FACTORS AFFECTING THE EFFECTIVENESS OF GUIDANCE AND COUNSELLING PROGRAMMES IN KENYAN SECONDARY SCHOOLS. A CASE STUDY OF THIKA TOWN OF RUIRU EDUCATIONAL ZONE.

BY

MUNGAI CATHRINE WANGECHI

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DECLARATION

This Research Project Report, is my original work and has not been presented for a degree in any other university.

Date: 5/11/04

Mungai Cathrine Wangechi

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

Date: 5/11/04

Dr. Sammy Tumuti
Head of Department
Educational Psychology
Kenyatta University
Nairobi
DEDICATION

This work is dedicated to my husband and friend Josiah Waweru Gitu for his love and financial support. To our children Naomi and Joseph for their patience and encouragement throughout the period of this study. To our adopted girl Shiro Mama for her life and to auntie Nyambura for her understanding and presence. Your hopes for me inspired me to work hard.
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Special thanks to my family, and friends who encouraged me to fight on to the end. My mother Susan Njoki for her love during the trying moments of data collection helped to boost my morale. My success is theirs.

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ABSTRACT

The need for guidance and counseling programmes in secondary schools has been recognized in various government reports and educational commission since Kenya's independence in 1963. These programmes were to assist students to appreciate their roles and develop right attitudes towards discipline and management of time. Today, almost all schools have established a proper guidance and counseling programme, headed by a head of department together with at least five teacher counselors. Their work is to offer guidance and counseling services in schools.

Since its introduction, many emerging issues that require guidance and counseling services have continued to persist, for instance drug abuse, physical and emotional abuse, undesirable sexual behaviour, peer-pressure, unrest in schools, violence, acts of arson and many others.

The purpose of this study was therefore, to investigate the factors affecting the effectiveness of this guidance and counseling programmes in schools. The study focused on the content of the programme in terms of the manner in which it was conducted, the approaches used and the personnel involved in guidance and counseling programmes. This was guided by the principle that these aspects determine how effective any guidance and counseling programme is going to be.

The research was conducted in Thika town of Ruiru Educational Zone. It involved five head teachers, fifteen teacher counselors and a hundred students in form three. Four of the schools were public secondary schools with one being a special school and partly sponsored by the government and the Salvation Army Church.

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

The data was analyzed using descriptive statistics such as frequency distributions and percentages. Qualitative descriptions (discussions) were also used in the presentation of data.

It was concluded that on the whole guidance and counseling is established and operational in schools students considered the programme helpful. Heads of institutions were also supportive of the programme. Its strengths however, depended to a large extent on the commitment of the guidance department personnel. Teachers carried out guidance and counseling with a certain degree of proficiency. According to the findings, there were several factors that affected the effectiveness of the programmes in schools. The teacher counselors for example, were constrained by inadequate training, they lacked the necessary skills and techniques in counseling. Resources were also inadequate. The head teachers did not consider funding the programmes priority due to insufficient funds in the schools. Official guidelines on
the guidance and counseling programmes were also lacking. This was a problem emanating from the Ministry of Education. Support from parents and the neighbouring community were also minimal. The study also found out that students were aware of the importance of the guidance and counseling programmes in their schools. Very few however, sought these services voluntarily. The system needed to be reviewed and popularized. Teacher selection was more subjective than objective. Some non-interested teachers were appointed to the guidance and counseling department. Lack of time to provide counseling also influenced the quality and tempo of counseling services at the institutions.

It was recommended that the members of the school would appreciate more support from the ministry of Education, the Kenya Institute of Education, the parents and the neighbouring community.

More research especially in the professionalism of guidance and counseling in schools were recommended.
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Guidance and counseling services have been offered from time immemorial. It was the responsibility of family members and elders in the society to offer such services in the traditional African society. Makinde (1990) argues that "Guidance and counseling for individuals have always formed part of the African strategy for combating suicide attempts and other personal problems". (p.21). Needless to emphasize the extended family atmosphere helped to relieve feelings of loneliness and hopelessness. The use of psychological checks and balances, African poetry, songs, dance, stories, myths, proverbs and religious therapy, prevented personal and social problems among traditional communities (Bernard, 2002).

In recent years in our Kenyan history, there have been a number of changes: social, educational, vocational, and psychological in people's lives. These changes have been handled differently by the old and the young. Traditionally, there were social or family structures in place where individuals could fall back to for support. With the changing times, individuals have had to handle issues at individual level. The structures and introduction of formal education has meant that children are left with nobody to cater for them. These children spend most of their time (9 up to 12 months in a year) in school away from home (Bernard, 2002).

Guidance and counseling programs are therefore, not only necessary outside school but also a must for all schools in our society. Guidance and counseling processes have been found to be the best approach to help children as well as their family members deal with frustrating issues. An effective guidance and counseling programme should have the necessary components: Guidance curriculum, responsive services, individual planning, and system support (Bernard, 2002). Makinde (1983) says that guidance and counseling components should include educational and academic matters, vocational matters and personal or psychological counseling. Shertzer and Stone (1974) say that common guidance programmes are organized around the following services: Appraisal services, informational counseling, planning, and placement and additional, follow-up and evaluation services.

Any guidance and counseling program will need to operate and overcome constraints of time, finances, negative attitudes from students, teachers, parents, and administrators and the challenges of the changing society. Effective guidance and counseling programmes will go a long way in solving societal problems emanating from ill-prepared school leavers who behave like a bunch of people lacking morals and self-esteem (Sydney, 1997).
1.2 STATEMENT OF THE PROBLEM

Though there is a guidance and counseling section at the Ministry of Education, and teacher counselors appointed by the Teachers Service Commission, our secondary schools seem to be still experiencing problems. There is also professional training at all levels for teacher counselors. Workshops and seminars have been held severally for those in the guidance and counseling departments. The problems being experienced in our schools, are social, academic, spiritual and moral. In most if not all secondary schools, there is guidance and counseling department, which has in it Guidance and Counseling Committee and a Head of Department. (Guidance and counseling Handbook, 1977).

Secondary schools also organize for a series of guidance sessions on selected issues like drugs, HIV/AIDS, boy/girl relationships, effective communication, study skills, stress and its management etc.

Several schools have peer-counseling programmes. An example of this is the Muranga's Catholic Diocese sponsored schools. The church has managed to train peer counseling from among the students. It has gone beyond this to train the teachers to be peer supervisors.

The above scenario notwithstanding, the Kenyan secondary schools are still experiencing a variety of problems, which are sending into the wider community and nation, citizens who are not fully functioning. This means that counseling is not playing the role that it should play. Upon graduating from the schools, we have citizens who are drug addicts, and unproductive. They cannot keep a job. They cannot engage in healthy interpersonal relationships. This is due to their inability to cope with life stresses (Bernard, 2002)

If counseling is supposed to help its recipients be happier, more contented, effective and productive, then there is need to investigate the practice of guidance and counseling in secondary schools in Kenya. This is because; students are involved in a lot of situational and developmental problems in and out of school. They become incapable of fitting both in school and out of school and to have healthy relations with others: a function counseling should play (Bernard, 2002).

A few questions about the existing guidance and counseling programs in secondary schools in Kenya need to be answered. (1) Do teachers and students really understand what guidance and counselling services are all about? (2) Does the attitude of the students, teachers, and the society have an impact on effective guidance and counseling programmes? (3) What needs to be done to improve on the services offered through guidance and counseling programs?

This is because as it were now, various approaches have been used: Setting of guidance and counseling section at the Ministry of Education Headquarters and decentralization of this in the provincial and district levels. This is in accordance with the Kamunge Report on Education, 1988 and appointing of teacher counselors in charge of guidance and
counseling programmes, yet, the purpose for which they were set do not seem to have been achieved.

1.3 RESEARCH QUESTIONS

The study sought to find answers to the following questions.
1. What are the types of problems facing guidance and counseling programmes in schools?
2. What are the problems encountered by teacher counselors in offering guidance and counselling in schools?
3. How often do students seek guidance and counseling services in solving their problems in schools?
4. What is the perception of the students on the role of guidance and counseling in schools?
5. What kind of support is given to the guidance and counseling department in schools?
6. How can guidance and counseling be improved in secondary schools?

1.4 OBJECTIVES OF THE STUDY

From the above research questions, the following objectives were generated.
1. To find out the types of problems facing guidance and counseling programmes in schools.
2. To find out the problems encountered by the teacher counselors in offering guidance and counseling.
3. To find out how often students seek guidance and counselling in solving their problems in schools.
4. To find out the perception of the students on the role of guidance and counseling services in schools.
5. To determine the kind of support given to the guidance and counseling department by the school administration.
6. To find out how guidance and counseling can be improved in secondary schools.

1.5 SIGNIFICANCE OF THE STUDY

The study established the factors that affect the effectiveness of guidance and counseling programs in Kenyan secondary schools. On the basis of the study’s findings, the researcher was able to make recommendations that would assist principals, teachers, and education administrators to improve the situation.

It was hoped that these different groups would benefit from the findings of this study in that it would give them, in part a picture of the outcome of the policies, methods and structures they have used in the past as far as counseling services are concerned. They can therefore, evaluate their performance and if necessary effect changes.

If the findings of this study led to improvement in the system of providing counseling services in secondary schools, the students would benefit. If the study gave an insight to
the magnitude of the whole situation, it would be of great importance especially now that the parents seem to have abdicated their roles of guiding their sons and daughters. The government through the Ministry of Education has also outlawed the use of corporal punishment and emphasized the strengthening of guidance and counseling in schools. Kimathi (2002) argues that “This is the only way of bringing order in schools”. (p.25).

From the findings of this study, it was hoped that it would act as both a provocation and a springboard from which other researchers could carry more investigations in the field of schools guidance and counseling programs.

1.6 ASSUMPTIONS OF THE STUDY

The following assumptions were made in respect to this study.
1) That a guidance and counseling program existed in all the sampled schools.
2) That all respondents of either the questionnaire or the interview schedules willingly provided honest and reliable accurate information that assisted the researcher to arrive at justified conclusions.
3) That guidance and counseling and students behaviour was interrelated.

1.7 SCOPE AND LIMITATIONS OF THE STUDY

The study covered the schools within Thika town. The town has few public schools. In this respect, the outcome of the study may not be used for generalization in other areas.

1.8 DEFINITION OF TERMS

Guidance and counseling teacher:- A teacher who has been assigned duties of guidance and counseling program activities.

Class teacher:- A teacher assigned responsibility for a specific class, for example form two class, and in charge of the academic and social welfare of that class.

Peer counselor:- Refers to a student who provides guidance and counseling to his or her fellow students. He or she will have been trained in simple counseling skills.

Private schools:- These are secondary schools, which are developed, equipped, and provided with staffs by private funds from individuals, religious organizations and other private bodies. These schools may or may not be profit making.

Public schools:- These are secondary schools, which are developed, equipped, and provided with staff from public funds by the government, parents, and communities.

Teachers Service Commission (TSC):- It is a body whose responsibility is to employ and post teachers in public schools on behalf of the government of Kenya.
CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter contains a review of literature on guidance and counselling with reference to its use in secondary schools. The review deals with guidance and counselling as a programme in secondary schools, personnel for the programme, theories and practices, the utilization of guidance and counselling programs in schools.

The literature is reviewed under the following major headings:

(i) Historical development of guidance & counselling.
(ii) Guidance & counselling in secondary schools in Kenya.
(iii) Studies in guidance and counselling.
(iv) Methods for adoption in guidance and counselling in schools.
(v) Problems facing guidance and counselling in Kenya.
(vi) Theoretical framework in guidance and counselling.
(vii) Summary of the reviewed literature.

2.2 HISTORICAL DEVELOPMENT OF GUIDANCE AND COUNSELING

2.2.1 DEVELOPMENTS IN U.S.A.

The rationale for presenting the material under the above heading is that formalized guidance and counselling is an American product. Tumuti (1985) argues that "Tracing the historical development of formalized guidance and counselling in the United States is important in order to put into its proper perspective in the African Milieu" (p.16). The knowledge of its development will be useful to counsellors and researchers in Africa.

The guidance movement, which grew out of voluntary efforts in educational, civic and social work, was the next step in formal guidance and counselling in the United States (Rao, 1990). This movement later led to the growth of the counselling psychology in the 20th century. This was based on mans' concern for his fellow men and their well being particularly the younger members of the society.

The development of psychology as a discipline correlated significantly with the development of psychological experimental laboratories by Wilhelm Wundt in Leipzig, Germany, in 1879. G. Stanley Hall also founded one at John Hopkins University in 1883, and Sigmund Freud's development of Psychoanalysis in 1890. According to Shertzer and Stone (1974):

The United States government supported guidance and counselling through a series of acts by the congress. The notable ones include: the George Reed Act of 1929, on vocational education; the George Dean Act of 1935 on funding for counseling and George Barden Act of 1946, on vocational funding, the National Defense Education Act (NDEA) of 1958, on school guidance systems and training for counselor (p.17)
There were also individual publications. This made major contributions on theories and techniques for practice (Rao, 1990). In 1953, B.F. Skinner published *Science & Human Behaviour* introducing the principle of behaviourism. In 1957, Donald Super published: *the psychology of careers* exposing theories on career choices. In 1962, C. Gilbert published: *The counsellor in a changing world*, helping to understand counselling procedures better.

### 2.2.2 DEVELOPMENTS IN AFRICA

A review of literature shows that modern counselling and psychotherapy in Africa is an American product. The last decade of the previous century saw the popularization of the movement in Africa (Makinde, 1990).

Tumuti (1985) argues that “The introduction of the western culture into African societies ushered in a process of change with respect to indigenous cultural values within the African continent”. (p. 22).

A lot of criticism has however, been given to the guidance and counselling field today. This has been the greatest impairment towards any meaningful services in the continent. The critics have developed an attitude meant to portray how meaningless and inapplicable guidance and counselling are for those supposed to benefit from the services (Rao, 1990).

Makinde (1990) notes that other impairments in Africa were mainly structural and cultural. Government funding and planning for guidance and counselling were also lacking. There was also shortage of manpower and paucity of psychological test batteries. He further argued that there was a natural resistance to change. Individuals were reluctant to relinquish the security of old and familiar ways for unknown and untested ones. Makinde (1990) argues that:

> Just as there are hospitals and medicine and yet people continue to die, so also having therapy centers does not mean the society is going to be problem free. Some people see therapy as talk, talk and more talk. Of what use, some ask is all this talk? How would talking about my past, thoughts, and fears help me address my problems? (p. 30)

Such an attitude as quoted above, according to Makinde meant that the importance, relevance and significance of guidance and counselling services in Africa are blurred.

### 2.2.3 DEVELOPMENTS IN KENYA

Kenya has witnessed a gradual growth, economically, politically and socially since the early years of post independence. The need for serious vocational guidance in the educational sector emerged as the country started intensive training of personnel to take over from the departing European expatriates. Secondary schools became the target for vocational guidance. In the light of the above development trends Bernard (2002) noted that:

> The employment service department, (Ministry of Labour) 1963, published vocational guidance pamphlets. The purpose of the pamphlets was to publicize
the career opportunities available both in public and private sectors. This was a clear indication that vocational guidance was on top priority (p.12)

The establishment of guidance and counselling section unit in the Ministry of Education in 1971 also sought to promote guidance and counselling in secondary schools through seminars for head teachers and designated teacher counsellors.

In 1973, the first official Guidance and Counselling Handbook for secondary schools was published by the Ministry of education and was updated in 1977. The need for guidance and counselling in secondary schools was escalating and widely recognized. (Bernard, 2002).

In 1976, the Gachathi Commission on education issued recommendations on the need to reorganize teacher training to allow teachers responsible for guidance and counselling time to deal with pupils. It was a national development plan on career guidance. Guidance and counselling became a professional study in the teacher-training curriculum.

In 1988, the Kamunge Report on Education emphasized the need to decentralize and expand guidance and counselling. The sessional paper No. 6 of 1988 issued guidelines on the expansion and decentralization of counselling services. Bernard (2002) noted that the sessional papers' recommendations did not work since the teacher counsellors were overloaded with academic work.

Twenty-three years after the Gachathi report, the Totally Integrated Quality Education and Training (TIQET) report on Educational System of Kenya (Republic of Kenya, 1999) observed that:

The once vibrant unit in the Ministry of Education is no longer as effective as it used to be. Most of the professionally trained personnel in this unit have since retired or been deployed to other sectors. The institutional and field staffs have nowhere to seek the necessary advice. This advice would help them carry out the guidance and counselling duties effectively (P.16)

The TIQET observed that a large number of learners in education and training institutions were in dire need of guidance and counselling services.

In the year 2000, Koech recognized the existence of a blurred guidance and counselling program in the Ministry of Education. It needed to be reflected for effective training of professionals in the field. Guidance and counselling programmes had to be established in all schools as a matter of urgency. (Bernard, 2002).

Rotino (2002) notes that "Practical progress in guidance and counselling was minimal. Most of what we had were just theories that did not seem to be working". (p.20).

2.3 THE ADMINISTRATION OF GUIDANCE AND COUNSELLING PROGRAMMES IN KENYA

Tumuti (1985) argues that guidance and counselling programmes had not been established in primary schools by 1985. Bernard (2002) also observes that primary schools as well as post secondary institutions did not have guidance and counselling
PROGRAMMES BY 2002. IT WAS ONLY IN SOME SECONDARY SCHOOLS IN KENYA THAT GUIDANCE AND COUNSELLING PROGRAMMES HAD BEEN ESTABLISHED.

THE GUIDANCE AND COUNSELLING HANDBOOK FOR SCHOOLS (1977) GAVE A COMPREHENSIVE DESCRIPTION OF THE ORGANIZATIONAL, STRUCTURE AND FUNCTIONS OF THE SCHOOLS’ GUIDANCE AND COUNSELLING PROGRAMMES. THE GUIDANCE AND COUNSELLING UNIT FOR EXAMPLE HAD THE DUTY TO ORGANIZE FIELD EDUCATION OFFICES. THERE WERE ALSO DETAILS ON TEACHER TRAINING, STAFFING, TEACHER COORDINATOR, SELECTION OF GUIDANCE AND COUNSELLING COMMITTEE OF ABOUT EIGHT INTERESTED TEACHERS AND A GUIDE FOR TEACHER COUNSELLORS.


2.3.1 PROBLEMS FACING STUDENTS IN SCHOOLS

UBA (1990) USES THE FOLLOWING MODEL TO ELABORATE THE PROBLEMS FACING STUDENTS IN SCHOOLS.

FIGURE 1. PROBLEMS FACING STUDENTS IN SCHOOLS

KEY

1= Home (i) parents (ii) siblings
2= Bodily changes (i) adolescence & puberty (ii) identity crisis (iii) new responsibilities
3= Psychological (i) interpersonal relationship (ii) interests (iii) ambitions (iv) aptitudes
4= Educational problems (i) vocational choices (ii) academic choices (iii) effective study habits (iv) subject combinations (v) preparing for exams
5 New school (i) adjustment problems (ii) new interactions

This means that, students at school have to deal with a variety of problems emanating from home. They interact with both the parents and their siblings. A positive relationship has to be enhanced. At the same time they are entering a stage where bodily changes begin to show. According to Uba (1990) the major problem here is that of identity crisis. Other problems are psychological, educational and adjustment problems, where the student is expected to make vocational choices, and develop interaction skills.

2.3.2 THE ROLE OF GUIDANCE AND COUNSELLING IN ALLEVIATING STUDENTS PROBLEMS IN KENYAN SECONDARY SCHOOLS

The Guidance and Counselling Handbook 1977 places guidance and counselling as one of the most important activities that have been designed to promote the teaching, learning process in our schools.

Initially these services were only given to the fourth formers when filling career forms. They were also given whenever a problem appeared in education areas in schools. According to Kimathi (2002) the assumption made was that students would use the information given on occupation and/or academic areas and relate it to their needs.

According to Mutie & Ndambuki, (1999), this was not appropriate because guidance is a continuous process upon which individuals or groups may base their choices or decisions.

The role of guidance and counselling is to:

(i) Help the student to understand him/herself in relation to the social and psychological world in which he/she lives. This, according to Makinde (1990) would include self-acceptance, developing personal decision making competencies, and being able to resolve special problems.

(ii) Provide occupational, educational and other information, which helps the students to formulate realistic educational and vocational plans. (Uba, 1990).

(iii) According to Ndiritu (1998) the purpose of guidance and counselling programmes was to help in the gradual development of pupils. The qualities he/she needs to modify and strengths he/she needs to develop. This includes assets in physical strength, mental capacities, and powers of sense, among others.

2.4 STUDIES ON GUIDANCE AND COUNSELLING IN KENYAN SCHOOLS

Recent major educational reports have just mentioned guidance and counselling in passing. The Gachathi Report (1976) for example, emphasized the need for guidance and counseling at all educational levels but failed to set the guidelines for its implementation. The Kamunge Report (1998) on the other hand was mainly concerned with the need for teacher training in guidance and counseling, the Koech Report (2000) insisted on the need to initiate guidance and counseling workshops for teacher
counselors. Their recommendations show that the programme should be revamped. They also pointed out that the status of guidance and counselling had not changed since its implementation. Koech recommended that a training programme for schools’ guidance counsellors be established as a matter of urgency.

Kimathi (2002) found out that the major constraints in the system lay in the conflicting roles between the teacher counsellor and the administration in the school.

Mutie and Ndambuki (1999) pointed out that the status of guidance and counselling had not changed since its implementation. Koech recommended that a training programme for schools’ guidance counsellors be established as a matter of urgency.

Tumuti (1985) carried out a study of guidance and counselling needs at the primary school level. According to his findings, guidance and counselling needs of the country’s primary schools were not clearly defined let alone receive serious attention from teachers. He noted that:

Schools had students who were nervous and had emotional problems, psychological problems, educational problems, vocational problems and social problems. These were problems of alcohol taking, drug taking, smoking cannabis sativa, sex perverts, and students in adolescence stage (p. 26).

Bernard (2002) found out that teachers in guidance and counselling were constrained by inadequate training and lacked adequate resources. He also noted that the selection and appointment of teacher counsellors tended to be more subjective than objective.

Griffin (1994) as cited in Bernard (2002) emphasized the need for teachers’ competency during the counselling process. School counsellors and authorities had to be friendly and supportive to students if they wanted to contain psychological problems.

Whereas the government through the Ministry of Education considers guidance and counselling a very important service to the school, studies elsewhere indicate that there are still some constraints in the programme.

Sydney (1997) and Maundu (1997) studied the role of a class teacher in guidance and counselling services and the relationship between indiscipline and guidance and counselling among secondary school students respectively. Their findings confirmed similar findings in studies done in the western world. Maundu investigated the extent to which the class teachers in Machakos District (Kenya) perform their roles in guidance and counselling and the constraints they faced. The study found out that the fact that the class teacher was the closest to the student, did not automatically qualify him/her to be the best person to counsel the student. Teachers on the other hand did not see the counsellor as indispensable. They too believed that they could do counselling. Sydney carried out a case study of Tongaren division. She investigated the factors leading to indiscipline in schools. The factors explored were:

1. the role of guidance and counselling in schools
2. the constraints facing the teacher counsellor
3. students’ attitude towards seeking help.
Her findings were more or less similar to those of Maundu, students did not seek counselling, the class teacher was not well equipped with counselling skills, and the teacher counsellor was blamed for problems within the school.

These findings are very important to the guidance process. Counsellors should be aware of these constraints. This will help them know how to mitigate the situation and be able to reach out students. Amukoa (1984) and Bernard (2002) undertook a study on the need for serious counselling in Kenyan schools. Their findings were very useful for counsellors. They found out that those students in schools where guidance and counselling was an active programme showed little tendency to unrest. Unlike those who were not counselled at all, who would often result to violence. Butalanyi (1996) was interested in the role of head teachers in guidance and counselling. Head teachers were not good facilitators according to her findings. She did not look at other factors such as teacher training and attitudes of the school and the society at large towards guidance and counselling. Khaemba (1986) carried out his research in Nakuru Municipality. His interest was on the role of guidance and counselling in schools. He however, did not establish the positive or negative effects of guidance and counselling on students.

The above studies indicate that counselling in Kenya has been recognized as a professional field, necessary for all students. It is so far the best solution for secondary schools in Kenya, where the acts of violence and other forms of indiscipline have become the order of the day. With all this efforts made, Amukoa (1984) established that the Ministry of Education lacked an effective guidance and counselling programme in schools.

Ndiritu (1998) and Duda (1995) concluded that: it was lack of guidance and counselling programmes that hampered the professional development of guidance and counselling. They established that teachers who manned guidance and counselling programmes had the following problems:-
(i) They lacked skills and techniques to handle students' problems effectively.
(ii) They were overloaded with academic work and had very little time left for guidance and counselling.
(iii) They lacked basic tools like books and privacy.

The reviewed research area therefore, requires extension so as to gain further insights into the guidance and counselling programmes in secondary schools in Kenya.

2.5 THE ROLE AND FUNCTIONS OF TEACHER COUNSELLORS

Towards the end of the second half of the 1970s, guidance and counselling was beginning to take roots in established schools. The need for strengthening of the programme as well as expanding it to as many secondary schools as possible became evident. Gachathi Report (1976) gave the mandate of critically examining the role and functions of guidance and counselling teachers, to education managers and the government.

Uba (1990) looked at the counsellor as a team member. He/she shares a concern with parents, students, psychologists, social workers, teachers, administrators and other educational professionals and staff. He ensures that all are happy and the programme is effective.
Uba (1990) identified the methods that a school counsellor can adopt in imparting counselling information in schools as involving:

(i) Providing the students with information, which may help improve their educational process by fostering good and effective study habits.
(ii) Preparing the students for examinations, establishing a cordial and interpersonal relationship among students, teachers and parents.
(iii) Discussions with students, problems of a psychological and educational nature.
(iv) Motivating students to be achievement-oriented and seeking counselling on their own.
(v) Guiding students in their choice of subjects, subject combinations, literary or scientific subjects or humanities. This is in accordance with their interests, abilities and aptitudes.
(vi) Discovering and diagnosing students' problems and helping him/her to understand his/her problem and providing him/her with needed information.

According to Makinde (1983) a teacher counsellor should adopt the following methods:

(i) Make appropriate referrals for students.
(ii) Identify pupils with special abilities or needs.
(iii) Plan and develop a guidance and counselling programme in schools.

The Handbook for guidance and counselling (1977) stated the following methods:

(i) Identifying and appraising students' characteristics.
(ii) Helping the students to exploit their potentialities to the maximum.
(iii) Applying sociological and psychological counselling, educational and vocational guidance.
2.5.1 THE COMPONENTS AND MODELS FOR STUDENT-CENTRED GUIDANCE AND COUNSELLING PROGRAMME

According to Makinde (1990) the major components of a guidance and counselling programme in secondary schools can be summed up as follows: P.51

Figure 2. The structure of a student centred guidance and counselling programme in secondary schools.

COMPONENTS

- Educational Guidance
- Information
- Counselling
- Human relations
- Research and evaluation
- Tutorials
- Orientation and interviews
- Referrals
- Pupil personnel services
- Vocational guidance
- Testing
- Cumulative records
A student centered guidance and counseling programme will be as comprehensive as shown in the components cited above. Counselling should be based on cumulative records, testing materials, information and referrals, tutorials, pupil and personnel services. Guidance will be based on vocational guidance, educational guidance and human relations.

Any structure of interaction in guidance and counseling should have the student at the core. This means that a proper network should exist between the parents, the teachers, the head teacher and the teacher counselor. The major goal will be focused on the needs of the student.

2.6 PROBLEMS FACING GUIDANCE AND COUNSELLING PROGRAMME IN KENYAN SCHOOLS

Makinde (1990) argued that in Nigeria, various attempts had been made to implement guidance and counselling programmes in the country. The major problem had been that of attitude, structural, human and cultural. He further noted that there was natural resistance to change in Nigeria. Many Kenyan researchers have confirmed a similar awareness of problems facing guidance and counselling programmes in the country. These problems include: Training for teachers and heavy workload, attitude problems, low state planning and support. Some of these problems have been reviewed here.
2.6.1 PROFESSIONAL: TEACHER TRAINING & QUALIFICATIONS

Many writers have confirmed the awareness of a faulty training programme for guidance and counselling teachers. Bernard (2002) argued that the major problems facing the teacher counsellor were inadequate training and information on guidance and counselling guidelines. Amukoa (1984) noted that most teacher counsellors wait until student's emotional experiences have developed into problems. Uba (1983) emphasized the need to train teachers to enable them use the skills to help students. Without these skills, a teacher counsellor cannot detect students' problems early enough, before they develop into impairments.

The *Guidance and Counselling Handbook 1977* stated that teachers required in the guidance and counselling programme did not require any training. The foremost qualification was the teachers' sincere interest. This criterion for teacher selection in guidance and counselling was therefore, faulty from the beginning. (Ndiritu, 1998).

2.6.2 TIME: TEACHER COUNSELLOR WORKLOAD & ACADEMIC PREFERENCE

Studies done before show that time and emphasis on academics was a major factor in the development of guidance and counselling programmes for schools. Sydney (1997) and Ndiritu (1998) pointed out that schools lacked a timetabled program for guidance and counselling. The teacher was sandwiched between the courses of a busy day, almost on an impromptu basis, created by some passing nature Njagi (2002).

Tumuti (1985) established that teachers assigned to be counsellors, concentrated on teaching while playing down counselling. Amukoa (1984) noted that most schools became committed to counselling activities during third term only. This is the time when students needed guidance and counselling on careers. Rotino (2002) in his speech noted that the major problem is not even with the teacher counsellor or the school. The Kenyan education system that is mostly examination oriented leaves very little space for other activities.

2.6.3 ATTITUDES: SOCIAL, STUDENTS, TEACHERS, PARENTS AND THE ADMINISTRATION

Studies concerning attitudes in guidance and counselling have been carried in and outside the Kenyan scene. Their conclusions were based on criticism and stigmatization. Uba (1990) argued that some critics look at guidance and counselling from a theoretical perspective. Rao (1990) said that there was wrong impression that counselling is a poor man's psychotherapy. According to Kiragu (2002) parents also perceived teacher counsellors as invaders to the privacy of their children. Sydney (1997) observed that students avoided seeking counselling from counsellors holding positions of authority. According to Kilonzo (1980) mutual mistrust existed between ordinary regular teachers and teachers in charge of counselling. Students as well as ordinary teachers had difficulties differentiating the teacher's roles and the counsellor's role. Bernard (2002) noted that teacher counsellors were seen as a threat to the school.
Head teachers were also skeptical about the competence of the school counsellor. Any progress remained a threat to their headship positions (Kiragu, 2002). Counsellors themselves according to Ndiritu (1998) constituted a major impediment. Some of them were not fully committed to their profession. They prioritized other needs and left little time for their job. These meant that the parents, the teachers, the students, and the teacher counsellors themselves all shared the same perception of the teacher counsellor as a teacher. It was hard to change it to enter into a true counselling relationship (Wanjohi, 1990).

2.6.4 GOVERNMENT: FUNDING, PLANNING & RESOURCES

Many writers in recent years have drawn attention to the ways in which the government through the Ministry of Education and T.S.C. has contributed to the escalating guidance and counselling problems in schools. Rotino (2002) emphasized the need to create proper guidance and counselling facilities to enable student’s access to information. Ndiritu (1998) noted that space was a major issue in the provision of resources for guidance and counselling in schools. Schools also lacked cumulative records, meaning that guidance and counselling only solved current problems among students. Wanjohi (1990) established that the T.S.C. had only appointed a few Heads of Departments.

There was little funding for the provision of resources and materials for guidance and counselling. Kimathi (2002) noted that government planning for guidance and counselling was minimal. The government took so long to work on sessional papers and draft frameworks in the counselling field. Resources such as students’ records, libraries, offices, equipment’s and stores were urgently needed (Bernard, 2002).

2.7 THEORETICAL FOUNDATIONS OF COUNSELLING

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

2.7.1 NEED FOR THEORETICAL FRAMEWORK

There are times when practitioners of counselling discover that their professional knowledge and experience are often insufficient to be of psychological help in the multiplicity of situations they face with their clients. They are in urgent need for a sound theoretical framework and a selection of skills to draw from in their counselling field.

2.7.2 THE CLIENT-CENTERED THEORY

The client-centered theory is derived from the work of Carl Rogers (1965). It focuses on the nature of personality and the process of personality change. According to Rogers, clients can be helped to live more constructive and meaningful lives. He looked at motivation, attitudes and emotions as important in choosing educational and vocational objectives. The client-centered theory viewed humans as being inherently good. This goodness if reinforced produces rewarding consequences. The emphasis is on achieving personal goals which are set by the individual client.
then is on what the client does and thinks about him/herself. The goal is development of the clients' ability to effectively manage his/her own personality.

2.8 SUMMARY OF THE LITERATURE REVIEW

From the foregoing discussion, it is clear that formal guidance and counselling is a product of voluntary efforts in civic and social work. It is in the United States of America where we can find the roots of the guidance movement, which developed to become counselling psychology. There were also efforts made by individuals and the government. This helped in exposing theories in counselling.

The Africans on the other hand, had both structural and cultural problems. They were reluctant in relinquishing the security of the old and familiar ways for unknown and untested ones. There was therefore, a natural resistance to change among the Africans.

The need for serious guidance in the educational sector emerged in Kenya in the post independence years. The programmes were meant to alleviate student's problems in secondary schools. Studies in the area of guidance and counselling indicated that counselling was recognized as a professional field, necessary for all students. The major impediment in the guidance and counselling process included the area of diagnosis, preparation and understanding of students as individuals. These meant that structures and models of interaction had not been framed to fit into the counselling needs of the students.

The Ministry of Education also lacked an effective guidance and counselling programme in schools. The teachers who manned these programmes lacked skills and techniques to handle students problems effectively. They were overloaded with academic work and had little time for guidance and counselling. Some of them were not fully committed to their profession. They prioritized other needs and left little time for their job.

The present study tried to find an extension to the reviewed research findings. This was in order to gain further insights into the guidance and counselling programmes in secondary schools in Kenya.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

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

3.2 RESEARCH DESIGN

The study investigated the factors affecting the effectiveness of the guidance and counselling programmes in secondary schools in Kenya. This was a descriptive survey, which sought to describe the current situations in schools. According to Charles (1989), descriptive research are designed to obtain information concerning the current information or phenomena and whenever possible, to draw valid general conclusion from facts discussed. Travers (1969) observes further that descriptive research design is commonly conducted in order to determine which services a school can render its community and/or perhaps compare these services with those that are provided by other schools. As a result, information is collected from students, teachers or other persons associated with the educational process and then analysis of this information is carried out to illuminate important education issues. Thus, descriptive research involves describing, recording, analyzing and interpreting conditions that exist or are rendered in schools.

The study elicited information from head teachers, teacher counsellors, teachers and students, in various schools.

The design was also appropriate because it allowed for the use of research instruments like questionnaires, interview schedules and observation schedules to collect data.

In conclusion, Travers (1969) argues that, any researcher who adopts this descriptive survey design attempts to produce data that is holistic, contextual, descriptive in-depth and rich in detail.

3.3 LOCATION OF THE STUDY

The study was carried out in Thika town of Ruiru Educational Zone in Central Province of Kenya. According to information from Thika District Education Officer, Thika town of Ruiru Educational Zone had the advantage of different categories of schools ranging from National to District Schools. There were also special schools for the visually impaired and the physically impaired students respectively.

Thika town of Ruiru Educational Zone therefore, recruits students from different parts of the country. This made the area a suitable representative of urban and rural setting.
Other considerations for choosing this area were the researchers' familiarity with the location. This hastened and made the research process easier.

Indiscipline in schools that disrupt learning programmes in Thika town of Ruiru Educational Zone also prompted the researcher to choose the area. Finally, the place was accessible in terms of transport, hence an added advantage (Charles, 1989).

3.4 POPULATION AND STUDY SAMPLE

The research study involved schools, students, teachers and teacher counsellors and head teachers. The following is a description of the sample of the study.

3.4.1 SCHOOLS

Statistics from Thika District Education Office indicated that Thika town is in Ruiru Education Zone and has ten public secondary schools. The study population therefore included all the ten schools. The study sample comprised of five schools. This enabled the researcher to collect more detailed data as opposed to having a large number of schools where the researcher would not administer questionnaires personally. The sample also allowed for interview schedules and observations schedule to gather more information within the time of study.

Other salient characteristics of the sample were that the legal sponsorship varied from District Education Board (Government) to Catholic Church, Protestant Churches (P.C.E.A.) and Salvation Army.

3.4.2 STUDENTS

The students were selected randomly from form three classes only. The form ones and twos were considered too new to the school. This meant that their experience about the school environment was not enough to meet the needs of this study. The form fours were too busy preparing for the mock exams. This meant that they would not take the study seriously.

Form three students were selected because they had been in school for a longer period, and were of the appropriate age (fifteen -sixteen years) which experiences increased teenage pressure and challenges from home, school and the community. They were better placed in commenting on the problems facing students and their preferences on the help-givers or the problems they face when consulting counselling services.

Day scholars participated in the study since they formed a part of the population in the mixed schools and also the researcher was seeking to find whether they contributed to cases of indiscipline as a result of being at home more than the boarding students.
3.4.3 TEACHERS

The sampling of teachers was randomly done from class teachers, and other teachers with positions of responsibility, such as games-master/mistress, dorm-master/mistress and so forth. The teacher in charge of counselling and the head teacher were also included. Teacher counsellors formed the core of the study because they were directly involved with the guidance and counselling programme.

Head teachers participated in the study because the success of any programme activity depended on them. This was in terms of their provision of resources and administrative means of attaining the stated objectives.

3.5 SAMPLING PROCEDURE

The study employed random sampling techniques in selecting the samples. Stratified Random Sampling (SRS) was used to ensure an equal chance of selection of public schools on the basis of type: - boarding boys, boarding girls, girls day boarding mixed and mixed day schools. According to Charles (1989) Stratified Random Sampling techniques ensured that no sub-population was omitted from the sample.

Table 1 gives the different categories of the population schools in Thika town of Ruiru Educational Zone where the researcher intended to carry out the study.

Table 1: Category of the population schools in Thika town

<table>
<thead>
<tr>
<th>Type of schools</th>
<th>No. of sec. schools</th>
<th>Name of school</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Public Secondary Schools in Thika Town</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Boys Boarding Schools</td>
<td>3</td>
<td>Chania</td>
</tr>
<tr>
<td>(b) Girls Boarding Schools</td>
<td>2</td>
<td>Munyu</td>
</tr>
<tr>
<td>(c) Mixed Boarding Schools</td>
<td>0</td>
<td>Chania</td>
</tr>
<tr>
<td>(d) Mixed Day Schools</td>
<td>2</td>
<td>Broadway, Goliba</td>
</tr>
<tr>
<td>(e) Girls Day Schools</td>
<td>1</td>
<td>Kenyatta</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>2. Public/Special Secondary Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Mixed Boarding Schools</td>
<td>2</td>
<td>Thika Blind, Joytown</td>
</tr>
<tr>
<td>(b) Other Categories</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Sub-Total</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: Thika District Education Office

From the information given in Table 1, ten public schools were stratified according to types: Boys Boarding, Girls Boarding, mixed boarding, and mixed day. One girls' day school was purposively selected, as it was the only one of its kind in the area of
study. There were five boarding schools for both boys and girls. Two mixed boarding schools and two mixed day schools. The researcher randomly selected four public secondary schools from the nine public schools in the town and purposively selected the one-day school for girls, making a total of five schools. This represented 50% of the schools in the town.

Only public schools were involved. This is because the Ministry of Education in Kenya only targets public schools in guidance and counselling services. The private schools in the town did not appear in the Teachers Service Commission (T.S.C) code according to the statistics in the District Education Office, Thika.

Simple random sampling was used to select one school from all the categories and purposive selection for the one girls' day school. The name of each school was written on a piece of paper and after mixing the papers, the first to be picked in each category was included in the sample. This was based on the argument that the power of random sampling yields small results with relatively few errors, which can be reliably estimated through statistical techniques (Charles, 1989).

Head teachers and teacher counsellors in charge of guidance and counselling in the sampled schools were selected through purposive sampling since they were the only ones available. There were five head teachers and five teacher counsellors. This gave a total of ten respondents in this category. Simple random sampling technique was used to select the other two teacher-counsellors in each school, making a total of ten respondents in this category. As a result five head teachers and fifteen teacher counsellors participated in this study. This was based on Travers (1969) who argues that 10-20% of the accessible population is acceptable in a descriptive research. Therefore, five out of the ten head teachers and fifteen out of the thirty teacher counsellors in Thika town of Ruiru Educational Zone public secondary schools formed the required percentage.

Simple random sampling technique was used to select form three students in single sex schools namely: - one boys' and two girls' schools. To select the twenty students from each single sex school, the researcher wrote "Yes" on twenty) papers and "No" in the remaining papers adding up to the population of the form three students in each school. In schools where there was more than one stream, the students were put together before selecting those who participated. The number of students selected from the single sex schools was sixty. These were twenty boys and forty girls.

Both stratified and simple random sampling techniques were applied to ensure an equal selection of boys and girls in the remaining two sampled mixed schools. Stratified Random Sampling was used to classify students on the basis of gender in the mixed schools.

There were twenty students in the mixed boarding school and twenty students in the mixed day school. Ten of the students in either of the schools were males and the other ten females. To obtain this sample, ten papers were written 'Yes' and 'No' on the remaining papers adding up to the population of students in each gender group, in each school. Those who picked "Yes" participated in the study, giving a total of forty: (twenty boys and twenty girls) students from the two mixed schools. In total, there
were one hundred students who participated in this study. Table 2 gives the summary on the sample of the study described above.

Table 2: The sample of the study, Thika town of Ruiru Educational Zone.

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Form 3 Students Sample</th>
<th>Teacher Counsellors Sample</th>
<th>Head teachers Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Males</td>
</tr>
<tr>
<td>1 Single Sex Boys Boarding</td>
<td>20</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2 Single Sex Girls Boarding</td>
<td>0</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>3 Single Sex Girls Day</td>
<td>0</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>4 Mixed School Boarding</td>
<td>10</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>5 Mixed School Day</td>
<td>10</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>60</td>
<td>7</td>
</tr>
</tbody>
</table>

From the information given on table 2, the researcher picked equal number of students and teacher counsellors from each of the sampled schools to create objectively and ease the process of data collection and analysis. A total of one hundred and twenty subjects from five schools took part in the study.

3.6 RESEARCH INSTRUMENTS

In order to answer the research questions, data was collected by use of questionnaires, interview schedules, and observation schedules, all developed by the researcher.

3.6.1 QUESTIONNAIRES

There was a different questionnaire for the teacher counsellors and the students respectively. Interview schedules were used with the head teachers and an observation schedule and checklist were used with the teacher counsellor in charge of guidance and counselling department.

3.6.1.1 TEACHER COUNSELLOR QUESTIONNAIRE

In order to obtain information from the teacher counsellor, a questionnaire was used. According to Charles (1989) questionnaires enable the person administering them to explain the purpose of the study and the meaning of items that may not be clear. The
questionnaire consisted of fifteen items. They were comprehensive, and enough to elicit information on teacher counselor personal background, skills and techniques of counselling, qualifications and roles of a teacher counsellor, resources and facilities in the counselling centre and lastly the problems faced by the counsellor and the counselling team in the school.

The instrument had both closed and open-ended items. The closed items required the respondents to select the appropriate responses from the choices given hence limiting the respondents' views among the alternatives. As a result, the researcher included "any other" for each item except for items such as gender and those that required Yes or No responses. A space was provided also for the respondents to write responses not anticipated by the researcher. (Travers, 1969).

3.6.1.2 STUDENTS QUESTIONNAIRE

The second questionnaire was administered to the students. It was made up of nine items, which were comprehensive to gather information on their personal details, students' perception on the roles of the teacher counsellor, preferences of help givers, problems faced by students, which required counselling services. The procedure used for the teacher counsellor questionnaire was also followed for this instrument in terms of using both closed and open-ended items. Both types of items had the same limitations as pointed out in the teachers' questionnaire.

3.6.2 INTERVIEW SCHEDULES

The questionnaires according to Travers (1969) do not elicit all the information. Therefore, observation schedule and a checklist gathered responses on the resources, facilities in the counselling centre and other related information. Interview schedule were administered to head teachers. Travers (1969) says that interviews allow interviewers to follow up respondents' answers to obtain more information and clarify vague statements.

3.6.2.1 INTERVIEW SCHEDULES FOR THE HEAD TEACHER

The researcher therefore, employed this method of data collection so as to obtain additional information from the head teachers on their perception of the roles teacher counsellors, the role of the administration in guidance and counselling programme and the extent of guidance and counselling programme in the schools. Clarification was sought on some of the information given in the questionnaire.

The instrument had fifteen comprehensive items that enabled the researcher to probe further where additional information was needed on issues such as qualities and skills of teacher counselors, expectations challenges, support given by the school and the effects. Problems facing the teacher counsellors and the head teacher in running the programme, possible solutions and lastly the major factors that may be affecting the effectiveness of the guidance and counselling in the school. The interview schedule was conducted in a private setting (head teachers' office) to enable the respondents to express their views freely and fully.
3.6.3 OBSERVATION SCHEDULE FOR SCHOOLS COUNSELLING RESOURCES/CHECKLIST SCHEDULE

This was done to confirm the exactness of certain information given by the questionnaires. A self-prepared observation record sheet was used to guide the researcher and also to ensure that all the available resources were not omitted. Human resources, facilities, supportive materials, physical resources, books, counselling sessions were included here.

A separate checklist was designed to record the quality and utility of all the materials and resources in the counselling centre. Items on this checklist were listed alongside each item, and a set of most probable responses prepared. The researcher recorded the responses by ticking off (□) the appropriate responses as observed or responded by the teacher counsellor in charge of the counselling centre.

3.7 PILOT TESTING

This involved ten students, two teachers and one counsellor and one head teacher. This was because, the main purpose was to assist the researcher to discover the weaknesses of the research instruments, check the clarity of the questions or items and elicit comments from respondents that would help in the improvement of the instruments.

Specific areas to be checked during this time included:

(i) The suitability of the language used, that is, simplicity of the language.
(ii) The clarity of each question and the choices of responses.
(iii) Time taken by each respondent in completing the questionnaire.
(iv) The adequacy of the spaces provided for the written responses.

After piloting, items that were left blank or answered in ways the researcher was not expecting were modified and clear instructions given to respondents so as to avoid misinterpretation during actual collection of data.

Piloting was carried out in one school randomly selected before the actual collection of data for the study. The school was not among those that took part in the study.

3.8 PROCEDURE FOR DATA COLLECTION

The researcher sought permission from the Ministry of Education to collect data from the relevant schools.

The researcher then introduced self to the head teachers in each school. This was not only to enlist co-operation from the school but also helped establish the purpose of the visit to the school administration. The researcher then arranged with the teacher counsellor, who helped her set the day for the administration of the research instruments.
The researcher spent a minimum of three days in each school. This was crucial because it enabled the researcher to administer the instruments personally. This helped to avoid variations in the use and handling of the instruments by field assistants (Travers, 1969).

The three days were organized as follows:

**DAY I**
The researcher identified the respondents as per the sampling procedure. The purpose for the study was explained to the respondents.

**DAY II**
The instruments were administered to the teacher counsellors and students. Observation schedules were carried out in the counselling center.

**DAY III**
The interview schedules for the head teachers were administered on this day. Clarification on the unclear responses from the teacher counsellors and the students' respondents were established. This procedure was followed in all the schools in the sample.

3.9 **PLAN FOR DATA ANALYSIS**

The researcher presented the data in quantitative and qualitative (that is using numerals and words) descriptions. Data analysis was done in Chapter 4.

The data was organized according to the objectives, research questions and assumptions of the study. The close-ended questions had a code assigned to each category. The open-ended questions, responses were listed and tally marks used to note those that were identical.

Counting was done to determine the frequency of each response and the percentage calculated. The findings were discussed based on objectives and the research questions they sought to answer.

The researcher used statistical package for social science (SPSS) only for data presentation because the number of respondents was small and manageable.

The findings of the study, conclusion and recommendations were presented in Chapters 4 and 5 respectively.
CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents the results of data analysis and their interpretation. For the purpose of analysis, the frequency of response of each item was obtained and then transformed into percentages for reporting. This chapter is organised according to the research questions that guided the study. As mentioned in Chapter 3, data was collected by use of questionnaires administered to students, teacher counsellors and through interview schedules with head teachers. There were also observation schedules and checklists on the availability of resources in the guidance and counselling centre in the schools.

The researcher carried out the study in five selected secondary schools in Thika town of Ruiru Educational Zone. The questionnaire returns and participant schools are as shown on Table 3. Table 3 shows the results of analysed responses from questionnaires in percentages.

Table 3: Questionnaires returns

<table>
<thead>
<tr>
<th>Population</th>
<th>Questionnaires</th>
<th>School 1 Chania Boys Boarding</th>
<th>School 2 Chania Girls Boarding</th>
<th>School 3 Kenyatta Girls Day</th>
<th>School 4 Joy Town Mixed Boarding</th>
<th>School 5 Broadway Mixed Day</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>100</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>100%</td>
</tr>
<tr>
<td>Teacher Counsellors</td>
<td>15</td>
<td>20%</td>
<td>20%</td>
<td>-20%</td>
<td>20%</td>
<td>20%</td>
<td>100%</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>5</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The questionnaires were studied carefully totaling scores item by item. The figures under each item were then converted into percentages. A total of one hundred and twenty subjects successfully completed the questionnaires. The subjects were in three major groups. These were students, teacher counsellors and head teachers. They were selected from five secondary schools. Of the one hundred and twenty subjects, a hundred were form three students from a population of five hundred and four, five were teacher counsellors from a population of twenty-one, and five were head teachers. The questionnaires had both closed and open ended items.

In the analysis of data, the following order was adopted except in cases where related items from various research instruments were analysed together.

- Questionnaire for teacher counsellors and interview schedules for the head teachers.
- Questionnaire for students
- Observation schedules and checklist on the availability of other resources in the counselling centre.
As a result, this chapter was organized according to six major themes based on the objectives, research questions, stated principles and assumption of the study in chapter one (Khaemba, 1986). That is:

- Types of problems affecting the guidance and counselling programs in secondary schools: Characteristics of the participants. General information on the students, teacher counsellors and the head teachers.
- The problems encountered by the teacher counselor in offering guidance and counselling services in schools.
- The students’ perception of guidance and counselling programs in schools.
- The role of the guidance and counselling teacher as perceived by the students.
- The kind of support given to the guidance and counselling department in the schools.
- Ways of improving guidance and counselling programs in secondary schools.

4.2 GENERAL INFORMATION CONCERNING STUDENTS, TEACHERS AND HEAD TEACHERS

The researcher got information on the personal data of the students, teacher counsellors and the head teachers. The information related to age, gender, designation, training, place where trained, experience, length of counselling, professional qualifications, teaching and administrative experience. This is represented in Appendices A, items 1-6, B, items 1 and C, items 1-5. The responses obtained are as shown in Tables 4-8, Tables 9-11 and Tables 12-14 respectively.

4.2.1 GENERAL INFORMATION CONCERNING STUDENTS BY CATEGORY

In order to get this information, the researcher used items 1 in the students' questionnaire. Their responses are presented in Tables 4 and 5.

Table 4: Gender of participants

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Valid percent</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Male</td>
<td>40</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Female</td>
<td>60</td>
<td>60.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Table 5: Age of participant students

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>4</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>16</td>
<td>1.3</td>
<td>13.0</td>
<td>17.0</td>
</tr>
<tr>
<td>17</td>
<td>27</td>
<td>27.0</td>
<td>44.0</td>
</tr>
<tr>
<td>18</td>
<td>29</td>
<td>29.0</td>
<td>73.0</td>
</tr>
<tr>
<td>19</td>
<td>5</td>
<td>5.0</td>
<td>78.0</td>
</tr>
<tr>
<td>20</td>
<td>1</td>
<td>1.0</td>
<td>79.0</td>
</tr>
<tr>
<td>21</td>
<td>1</td>
<td>1.0</td>
<td>80.0</td>
</tr>
<tr>
<td>23</td>
<td>1</td>
<td>1.0</td>
<td>81.0</td>
</tr>
<tr>
<td>27</td>
<td>1</td>
<td>1.0</td>
<td>82.0</td>
</tr>
<tr>
<td>Not applicable</td>
<td>18</td>
<td>18.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The girls were 60% of the total population of students in the study. Of the students who entered their age, more than 65% of them were above 17 years. Only 17% of the students were below 17 years in age. Majority of the students involved in this study fell in mid adolescence. Shertzer and Stone (1974) observed that early adolescence is a time of rapid physical and intellectual development. Middle adolescence is a more stable period of adjustment to and integration of the changes of early adolescence. Later adolescence is marked by the transition into the responsibilities, choices and opportunities of adulthood.

4.2.2 GENERAL INFORMATION ON TEACHER COUNSELLORS BY CATEGORY AS A TEACHER

To ascertain this, the researcher used items 1, 2, and 3 in the teachers' questionnaire. The teachers' designation, professional qualification and teaching experience were got and results are shown in tables 6, 7 and 8.

Table 6: Designation of teachers

<table>
<thead>
<tr>
<th>Designation</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Counselor</td>
<td>5</td>
<td>33.3</td>
<td>33.3</td>
</tr>
<tr>
<td>Head of Department, Guidance and counselling</td>
<td>10</td>
<td>66.7</td>
<td>66.7</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 7: Teachers’ professional qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Education</td>
<td>9</td>
<td>60.0</td>
<td>60.0</td>
</tr>
<tr>
<td>Degree Graduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved Graduate</td>
<td>3</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
<td>13.3</td>
<td>13.3</td>
</tr>
<tr>
<td>Untrained teacher</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>1</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 8: Teachers experience in teaching profession

<table>
<thead>
<tr>
<th>Duration</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year</td>
<td>3</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>1 - 4</td>
<td>7</td>
<td>46.7</td>
<td>46.7</td>
</tr>
<tr>
<td>5 - 9</td>
<td>3</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>10 - 14</td>
<td>2</td>
<td>13.3</td>
<td>13.3</td>
</tr>
<tr>
<td>Over 15</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

A look at tables 6, 7 and 8 shows that 66.7% of the teacher counsellors used in the study were also the heads of departments in the counselling unit. Those teachers with positions of responsibility in the school such as games masters/mistresses, dorm masters/mistresses and so forth were 33.3%. Of the teachers used in this study, 60% were university graduates. Approved graduate teachers accounted for 20% of the total number of teachers used in this study. Of the total number of teachers, 86.7% had taught for less than 9 years. Only 2% of the teachers had taught for more than ten years accounting for 13.3% of the total number of teachers used in the study.

4.2.3 GENERAL INFORMATION ON TEACHERS AS COUNSELLORS BY CATEGORY

Items number 4, 5, and 6 in the teacher counsellor’s questionnaire, were used to get information on the teacher counsellors’ experience as a teacher offering counselling services in the school. This included the length of services as a counsellor, counsellor training and in service courses and the place where training was offered. This information is presented in Tables 9, 10, and 11 below.

Table 9: Length of service as a counselor

<table>
<thead>
<tr>
<th>Duration</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year</td>
<td>1</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>1 - 4</td>
<td>11</td>
<td>73.3</td>
<td>73.3</td>
</tr>
<tr>
<td>5 - 9</td>
<td>2</td>
<td>13.3</td>
<td>13.3</td>
</tr>
<tr>
<td>10 - 14</td>
<td>1</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>Over 15</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 10: Training as a counsellor and in service

<table>
<thead>
<tr>
<th>Training</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>66.7</td>
<td>66.7</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>33.3</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 11: Place where counselling training was offered

<table>
<thead>
<tr>
<th>Location</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenya Institute of Professional Counselling</td>
<td>5</td>
<td>33.3</td>
<td>33.3</td>
</tr>
<tr>
<td>Kenya Methodist</td>
<td>1</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>School, University</td>
<td>1</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>In service Courses</td>
<td>3</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Not applicable</td>
<td>5</td>
<td>33.3</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

A look at the above tables shows that 73.3% of the teacher counsellors had served in their schools for at least four years. None had been a counsellor for more than fifteen years and 66.7% were trained counsellors, mainly through in service courses and self sponsored programs in private institutions.

4.2.4 GENERAL INFORMATION ON HEAD TEACHERS BY CATEGORY

The researcher got information on the personal data of the head teacher in terms of age, gender, professional qualifications and the length of service as a principal in the school. Items number 2, 3, 4 and 5 were used and information got is shown in the tables 12, 13 and 14.

Table 12: Age of principals

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 30 years</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>30 - 39 years</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>40 - 49 years</td>
<td>2</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Over 50 years</td>
<td>3</td>
<td>60.0</td>
<td>60.0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Table 13: Principals professional qualification

<table>
<thead>
<tr>
<th>Professional qualification</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Principal Bachelor of Education Degree Graduate</td>
<td>1</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>School Principal Bachelor of Education Degree Graduate</td>
<td>3</td>
<td>60.0</td>
<td>60.0</td>
</tr>
<tr>
<td>School Principal Approved Graduate</td>
<td>1</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Diploma</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Secondary grade 1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Table 14: Experience as principals in the current schools

<table>
<thead>
<tr>
<th>Experience</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1 - 4</td>
<td>4</td>
<td>80.0</td>
<td>80.0</td>
</tr>
<tr>
<td>5 - 9</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10 - 14</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Over 15 years</td>
<td>1</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The head teachers were 100% academically and professionally qualified. Holders of a Bachelor's degree in Education were 60% and only one was a chief principal, representing 20% of the total number of head teachers in the study. This is the highest rank of educational institutions in Kenya. Head teachers who were between the ages of 40-49 years were 40% and 60% were over 50 years with 80% having an experience of at least four years in their current schools.

### 4.3 TYPES OF PROBLEMS AFFECTING THE GUIDANCE AND COUNSELLING PROGRAMS IN SECONDARY SCHOOLS IN KENYA.

Item number 10, Appendices A in the teacher counsellors questionnaire and item number 8 Appendices C in the interview schedule with the head teacher was finding out the type of problems which affect the guidance and counselling programs in secondary schools in Kenya. Their responses are as indicated in tables 15-18 below.

### Table 15: Problems faced by the teacher counselor

<table>
<thead>
<tr>
<th>Problem</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor remuneration training, referral system</td>
<td>3</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Time/workload location space</td>
<td>7</td>
<td>33.3</td>
<td>33.3</td>
</tr>
<tr>
<td>Students not willing to seek counselling</td>
<td>4</td>
<td>26.7</td>
<td>26.7</td>
</tr>
<tr>
<td>Uncooperative head teachers</td>
<td>2</td>
<td>13.3</td>
<td>13.3</td>
</tr>
<tr>
<td>Lack of support from parents</td>
<td>1</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
According to the information present in Table 15, over half of the problems facing guidance and counselling programs in schools were teacher oriented. The role of parents in the running of these programs was minimal, standing at 6.7%. The findings in Table 16 show that at least four techniques were utilized quite often. The teacher counsellors’ responses did not wholly agree with what was observed in sample schools. See appendices (D and E). Ten to 20% of the teacher counsellors did not respond to all alternates in item 9, Appendix A, hence the total responses in each technique mentioned were varied. This would mean that there were some teacher counsellors who did not know the required skills and techniques in counselling.

Using a particular method quite frequently does not necessarily imply that it is the most appropriate. When teacher counsellors were asked to list the most appropriate, none of the listed techniques were supported by 50% of the respondents. The results are as summarized in Table 17.
Table 17: Appropriate techniques for effective counseling

<table>
<thead>
<tr>
<th>Skills/Techniques</th>
<th>No. of times mentioned frequencies</th>
<th>Percentage of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>9</td>
<td>31.3</td>
</tr>
<tr>
<td>Positive attitudes</td>
<td>1</td>
<td>3.4</td>
</tr>
<tr>
<td>Talking</td>
<td>3</td>
<td>10.3</td>
</tr>
<tr>
<td>Responding</td>
<td>1</td>
<td>3.4</td>
</tr>
<tr>
<td>Discussing</td>
<td>5</td>
<td>17.2</td>
</tr>
<tr>
<td>Consultation</td>
<td>5</td>
<td>17.2</td>
</tr>
<tr>
<td>Group Counselling</td>
<td>3</td>
<td>10.3</td>
</tr>
<tr>
<td>Individual Counselling</td>
<td>2</td>
<td>6.9</td>
</tr>
<tr>
<td>Total Responses</td>
<td>29</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The teacher counsellors, who argued that students appreciated being listened to and were free to express their own opinions in discussions, were 66.7% of the total number of teacher counsellors who participated in the study. They had an opportunity to understand the students' problems and interpret them. Of the teacher counselors 17.2% made consultations with other teachers. This meant that the teacher counsellors were aware of the techniques theoretically but they did not know how to apply or make use of these skills and techniques. This influenced the effectiveness of the teacher counsellor and was a major problem facing guidance and counselling programs in schools.

The researcher got information on the perception of the head teacher of problems facing guidance and counselling programs in schools. The responses were as shown in table 18.

Table 18: The head teachers' perception of problems in guidance and counselling programs in schools.

<table>
<thead>
<tr>
<th>Problems</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time/room/space/fear from students, lack of training for teachers and resources</td>
<td>3</td>
<td>60.0</td>
<td>60.0</td>
</tr>
<tr>
<td>Lack of support from the Ministry of Education, Lack of Funding</td>
<td>2</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Of the head teachers, 60% felt that guidance and counselling programs were faced with problems related to time, lack of counselling rooms and little space, where available.

4.3.1 UTILIZATION OF COUNSELLING AND HUMAN RESOURCES

The researcher administered an observation schedule and a checklist (Appendices D & E) to confirm whether resources were available at the counselling centre. Further information was therefore, collected on physical resources (e.g. counselling room), facilities and reading resources available at the counselling centre. This is because
the availability and utility of these resources and facilities affects the effectiveness of the teacher counsellor.

The first and second item (Appendix D) consisted of listed human resources, reading resources and facilities supposed to be in an effective counselling unit. The findings on the availability and utility are as shown on the table 19.

Table 19: Availability and utility of resources and facilities in the counseling unit

<table>
<thead>
<tr>
<th>Guidance and counseling resources</th>
<th>Availability of counts per school</th>
<th>% of students</th>
<th>% who used quite often</th>
<th>% who used often</th>
<th>% who used rarely used</th>
<th>% of students</th>
<th>% who used not used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher counselor</td>
<td>5</td>
<td>100</td>
<td>4</td>
<td>80</td>
<td>1</td>
<td>20</td>
<td>-</td>
</tr>
<tr>
<td>Representative from the administration</td>
<td>5</td>
<td>100</td>
<td>3</td>
<td>60</td>
<td>2</td>
<td>40</td>
<td>-</td>
</tr>
<tr>
<td>Representative from the supporting staff</td>
<td>3</td>
<td>60</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>Equipped large room with space and sitting place</td>
<td>3</td>
<td>60</td>
<td>2</td>
<td>40</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Audio visual materials</td>
<td>3</td>
<td>60</td>
<td>1</td>
<td>20</td>
<td>-</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Textbooks</td>
<td>5</td>
<td>100</td>
<td>2</td>
<td>40</td>
<td>2</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>Other written materials e.g. pamphlets</td>
<td>5</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>40</td>
<td>-</td>
</tr>
<tr>
<td>Students’ information files</td>
<td>4</td>
<td>80</td>
<td>2</td>
<td>40</td>
<td>1</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>Remarks registers for visitors</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>20</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Proceeding registers to record the activities of guidance and counseling programmes</td>
<td>4</td>
<td>80</td>
<td>2</td>
<td>40</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

From table 19, most of the schools had adequate resources and the materials needed to facilitate the counselling process, however, only the human resources, namely teacher counsellors and representatives from the administration who were often used meaning that both the teacher counsellor and students rarely used the counselling centre and reading resources. All the heads of guidance and counselling, 100%, agreed that the use of the resources made a difference in offering the counselling services.

An observation checklist (Appendix E) was designed to find out the appropriateness of the counselling room. In four schools, guidance and counselling office was identified as the counselling unit. It had a relatively enough space for two tables and a number of chairs. This was compared to one school (20%), which did not have a counselling room. The head of guidance and counselling identified a small room in the laboratory, which was used for counselling purposes.
The rooms were clean but majority lacked display racks, bulletin boards, cabinets, and reading materials. The tables and chairs were also few. Generally the counselling rooms were shared by many teachers and were unattractive to the youth.

Inadequate resources e.g. audiovisual rooms, reading materials, equipments and poor coordination (item 3b, Appendix E) were listed as major hindrances to the usage of these resources.

4.4 THE STUDENTS PERCEPTION OF GUIDANCE AND COUNSELLING PROGRAMS IN SCHOOLS

One of the objectives of this study was to find out the perceptions the students had of the guidance and counselling programs in schools; if they knew the guidance and counselling teacher, if they ever sought counselling, the nature of referral and nature of problems leading to referral. The information on items 2-5 Appendix B of the students' questionnaire have been shown in tables 20, 21 and 22.

Table 20: Students awareness of the guidance and counselling teacher

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>99</td>
<td>99.0</td>
<td>99.0</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 21: Students who had been referred for counseling

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
<td>31.0</td>
<td>31.0</td>
</tr>
<tr>
<td>No</td>
<td>69</td>
<td>69.0</td>
<td>69.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 22: Nature of problems facing the students at schools

<table>
<thead>
<tr>
<th>Problem</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
<td>51</td>
<td>51.0</td>
<td>51.0</td>
</tr>
<tr>
<td>Interpersonal relationships</td>
<td>17</td>
<td>17.0</td>
<td>17.0</td>
</tr>
<tr>
<td>Career/Subject Choice</td>
<td>11</td>
<td>11.0</td>
<td>11.0</td>
</tr>
<tr>
<td>Time Management</td>
<td>10</td>
<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Academic</td>
<td>9</td>
<td>9.0</td>
<td>9.0</td>
</tr>
<tr>
<td>Stress/Depression</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Misbehaviour</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to table 20, 99% of the students knew the teacher in charge of guidance and counselling in the school. More than 50% of the students however, did not indicate
any problems that would have made them seek counselling from the guidance and
counselling teacher. This was inconsistent with the 69% who admitted that they had
been referred for counselling. Their major problem however, was that of interpersonal
relationship which had a frequency of 17 and a percentage of 17.0%.

4.5 THE ROLE OF GUIDANCE AND COUNSELLING TEACHER AS
PERCEIVED BY THE STUDENTS.

The study also sought to find out the role of the teacher counsellor in the school. This
investigation was based on the study objective and the basic principle that students
need help on social, vocational and educational issues. The results of the findings are
as shown in table 23.

Table 23: The role of guidance and counselling teacher

<table>
<thead>
<tr>
<th>Role</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To guide and counsel</td>
<td>53</td>
<td>53.0</td>
<td>53.0</td>
</tr>
<tr>
<td>Behaviour change promotion</td>
<td>12</td>
<td>12.0</td>
<td>12.0</td>
</tr>
<tr>
<td>Uphold confidentiality</td>
<td>11</td>
<td>11.0</td>
<td>11.0</td>
</tr>
<tr>
<td>Motivate and encourage</td>
<td>10</td>
<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Research on students problem areas</td>
<td>6</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>To invite resource persons</td>
<td>5</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Organizing training and seminars</td>
<td>3</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The major role of the guidance and counselling teacher is to guide and counsel
according to 53% of the student's respondents. Due to the open nature of the question,
responses were varied. Common responses other than guidance and counselling were
behaviour change and motivation. Eleven percent of the students perceived the teacher
counsellor as one who keeps as confidential any information given to him by the
students.

4.5.1 REASONS FOR SEEKING HELP FROM THE TEACHER
COUNSELLOR

Items 6, 7, and 8 of the students' questionnaire required students to list down the
reasons for seeking help from the teacher counsellor. Their responses are as shown in
the table 24.
Table 24: Reasons for seeking help from the teacher Counselor

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Counsellors are trained and experienced</td>
<td>60</td>
<td>60.0</td>
<td>60.0</td>
</tr>
<tr>
<td>Teacher Counsellors are mature and always willing to give advice</td>
<td>20</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>They are responsible</td>
<td>15</td>
<td>15.0</td>
<td>15.0</td>
</tr>
<tr>
<td>They are loving</td>
<td>5</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the responses on table 24, the suggestion on the teacher counsellor were trained and experienced had the highest frequencies, meaning that students would seek help from the teacher counsellors. They believed they were capable.

The following is a summary of the responses of the students about their perception of the teacher counsellor in the school.

- To deal with indiscipline cases
- To help in academic problems
- To deal with recurrent problems in academic assignments and unexplained fear of exams.
- To help overcome fears like death.
- To deal with parental problems that could be affecting the students, that is problems from home.

4.6 THE SUPPORT GIVEN TO GUIDANCE AND COUNSELLING DEPARTMENT IN SECONDARY SCHOOLS

The researcher got information on the kind of support given to the guidance and counselling department in secondary schools. The findings are as shown in table 25.

Table 25: Support to the guidance and counselling department

<table>
<thead>
<tr>
<th>Source</th>
<th>Support</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Administration</td>
<td></td>
<td>1</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td>• Referral</td>
<td>2</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>• Peer counselling encouraged</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assisting teacher counsellor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>• Pay for sessions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>• Liaising with the school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td>• Straight talk Magazine</td>
<td>1</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Ministry of Education</td>
<td>• Seminars</td>
<td>1</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td></td>
<td>• None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>5</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Item 11 of the interview schedule with the head teacher was used by the researcher to find out the type of support (human or material) given to the guidance and counselling department in their schools. According to table 25, 40% of the head teachers acknowledged support from the teaching staff in terms of students' referral and assisting the teacher in charge of guidance and counselling. The Ministry of Education offered minimal support to the schools' guidance and counselling programs. Little funding was also given to the guidance and counselling department. See also Appendix E, the checklist of resources in the counselling centre and the findings in table 19. Funding affects the provision of materials like pamphlets, journals, remark registers, chairs, space and audiovisual equipments.

4.7 IMPROVING GUIDANCE AND COUNSELLING IN PROGRAMS IN SECONDARY SCHOOLS

Items 12 a and b, 13 a and b and 15 a and b of the teacher counsellors' questionnaire and items 9 of the students questionnaire were used by the researcher to ascertain the teachers and the students suggestions to the administration as ways of improving guidance and counselling in secondary schools. The results are shown in table 26.

<table>
<thead>
<tr>
<th>Suggested solutions</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invite more guest speakers</td>
<td>75</td>
<td>28.0</td>
<td>28.0</td>
</tr>
<tr>
<td>Students to be shown educative films and videos</td>
<td>60</td>
<td>22.4</td>
<td></td>
</tr>
<tr>
<td>Set aside a private room for counselling to create confidentiality</td>
<td>45</td>
<td>16.8</td>
<td>16.8</td>
</tr>
<tr>
<td>Teacher counsellors should comprise both females and males</td>
<td>40</td>
<td>14.9</td>
<td>14.9</td>
</tr>
<tr>
<td>Form guiding and counselling club or peer counselling to be encouraged</td>
<td>25</td>
<td>9.3</td>
<td>9.3</td>
</tr>
<tr>
<td>Set aside more and specific days for counselling</td>
<td>15</td>
<td>5.6</td>
<td>5.6</td>
</tr>
<tr>
<td>More information or guidance and counselling should be provided to the students by parents and teachers</td>
<td>5</td>
<td>1.9</td>
<td>1.9</td>
</tr>
<tr>
<td>Reduce workload for teacher counsellors</td>
<td>3</td>
<td>16.8</td>
<td>16.8</td>
</tr>
<tr>
<td>Total</td>
<td>268</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table 26, the highest frequency of responses was on an invitation of more guest speakers and showing students educative films or video shows. Both teacher counsellors and students had the same opinions and views. Four teacher counsellors, 26.6%, were also for the idea of students being introduced to counselling at an early stage and get information about virtues like openness sincerity and charity.

Item 7a and b of the student's questionnaire were used by the researcher to find out the views of the students on the appropriate time when guidance and counselling should be offered to students. This was in order to establish ways of improving the services among students. Their responses were indicated in table 27.
Table 27: Class in which guidance and counselling should be offered

<table>
<thead>
<tr>
<th>Class</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form II</td>
<td>68</td>
<td>68.0</td>
<td>68.0</td>
</tr>
<tr>
<td>All Forms</td>
<td>20</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Form IV</td>
<td>5</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Form I</td>
<td>3</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>From Form III</td>
<td>3</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Primary</td>
<td>1</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to table 27, 68% of the students felt that guidance and counselling should be offered in form two. Only 1% proposed the primary school level. Due to the open nature of the question, varied reasons were given for the different suggestions. The following is a summary of the suggestions by the students for improving guidance and counselling in schools:

- The form two's are rebellious and can be easily helped at that level.
- The form two's are at the adolescence stage, they need to be helped to cope with the new changes in their lives.
- Everybody needs counselling regardless of class or level.
- The form three's are mature to understand.
- The form four's need to be encouraged not to fear exams.
- The form four's should be guided on careers and should be helped to face the outside world.

Item 9, 10 and 12 b of the interview schedule with the head teacher were finding out the head teachers' views on what could be done to improve guidance and counselling services in their schools. The results are as shown in table 28.

Table 28: Head teachers solutions to the problems

<table>
<thead>
<tr>
<th>Solution</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Counselling Mandatory Counselling</td>
<td>3</td>
<td>60.0</td>
<td>60.0</td>
</tr>
<tr>
<td>Enhancing friendship between teachers and students in seminars</td>
<td>2</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td>• Motivation fee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Using free time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reducing workload</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funds Offices Room</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings in table 28 shows that 60% of the head teachers emphasis on peer counselling as a way of improving guidance and counselling among students in schools. None was willing to give motivation fee to the teachers in charge of counselling, 40% of the head teachers would alternatively fund for seminars, that would help improve the teacher counsellors' skills in relating with the students.
4.7.1 THE ROLE OF THE MINISTRY OF EDUCATION IN IMPROVING THE GUIDANCE AND COUNSELLING SERVICES.

To the Ministry of Education, item 15a and b and items 15, the following solutions as shown in Table 29 were offered by the teacher counsellors and the head teachers.

Table 29: Head teachers and teachers recommendations to the Ministry of Education

<table>
<thead>
<tr>
<th>Suggested Solutions</th>
<th>Frequency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of times mentioned</td>
<td>Percent</td>
</tr>
<tr>
<td>The ministry to promote teacher counsellors to full time counsellors and improve their salaries</td>
<td>20</td>
<td>26.3</td>
</tr>
<tr>
<td>The ministry to train and post teachers in guidance and counselling</td>
<td>20</td>
<td>26.3</td>
</tr>
<tr>
<td>The ministry should organize in service training and workshops for teacher counsellors at local levels at least twice per year</td>
<td>12</td>
<td>15.8</td>
</tr>
<tr>
<td>More support in terms of resources and information should be disseminated to schools</td>
<td>10</td>
<td>13.1</td>
</tr>
<tr>
<td>Students should be introduced to counselling immediately they get into school</td>
<td>6</td>
<td>7.9</td>
</tr>
<tr>
<td>The ministry should pick competent teacher counsellors to head the guidance and counselling program</td>
<td>5</td>
<td>6.7</td>
</tr>
<tr>
<td>The ministry should improve on the coordination and organization of the counselling programmes in schools and the ministry</td>
<td>3</td>
<td>3.9</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Head teachers and teacher counsellors felt that for the counselling services to achieve the educational goals and to be improved to achieve effectiveness, one serious area that needed to be addressed was training for teacher counselors, 26.3% of the respondents agreed that more teachers needed to be posted to schools. The Ministry of Education should also promote teacher counsellors to full time counsellors and improve their salaries to enhance their efficiency.
CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of this study was to find out the factors that affected the effectiveness of guidance and counseling programmes in Kenyan secondary schools: A case study of Thika town of Ruiru Educational Zone. It was expected that the study would come up with practical recommendations as to how guidance and counseling programmes can be run effectively in schools.

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

- What are the types of problems facing guidance and counseling programmes in schools?
- What are the problems encountered by the teacher counselor in offering guidance and counseling services in schools?
- What is the perception of the students on the role of the guidance and counseling programmes in schools?
- What kind of support is given to the guidance and counseling department in the school?
- How can guidance and counseling be improved in secondary schools?

The sample comprised of five secondary schools. Each school was therefore; represented by one head teacher, three teacher counselors and twenty form three students. The study employed purposive and random sampling techniques in selecting the sample. Data to answer the research questions was through questionnaires and interview schedules. They were personally administered by the researcher to the teacher counselor, students and the head teachers respectively. The validity of the instruments was established through expert judgement and discussions during the meeting sessions with the supervisor. Observation schedules/checklist on the counseling resources and facilities were also carried out by the researcher for further information. Both quantitative, and qualitative (use of numerals and words) descriptions were used in the analysis of data. In this chapter is some discussion of the findings in chapter 4 followed by conclusions and recommendations.

5.2 DISCUSSION

The main objective of the study was to find out the major problems encountered by the teacher counsellor in offering guidance and counselling in schools. From the results of data analysis it was found out that the major problems encountered by the teacher counselor in offering guidance and counseling to students were the students unwillingness to open up and to seek help. They also lacked adequate time and space to carry out the counseling services. Majority of the teachers felt inadequate as a result of not having been trained in counseling services especially in the use of skills and techniques. A few however, had opted to use the services offered in private institutions like the Kenya Institute of Professional Counseling and the Methodist University. Others had to make a direct effort in defining and clarifying their functions to students.
This was to enable the teacher counsellors fight the feeling of being limited in the service provided.

These findings tally, with those of Sydney, 1997, Bernard 2002, Kiragu, 2002 and Daniel, 1998 all of whom found out that most teacher counselors waited until students emotional experiences had developed into problems. This was due to their inexperience. Without the proper skills and training, a teacher counselor cannot detect students’ problems early enough, before they develop into impairments.

The guidance and counseling programmes in majority of the schools were actually operational. Teacher counselors were performing their roles irrespective of the limitations faced in schools as they offered the counseling services. However, the guidance and counseling departments were hampered with problems that made them ineffective. Information revealed that the teachers in these departments spent two thirds of their time in teaching and administrative matters, a third of the remaining time was divided between roles of counselling like vocational advice, group counseling, individual counselling and guidance supervision, and meeting parents to discuss students related problems.

It was also found that the resources in counseling department were lacking. Such resources would have helped the teacher counselors to improve their counseling skills. Majority of the head teachers were uncooperative and preferred peer counseling which would require little funding. This de-motivated teacher counselors and left little room for in service training to help them improve their counseling services. The teacher counselors revealed that the use of appropriate skills and techniques in counseling enhanced effective counseling. Some of the commonly used techniques were listening to students needs, responding, discussion; individual and group counseling. However, teacher counselors lacked some basic skills due to lack of in service education programmes and professional training.

The researcher found out that majority of the students had been referred for counseling. However, students did not find voluntary counseling a necessary method of utilizing the counseling services in their schools. Those who had ever been counseled according to the teacher counselors, were not free to open up.

More space was therefore, needed to enable each teacher counsellor to handle the youthful students with confidentiality. The researcher found out that several teachers used one poorly equipped room to handle different students who had different problems. They did not assure them of privacy. These could have been the reason why few students sought counseling services, yet they were aware of the role of counseling programmes and their teacher counselors.

In all the participating schools, the counseling rooms were in separate peaceful places where students could go without being noticed. However, one school used a small room in the laboratory as a counseling center. It was overcrowded with other materials for the science teachers who used the same room as a staff-room whenever in the laboratory. This made counseling ineffective. In four schools, reading materials and facilities in the counseling offices revealed the appropriateness of the counseling centre. However, resources such as tables and chairs, cabinets, display racks and
bulletin boards, needed to be improved in the counseling room. This would help create more space for reading and showing of films.

Head teachers admitted that the major problem facing guidance and counseling in schools was lack of adequate time to offer guidance services. The programme was not even included in the timetable. This was made worse by the fact that majority of the teachers in guidance and counseling also had other responsibilities such as dorm masters/mistresses. None of the head teachers was willing to offer motivation fee for the extra work done by the teachers in counseling. This was because most of the schools lacked funds to carry on the programmes effectively.

The study also found out that the guidance and counseling teacher hardly handled academic guidance except in those cases where students' behavioral problems had greatly affected their academic performances. The main emphasis was on exams and handling interpersonal relations. The teachers admitted that career guidance was unpopular because of the non-availability of jobs. These findings tally with the literature review where Rotino (2002) in his speech noted that the major problem is not even with the teacher counselor or the school, the Kenya education system is mostly examination oriented and leaves very little space for other activities.

Students seemed to have different problems or needs. The researcher found out that students felt that their school experiences assisted them in being what they would want to be in future. They would seek counseling since it helped them in making career decisions, they would know the area to study for vocation and it helped them to improve their school work. It was discovered that students needed counseling services to solve their educational difficulties, vocational problems, social problems and professional problems, which interfered with learning. The researcher, however, found out that students who had been referred to them were not willing to cooperate during the session. When parents were called upon to intervene and help the counselor, some were reluctant to offer information about their children. What comes out of the investigation of the third objective tends to reinforce the findings in the second objective that the parents offered little help to the guidance and counseling teacher. They are ignorant about the direct importance of the programmes in dealing with problems affecting their children.

The students felt that guidance and counseling services were very important in schools. Guidance and counseling helped them cope with life challenges, helped create better learning environment and they gained good interpersonal skills. They looked at the teacher counselor as one who guides and counsels, comforts them, encourages them and helped in behaviour change and one who is mature, trained and experienced. However, the programmes appeared to have put more emphasis on counseling students about educational decisions, such as selection of subjects and post secondary planning, vocational counseling with emphasis on the job a student can find and counseling about personal and social problems, students also could not trust teacher counselor with personal problems. They felt that counseling was for the under disciplined and not for those performing well in class.

Quite a number of students were aware of the presence of counseling services in their schools, sixty percent of the schools had an orientation period for new students. They were informed about the existence of a teacher counselor and counseling unit.
However, students were hesitant in using these services and preferred peer counselors. They were either reluctant in admitting their problems or the guidance services were not effectively offered. The results tally with Maundu, (1997) findings where he found that students did not seek counseling because the guidance teachers were either too old, or too young, worse still if they were unpopular or of a gender not preferred by the students.

The sixth objective of this study sought to find out the kind of support given to the guidance and counseling department in the schools. The findings indicated that there was support given by the school administration, the teaching staff, the schools’ support staff and invited guest speakers. However, little support came from the neighbouring community, the Ministry of Education and parents. This was in terms of funds, resources, and facilities to enable the programme to be more successful. Relevant reference books were lacking in secondary schools. Reading materials were lacking in the counseling center. Schools however, considered guidance and counseling programme as a necessity, but most head teachers avoided the responsibility of running such a programme. Many teacher counselors complained of inadequate support from the administration. The staff was supportive but this was mainly in referral. This affected the running of the programs.

The head teacher and teacher counselors explained that evaluation on the guidance and counseling programmes had helped in not only improving the programmes but also in meeting the educational goals. This evaluation would enable the students to develop totally, make proper choices, prepare for future careers and help them deal with social and personal problems. The major problem in achieving such goals was the inability to make the programmes a regular and a continuous activity in schools.

5.3 CONCLUSIONS

Based on the findings of this study, the following conclusions emerge:

(i) Schools had developed loosely structured counseling programmes. They did not have specific guidelines on how to operate the guidance programmes. The guidance & counseling department was not among the priority departments for purposes of funding. This is because schools lacked adequate funds to finance the department. Training of teacher counselors and provision of space and resources was constrained by lack of financial support.

(ii) The study found out that there are no specific policy and practice guidelines about selection and appointment of teacher counselors. No requisite qualifications on guidance and counseling were made. In the absence of thorough selection machinery, some non-interested teachers were appointed to guidance and counseling department. This affects their effectiveness as counselors.

(iii) There are hardly any follow-up training courses after appointment of teacher counselors. Training provided to guidance and counseling teachers was basically an initial orientation and induction type of course.

(iv) Heavy workload and absence of incentives (to compensate for additional work) demotivated the guidance and counseling teachers.
(v) The number of students going for counseling was rather small given the overall student population. The referral was mainly done by teachers, not parents. Counselling time was not scheduled.

(vi) Guidance and counseling was given at the groups and at the individual level. This was mainly in form of lectures or talks. What was therefore, termed group counseling was actually lectures, talks or advice and not group counseling. Teacher counselors were conversant with basic counseling skills but needed further training. Peer counseling was being encouraged but had not become operational.

(vii) The schools experienced constraints such as lack of time by the guidance and counseling teacher, and a specified time when students could seek counseling. This left the two to find appropriate times for the service. This affected the effectiveness of the programme.

(viii) The schools guidance and counseling programme was therefore organized in an ad hoc manner, in spite of its importance. Other staff member did not also seem to be strongly involved in counseling.

(ix) The students tended to link student counseling with weakness and misbehavior. This made them shy away from seeking counseling. Their definition of the role of a guidance and counseling teacher was neither clear nor specific. The teacher counselor needed to de-link the two and come out clearly. Having counseling was not synonymous with being weak or in disciplined. They should explain their roles to the students.

5.5 RECOMMENDATIONS

On the basis of the findings and conclusions of the study, the following were the recommendations:

(i) The Ministry of Education through the inspectorate should provide in service training and sponsorship for teacher counselors to give them skills, knowledge and attitudes for counseling.

(ii) The Ministry of Education through the Kenya Institute of Education (K.I.E) should provide the resources such as textbooks, revise the Handbook for Guidance and Counselling and organize audiovisual materials. This should be done continuously and more often. Facilities for the guidance and counseling services and especially the counseling rooms should be addressed.

(iii) The selection of teacher counselors should be done using systematic criteria to maintain effective programmes. Both male and female teachers should be appointed to the programme.

(iv) New terms of services and salaries for teacher counselors should be revised to motivate the teachers. The head teachers should meanwhile reduce the teaching load. They should be employed on full time basis to avoid conflicting roles.
(v) Guidance and counseling clubs should be introduced by the teacher counselors. Students should also be involved in the arrangement of the guidance and counseling centers, encourage peer counseling and other activities to sensitize students on the role of guidance and counseling in schools. Indiscipline and other weaknesses should be de-linked from counseling. Schools should review and popularize students' referral system to reach out as many students as possible.

(vi) Professional counselors should be engaged occasionally. Each school ought to have a time tabled programme on when to invite them and shop around for inexpensive ones or solicit for those that can conduct services free of charge. This will help teacher counselors acquire new skills in-group counseling.

(vi) Guidance programmes should be part of the school curricula. It should be time tabled like any other subject. Teachers appointed to execute it should have their roles spelt out to the students. The teacher should in turn specify to the students the proper roles of guidance and counseling programmes in schools. Every institution should establish good management practices, as this is a basis for good institutional discipline.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

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

- There is need for a follow up study to establish the impact of guidance and counseling on students after leaving school

- A study should also be conducted to investigate whether involvement of peer counselors in the guidance and counseling programmes may encourage students to attend counselling and promote voluntary help seeking

- A research on the professionalism of guidance and counseling as practiced in schools today is another area that should be given priority in future research.
REFERENCES


APPENDICES

RESEARCH INSTRUMENTS

I. QUESTIONNAIRE FOR THE TEACHER COUNSELLOR

II. QUESTIONNAIRE FOR THE STUDENT

III. INTERVIEW SCHEDULE FOR THE HEAD TEACHER

IV. OBSERVATION SCHEDULE

V. OBSERVATION CHECKLIST ON THE AVAILABILITY OF OTHER RESOURCES IN THE GUIDANCE AND COUNSELLING UNIT
APPENDIX A

GUIDANCE AND COUNSELLING IN SCHOOLS

QUESTIONNAIRE FOR THE TEACHER COUNSELLOR

Instructions:

The purpose of this questionnaire is to seek information on the role of the teacher counsellor in the provision of guidance and counselling services in the school. It is for research purpose only.

Your honesty and co-operation will go along way in helping me accomplish the goal of this study.

You should feel free to give personal opinions in your response. You do not have to write down your name but if you do, your identity will remain confidential.

Write your answers by either (✓) in the brackets provided or by writing down your responses in the space provided (where necessary).

Thank you in advance for your co-operation.
1. School: ____________________________ Date: ____________________________
Designation: ____________________________ School Public ( )
Sex: ____________________________ Special ( )
Religion: ____________________________

2. (a) Are you a professionally trained teacher?
   (i) Yes ( ) (ii) No ( )

   (b) If Yes what are your professional qualifications?
      (Tick (✓) one).
      (i) S1 ( )
      (ii) Diploma in Education ( )
      (iii) Approved Graduate Teacher ( )
      (iv) UT Graduate Teacher ( )
      (v) B.Ed ( )
      (vi) Any other qualification (Specify) ( )

3. What is your teaching experience (Tick (✓) one)
   (i) Less than one year ( )
   (ii) 1 - 4 years ( )
   (iii) 5 - 9 years ( )
   (iv) 10 - 14 years ( )
   (v) Over 15 years ( )

4. How long have you served as a guidance and counselling teacher in your school/current responsibility?
   (i) Less than one year ( )
   (ii) 1 - 4 years ( )
   (iii) 5 - 9 years ( )
   (iv) 10 - 14 years ( )
   (v) Over 15 years ( )

5. (a) Besides your professional training as a teacher, have you attended training as a counsellor?
      Yes ( ) No ( )

   (b) Where did you attend your training if Yes in 5(a) above.

   (c) What was the duration of your training?

   (d) Were you awarded any certificates?
      Yes ( ) No ( )

6. (a) Have you attended any in-service programme or workshop on Guidance and Counselling?
      (i) Yes ( ) (ii) No ( )

   (b) If the answer in 6 (a) above is Yes, when was the last time you attended.

7. Did the inservice course or the workshop/seminar deal with the following issues.
   (i) Roles of the teacher/counsellor. ( )
   (ii) Guidance and Counselling Programmes ( )
   (iii) Skills/techniques of counselling ( )
   (iv) Counselling students in schools ( )
(v) Problems faced by students that need counselling services. ( )
(vi) Problems faced by teacher counsellors. ( )
(viii) Any Other, Specify __________________________

8. What did you achieve from the programme mentioned in 7 above.
   (i) Adequate knowledge and positive attitude on the work of a teacher counsellor. ( )
   (ii) Skills and techniques in counselling. ( )
   (iii) Awareness on the problems facing the counselling programmes in schools. ( )
   (iv) Any other, (Specify) __________________________

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

<table>
<thead>
<tr>
<th>Skills/Techniques of Couns</th>
<th>Used Person</th>
<th>Quite Often</th>
<th>Often</th>
<th>Rarely</th>
<th>Not Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Listening</td>
<td></td>
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<td></td>
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<tr>
<td>(b) Positive attitudes</td>
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<td>(c) Verbal Communication</td>
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<td>(i.e.) (i) talking</td>
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<td>(ii) Responding</td>
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<tr>
<td>(iii) Discussing</td>
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<td>(d) Non-Verbal Communic...</td>
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<tr>
<td>(i) Gestures</td>
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<tr>
<td>(ii) Facial expressions</td>
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<td>(e) Leads</td>
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<tr>
<td>(i) Direct questions</td>
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<tr>
<td>(ii) Interpretation</td>
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<tr>
<td>(iii) Restating Content</td>
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</tr>
<tr>
<td>(iv) Summarizing</td>
<td></td>
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<tr>
<td>(v) Confrontation</td>
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</tr>
<tr>
<td>(vi) Paraphrasing</td>
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<td></td>
<td></td>
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<tr>
<td>(f) Individual Counselling</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Group Counselling</td>
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<tr>
<td>Consultation</td>
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<tr>
<td>Specify</td>
<td></td>
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</tr>
</tbody>
</table>
(b) From the ticked list you have made in 9 (a) list down the most appropriate techniques for your clients students)

10. In your opinion, what are the major problems facing the guidance and counseling program in your school?

11 (a) Do you get any support from the schools administration as you conduct your duties as a teacher counselor?
   (i) YES ( )
   (ii) NO ( )

   (b) If your answer to 11(a) above is Yes, Specify by who? And how?

12 (a) Do you think there ways in which we can improve guidance and counseling services in secondary schools?
   (i) Yes ( )
   (ii) No ( )

   (b) If your answer to 12(a) above is Yes explain briefly.

13. (a) Do you have specific time included on the timetable for counseling?
   (i) Yes ( )
   (ii) No ( )

   (b) How often do you meet your students for counseling?

14. Briefly mention two perceptions the students have of the teacher counselor from your counseling experience.

15. (a) What recommendation would you make to the school administration as far as guidance and counselling programme is concerned.

   ..........................................................................................................................................
   ..........................................................................................................................................
   ..........................................................................................................................................

   (b) What recommendation would you make to the Ministry of Education as far as Guidance and Counselling is concerned in Secondary Schools.

   ..........................................................................................................................................
   ..........................................................................................................................................
   .............................................................................................................................................
APPENDIX B

QUESTIONNAIRE FOR THE STUDENTS

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

1. Name of School: ________________________________
   Form/Class: __________________________________
   Male/Female: ____________________________
   Date of Birth: _____________________________ Age: __________
   Religion: __________________________________

2. (a) Do you know what Guidance and Counselling is?
       Yes( ) No ( )
       (b) If yes, what is Guidance and Counselling in two sentences.
           _______________________________________________________

   (c) Do you know the teacher incharge of guidance and counselling in your school? Yes ( ) No ( )

3. (a) Have you ever been referred to a teacher counsellor.
       Yes ( ) No ( )
       (b) If the answer in 3(a) above is Yes, who referred you to the Guidance and Counselling teacher? Indicate by ticking (√).
           (a) Another Student ( )
           (b) Class teacher ( )
           (c) Teacher incharge of guidance and counselling. ( )
           (d) Headteacher ( )
           (e) Deputy Headteacher ( )
           (f) Discipline Master ( )
           (g) School pastor ( )
           (h) Prefect ( )
           (i) Any other Name him/her in the space below
               _______________________________________________________

   (c) What is the problem(s) that led you to be referred to the guidance and counselling teacher.
       _______________________________________________________

4. (a) Are your teachers willing to help you in studies after classes are over? Yes ( ) No ( )
(b) Are you satisfied with the kind of help offered by your teachers?  Yes ( )  No ( )

(c) Do you feel that your school experiences are assisting you to be what you would like to be?  
   Yes ( )  No ( )

(d) Why do you feel like that?

5. (a) When faced with a problem, are you comfortable to talk it over with your counsellor?  
   Yes ( )  No ( )

(b) If the answer for 5(a) above is either Yes or No, state the reason.
   (i)
   (ii)
   (iii)

(c) What do you like most about Guidance and Counselling in your school?
   (i)

(d) What do you hate most about guidance and counselling in your school.
   (i)

6. (a) Do you know the functions of a teacher counsellor in the school?  Yes ( )  No ( )

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

7. (a) In your view, in which class do you think Guidance and Counselling should be availed to the students.

(b) Give one reason for your answer.

8. (a) Do you think that counseling is a good way of solving problems among students?  
   (i) YES  (ii) NO

(b) If your answer in 8(a) above is YES, how often do you seek counseling from your counseling teachers?
9. If there is something else you would like to say about the Guidance and Counselling programme in your school, please write it in the space provided below.
APPENDIX C

GUIDANCE AND COUNSELLING IN SCHOOLS
INTERVIEW SCHEDULE FOR THE HEADTEACHER

1. Name of School: ________________________________
   (i) Public (ii) Special

2. You are Male
   Female

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

4. (a) Name your highest professional qualification
     ________________________________
     Date of promotion to present post.

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

6. (a) Do you have a teacher-counsellor in your school?
     (i) Yes (ii) No
     (b) If the answer for 6(a) is Yes, how many teacher counsellors are there in your school?

7. Are these teacher-counsellors enough to offer effective counselling services.
   (i) Yes (ii) No
   Give reasons for your answers.

8. What in your opinion are the major problems facing the guidance and counseling programme in your school?

9. What do you think can be done to improve guidance and counseling services in your school?

10. Do you think guidance and counseling services can be used to help solve problems being faced by students in schools?

11. Please comment on the type of support (human or material) given to the Guidance and Counselling department by the following groups.
    School administration
    Teaching staff
    Parents
    Neighbouring community
12. (a) Do you think the teacher counsellors face problems as they offer their counselling services? Please comment.
(b) How do you solve these problems.

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

(b) Do you also think there is a relationship between indiscipline and guidance and counselling in Secondary Schools? Please comment.

14. What do you think are some of the factors affecting effective guidance and counselling services in your school.

How do you try to solve the problems affecting the promotion of guidance and counselling services in the school.

15. In your opinion, what recommendations can be offered to improve the standards of Guidance and Counselling Programme so as to facilitate its implementations in Secondary Schools in Kenya.
Utilization of the Counselling resources

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

<table>
<thead>
<tr>
<th>Guidance &amp; Counselling Resources</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Available</td>
</tr>
<tr>
<td>Teacher Counsellors</td>
<td></td>
</tr>
<tr>
<td>Representative from the School administration</td>
<td></td>
</tr>
<tr>
<td>Representative from the supporting staff</td>
<td></td>
</tr>
<tr>
<td>Equipped large room with space &amp; setting place</td>
<td></td>
</tr>
<tr>
<td>Avoid-Visual Materials e.g. TV, Radio, recorder, video tape</td>
<td></td>
</tr>
<tr>
<td>Text books</td>
<td></td>
</tr>
<tr>
<td>Other written materials e.g. pamphlets, journals, charts diagrams brochures</td>
<td></td>
</tr>
<tr>
<td>Students information files</td>
<td></td>
</tr>
<tr>
<td>Remark registers for visits</td>
<td></td>
</tr>
<tr>
<td>Proceeding registers to record the activities of guidance programmes</td>
<td></td>
</tr>
<tr>
<td>Others Specify</td>
<td></td>
</tr>
</tbody>
</table>

2(a) Does the teacher counsellor make use of any of the resources mentioned (1) above.
   Yes
   No

3. If the answer in 1 (a) is yes indicate by ticking in the appropriate column below the extent of utilization of these resources you have in your school.
<table>
<thead>
<tr>
<th>Guidance and Counselling Resources</th>
<th>Utility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quite</td>
</tr>
<tr>
<td>Teacher counsellors</td>
<td></td>
</tr>
<tr>
<td>Representative from the school</td>
<td></td>
</tr>
<tr>
<td>Representative from the supporting staff</td>
<td></td>
</tr>
<tr>
<td>Equipped large-room with space and place</td>
<td></td>
</tr>
<tr>
<td>Audio-visual/materials e.g. (TV, recorder, video)</td>
<td></td>
</tr>
<tr>
<td>Text Books</td>
<td></td>
</tr>
<tr>
<td>Other written materials e.g. pamphlets, journals, charts</td>
<td></td>
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<tr>
<td>Students information files</td>
<td></td>
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<tr>
<td>Remark registers for visits</td>
<td></td>
</tr>
<tr>
<td>Proceeding registers to record the activity of guidance programmes</td>
<td></td>
</tr>
<tr>
<td>Others specify</td>
<td></td>
</tr>
</tbody>
</table>

1. (a) In your opinion, does the use of these resources make a difference in offering the counselling services? (i) Yes (ii) No
(b) If the answer in 2(a) above is Yes what differences have you noted?

2. 3. (a) are there any factors affecting effective use of these resources in your department?
   (i) Yes ( ) (ii) No ( )
(b) If the answer in 3(a) is Yes list them down.

4. Are the selected materials related to the recommendation of the counselling center?
(a) Very closely
(b) Closely
(c) Irrelevant

5. Are the objectives of having these materials related to the objectives of guidance and counselling in schools?
(a) Very Closely
(b) Closely
(c) Irrelevant
6. Make other specific comments on resources not covered by the preceding questions.
APPENDIX E

GUIDANCE AND COUNSELLING IN SECONDARY SCHOOLS

An observation checklist on the availability of other resources in the Guidance and Counselling Centre in Secondary Schools.

Name of School: ____________________________
Department: ________________________________

1. Counselling centre/room is a
   - Classroom ( )
   - Corridor in the Library ( )
   - Head of Guidance and Counselling Department Office. ( )
   - Any other, specify ____________________________

2. Date of observation ____________________________

3. (a) Organization of the counselling room
   (i) Spacious room
   (ii) Adequate tables and chairs
   (iii) Display racks and bulletin boards
   (iv) The room is in a peaceful place
   (v) Attractive room
   (vi) Any other information on the organization of the room, specify ____________________________

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

<table>
<thead>
<tr>
<th>Areas</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Tables &amp; chairs</td>
<td>Adequate</td>
</tr>
<tr>
<td>(ii) Cabinets, wardrobes/cupboards</td>
<td></td>
</tr>
<tr>
<td>(iii) Display racks/bulletin boards</td>
<td></td>
</tr>
<tr>
<td>(iv) Meeting-discussion rooms</td>
<td></td>
</tr>
<tr>
<td>(v) Attractive displays</td>
<td></td>
</tr>
<tr>
<td>(vi) Arrangement of the reading materials</td>
<td></td>
</tr>
<tr>
<td>(vii) Any other, specify</td>
<td></td>
</tr>
</tbody>
</table>

4. Make other specific comments on areas or sections in the counselling room, not covered by the items.
Mungai Catherine Wangeci
Kenyatta University
P.O BOX 43844
Nairobi

Dear Madam

RE: RESEARCH AUTHORIZATION

Reference is made to your application for authority to conduct research on “Factors affecting the effectiveness of Guidance and Counseling Programmes in Kenyan Secondary Schools.” A case study of Thika and Ruiru Towns.

This is to inform you that you have been authorized to carry out research in Thika District for a period ending 30th October, 2004. You are advised to report to the District Education Office Thika District before embarking on your research project.

Upon completion of your study, you are expected to submit two copies of your research findings to this office.

Yours faithfully,

B.O ADEWA
FOR PERMANENT SECRETARY

Cc

The District Commissioner
Thika District

The District Education Officer
Thika District