FACTORS CAUSING THE TEACHER COUNSELLOR TO MALFUNCTION IN GIVING OF GUIDANCE AND COUNSELLING SERVICES IN KIAMBAA DIVISION, KIAMBU DISTRICT, KENYA.

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION (GUIDANCE AND COUNSELLING) OF KENYATTA UNIVERSITY.

2005
DECLARATION

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

Signature ___________________________ DATE 05/09/03

MACHARIA JECINTAH

This research project has been submitted for review with my approval as University Supervisor.

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DEDICATION

This project is dedicated to my family: My husband Samuel Macharia who has been very supportive, my loving children: Monicah, Mariam, Serah, Milkah, Timothy and Johanna for their patience, encouragement and continuous prayers.
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It has taken the efforts of many people to have this research project accomplished. I would therefore like to acknowledge them for getting involved in the realization of this important venture.

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Thank you and God Bless you mightily

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ABSTRACT

Shortly before independence the Kenya government had realized the importance of vocational guidance for its academicians. Slowly the career guidance developed to what we have today as the guidance and counselling department in schools.

Through the raising incidences of strikes, arson and total disregard of life by secondary school students one can tell that there is need to empower those entrusted with counseling services in our schools.

The objective of this study was to examine factors that hinder teacher counsellors from giving quality services through the Guidance and Counselling department. The researcher targeted to find out what counselling components a departments has, programmes that had been initiated and which have stalled and lastly what challenges a teacher counselor faces.

The population of the study was forty teachers who are involved in giving guidance and counseling services in schools. The sample of study was drawn from ten schools purposively selected. The researcher used a researcher made questionnaire for teachers. An interview schedule was used for the head teachers or deputies. In order to analyze data, the responses from the questionnaire have been presented in tables, frequencies and percentages for comparison. The aim was to provide a quality text of the discrepancies between the researched and the expected frequencies in comparison.
CHAPTER ONE: INTRODUCTION

1.1 Background to the study

The development of what we have as Guidance and Counselling today in our schools goes back to just before independence albeit at a low scale. By 1970 a counselling section had been set in the Ministry of Education. Unfortunately, although Guidance and Counselling has been in schools for a long time, it does not seem to be operational nor effective as evidenced by the many incidents of students unrest reported in recent past. Horrific incidences that took place in our secondary schools have brought a re-awakening and a new limelight to the counselling services. Amongst them were the burning of 68 students in a fire tragedy at Kyanguli school (nation Daily Newspaper, March 21st 2001). In previous school unrest, students at Nyeri High School burned their prefects at night. Six of them died. A spate of incidences of unrest have hit our schools continuously.

A total of 250 secondary schools experienced student unrest in the year 2000/1 (Task force, September 2001:7) These ranged from minor to major destruction of school property, violence and to loss of human life. Hence the urgent concern of equipping the Teacher Counsellor to handle emerging counselling issues.

At the moment many teacher counsellors are languishing in the department without a clear undertaking on how best to make the department operational. A clear focus has to be developed to empower the Teacher counsellor to confidently carry out guidance and counselling programmes. In this study, the researcher is to investigate into reasons that cause stagnation in the counselling process. An important part of the study will be to find out the outstanding challenges that contribute to stagnation of important programs.
The government and significant sympathizers have met, commissions have been set up and workshops attended but solutions have been evasive. That's why the researcher wants to find out how the situation in the Ministry of Education Science and Technology affects teacher counsellors in delivering their services.

Inquests have been carried out to find what grievances lead students to carry out ghastly acts of violence (Task force, September 2001). The continuation of these incidences unabated is a significant pointer to the fact that still there is more to be done to reduce such incidences. It is for this reason that this study was designed to find out what the teacher counsellors are doing to abate current and future incidences.

The success of counselling in schools depends a lot on the head of department, their qualifications and enthusiasm in their duties. The researcher, therefore will look at what issues prevent the teacher counsellor from effectively delivering counselling services. To successfully handle students emerging psychological social and mental needs, the teacher counsellor needs to be adequately and positively prepared. This study aims at finding out what equipments the teacher counsellors have to meet the demands of the department.

When delivering counselling services, teacher counsellors success depends a lot on how much the delivery meet personnel needs (College 2002). It is in this context that the researcher would like to find out factors that satisfy as they deliver their services.

Duda (1996), in a research carried out in a few secondary schools involving 120 students and 20 teachers found out that most students did not access guidance and counselling services. Teachers were incompetent and did not know exactly how to guide and counsel
students. Little or no attention had been given to the need to equip the teachers with relevant knowledge and skills essential for planning, implementation and monitoring guidance and counselling services and activities in the schools. Therefore, the researcher would like to find out how accessible guidance and counselling services are and what training teacher counsellors have received.

Duda (1996) concludes that teachers lacked skills and techniques to handle students, have an overload curriculum and little or no time for guidance and counselling. Teachers lacked basic guidance and counselling tools like books and room and many students considered guidance and counselling a stigma and avoided going for it. The researcher will therefore find out the physical establishment of the guidance and counselling department, and how students access those services.

1.2 Statement of the problem

In the Development plan (1974-1976) it was recognized that the section dealing with guidance and counselling at the MOEST was carrying out work as diverse as dealing with problems of psychological maladjustment of students. As a result, seminars for vocational guidance had been organized. Ever since, the ministry has continued improving the status of the department as well as those charged to run it.

Many teacher counsellors have been challenged to undergo training to understand the students problems better. Yet many of them have not been able to access such training. There are many who are heading the department but with little knowledge on the behavioral and psychological development of the students they handle.

In addition physical facilities have not been provided. Office facilities are not there or are positioned where the students do not feel comfortable going. The time for
counselling is not timetabled nor allocated. Therefore the teacher counsellors provide services at their convenience and sometimes not at all. Hence the study intends to find out why the counselling services are not being given importance in the school programme.

1.3 Purpose of the study

The purpose of the study is to find out factors causing the teacher counsellor to malfunction in rendering their services. The researcher will make recommendations which will assist the teacher counsellor to effectively and successfully deliver counselling services in schools.

1.4 The objectives of the study will be to:

1. Identify if the existing counselling programmes are appropriate in meeting the needs of the students.

2. Find out if teacher counsellors are trained as counsellors to enable them counsel students manifesting counselling needs.

3. Find out if materials used by teacher counsellors are appropriate to the counselling of students who require counselling services.

4. Investigate difficulties counsellors’ encounter when counselling students with counselling needs.

5. Find out the kind of support the teacher counsellors receive from the other teachers to enable them continue with the counselling services.
1.5 Research Questions

Specifically, the study aims at finding answers to the following questions;

1. Are the counselling programs drawn out in schools appropriate in meeting the needs of the students?

2. Are the teacher counsellors trained in counselling enough to handle counselling issues displayed by the students?

3. What counselling materials do teacher counsellors have to enable them carry out their counselling services?

4. What difficulties do teacher counsellors encounter as they provide counselling services?

5. What support do teachers require from other teachers in order to offer sustainable programs to the students?

1.6 Significance of the study.

It is hoped that the findings of this study will yield information for the policy makers at the ministry so as to develop a guidance and counselling policy relevant to all educational stakeholders especially teachers. The study findings will be useful to teachers in their role of ensuring the counselling programs are sustained and improved. Teachers who have a good training background have confidence in carrying out counselling programs. The success of the programs is a motivating factor in the continuation of the counselling services. The study finding will help school administration know how to best support the teacher counsellors. They would also ensure sustainability of the counselling services. It
is also anticipated that the findings will sensitize the teacher counsellors to the need to be trained in counselling to enhance their capacity in counselling services. The research findings will ensure the delivery of quality services to the students as they will offer an evaluation opportunity of what is already being delivered.

1.7 Assumption of the study

This study is based on the assumption that teacher counsellors in secondary schools work on termly or annual programs that include students counselling programs on individual and group levels.

The researcher assumes that some of the teacher counsellors are trained and those who are not have access to in service courses that equip them to handle better the counselling services in their schools.

The researcher assumes that the respondents will be sincere as they respond to the study. The study also assumes that population sample will be representative of the population of the study.

1.8 Scope and delimitations of the study

This study will focus on secondary schools because counselling services are better defined as compared to primary schools. In secondary schools counsellors role is visible as they have the T.S.C. appointment. Though Kiambaa Division has about 20 secondary schools, the research will be carried out in ten schools. The counselling teachers to be interviewed are four per school and the Head teacher or his Deputy.
The study among other factors will be affected by limitation of time in carrying out fieldwork. Data collected will include schools in Kiambaa division of Kiambu district only. The study is limited to the core of the research questions which focus on the malfunctioning of the department. The choice of Kiamba division is limiting but representative for this particular study.

1.9 Definition of Key terms and Acronyms

Since some terms do not readily manifest themselves, those acronyms with the proposed study will be defined here below in order to provide clarity in terms of their use.

**Guidance and Counselling** - It refers to that program that caters for the psychological well being of students;

**Teacher Counsellor** - This is the student helper in charge of the guidance and counselling department.

**Counselling tools** - It refers to the instrument that the teacher counsellor uses to deliver the departmental services. All resources are being called tools.

**Stalling** - It means that a certain program was being provided but has now been abandoned.

**Guidance and Counselling Services** - It refers to the actual doing; the practical implementation of the Counselling programs.

**M.O.E.S.T** – Ministry of Education Science and Technology.

**T.S.C** – Teachers Service Commission

**S.C.A.D** – Students Campaign against Drugs.
CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Theoretical framework

2.1.1 B.F. Skinner

This study is based on B.F skinners operant theory, Bandura’s social learning theory, and Carl Rogers person centered therapy. Operant conditioning was propagated by B.F Skinner. According to Skinner, rewards and punishment make people behave in certain ways. There is negative and positive reinforcement. Positive reinforcement aims to increase the frequency of a reform by filling it with a favourable event (reward) while negative reinforcement makes use of punishment or withdrawal of rewards.

Another useful technique is operant conditioning in shaping which involves reinforcement of successful approximations of targeted behaviour until the desired behaviour is acquired. Behaviour could be reinforced continuously, in a scheduled way or intermittently.

This applied to a counselling teacher who is often served with negative reaction towards counselling programs shows that he/she develops more negative attitude. This perpetuates negative attitude for the Teacher counsellor.

Behaviour should be shaped to a desired goal.

2.1.2 Albert Bandura

Social learning theory was started by Albert Bandura (1974,1977,1986). Social learning theory postulates that people are capable of learning vicariously by observing the behaviour of others as well as its consequences and by imitating that behaviour. Key
aspects include observing, retaining, motivation and limitation. Learning is a process. The role of cognition and feeling in influencing behaviour especially the faulty thought patterns (low self-concept, self-defeating statement etc.) is recognized in social learning theory and how they lead a person to produce maladaptive behaviour. Active participations in Guidance and Counselling services by the Teacher Counsellor is more often than not the product of the social system and strategies in schools.

Behaviour therapy offers various action oriented, methods to help people take steps to change what they are doing and thinking. Many behavioral techniques particularly those developed in the last decade emphasize cognate process. Modern behavioral approach is grounded on a scientific view of human behaviour that implies a systematic and structured approach to counselling. This was to discuss practical way of handling the Guidance and Counselling programs and students discipline.

The target for change in psychotherapy is therefore those thoughts, attitudes, beliefs and meaning that create emotional behavioral disturbances. Indeed Ellis (1973) theorized that humans have the capacity to interpret reality in a clear, logical and objective fashion. Humans are thus pre-disposed to irrational interpretations, yet they have the capacity to avoid unnecessary behaviour/ emotional upset. Therefore, the teacher counsellor, if well trained and acclimatizes to their roles and responsibilities they would be more effective, ingenious, creating and innovation would result from the tranquility that comes from being involved in administrative decision. Behaviour change is based on the idea of learning and that positive desired behaviour can be learnt and unlearnt.
2.1.3 Carl Rogers

Person centered therapy or the client centered approach has its basis in Carl Rogers (1902-1987). It is one of the most important approaches to counselling and one of the most widely used in orientation to counselling and therapy over the years. Indeed person centered therapy (P.C.T) has supplied ideas and methods which have been integrated in other approaches. Client centered therapy emerged in the 1950s as a reactive to an alternative to psycho-analytic and behavioral cognitive therapies and came to be known as the third force in contrast to the earlier approaches.

The early humanity theories shared a vision of psychotherapy that would have a place for human capacity for creating growth and choice. The school system is such an institution that offers an opportunity for creativity and growth.

One of the major concepts in client-centered therapies is that the role of the counsellor is to provide the necessary and sufficient conditions to enable the client reach his/her goal. Considering that the Teacher Counsellor is the one to provide a conducive environment to facilitate healing, he/she must go through the healing process effectively to help others.

The conditions of therapeutic change, empathy, congruence and acceptance (unconditional positive regard) which are known as the core conditions must be applied in a school based counselling program. The overriding argument is that the administration must offer the teacher counsellor core conditions of acceptance, understanding and genuineness. She/her must feel loved understood and accepted in and outside the school by the students, parents and the administration.
The core of the P.C.T. is that human beings have an inherent self-actualizing tendency and the key to healthy personality development lies in the necessary and sufficient conditions of personality change (core conditions). The focus of P.C.T is not the use of techniques to solve a problem but on helping the client to tap their inner resources and get in touch with their inner valuing process and thus better their concerns. Every individual has the fundamental capacity to grow and change. The duties of a teacher Counsellor therefore can be carried out more effectively if they are encouraged to tap their inner resources. Values must be developed to form the background of their services. The Teacher Counsellors need to be self-driven towards a positive desired goal in his/her work. The administration must enable the Teacher Counsellor to change through the individual self-concepts or organic valuing self. Whatever the Teacher Counsellor is equipped with need to be developed to encompass areas of school counselling that enriches the department and benefit the whole school community.

2.1.4 Abraham Maslow

Maslow, in his theory of motivation assumes that human behavior is goal-oriented and originates from unfulfilled needs. (College 2002). For a teacher counsellor such needs produce tension making it difficult for him/her to work. Maslow points out that tension is released through certain behaviour or action. The hierarchy of needs that he conceptualizes starts with basic needs, safety needs, social (belonging) needs, self-esteem and at the peak, self-actualization (total development).
Before the latter needs are met, the basic or former ones have to be satisfied to acceptable level. A teacher counsellor who is feeling insecure might find it difficult to assure others of the same while he/she is seeking the same. A self-actualized counsellor will be confident and creative in program implementations.

2.2 The Guidance movement in Kenya

The guidance movement in Kenya is becoming increasingly important. This is because the country is faced with many new problems requiring special psychological or social services, which are peripheral to education. There services are meant for all students, not just those who deviate from the norms in one direction or the other. (Ndambuki 1999).

The Kenya Government is strengthening the guidance and counselling services through the Ministry of Education. Private agencies are also promoting guidance in schools. They are also promoting guidance outside the school set-up providing out of school programs.

Kenyatta University, through its department of psychology, is the only public university in Kenya offering guidance and counselling up to degree level. (Ndambuki 1999).

The Department of psychology at Kenyatta University deals with Guidance and Counselling services. Other public universities do not offer courses in guidance and counselling up to degree level. It is now engaged in the training of teachers in school counselling so that they can provide effective counselling and guidance. The university has also introduced a postgraduate Diploma course in guidance and counselling. It is now a requirement for all those training as teachers to undergo a guidance and counselling course. Guidance teachers in the field are also expected to receive training. Out of the
3,000 secondary schools in the country only 1,000 have a guidance and counselling head of department posted to these schools by Teachers Service Commission.

Most private schools hire private counsellors on a full or part-time basis. They have career teachers who are expected to carry out guidance and counselling. They mainly engage in vocational guidance, helping students to realize their talents aptitudes. They encourage them to choose the subjects that may lead to the right type of job and inform them of the training required.

Guidance here is vital as it involves the difficult task of helping boys and girls to plan their own future wisely in the full light of all factors affecting them.

Guidance in schools should not be confined to the vocational field only since it covers the whole spectrum of the developmental problems of the youth. It should be provided at all stages of education by parents, teachers and head-teachers.

Kenyan schools have very few reference books on guidance and counselling. Trained personnel in this area are few or not available at all in schools. Most schools do not have sufficient funds to carry on the programs effectively. Indeed some schools, consider guidance and counselling department as a luxury. Some teachers and head teachers may avoid the responsibility of running such a program and the teacher-counsellor cannot work effectively in a situation where the program is not included in the school timetable.

The trained career teacher, overloaded with the normal teaching load, cannot give proper guidance in the schools.

Similarly most teacher-counsellors, appointed by the schools, are found to be doing teaching work. They therefore have no time for actual guidance. Sometimes such teachers may be transferred to other districts or schools. Thus, due to lack of
administrative control and support of the guidance personnel in schools, the guidance and
counselling work has not made much headway. There is therefore need for a cleaner
national policy for introducing and colleges with adequate funding and allocation of time.

2.3 Government policy on Guidance and Counselling

The Ominde Report (1964) recommended amongst other things, two issues that touched
on guidance and counselling.

These were:-

(i) To ensure that children are given courses of education and training
    best fitted to their needs.

(ii) To provide advice on careers and opening for employment.

The reflection here shows that the objective of guidance was orientation. Schools were
provided with manuals showing career openings and teachers were to guide students on
career choices.

Later, the Development Plan (1974-76) recognized that the section dealing with guidance
and counselling at the Ministry of education was handling problems of psychological
maladjustment of pupils in schools as well as running services for vocational guidance. It
was hoped that head teachers would arrange time-tables in such a way that the members
of staff responsible for guidance and counselling will have time to deal with inquiries
directed to careers and personal problems. The development Plan of 1979-83 stated that
during this period, guidance will form part of teachers training curriculum in all the
teacher colleges and at University level. Guidance was to be strengthened and made
more effective at both primary and secondary levels.
Both the Gachathi (1976) and Kamunge (1988) educational reports put a lot of emphasis on training for the guidance and counselling teachers. It was made mandatory that all teachers take a compulsory course on guidance and counselling as part of training. These reports emphasized the role of students in counselling programs. All students were to access the services as well as being made to appreciate counselling services and the counsellors themselves.

2.4 The Role of Teacher Counsellor

Schools where guidance and counselling is established students have shown preference of a teacher counsellor in seeking counselling services over other helpers. Mungai (2003) found out that the next most preferred helper after a religious person is a teacher counsellor. Mungai recommends the comprehensive training of teachers and continuous in-servicing as students preferred going to them for help.

It is the role of the teacher counsellors, together with the administration to come up with a program that is designed to acquaint students with the counselling services. The students need to know the organization of the department. If the students know the kind of problems which the department handles they will come for help and consultation.

Another role of a counsellor is that of creating a positive image of the department. Wanjohi (1990) points out that the nature of the relationship between a counsellor and a student determines how much the students seek the counsellors services. He insists that the students' concepts of the office determine the success or failure of a counselling program. It is important for a counsellor to make deliberate effort in defining and
clarifying his/her function to students. The students need to know that counselling is not
teaching but a process where there is cooperation from the involved parties.

Nasibi Were (2003) sees the teacher counsellor as an accelerator who accelerates
learning and general development of all students by assessing and improving the learning
environment of the school. This is important for the mental health of the learners. She
goes on to say that the teacher counsellor acts as the conscience of the school. One
focuses on how they can contribute to the educational process, to the education and
development of the individual student. This is done through consultation with parents,
the school staff, and specialized personnel staff about students, problems and plans. The
staff includes teachers, health personnel, social workers, psychological workers and
attendance personnel. The counsellor has to derive information from relevant sources
regarding students behaviour and needs.

The teacher counsellor is also an advocate for students especially when in the
counsellors view the odds are heavy against the student. In such a situation, one has to
stand by the student. The teacher counsellor is an active innovator. This refers to a
person who has the ability to initiate change in situations in the school which are seen as
damaging or limiting to the individual students’ development. (Were 2003).

Were (2003) further sees the teacher counsellors role to include consultancy of interested
adults such as parents, teachers, administrators concerning students’problems especially
the meaning of adolescents’ actions because the counsellor knows the adolescent
psychology and style of learning. The consultancy involves getting information needed
to help learners progress smoothly through school and to make decisions for their future.
The process includes sharing information gathered with staff members with due regard to
confidentiality. This helps teachers to identify students with special needs and problems and keep them informed of developments concerning particular students that might have a bearing to their learning.

Were (2003) emphasizes the role of counsellor as a coordinator with referrals services for students with either psychological or health problems. A counsellor is a planner and developer, a student appraiser, one who provides educational and occupational services, and an evaluator of services. He/she provided normative data for use in interpreting objectives test data, follow-up studies of former students and evaluation of counselling services and techniques so that they can be improved in future.

2.5 How counsellors perceive their role

As yet, we do not have school counsellors as such. In other words all counsellors are regular class teachers with special responsibilities like the rest of the teachers. As a result, they have a low input and output in their services. As much as the counsellors are charged officially with counselling duties they do not work in isolation. They work together with other members of staff and they assist each other in identifying students with problems in schools.

In Wanjohi’s (1990) research he found out that the basic qualification that the counsellors possessed were a lot of interest for students in particular, and the school in general. They also do not seem to complain when they spend their own personal time to listen to students and help them cope with their situations.

In his research Wanjohi (1990) found out that in those schools where the counselling department has a problem, the students do not seek help from the counsellor. Students
fail to seek help because they do not understand the role of the teacher counsellor while others do not want to admit their problems. In other instances, the students do not have a good relationship with the teacher counsellor.

To a large extent, the perception of the head teacher is very crucial to the effectiveness of the counselling services. In many schools guidance has been associated with discipline as the only students who go there are referred by the head teacher, or other teachers. For a student to qualify for counselling, they must have done something wrong. Already, this has tarnished the image of department.

Schools head teachers hold views that teacher counsellors are quasi-administrators and advisors who were busy with discipline and clerical duties. Where such views exists the counsellor may be restricted in performing the kinds of services which the administrators feel are unimportant to the students needs.

Both Wanjohi (1990) and Mungai (2003) observed that teachers, counsellors included, have not been trained for counselling but teaching. The traditional teacher is unable to function as a counsellor. Allowing such teachers to perform counselling would have undesirable results. Wanjohi (1990) notes that the needs of children are great and more likely to be met by teachers who have a personal philosophy and a background of professional training in the guidance and counselling area.
2.6 Counsellors setbacks

Arbuckle (1950) observed lack of a room free from interruption and private from other people as a big hindrance to counselling. Some teachers lack even the space in which to counsel. Reference material and students personal data need to be kept in a secure place. Lack of rapport between a student and the counsellor affect the counselling services. Where the gap between teachers and students is too wide no meaningful communication can take place.

The level of commitment for the counsellor dictates how much personal time one uses for counselling. Lack of counsellor’s positive perception reduces their effectiveness. The problem increases all the more where the counsellor lacks training as a counsellor.

Many teachers face hardship because of many misconceptions held about the department. Tumuti (2004) points out that both the teachers and the counselling personnel hold misconceptions which they practice. These misconnect hinder departmental growth and the counselling personnel cannot move forward.

For a long time, there has been the belief that counselling is for the weak students who cannot deal with their personal problems effectively. Tumuti (2004) points out that teacher counsellors should be aware of this negative image. He/she should campaign to give the department a positive image.

Another assumption is that a counsellor should just wait for students who want to consult to come; many counsellors are frustrated and discouraged. Fortunately, facilitate counselling is just one type of counselling. Tumuti (2004) points out others that the teacher counsellor should explore. He mentions developmental counselling that is achieved through both mass lectures and group therapy, crisis counselling in suicide
attempts, loss and grief, preventive counselling, where students are made aware of potential problems before they are experienced, for example H.I.V and AIDS, drugs awareness, and relationships. The students are equipped with pertinent information about the issue and its consequences. Spreading of counselling services around the school reduces stigmatization attached to the counselling office.

Many teachers have the misconception that counselling program is a service for students only and have nothing to do with neither the teachers nor the parents. Tumuti (2004) points out the need to create awareness amongst the school staff as well as the parents on contemporary issues, facing the students. Further there are counsellors who believe that the department is theirs and theirs alone. The truth is that counselling programs cannot succeed single handedly.

Koech report (1999) points out that students should receive help on academic, social and practical aspects of life. Such should be undertaken by teachers who are trained in guidance and counselling.

**SUMMARY OF LITERATURE REVIEW**

Researchers have looked into counselling problems that hinder teachers from performing well in their counselling programs. In the literature reviewed the role of the counsellor has been aligned. Areas that have been taken as assumptions that need to be corrected have been stressed. The literature has gaps to be filled in this study of what currently are major issues that are causing the counsellor to malfunction. There is inadequate literature showing the challenges the teacher counsellor in Kiamba division of Kiambu district is facing in the counselling services.
It is in view of this gap that the present study is designed to find out factors that hinder the teacher counsellor from realizing his/her full potential in counselling services in particular the teacher in Kiambaa division, Kiambu district.
CHAPTER THREE: METHODOLOGY

3.0 INTRODUCTION
This chapter describes the methods that have been used to find answers to the research questions outlined in chapter one. It gives details on the design of the study, location of study, study population, sample and sampling procedure, research instruments, data collection procedures, pre-testing and procedures for data analysis the logistics and logical communication.

3.1 Research design
The research has combined qualitative and quantitative method, however, it is largely qualitative and minimally quantitative. Qualitative approach has been viewed as comprising any kind of research that produces findings not arrived at by means of statistical procedure or any other means of qualification (Miles and Huberman 1994). This design then is most ideal in the current research for various reasons. First, it allows for collecting of rich data from the informants that relate to their work experiences. The response of the administration as to the cause of malfunction in counselling departments has been used to generate knowledge that has led to revitalizing of the departments. The design has also provided the kind of detail and depth of analysis that makes its findings relevant to practice (Douglass and Moustakens 1984). The data will entail counselling components, challenges that counsellors face and the students programs amongst others. Finally, it is a powerful discovery oriented approach to research. It encourages the
respondents to share their experiences and give insight into the study. Their knowledge and observations have strengthened the findings and injected information for analysis.

3.2 Location of the study
The study has been carried out in secondary schools in Kiambaa division Kiambu district. The schools under study comprise of four day mixed, one boarding mixed, two boys boarding and three girls boarding. All the schools are public schools.

3.3 Target population
The target population is the total population of teachers in each of the ten schools, all of them in Kiambaa division of Kiambu district where counselling is carried out. It is from this population that the sample has been drawn.

3.4.1 Sampling techniques and sample size
The schools were chosen on the belief that they have a counselling department, a teacher who heads it and a team that assists the teacher counsellor. The deputy principal is chosen to represent the administration as the Guidance and Counselling program goes on under the auspices of the administration.

3.4.2 Sample size
The sample size comprised of forty Guidance and Counselling teachers, ten head teachers and deputies. This makes a total 50 subjects for study.
3.4 Research Instrument

In order to achieve the objectives of the study, primary data has been collected through questionnaire as well as interview schedule each organized and described below.

Questionnaire

These were administered to the teachers. The questionnaire items were both structured and unstructured. The unstructured items entail a list of all possible alternatives from which respondents selected the answers that best described their situation. The unstructured questions allowed the subjects to communicate their private feelings, perceptions, thoughts and construed meaning in an environment of total safety (Gachutha 2004).

Macload (1995) says that open ended questions are normally experienced by research participants as straightforward, unintrusive and unthreatening. Nevertheless, the informants have an opportunity to write anonymously.

The questionnaires were self administered, that is the subjects completed the instruments themselves without any supervision.

Care was taken to keep the questionnaire items short and straightforward in order to eliminate ambiguity. The researcher held a discussion with the informants prior to presenting the questionnaire items about the need for filling in the questionnaires. It is hoped that discussion will stimulate a motivation to fill in the questionnaire items through the informants owning up to the process. They were not required to provide personal identifying details.
INTERVIEW

This is a dialogue between the researcher and the interviewee. It was used with the head teachers and their deputies. It entailed asking questions, listening to and recording (by writing) the answers and then adding more questions to clarify or expand a particular issue. Its goals were to elicit rich, detailed material that was used in the analysis.

The researcher utilized a semi-structured approach to interviewing. It involved preparation of an interview guide that listed a predetermined set of questions or issues to be explored during the interview. Patton (1987) notes that the guide serves as a checklist during the interview and ensures that basically the same information is obtained from a number of people. The order and actual working of the questions was not determined in advance. Moreover, the interview applied freedom in pursuing certain questions in greater depth.

3.5 Piloting

The research instruments were pre-tested in Kiambu High School in Kiambaa. This school was not involved in the study. Piloting involved the principal and four teachers involved in counselling

The aim of the piloting was to help identify misunderstanding, ambiguities and useless or inadequate items in the instruments. It was also used to check the suitability and level of language and to gain basic administrative experience in conducting the research in preparation for the real survey. The procedures used in pre-testing the instruments were identical to those used during the actual data collection.
36.1 Validity

Validity is the degree to which a text measures what it is supposed to measure (Gay 1992). The content validity of the research instruments has been ensured through expert judgment. The content experts who include the researcher's supervisor helped the researcher to assess the concept the instruments tried to measure in order to determine whether the set of items accurately represented the items under study. The recommendations of the supervisor plus piloting have enhanced reliability and validity of instruments too.

3.6.2 Reliability

It is a degree to which a text consistently measures whatever it measures (Gay, 1992). That is, the ability to consistently yield the same results when repeated measurements are taken of the same subjects under the same conditions. Through piloting, inconsistencies have been corrected thereby enhancing its reliability.

3.6 Data collection procedure

After the validity and reliability of the instruments was ascertained, the researcher then visited each of the secondary schools under study to familiarize with the school and seek permission from the head teachers. The head teachers were briefed on the purpose and objectives of the study. In each secondary school, the researcher provided the questionnaires to the teachers to respond to by writing appropriate answers. After one week, they were collected.
3.7 Data analysis

Kerlinger (1973) says that data analysis means categorizing, ordering, manipulating and summarizing of data to obtain answers in research questions. In data analysis editing, coding, classification and tabulation was used (Kothai 1990).

At the end of data collection exercise questionnaires and interviews schedules were thoroughly checked for completeness, organized and summarized by the researcher. Described statistics such as percentages, frequencies and mean were used to determine training, facilities, resource materials used and their availability and the difficulties encountered by the teacher counsellor in provision of services.

Qualitative data was first converted into a write up using predetermined coding categories that were related to research questions summarizing of the data in order to capture views, ideas and perceptions of the teachers followed. After the data was analyzed they were presented in form of tables, frequencies, percentages and mean. From that the researcher has closely evaluated the usefulness of the information in answering the research questions of the problem under study.
CHAPTER FOUR: RESULTS OF THE STUDY

4.1.0 Introduction
In this chapter the results of the present investigation are presented. The research set out to explore the factors causing the teacher counsellor to malfunction in providing guidance and counselling services to students in Kiambaa Division, Kiambu District with a focus on the following areas:

(a) The academic and professional qualifications of the teacher counsellors
(b) The type of guidance and counselling services provided by the department of guidance and counselling
(c) The major issues handled by the guidance and counselling department
(d) The challenges faced by the teacher counsellors in providing guidance and counselling services to students
(e) The support teacher counsellors require in order to provide effective guidance and counselling.

4.2.0 Contextual Characteristics of Respondents
This part presents a description of the respondents so as to provide a logical background for the study findings reported in the chapter.

4.2.1 Gender of the Respondents
Majority of the teacher counsellors were females (70.0%), the males constituted 30.0% (table 4.1.1).
Table 4.2.1: Gender of the Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>15</td>
<td>30.0</td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
<td>70.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.2.2 Age

Table 4.2.2. shows the age distribution of the respondents.

Table 4.2.2: Age of the Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-30 Years</td>
<td>6</td>
<td>12.0</td>
</tr>
<tr>
<td>31-35 Years</td>
<td>24</td>
<td>48.0</td>
</tr>
<tr>
<td>36-40 Years</td>
<td>14</td>
<td>28.0</td>
</tr>
<tr>
<td>40-45 years</td>
<td>6</td>
<td>12.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in the table, majority (48.0%) of the teacher counsellors fell between the age bracket of 31-35 years. This was followed by those in the age bracket of between of 36-40 years and above.

4.2.3 Marital Status

The results of the study shows that majority (86.0%) of the sampled teacher counsellors were married, however 14.0% of them were single. Table 4.2.3 presents the results of the marital status.

Table 4.2.3: Marital Status

<table>
<thead>
<tr>
<th>Marital status</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>43</td>
<td>86.0</td>
</tr>
<tr>
<td>Single</td>
<td>7</td>
<td>14.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.2.4 Academic Qualification

Table 4.2.4 Academic Qualification

<table>
<thead>
<tr>
<th>Academic qualification</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Untrained graduate</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Trained graduate</td>
<td>36</td>
<td>72.0</td>
</tr>
<tr>
<td>Diploma in education</td>
<td>12</td>
<td>24.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As indicated in table 4.2.4 above, the most common academic qualification among the teacher counsellors was trained graduates, which had 72.0%, followed by diploma 24.0%. The least was untrained graduate teachers.

4.2.5 Responsibility

Table 4.2.5: Professional Qualification

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>HOD guidance and counselling</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>Committee member G/C</td>
<td>26</td>
<td>52.0</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table 4.2.5, it can be observed that majority of the teacher counsellors were committee members of the guidance and counselling department in their schools.

4.2.6 Teaching Experience

Table 4.2.6: Teaching Experience of the Respondents

<table>
<thead>
<tr>
<th>Working Experience</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>9</td>
<td>18.0</td>
</tr>
<tr>
<td>5-10 Years</td>
<td>19</td>
<td>38.0</td>
</tr>
<tr>
<td>11-15 Years</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>16-20 years</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The result on table 4.2.6 shows that 38.0% of the teacher counsellors had taught for between 5-15 years.

4.3.0 The Academic and Professional Qualifications of the Teacher Counsellors
This section presents the results of the findings on the academic and professional qualification of the teacher counsellor.

4.3.1: Academic Qualification
Table 4.3.1 Academic Qualification

<table>
<thead>
<tr>
<th>Academic qualification</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Untrained graduate</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Trained graduate</td>
<td>36</td>
<td>72.0</td>
</tr>
<tr>
<td>Diploma in education</td>
<td>12</td>
<td>24.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table 4.3.1 it can be observed that majority of the teacher counsellors have attained bachelors degree in education.

4.3.2: Professional Qualification
Table 4.3.2 Professional Qualification

<table>
<thead>
<tr>
<th>Professional qualification</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>30</td>
<td>60.0</td>
</tr>
<tr>
<td>Degree</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Certificate</td>
<td>16</td>
<td>32.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table 4.3.2 it can be observed that majority of the teacher counsellors had no professional training in guidance and counselling.
4.3.3 In-service Training

Table 4.3.3 In-service Training Undergone by Teacher Counsellors

<table>
<thead>
<tr>
<th>In-service Training</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>Drug abuse</td>
<td>7</td>
<td>14.0</td>
</tr>
<tr>
<td>Christian counselling (church based)</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>General training in G/C</td>
<td>20</td>
<td>20.0</td>
</tr>
</tbody>
</table>

According to the findings in table 4.3.3 majority of the teacher counsellors have received general in-service training in guidance and counselling. However, over 36.0% have not attended any in-service or seminar in guidance and counselling.

4.3.4 Evaluation of the Qualification

The teacher counsellors were further asked to state whether the training they have gives them the competence to handle student problem. The results of their responses is presented in table 4.3.4.

Table 4.3.4 : Personal Evaluation of Competence

<table>
<thead>
<tr>
<th>Competent</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>20.0</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>12.0</td>
</tr>
<tr>
<td>Don’t know</td>
<td>34</td>
<td>68.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings in table 4.3.4 indicate that majority of the teacher counsellors do not know whether the training they have gives them the competence to effectively carry out guidance and counselling.
4.4.0 Type of Guidance and Counselling Services Provided

The research instrument sought to establish the types of guidance and counselling provided by the guidance and counselling department in the schools.

4.4.1: Type of Guidance and Counselling Services Provided by the Department

<table>
<thead>
<tr>
<th>Type</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guest speaker are invited</td>
<td>50</td>
<td>100.0</td>
</tr>
<tr>
<td>Training of teachers in the school</td>
<td>22</td>
<td>44.0</td>
</tr>
<tr>
<td>Student based family units</td>
<td>42</td>
<td>84.0</td>
</tr>
<tr>
<td>Peer counsellors</td>
<td>46</td>
<td>92.0</td>
</tr>
<tr>
<td>Parents meetings-open day</td>
<td>38</td>
<td>76.0</td>
</tr>
<tr>
<td>Group counselling</td>
<td>32</td>
<td>64.0</td>
</tr>
<tr>
<td>Individual counselling</td>
<td>46</td>
<td>92.0</td>
</tr>
<tr>
<td>Prefects induction</td>
<td>44</td>
<td>88.0</td>
</tr>
<tr>
<td>Form one induction</td>
<td>48</td>
<td>96.0</td>
</tr>
<tr>
<td>Publicity day</td>
<td>26</td>
<td>52.0</td>
</tr>
<tr>
<td>Students appraisal programme</td>
<td>24</td>
<td>48.0</td>
</tr>
</tbody>
</table>

From table 4.4.1 it can be observed that the main guidance and counselling services provided in most schools are inviting guest speakers, form one induction, peer counsellor, and individual counselling. The least services provided are training of teachers, students appraisal and publicity day.

The research instruments further sought to establish if the guidance and counselling department in the schools have introduce any new counselling programmes in the last one year. The results of the findings is summarized and presented in table 4.4.2.
Table 4.4.2: New Guidance and Counselling Programmes Introduced by the Department

<table>
<thead>
<tr>
<th>Type</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer counselling</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>SCAD</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Career guidance</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Role of Girls in the Society</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Students performance appraisal</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Support group for bereaved</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>G/C publicity day</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher parenting</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>Students family units</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Club “True love waits”</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Talent day</td>
<td>2</td>
<td>4.0</td>
</tr>
</tbody>
</table>

The results in table 4.4.2 show that among the new counselling programmes introduced in some schools include peer counselling, students performance appraisal, students family units, support group for the bereaved, teacher parenting, SCAD, talent day, career guidance, role of girl child in the society, guidance and counselling publicity day and club “true love waits.”

The study further sought to establish if there were programmes that had been discontinued and the reasons for the discontinuity. The results of the findings are presented in table 4.4.3.

Table 4.4.4: Discontinued Programmes by the Department

<table>
<thead>
<tr>
<th>Programme</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pastoral counselling</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Peer counselling</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Family units</td>
<td>3</td>
<td>6.0</td>
</tr>
</tbody>
</table>
The findings in table 4.4.4 indicate that some of the guidance and counselling programmes that have been discontinued in some schools include pastoral counselling, students based family units and peer counselling. The reasons cited for the discontinuity include the following. Changes of the clergy led to discontinuity of pastoral counselling in one school. The new clergy was said not to be keen in pastoral counselling and that he comes from far. Changes in the head of department for guidance and counselling has also contributed to discontinuity in students based family units and peer counselling. The other reasons cited for discontinuity in peer counselling and students based family units include laxity and lack of follow-up and too packed school academic programme.

4.5.0 Major Issues Handled by the Department of Guidance and Counselling

This section presents the findings on the main issues handled by the department of guidance and counselling in the schools. The results of the findings are presented in table 4.5.1.

Table 4.5.1: Major Issues Handled by the Department of Guidance and Counselling

<table>
<thead>
<tr>
<th>Issues</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIV/AIDS</td>
<td>42</td>
<td>84.0</td>
</tr>
<tr>
<td>Drug abuse</td>
<td>44</td>
<td>88.0</td>
</tr>
<tr>
<td>Parent child conflict/Family crisis</td>
<td>16</td>
<td>32.0</td>
</tr>
<tr>
<td>Loss and grief</td>
<td>12</td>
<td>24.0</td>
</tr>
<tr>
<td>Adolescent relationships (boys and girls)</td>
<td>46</td>
<td>92.0</td>
</tr>
<tr>
<td>Improving academic performance</td>
<td>50</td>
<td>100.0</td>
</tr>
<tr>
<td>Managing stress</td>
<td>24</td>
<td>48.0</td>
</tr>
<tr>
<td>Career choice</td>
<td>48</td>
<td>96.0</td>
</tr>
<tr>
<td>Religion</td>
<td>6</td>
<td>12.0</td>
</tr>
<tr>
<td>Personality/Self esteem/Identity</td>
<td>34</td>
<td>68.0</td>
</tr>
<tr>
<td>Peer pressure</td>
<td>43</td>
<td>86.0</td>
</tr>
<tr>
<td>Students indiscipline/unrest</td>
<td>44</td>
<td>88.0</td>
</tr>
</tbody>
</table>
From table 4.5.1 it can be observed that the major issues handled by guidance and counselling in most schools include improving academic performance, career choice, adolescent relationships, drug abuse, students’ indiscipline, peer pressure and HIV/AIDS.

4.6.0 Challenges Faced by the Department of Guidance and Counselling

The research instruments further sought to establish the challenges faced by the department of guidance and counselling in providing counselling services to students. The results of the findings are presented in table 4.6.1.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of resource materials</td>
<td>25</td>
<td>50.0</td>
</tr>
<tr>
<td>Lack of support from school administration</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Lack of department policy</td>
<td>15</td>
<td>30.0</td>
</tr>
<tr>
<td>Lack of support from other teachers</td>
<td>15</td>
<td>30.0</td>
</tr>
<tr>
<td>Inadequate time allocated to guidance and counselling</td>
<td>16</td>
<td>32.0</td>
</tr>
<tr>
<td>No opportunities for in-service training</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>Uncooperative students</td>
<td>7</td>
<td>14.0</td>
</tr>
<tr>
<td>Too much workload</td>
<td>36</td>
<td>72.0</td>
</tr>
<tr>
<td>Lack of adequate skill in guidance and counselling</td>
<td>21</td>
<td>42.0</td>
</tr>
<tr>
<td>Not able to sustain programme</td>
<td>10</td>
<td>20.0</td>
</tr>
<tr>
<td>Lack of funds allocated to the department</td>
<td>20</td>
<td>40.0</td>
</tr>
</tbody>
</table>

From table 4.6.1 it can be observed the major challenges facing the department of guidance and counselling in the schools include too much workload given to teacher counsellors on top their counselling duties, lack of resource materials, lack of adequate skill in guidance and counselling, lack of funds allocated to the department, no opportunities for in-service training opportunities for teacher counsellors and inadequate time allocated for guidance and counselling.
4.7.0 Support Teacher Counsellors Require in order to Provide Effective Guidance and Counselling

This section presents the results of the findings on the kind of support teacher counsellors need in order to provide effective guidance and counselling.

Table 4.7.1: Support Teacher Counsellors Require in order to Provide Effective Guidance and Counselling

<table>
<thead>
<tr>
<th>Support</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher counsellors should be given less workload</td>
<td>30</td>
<td>60.0</td>
</tr>
<tr>
<td>Teachers should be sponsored for in-service training in guidance and counselling</td>
<td>40</td>
<td>80.0</td>
</tr>
<tr>
<td>Enough time should be set aside for guidance and counselling</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>Parents and other stakeholders should be more involved in guidance and counselling</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>Provide more financial support for guidance and counselling</td>
<td>13</td>
<td>26.0</td>
</tr>
<tr>
<td>Each school should have an office for guidance and counselling</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Professional counsellors should be posted to schools</td>
<td>15</td>
<td>30.0</td>
</tr>
<tr>
<td>Peer counsellors should be trained to make them more effective</td>
<td>25</td>
<td>50.0</td>
</tr>
</tbody>
</table>

From table 4.7.1 it can be observed that majority of the teacher counsellors recommends the kind support they need include that teachers should be sponsored for in-service training in guidance and counselling, teacher counsellors should be given less workload and that peer counsellors should be trained to make them more effective and provide support to the department.
CHAPTER FIVE: DISCUSSIONS, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The study set out to explore the factors causing the teacher counsellor to malfunction in providing guidance and counselling services to students in Kiambaa Division, Kiambu District Kenya. In this chapter, the major finding of the study are discussed and interpreted. A summary, conclusion and recommendations based on the findings are also presented.

5.1 Discussion

The discussion of the findings of the present research are centred around the major research questions.

Research question one: What is the academic and professional qualification of the teacher counsellors

Table 4.3.1 and 4.3.2 in the previous chapter presented the results on the academic and professional qualification of the teacher counsellors. The result indicates that most of the teacher counsellors have the right academic qualification (degree and diploma in education) but lack specialized professional qualification on guidance and counselling. This means that they may be unable to offer specialized counselling to students like professionals would do. Equally not all have attended in-service training or seminars to equip them with current skills and knowledge in guidance and counselling. According to
Fontana (1995), the teachers who are endowed with providing guidance and counselling services in schools either lack specialized professional training or have attended short courses on counselling. This is unfortunate since guidance and counselling require training in special skills. SAFAIDS (2002) proposes that a counsellors should possess some professional training that provides him/her with relevant knowledge to handle the clients. This means therefore, that for guidance and counselling in secondary schools to achieve its goal, the teachers counsellors should either be professionally trained or be given advanced training in guidance and counselling.

Research question two: What types of guidance and counselling services are provided in the schools

Information in table 4.4.1 in chapter four presented the findings on the main types of guidance and counselling provided by the department of guidance and counselling in the schools. The most common type of counselling provided by the schools is invitation of guest speakers to talk to the students. The preference emanates from the fact that some of the speakers have practical experiences that when shared with the youths give them a practical glimpse of what it means to get involved in deviant behaviours such as drug abuse and careless sexual behaviour. Some of the guest speakers are role models who provides the students with the impetus to achieve.

The next main type of counselling in the schools is form one induction. Form ones being new in the school and coming from a different educational setting need to be inducted to
enable them fit comfortably in their new environment. Therefore, in many schools the guidance and counselling department organizes and induction programme for them.

Research question four: what are the main challenges faced by teacher counsellors in providing guidance and counselling in schools

Peer counselling and individual counselling were the other main types of counselling services provided in the schools. Peer counselling have been found to be a better way of reaching the youth. Peer influence is responsible for deviant behaviour among the adolescent, however, this influence can be used positively to change the behaviours of the youth. This is where peer counselling comes in. The adolescents are also likely to open up freely with their peers and because they are of the same age group they understand each other better. That is why most schools have established peer counselling in their programmes. Individual counselling on the other hand enables the teacher counsellors to reach out to individual students. There are many problems adolescent undergo that they would not like to be public knowledge but which they need to be assisted to overcome. These students are therefore better helped through individual counselling.

Other main types of guidance and counselling services provided are prefects induction and students based family units. New prefects need an induction in order to understand their responsibilities. The counselling department in most schools therefore organise an induction programme to prepare them for the task a head of them. Schools have gone a step further to introduce student based family units that enable students with in a particular unit to assist each other by encouraging one another, influencing members of
the family to avoid engaging in deviant behaviours. The family unit creates unity among
the members and provides them with an identity.

Information in table 4.4.2 indicated the new guidance and counselling programmes
introduced in some of the schools in the past one year. They included peer counselling,
student family units, students performance appraisal, support group for the bereaved and
teacher parenting. Some of these programmes were not existing in most schools but have
been found to be very effective in the schools they have been used.

**Research question three: What are the major issues handled by the guidance and
counselling department**

Data in table 4.5.1 presented the findings on the major issues handled by the guidance
and counselling department in the schools. The top ranked issues were improving
academic performance and career choice. The school being an academic institution and
given a lot of emphasis placed on academic performance, it therefore emerged as no
surprise that the top ranked issues handled are academic oriented. Each school strives to
produce the best students in academic. They are therefore likely to spend a lot of efforts
in shaping up their students to excel.

The issues of drug abuse and students indiscipline are also accorded a lot of attention in
the institutions. World over drug abuse have become a serious problem especially
afflicting the youths. This has therefore meant that a lot of forums are organized to
sensitize the youth against the dangers of drug abuse. The problem of student indiscipline
and unrest have also been on the increase in many Kenyan schools. To avert this, therefore schools have been advised to strengthened their guidance and counselling departments. This emphasis is manifested in most schools putting the issue of student indiscipline and unrest at the top of their agenda.

Boy to girl relationship and HIV/AIDS are other issues that are handled by most schools. Adolescent being a critical stage in development where a lot physical and other changes take place and where boys and girls begin to be attracted to members of the opposite sex require proper guidance. The teacher counsellors find it necessary to have programmes that educate students on relationship with opposite sex. The guidance that are provided to them teaches them on the value of preservance while maintaining a positive relationship. The seriousness of HIV/AIDS have equally meant that most schools have programmes that provide the adolescent with information about the disease.

Research question Four: What are the challenges faced by the departments of guidance and counselling?

Table 4.6.1 in the previous chapter presented the challenges faced by the departments of guidance and counselling in the schools. The top ranked challenge was too much workload that do not allow the teacher counsellors to attend effectively to the students. The teachers double as counsellors and subject teachers. In most cases the teachers are rarely exempted from having equal number of lessons as the others. This means that they have to create time for guidance and counselling after class hours. Given the big number of schools in most schools the teacher counsellors cannot attend to all students who
require individual counselling. Lack of resource materials and limited funds to organize and avail resource materials for counselling were the other main challenges. This means that the guidance departments in most of the schools are ill equipped with relevant resources and references materials that can help improve the guidance and counselling services. Very few schools have budgetary allocation for guidance and counselling, they leave it upon the teachers to be resourceful in getting materials and finding ways of varying the programmes. This has seriously posed a challenge to the teachers and thus have affected the quality of counselling provided.

The other challenges sighted by the respondents were lack of adequate skills in guidance and counselling, lack of opportunities for in-service training in guidance and counselling and inadequate time allocated for guidance and counselling. As have already been noted majority of the teacher counsellors do not have professional training in guidance and counselling. This means that they feel inadequate to handle cases that require professional training in guidance and counselling. This situation is made worse by the fact that they lack opportunities for in-service training in guidance and counselling. Schools though expecting the teacher counsellor to help in managing students behaviour and influencing students to perform well in academics, rarely spend any effort in ensuring that the teacher counsellor acquire the right skills. In addition the schools rarely allocate time for guidance and counselling, which means that the teacher counsellors have to look for time outside class hours to provide guidance and counselling services. Most of the school activities run between 7.00am to 5.00pm. This time limit affects guidance and counselling activities in secondary schools.
Also emerging as a challenge is the fact that other teachers rarely volunteer to assist the guidance and counselling department. They leave to only those in the department committee to provide this very important service. Majority of the teachers perceive guidance and counselling as an extra load that should not be added to the already packed up duties that they have.

Research question five: What support do the teacher counsellors require in order to provide effective guidance and counselling

Information in table 4.71 presented the results of the responses on the support the teacher counsellors feel they need in order to provide effective guidance and counselling services. The highest ranked support suggested is to sponsor teachers for in-service training in guidance and counselling. This underscores the importance of training in the provision of guidance and counselling. The teacher counsellors feel inadequate in terms of training, this requires that they are in-serviced or provided with opportunity to gain specialized training.

The second ranked support proposed is that teacher counsellors should be given less workloads to enable them have adequate time to attend to the students. Guidance and counselling is normally an ongoing process that needs time and patience, overloading counsellor teachers with other responsibilities means that the teachers do not only lack the time but also the patience to take a student with a serious problem through a series of sessions.
The other major support suggested was that the school should sponsor peer counsellors for training to enable them support the department in counselling and to provide the students with the right skills to offer effective guidance and counselling to their fellow students. This can greatly reduce the pressure on the teacher counsellors as the students are always with one another.

5.2 Implications and Recommendations

The central idea of this study was to critically analyze the counselling implications of the findings. Guidance and counselling requires that the shortfalls in the services be identified and remedies found to make it effective. In analyzing the implications of the findings this concern is addressed.

The results of the study indicate that although the teachers have the right academic qualifications, they lacked professional training to provide specialized guidance and counselling services. This implies that the teachers at times encounter problems that they are unable to handle due to their limited professional qualifications. It is therefore, recommended that MOEST should embark on sponsoring teachers for specialized guidance and counselling courses. TSC should also strive to post professionally qualified counsellors to schools to make counselling effective in the schools.

In analyzing the types of guidance and counselling offered in the schools it is clear that various type of counselling are provided. However, some like vocational and health
counselling are not provided in most schools. This means that the students may be unable to achieve an overall development since they lack guidance in some areas. It is therefore recommended that the guidance and counselling department in the schools should be sensitized to diversify their programmes in order to include all the areas that are required in guidance and counselling.

The study found that the main challenges facing guidance and counselling departments in the school emanates from lack of funds, lack of support from other teachers and attitudes of students. This implies that the departments rarely have funds to enable it acquire resources. At the same time students who require assistance fail to come up and other teachers rarely volunteer to assist. It is recommended therefore, that MOEST should come up with a policy that requires schools to have specific vote head for guidance and counselling department. It is also recommended that open forums should be organized by the schools in liaison with guidance and counselling department to educate students on the importance of seeking guidance and counselling and teachers on the need to work as a team in providing guidance and counselling services to students.

The findings also established that the teacher counsellors have a lot of workload that affect their delivery of guidance and counselling services. In view of this, it is recommended that the TSC should set a specific number of workload teacher counsellors should be given and ensure this is adhered to.
5.3 Summary and Conclusions

This study was designed to investigate the factors causing the teacher counsellor to malfunction in giving guidance and counselling services. The findings show that:

- Teacher counsellors have right academic qualifications, but lack professional qualification on guidance and counselling
- The main types of guidance and counselling provided in the schools are guest speakers, form one induction, individual counselling, peer counselling, prefects induction and student based family units.
- The major expected outcomes of guidance and counselling in the schools are improved self esteem, change of behavior, students are able to make correct career choice and all round students who can fit in the society
- The major issues handled by the guidance and counselling department include academic performance, career choice, adolescent relationships, students unrest, drug abuse, peer pressure, and HIV/AIDS
- The main challenges facing guidance and counselling are too much workload, limited or lack of funds and resources, lack of professional trained guidance and counselling personnel and limited time for planned activities.
- The major suggested solutions to the challenges are encouraging all teachers to get involved in guidance and counselling, in-serving teachers in guidance and counselling and educating students to seek guidance and counselling
5.4 Suggestions for Further Research

- This study was conducted in only one district in Kenya. Future research could be extended to other districts.
- A study could be carried in tertiary colleges to try and determine what kind of challenges guidance and counselling department face at that level.
REFERENCES


Gachutha C.W (2004). *The role of Supervision in mitigation of Counselling burnout*-Research proposal (not printed) Department of psychology, UNISA, South Africa.


Wanjohi Kariuki (1990) *A study to investigate perception of the role of the counsellors in secondary schools in Nyeri Kenya*. 

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APPENDICES
APPENDIX 1

QUESTIONNAIRE FOR TEACHER COUNSELLORS

This questionnaire is designed to obtain information on factors hindering the functions of the teacher counsellor in Kiambaa divisions of Kiambu district. The information that you give will be treated as confidential and will be used for purpose of this research only.

Instructions are given on how to respond.

Put a tick (✓) in the bracket corresponding to your answer where spaces have been provided.

Please tick (✓) the correct response

1. Gender ( ) Male ( ) Female

2. Marital status ( ) Married ( ) Single
   Other (specify) ______________________________________

3. Age ( ) Below 25 years
   ( ) 25 – 30 years
   ( ) 31 – 35 years
( ) 36 – 40 years

( ) 40 – 45 years

( ) Over 45 years

Other (specify) ____________________________________________

4. Training

( ) Untrained graduate

( ) Graduate Teacher

( ) Diploma

Other (specify) ____________________________________________

5. Responsibility

( ) Teacher

( ) H.O.D Guidance and Counselling

( ) Committee member Guidance and Counselling

Other (specify) ____________________________________________

6. Working experience

( ) less than 5 years

( ) 5 – 10 years

( ) 11- 15 years

( ) 16 – 20 years

( ) Over 20 years

7. What counselling training do you have?

( ) Degree

( ) Diploma

( ) Certificate
8. What significant in-service training have you undergone as a counsellor in the last two years.

9. Do you feel that the training you have gone through gives you competence to handle student problems?
   Yes ( )
   No ( )
   I do not know ( )

SECTION TWO

1. Is there a guidance and Counselling Department in your school?
   ( ) Yes
   ( ) No

2. How often do the students meet for guidance?
   Once a week ( )
   Fortnightly ( )
   Once a month ( )
   Once in three weeks ( )
   Other (specify) ____________________________________________________________

3. Are there any new programs started in the department in the last 1 (one) year?
   Name them:
   (i) ..............................................................................................................
   (ii) ..............................................................................................................
   (iii) ..............................................................................................................
4. Mention programs that had been in the department but now have been discontinued.

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

5. Give reasons why the department abandoned those programs.

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

6. Have you attended any guidance and counselling courses in the last 2 (two) years? Mention them and show how long they took.

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

7. Is there a guidance and counselling team or committee in the school? (tick)

Yes ( )
I do not know ( )
I do not think so ( )
No ( )

8. Does the guidance and counselling committee hold any meetings?

Yes ( )
Not sure ( )
I do not think so ( )
No ( )
N/A ( )
If yes, approximately how many per term?.................................

9. Is there any school based counselling training organized for all the members of staff?

Yes

No

10. In your opinion, does the counselling in your school involve all teachers? (tick)

Yes, all the time

Some but not all

I do not know

No

11. Tick against the appropriate challenges that you face in the department.

- Lack of resource materials
- Lack of support from the Administration
- Lack of departmental policy
- No support from other teachers
- G & C has not been allocated time in the school timetable
- No opportunities for in-servicing
- Students are uncooperative
- Workload is too big
- Lack of counselling skills
- Not able to sustain programs
- Lack of funds
12. Is there any specific time when individual students come for counselling? (explain)

13. Tick against the services offered by the department.

- Guest speakers are invited ( )
- Training for teachers in the school ( )
- Student based family units ( )
- Peer counsellors ( )
- Parents meetings ( )
- Group counselling ( )
- Individual counselling ( )
- Prefects induction ( )
- Form one induction ( )
- Publicity days ( )
- Students appraisal program ( )
- Other (specify) .................................................................

14. Tick against the documents that you have in the department.

- Schemes of work ( )
- Records of work ( )
- Video cassettes ( )
- Magazines ( )
15. What major issues do you handle in the department?

16. Is the any specific time or day set aside for individuals to see the counsellor?
(explain)

17. How often is a guest speaker invited to the school for guidance and counselling purposes?
   Once a week ( )
   Once a month ( )
   Once a term ( )
   Occasionally ( )
   Any other (specify) .................................................................

Thank you for your cooperation
APPENDIX 11

HEAD TEACHER/DEPUTY PRINCIPAL

INTERVIEW GUIDE HEAD

1. Give a brief comment on guidance and counselling in the school.

2. How long has the department been in existence?

3. (a) How was the head of the department appointed?
   (b) How long has the current one been in office?

4. How about the committee, what procedure is used to choose it?

5. (a) What kind of programs does the department carry out?
   (b) Are there some that are more frequent than others?

6. What challenges does the department face (in your opinion)?

7. Talk about the support that the department gets from the members of staff.

8. What is your projection for the counselling department?

9. What are some of the most important counselling components that are incorporated in the department?

10. What is your opinion about the strength or weakness of the department?

11. In what way does the department leadership affect its functions?

12. To what level are you involved in the counselling programs?

Thank you for your cooperation