A STUDY TO INVESTIGATE "PERCEPTIONS OF THE ROLE OF THE COUNSELLORS IN SECONDARY SCHOOL"

IN NYERI, KENYA

BY

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DECLARATION

THIS RESEARCH PROJECT IS MY ORIGINAL WORK AND HAS NOT BEEN PRESENTED FOR A DEGREE IN ANY OTHER UNIVERSITY.

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THIS PROJECT HAS BEEN SUBMITTED FOR EXAMINATION WITH OUR APPROVAL AS THE UNIVERSITY SUPERVISORS

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DEDICATION

To all those steering guidance and counselling in the society and in particular those involved in promoting guidance and counselling in schools.

I am also grateful to all whom I owe my success and for their kind, encouraging and generous help and support during the whole period of study.

Finally, I am indebted to my family, teachers and friends for their persistent concern, cooperation and understanding during the whole period of study.
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perceptions were required to establish which views are differing from the rest.

The respondents were chosen from the three main categories: teachers, Counsellors and Headteachers. A total of three hundred and six individuals were included. There were four separate groups: teachers were sixty four, students were two hundred and sixty five, while headteachers and counsellors were both ten in each group.

A questionnaire was used to gather the respondents' views from the respective groups. Statistical analysis were conducted.

The results of the questionnaire showed that teachers, counsellors and headteachers differed in their perceptions of the role of the counsellors. Specifically, there were significant differences between headteachers and teachers; teachers and counsellors; teachers and students; counsellors and students.
ABSTRACT

The Study aimed at investigating whether, secondary school students, teachers, counsellors and headteachers have different perceptions on the role of the counsellor in secondary schools. The four groups' perceptions were compared to establish which group was differing from the rest.

The population was drawn from ten boarding secondary schools. A total of three hundred and forty nine subjects were sampled. There were four independent groups - teachers were sixty four, students were two hundred and sixty five, while headteachers and counsellors were both ten in each group.

A questionnaire was used to gather the necessary data from the subjects. Both descriptive and inferential statistics were used.

The study found out that, secondary school students, teachers, counsellors and headteachers differed in their perceptions of the role of the counsellors. Specifically, there were significant differences between: Headteachers and teachers; teachers and counsellors; teachers and students; counsellors and students.
The study came up with various recommendations, which included, encouraging parental guidance at home before and after start of formal education; training of guidance counsellors to promote the guidance programmes in schools; the establishment of a good guidance programme which should be integrated in the school curriculum; encouraging and facilitating of cooperation among teachers, careers masters and headteachers so that they can promote the guidance programme in schools.

The study also recommended the launching of a coordinating committee which should continuously evaluate the guidance programme among other duties.

Implementation of these recommendations, is likely to raise the level of awareness on the importance of guidance and counselling in schools.
CHAPTER ONE

INTRODUCTION

1.0 BACKGROUND TO THE STUDY

Guidance movement, to which many authorities have given credit for the origins of counselling, began in the first decade of 1900s in the United States of America (USA). Counselling in schools rapidly expanded in 1958 due to large increase in governmental support. The purpose was to counter balance the discrepancy in technology between U.S.A and the Soviet Union, after the latter successfully launched spunik 1.

In Kenya, formal guidance can be traced back a few years before independence. This is because there was the realization that independence was about to come; and the young nation was to start preparing for manpower development. For this reason provision of vocational guidance was seen necessary as Kilonzo (1980) noted that:

at the end of 1962, the Ministry of Labour in conjunction with the Ministry of Education decided on some ways to give vocational guidance with the help of career masters (P.5).

This marked the beginning of guidance programme in Kenyan Secondary Schools. Informal guidance had been going on at the family level for many years. Also, traditionally, elders managed all social institutions.

Kilonzo (1980), in his paper "Guidance and Counselling in Kenya, observed that. in 1964, the Ministry of Labour's
department of service was strengthened so as to give career
guidance to school leavers. This was due to the feeling that
high level manpower requirements were in great need to work
both in the government and the private sectors.

The need for personnel was highlighted by a report issued
by Ford Foundation in 1964. It recommended that a careers
guidance handbook be availed to career masters. It was
a source book on careers. The information it contained was
supposed to be passed to students by career advisers. It also
gave a description of all the major fields, important
occupations in each field, requirements in each occupation,
expected pay and advancement.

In 1965, the employment service department in the Ministry
of Labour produced a pamphlet called Choosing Careers, in which
advice on careers selection could be obtained. The information
was to be passed to secondary school students by the career
advisers. The pamphlet both outlined the guidance programme
and requested for the involvement of individual employers.
The latter were requested to submit the description of the
available jobs and how new recruits could be introduced into
industry; also the pamphlet introduced career masters
and employers to a method of compiling and using the school
report and job description in a way that would facilitate the
giving of career advice and the recruitment of secondary
school leavers into employment, observed 'Kilonzo', (1980)

In 1967, a Keynote address in a careers conference by the
then Minister for Labour Dr. Kiano indicate that job
description of about 170 careers were obtained and this information reached secondary schools.

From 1962 - 1967, a smooth and continuous guidance programme was being pursued. It unfortunately came to a halt between the years 1968 - 1969 because the government was establishing a machinery for Kenyanization of the private sector. Within the same period the Ministry of Labour produced another pamphlet entitled, Helping you to choose a career, following recommendations of a 1967 careers conference. The pamphlet aimed at finding out what careers were available in the government, commerce and industry. Also, it was to arrange for school leavers to get started on the careers they could mostly succeed.

In 1970, a careers guidance handbook for secondary school leavers was launched. The project was funded by Ford Foundation. A revised edition was published in 1971 bearing the title Careers Guidance for Kenya: A manual for careers advisers and a reference for secondary school students.

In July 1971, the Ministry of Education set up a unit on educational, vocational guidance and counselling. It was charged with the responsibility of introducing and promoting guidance and counselling in schools. The aim of guidance and counselling was to ensure that each individual is put in a place where he or she can contribute intellectually and constructively towards nation-building and development.

Karugu (1989), in his paper, Guidance and Counselling in
Kenya - 1971 - 1988, said that the guidance and counselling unit of the Ministry of education may be credited for the following three aspects:

i) encouraging schools to have counsellors,

ii) creating an awareness on the importance of guidance and counselling by holding seminars for school teachers,

iii) writing, producing and updating the hand book for school guidance counsellors. Beyond these, the unit has made very little impact in developing guidance and counselling in schools.

In the 1974-78 Development plan, guidance and counselling unit was grouped together with such others as Kenya Institute of Education, National Examination Council and the school Feeding Scheme. It was listed as an education support service and there was little expectation in the expansion of guidance and counselling service.

In 1976, the Gachathi Report made four important recommendations on the development of guidance and counselling. First it recommended the expansion of counselling service of the Ministry of Education. Second, it required the head of each educational institution or department to assign a member of staff to be responsible for seeing that information on guidance and counselling is provided to all and that opportunities for individual guidance by teachers and parents are available at appropriate times. Third, it required each institution to build up and use cumulative record of students academic performance.
homeground, aptitudes and interests and special problems to facilitate guidance and counselling. Fourth, it recommended the establishment of courses at the University for training professional workers in guidance and counselling.

Going by these recommendations, it is common sense that most secondary schools have career advisers. These are volunteers or people who have been appointed by their school heads to provide guidance and counselling. A few of these people especially those who took education at University or have had the opportunity to attend seminars organized by the Ministry of Education have been exposed to guidance and counselling.

The Majority of them, however, lack basic training in the discipline. Which has been a major draw back in efforts to develop guidance and counselling.

Guidance and counselling has been concentrated in secondary schools mainly because it is at this level where education has expanded in relation to manpower requirements. In this regard the Kenyan approach to guidance and counselling has tended to emphasize careers and rarely the overall development of the student hence its major weakness. Also guidance and counselling has been limited to school leavers during their third term when they are filling career forms. This is inadequate career guidance and at the same time it is seen in some quarters as a support service for those students who will not be going for higher education.

Shertzer and Stone (1965), observed that guidance services in school should assist pupils to identify and develop their
strengths especially in educational and vocational opportunities. If guidance service is to develop students in all ways, it should start as early as possible in their school lives, and it should also be provided to all students.

Guidance and counselling is a profession in the West. Specialists on this field are known by various names depending on their training and placement in different parts of the World. As an example, in the Western World, a counsellor is a trained person who must have obtained at least a masters degree in guidance and counselling.

In Kenya, the only qualification is to be a secondary school teacher. Until recently school counsellors were called career advisers or masters. They helped school leavers fill careers forms hence were called careers advisers.

1:1 STATEMENT OF THE PROBLEM

The study investigated the role of career masters as perceived by students, teachers, counsellors (career masters) and headteachers in secondary schools.

The study sought to answer the following questions:

a) What are the students' perception of the counsellor's role?

b) What are the teachers' perception of the counsellor's role?

c) What are the counsellor's perception of their role?

d) What are the headteachers' perception of the counsellor's role?
To be able to answer the above questions systematically, the following objectives were examined and discussed.

i) Students' perception of counsellors' role.
ii) Teachers' perception of counsellors' role.
iii) Counsellor's perception of their role.
iv) Headteachers' perception of counsellors' role.

1:2 HYPOTHESES

This study attempted to accomplish the following, identify students', teachers', counsellors' and headteachers' perceptions of the role of counsellors. To do so, the following hypotheses were formulated.

i) There will be no difference between headteachers and students in their perceptions of the role of the counsellor's role.

ii) There will be no difference between Headteachers and teachers in their perceptions of the role of the counsellor.

iii) There will be no difference between headteachers and counsellors in their perceptions of the role of the counsellor.

iv) There will be difference between teachers and counsellor in their perceptions of the role of the counsellor.

v) There will be no difference between teachers and perception of the role of the counsellor.

vi) There will be no difference between counsellors and students in their perceptions of the role of counsellor's.
1:3 SIGNIFICANCE OF THE STUDY

The purpose of the study is to find out how the secondary school students, teachers, counsellors and headteachers perceive the role of the counsellors. There seem to be very little research conducted in this area. At present, there are very many seminars that are going on to enlighten or highlight the significance of this neglected area, therefore the researcher has felt a need to do something about this pressing area.

The finding of this study hope to benefit educators, policy makers and learners among other. If research identifies the perception of each group in the sample, appropriate steps can be taken by the appropriate authorities to improve or modify the relevant aspect. For example, if the students' perception of the career master is lower than that of the other groups then appropriate measures can be taken to rectify the anomaly.

The study will also give an insight into the magnitude of the whole situation. This is of paramount importance especially now that the 8-4-4 education system is operational. Students at Form Four are taking thirteen subjects. It will be too hard for the students to assess accurately their interests and abilities. They need a lot of guidance and counselling, so that they can make the appropriate decisions and choices.

The research could also provide vital information which could stimulate further research.
1:4 LIMITATION OF THE STUDY

The study was concerned with secondary school students, teachers, counsellors and headteachers in their perceptions of the role of the counsellor. For this matter, the study had the following limitations.

It was limited to ten secondary school students in Nyeri district, where a sample of Three hundred and Fourty Nine teachers, students, counsellors and headteachers were sampled. So all the generalization that were made in this study are limited to this local area.

The funds and time allocated were not enough to allow the researcher to conduct a wider survey for wider generalization of the results.

The researcher also noted that very little local research has been done and published. So most of the needed literature was gathered from studies that were done in the West especially United States of America.

1:5 DEFINATION OF TERMS

Counsellor: Will be defined as any person officially recognized and working in a secondary school, concerned with and accepting the responsibility of assisting students on their needs and problems. The word counsellor will be used interchangeably.
Perception: Will mean the level of awareness in a person.

8-4-4 Education System: Means an education system with eight years of basic (primary) education, four years of secondary education and four years (minimum) of University education.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2:0 INTRODUCTION

This study attempted to investigate the perceptions of the counsellors' role by secondary school students, teachers, counsellors and headteachers. Related literature was reviewed on the following areas:

a) Students' perception of the counsellor's role.

b) Teachers' perception of the counsellor's role.

c) Counsellors' perception of the counsellor's role.

d) Headteachers' perception of the counsellor's role.

The study aimed at finding out whether any discrepancy existed in how the above four groups perceive counsellor's role in the schools.

In Kenya, the counsellor's role is not fully understood and accepted and hence there are feelings that something should be done to change this. In response to this, the Ministry of Education introduced a guidance and counselling unit at the Ministry's headquarters. The importance of this unit is thought to become pronounced with the 8-4-4 education system.

This new system of Education is geared towards identifying and developing individuals' (students) potential, right from primary to college level. However, this cannot be achieved if guidance services are only given at the end of the fourth year when candidates are filling career forms. So career guidance is not adequately provided as Berdie (1960) noted:
"those processes that result in decisions to develop one's talents and abilities occupy long periods of time, and counselling that is to help students make decisions must be extensive" (P.462).

This shows that, if guidance and counselling is to be helpful enhancing students' potential and abilities, it should be practised all the way maybe from home to college.

Every student has as much right to counselling as to education. For this reason, various writers have felt that guidance and counselling should be an integral part of core curriculum. Newsome et. al. (1973) observed that counselling should not be a service only for those institutions fortunate enough to be able to afford a counsellor but it should be a central and integral part of the educational process for all students.

According to Stefflere (1965), whenever the teaching-learning process takes place, there are attendant problems and needs. Such needs require attention of a specialist in the school. He also observed that vocational and educational problems are becoming increasingly complex in this rapidly changing society.

The school counsellor's role perception by others depend on various factors; such as sex of both the counsellor and client, experience of the counsellor, the title given to counselling centre and sometimes the needs or problems of the client.
Studies that have been done before show that the role of the counsellor is viewed differently by different people. For example, Heppner and Dixon (1978) found out that, differential role perceptions by clients occur. This supported Euraiff 1961, Gibson 1962, Grant 1954, and Heilfron 1960, who observed that differing perceptions of the counsellor's functions by students occur. These observations suggest that, when students know that there is a counsellor in their school, they are likely to go to him for help. The chances of seeking help will be increased if the counsellor talks to the students either individually or in group. So the counsellor's presence in the school, is likely to increase the awareness of his importance to the students.

Presenting either oral or written information to potential clients concerning counselling services influenced their perceptions of the role of the counsellor and suggested that those changed perceptions could influence help seeking (Gelso and Mckenzie, 1973).

Investigations on whether perceptions of counselling centre title affects its utilization has documented that, firstly,

a) different types of problems are viewed as appropriate for different types of counsellors, usually identified by different helper labels and,

b) that the nature of the clients' problems influences his or her help seeking behaviour (Carrey and Savitz
Secondly there are well supported findings that,

i) students perceive potential helpers, identified by different titles, quite differently and

ii) these different perceptions, affect students' tendency to seek help from help providers.


Considered together these findings suggest that, helpers even when identified solely by title are perceived quite differently by students and that students' perception of these helpers influence to whom they go for help. Also students perceive counselling centres differently, depending on the title, and these perceptions may affect students' use of the centre services (Kohlan 1973, Scevelking and Chappel 1970).

It can be concluded that even a label like school counsellor, guidance and counselling office etc has some effect on students' tendency to seek help, from such persons or centres.

The type of need or problem affects the way a client seeks help. According to Patterson (1965) many students do not perceive the counsellor as being a source of help with problems, particularly those of a personal nature. Grant (1954) studied the help given to students by counsellors in educational planning, vocational training and personal problems. The results show that, counsellors were preferred as the students first source of help in educational and vocational planning, but not
personal-emotional problems.
Students at best perceived the counsellor as playing a minor role in assisting them with problems of personal-emotional nature. These findings indicate that, students see the counsellor as a helper in certain needs but not others.

Counsellors were preferred by high school students over teachers, parents, and friends as sources of educational and vocational help. They also preferred to discuss personal problems with parents and peers (Jensen, 1955). Then it can be argued that students are aware of where to take different problems.

Students feel that only those with problems should see a counsellor, while those without problems or are bright in class should not seek counsellor's help. Heilfron (1960) asked high school students to indicate the degree of counselling needed by individuals with various kinds of problems. Majority felt that those who were bright and performing well in school did not need counselling, and that it should be reserved for those who displayed character disorders.

The above findings were supported by Gibson (1962) when he found out that, more than one-quarter of the students he studied, indicated that counsellors had not assisted them personally in any way. Also fifty-six percent reported that, they were not sure what constituted the activities of their school guidance programme, and one-third of them reported that the programme had not been described, explained or outlined to them during their 3 or 4 years in high school. These
observations show that most students are not sure of the presence and provision of guidance services in secondary schools.

Jensen (1955) had found out that, students prefer to discuss personal problems with parents and peers. It was later revealed by Leviton (1977) that, only fifty-four percent of the students with problem of personal concern consulted a relative or a friend, while twenty-nine percent, contacted the parents. So it can be argued that approximately half of the students would contact parents when they have personal problems while about one-third of them were unaware of the existence of a counsellor in the school. Smith (1951) had observed that,

"follow-up studies frequently have revealed that former pupils were unaware that the school had counsellors when they were in school" (P.256).

This quotation shows that even in schools where there is a guidance counsellor, some students are never aware of this. This could be attributed to the fact that no one had informed them about the presence of the school counsellor. The importance of guidance services in the school should be known by all, and especially the students.

It is the duty of the guidance personnel in conjunction with the administration to carry out a planned programme designed to acquaint students with the counselling services, its organisation, the kinds of problems with which it proposes to assist and its relation to other aspects of the total school programme. This effort would ensure that students
understand the function of the guidance programme and how they can benefit from all of its services.

In schools, some students are unaware of the presence of a counsellor, hence they do not know his duties. There are other students who are aware but still they do not go to him for help. This suggest that students are reluctant in admitting their problems.

Students should have a very clear perception of the role of a counsellor, as this may determine whether or not they use the counselling services. To have a good perception of the counsellor's role, both the counsellor and the student should have a good relationship. Counsellors and students have a relationship between them and hence special significance should be attached to the perceptions students have on counselling.

Since students' perception of the role of the counsellor may determine whether or not they use counselling services and their concepts may determine the success or failure of a counselling programme, the need to determine how to change those concepts is of paramount importance. Efforts should be made to improve the awareness students have on guidance and counselling services through group counselling in their classrooms.

It has been found out that, students were better informed regarding the guidance programme than were their parents Winslow (1954). Also they were better satisfied with the guidance programme and more aware of its benefits than were
Murro and Revello (1970) investigated whether students are aware of the extent of performance of guidance services in secondary schools and also whether those who have the services of a full time counsellor view him as providing them with concerns of a personal nature or whether he is viewed primarily as a helper with educational and vocational plans. They also found out that, significant differences do exist between the perception of counsellors and the perception of senior students with regard to the extent of performance for the majority of guidance services.

The above results suggest that, the way guidance services are provided affect how the recipients of those services perceive them. The items used mainly had loadings on services such as, providing information, counselling individuals, placement services and follow-up services. It was noted that in providing information, students were generally unaware of counsellor's efforts in providing information about local and vocational opportunities and employment trends.

In the individual inventory services, despite counsellor responses that showed partial or full provision of services related to group and individual testing, students seemed to be generally unaware that such services were being performed. It can be concluded that, counsellors were not effectively communicating the nature of their duties to the students, and that, discrepancies exist between counsellor and student perception of the performance of a majority of guidance services.
Students are known to have preference for different problems or needs (Leviton 1977). In deciding on career or area of study for a vocation, forty-five percent of the students responding indicated they would go to a parent. The next most important person was the counsellor, who was selected by twenty-six percent of the students. Only sixteen percent selected a friend or a relative. If a student was having difficulty that resulted in truancy, the person most likely to be consulted was the counsellor, who was selected by fifty-four percent of the sample. For poor school work the person most likely to be consulted would be the subject area teacher.

In ranking of twelve guidance functions in terms of their importance in meeting students needs. Students felt that the most important function was high school planning, post high school planning, academic problems and career education respectively.

In an attempt to obtain student evaluative input as to the functioning of the counsellor, forty-eight percent felt that, the counsellor was available when needed. Fifty-six percent felt that the counsellor had been helpful with school problems. Most of the students, 67%, had no experience with the counsellor in regard to personal problems. Of those who did have some experience, 23% indicated that the counsellor had not been helpful.

These findings have various implications for guidance services, especially functioning of a counsellor. A large number of students feel that they get help on career problems
from their parents first and counsellors second. This is to be constrained with the high ratings given to the counsellor's function in career education.

Consequently, it would appear that counsellors need to do more to promote their utility to both students and parents in obtaining career information. Senior students are likely to use the counsellor as a resource person for career information due to their experience in obtaining counselling for job and college applications. Guidance personnel have been trained and they feel competent to work with personal and family problems.

Most of the sampled students see people outside the school (a relative, friend or parent) as being more helpful. If counsellors perceive their function as counselling students about personal concerns, it appears essential that this be communicated to students more clearly. If the students are aware of this role of the counsellor, but are rejecting the service, then counsellor competency may be the issue.

Response of students to guidance services where the former are counselled is better than where they are not. Rust and Davie (1961) concluded that non users of counselling centre services believe their problems were not appropriate or important enough to justify seeing a counsellor. Students are likely to seek help from friends and relatives for personal-social concerns but from academic advisors for vocational-educational concerns (Carrey and Savitz, 1980). Brown and Helms, Parham and Tinsley (1980), and Strong, Hender and
Bratton (1971) had consistent conclusions that potential clients believe that their social emotional problems are more appropriately handled by informal support network (e.g. friends, parents, relatives) rather than by counsellors. Further support was given by Hill and Derksen (1972), when they reported that, individuals in their sample tended to seek help of their personal problems from persons other than counsellors (e.g. friends or relatives).

On the use of counselling services, Johnson (1979), carried out a survey which came out with the following results:

a) Approximately fifty percent of the students respondents agreed that they would not hesitate to use the counselling service if needed, thirty-one percent said they would not be certain, while nineteen percent said they would not.

b) When asked if they would recommend the service to a friend, forty-five percent said they would, forty-three percent were uncertain, while twelve percent said they would not.

c) Subjects were also asked if they thought that counsellors probed too deeply into people's lives. The largest proportion believed they did not (48.5%), while 19.9% thought they did and 31.6% said they were uncertain.

In vocational-education, the respondents tended to first seek help from the counsellor for example "choosing courses to prepare for a job" (71.4%), "securing career and vocational
information" (80.5%), "information about curriculum offering" (84.6%), and assistance in learning proper study habits (66.8%).

When it comes to personal problems as "being depressed; "fear of loosing control or having no close friends" subjects ranked the counsellor below other possible choices.

The above results show that students in a school where there is a properly organized guidance programme are better than non-counselling students in perceiving the role of the counsellor. A school in such a situation increases the degree of awareness on the importance of a counsellor to the students. Also students come to know where to take their problems.

Whether counselling is done by teachers or counsellors, there are various obstacles that prevent students from going to seek help. Brammer and Shostrom (1960) also indicate that certain obstacles to readiness for counselling seem to be inherent in society in general and in the school in particular. This is why the counsellor must make a direct effort in defining and clarifying his functions to students and also he must make students aware that counselling is not teaching.

2:2 TEACHERS' PERCEPTION OF COUNSELLOR'S ROLE

Guidance and counselling services in schools cannot succeed without the cooperation of teachers. Teachers are a homogeneous group which is bound to see the role of a counsellor differently from others. Majority of counsellors
were teachers and hence they are likely to perceive the
counsellor in a resentful manner. If such a situation occurs,
the guidance process may not succeed. So to make the guidance
programme a success, counsellors should cooperate with teachers,
as Armor (1969) wrote,

*cooperation and understanding between teachers
and counsellors are essential for the counselling
operation to be performed effectively (P.116).*

The need for cooperation lies on the fact that, on one
hand teachers are one of the counsellors' sources of information
about students with educational or personal problems or needs
with which the counsellor might be able to help. On, the other
hand, teachers are often the recipient of advice about students
from the counsellor whenever the counsellor's conclusions affect
something in which the teacher is involved. Any conflict
between the counsellor's role and teacher's perception of the
former's roles, therefore, is bound to affect the success of
counselling practice.

According to Smith (1951), teachers are in a position to
provide occupational, educational and other types of information
through their classes, they have an obligation to assist pupils
in certain types of placements. Also they have a responsibility
for participating in developing personal inventories for
pupils, and for assisting with follow-up studies.

A survey by Graff and Warner, published by Cochran and others
in 1972 indicated that, teachers viewed counsellors as quasi-
administrators and do not put the same emphasis on counselling
function as counsellors themselves. They expressed the feeling
that counsellors acted more as advisors than as "counsellors" and that they were busier with discipline and clerical duties rather than assisting students with educational and personal concerns. Teachers' perception of counsellors as being too busy with discipline of students was refuted by Leviton (1977). He surveyed five hundred and fifty students of grades ten, eleven and twelve, where students were required to rank twelve guidance functions in terms of their importance in meeting students needs. Results showed that rated as least important by these students were peer relations, help with student discipline, and student supervision so there is a need for general agreement among teachers and counsellors if an integrated effort is to be realized in promoting guidance.

Generally, there are feelings that the attitude of teachers towards the counselling programme and in particular the counsellor's role can have a tremendous influence on the success of any counselling programme. This could be so because, the teacher is in an ideal position to identify pupils who might benefit from counselling. If, however, the teacher views the counsellor as an administrator or as being too busy with discipline problems to handle students with personal or educational problems, then it is likely that few of these students will be referred to the counsellor. This may lead to the conclusion that counsellors objectives or roles should be discussed by all, so that they can
contribute more,

Majority of teachers have a negative attitude towards counsellors, (Fortright 1971). He showed fivefold attitude of teachers towards counsellor's role. He supported teachers in their negative assessment of the role of the counsellors. According to him:

i) teachers see the counsellor as an administrator;

ii) they also feel that counsellors provide only an ancillary service rather than an integrated; valuable service to students and teachers;

iii) teachers feel that counsellors are academically incompetent because they accept and understand pupils;

iv) teachers also feel that counsellors rely on jargon rather than clear and understandable communications to the staff;

v) because the counsellor is confidential about pupils information, teachers see this as a self-protective device rather than an indispensable part of their conduct. They also suspect counsellor's activities.

These attitudes of teachers towards the counsellors' functions can explain why the latter are resented or at least held negatively as Williams (1973) observed:

in schools, counsellors are resented or held negatively because they are seen as if they side with pupils by the others (p. 67).

This could be because, counsellors do not have a place in the schools' hierarchic structure and will probably heighten the
awareness of need within a school, the only threat he poses is that of increasing involvement with children.

In Kenya almost all school counsellors are teachers. For that matter, they are resented because other teachers feel that, by being appointed a counsellor, it is a stepping stone towards promotion. Most counsellors become deputy headteachers and eventually headteachers.

When a school counsellor teaches, he has an advantage, because he knows his potential clients. Patterson (1962) tried to correct this controversy by saying that, those who see or claim an advantage in the counsellor teaching appear not to be clear of what counselling is. It is claimed that if a counsellor has his counsellors in his class he will get to know them better and will be better able to counsel them. But the reverse is more likely to be true. He will have difficulties in being objective and impartial. The student also will have difficulty in accepting the teacher as a counsellor.

The above observation may be true in countries where guidance and counselling is an established profession, especially in schools but in Kenya it may be different, because counsellors are not different from teachers. Most people feel that teachers use most of their time in the classroom hence they know the pupils better. Others have the feeling that when a teacher leads a class of 20 to 30 pupils, he is a guidance officer while Traxler (1957) noted that teachers carry on guidance inevitably:

in schools that have only one guidance officer, who is frequently on a part-time basis, most of
actual counselling must be done by the teaching staff, because it is physically impossible for one person to keep in close contact with several hundred pupils (P.285).

Teachers are closer to pupils and they have frequent contacts with them hence they are in a better position to provide the condition needed for effective counselling than the other members of the school. It is also suggestible that teachers can be enlisted to help discharge some basic functions if counsellors are to meet new needs which only a counsellor can do.

Russell and Willis (1964) study on teachers opinions on guidance services in school found out that:

a) there is significant difference of opinion among teachers as to the role of guidance. Many teachers felt that counsellors tend to over protect students,

b) the guidance programme do not get the support of a large minority of teachers and

c) other comments were,

i) guidance must sell itself to teachers,

ii) teachers do not understand guidance,

iii) both teachers and counsellors misunderstand each other's role.

The misunderstanding of each other's role occur because teachers see themselves as career educators, because they orient students towards education and career preparation (Gibson and Mitchell 1981).
In conclusion, it can be said that, teachers feel that they can do the guidance services offered by the school counsellors hence the latter are not indispensable. Such a feeling brings conflict in role expectation and role performance of counsellors by teachers. This does not apply to all teachers. Some are known to assist counsellors in their duties especially in identifying the pupils who need guidance services.

Other teachers feel that guidance and counselling is not their concern and they refer students with problems to classmasters, counsellors and other relevant persons. Basing our argument on the above, teachers' perception of the counsellors role should be congruent with the actual roles of a counsellor.

2:3 HEADTEACHERS (ADMINISTRATORS) PERCEPTION OF THE COUNSELLOR'S ROLE

In the school setting the guidance service is inherently an entity of a larger organisational system which has two additional components, the administration and the teaching ones. Their function are not directly related to the guidance purpose, they perform functions which are essential and facilitative to counselling activities.

The administrative component is responsible for planning, executing, appraising, and interpreting the various activities of the school. It is obvious then that the programme of counselling services will flourish only when the administration recognizes and supports its objectives and activities. It sets
the 'tone' or provides the 'climate' in which the guidance programme can propagate.

A survey by Graff and Warner (1972) indicated that administrators hold a more unfavourable view of the counselling programme than do counsellors. The administrators view counsellors as quasi-administrators (a view also held by teachers). They also expressed the feeling that counsellors acted more as advisors than as "counsellors" and that they were too busy with discipline and clerical duties rather than assisting students with educational and personal concerns. The feeling by headteachers that counsellors are involved too much with discipline was contradicted by students as Leviton's (1977) survey revealed. Students felt that the least important function of the counsellor, was being involved with students discipline. However, students and administrators perception of counsellors as not so much helping students with personal concerns was congruent.

From the light of such a situation, counsellors may well be restricted from performing the kinds of services which are relevant to students' needs, because they are too involved in performing tasks that administrators feel are unimportant. It is essential that counsellors are able to define their roles and communicate their objectives and functions to the administrators.

Headteachers feel threatened because one of their duties is being usurped (Williams 1973). This is in line with their
viewing of counsellors as quasi-administrators. This feeling could be wrong because, far from this the headteachers duties are reduced by the counsellors.

There are others who argue that, headteachers who harbour such feelings are incompetent in their duties and hence suspect that the counsellor may one day dislodge them from their positions.

The fact remains however, that a counsellor cannot work without the cooperation and support of the head of the school. This is very true in Kenya where school counsellors are appointed by the head teachers.

It has also been noted that in secondary schools where the headteachers cooperate and support guidance and counselling services, there is a very good response from the students on these services. If school headteachers do not support the counsellors, little support will come from teachers, pupils or parents (Shertzer and Stone, 1971).

2: COUNSELLORS PERCEPTION OF THEIR ROLE

Reviewed literature has shown that students, teachers and headteachers perceive the role of the counsellor differently. This is not different from counsellors themselves. They too perceive their role differently from the three groups. It has also been noted that experience of counsellor affect the counselling process.

Edward et al.

saw that few...
because they have been raised to be understanding and nurturant. This observation has very important implications in secondary schools in Kenya.

It was revealed that, inexperienced counsellors gave more genuine statements (Hill 1975). At an experienced level female counsellors questioned all clients moderately, but male counsellors questioned male clients least and female clients more.

It was also found that, the most satisfied counsellors were inexperienced males and experienced females, whereas the least satisfied were inexperienced females and experienced males. The implication here is that, when sex of client and counsellor match, there is more positive impact on the help seeking relationship.

The above findings were supporting Strupp (1960, 1962), Ornston, Cicchetti, and Towbin (1970), Mullen and Abeles (1975) Anthony (1967), and Campbell (1962), who noted differences between inexperienced and experienced counsellors. They found out that,

i) inexperienced counsellors gave more advice, were chatty, and were affected by clients whom they disliked or liked.

ii) the experienced counsellors were more sure of themselves, more flexible and open, more interpretive and focused more on the clients than on techniques.

So sex and experience are two important factors that affect the counselling relationship. These two factors may also affect how
the counsellors see their role.

According to Murro and Revello (1970), counsellors felt that, they fully provided such services as; providing information about vocational opportunities, while students were unaware of this. A study done by Cox and Flanagan, and published by Armor (1969) revealed that counsellors spent about half of their time in individual counselling sessions. Thirteen percent of their time is devoted to clerical and paper work.

The counsellors complained that there was too much clerical work connected with their job, and it interfered with their effectiveness. Counsellors also said that eight percent of their time is devoted to teaching or administration while 13% of their time is devoted to parent or administrative conferences, which usually have to do with student related problems. The remaining time is divided equally to ability testing, job placement, group guidance, and guidance programme supervision. School counsellors feel that, they perform their duties fully or almost fully, while others feel that this is not so.

Various studies have shown that, there are four major types of counselling areas. These include: counselling students about educational decisions especially the selection of courses; counselling problems to do with college choice or post high school planning; vocational counselling with main emphasis on the job a student can find; and counselling about personal and emotional problems. The last type of counselling is new and most students reported that, either they have never been helped by the counsellors or they would prefer parents or
friends over counsellors on personal emotional problems (Leviton 1977).

Many counsellors also reported that many students sought them out on both judgemental and non-judgemental cases although the latter was more favoured. On this issue, counsellors felt that they had the only role in the school to carry out this function.

The nature of the problem brought by students appeared to many counsellors less important than the fact that anything that might be bothering a student could be discussed. Not too many counsellors indicated an involvement with the student's deeper personality problems, although they admitted that the line was hard to draw. Most counsellors seemed content to refer students with such problems to psychiatric agencies and to confine their involvement to an advisory role with the psychiatrists or social workers (Armor, 1969, P.55).

Whether counselling is done by the teacher or the counsellor, there are various obstacles that prevent students from going to seek help. This is why there is a need to have specific and clear functions of a counsellor especially in the minds of the students.

Patterson (1962) indicated that, the counsellor must make a direct effort in defining and clarifying his functions to students if the pupils are hesitant in asking for help hence the counsellor must make a direct effort in defining and clarifying his functions to students. Students are generally hesitant in asking for help and this is where the counsellor
should come in.

A lot of effort should be put in this area, so that counsellor's duties should be very clear in the minds of students. It is known that some school counsellors tend to emphasise more on some duties than others, thus creating a distorted counsellor image in the minds of students. So school counsellors should put enough effort to make students' perception on guidance and counselling services as close to reality as possible.

The American School Counsellors Association (ASCA) and Guidance and Counselling Unit in Kenya has set forth a policy for secondary school counsellors, a statement in which they list the function of the school counsellor in general. The general functions are,

a) Planning and development of guidance services,

b) counselling students,

c) students appraisal,

d) educational and vocational planning,

e) referral work and

f) staff-consultation.

So the above are the general functions of a secondary school's counsellor. In conclusion literature has been reviewed on perception of students, teachers, headteachers and school counsellors, on the role of a school counsellor.
CHAPTER THREE

METHODOLOGY

3:0 INTRODUCTION

This Chapter deals with methods and procedures used in collecting data pertaining to this study. The sample is described and subjects are identified. The sampling procedures, research instrument, data gathering procedures and data analysis techniques are also described.

This study was conducted as a survey research. This method was chosen because the study was designed to compare the opinions of the four groups of respondents, that is, students, teachers, Counsellors and headteachers. The study investigated the perceptions the four groups had of the role of the counsellor in secondary schools.

Subjects were secondary school students, teachers, counsellors and headteachers. The schools were selected using the stratification method while subjects were randomly selected.

3:1 SUBJECTS

To investigate the perception of the role of the Counsellor in secondary schools, four groups of subjects were involved. They were students, teachers, counsellors and headteachers. The subjects were selected from ten secondary schools in Nyeri district. The research was conducted between January and March, 1989.

A total of two hundred and sixty-five students participated
in this study. These students were selected randomly from forms three and four classes only. The forms one and two were considered too new to the school to have enough experience of the school environment.

All the students were from boarding secondary schools. So boys and girls were given an equal chance of selection by stratifying boys' and girls' schools. However, there were fewer girls' secondary schools than boys'. Again, boys' schools had more streams (classes) than girls' ones, and this explains the anomaly of having one hundred and sixty-three boys and one hundred and two girls in the sample.

A total of sixty-four teachers were selected from ten secondary schools. They were randomly selected from the same schools as students.

The teachers were of different academic and professional qualifications. Some were University graduates, others had diploma certificates while others were untrained teachers. Out of the sixty-four teachers, thirty-nine were females and twenty-five were males.

Ten practising Counsellors participated in this study. Counsellors were, normally appointed and recognised by the headteachers.

There were also ten headteachers who were involved in this study. These were the same ones heading schools where students, teachers
and counsellors were selected from.

3:2 SAMPLING PROCEDURE

In this study, four groups of subjects were involved. They were secondary school students, teachers, counsellors and headteachers.

All the four groups were selected from ten secondary schools.

A list of boarding secondary schools in Nyeri district was obtained from the district education office. Only boarding secondary schools were involved because all girls' schools in the district were boarding and they were to be given an equal chance of selection with the boys schools.

From the list, schools were categorised into girls' and boys' ones. From the two groups, the researcher randomly selected ten secondary schools, five from each group. This gave boys and girls equal chances of selection.

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

After selection of the ten secondary schools, the
researcher went to each of the selected schools at a particular day and sought permission from the headteacher for conducting research in that particular school. A certain date was fixed when the study was to be conducted.

The researcher went to a particular school on the agreed date and got the class registers of forms three and four. On reception of those class registers from the class masters, the names of students in those class registers were written down on separate pieces of paper, folded and then put in a chalkbox. This was then shaken thoroughly before and after each withdrawal. Thirty students were required from each school, so thirty withdrawals were done.

The names of the selected students were given to the class master to call them. They were then told to assemble in an empty hall or classroom. The researcher introduced himself to the students before presenting them with the questionnaires. The students were told to consult the researcher if they encountered any problem during the process of completing the questionnaires. This process was repeated in all the ten schools and at the end of the exercise, two hundred and sixty-five students had successfully completed the questionnaires.

The same process was repeated for teachers on the same day. Teachers were mostly available during the tea and lunch breaks. The headteacher or the deputy headteacher introduced the researcher to the selected teachers. Then the questionnaires
were distributed to them and the researcher left the staffroom when all questionnaires were completed.

This process was also repeated in all the ten schools. One-third of the teachers in a school were selected, and some schools had over thirty teachers while others had as few as six. At the end of the exercise, sixty-four teachers had successfully completed the questionnaires.

As for the headteachers and counsellors, each school had two of these persons and hence there was no selection. They completed the questionnaires with the other staff members. So there were ten headteachers and ten counsellors who completed the questionnaires.

The researcher administered the questionnaires on the same day and this controlled for leakage of the content in the questionnaire. In summary, two methods of selecting the sample were used. They included the stratified sampling and random selection which ensured that subjects had an equal chance of being selected.

3:3 RESEARCH INSTRUMENT

The nature of the study demanded that one research instrument be used. It was a questionnaire with twenty-two items (see appendix A). It was designed by the researcher after reviewing the existing instruments and then developing initial items which were determined by the variable under investigation.
The instrument was discussed with the University supervisors and some of the subjects before pretesting it. A pilot study was conducted in three secondary schools, where fifty subjects were involved in the pretest. The three schools were a boys' school, a girls' school and a mixed school (with both girls and boys).

The purpose of the pilot study was to establish the validity and the reliability of the instrument. The reliability coefficient was calculated and found to be 0.4, using the split half method and Brown's correction terms. This figure was significantly high especially after taking into consideration the size of the sample during the pilot study.

The pretest led to the modification and dropping of some of the hypotheses. This was done after discussing the results of the pilot study with the supervisors.

In the first page, the instrument had simple and clear instructions, a key and simple identification questions. The subjects were instructed to tick only one response from a choice of five, so they rated themselves from a five point scale, which had the following responses:- Strongly Agree (SA), Agree (A), No Opinion (NO), Disagree (D) and Strongly Disagree (SA).

The abbreviations of the responses were printed in separate boxes, and the subjects ticked against the responses. The items were clearly stated and each of them had a specific function of the counsellors in a secondary school.
To score, the alternative responses were credited 5, 4, 3, 2, 1 respectively. All the items' individual score were summed up to make the individual's total score.

3:4 DATA GATHERING PROCEDURE

To ensure that all the respondents were found at the appropriate time, the researcher went to each of the ten schools in person and made the necessary arrangements with the headteacher.

On the agreed date, the researcher went to each school to give the questionnaires.

In the school, the class registers of forms three and four were got from the class teachers. From the class registers, names of the students were written on separate pieces of paper, which were then folded and put in a container. Thorough mixing was done before and after every withdrawal. Thirty withdrawals were made, and the names of the selected students were given to the class teacher, who assembled them in an empty classroom.

In the classroom, the researcher introduced himself to the students before presenting them with the questionnaires. All the questionnaires were then collected after every respondent had finished filling them.

The same process was repeated for teachers. To identify teachers who had been randomly selected, the headteacher's help was sought. Headteachers and counsellors were not selected because each school had two of them.

In summary, the researcher arranged and distributed the
questionnaires to all the subjects, after which he collected all the completed questionnaires.

3:5 DATA ANALYSIS

After Data collection, the information obtained through the questionnaire was decoded for analysis. This was done after scrutinising all the questionnaires were discarded. For example, some respondents had ticked two boxes when answering the same question.

Descriptive statistics was used to test the stated hypotheses on the data collected in the following five areas:

i) Counselling of Students (Items 3, 5 and 6)

ii) Choosing careers (Items 7, 12, 13, 14 and 15)

iii) Keeping Students records (Items 1, 9, 10, and 12)

iv) Provision of vital information to Students (2, 8, 17).

These were the salient features of the questionnaires and data was analysed to establish the opinions of the four groups on these areas.
4:0 INTRODUCTION

This chapter is on results of data analysis. Within it, the findings of the study are recorded and analysed. The main sections are:-

i) frequency distribution of the sample,
ii) sample response frequency distribution,
iii) results of testing hypotheses and
iv) summary

4.1 FREQUENCY DISTRIBUTION

A total of three hundred and forty nine subjects successfully completed the questionnaires. The subjects were in four major groups. These were students, teachers, counsellors and headteachers who were selected from ten secondary schools.

Of the three hundred and forty nine subjects, two hundred and sixty five were students, ten were counsellors sixty four were teachers while the remaining ten were headteachers.

Table 1 below shows the frequency distribution of the whole sample. The codes of each of the four groups designated as A, B, C and D are also shown in the table.
TABLE 1: FREQUENCY DISTRIBUTION

<table>
<thead>
<tr>
<th>GROUP</th>
<th>CODE</th>
<th>ABSOLUTE FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (HEADTEACHERS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Males</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>B (COUNSELLORS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Males</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>C (TEACHERS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>4</td>
<td>39</td>
</tr>
<tr>
<td>Males</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>D (STUDENTS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>6</td>
<td>102</td>
</tr>
<tr>
<td>Males</td>
<td>7</td>
<td>163</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>349</td>
</tr>
</tbody>
</table>

GROUP A \( n = 10 \)  
GROUP C \( n = 64 \)  

GROUP B \( n = 10 \)  
GROUP D \( n = 265 \)  

4.2 SAMPLE QUESTIONNAIRE RESPONSE

The questionnaire used in this study on how secondary school teachers, students, counsellors and headteachers perceived the role of the counsellors had twenty two questions.

Each of the question (item) had a five point scale of the following - Strongly Agree (SA), Agree (A), No Opinion (NO), Disagree (D) and Strongly Disagree (SD).
Below is data analysis of each role of the counsellor using percentages. Also new scores are indicated in brackets. All the fine major roles of counsellor are analysed from each group of respondents, starting with headteachers, teachers, counsellors and students in that order.

Tables 2 - 6. Headteachers response in various roles.

Role One: Identification and helping students with special problems.

Table 2

<table>
<thead>
<tr>
<th></th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>22</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>20% (2)</td>
<td>50% (5)</td>
<td>50% (5)</td>
<td>60% (6)</td>
<td>53%</td>
</tr>
<tr>
<td>No Opinion</td>
<td>20% (2)</td>
<td>20% (2)</td>
<td>30% (3)</td>
<td>0% (0)</td>
<td>17%</td>
</tr>
<tr>
<td>Disagree</td>
<td>60% (6)</td>
<td>30% (3)</td>
<td>20% (2)</td>
<td>40% (4)</td>
<td>30%</td>
</tr>
</tbody>
</table>

n = 10

Role Two: Counselling of Students

Table 3

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>5</th>
<th>6</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>70% (7)</td>
<td>100% (10)</td>
<td>70% (7)</td>
<td>80%</td>
</tr>
<tr>
<td>No opinion</td>
<td>10% (1)</td>
<td>0% (0)</td>
<td>20% (2)</td>
<td>10%</td>
</tr>
<tr>
<td>Disagreed</td>
<td>20% (2)</td>
<td>0% (0)</td>
<td>10% (1)</td>
<td>10%</td>
</tr>
</tbody>
</table>

Role Three: Keeping of students record

Table 4:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>9</th>
<th>10</th>
<th>21</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>80% (8)</td>
<td>60% (6)</td>
<td>60% (6)</td>
<td>20% (2)</td>
<td>55%</td>
</tr>
<tr>
<td>No opinion</td>
<td>10% (1)</td>
<td>10% (1)</td>
<td>10% (1)</td>
<td>0% (0)</td>
<td>7.5%</td>
</tr>
<tr>
<td>Disagreed</td>
<td>10% (1)</td>
<td>30% (3)</td>
<td>30% (3)</td>
<td>80% (8)</td>
<td>37.5%</td>
</tr>
</tbody>
</table>
Role four: Choosing of Careers

Table 5: Items

<table>
<thead>
<tr>
<th></th>
<th>7</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>100% (10)</td>
<td>70% (7)</td>
<td>90% (9)</td>
<td>90% (9)</td>
<td>80%</td>
<td>86%</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0% (0)</td>
<td>10% (1)</td>
<td>10% (1)</td>
<td>0% (0)</td>
<td>10% (0)</td>
<td>16%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0% (0)</td>
<td>20% (2)</td>
<td>0% (0)</td>
<td>10% (1)</td>
<td>10% (1)</td>
<td>8%</td>
</tr>
</tbody>
</table>

Role five: Provision of vital information to the school.

Table 6: Items

<table>
<thead>
<tr>
<th>2</th>
<th>8</th>
<th>17</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>90% (9)</td>
<td>70% (7)</td>
<td>70% (7)</td>
</tr>
<tr>
<td>No opinion</td>
<td>0% (0)</td>
<td>20% (2)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Disagree</td>
<td>10% (1)</td>
<td>10% (1)</td>
<td>30% (3)</td>
</tr>
</tbody>
</table>

Table 7 - 11: Counsellors response to their roles:

Role one: Identification and helping students with special problems.

<table>
<thead>
<tr>
<th>18</th>
<th>19</th>
<th>20</th>
<th>22</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>40% (4)</td>
<td>70% (7)</td>
<td>70% (7)</td>
<td>40% (4)</td>
</tr>
<tr>
<td>No Opinion</td>
<td>30% (3)</td>
<td>20% (2)</td>
<td>30% (3)</td>
<td>10% (1)</td>
</tr>
<tr>
<td>Disagree</td>
<td>30% (3)</td>
<td>10% (1)</td>
<td>0% (0)</td>
<td>0% (0)</td>
</tr>
</tbody>
</table>

n = 10

Role two: Counselling of Students

Table 8

<table>
<thead>
<tr>
<th>3</th>
<th>5</th>
<th>6</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>100% (10)</td>
<td>100% (10)</td>
<td>80% (8)</td>
</tr>
<tr>
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<td>0% (0)</td>
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<td>0% (0)</td>
<td>0% (0)</td>
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</table>
Role three: Keeping of students records

Table 9

<table>
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<td>10% (1)</td>
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<td>0% (0)</td>
<td>0% (0)</td>
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<td>2.5%</td>
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</table>

Role four: Choosing of Careers

Table 10

<table>
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<tbody>
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<td>90% (9)</td>
<td>100% (10)</td>
<td>100% (10)</td>
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<td>0% (0)</td>
<td>10% (1)</td>
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<td>2.5%</td>
</tr>
<tr>
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<td>0% (0)</td>
<td>10% (1)</td>
<td>0% (0)</td>
<td>0% (0)</td>
<td>2.5%</td>
</tr>
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</table>

Role five: Provision of vital information to the schools

Table 11

<table>
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<tbody>
<tr>
<td>Agree</td>
<td>90% (9)</td>
<td>80% (8)</td>
<td>70% (7)</td>
<td>80%</td>
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<tr>
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<td>10% (1)</td>
<td>20% (2)</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>10% (1)</td>
<td>10% (1)</td>
<td>10% (1)</td>
<td>10%</td>
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Table 12 - 16 Teachers response to counsellor's role.

Role one: Identification and helping students with special needs.

<table>
<thead>
<tr>
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<th>18</th>
<th>19</th>
<th>20</th>
<th>22</th>
<th>Average</th>
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<tbody>
<tr>
<td>Agree</td>
<td>30% (19)</td>
<td>63% (40)</td>
<td>55% (35)</td>
<td>76% (49)</td>
<td>56%</td>
</tr>
<tr>
<td>No opinion</td>
<td>34% (22)</td>
<td>17% (11)</td>
<td>23% (15)</td>
<td>8% (5)</td>
<td>20.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>36% (23)</td>
<td>20% (13)</td>
<td>22% (14)</td>
<td>16% (10)</td>
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</table>

n = 64

Role two: Counselling of students.

Table 13
Role two: Counselling of students

Table 13

<table>
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<th>6</th>
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<tbody>
<tr>
<td>Agree</td>
<td>72%</td>
<td>81%</td>
<td>56%</td>
<td>70%</td>
</tr>
<tr>
<td>No opinion</td>
<td>9%</td>
<td>11%</td>
<td>16%</td>
<td>12%</td>
</tr>
<tr>
<td>Disagree</td>
<td>19%</td>
<td>8%</td>
<td>28%</td>
<td>18%</td>
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Role three: Keeping of students record

Table 14

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<th>21</th>
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<tbody>
<tr>
<td>Agree</td>
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<td>67%</td>
<td>44%</td>
<td>61%</td>
<td>62%</td>
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<td>No opinion</td>
<td>14%</td>
<td>14%</td>
<td>19%</td>
<td>19%</td>
<td>16%</td>
</tr>
<tr>
<td>Disagree</td>
<td>11%</td>
<td>19%</td>
<td>37%</td>
<td>20%</td>
<td>22%</td>
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</table>

Role four: Choosing of careers

Table 15

<table>
<thead>
<tr>
<th></th>
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<th>13</th>
<th>14</th>
<th>15</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>92%</td>
<td>89%</td>
<td>90%</td>
<td>92%</td>
<td>83%</td>
<td>89%</td>
</tr>
<tr>
<td>No opinion</td>
<td>3%</td>
<td>3%</td>
<td>8%</td>
<td>6%</td>
<td>9%</td>
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<tr>
<td>Disagree</td>
<td>5%</td>
<td>8%</td>
<td>2%</td>
<td>2%</td>
<td>8%</td>
<td>5%</td>
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</table>

Role five: Provision of vital information to the school

Table 16

<table>
<thead>
<tr>
<th></th>
<th>2</th>
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<th>17</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>86%</td>
<td>62%</td>
<td>69%</td>
<td>72%</td>
</tr>
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<td>No opinion</td>
<td>11%</td>
<td>22%</td>
<td>20%</td>
<td>18%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3%</td>
<td>16%</td>
<td>11%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Table 17 - 21 Students response of counsellor's role.

Role one: Identification and helping students with special needs.

Table 17

<table>
<thead>
<tr>
<th></th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>22</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>27%</td>
<td>49%</td>
<td>36%</td>
<td>53%</td>
<td>41%</td>
</tr>
<tr>
<td>No opinion</td>
<td>25%</td>
<td>18%</td>
<td>14%</td>
<td>12%</td>
<td>17%</td>
</tr>
<tr>
<td>Disagree</td>
<td>48%</td>
<td>33%</td>
<td>50%</td>
<td>35%</td>
<td>42%</td>
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</table>

n = 265
Role two: Counselling of students

Table 18

<table>
<thead>
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<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>40% (107)</td>
<td>71% (188)</td>
<td>37% (97)</td>
<td>49%</td>
</tr>
<tr>
<td>No opinion</td>
<td>12% (32)</td>
<td>10% (26)</td>
<td>13% (36)</td>
<td>12%</td>
</tr>
<tr>
<td>Disagree</td>
<td>48% (126)</td>
<td>19% (51)</td>
<td>50% (132)</td>
<td>39%</td>
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Role three: Keeping of students records.

Table 19

<table>
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<th>Average</th>
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<tr>
<td>Agree</td>
<td>62% (164)</td>
<td>63% (166)</td>
<td>34% (91)</td>
<td>51% (135)</td>
<td>53%</td>
</tr>
<tr>
<td>No opinion</td>
<td>13% (35)</td>
<td>12% (32)</td>
<td>19% (50)</td>
<td>12% (32)</td>
<td>14%</td>
</tr>
<tr>
<td>Disagree</td>
<td>25% (66)</td>
<td>25% (67)</td>
<td>47% (124)</td>
<td>37% (98)</td>
<td>33%</td>
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</table>

Role four: Choosing of Careers.

Table 20

<table>
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<th>15</th>
<th>Average</th>
</tr>
</thead>
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<tr>
<td>Agree</td>
<td>84% (222)</td>
<td>80% (211)</td>
<td>83% (22)</td>
<td>85% (226)</td>
<td>79% (210)</td>
<td>82%</td>
</tr>
<tr>
<td>Disagree</td>
<td>6% (15)</td>
<td>5% (13)</td>
<td>5% (13)</td>
<td>6% (15)</td>
<td>7% (19)</td>
<td>6%</td>
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<td>No opinion</td>
<td>10% (28)</td>
<td>15% (41)</td>
<td>12% (32)</td>
<td>9% (24)</td>
<td>14% (36)</td>
<td>12%</td>
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</table>

Role five: Provision of vital information to the school.

Table 21

<table>
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<th>Average</th>
</tr>
</thead>
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<td>Agree</td>
<td>80% (213)</td>
<td>50% (132)</td>
<td>61% (162)</td>
<td>64%</td>
</tr>
<tr>
<td>No opinion</td>
<td>11% (28)</td>
<td>24% (65)</td>
<td>16% (42)</td>
<td>17%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9% (24)</td>
<td>26% (68)</td>
<td>23% (61)</td>
<td>19%</td>
</tr>
</tbody>
</table>
4:3 RESULTS OF TESTING HYPOTHESES

The purpose of this study has to find out whether secondary school teachers, students, counsellors and headteachers perceived the role of the counsellor differently. In order to do this, some hypotheses were stated, tested, then accepted or rejected after data analysis.

4:3:1 HYPOTHESIS ONE

This Hypothesis was stated that there would be no differences between headteachers and teachers in their perception of the role of the counsellor.

Results after comparing the two groups responses indicated that, there were considerable differences as to how the two groups perceived the roles of the counsellor.

In role one of the counsellor, which was identifying and helping students with special needs, headteachers with teachers, for example, 50% of the headteachers were in agreement with the above role while 63% of the teachers thought that this was so (Item 19).

Concerning counselling of students, all (100%) the headteachers in the sample concurred that the counsellor should assist students in self-understanding while 81% of the teachers held the same opinion.

When asked if the role of the counsellor was to organize and keep students files of records 30% of the headteachers disagreed with this, 10% had no opinion with 44% of the teachers agreeing and 19% of them having no idea.

In helping students to careers, there appeared considerable differences between the two groups. For example, when asked if the role of the counsellor was to advise students on how to choose occupations, all (100%) headteachers respondents held the same opinion as 92% of the teachers in the sample supported the headteachers.

Provision of vital information by the counsellor elicited interesting observations, for example, when asked if the role of the counsellor was to keep the school fully and continously informed about educational and vocational opportunites, 90% of the headteachers and 86% of the teachers agreed while 11% of the latter held no opinion about the role.
In conclusion the null hypothesis was rejected because there appeared differences between headteachers and teachers in their perceptions of the role of the counsellor.

HYPOTHESIS TWO

This null hypothesis was stated that there would be no differences between headteachers and counsellors in their perceptions of the role of the counsellor.

Results of Data analysis were as follows. In identifying and helping students with special needs, there appeared major differences in all the items 18, 19, 20 and 22 between the two groups of respondents. For instance 60% of the headteachers held the opinion that identifying the community's referral agents and their services such as hospital was not the work of a counsellor. 30% of the counsellors disagreed that this was their role.

As concerns counselling, counsellors responded more favourably than headteachers, for example, when asked whether the role of the counsellor was to assist students with personal problems, all (100%) of the counsellors responded positively while 70% of the headteachers held the same opinion.

Keeping of students records was seen as a major role of the counsellor by themselves, 90% of the counsellor agreed that it was their role to gather student information through school work records, report forms and interviews while only 60% of the head teachers were of that opinion.

There appeared other differences between headteachers and counsellors when it comes to helping students choose careers. A notable example was when the respondents were asked whether it was the duty of the counsellor to help students in deciding and selecting careers and further education.

All (100%) counsellors indicated that this was their role while 90% of the headteachers responded favourably.

Provision of vital information to the school elicited some similarities between headteachers and counsellors, for example, 70% of
of the counsellors and the same proportion of headteachers held the opinion that it was the duty of the counsellors to provide relevant information to new students about courses and other activities offered in the school. Although that was the case, 30% of the headteachers and 10% of the counsellors thought it was not the duty of the counsellor on the above role. However, 20% of the counsellor had no opinion on the same.

It can be generally concluded that there were perceptual differences between headteachers and counsellors on this role of the counsellor and this led to the rejection of the null hypothesis.

4:3:3 HYPOTHESIS THREE

The third null hypothesis was stated that there would be no difference between headteachers and students in their perception of the role of the counsellor. Identification of students with special needs which require the services of a referral source was unanimously approved as a role of the counsellor by headteachers and students.

Half (50%) of the former and 49% of the latter responded positively on the said role whereas 30% of the headteachers and 33% of the students disagreed respectively. However, this was not the case when respondents were asked if the role of the counsellor was to liaise with parents of problematic students. Half (50%) of the students disagreed with only 20% of the headteachers disagreeing on the same.

Some students thought it was not the bother of the counsellor to advise them on how to relate to other students, for example, 50% of the students responded negatively when asked if they thought this was the work of the counsellors.

Interestingly, only a minority (10%) of the headteachers responded negatively on the same issue.

Majority of the headteachers thought it was the work of the counsellor to help students choose careers for instance, 90% of them and 83% of the students responded positively when asked if the role of the counsellor was to help students in deciding and selecting
However, 15% of the students thought this should not be so.

Provision of vital information was thought to be an important role of the counsellor by both the students and headteachers. In co-ordinating the accumulation of important students information, majority (70%) of the headteachers held a positive opinion while 50% of the students also agreed that it was the duty of the counsellor.

Keeping of students records was not seen as equally important as the above one by the students because only 34% of them indicated that it was the role of the counsellor while 60% of the headteachers agreed that it should be so.

So with these perceptual differences occurring among others the null hypothesis was rejected and hence there were significant perceptual differences between headteachers and students.

4:3:4 HYPOTHESIS FOUR

This hypothesis was stated that there would be no difference between counsellors and teachers in their perception of the role of the counsellor. As pertains to identification and helping students with special needs, there appeared various differences between the two groups, for example, 90% of the counsellors thought that this was to be so but only 70% of the teachers held the same opinion.

Concerning counselling of students by the counsellors, the latter regarded this as a very important duty, for example, all the counsellors (100%) agreed that assisting students in self-understanding was their duty but only 72% of the teachers gave it the same regard.

A notable difference between counsellors and teachers occurred in regards to keeping of students records. When asked if the counsellor was supposed to organize and keep students records 90% of the counsellors were in the affirmative whereas less than half (44%) of the teachers were in agreement on the same.

There were perceptual differences between teachers and counsellors in regards to provision of vital information to the
90% of the counsellors and 86% of the teachers agreed that keeping the school fully and continuously informed about educational and vocational opportunities was the duty of the counsellor.

Choosing careers was also perceived by both teachers and counsellors as an indispensable duty of the counsellor. When respondents were asked if they thought it was the role of the counsellor to collect and give out students information concerning careers, opportunities for further training, all (100%) of the counsellors agreed while 83% of the teachers were of the same thought.

These observations confirmed that there were enormous perceptual differences between teachers and counsellors and hence the null hypothesis was not accepted.

4:3:5: HYPOTHESIS FIVE

Hypothesis five was stated that there would be no perceptual differences between teachers and students as pertains to the role of the counsellor.

On the above, slightly over half (55%) of the teachers in the sample held the opinion that the counsellor should liaise with the parents of problematic students. This was not perceived as equally important by the students as only 36% of them agreed with this while 50% disagreed.

Interestingly, majority (72%) of the teachers felt that counselling students on a personal problem should be done by the counsellor but only 40% of the students were of the same opinion.

Keeping of students records by the counsellor was not seen by respondents as a very important duty, for example, 44% of the teachers and 34% of the student respondents were in unison that this was one of the duties of the counsellor.

Choice of careers was highly rated by both teachers and students. Only 15% and 1% of the students and teachers respectively felt that this was not one of the role of the counsellor. All the other respondents were in agreement on the importance of the role.
Provision of vital information to the school by the counsellor was also seen to be an important role because except 9% of the students and 3% of the teachers, all the others in the sample agreed.

Following the above observations, the null hypothesis was again rejected as perceptual differences between teachers and students were found to exist.

4:3:6 HYPOTHESIS SIX

The sixth null hypothesis was stated that there will be no difference between counsellors and students in the perception of the counsellor's role. Counsellors had more favourable perceptions than students. For instance, when asked if the role of the counsellor was to help staff members in identifying students with special needs, 90% of the counsellors responded positively while 50% of the students responded negatively.

Counselling of students on their personal problems all (100%) counsellors reported that this was an important role of the counsellors, whereas 40% of the students indicated that this was not to be so. In fact, 48% of the students thought that this was not the role of the counsellor while 12% of the latter expressed no opinion.

Organising and keeping of students files of records was highly regarded by the counsellors (90%) against 34% of the students in the sample.

Both counsellors and students perceived helping students to choose careers as a major role of the counsellor. In fact, only 15% of the students indicated that this was not the case while 10% of the counsellors expressed no opinion and none had disagreed with the above.

In co-ordinating the accumulation of important students information, 80% and 50% of counsellors and students respectively, expressed their agreement in supporting that the counsellor should do the above role. Of the remaining students respondents (26%) of them disagreed while 24% did not express an opinion.
Results of data analysis indicated that, the respondents were congruent on the counsellor concentrating on the following duties in school:

(i) Identifying and helping those students with specific needs.
(ii) Counsel students on personal problems, self-understanding and relationship with others.
(iii) Keep records of students progress and share their information with others.
(iv) Provision of vital information to the school.
(v) Help students to decide and select the appropriate careers in the society.

Results of testing hypothesis revealed that there were actual perceptual differences between the respondents as pertains to the role of the counsellor in the school and there is need to reduce this perceptual gap so as to enhance the guidance activities in the school.
CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5:0 INTRODUCTION

In this chapter, the summary of the findings, discussions, conclusions and recommendations of the study based on the Hypothesis are presented. These Hypothesis were based on the purpose of the study.

5:1 SUMMARY

The study sought to investigate the perceptions of secondary school students, teachers counsellors and headteachers of the role of the counsellor. The main variable was perception which was determined by the four groups. It was hypothesized that no significant difference would occur between any of the four groups. Six hypothesis were tested using percentages and all of them were rejected.

Literature reviewed in chapter two focussed on the main variable which was perception of the role of the counsellor by students, teachers, counsellors and headteachers.

The perceptions were reviewed in depth under the following headings:

a) headteachers' perception of the role of the counsellor,
b) Counsellors' perception of their role,

c) teachers' perception of the role of the counsellor,

d) students' perception of the role of the counsellor.

Data was gathered from three hundred and forty nine subjects in ten secondary schools, which were selected using the stratified method. This method separated girls and boys' schools to ensure that, males and females were given an equal chance of selection.

Subjects, other than headteachers and counsellors were randomly selected. The samples were independent.

A questionnaire with twenty-two items was used to gather data. Each item covered a specific role of the counsellor. The questionnaires were administered by the researcher to avoid wastage of time and the returns through postage. All subjects in each school completed the questionnaires on the same day.

After testing the null hypothesis, it was found out that, secondary school students, teachers, counsellors and headteachers all differed in their perceptions of the role of counsellors.
Perceptions of the role of the counsellor as conceived by headteachers, teachers, counsellors and students is discussed below: Previous research has shown that the role of the counsellor is perceived differently, by different people (Heppner and Dixon 1978). This study by the foregoing supports the findings that students, counsellors, teachers and headteachers had different perceptions of the role of the counsellor.

Results of data analysis indicated that five main roles of the counsellor were covered by the 22 items (questions) in the questionnaire. These were, provision of information in the school; guidance and counselling; career and vocational matters; keeping of student records and the identification and use of referral agents.

In all the areas, respondents were congruent on the importance of the above in the school. For example, in regards to counselling of students (item 3, 5 and 6), the majority of the respondents felt that the counsellor should concentrate on the following duties: counselling on students personal problems, self-understanding and how to relate to others.

On whether or not the students should be counselled on their personal problems, 70% of the headteachers were of the opinion that they should, 20% disagreed while 10% had no opinion.

When teachers were asked the same question, 72% of them felt that this was one of the roles of the counsellor, 19% of them disagreed while 9% of them expressed no opinion. More favourable opinions were expressed by counsellors on the same. Infact all (100%) of them were congruent that this was their duty.

In contrast to this, 40% of the students reported that they should take their personal problems to the counsellor.
On counselling students concerning their relationship to others, 70% of the headteachers thought that this should be so, (10%) of them responded negatively with the remaining expressing no opinion. More counsellors (80%) agreed that this was one of their roles while a minority (20%) of them had no opinion.

When the same question was posed to the teachers, 56% of them were in consonance that counsellors should assist students on how to relate to other people. Less than half (28%) of the remaining teachers reported that they did not think that this was a role of the counsellor.

In the same issue, students expressed very contrasting views. For instance, 3.7% of the sample expressed no opinion on the same.

The above observation appear to imply that though teachers, counsellors and headteachers hold the view that counsellors should assist students with problems of personal nature the latter hold a different. The most likely one is that students would prefer to discuss their personal problems with parents and friends (Leviton 1977).

On the other hand, some of the respondents (majority being students) might have been unaware of the presence of the counsellor or of his role in the school.

In conclusion, the above observations imply that counselling students on personal matters, self-understanding and how to relate to other people should be given preference in secondary schools. Also, the counsellors should extend their services to all students in the school and this might improve the level of awareness in counselling in the school.

In provision of information in the school, majority of the respondents agreed that it was an important task of the counsellor to perform. For example, when respondents were asked whether it was the duty of the counsellor to keep the school fully and continuously informed about educational and vocational opportunities in the society, headteachers and counsellors had no opinion difference at all because 90% in both groups in the sample were congruent with the remaining 10%
When the same question was put to both students and teachers perceptual differences were notable. As an example, 86% of the teachers in the sample agreed against 80% of the students who did the same.

Interestingly, 11% of the students and teachers in the sample were non-committed while 9% and 3% of the students and teachers respectively, disagreed that this was a function of the counsellor.

A notable difference occurred when respondents were asked whether coordination of the accumulated important student information was one of the roles of the counsellor. The majority of the counsellors (80%) answered in the affirmative, 70% of the headteachers did the same while 62% of the teachers and 50% of the students in the sample still answered in the positive.

A significant minority of the students (26%) in the sample disagreed that it was the role of the counsellor, followed by teachers (22%), headteachers (20%) and counsellors (10%) in that order.

Provision of vital information to the school was seen as an important role of the counsellor in the school but a significant proportion of the respondents could either not commit themselves or they disagreed outright. Maybe these respondents were not aware that this duty was being performed by the counsellor or these duties concerning information on students were generally done by people other than counsellors.

Keeping of student records was perceived differently by the various groups of respondents. Of these, counsellor had the most favourable perceptions as expected. When asked whether one of their roles was to gather students information through school work records, report forms and interviews, 90% of them agreed while the remaining 10% did not express any opinion.

A less favourable attitude on the same question was shown by headteachers as only 60% of the believed that counsellors were supposed to gather students information. A further 30% of the headteachers in the sample did not believe so while 10% of them were non-committal on the same issue.
Surprisingly more teachers (67%) than headteachers in the sample felt that it was one of the roles of the counsellor. The same feeling was expressed by 63% of the student respondents. No opinion was expressed by 14% of the teachers and 12% of the students on the same.

Apart from gathering students information as one of the functions of the counsellor, respondents were asked whether it was also the duty of the counsellor to share students' general, personal and academic information with other staff members of the school, after collecting it (information). A minority of the headteachers respondents (20%) agreed while the majority (80%) of them disagreed with the statement.

In contrast 61% of the teachers were of the view that counsellors should share students information with other staff members. A notable proportion of the teachers (20%) disagreed with this view while the rest did not express an opinion.

Almost a similar proportion of the counsellors (60%) supported the teachers view while 51% of student respondents said that they held the same opinion as the rest on the same issue. A significant proportion of the students (37%) completely disagreed that counsellors should share their (students) information with other staff members while 30% of the counsellors and 12% of the student respondents expressed no view on the same.

The four group of respondents reveals significant perceptual differences in gathering and sharing of students information in the school. An exceptional observation came from the headteachers whose majority (80%) held very unfavourable attitude towards counsellors about the latter handling students specific information. The headteachers seem to resent this idea maybe because they are used to handling the information themselves.

Also, students did not seem to favour the same idea so much because maybe they feared the spreading of their information to more people than they would wish. It is also notable that most of the student information is handled by both the subject and class teachers and so counsellors have not been wholly associated with gathering and spreading
the same. So if this duty is performed by people other than counsellors deliberate efforts are needed to alleviate this misconception.

Regarding choice of careers by students, there was a general feeling among respondents that this was an indispensable role of the counsellor. Majority of the respondents expressed very favourable views towards this role. The most favourable views were elicited from both the headteachers and counsellors especially when they were asked whether they thought that counsellors should advise students on how to choose occupation. All the headteachers and counsellors (100%) were convinced that the counsellor was supposed to perform that role.

Among the teacher respondents, 92% of them felt that the counsellor's role was actually to assist students on how to choose occupations. A very small minority of teachers (5%) disagreed while on 3% of them in the sample held no opinion.

After repeating the same question to the students, 84% of them said that counsellors should in fact help them in choice of occupations in the society while at school.

Helping students to decide and select careers and further education was another important role of the counsellor. All the counsellors (100%) had the view that this was supposed to be the case while 90% of the headteacher and teacher respondents supported the counsellors perception. On the same question, 10% of the headteachers and 8% of the teacher respondents expressed no opinion.

When subjected to the same question, 83% of the students respondents held the view that counsellors should help them as much as possible to decide and select careers and other prospects in education. On the same, 15% of the students in the sample disagreed with the above view while the remainder (2%) were non-committal.

On assisting students to relate their interest and abilities to the present and future educational opportunities, 92% of the teacher respondents were all congruent that this was one of the counsellor's duties. On the same, 10% and 2% of the teachers in the sample disagreed respectively. The remaining respondents did not express any opinion.
When the same question was put to the student respondents, 85% of them agreed, 9% disagreed while only 6% of the remaining students were not sure whether counsellors should assist students on how to relate their interests and abilities to educational opportunities in the society.

Choice of careers by students, when in school is a crucial decision because it has a direct influence on the student's future life. The result of this study seem to acknowledge this. In this regard, students had lesser favourable views than the other groups. This maybe an indicator that there are some of them who either are unaware that there were counsellors in their schools or the counsellors may have never helped students in this area.

In some cases students individually asses their abilities from their academic achievements. They then try to match their interests and abilities while choosing areas for further education and careers with little help from outside. Thus they make decisions on their own.

5:3 STUDENTS PERCEPTIONS OF THE ROLE OF THE COUNSELLOR

Students' perception of the role of the counsellor had significant differences from those of teachers, counsellors and headteachers.

The above observation was congruent with previous finding. For example pattern (1965) found out that many students did not perceive the counsellor as helping them with problems particularly those of personal nature. Students see the counsellor as a helper in certain areas, but not in others (Grant 1954).

It has also been found that students were more informed about the guidance programme than their parents. They were
also satisfied with the programme and more aware of its benefits than were parents, teachers or school administrators (Winslow 1954). Despite the awareness many students were hesitant to use these services.

There may be some obstacles in the school which prevent students from going to seek help despite their knowledge of the benefit of these services. There could also be a section of students whose ignorance prevents them from seeking help.

The role of the counsellor is not properly understood and hence not fully accepted by all students. This was revealed by Gibson (1962) when he found that fifty six percent (56%) of the sample of students he used were not sure what constituted the activities of their school guidance programme, while a third of them reported that the guidance and counselling programme had not been described, explained or outline to them during their 3 or 4 years in school.

Another interesting observation was that former students were unaware that the school had counsellors when they were there (Smith 1951).

In Kenya, secondary schools may lack a guidance counsellor and if he is there, his teaching load is like that of any other teacher, thus leaving little time to attend to the needs of students.

Another set back is that the counsellors may not be
competent in their work though they feel that they still provide the services as required; while the recipients of such services may feel otherwise.

The level of competence raises the issue of counsellor training. As mentioned earlier, majority of the counsellors are not trained. They are appointed by headteachers because they have been getting on well with students; or because they have a lot of experience in school affairs.

The situation above may become worse when students come to question the counsellor's competence and to feel that their problems are not important or appropriate enough to justify seeing a counsellor. When these problems persist the student may go to seek informal support from friends, relatives and even parents. This category of students will rarely go to see a counsellor for help.

Despite students feeling about the counsellors competence, there are some who are of the opinion that only certain problems should be taken to the counsellor. These are in areas where they believe that counsellors have more knowledge and experience, as Johnson (1979) found.

He found that seventy one point four percent (71.4%) of the students first sought help from the counsellor if they had problems in choosing courses in preparation for a job, while eighty point five percent (80.5%) of the students sought him in securing career and vocational information.
It has been observed that there are certain obstacles within the society, in general and within the school in particular that prevent students from going to seek help.

The result of this study indicated that students had the most unfavourable perceptions of the role of the career master. They disagreed with the duties proposed for him earlier.

Other studies have shown that different types of problems are viewed as appropriate for different types of counsellors, usually identified by different helper labels. The nature of the client's problems influences his help seeking behaviour (Carrey and Savitz 1980).

Students perceive potential helpers who are identified by different titles quite differently. This affects their readiness to seek help (Tinsley, Brown, de St. Austin and Lucek 1984).

It has also been observed that students perceive counselling centres differently depending on the title. These perceptions may affect their use of the services available. Thus it can be concluded that even a label like career master, career or guidance office can influence their readiness to seek help from such offices or persons.

5:4 TEACHERS PERCEPTION OF THE ROLE OF THE COUNSELLOR

It was found that the teachers' perception of the role of the counsellors in secondary schools, completely differed
from the other groups.

This indicated that teachers as a homogenous group in their profession have their own perceptions of the role of the counsellor.

The majority of the present school counsellors and headteachers are classroom teachers as well. They expressed different opinions from the other classroom teachers.

In Secondary schools, teachers do most of the work related to students. They have a lot of contact hours with students. Due to this, they feel that they have a right to attend to students with problems.

They also feel that counsellors are not indispensable. Traxler (1951) noted that teachers are guidance officers and that they carry on guidance inevitably or incidentally.

Teachers resent counsellors (Graff and Warner 1972) because they feel the latter are quasi-administrators and they do not put the same emphasis on counselling function as counsellors do. They hold counsellors negatively because they seem to side with students.

Counsellors have more involvement with students especially when outside the classroom. Teachers feel that they can do counselling just like the counsellor if not better.
In most cases, a counsellor is appointed by headteachers and hence other teachers feel that the counsellor does not have better abilities to deal with students than those who are not appointed.

Another source of resentment could be that most of the selected counsellors later become deputy headteachers and eventually headteachers. Hence the promotion of counsellors does not pass unnoticed by teachers.

Russell and Willis (1964) found out that there was a significant difference of opinion among teachers as to the role of guidance. A section of teachers did not support a guidance programme.

It was also reported that teachers perceived themselves as career educators, hence counsellors were not indispensable. Such an attitude towards school counsellors, from teachers, may lead to conflict and also make teachers perceptions of the role of the counsellor incongruent with their real roles.

Results of data analysis showed that headteachers also had different perceptions of the role of the counsellor from any other group. Headteachers are a unique group, as they are the top leaders in secondary schools. They oversee all activities going on in the school and the guidance programme is no exception.

Headteachers attend guidance and counselling workshops
regularly. They learn a lot in these meetings and hence their perception of the guidance services is likely to differ significantly from that of any other group.

The headteachers know the difference between what they have learnt in workshops and what is done in their schools. However, there are some who feel that guidance and counselling is almost non-existent in their schools. The reason they give is that generally, students do not seek these services unless they are referred by members of staff, the deputy headteacher or the headteacher. Due to this, students have associated guidance with discipline.

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

When headteachers hold such views on the role of the counsellor, the latter may be restricted in performing the kinds of services which administrators feel are unimportant to the students' needs.

Another likely source of perceptual differences between headteachers and the other groups is likely to be the duties which are delegated to teachers and counsellors.

There are some headteachers who delegate duties while
others do not. The latter category feel threatened by the counsellor as he becomes more and more popular with the students.

The headteachers fear that their positions are being usurped and hence try to block the progress of the guidance programme which is the responsibility of the counsellor.

In conclusion it can be said that, headteachers had notable differences from the other groups in their perception of the role of the counsellor. It was noted that their perceptions were less favourable than those of counsellors and teachers. This rather negative attitude of the headteachers is significant since they oversee all the activities in their school guidance and counselling included.

Headteachers support for the guidance programme in the school should be paramount. However, due to the nature of their work, they are always busy and for this reason they should give the counsellors the responsibility to handle guidance and counselling in schools. If they do not do this, they should give more support to these services.

5:6 COUNSELLORS PERCEPTION OF THEIR OWN ROLE

Counsellors differed significantly with the other groups in their perceptions of the role of the career master in secondary schools. They had the most favourable perceptions of the role of the counsellor.

Generally, counsellors are appointed by the headteachers and most of them are not trained for that particular role.
They are regular classroom teachers with special responsibility. This leads to their low input and output in guidance and counselling.

The counsellors do not work in isolation in schools. They are helped by other members of staff in their duties. This includes identifying students with problems. Most of the counsellors have a lot of concern for students in particular, and the school in general.

Previous research reveals that counsellors felt that they usually succeeded in performing their duties although the other groups felt that this was not so (Armor 1969). This shows that the other groups (teachers, headteachers and students) are yet to be convinced by the counsellor that he is really performing his duties as expected.

In Kenya, counsellors are regular classroom teachers and then they have extra responsibility. They mostly deal with referral cases, as students are reluctant to use guidance services or centres in the schools.

The observation above shows that counsellors and the other groups (students, teachers and headteachers) were incongruent in their perceptions of the role of the counsellor. This calls for the need to raise the level of awareness about guidance and counselling within the school community and among students in particular.

The counsellors should create a conducive environment in
schools where guidance and counselling programme can develop properly.

Guidance and counselling services are relatively new in Kenyan secondary schools. They are viewed with skepticism by the students. However, it is the responsibility of the counsellors to create an awareness among the latter on the importance of these services. Counsellor should also try to perceive students needs from the students' perspective.

Generally, it can be concluded that all the groups indicated notable perceptual differences with counsellors having more favourable opinions followed by teachers, headteachers and students respectively.

Although the possible causes of perceptual difference have been discussed, it can be said that the level of awareness on the role of the counsellor was not very high.

The support for the guidance programme or the counsellor's duty was also rather moderate. The finding indicated that most of the respondents disagreed on certain roles of the counsellor. This was not so because the counsellor did not perform certain duties but rather because they were not aware that he was supposed to perform them. Both the and the respondents should be conversant with the actual roles of the counsellor.

Lastly there is need to reduce the perceptual difference which were found among the respondents so that students
needs can be perceived from their own perspective.

5.7 RECOMMENDATION FOR IMPLEMENTATION

The results of the study show that secondary school students, teachers, counsellors and headteachers hold different perceptions of the role of the counsellor. Possible causes for these perceptual differences have been discussed. It is from the findings and discussion of the study that the researcher endeavours to make the following recommendations.

1. The role of the counsellor should be redefined by the guidance and counselling unit in the Ministry of Education. This is because the respondents seemed not to be aware of some of the duties proposed for him. This will enable those concerned with helping students to be more aware of exactly what they are supposed to do.

2. In schools, facilities to enhance the guidance and counselling programme, should be made available. These include: offices, books and other publications and money. These would serve as incentives. Secondly, professionals, businessmen and other experienced people should be invited to schools to give lectures or better still students should be taken to visit their working places.

3. A good guidance and counselling programme should be established by the Ministry of Education. This programme should be integrated within the educational curriculum.
and adhered to in all educational levels, from nursery
to college.

4. Apart from establishing a good guidance programme and
providing necessary facilities, the counsellor should
be assisted by other members of staff when and where
necessary for effectiveness.

5. The Ministry of Education should appoint a coordinating
committee from the professionals in this area in order
to promote the professional growth in guidance and
counselling. This committee should focus on the needs
in the country in general and the school in particular.
Secondly, the committee should evaluate the effectiveness
of the guidance programme.

5:7:1 RECOMMENDATIONS FOR RESEARCH

1. A similar study covering other districts or even the
country as a whole is required. This would help in
the making of general conclusions for the whole nation,
after which measures towards improvement could be
undertaken.

2. Research is needed to investigate the amount of parental
guidance provided during the informal and formal education
periods so as to decide how to help the students at
school.

3. There is need to investigate fully whether training
of school counsellors would improve the effectiveness
of guidance and counselling provided in our secondary
schools.
4. Research should be done to find out whether counselling in schools would be more effective if school counsellors are given a lesser teaching load or employed solely for counselling where the demand for this is very high.


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APPENDIX A

QUESTIONNAIRE

INSTRUCTIONS

This questionnaire is designed to give information on the role of counsellors as you understand it. Please read each statement carefully then place a mark in the appropriate box to indicate what you think the role of a counsellor should or should not be, using the following responses:

SA - Strongly Agree
A - Agree
NO - No Opinion
D - Disagree
SD - Strongly Disagree

TICK WHERE APPROPRIATE

a) What is your sex? (1) Male (2) Female

b) What is your role in the school?
1. Student
2. Teacher/careers master
3. Teacher
4. Headteacher
5. Other (specify) ________________

c) What is the type of your school?
1. Boys' boarding
2. Girls' boarding
3. Other (specify)

The role of a 'counsellor' is to:

1. Help the headteacher to identify the needs of students.

2. Keep the school fully and continuously informed about educational and vocational (occupational) opportunities.

3. Counsel students concerning personal problems.

4. Help students to cope with new situations.
5. Assist students in self-understanding.

6. Counsel students concerning their relationship to other persons.

7. Advise students on how to choose occupations.

8. Coordinate the accumulation of important student information.
9. Gather students' information through school work records, report (academic) forms and interviews.

10. Organise and keep students' files or records.

11. Interpret students' information to the headteacher, staff-members and parents.

12. Inform students about educational and occupational opportunities in the society.

13. Help students in selecting and saving educational career opportunities.

14. Assist students in relating their interests and abilities to the present and future educational opportunities.

15. Collect and give out students' information to the headteacher, staff-members and parents.

16. Provide up-to-date educational and training opportunities for further education and training.
13. Help students in deciding and selecting careers and further education.

14. Assist students in relating their interests and abilities to the present and future educational opportunities.

15. Collect and give out students information concerning careers, opportunities for further education and training.

16. Provide up-to-date educational and occupational materials.
17. Provide information to new students concerning courses offered in the school, extra-curricular activities available and local environment.

18. Identify the community's referral agents and their services such as hospitals, rehabilitation centres etc.

19. Identify students with special needs which require the services of a referral source.

20. Liaise (consult) with parents of problematic students.
21. Share the students' personal, general and academic information (data) with staff members.

22. Help staff members to identify students with special needs or problems.