AN INVESTIGATION INTO THE ROLE OF GUIDANCE AND COUNSELLING SERVICES IN SELECTED SECONDARY SCHOOLS IN TIGANIA DIVISION, MERU NORTH DISTRICT, 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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DATE

12th May 2003

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

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DEDICATION

This study is dedicated to my mother Jennifer Kathure and my father Gerald Ndegwa for their understanding and prayers and encouragement during my studies and who through their guidance and counselling brought me up and therefore made me what I am.

AND

To my loving daughter Grace Mwendwa who missed my love and attention for the duration of my course.
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I wish to thank Kenyatta University for giving me an opportunity to undertake a master's degree in Educational Psychology.

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My sincere appreciation goes to Dr. E. M. Kigen of the Department of Educational Psychology, Kenyatta University; who provided academic guidance, constructive criticism and supervision throughout my study.

I am also indebted to my work colleagues at Meru College of Technology who helped me greatly during the data collection. Also, my gratitude goes to all the Principals of the schools I visited in my study area for their cooperation during data collection for this research and to all respondents for accepting to participate in the study.

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ABSTRACT

Guidance and Counselling was introduced in secondary schools in Kenya following the Gachathi Report of 1976. The purpose was to help students understand themselves and to discover their abilities and limitation from their environment. This study aimed at finding out how secondary school look at the role of guidance and counselling services and how it can curb discipline.

The study’s presentation has been arranged in five chapters. Chapter one, addresses the background information, statement of the problem and objectives of the study. Chapter two makes a review of relevant literature to the study. Chapter three describes the methodology that was employed in sampling, collecting and analysing the data. Chapter four has been dedicated to the analysis of the data and chapter five. Gives the conclusions and recommendations drawn from the study.

The study was carried out in four secondary schools (two for girls and two for boys) in Meru North District. A purposive sample of 8 teachers and a random sample of 132 students participated in the survey. The 140 participants responded to a questionnaire that was given to them. Their responses were tabulated and organized through frequency tables and percentages, and descriptively analysed.

From the survey, it was found that guidance and counselling services though offered in the schools, most of the guidance teachers have a vague understanding of what really it entails or encompasses. The students also do not fully utilize the services and do not understand its role.

The study revealed that since its introduction, the problem of student unrest had not abated. There have been cases of students contracting HIV/AIDS and other venereal diseases, pregnancy cases and prevalence of drugs in schools with wrong friends (peer influence).
The study revealed that since its introduction, the problem of student unrest had not abated. There have been cases of students contracting HIV/AIDS and other venereal diseases, pregnancy cases and prevalence of drugs in schools with wrong friends (peer influence).

The findings demonstrate an urgent need for effective guidance and counselling in school due to the increasing number of orphans due to HIV/AIDS scourge.

The study also recommends that the Ministry of Education establish a strong guidance and counselling division in the ministry to coordinate all guidance and counselling activities in the country. Further research in this area should be carried out to help find and place a clear policy and legal framework for provision of effective guidance and counselling services in our secondary schools or rather in our education institutions.
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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE PROBLEM

The need for formal guidance and in Kenya is recognized now more than ever before. The Western culture ushered in a process of change with respect to cultural values and now that there is no counselling service in the traditional sense, formal guidance and counselling is very necessary. And especially in this era of the HIV/AIDS scourge, the youths need to be counselled on how to prevent the scourge.

Guidance had begun quite early in the 1900 in U.S.A. Taiwan, Japan, Norway. Even in the traditional African society, there was informal guidance and this was to bring up members of society who were socially, psychologically mature. Elders managed all social institutions.

In Kenya, formal guidance can be traced back to a few years before independence. The young nation realized that independence was about to be given and they had prepared the youths for manpower development. Hence the need for vocational guidance.

Kilonzo in his paper “Guidance and Counselling in Kenya” (1980) observed 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. School leavers were given career guidance because high-level manpower requirements were needed to work in the government and private sectors. This continued until 1968-1969 when the government was establishing machinery for Kenyanization of the private sector.

In 1971, the Ministry of Education established a Guidance Unit and even came up with a handbook titled “Careers Guidance for Kenya”: A manual of
careers references for secondary schools in Kenya. In 1976, the Gacathi Report made four important recommendations on the development of guidance and counselling.

First, the Ministry of Education recommended the expansion of Guidance and counselling services. Second, it required heads of each educational institution to assign a member of staff to be responsible for Guidance and Counselling. This member of staff is to see to it that guidance and counselling is provided and to all. Also, opportunities for individual guidance and counselling by teachers and parents are available at appropriate times. Third, it required each institution to build and use a cumulative record of students. Fourth, it recommended establishment of courses at the university for training professional workers in Guidance and Counselling.

In spite of all these efforts by the Ministry of Education guidance unit, most secondary schools wait until third term to fill career forms. This is inadequate guidance since as Shartzer and Stone (1965) observed, “guidance services in schools should assist pupils to identify and develop their strengths especially in educational and vocational opportunities and it should start as early as possible in their school lives and it should be provided to all students”. Counsellors tend to ignore educational, sociological and psychological guidance.

There is need for counselling to start as early as possible and efforts are being made towards this by the Ministry of Education through organizing seminars. For example, there was one held at Kigari Teachers Training College in May 2002 to emphasize the role of sexuality among the youth. The youths in our secondary schools need to be enlightened on social issues particularly HIV/AIDS awareness. They need to be educated on this scourge, which is a danger to our society. They need to be made aware on how to establish healthy relationships among themselves and particularly where the opposite
sex is involved. As such the teacher counsellor has a responsibility of creating awareness among the youths.

Our Kenyan educational institutions should aim at producing youths who are academically equipped and satisfied as well as confident in themselves as individuals and their future life. This, therefore, calls for guidance and counselling in all Kenyan schools.

Counsellors are very necessary in our educational institutions where they are looked upon as the real guardians of our youths and who should focus on the inter-personal relationships to lead students towards “behaviour change in attitudes, feelings and values or goals.....”, which are good and satisfactory to them and the society around them. For one to be both academically satisfied and confident of himself in his future role as an adult, he has to be exposed to all the areas of educational guidance, vocational guidance, psychological and sociological needs.

Concentrating on any one of the above and ignoring the rest, then the individual comes up as an incomplete, confused and miserable being as Newsome and Company put it.

The young person who is incapable of making decisions and confused in his own sense of values will almost assuredly come to grief in a society which is increasingly demanding due to rapid changing circumstances. It is always difficult for the insecure person to cling on to traditional structures and patterns that he is evading the real issues and thus resigning himself only to half-life.

The school should be taken seriously in our educational system to try and help the youths so that when they come out eventually they should not appear confused, undecided and frustrated in life. This means that students learning in our schools are expected to have been properly socialized as well as possessing the relevant knowledge and skills, attitudes and values that will enable them to participate fully in nation building.
Therefore, this study will show the purpose and significance of guidance and counselling in our secondary schools. The research will be carried out in some selected secondary schools.

1.2 STATEMENT OF THE PROBLEM

According to the annual report of the Kenya Ministry of Education (1978), only a few districts as of 1977 had established guidance and counselling programmes in secondary schools. And even at present, guidance and counselling is seen in terms of discipline. When there is a discipline problem it is when counselling is taken up. Also, guidance and counselling is given to a student who has been performing well and all of a sudden his performance deteriorates. The reason for this is probably due to the emphasis given to teaching over counselling.

It is common practice for the designated counsellors to perform duties of a regular teacher. Also most of the teacher counsellors are not trained as counsellors but as teachers. Given the freedom to choose between counselling and teaching, such persons would naturally give priority to teaching.

Moreover, the community and pupils, judge teacher's ability on the basis of the number of pupils who achieve a high passing grade in the Kenya National Examinations. Teachers respond to this expectation by striving to make as many pupils as possible not only to pass but to perform well. Meanwhile, pupils counselling needs are ignored completely or little emphasis put on them.

According to Maslow (1970), meeting pupils' psychological and physiological needs is an important prerequisite to effective learning. In Kenya, guidance and counselling needs are not clearly defined although of late the Ministry of Education is conducting series of seminars on guidance and counselling. Even the public universities with particular reference, to Kenyatta University, are starting courses on guidance and counselling to train counsellors who will go
out to educate the youths on the good and evil of our society. This study attempts to address the role of guidance and counselling services in selected secondary schools in Meru North District.

1.3 OBJECTIVES OF THE STUDY

1. To find out how secondary school students, teachers perceive the role of guidance and counselling in the school.
2. To determine the types of guidance and counselling offered in schools.
3. To find out some of the problems which hinder effective counselling in schools.
4. To find out whether guidance and counselling helps reduce indiscipline in schools.
5. To suggest some measures which can be taken to ensure effective counselling for students.

1.4 SIGNIFICANCE OF THE STUDY

The purpose of the study is to find out how secondary school students, teachers and heads look at the role of guidance and counselling. Currently, not much has been done in this area hence the need for the research to study this area.

This study will give an insight into the importance of guidance and counselling. This is especially so for students in secondary schools to assess accurately their interests and abilities. They need a lot of guidance and counselling in order for them to make good decisions and proper choices.

Also, the study has the aim of having counsellors educating the youths or students on the good and bad things in the society. The youths are indulging in drugs, homosexuality and this has led to too much indiscipline in the society. And through teacher counsellors, the researcher believes that the society can be transformed into a decent one.
Due to the above factors, guidance and counselling services in Kenya are not conducted the way they should be. This study intends to highlight the needs for serious organized counselling in schools.

The study will also examine some of the problems, which hinder effective guidance in our Kenyan secondary schools. It will also try to establish and suggest measures, which should be taken to ensure effective guidance and counselling for students. This would benefit the whole Kenyan society.

The overall purpose of this study is to bring to the attention of educational planners, the fact that a very vital part of educational programmes, guidance and counselling, is in danger of being neglected. Social values and ethics can be inculcated effectively through guidance and counselling programme.

This study will, therefore, aim at analysing the role of the teacher-counsellor with a view to promoting social status of this role. The teacher-counsellor plays an important role in moulding the young, and this should not be underestimated but emphasized. This research could also provide important information, which could stimulate further research.

1.5 ASSUMPTIONS OF THE STUDY
This study was carried out against the following assumptions:
(a) Most schools apply more than one approach in solving discipline problems.
(b) Schools have a policy on guidance and counselling.
(c) Guidance and counselling is the responsibility of all members of the school community.
1.6 SCOPE AND LIMITATIONS
The area of guidance and counselling in schools is very wide and may not be
dealt with exclusively. This study was limited to approaches used in offering
guidance and counselling services.

The recent ban on corporal punishment in Kenya schools caused a lot of
anxiety among parents and educationalists. Many raised the issue of what to
turn to if not the cane. And guidance and counselling was the next alternative
to instil discipline and help students develop self-knowledge. This study was
therefore limited to boys and girls secondary schools within Tigania Division
in Meru District, and because of the nature of my degree, which was, school
based, I had not enough time to carry an in-depth study of Tigania Division or
in all the secondary schools within the district. The study was conducted in
four secondary schools – two boys schools and two girls schools.

Although the results of the study may not be generalized to all secondary
schools in the district, every effort was made to ensure that the sample was
representative.

It was difficult to finance this project, as I was self-sponsored student.
However, all was done towards its completion.

1.7 DEFINITION OF TERMS
Guidance
Guidance is the process of helping individuals understand, appreciate and
accept the world around them. It is a continuous process aimed at helping
individuals to avoid problems and if they occur, to cope with them or manage
the situation in a healthy manner.

Counselling
Counselling is the process by which people are helped to understand
themselves and their problems better. They are helped to examine alternative
courses of action and their possible consequences so that they can choose a particular course of action. Counselling offers various choices to a person through discussion and provision of information on the basis of trust, confidence and friendship.

Role
This means the part played or contribution made.

Services
Services are programmes or essential things given or offered.

Effective Programmes
Guidance and counselling programmes that have positive effectiveness in making many students use the services of a teacher counsellor more often and regularly.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Research conducted on the subject of guidance and counselling has attributed the high level of indiscipline in secondary schools, to lack of guidance and counselling. As much as a student spends time in school, teachers act as guidance and counselling agents.

Kyungu (1995) blamed parents for failing to monitor how their children were progressing with their studies. He cites cases when students continue to demand money for their upkeep and instead use the money to buy alcohol and drugs.

It is true parents may contribute to indiscipline of their children, but they must provide money for their children’s upkeep. If this confusion is to be moved, parents and teachers should guide and give advice on the proper expenditure of pocket money and advise students on the dangers of abusing drugs. Guidance and Counselling therefore becomes handy.

Oliech (1991), highlighted that in Kenya, most smokers are adolescents between ages 13 and 18. He noted that advertising and habits of elders play a major role in making the youths feel that smoking is a dignified and mature behaviour. The tobacco companies’ efforts to warn children and adolescent into lifelong addiction to smoking continue. Parents and teachers, too, should sensitise learners on the dangers of drugs to their lives.

According to Newsome and Company, counsellors are part of the educational system who try as much as possible to help students. “Face their own feelings” and therefore be able to make worthwhile decisions in the educational, vocational and social fields.
And as Ornstein (1981) stated that according to many investigators, schools and society have fostered a generation of alienated students who manifest their alienation through drugs and unrest. Many students reject the institutional control of the alcohol. He similarly identified that prolonged school has caused isolation of the young people from their parents and the rest of the adults. This has made them to shift their socialization from the family to the peer group. The individual student will conform to the demands of his or her peer group without question. This may lead to undesirable behaviour in school like drug abuse, truancy, among others. The researcher puts forward the important role of teachers as guidance and counsellors since learners spend most of their time in school away from their parents. Individual students need to be advised on the importance of making responsible decisions rather than conforming to peer pressure without question.

2.2 IMPORTANCE OF GUIDANCE AND COUNSELLING

Students need to be advised on the importance of adhering to the school rules and regulations, which are designed for their own good though the students are not necessarily involved in their formulation. Hence, the emphasis on guidance and counselling. Ornstein continues to state that student disruptions include boycotts, demonstrations, sit-ins, picketing, vandalism and violent students protests have occurred despite school regulations.

As such counselling should be enforced in all schools practically. All students need to be counselled to help them understand themselves better and be aware of their abilities subsequently. Newsome enhances this view when he says:

“Counselling should be seen not as a full or optional extra for those institutions fortunate enough to be able to afford a counsellor but as a central integral part of the educational process for all students”.

This view makes it clear that counselling is a necessity and not just a luxury to be afforded by a fortunate school. This shows clearly that education goes
hand in hand with guidance and counselling. Guidance and counselling function constitutes an integral part of education and is not just a side function. Guidance and counselling facilitates the educational process.

Gilham (1981), noted that behaviour disorder or antisocial disorder of some children in school make life difficult for the teachers, parents and general society. Burden (1981) stated that there is no doubt that behaviour problems in school are currently a major cause for concern among the teachers. He identified that problems in schools must be viewed in the widest possible context. There is the need for guidance and counselling.

Without counselling the school leavers who now face the world without the protection of the school, find themselves leading a half-life and all this is due to fear and confusion. They do not have confidence in themselves as they lack self-knowledge and self-determination. This means, that they do not understand themselves and even do not know their abilities. However, with proper guidance and counselling this could be avoided.

Counselling is meant to bring change among our youth. It could provide free communication between students and their seniors, counsellors “intervene in specific situations, not as setters of goals or makers of choice for the student, but as catalysts in this process” (Durojaiye, 1972)

The counsellor does not adjust the child, he helps the child master his own difficult adjustment. His interventions may take a variety of forms ranging from comprehensive programmer created to aid students with career choices, to curriculum work that emphasizes learning about purposeful action, to individual counselling that helps a child.

Counselling stresses the importance of the individual. The feeling and rationale of this importance can be seen in a quotation from one Sir Julian Huxley. But our thinking must be concerned with the individual. The well-
developed, well-patterned individual human being is the highest phenomenon of which we have any knowledge, and the vanity of individual personalities in the world’s highest richness. The individual need not feel just a meaningless cog in the school machine, nor merely the helpless prey and sport of vast impersonal forces. He can do something to develop his own personality, to discover his own talents and possibilities to interact personally and fruitfully with other individuals, to discover something of significance to him.

With such free attitude, the students could be airing their views openly and then be encouraged if they are good but discouraged if they are bad, this would in a way eliminate stress that occurs due to lack of freedom of airing one’s news and as Patrie puts it:

Counselling will bring change into schools for an adult now communicates on a level with the child, not isolated on a pedium in front of silent attentive children. Talking intimately with the children, he learns to appreciate their point of view and sees their strains. He can carry their stories to his colleagues and seniors interpret the children to the establishment. The mycduim of young attitudes therefore penetrates through the school and cannot fail to influence its philosophy and future events.

Here, the main concern for the guidance counsellor is to facilitate freedom, to help the students develop as self-confident and self-directed persons. To give every individual student an opportunity for a useful and happy life, with the ultimate goal being the creation of “integrated harmonious personalities”.

Guidance and counselling helps to strengthen students’ own abilities, to make wise choices and to face problems encountered in society. “And those who fall by the wayside because of physical, intellectual or emotional inadequacy, need special guidance. To provide every student with special information, services and opportunities to enable him to develop his abilities, aptitudes and capacities to the fullest” (Durojaiye, 1972).
Through purposeful guidance and counselling, the child’s early attempts at learning are channelled into wider knowledge and nurtured into correct reactions in different situations. His moral training, social development and intellectual growth are also given correct orientation. This means, the awareness in the informed adult that the child is a psychological being and one must be alert to some developmental requirements of the growing child – quantitatively (increase in weight, height and other physical measure); and qualitatively (children group up in social behaviour); and also in emotional reactions and in intellectual performances. Moreover, guidance and counselling can help to get in touch with students views and ideas. This can help the schools to formulate a school philosophy, which can at least help to avoid strains and frustrations from students who might feel that things are being imposed on them without their participation.

The above could impair smooth educational progress but with counselling and listening to students’ views, peace and smooth progress as the school will in most cases operate on the students needs. The present times are not easy ones for one to wade through. We are living in an era, which is full of uncertainties, and the authority figures of yesterday cut no ice. We therefore, learn to live with ambiguity, and value confusion. The high rate of school dropouts could be attributed to study difficulties, wrong choice of subjects, conflicting interests, lack of concrete goals and abuse of drugs, alcohol. All these are due to lack of proper guidance and counselling and majority of these dropouts end up being drug addicts, engaging in abnormal sexuality, delinquents.

Note that even clever students left unattended to effectively (psychologically), can also end up being confused. The cognitive development alone is not enough; the psychological, sociological parts have to be put into consideration in the education system. This shows the importance of guidance and counselling in schools.
We need counsellors to prepare our students for their future adult life for they are the leaders of tomorrow. We need young men and women who are ready, well-equipped and confident from schools to replace the aging ones. Counsellors should train them on what is expected of them as the future leaders – ready for their future adult roles, responsibilities, struggles and aspirations.

2.3 PROBLEM OF PUPILS REQUIRING GUIDANCE AND COUNSELLING SERVICES

There are problems encountered by individual students and that is why they need guidance and counselling to help them cope with the problem situations in a healthy manner. These problems include:-

- Emotional states reflecting difficulties at home.
- Learning inadequacy due to lack of intelligence, or lack of opportunity in the home for cooperation with the work of the school.
- Recreational facilities.
- Mental and physical wellbeing.
- Social interests.
- Personal adjustment, including sexual adjustment.
- Social adjustment.
- Present educational performance as a reflection of degree of learning and adequacy of teaching.

2.4 ROLE OF GUIDANCE AND COUNSELLING TEACHER

The guidance and counselling teacher is a very important person in the delivery of guidance and counselling services in educational institutions. He is in-charge of planning and development of the guidance and counselling programme in the school.
How does he do this? The guidance and counselling teacher defines the objectives of the guidance and counselling programmes. Also, he identifies guidance needs of the individual students and develops plans for action.

He coordinates the various aspects of guidance and counselling programmes as well as evaluating those programmes. The teacher - counsellor handles issues related to students' appraisal, students' education and vocation. He helps the individual students to grow up in social behaviour, in emotional reactions and in intellectual performance. There are two key institutions mainly involved in the processes of guidance of the school child, these are:-

(a) **The Home** – the parent has the most intimate knowledge of and heaviest responsibility for the child. For the parent, guidance begins from the day the child is born. The child depends entirely on his parents for his physical needs, food, shelter, clothing, warmth – and his psychological needs love, a sense of belonging, self-esteem and self-discovery. The child rearing practices and ways by which the child is socialized are important for his social, moral and intellectual development.

(b) **The School:** The school exerts the greatest influence on the psychological growth of children. The school is responsible for proper social relations between children. The school exposes children to situations through which active learning develops and the child learns. The process is an active one and unless the child consciously and purposely participates, then the desired change in behaviour will not occur.

The school being the greatest influence on the child then the role of guidance and counselling teacher is crucial for the helps the student learn and grow from experience. He also assists the student in
developing positive mechanisms and helps to return the individual student to a state of previous emotional stability.

In all there is need for guidance and counselling services in school in order to:

(a) Help students become aware of the needs of others and to establish positive relationship with them.
(b) Old students in developing solving and decision-making skills.
(c) Help students in searching for and defining their own value system.
(d) Facilitate cooperation between teachers, parents and students to develop positive learning experiences.
(e) Assist students in accepting responsibility of their behaviour.
(f) Help students to be successful in school and function properly in society.
(g) Assist students to explore vocations that would be appropriate outlets for their abilities, interests and personality.

Counselling should be carried out with understanding, confidence, trust and patience. Counselling is an important skill and task for the teacher. It is imperative to counsellors to be equipped with special skills in counselling to become effective teachers in the area of counselling.

2.5 LITERATURE REVIEW RELATED TO METHODOLOGY

Methodology of carrying out any research depends on the type of study one wants to carry out. For example, Kathuri and Pals (1993) have elaborated on the survey made on research. This is when a researcher employs the use of questionnaires, in order to determine opinions, preferences and perception of groups of people of interest to the researcher. Questionnaires are used to collect basic descriptive information from a broad sample.

Sampling is used to provide information that can be used to make judgement about a much larger number of cases. The interview can be used to gather
responses in depth from a smaller sample. Koul (1984) recommends descriptive research method in education. This method is easy and direct and the researcher can gather information in terms of individual opinion about some issues by simple questionnaire or interview. As Dalen (1966) states that, some respondents will only give information if you present them with carefully selected questions.

Other respondents are more willing to communicate orally than in writing and will therefore provide data than in a questionnaire, as Kerlinger, 1973 noted.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION
This study was to investigate the role played by guidance and counselling services. It was carried out in selected secondary schools in Tigania Division, Meru North District.

The respondents were secondary school students (boys and girls) who are recipients of guidance and counselling services, and also teacher counsellors as well as deputy heads in schools.

3.2 SAMPLING DESIGN
Out of the 18 public secondary schools in the district, purposive sampling was used to select four secondary schools (two boys and two girls) that offer guidance and counselling. The sample of schools was controlled to minimize random error, and ensure validity. The schools sampled, drew students from all levels of society.

The schools purposively drawn from the division included the following – Miathene Boys High School, St. Lukes Secondary School, Kanjalu Girls Secondary School and Akithi Secondary School. They represented 25% of the secondary schools in Meru North District.

The target population was the form three classes in the sampled schools. The students of these classes were targeted because they had been in the school relatively longer and could give relatively more reliable information about the guidance and counselling services in the school. The headteachers, guidance and counselling teachers were also targeted. Since there were four schools, four head/deputy headteachers, four guidance and counselling teachers were purposively sampled and total of 132 randomly selected students were utilized in this study.
3.3 DATA COLLECTION
Data were collected from the headteachers of the sampled institutions, guidance and counselling teachers and students. Two questionnaires for the investigations were developed as follows. Headteacher/counsellor, students. This instrument was developed from the literature related to guidance and counselling, researcher’s own knowledge and experience. Data of documented information on guidance and counselling services were also used to enrich this study.

3.4 RESEARCH INSTRUMENTS
The main research instrument used in this study was questionnaire. These were two types of questionnaires. One was administered to headteacher/teacher counsellors and the other was administered to students.

The questionnaire was chosen as the main instrument over other instruments because it takes less time, energy and is less expensive. It is also not manipulated by extraneous factors that may be experienced in an instrument like interview.

The questionnaire consisted of questions related to the objectives. They sought information of the respondent when and why students seek guidance and counselling and how regularly they do so and ways of implementing effective guidance and counselling.

The questionnaires were delivered to the sampled schools directly, administered to student respondents and collected on the same day. For the teacher counsellors and the head/deputy headteachers, the questionnaires were given to them and collected after one week.
3.5 DATA ANALYSIS

The data collected was analysed descriptively. Frequency tables and percentages were used to present the data.

Tables were used, as they were easy to interpret. Frequency distributions were convenient in giving a general overview of the problem under study. Use of tables, frequency distribution and percentages made it easier in making conclusions, recommendations and suggestions for further research.
CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION

4.1 INTRODUCTION
Guidance and counselling is an area that requires a lot of attention in our secondary schools and especially now with the ban of the cane. This study attempted to find out the methods used in our secondary schools to address the social, academic, emotional, psychological problems that students face and how guidance and counselling has helped in solving them.

In this chapter, an analysis of the data collected through questionnaires is made. The data have been presented in tables that show the actual numbers of responses and corresponding percentages. It was necessary in some of the areas to analyse data from different sample separately depending on the nature of the information, but generally the data were analysed wholesome.

The following areas have been considered in the analysis:

(a) The background information of the respondents.
(b) The reasons that make students go to guidance and counselling.
(c) Respondents’ awareness and understanding of guidance and counselling services.
(d) Action strategies and programme personnel.
(e) Organization of guidance and counselling services.
(f) Impact of action strategies in schools.
(g) Suggestions on how to improve the programmes.

4.2 BACKGROUND INFORMATION OF THE RESPONDENTS
The groups of respondents were used for this study. All the respondents were selected through purposive and random sampling as explained in chapter three. The respondents were drawn from headteachers and students.
4.2.1 BACKGROUND INFORMATION OF THE STUDENT RESPONDENT

A sample of 132 (23.2%) of 563 form three students from the samples schools was selected to complete the questionnaire. The age of the student respondents ranged from 16 to 20 years.

<table>
<thead>
<tr>
<th>AGE (YEARS)</th>
<th>NUMBER OF RESPONDENTS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>08</td>
<td>6.3</td>
</tr>
<tr>
<td>17</td>
<td>94</td>
<td>71.2</td>
</tr>
<tr>
<td>18</td>
<td>12</td>
<td>9.1</td>
</tr>
<tr>
<td>19</td>
<td>10</td>
<td>3.1</td>
</tr>
<tr>
<td>20</td>
<td>8</td>
<td>6.3</td>
</tr>
<tr>
<td></td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 1: Age of the respondents

From Table 1 above, majority of the respondents were aged 17 years (71.2%). This is the prime adolescent age and has been described by various human growth and development theorists and researchers as the most crucial maturation stage. During these years, adolescents are faced with difficult tasks of discovering their self-identity, clarifying their sexual roles, asserting independence, learning to cope with authority and searching for goals that would give their lives meaning.

4.2.2 BACKGROUND INFORMATION FROM TEACHER Respondents

Four headteachers and four guidance and counselling teachers were purposively selected to complete the questionnaire.

Out of the 8 teacher respondents, 5 (67.5%) were female while 3(37.5%) were male. The age of the respondents ranged between 27 years and 50 years. 6(75%) were over 36 years. The respondents were therefore mature and able to handle students’ issues in a school.
The teacher respondents had a varied length of teaching experience in various schools. Figure 1 below shows the number of years taught by the respondents. All the teachers had taught over 5 years. 6 (75%) of them having taught between 6-10 years. 2 (25%) had taught for over 10 years.

![Bar chart showing years taught by respondents]

Figure 4.1: Number of years the respondents have taught.

The respondents were quite experienced in secondary teaching and were therefore expected to be conversant with the problems that make students go for guidance and counselling in secondary schools.

### 4.3 REASONS WHY STUDENTS GO TO GUIDANCE AND COUNSELLING

During the study, the respondents were asked to give reasons they thought made students in secondary schools go to seek guidance and counselling services. Below are some of the reasons given by the 140 respondents.

(a) Demand to perform well.
(b) Those who feel they do not fit in or are out of the mainstream.
(c) Unconducive home environment.
(d) Sexual abuse/harassment.
Table 2: Reasons why students go for guidance and counselling

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational</td>
<td>38</td>
<td>28.8</td>
</tr>
<tr>
<td>Academic</td>
<td>39</td>
<td>29.5</td>
</tr>
<tr>
<td>Social guidance</td>
<td>14</td>
<td>10.6</td>
</tr>
<tr>
<td>Personal guidance</td>
<td>26</td>
<td>19.7</td>
</tr>
<tr>
<td>All of the above</td>
<td>15</td>
<td>11.4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

The table shows that majority of students (29.5%) go to guidance and counselling to seek advice on academic affairs. It also shows that a high percentage (28.8%) seek guidance and counselling on vocational affairs. From the reasons given above, going to guidance and counselling is the result of a combination of several factors such as demand to perform well, economic pressures.

The reasons indicate that the youths are faced with many challenges and may result to doing things that may cause significant harmful to themselves in an attempt to escape from these problems. They may result to drug use and engaging in premature sex, which may lead to developing dependency and getting HIV/AIDS.

4.4 RESPONDENTS AWARENESS AND UNDERSTANDING OF GUIDANCE AND COUNSELLING

The study found that 106 (75.7%) of the respondents were aware of the existence of guidance and counselling. They are aware that when one has problems, they should seek guidance and counselling services although they...
are not willing or ready to go to guidance and counselling. They fear to be seen by other students. And only 34 (24.3%) of the respondents are not aware of the actual functions of guidance and counselling.

A majority of respondents 94 (67.4%) believe that only those with serious problems should go for guidance and counselling. They feel that those with discipline problems should seek guidance and counselling. This indicates that they do not fully understand the role of guidance and counselling services in a school.

4.5 ACTION STRATEGY AND PROGRAMME PERSONNEL

They study found no clearly laid out action strategies. However, from the activities the schools carry out, show an effort towards having effective guidance and counselling services. The teacher respondents indicated their main objective was to bring up emotionally mature students who are independent. To do this, they have encouraged formation of peer groups.

4.5.1 PEER GROUPS

The study revealed that, schools have encouraged the formation of mutually supportive peer groups that encourage positive mature behaviour. The teacher respondents said that they use peer groups to provide support to students with special needs such as academic, social, physical or emotional.

Peer groups are meant to encourage acceptance, respect, understanding and willingness to help other peer members solve their problems meaningfully. The groups focus on enhancing the students' self-esteem, sense of belonging and self-discovery and enhancing their ability to manage day-to-day challenges such as stress, anger and depression.

The ultimate goals of the peer group are to nurture correct orientation of the students and increased school performance and emotional and moral development. The 8 (100%) of the teacher respondents argued that guidance
and counselling plays a major role in moulding the behaviour of the students; and by involving them (peer groups) in guidance and counselling, then the number of discipline cases, depressed students will go down. And there will be increased self-confidence, high performers in our secondary schools.

4.5.2 PROGRAMME PERSONNEL

The study found a considerable variation among the individuals responsible for implementing guidance and counselling action programmes in schools. Some programmes are implemented by students, others by staff members, professionals like doctors, religious leaders.

The use of peer leaders in these programmes play an important role in social influence approaches as they influence change in behaviour of those who have problems in academics, social or physical.

4.6 ORGANISATION OF GUIDANCE AND COUNSELLING SERVICES

The study found that the teacher counsellor is involved or is in-charge of guidance and counselling services in the school. There are certain set days and set times when the students are to go for guidance and counselling. However, the teacher counsellors have made it clear that this service (guidance and counselling) is available all the time. The students can consult their guidance and counselling teacher whenever they need to. Figure 2 below shows how regularly students go for guidance and counselling.
This shows that majority of students (66%) only go for guidance and counselling once or twice. A small percentage (12%) go for 3-5 times while 22% only go for counselling when problems arise.

The other members of the staff also do help in guidance and counselling. The class teachers counsel the students in matters relating to performance and in behaviour. The headteachers do support the guidance and counselling so are the discipline masters for guidance and counselling.

4.7 IMPACT OF ACTION STRATEGIES IN SCHOOLS

The respondents were asked how effective they thought the programmes in their schools (guidance and counselling) had been in controlling indiscipline and increasing performance. Table 2 below shows how the 140 respondents in the study viewed the impact the programmes had in discipline control and performance.
Table 3: Description of the impact of guidance and counselling programmes in schools.

<table>
<thead>
<tr>
<th>Description</th>
<th>Number of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>High</td>
<td>04</td>
<td>2.9</td>
</tr>
<tr>
<td>Fair</td>
<td>03</td>
<td>2.1</td>
</tr>
<tr>
<td>Low</td>
<td>33</td>
<td>2.1</td>
</tr>
<tr>
<td>Very Low</td>
<td>48</td>
<td>34.3</td>
</tr>
<tr>
<td>Not Sure</td>
<td>52</td>
<td>37.1</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>100</td>
</tr>
</tbody>
</table>

The respondents were asked to give reasons for their responses regarding the impact of guidance and counselling programmes in schools. The 04 (2.9%) respondents who described the impact as high and the 03 (2.1%) who described the impact as fair gave the following reasons behind their statements:

(a) The programmes make the students aware of the need for guidance and counselling.
(b) The programmes make the students make responsible decisions while in school.
(c) The programmes make the students realize their self-worth.

The 33 (23.6%) who described the impact as low and the 48 (34.3%) who described as very low, gave the following reasons behind their statement:

(a) The programmes do not promote students' competence and sense of independence and purpose.
(b) The programmes do not respond to the needs and interests of students.
(c) The programmes are not integrated in the normal school programme as they are run as a separate/different entities.
(d) The programmes lack variety and thus making them boring and of no interest to students.

(e) The programmes lack follow-up.

The 52 (37.1%) respondents who were unable to offer their views on the impact guidance and counselling services had on the students, gave the following reasons for their inability statement.

(a) The programmes are not related to the real issues affecting the students.

(b) The school community resents these programmes, as they are not involved in the programme design.

(c) The programmes are not based on any concrete planning, implementation and evaluation criteria.

(d) The programmes are overtly referred to as for those with discipline problems. Such reference has repelled those students in greatest need, particularly those who are emotionally disturbed.

4.8 SUGGESTIONS ON HOW TO IMPROVE THE PROGRAMMES

The respondents were requested to give their views as to how guidance and counselling services in their schools can be improved to make them more effective in an effort to have healthy students emotionally, intellectually, socially and physically.

The following suggestions were made:

(a) Emphasize healthy life-style and feelings of wellbeing that can be gained from guidance and counselling.

(b) Use discussion groups to enable the youth to explore their personal concerns about problems of discipline and performance.

(c) The skills taught to students should be appropriate, interesting and done to mastery level.

(d) The programmes should be accessible to everyone rather than to only those with discipline/performance and problems.
(e) Enough time should be provided for participants to master the skills.

(f) Make all information and rules needed for participation very clear. Hold students accountable for their behaviour.

(g) Maintain an encouraging, cooperative and supportive environment that emphasize participation and collaboration of all members of the school community.

(h) Get students to be involved in decision-making and operating the programmes.

(i) Views of students with regard to their needs and interests should be considered when choosing activities to offer in the programmes.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION
Guidance and Counselling needs to be improved and emphasized in secondary schools because now more than ever before with the abolition of the cane, it plays a central role in instilling discipline.

The research attempted to find out the various roles played by guidance and counselling services. And various methods used to create awareness and understanding of guidance and counselling.

5.2 SUMMARY
The study focused on various roles guidance and counselling plays in school. The study appreciates that secondary schools are a natural and convenient site for conducting guidance and counselling programmes for the adolescent secondary school students. The study found that guidance and counselling enhances healthy emotional behaviour, socialization and discovery of self-worth.

In addressing role of guidance and counselling services, schools provide the students with information about its usefulness. The counsellor allays the students’ fears by encouraging them to express their feelings. This way a trusting relationship/rapport between the counsellor and the students is established; and this minimizes the apprehension and uncertainty with which people approach a counselling situation. However, the strategies and programmes are conducted in isolation from a wider school community and environmental context.

No school was found to have made an attempt to raise students’ understanding of the role of guidance and counselling. Also, none was found to have developed a clear-cut policy on guidance and counselling.
5.3 CONCLUSIONS

From the study, the following conclusions have been drawn:

(a) Guidance and counselling plays a central role in discipline.

(b) Guidance and counselling programmes at the secondary schools are scanty and not comprehensive. They do not contain different levels of students that need counselling.

(c) Lack of concern by other teachers on the role of guidance and counselling hinders its enhancement.

(d) Given the crucial importance of the peer group in adolescence, one of the most important factors is the students' ability to resist negative peer influence, is involvement with positive peer group activities and values. The peer leader strategy is to provide positive role models for other students and strengthens the self-esteem of the peer leaders.

(e) Lack of a clear guidance and counselling policy may make it difficult for a school to effectively express its intent, beliefs and resolve towards effective guidance and counselling.

(f) Lack of a clear guidance and counselling policy that one is conversant with leads to delays in dealing with incidents quickly and effectively in the interests of both the student and the whole school community.

(g) The teachers and peer leaders in most of the schools do not have any formal training in counselling and therefore are not able to skillfully and enthusiastically lead other students with counselling problems.

(h) Some parents may not be actively involved in the lives of their children and have left the responsibility of guidance to the teachers.

(i) Some parents might be uncomfortable talking to their children against adolescent pregnancies, sexual abuse because they engage in sexual harassment.
Guidance and counselling services in schools cannot be effective unless they are well-planned and delivered within a clear framework.

5.4 RECOMMENDATIONS
In view of the findings and conclusions drawn above, the following recommendations have been made.

5.4.1 BUILDING EFFECTIVE GUIDANCE AND COUNSELLING SERVICES
There is need for schools to develop more guidance and counselling programmes to produce effective and meaningful services. The developed programme should:

(a) Reach out into the community and into the homes of the students in order for it to be totally successful.

(b) Address on identified and specified counselling problem in order to justify its implementation.

(c) In-service course be provided on guidance and counselling for practising teachers.

(d) Provide all staff with training in identifying guidance and counselling problems.

(e) Teach the students problem-solving skills as well as goal-setting, stress management and communication skills.

(f) Ensure that the developed programme is taught through discussion, role playing and group activities as these are more successful than lecture based ones.

(g) Ensure that the teachers are very conversant with the programme and expected inputs and outcomes.

(h) Have in-depth sessions.

(i) Ensure the programme allows for the creativity of the teacher and students.
5.4.2 WHAT HEAD TEACHERS AND TEACHERS CAN DO

Teachers must inform students that guidance and counselling programme is very crucial in their lives. Remaining quiet gives the impression of unconcern or disinterest. Students should be told that if they have problems, are under stress, depressed they should go for guidance and counselling. Any teacher who believes that a student is bottling up a problem should take action (guide and counsel).

In addition, teachers exert a significant influence on students’ attitudes, knowledge and opinions. They can complement a school’s guidance and counselling programme by incorporating action strategies into their various activities.

The headteacher must support guidance and counselling programme. Headteachers need to provide opportunities for teachers to meet for discussions about the various challenges students face and how they can help face them. They must inform students and parents that teachers have been authorized to communicate their concern. The headteachers need to have professionals available to counsel students. Headteachers should follow up with students or parents after school has intervened.

5.4.3 ROLE OF SCHOOLS

Some of the ways in which schools can ensure effective guidance and counselling include:-

(a) Ensure that students are engaged in schoolwork that is challenging, informative and rewarding when students are fully engaged and absorbed, they are less prone to indiscipline.

(b) Create an environment that encourages parents and other adults to visit the school and participate in the school’s activities. Develop a sense of community in the school.

(c) Encourage the teachers to treat each other and students with respect and to act as good role modes.
(d) Ensure that students are sensitised on significance of guidance and counselling.

(e) Teachers should be given training in guidance and counselling so that its effectiveness can be enhanced.

(f) Ensure mobilization of resources both human and rooms to ensure all schools are executing guidance and counselling services.

(g) Teachers should diversify guidance and counselling services to embrace other types of counselling other than targeting on academic affairs only.

(h) The current mode of guidance and counselling to be reviewed as it seems to be inadequate to address the needs of the students.

(i) Peer support groups should be established to help children in coping with their social, academic and emotional problems.

(j) The administrative staff should give full support to guidance and counselling services by giving cooperation, which seems to be inadequate.

5.4.4 ROLE OF STUDENTS

Students have an important role to play in ensuring that their schools are safe and orderly. They can take steps to help make their schools places where learning can take place without disruption. They can:-

(a) Help develop guidelines that would promote effective guidance and counselling hence creating a conducive environment for learning. Volunteer to be involved in decision-making and advisory committees such as action strategies.

(b) Encourage their parents to come to school and be involved in activities that support the school.

(c) Follow the school code of conduct, understand that rules are made for everyone; and recognize the consequences of violating the rules.

(d) Report indisciplined behaviour like bullying threats, intimidation, vandalism to school equipment and facilities.
(e) Become advocates for programmes such as peer mediation, or emotional management.

(f) Treat peers and teachers with respect.

(g) Serve as a mentor for a younger student.

5.4.5 ROLE OF PARENTS

Parents too play a key role in ensuring that their children grow up being emotionally healthy and independent. Without the support of parents, schools cannot guide and counsel students effectively. Parents are part and parcel of a school’s effort to create a respectful environment.

Parents should help teachers to monitor the relationship of their children. Parents should know the other child’s family before allowing their children to spend too much time with him. The parents need to supervise the activities of their children to prevent irresponsible behaviour.

Like in schools, parents should provide alternative activities for their children while at home like they should be encouraged to read books.

The roles parents can take to assist schools are:

(a) Teach standards of right and wrong and be role models.

(b) Set standards of behaviour, limits and expectations for children in and out of school.

(c) Develop mutually agreed-upon rules about grades in school, extra curricular participation, places that are ‘out of bounds’.

(d) Discuss with their children the school’s discipline policies.

(e) Encourage their children to talk freely about their school, social activities, interests and problems and even their friendships.

(f) Be involved in their children’s school life by assisting in homework, attending school functions such as Parent Teacher Association meetings, sporting events and meeting their teachers.
(g) They must help to build their children’s self-esteem so that they are able to resist negative peer pressure.

(h) Encourage their children to participate in school activities like sports, drama, and debates.

(i) Monitor the programmes their children watch, the music they listen to regularly.

(j) Take time to explain to their children the actual nature and consequences of what is being said and done.

5.4.6 ROLE OF GUIDANCE AND COUNSELLING TEACHERS

The guidance and counselling teachers should be responsible for:

(a) Providing support to the headteacher and other staff in dealing with students with discipline and performance problems.

(b) Facilitating a conducive environment so that students and staff can openly discuss guidance and counselling issues.

(c) Coordinating the professional resources available to staff.

(d) Providing staff with current trends in guidance and counselling in the school community.

(e) Encouraging the training of school administrators, parents and staff about guidance and counselling.

(f) Consulting and liaising with counselling services as to the best possible action/decision to be taken in a situation.

(g) Utilising community resources and referral agencies.

5.4.7 EVALUATION

Guidance and counselling services/programmes should be evaluated to see whether or not they meet their objectives and have the desired impact on students. The evaluation can only be possible if the guidance and counselling programmes in schools have realistic, reasonable, specific and measurable objectives.
Evaluation should be based on clear procedures and guidelines. It should include an analysis and interpretation of the situation before, during and after the programme of guidance and counselling. This will enable relevant adjustments to the strategies and programmes if there is need to.

The evaluation will help determine areas of the programme that need to be revised. It will also show the positive effects of guidance and counselling services to students, parents and the community as well as other schools who have not adopted the programme.

5.4.8 SUGGESTIONS FOR FURTHER RESEARCH

Guidance and counselling has a long history in human societies. Our ultimate goal is to use it effectively and make the society and the world a better place to live in.

This study covered only four schools in Tigani Division, Meru North District. There is need for further study to be carried out covering all schools in Kenya on the effectiveness/impact of guidance and counselling services in schools. This would give a more comprehensive view that would be taken to ensure effective strategies are involved in guidance and counselling in the schools.

There is need to carry out a comprehensive study to determine what new strategies might be used to enhance effective guidance and counselling, which strategies are effective and which are not and the ineffective ones done away with.

Finally, a study needs to be carried out to determine effectiveness of guidance and counselling services in the reduction of indiscipline in our schools.
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APPENDIX I

QUESTIONNAIRE FOR HEAD/DEPUTY TEACHER/TEACHER COUNSELLORS

The information given on this questionnaire will be treated with absolute confidentiality and will be used only for the purpose of research. Please complete the questionnaire appropriately, truthfully and honestly. Your name is not required.

1. Tick the most appropriate
   (i) Headteacher ( )
   (ii) Counsellor ( )

2. School: ______________________________

3. State whether you are a female or male ______________________________

4. Total students enrolment ______________________________

5. For how long have you taught? (Tick where appropriate)
   0 - 5 years [ ]
   6 - 10 years [ ]
   11 - 15 years [ ]
   15 - 20 years [ ]

6. Which of the following criteria do you think should be followed when appointing a teacher-counsellor? (You can tick more than one)
   (i) Age [ ]
   (ii) Level of education [ ]
   (iii) Sex [ ]
   (iv) Training in Counselling [ ]
7. Who else participates in Guidance and Counselling in your school?  
(i) Class teachers [ ]  
(ii) House Masters/Mistresses [ ]  
(iii) Deputy Head teacher [ ]

8. Do you invite professional outside speakers? If so, name some of their professions.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

9. At what levels are Guidance and Counselling services offered?  
(i) Form one [ ]  
(ii) Form Two [ ]  
(iii) Form Three [ ]  
(iv) Form Four [ ]  
(v) All Forms [ ]

10. Does the teacher/counsellor have any training as a counsellor?  
(i) Yes [ ]  
(ii) No [ ]

11. What form of training does he have?  
(i) Guidance and Counselling Course at University ___________ Months.  
(ii) Guidance and Counselling Course at Teacher’s College _____ Months.  
(iii) Inservice Course/Courses ___________ Weeks/Months.
12. How often does the teacher counsellor meet students for Guidance and Counselling services?
   (i) 2 – 3 times a week [ ]
   (ii) 3 – 5 times a week [ ]
   (iii) More than 5 times a week [ ]
   (iv) When a problem arises [ ]
   (v) Any other time (Specify) [ ]

13. Is Guidance and Counselling assigned a specific time in the Time Table?
   (i) Yes [ ]
   (ii) No [ ]

14. Which of the following is applicable concerning the teacher Counsellors teaching load?
   (i) Regular teaching load [ ]
   (ii) Reduced to accommodate Counselling duties [ ]
   (iii) Exempted from teaching altogether [ ]

15. Is the time assigned for Counselling adequate given the number of clients the Counsellor has to cope with.
   (i) Yes [ ]
   (ii) No [ ]

16. How do students in your school respond to counselling.
   (i) Most favourably [ ]
   (ii) Favourably [ ]
   (iii) Fairly Favourably [ ]
   (iv) Least Favourably [ ]
17. How do you rate the success of the Counselling services provided in your school?
   (i) Above Average [ ]
   (ii) Average [ ]
   (iii) Below Average [ ]

18. What is the appropriate number of students, (in percentage) who have responded positively, to Guidance and Counselling?
   (i) 100% [ ]
   (ii) 75% [ ]
   (iii) 50% [ ]
   (iv) Less than 50% [ ]

19. What type of Guidance and Counselling services/programmes are offered to students in your school? (You can tick more than one)
   (i) Vocational Guidance [ ]
   (ii) Academic Guidance [ ]
   (iii) Social Guidance [ ]
   (iv) Personal Guidance [ ]
   (v) All of the Above [ ]

20. What type of records do you keep concerning Counselling sessions?
   (i) Memory [ ]
   (ii) One file for all clients and/or groups [ ]
   (iii) Separate files for each client [ ]
   (iv) None [ ]

21. Which of the following problems does the teacher counsellor experience?
   (Tick all the relevant ones)
   (i) No special room for holding Counselling Sessions. [ ]
   (ii) Lack of cooperation from the Administration. [ ]
   (iii) Lack of cooperation from the other teachers. [ ]
   (iv) Lack of cooperation from the clients/students. [ ]
   (v) Lack of cooperation from the parents. [ ]
(vi) Any other (Specify)

____________________________________________________________________

____________________________________________________________________

22. What are your suggestions for the improvement of Guidance and Counselling services in your school?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
APPENDIX II

QUESTIONNAIRE FOR STUDENTS

The information given on this questionnaire will be treated with absolute confidentiality and will be used only for the purpose of research. Please complete the questionnaire appropriately, truthfully and honestly. Your name is not required.

1. School: ______________________________________________________

2. Age: _________________________________________________________

3. Sex: (i) Male [ ] (ii) Female [ ]

4. Form: _______________________________________________________

5. Guidance and Counselling means:
   (i) Guiding students concerning personal behaviour. [ ]
   (ii) Guiding students concerning future careers. [ ]
   (iii) Telling students what to do when faced with a problem. [ ]
   (iv) I do not know. [ ]

6. Is Guidance and Counselling provided in your school?
   (i) Yes [ ]
   (ii) No [ ]

7. When you feel that you need counselling, who do you go to? (Tick only one)
   (i) My Parents [ ]
   (ii) My Class Teacher [ ]
   (iii) The School Counsellor [ ]
   (iv) My Friends [ ]
   (v) The Head Teacher [ ]

8. How regularly do you meet your teacher counsellor?
   (i) Once a week [ ]
   (ii) Twice a Month [ ]
9. Tick the type of Counselling you have received in your School.
(You can tick more than one).
(i) Future career [ ]
(ii) Personal problems [ ]
(iii) Academic problems [ ]
(iv) None [ ]

10. Do you feel free to discuss your problem(s) with your teacher counsellor?
   (i) Yes [ ]
   (ii) No [ ]

11. Do you feel that your Counsellor is interested in your problems?
   (i) Yes [ ]
   (ii) No [ ]

12. Do you think that your teacher counsellor has helped you to understand better your interests abilities, personality, strengths and weaknesses?
   (i) Yes [ ]
   (ii) No [ ]

13. What are the main causes of discipline problems among students in school?

   (i) [ ]
   (ii) [ ]

14. Tick the forms of punishment given in your school. (You may tick more than one).
   (i) Kneeling down [ ]
   (ii) Uprooting tree stumps [ ]
   (iii) Washing the dining hall [ ]
15. Do you think these forms of punishment do help a student change his/her behaviour?
   (i) Yes [ ]
   (ii) No [ ]

16. If No, give reasons:

17. Have there been strikes in your School recently?
   (i) Yes [ ]
   (ii) No [ ]

18. What was the main cause of the strike?
Mention some of them.

19. How did the students express their dissatisfaction?
(You may tick more than one)
   (i) Sit-ins [ ]
   (ii) Vandalism [ ]
   (iii) Demonstrations [ ]
   (iv) Violence (like throwing stones) [ ]
   (v) Other (specify) [ ]
20. Do you think Guidance and Counselling would have helped students not to go on strike?

(i) Yes [ ]
(ii) No [ ]

21. If, No, give reasons:


22. How would you rate Guidance and Counselling in your School?

(i) Satisfactory [ ]
(ii) Fair [ ]
(iii) Poor [ ]
Our Ref. ..............................................

Your Ref. .............................................. Date: 30/12/2002

To

THE PRINCIPAL

Dear Sir/Madam,

SUBJECT: INFORMATION FOR THE PROJECT

NDEGUSA ROSE GACHERI Reg No. E541002612000

is a bonafide student of the Institute for Continuing Education, doing his/her M.Ed. in PSYCHOLOGY. For her Project (Mini Research) he/she will need some data from your office. Please help her/him to get some of it if possible. Data will be strictly used for research work only.

[Signature]

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