling and those designing guidance and counselling course for the youth.

1.4. Specific Objectives of the Study

The main objectives of this study were:

1. To determine the current issues facing the students that require guidance and counselling at the technical institutes.

2. To identify the approaches used by the teacher counsellor in dealing with the issues that require guidance and counselling at the technical institutes.

3. To identify the approaches used by the student in dealing with the issues requiring guidance and counselling at the technical institutes.

4. To investigate the attitudes of those involved in guidance and counselling in technical institutes.
5. To find out who is involved in the guidance and counselling services at the technical institutes.

1.5 Research Questions.

1. What are the prevalent issues facing the students that require guidance and counselling at the technical institutes?

2. What are the approaches used by the teacher counsellor in dealing with these issues at the technical institutes?

3. What approaches do the students use in dealing with the issues that require guidance and counselling in technical institutes?

4. Do the attitudes of the principal, teacher counsellor, and student affect guidance and counselling in technical institutes?

5. Who is involved in guidance and counselling at the technical institutes?

6. What are the students' help-seeking preferences?

1.6 Significance of the Study

There are various reasons that prompted this study. Both the family and the church have left guidance and counselling to the school. This is not being done consistently. Wambua (1989) observes that students go to the counsellor for help only when they have issues related to their academics.

The youth doesn’t spend time with his parents and this alienates him from them. This leads to misunderstanding between the youth and their parents. The school therefore is one institution that should provide the physical, social and
psychological needs of the youth. The school is in a good position to do this due to the amount of time the youth spends there. The fact that it has trained personnel and a formal setting which may be used by other bodies for example non-governmental organizations (NGOs) dealing with HIV/AIDS programmes.

Second, very little research has been done in the area of guidance and counselling at tertiary level. The present survey contributes to the study of guidance and counselling by researching, identifying and documenting the needs of the services at this level. Third, the youth at this level is trying to form an identity; he now has freedom to do as he wishes with himself. Many students at college level have been challenged by the sudden freedom from both school and home. This has led to unwanted pregnancies, alcoholism and drug abuse. The guidance and counselling service should be able to guide the youth on constructive use of this freedom.

Finally, this contributes to the study of the modern youth with an aim of understanding their problems. The information gathered will assist the parents and policy makers in the schools.

1.7 Assumptions of the Study

There were various assumptions taken by the researcher during the study. First, it was assumed that the social problems are primarily caused by the lack of effective guidance and counselling services. Second, it was assumed that guidance and counselling services exist in technical institutions. Third, it was assumed the
respondents were honest in their responses. Finally, it was assumed the sample of technical institutes taken was representative of technical institutes in the city.

1.8 Scope and Limitations of the Study

This study focuses on the setup and the function of the guidance and counselling services in technical institutes of Nairobi city. It looks into the people involved in the services, the problems facing the youth in these institutes, the method used in trying to solve these problems and the students' help-seeking preferences. The youth are regarded as those between ages of nineteen and twenty-five. The researcher encountered the following problems, first, inadequate time for intensive data gathering, and second, inadequate funds for an exhaustive research.

1.9 Definition of Terms as Used in the Study

Counselling: A relationship in which a person (s), by virtue of psychological insights seeks to help others to recognize and understand their problems.

Function: Activity and purpose of the guidance and counselling department.

Guidance: A series of instructions progressively moving towards the goal of helping an individual to choose or think in the most appropriate manner in various situations of life.

Guidance and Counselling: Counselling and instructions given in directing the conduct and daily living.

Issues: Anything that interferes with the student’s adjustment and performance at the technical institute.

Structure: The organization of the guidance and counselling department at the
technical institute.

**Teacher counsellor:** Any person officially recognized and working to assist students in their problems.

**Technical institutes:** There are middle level colleges that train school leavers in technical skills.

**Youth:** For the purpose of this study a youth will be taken to be a member of the student body of technical institute. Between age nineteen and twenty-five.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature related to the study is reviewed under the following sub-headings; guidance and counselling, history of guidance and counselling, theoretical approaches to counselling, attitudes and contemporary youth problems. This literature review helps us to appreciate the structure of the guidance and counselling services at the technical institutes, the problems faced by the youth and the counselling approaches to the problems. These ideas may be adopted in structuring the services at the technical institutes.

2.2 Guidance and Counselling

These two concepts are very closely related and are treated as Siamese twins. However, they are different but often play complementary roles. Under this sub-heading, each term will be discussed separately in order for us to understand the concepts clearly.

2.1.1 Guidance

Guidance is the process of helping an individual to understand himself and his world better. The above definition implies that guidance should be an on-going event that will aid, assist the student to fit into his environment better. In an institution, this includes the first orientation for the new student into the institute. This can be done during the orientation meetings. Second, appraisal, this involves
self-inventory of the student in order to uplift his strengths and improve on his weakness. This should lead to more effective choices. Third, information services, this helps the student to make a more informed choice while at the institute. Four, planning and placement services, this will guide the student on choices that will be in the future for example job and life-long education. Five, follow-up research and evaluation services. These services will collect feedback in the hope of improving the guidance services offered at the technical institutes. The guidance service is more readily offered at the technical institutes, as it is the less demanding twin.

Guidance and counselling have developed four basic approaches to problem solving. First and most, commonly used is the crisis approach. This is where the counsellor waits until there is some type of crisis and then leaps into action to help the counsellee. Second, the Remedial approach, where the counsellor focuses on measurable weakness and tries to fix them. These involves teaching students, skills such as study skills and social skills. Third is the development approach that is more productive than the other two approaches to guidance and counselling. The counsellor who uses the Developmental approach has identified specific skills and experiences that the student need to have in order to be successful in school and in life. (Myrick (1993). Finally, the preventive approach is when the skills to prevent crisis are taught. These crises might include drug abuse, smoking and HIV/AIDS.
2.1.2 Counselling

Counselling has been defined as a relationship in which a person (s) by virtue of both spiritual and psychological insights seeks to help others recognize and understands their problems and to grow holistically, that is emotionally, rationally, volitionally and spiritually through their problems. In order that they may love God and others better, (Djocandy (1995) says this is the definition of Christian counselling. Counselling is the skilled and principled use of a relationship, in order to develop self-knowledge, emotional acceptance, growth and resources. (Mutie and Ndambuki 2000).

From the above definitions, counselling may be viewed as a dynamic process, that involves a relationship between the counsellor and the counsellee which aims at providing the counsellee with skills to live a more fulfilling life.

The objectives of counselling are to assist the counsellee to:

- explore the root cause of the problem and hence to own their feelings and actions.
- alter maladaptive behaviour.
- solve the internal conflicts he may have experienced.
- provide the student with skills and knowledge for making more informed choices.
2.3 Historical Background of Guidance and Counselling.

Guidance and counseling is part of the socialization process of man. Hence, it is as old as the human race. However, more effective theories have been developed in the 20th Century. To effectively discuss guidance and counseling, we need to look briefly at how it developed over the years in both the Western and in the African culture.

2.3.1 Historical Background of the Western Counselling Methods

In the early civilizations, the philosophers, priests and other representatives of God and religion assumed the function of advisers and offered counselling. The Romans turned to Jupiter and the lesser gods, the Greeks to Zeus and his lesser gods. The historical origin of guidance and counselling may be identified with the early Grecian societies. That laid the emphasis on developing the individual for a specific role in society.

In the early middle ages, the duty of advising and directing the youth was on the priest since education was under the jurisdiction of the church. Until the early part of the twentieth century, there were no counsellors in schools. The teachers provided all the information the student needed. The school guidance movement began to develop because of the Industrial revolution and the influx of various types of students into public school.

In 1898, Jesse B. Davis, a class counsellor in Detroit began providing educational and vocational counselling to high school juniors. Schmidt (1993). In 1907, Davis
got a job as a high school principal in Grand Rapids, Michigan and brought guidance into the school. At around this period Wittmer mandated that guidance be included as an element of each English Class taught in School. (Schmidt 1993). At the same time, other professionals were introducing guidance programmes across the country, Eli Weaver in New York City, Frank Goodwin in Ohio and Frank Pasons in Boston, developed systematic selection process for choosing a career for young people. During both world wars, new procedures for screening and classification of inductees were developed. Professional educators to the guidance and counselling movement later adopted these.

In the 1940s and 1950s, a new emphasis on mental health and guidance and counselling to the high school students, saw E.G. Williamson develop a school guidance model. In this model, the counsellor solved the students’ problems. In 1950s, the Russians launched the satellite, Sputnik 1. This sent a panic across the United States because they thought that it signalled Russian dominance in the fields of industrial technology and other scientific endeavors. Baker, (1992) Schmidt (1993). As a result of which, Congress passed several pieces of legislation. For example, the National Defense Education Act (NDEA) of 1958. This provided funds for, helping the states to train counsellors at middle and high school levels, and develop support, test programmes in counselling. (Schmidt 1993).

Up till now, guidance and counselling had employed a directive approach. This shifted the focus from problems to the relationship between client and counsellor.
It became very popular in the late 1960s and 1970s for both educational and mental field. Wittmer looked at this approach to be narrow since other elements such as prevention and environment had been given little attention. This led to the development, implementation, and evaluation of comprehensive guidance programmes, provision of direct counselling services to students, parents, and teachers, educational and vocational planning, student placement, referral and consultative with teachers, administrators, and parents (Schmidt 1993).

Guidance and counselling services have grown to include the counselling of handicapped children. Professional Organization such as American Counseling Association (ACA), the American School Counsellor Association (ASCA) and the Association of Counsellor Education and supervision (ACES) have had a major influence in changing the face of the American Guidance and Counselling Services.

2.3.2 Historical Background of the Kenyan Counselling Methods.

Guidance and Counselling has always been part of the African indigenous society. The parents, grandparents, extended family and community at large took the responsibility of socializing the individual. (Kenyatta 1938). The family guided the child from infancy to puberty after which time the community took over the responsibility of guiding the youth through the rites of passage. At puberty, the children underwent initiation rituals and from then on they were regarded as adults though they were young.
This structure has disintegrated for a couple of reasons. First due to the rural-urban migration, which has resulted in the extended family breaking down. Second, the student spends most of his time in formal education, leaving very little time for the community to participate in his socialization. The guidance and counselling unit was created within the Ministry of Education in the 1970s. It was staffed with a team of professional, and qualified officers. This unit was to provide effective supervision services to secondary schools and teachers training colleges as well as conduct in-services courses for primary school headteachers in various districts. It also developed a useful career guidance booklet for use by secondary school student when filling in career application forms.

Guidance and counselling has been of concern to the education commissions. In 1976, the Gachathi report made four important recommendations on the development of guidance and counselling. These were, the expansion of counselling services at the Ministry of Education, setting up counselling departments in every institution, keeping cumulative record of students academic performance and the establishment of courses at the universities to train professional counsellors. Kamunge report (1988) recommended the incorporation of these services into the education system. The service has been viewed as useful in solving many of the social problems in the schools. These issues range from school discipline, to personal problems.

In the 1990s, the demand for the guidance and counseling service both in educational institutions and outside rose. This was brought about by the social
changes. The 1990s saw with it the crisis of HIV/AIDS, the changing world of work (retrenchment). Globalization, improved communication systems, economic and a myriad of other problems that come with these changes. The individual has been called upon to develop coping skills; this can be done through effective guidance. However, some individual have not coped well hence counselling has become very popular.

The Koech (1999) report recommended the strengthening of the guidance and counselling in schools and colleges, in order to deal with the social problems currently facing the student. He recommended that professionally trained personnel do guidance and counseling. This has led to the mushrooming of counsellor training colleges, which has lowered the counselling standards. Currently, almost all accredited Kenyan universities are offering these courses at different levels. The religious bodies also offer counselling to their members. At present guidance and counselling services are given by both professional and non-professional counsellors. There is need for the government and all stakeholders to form a profession body. This organization should bring about professional growth and regulation in terms of programme accreditation and certification.

2.4 Theoretical Approaches To Counselling

Counselling practices have been developed over the years through a series of research and tests. We currently have several counselling theories. Here we will look briefly at four.
2.4.1 Psychoanalytic Theory (Freud 1846-1936)

This theory was first started by Sigmund Freud (1846-1936) who was a German doctor. He realized that some sicknesses are not physical but psychological. He began by studying personality traits in his patients.

Freud divided the mind into the conscious level and unconscious level. The conscious level is what a person is aware of. The unconscious level is the one that a person is not aware of; this is where the unmet needs are stored. For example, the need to be loved, and to belong. At the unconscious level the personality may be divided into three sub-sections. These are the id, ego, and superego. The id is responsible for the biological drives (urges). It is also the source of the psychic/mental energy. The two main biological needs that Freud concentrated on are sex drive and aggression. Id operates according to pleasure principles: that is avoiding pain and striving for comfort. Id is not affected by morality. Id may be referred to as a here and now concept.

Ego is the controlling personality and operates according to society. Ego uses the reality principle that is responsible for prioritizing and adhering to rules and regulations. Unlike the id, ego is not a here and now concept. The super ego sets values for the ego. It develops the standard the ego will operate on. It is the personality that deals with application of moral values and standards; it operates on the perfection principles. When these three sub-personalities are in conflict, the person experiences a breakdown. The counsellor’s role is to help rearrange these personalities.
The psychoanalyst also referred to defense mechanisms. A defense mechanism is the unconscious psychological process that people develop to relieve anxiety. These have both advantages and disadvantages. For example, the denial mechanism may be very useful when coping with bereavement and loss at the initial stages, but harmful if used for a long time. The counsellor should assist the person recognize his new status and help him adjust to this new environment.

2.4.2 Client–Centred Therapy

(Carl Rogers 1902 – 1987)

Client centred therapy maintains that people are trustworthy, resourceful, capable of self-understanding and self-direction, able to make constructive changes and able to live effective and productive lives (Cain (1987). According to this theory, the counsellor creates a helping relationship in which the client experiences the necessary freedom to explore areas of their life that are hurting. The counsellor can do this by being genuine with the counsellee. This may involve the counselor showing expressions of anger, or frustration with the counselee. For example when the counsellor feels the counselee is not making effort towards recovery, he may need to express his frustration.

Self-disclosure should only be done when profitable and necessary. The focus of the client-centred theory is on the client and not on the counsellor. The counsellor only facilitates recovery, his skills are not important, what is important is his attitude towards the counsellee. This may encourage untrained counsellors to participate in counselling. (Shipman 1968) and (Raid 1985), noted
that too often teachers and untrained social workers give themselves more credit than either their knowledge or competence merits and this can be dangerous. The client centred theory puts emphasis on the attitude of the counsellor. Rogers stresses the key attributes of the counsellor as congruence (genuineness), acceptance, care and accurate empathic understanding. These attributes encourage the client to become less defensive and more open to themselves, hence the chance of recovery are better. As much as the theory does not emphasize on the counsellors techniques, the attributes needed by the counsellor must be learned, hence the need for training of teacher counsellors.

2.4.3 Reality Therapy (William Glasser 1926)

The essence of this therapy was that we are all responsible for what we choose to do. We may be the products of our past, but we are not victims of it unless we choose to be.

The reality therapists focus on teaching the client to make more effective choices. These choices should bridge the gap between his expectations and reality. This will involve the counsellor and his counsellor determining the motives that drive the counsellor into making the choices he makes. The motives must be dealt with by understanding the counsellor’s emotional makeup. The reality therapists believe in teaching the counsellor how to make correct choices.

He believes all maladaptive behaviours are due to poor relationships, with significant others, he thus encourages the counsellor to make choices that improve these relationships.
2.4.4 African Traditional Theory

In the African indigenous society, the whole community had a duty to counsel and guide the individual. The parents, grandparents and the extended family took care of the upbringing of the child. They ensured the child was courteous, and would live well with other members of the community. The parents taught the children the phrases for greetings and farewell as soon as they could speak and were drilled in the correct gestures. This was done through riddles, legends and proverbs.

The community took over the education at puberty during the rites of passage. At the initiation rituals, the youth was told what was to be expected of him, when and how. The counselling went on even after the initiation period. The young adult belonged to a given age group that he was accountable to. Kinoti (1983) observed that the community had a strict code of conduct in the relationship between genders and this was backed up by sanctions. The content of the indigenous guidance and counselling together with the accompanying instructions grew naturally out of the physical and social interaction with the responsible members of the community.

The African indigenous society mainly employed the development approach to counselling, since it focused on the skills the individual needed. Sometimes the other approaches to counselling were also used. The African approach to counselling would be very effective, but time consuming. Peer counselling clubs and churches would well benefit from this approach.
2.5 Attitudes

An attitude is the way of thinking, or behaviour of the counsellee, counsellor, or principal towards counselling. These thoughts and behaviour will determine the success of the service. The attendance of the student to the services is pegged on the students' attitude, while the financial support from the administration depends on the principals' attitude. The counsellors' attitude is of paramount importance in that it sets the general pace of the service.

2.5.1 Principal's Attitudes.

It has been noted that, each school is unique and a miniature society. It is not surprising therefore that schools differ in the emphasis to counselling and in the ways in which they attempt to cope with their problems. (Shipman 1968). In secondary schools where the headteachers co-operate and support guidance and counselling services, there are very good responses to the services.

Mutie (2001) argues that some headteachers may avoid the responsibility of running such a programme and the teacher counsellor cannot work effectively in a situation where the programme is not included in the school timetable. Wanjohi (1990) observed the need of the co-operation and support of the head of the school. The study sought to establish whether principals' attitude towards guidance and counselling contributes to its effectiveness.
2.5.2 Teacher Counsellor’s Attitudes

The teacher counselor’s attitude probably plays the biggest role in a counselling session. This may either be positive or negative. The attitudes include respect, sincerity, unconditional positive regard, empathy and confidentiality. (Mutie and Ndambuki 2001). Client-centred theory focuses on the counsellor’s attitudes. Carter (1985) suggested that female counsellors were better equipped as counsellors because they have been raised to be understanding and nurturing. This observation has very important implications in Kenyan institutes of learning, as many of the counsellors are female. The research sought to find out which gender tends to be involved more as counsellors. Board (1983) noted that counsellors should seek to help the counselee to find his own solution and not give advice to the client. The ability for the counselee to find their own solutions depends on the counsellor’s attitude and knowledge towards guidance and counselling. This research aimed to determine the attitude of the teacher counsellor and its effects on the counselling services.

2.5.3 Students’ Attitudes.

The students are the final consumers of the guidance and counselling services hence their attitudes are very important. According to Patterson (1966), many students don’t see the counsellor as being a source of help with their problems especially those of a personal nature. Lutomia (1999) observed that the mass media cause the students to have a negative attitude towards the counselors, since
the students prefer to identify with characters in the media rather than what the counsellor suggests.

The research sought to find out the students attitudes towards the teacher counselor and counselling. If the attitude is positive the student is more likely to seek help.

Jensen (1980) observed that students would rather seek help from peers and parents than from teacher counsellors. Therefore, there is a need to incorporate the parents and peers into these services. Since counselling is a relationship between the counsellor and the counsellee the attitude of the counsellee towards the counsellor will affect the counsellor's effectiveness. If a counsellee develops confidence in the counsellor, he is more likely to honestly face his problems.

2.6 Contemporary Youth Problems

International Planned Parenthood Federation (IPPF) states that 5 or 6 out of ten Kenyan young women have children during their youth. Fifty-two percent of these births to women between 15-19 years are not planned. This shows that our youth are not prepared to face the challenges that come with physical maturity. In sexually transmitted diseases (STD) for example HIV/AIDS, 60% of the people that become infected are men and women between the ages of 15 and 24 years. Hence, there is a need to teach the youth to say no to pre-marital sex. This can effectively be done through counselling both in schools and in churches. Gitome (2003)
Boy/Girl relationships remain to be a major challenge to the youth. Many girls and boys want to relate with one particular partner for a long time with or without intentions for marriage (Gitome 2003). Going steady tends to hamper intellectual growth. The boy and girl lean towards each other and tend to think as one. (Lawlor 1980). These relationships result to other issues such as pregnancy, school dropout, and abortions and poor academic performance. Drug and substance abuse has become a problem in Kenya. This is evident by the number of school properties destroyed during school strikes. Koech (1999) As mentioned during the budget (2004), alcoholism is on the increase both in learning institutions and in homes. It was cited that there are cases of students carrying mini packs to school. Koech (1999) observed that guidance and counselling should be strengthened to ensure that the youth are properly informed on acceptable norms of behaviour and dangers of such anti-social habits as drug and alcohol abuse. Parents and other authorities cannot ignore this reality not only here in Kenya but worldwide (Gitome 2003).

School strikes, rampant violence, destruction of property through arson and disrespects among the youth towards the elderly are the results of current contemporary youth problems. Koech(1999) recommends guidance and counselling in schools and colleges to be strengthened to become an active service on a day-to-day basis. The commission suggested that guidance and counselling departments work closely with other teachers, parents and religious bodies where necessary.
Gitome (2003) after examining the problems facing the youth of Nairobi, concludes the youth are in dire need of guidance and counselling. This should come from both the schools and the church.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter contains the description of the procedures that were used in collecting data, in investigating the structures and function of guidance and counselling in technical institutes in Nairobi city.

3.2 Research Design

The research employed sample survey design to determine the status and function of guidance and counselling services in technical institutes. Simple survey research is a method of gathering information about a large number of people by questioning a few of them (Bong 1983). It attempts to describe what currently takes place in social systems. It also collects information on people’s needs, behaviour and opinions as well as personal characteristics (Sproull 1988).

3.3 Study Location

The study was done in Nairobi city and included three selected technical institutes. Nairobi city has fourteen public eleven private technical institutes.

3.3.1 Justification for the study area.

Nairobi was selected as a study area because of the following reasons. First, the city is a cosmopolitan centre and has students from all over the country. Second, the rapid social economic and political changes in the world heavily affect urban
areas. The youth are a major target group because they are in search of identity. This offers an enabling environment for studying the youths responding to rapid changes in social structures.

### 3.4 Population Sample and Sampling Techniques

The target population in this study was technical institutes in Kenya. The accessible population was technical institutes in Nairobi city. A list of the institutes (both public and private) in Nairobi city was obtained from the Kenya Education Directory. Two institutes were randomly selected from the public sector and one from the private sector.

**Students:** In student sampling, single stage random selection was used. This included the first fifty students who were willing to respond to the questionnaire.

**Teacher counsellors:** Purposive sampling was used to select respondents according to their relevance. This selected included all the teachers that are directly involved with the youth. They are deans of students, patrons of various clubs and teacher counsellors. It is hoped that the informal contact with the student enables them to guide and counsel them.

**Principals:** Purposive sampling was used to select principals from the study institutes. This is because every institute has only one principle.
Table 3.0: Frequency Distribution of the Sample.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>GENDER</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>Female</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>2</td>
</tr>
<tr>
<td>Teacher counsellors</td>
<td>Female</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>4</td>
</tr>
<tr>
<td>Students</td>
<td>Female</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>94</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>153</td>
</tr>
</tbody>
</table>

3.5 Data Collecting Instruments.

The study employed direct contact questionnaires to collect personal data. Three instruments were used; viz.

1) Questionnaire for principal/deputy principal.

2) Questionnaire for the teacher counsellor.

3) Questionnaire for student.

3.6 Pre-Testing the Instruments.

After developing the questionnaire, a discussion was held with the supervisor. The recommended adjustments were made. It was further pretested at Kiambu Institute of Science and Technology (K.I.S.T), which is similar in characteristics to the participating institutes. K.I.S.T. was not used in the main study. The necessary adjustments were made.
3.7 Data Collection Procedures.

After establishing validly and reliability of the instruments, the researcher administered the questionnaires personally to the respondents. The completed questionnaires were collected by the researcher on agreed dates.
CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter deals with analysis and interpretation of the principals, teacher counsellors and students' responses to the research instruments.

It is subdivided as follows:

- Prevalent issues needing counselling.
- Teacher's approaches to counselling.
- Student's help-seeking preferences.
- Training of the teacher counsellors.
- Attitudes of principals, teacher counsellors and students.

4.2 Prevalent Issues Needing Counselling

At the technical institutes the student is given much more freedom than the student at secondary school level. The student does not have a stiff timetable and the close supervision, which are found in secondary schools. Hence, he finds himself with a lot of freedom which he may not have been adequately prepared for. This presents the student with some challenge in decision-making. The student may be pressurized to be involved in drug abuse, sexual relationships, school strikes and hence suffer poor academic performance. In this section the researcher was interested in the way the student viewed their problem as compared to the way the teachers viewed them. The results are presented in tables 4.1 and 4.2 below.
Table 4.1: Behavioural Problems According to Students

<table>
<thead>
<tr>
<th>Problem</th>
<th>Never Occurs</th>
<th>Hardly Occurs (once a year)</th>
<th>Moderately Occurs (once a term)</th>
<th>Frequently Occurs (once a month)</th>
<th>Very Frequently Occurs (once a month)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Responses</td>
<td>%</td>
<td>No. of Responses</td>
<td>%</td>
<td>No. of Responses</td>
<td>%</td>
</tr>
<tr>
<td>Drunk and disorderly</td>
<td>21</td>
<td>15</td>
<td>13</td>
<td>10</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>Boy/girls relationship</td>
<td>38</td>
<td>27</td>
<td>11</td>
<td>8</td>
<td>23</td>
<td>16</td>
</tr>
<tr>
<td>Pregnancy/abortions</td>
<td>17</td>
<td>13</td>
<td>47</td>
<td>35</td>
<td>54</td>
<td>40</td>
</tr>
<tr>
<td>Poor academic performance</td>
<td>18</td>
<td>13</td>
<td>19</td>
<td>14</td>
<td>87</td>
<td>65</td>
</tr>
<tr>
<td>Poor teacher-student relationship</td>
<td>25</td>
<td>19</td>
<td>48</td>
<td>35</td>
<td>44</td>
<td>32</td>
</tr>
<tr>
<td>Problems originating from home</td>
<td>16</td>
<td>12</td>
<td>65</td>
<td>48</td>
<td>42</td>
<td>31</td>
</tr>
<tr>
<td>Fights</td>
<td>24</td>
<td>18</td>
<td>39</td>
<td>28</td>
<td>58</td>
<td>42</td>
</tr>
<tr>
<td>School strikes</td>
<td>27</td>
<td>20</td>
<td>51</td>
<td>38</td>
<td>48</td>
<td>36</td>
</tr>
<tr>
<td>Religious problems</td>
<td>59</td>
<td>59</td>
<td>34</td>
<td>34</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
## Table 4.2: Behavioural Problems According to Principals and Teacher Counsellors

<table>
<thead>
<tr>
<th>Problem</th>
<th>Never Occurs</th>
<th>Hardly Occurs (once a year)</th>
<th>Moderately (once a term)</th>
<th>Frequently (once a month)</th>
<th>Very Frequently (once a month)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Responses</td>
<td>%</td>
<td>No. of Responses %</td>
<td>No. of Responses %</td>
<td>No. of Responses %</td>
<td>No. of Responses %</td>
</tr>
<tr>
<td>Drunk and disorderly</td>
<td>2</td>
<td>13</td>
<td>1</td>
<td>10</td>
<td>67</td>
<td>1</td>
</tr>
<tr>
<td>Boy/girls relationship</td>
<td>2</td>
<td>13</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Pregnancy/abortions</td>
<td>2</td>
<td>14</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Poor academic performance</td>
<td>2</td>
<td>14</td>
<td>-</td>
<td>-</td>
<td>8</td>
<td>56</td>
</tr>
<tr>
<td>Poor teacher-student relationship</td>
<td>3</td>
<td>21</td>
<td>2</td>
<td>14</td>
<td>8</td>
<td>56</td>
</tr>
<tr>
<td>Problems originating from home</td>
<td>2</td>
<td>14</td>
<td>3</td>
<td>21</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Fights</td>
<td>9</td>
<td>63</td>
<td>1</td>
<td>8</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>School strikes</td>
<td>2</td>
<td>14</td>
<td>9</td>
<td>64</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>Religious problems</td>
<td>13</td>
<td>87</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Behavioural Problems</td>
<td>Never Occurs</td>
<td>Hardly Occurs</td>
<td>Moderately</td>
<td>Frequently</td>
<td>Very Frequently</td>
<td>Total</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------</td>
<td>---------------</td>
<td>------------</td>
<td>------------</td>
<td>-----------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Student</td>
<td>Teachers</td>
<td>Student</td>
<td>Teachers</td>
<td>Students</td>
<td>Teacher</td>
</tr>
<tr>
<td>Drunk and disorderly</td>
<td>15</td>
<td>13</td>
<td>10</td>
<td>30</td>
<td>29</td>
<td>16</td>
</tr>
<tr>
<td>Boy/girl relationship</td>
<td>27</td>
<td>13</td>
<td>8</td>
<td>67</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>Poor academic performance</td>
<td>13</td>
<td>14</td>
<td>14</td>
<td>-</td>
<td>65</td>
<td>56</td>
</tr>
<tr>
<td>Poor teacher student relationship</td>
<td>19</td>
<td>21</td>
<td>35</td>
<td>14</td>
<td>32</td>
<td>56</td>
</tr>
<tr>
<td>Problems originating from home</td>
<td>12</td>
<td>14</td>
<td>48</td>
<td>21</td>
<td>31</td>
<td>14</td>
</tr>
<tr>
<td>Fights</td>
<td>18</td>
<td>63</td>
<td>28</td>
<td>8</td>
<td>42</td>
<td>21</td>
</tr>
<tr>
<td>School strikes</td>
<td>20</td>
<td>14</td>
<td>38</td>
<td>64</td>
<td>36</td>
<td>21</td>
</tr>
<tr>
<td>Religious strikes</td>
<td>59</td>
<td>87</td>
<td>34</td>
<td>7</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

Table 4.3: Summary of Behavioural Problems
It can be observed from tables 4.1 and 4.2 that what the teachers considered a problem the students did not view it as a problem. For example only 21% considered drunk and disorderly as a problem while 80% of the teachers it was a problem.

Table 4.3 summarises students and teachers' views on drunk and disorderliness as a problem. On boy/girl relationship, the students were of the opinion that they were handling the sexually related problems well, while the teachers thought this was an issue that needs guidance and counselling. However both students and teachers agreed that the school strikes are not a major problem. The fact that teachers and students disagree on the problems facing the youth has also been observed by Koech (1999) and Gitome (2001).

4.3 Teachers Approaches to Helping Students

The students at the technical institutes are treated as young adults. This means that while they are not closely supervised, the teacher counsellor would be available to help when the need arises. This may be as a result of the students breaking the institute's rules or the students feeling the need to be guided.

The researcher sought to find out how the teachers deal with the law breakers. Ninety-three of the respondents preferred to use counselling as opposed to other methods of correction. Seven percent preferred the other methods for example punishment, suspension and calling the parents. The use of counselling as a corrective measure is in line with the recommendations given by the Koech
(1999) commission; he observed that counselling would produce a totally integrated adult.

4.4 Students’ Help-Seeking Preference

The youth at this stage are still seeking identity and find themselves with some unanswered questions. These questions may be related to academic performance, adjustments into adulthood and spiritual guidance. The youth will approach those that they have confidence with, in terms of person’s knowledge in the subject and the person’s willingness to share. The guidance and counselling service is set up in the hope that it will provide these services. The researcher sought to find whom they are most likely to seek advice from. Table 4.4 below presents the results.

Table 4.4: Students Helping Seeking Preference

<table>
<thead>
<tr>
<th></th>
<th>SEEK HELP</th>
<th></th>
<th>NOT SEEK HELP</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No of</td>
<td>Percentage</td>
<td>No of</td>
<td>Percentage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Response</td>
<td>%</td>
<td>Response</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Traditional healer</td>
<td>1</td>
<td>0.85</td>
<td>117</td>
<td>99.1</td>
<td>118</td>
</tr>
<tr>
<td>Religious person</td>
<td>106</td>
<td>85</td>
<td>18</td>
<td>15</td>
<td>124</td>
</tr>
<tr>
<td>Principal</td>
<td>41</td>
<td>32</td>
<td>89</td>
<td>68</td>
<td>130</td>
</tr>
<tr>
<td>Aunt/uncle</td>
<td>59</td>
<td>53</td>
<td>52</td>
<td>47</td>
<td>111</td>
</tr>
<tr>
<td>Parent</td>
<td>88</td>
<td>64</td>
<td>55</td>
<td>38</td>
<td>143</td>
</tr>
<tr>
<td>Peer</td>
<td>86</td>
<td>63</td>
<td>33</td>
<td>24</td>
<td>113</td>
</tr>
<tr>
<td>Teacher counsellor</td>
<td>84</td>
<td>69</td>
<td>37</td>
<td>31</td>
<td>121</td>
</tr>
<tr>
<td>Professional counsellor</td>
<td>58</td>
<td>53</td>
<td>52</td>
<td>47</td>
<td>110</td>
</tr>
</tbody>
</table>

The students are more likely to seek help from religious persons, parents and peers as seen in table 4.4.
Jensen (1980) noted that parents and peers are an important source of help. The counselling services must find a way of integrating these two very important stakeholders in their programmes.

4.5 Training of the Teacher Counsellors

Shipman (1968), Raid (1985) pointed out that untrained teacher counsellors might be dangerous as they give themselves more credit than either knowledge or competence merits. Kamunge’s report (1988) recommends that the government trains and gives regular in-service training to keep abreast with changing trends. With this in mind, the researcher sought to find out how far the Kamunge report (1988) has been implemented. Seven out of the twelve teacher counselors who responded were trained in guidance and while five were not. All the trained teacher counsellors have taught for over five years without in-servising.

4.6 Attitudes

Positive attitudes towards the guidance and counselling services by the participants cause the services to be successful.

4.6.1 Student Attitude Towards the Need for Guidance and Counselling

If the students (counsellees) have a positive attitude towards counseling services, they are more likely to seek help (Jensen 1980). When the teacher counsellors have a positive attitude towards the counseling service, it is more likely to be effective (Mute and Ndambuki 1999).
Table 4.5: Student Attitude Towards the Need for Guidance And Counselling.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>6</th>
<th>11</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No of Students</td>
<td>%</td>
<td>No of Students</td>
</tr>
<tr>
<td>SA</td>
<td>105</td>
<td>77</td>
<td>96</td>
</tr>
<tr>
<td>A</td>
<td>30</td>
<td>22</td>
<td>30</td>
</tr>
<tr>
<td>U</td>
<td>1</td>
<td>0.7</td>
<td>-</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>0.7</td>
<td>6</td>
</tr>
<tr>
<td>SD</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>137</td>
<td>100</td>
<td>132</td>
</tr>
</tbody>
</table>

From table 4.5, 95% of the students found guidance and counselling very essential at technical institutes with the higher percentage strongly agreeing. This is a positive indicator for the services.

4.6.2 Teacher Counsellors and Principals’ Attitudes Towards Guidance and Counselling Services.

Table 4.6: Attitudes of Principals & Teacher Counsellors’ Responses

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>9</th>
<th>17</th>
<th>20</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No of Respondents</td>
<td>%</td>
<td>No of Respondents</td>
<td>%</td>
</tr>
<tr>
<td>SA</td>
<td>10</td>
<td>67</td>
<td>4</td>
<td>26.6</td>
</tr>
<tr>
<td>A</td>
<td>4.</td>
<td>26.6</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td></td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>6.7</td>
<td>1</td>
<td>6.6</td>
</tr>
<tr>
<td>SD</td>
<td></td>
<td></td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
<td>15</td>
<td>99.8</td>
</tr>
</tbody>
</table>

85% of the respondents agreed that guidance and counselling is essential in technical institutes. The principals highly rated this service as very important. This ensures that the service will get support from the administration. However, 45% of the respondents agreed that the government had policy guidelines on the
setting and running of the services, 21% did not know and the other 27% were not sure any policy existed. The researcher would only find policy guidelines in guidance and counselling for primary and secondary schools. As much as the principals, teacher counsellors and students have a positive attitude and therefore, more support is needed from the Ministry of Education, Science and Technology for the success of counseling service.

4.6.3 Role of Teacher Counsellor

The student’s view of the role of the teacher counselor was analyzed below.

a) **Teacher counsellor as disciplinarian**

Items 12 and 23 sought to find out whether the students thought the teacher was a disciplinarian. Eighty-eight percent of the students didn’t see the teacher counsellor as a disciplinarian. One percent was undecided while the other 11% view the teacher counsellor as a disciplinarian.

b) **Teacher counsellor as a source of information for HIV/AIDS**

Items 16 and 20 sought to investigate the student’s attitude towards the teacher counsellors as an authority on matters involving HIV/AIDS. Seventy-five percent of the students looked at the teacher counsellor as an information source on HIV/AIDS. Twenty-one percent did not agree that the teacher counsellor was an important source of information as far as HIV/AIDS is concerned. Four percent were undecided.
c) **Teacher counsellor as an academic advisor**

Item 7 investigated on the student’s attitudes to teacher counsellors as an academic advisor. No clear-cut opinions were obtained. Forty-six percent thought the teacher counsellor’s role should remain in academics only, while 53% felt he had a wider role. One student (0.7%) was undecided.

d) **Teacher counsellor’s confidentiality**

Item 9 sought to find out how much the teacher counsellor should be trusted. Fifty-seven would trust the teacher while 7% were undecided and 35% of them didn’t trust the teacher counsellor. The student seems to have a clear idea of what to expect from the teacher counselor. However a good percentage did not trust the teacher counsellor to keep confidentiality. Jensen (1980) observed the need for students to trust the teacher counsellor in order for them to seek help.

### 4.7 Student Sources of Information

**Table 4.7: Sources of Information**

<table>
<thead>
<tr>
<th>Item</th>
<th>10</th>
<th>18</th>
<th>22</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No of responses</td>
<td>%</td>
<td>No of responses</td>
<td>%</td>
</tr>
<tr>
<td>SA</td>
<td>5</td>
<td>3.7</td>
<td>12</td>
<td>9.1</td>
</tr>
<tr>
<td>A</td>
<td>6</td>
<td>4.5</td>
<td>26</td>
<td>19.7</td>
</tr>
<tr>
<td>U</td>
<td>16</td>
<td>12.1</td>
<td>10</td>
<td>7.5</td>
</tr>
<tr>
<td>D</td>
<td>51</td>
<td>38</td>
<td>60</td>
<td>45.5</td>
</tr>
<tr>
<td>SA</td>
<td>71</td>
<td>53.4</td>
<td>18</td>
<td>13.6</td>
</tr>
<tr>
<td>Total</td>
<td>133</td>
<td>100</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Item 10 sought to investigate if peers were one of the sources of information for the student. Ninety one point seven percent indicated peers as an important and reliable source of information. Only 8.3% thought otherwise.
Item 18 investigated the use of libraries as a source of information by student. Fifty-nine percent thought the libraries were an important source, 12% were undecided, and 28.8% were not interested in the use of libraries.

Item 22 sought to find out if the teacher counsellor is a source of information. Seventy-six percent of the students do not think that the teacher counsellors have current information. Seventy-five percent were not decided, 15.8% thought teacher counsellors were updated with information.

Item 24 sought to find if religious groups were a reliable source of information. Twenty-six percent of thought religious groups have current information on issues affecting students, 7.4% were undecided while 65.6% did not believe the religious groups have accurate information affecting them.

According to the above analysis peers are the most preferred source of information, followed by the Internet, teacher counsellor and religious groups. Ireri and Muga (1998); Gitome (2001) are of the opinion that the electronic media cause the youth a lot of stress. This may be the reason for the social problems that the youth are experiencing.
4.8: Gender Preferences of Counsellors

Table 4.8: Gender Preferences of Counsellors

<table>
<thead>
<tr>
<th>Item</th>
<th>13</th>
<th>17</th>
<th>21</th>
<th>25</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No of response</td>
<td>%</td>
<td>No of response</td>
<td>%</td>
<td>No. of responses</td>
</tr>
<tr>
<td>SA</td>
<td>3</td>
<td>1.5</td>
<td>107</td>
<td>78</td>
<td>3</td>
</tr>
<tr>
<td>A</td>
<td>27</td>
<td>21</td>
<td>27</td>
<td>21</td>
<td>5</td>
</tr>
<tr>
<td>D</td>
<td>33</td>
<td>24</td>
<td>33</td>
<td>25</td>
<td>16</td>
</tr>
<tr>
<td>SD</td>
<td>103</td>
<td>76</td>
<td>97</td>
<td>72</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>100</td>
<td>135</td>
<td>100</td>
<td>134</td>
</tr>
</tbody>
</table>

Items 13, 17, and 21 sought to find out which gender was more likely to seek help from a counsellor. 98% of all the respondents were of the opinion that counselling was for both male and female. This is contrary to popular belief that counselling is for females.

Items 25, and 19 are based on the attitudes of the students towards the gender of the counsellor. Seventy-two percent of respondents had no preference on gender, 16% preferred female, 10% were undecided. This is contrary to popular belief that female counsellors were better equipped, because they have been raised to be understanding and nurturing, thus preferable.

4.9 Participants in Guidance And Counselling.
Table 4.9: Participants in Guidance and Counselling and Teacher Counselors’ Responses.

<table>
<thead>
<tr>
<th>Item</th>
<th>10</th>
<th>11</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No response</td>
<td>%</td>
<td>No response</td>
</tr>
<tr>
<td>SA</td>
<td>1</td>
<td>7.6</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>7</td>
<td>53.8</td>
<td>11</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>4</td>
<td>30.8</td>
<td>2</td>
</tr>
<tr>
<td>SD</td>
<td>1</td>
<td>7.6</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>13</td>
<td>100</td>
<td>15</td>
</tr>
</tbody>
</table>

Responses on item 10 indicated that 62% of the respondents believed the principal is a key player in the guidance and counseling programme. Thirty-eight percent of the respondents did not agree. This is contrary to the student’s opinion that does not rate the principal as an important source of information. In response to item 11, 73.3% of the respondents believed counselling can be done by any willing person. This is not in line with Edward (1976), who argues that counsellors should approach each counselling case with scientific methodology that comes from training.
5.1 Introduction

This chapter summarizes the major findings of the study. It gives some recommendations in the area of guidance and counselling in technical institutes and suggests areas for further research.

5.2 Summary of Findings and Conclusions

The task of this study was to find out whether guidance and counselling is offered at the technical institutes. If so, who is involved and how equipped are the counsellors for the task. It also assessed the attitudes of those involved in guidance and counselling towards each other, for example counsellor to counselee or principal to counsellor.

All the institutes selected had a guidance and counselling department, which was under the dean's office. However, all of these departments were informal structure and run by volunteers. A number of the teacher counsellors didn't have any further training in guidance and counselling above that which was received during the teacher education. A number of teachers had taught for over five years without any in-servicing, which was recommended in the Kamunge (1988) report.
Teachers and principals are more in favour of counselling as a corrective measure as opposed to other forms of correction for example suspension. In the opinion of the teachers and principals, this has gone along way in reducing the number of strikes at the institutions. This is with exception of the early part of 2003 where the country experienced strikes in all walks of life.

The view of the teachers and principals towards the behavioural problem differs significantly from those of the students. While the teachers believe drunkenness and sexual related problems occur frequently in the institutes, the students rate them as moderately or hardly ever happening. From the hue and cry in the country on the youth and alcohol abuse, the teachers’ views may be taken to be more accurate. The teachers and principals didn’t seem to have any guideline in running the guidance and counselling department. The appointments are done on volunteer basis and tend to be religiously biased. Most of the members of these departments have a strong religious conviction hence are chosen as counsellors regardless of their counselling skills. These counsellors may lack some counselling skills, such as confidentiality hence affecting the confidence the students have in them.

The teacher counsellor is normally involved in two departments, the academic department and the dean’s office. Both of this departments may be demanding and the academic department will always get more attention from the teacher than the dean’s office. This results in the teacher not having enough time to counsel effectively. The teacher counsellor needs to build better relationships with the
counsellors by spending more time with the students. This will help the teacher in becoming more approachable.

The teachers may be involved in disciplining the students, as well as counselling. This puts them in a very difficult position as counsellors, because they should be seen as the students' friends and not as disciplinarians. The students believe that guidance and counselling is important in the technical institutions. Most of the students tend to have a positive attitude towards the service. Mutie and Ndambuki (2001) believe a positive attitude will cause the students to seek help from the service.

The students believe both males and females should be counselled. They also did not have a preference to a counsellor of either gender. This is very important for the success of the service.

The students ranked parents and peers top on the help-seeking preference. This is contrary to the popular belief that students do not listen to their parents. The guidance and counselling department should make use of this fact by involving the parents in their programme. Peer counselling clubs should also be set up. The Internet also ranks high as a source of information. Where possible, the institutes should provide this service to the students. Guidance should be provided to encourage positive use of the Internet. The teachers and principals should use the Internet to update themselves with current issues affecting the youth, with emphasis on HIV/AIDS and substance abuse.
5.3 Recommendations

1. The Ministry of Education, Science and Technology, guidance and counselling unit should take an active part in the counselling at tertiary level of education.

2. The Ministry of Education Science and Technology should set clear guidelines on who should be involved in guidance and counselling.

3. The ministry should in-service the teachers, and regulate the bodies teaching counselling.

4. The Teachers Service Commission should take the hours used by the teacher counsellor in counselling as teaching hours. This should involve time tabling them.

5. The Ministry of Education, Science and Technology should set a policy governing the allocation of funds to this department.

6. Other groups apart from teachers and religious groups should be involved in the guidance and counselling programmes. For example, NGOs may be involved in counsellor training.

7. Parents should be given seminars, workshops and conferences to understand the issues challenging the youth. This will equip them for the task ahead of them.

8. The guidance and counselling services at the institutes should set up peer counselling clubs.
5.4 Recommendations for Further Research

1. Similar studies should be duplicated outside Nairobi to verify the findings in Nairobi city.

2. Research should be undertaken on the effectiveness of guidance and counselling in producing an integrated adult.

3. A research should be done on how to involve the parents in the guidance and counselling programmes at the technical institutes.

4. A research should be done with the aim of designing a curriculum for peer counselling clubs.
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“Kiambu early youth participatory education on HIV/AIDS prevention project ADRA & CIDA Project.”


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Reid, K. (1985). Truancy and School Absenteeism. Great Britain:


Wambua, W (1989). Christianity Pastoral Care and Counselling in the Contemporary Secondary Schools in Machakos District M.A Thesis University of Nairobi
APPENDIX 1

PRINCIPAL’S QUESTIONNAIRE.

Thank you for accepting to be a respondent to my research. Your response will be completely anonymous and will be used for the support of this study ONLY. All information in the questionnaire is CONFIDENTIAL. You are kindly requested to respond to all questions as honestly as possible

INSTRUCTIONS.

Please respond by either ticking in the bracket ( )

SECTION A.

Gender   Female ( )    Male ( )

1. Do you have guidance and counselling at your institute?
   Yes ( ) No. ( )

2. If yes, is it formally structured or informally structured?
   Formal ( ) Informal ( )

3. Who appointed the teacher counsellors?
   TSC. /Employer ( )
   Teacher nominated by other teacher. ( )
   Teacher volunteered. ( )
   Any other. ( )

4) Indicate which of the following criteria you used to appoint the teacher counsellor ( )
   Professional training ( )
   Teacher’s conduct. ( )
   Teacher volunteer. ( )
Student preferences.

Teacher's religion

Other (specify) _______ ____________

5) Please rate the following problems occurrence on a scale of 1-5 in the institute. Use the key provided.

5- Occurs once a week
4- Occurs once a month
3- Occurs once a term
2- Occurs once a year
1- Occurs less than once a year
0- never occurred

i. Drunk and disorderly. [ ]

ii. Boy/girl relationship [ ]

iii. Pregnancy [ ]

iv. Poor academic performance [ ]

v. Abortions [ ]

vi. Poor teacher-student relationship [ ]

vii. Problems originating from home [ ]

(Truancy/ rudeness.) [ ]

viii. Fights [ ]

x. Petty theft. [ ]

Xi School strikes. [ ]

xii Religious problem. [ ]

53
(Cult tendency, spending too much time on religious activities at the expense of academic work).

6) Please rank the following corrective measures on a scale of one to five in order of the most commonly used at the institute to deal with rule breakers.

- Punishment. [ ]
- Suspension/calling their parents [ ]
- Calling their parents. [ ]
- Counselling them. [ ]
- Others (specify) ________________

SECTION B

The following statements represent opinions and your agreement will be determined based on your belief. Kindly circle your position on the scale given and if the statement is in line with your belief, circle along the scale the term that would appropriately express your opinion of the statement.

**KEY**

SA- STRONGLY AGREE.

A-AGREE.

U-UNDECIDE.

D-DISAGREE.

SD-STRONGLY DISAGREE.

7) Do you think a guidance and counselling department is necessary for a technical institute or the students should have had enough guidance in secondary school?
8) Guidance and counselling is the best tool to deal with students' personal issues e.g. drug abuse HIV/AIDS among others.

9) Guidance and counselling should have been dealt with at the secondary school level, hence not very important at the college level.

10) The principal is a key player in the programmes run by the guidance and counselling department.

11) Guidance and counselling can be done by any willing teacher, with or without training.

12) Group counselling is the most effective approach to counselling.

13) Counselling should involve other groups such as parents, religious groups, and experts.

14) The Ministry of Education Science and Technology has given clear guidelines on the running of the guidance and counselling services in technical institutes.

15) Students who are punished reform with less difficulty than those who are counselled do.
16) Peers should be involved in assisting the students with social issues. e.g. drug abuse, HIV/AIDS, etc.

17) Activities of the guidance and counselling department are ranked high in the institute’s financial vote.

18) Individual counselling cannot be achieved at the institute.

19) Students feel there is a big need for counselling at the institute.

20) Guidance and counselling is an unnecessary expense for the institute.

21) The principal is too busy to be involved in the programs run by the guidance and counselling department.

22) Parents, religious groups, experts often give conflicting information.

23) In order to be effective as a teacher counsellor one must receive a special course in guidance and counselling.

24) Principals are not very clear on the role of guidance and counselling in the institutes of technology.
25) Students do not take guidance and counselling seriously in technical institutes.

SA. A. U. D. SD.

THANK YOU FOR YOUR CO-OPERATION.
APPENDIX 2

TEACHER’S QUESTIONNAIRE

Dear respondent,

Thank you for accepting to be a respondent to my research. Your response will be completely anonymous and will be used for the support of this study ONLY. All information in the questionnaire is CONFIDENTIAL. You are kindly requested to respond to all questions as honestly as possible.

INSTRUCTIONS

Please respond by either ticking, [ ]

SECTION A

Gender of teacher Female [ ] Male [ ]

1. Do you have guidance and counselling at your institute?
   Yes [ ] No [ ]

2. If yes, is it formal structured or informal structured.
   Formal [ ] Informal [ ]

3. Who appointed you as the teacher counsellor?
   T.S.C/ Employer [ ]
   Principal [ ]
   Volunteered [ ]
   Nominated by other teachers [ ]
   Other (specify) [ ]

4. Years of experience in guidance and counselling

58
5. Have you taken any special courses in guidance and counselling?
   
   Yes [ ] No [ ]

6. Who sponsored it?
   
   Self [ ] Institute [ ]

   Others (specify) __________________________

7. Please rate the following problems occurrences on a scale of 1-5 at the institute.

   Use the key provided.
   
   5- Occurs once a week
   4- Occurs once a month
   3- Occurs once a term
   2- Occurs once a year
   1 - Less than once a year
   0- ever occurred

   i Drank and disorderliness [ ]
   ii Pregnancy [ ]
   iii Boy/girl relationship [ ]
   iv Poor academic performance [ ]
   v Abortions [ ]
   vi Poor academic performance [ ]
   vii Poor student-teacher relationship [ ]
viii Problems originating from home [truancy rudeness]  
ix Fights  
x School strikes  
xi Religious problems [e.g. cultic tendency poor time management].

8. Please rank the following corrective measures in order of the most commonly used at the institute to deal with rule breakers.

Punishment  
Suspension  
Call the parents  
Counselling  
Other [specify] ______________________________________

9. The guidance and counselling services at the institute are most commonly used by:

Female  
Male  
Both female and male equally  

SECTION B

The following statements represent opinions and your agreement will be determined based on your belief. Kindly check your position on the scale given and if the statement is in line with your beliefs, circle along the scale the term that would appropriately express your opinion of the statement.

KEY

SA- STRONGLY AGREE.
A-AGREE.

U-UNDECIDED.

D-DISAGREE.

SD-STRONGLY DISAGREE.

8) Guidance and counselling is the best tool to deal with students personal issues e.g. drug abuse HIV/AIDS among others.

SA. A. U. D. SD.

9) Guidance and counselling should have been dealt with at the secondary school level, hence not very important at the college level.

SA. A. U. D. SD.

10) The principal is a key player in the programs run by the guidance and counselling department.

SA. A. U. D. SD.

11) Guidance and counselling can be done by any willing teacher, with or without training.

SA. A U D. SD.

12) Group counselling is the most effective approach to counselling.

SA. A. U. D. SD.

13) Counselling should involve other groups such as parents, religious groups, and experts.

SA. A. U. D. SD.

14) The Ministry of Education, Science and Technology has given clear guidelines on the running of the guidance and counselling services in technical institutes.
15) Students who are punished reform with less difficulty than those who are counselled do.

16) Peers should be involved in assisting the students with social issues. E.g. drug abuse, HIV/AIDS, etc.

17) Activities of the guidance and counselling department are ranked high in the institute's timetable.

18) Individual counselling cannot be achieved at the institute.

19) Students feel there is a big need for counselling in the institute.

20) Guidance and counselling is an unnecessary expense for the institute.

21) The teacher counsellor is too busy to be involved in the programmes run by the guidance and counselling department.

22) Parents, religious groups, experts often give conflicting information.

23) In order to be effective as a teacher counsellor, one must receive a special course in guidance and counselling.
24) The teacher counselors are not very clear on the role of guidance and counselling in the institutes of technology.

SA. A. U. D. SD.

25) Students do not take guidance and counselling seriously in technical institutes.

SA. A. U. D. SD.

THANK YOU FOR YOUR CO-OPERATION.
APPENDIX 3

STUDENT’S QUESTIONNAIRE

Dear respondent,

Thank you for accepting to be a respondent to my research. Your response will be completely anonymous and will be used for the support of this study ONLY. All the information in the questionnaire is CONFIDENTIAL. You are kindly requested to respond to all questions as honestly as possible.

INSTRUCTIONS.

Please respond by either tick ( ) or filling in the blank as appropriate.

NOTE

- The investigation is NOT an examination and you will not be penalized for the way you answer.
- There is no correct or wrong answer.

STUDENT INFORMATION.

Age __________

Department_____________ course_____________ How long have you been in the institute? __________

Female [ ]

Male [ ]

SECTION A:

1. Is guidance and counselling provided at the institute?

   Yes [ ]

   No [ ]
2. What does guidance and counselling mean to you?

I. Guiding students concerning future careers
II. Guiding students in all areas concerning his/her life
   (Both academic and non-academic matters)
III. Telling students what to do
IV. Helping the student think through his problem
V. I do not know
VI. Any other (specify) ____________________________

3. Have you ever received counselling at the institute?

   Yes  [ ]
   No [ ]

If yes why were you counselled?

   I had broken institute rule/s [ ]
   I had been called by the teacher because of
   a) Poor academic performance [ ]
   b) Matters that are non-academic [ ]

   Sought the teacher's advice on
   a) Academic performance [ ]
   b) Future opportunities. [ ]
   [e.g. further studies.] [ ]
   c) Matters that are non-academic
4.) Please rate the following problems occurrence on a scale of 1-5 in the institute. 

(According to your opinion). Use the key provided.

1- Very frequently
4- Frequently
3- Moderately
2- Hardly ever.
1- Never.

Drank and disorderliness'. [ ]
Boy/girl relationship [ ]
Abortion/ Pregnancy [ ]
Poor academic performance [ ]
Poor teacher-student relationship [ ]
Problems originating from home [ ]
Fights [ ]
School strikes [ ]
Religious problems. [ ]

5) Please rank the following according to the order of preference

Most likely to ask help from (1) and least likely (11)

Tradition healer [ ]
Religious person [ ]
Principal [ ]
Deputy Principal [ ]
Aunt/uncle ( )
Parent ( )
Peer ( )
Teacher counsellor ( )
Professional counsellor ( )

SECTION B

The following statements represent opinion and your agreement or disagreement will be determined based on your belief. Kindly check your position on the scale given and if the statement is in line with your belief, then circle along the scale the term that would appropriately express your opinion of the statement.

KEY

SA-STRONLY AGREE  D-DISAGREE
A-AGREE          SD-STRONLY DISAGREE
U-UNDECIDED

6) The guidance and counselling department should be necessary in every technical institute.

   SA  A  U  D  SD

7) The role of the teacher counsellor at the technical institute is to inform student on academic matters.

   SA  A  U  D  SD

8) A counsellor should only be female.

   SA  A  U  D  SD
9) The teacher counsellor can always be trusted to keep confidentiality.

10) Peers will never mislead one another.

11) Guidance and counselling department is unnecessary in technical institute.

12) The role of the teacher counsellor at technical institutes is to discipline the students.

13) Guidance and counselling is a facility that is only useful to the female student.

14) The Internet is the best source of any information a youth needs today.

15) A student in a technical institute has had enough guidance and counselling in secondary school.

16) The role of the teacher counsellor at the technical institute is to help students to come to terms with certain realities of life such as HIV/AIDS, unwanted pregnancies and drug abuse.

17) Guidance and counselling is a facility that is only useful to the male students.

18) Reading in the libraries will not give you the current information affecting the youth of today.
19) The gender of the counsellor is not important for counselling to be effective.

20) The role of the teacher counsellor is to provide information on matters related to HIV/AIDS, drug abuse, and relationships.

21) Guidance and counselling is equally useful to both female and male students.

22) Teacher counsellors are not up-to-date with current information affecting the youth today.

23) The role of the counsellor is to inform the parents of the student's indiscipline.

24) Religious groups always have the most accurate and current information affecting the current youth.

25) A male counsellor is always more effective than a female counsellor.

THANK YOU FOR YOUR CO-OPERATION
APPENDIX 4

LIST OF INSTITUTES THAT PARTICIPATED IN THE STUDY.

- Baptist Convention of Kenya: Secretarial College
- Nairobi Technical Training Institute.
- Kabeta Technical School.