

**AN INVESTIGATION INTO THE IMPLEMENTATION OF
GUIDANCE AND COUNSELLING PROGRAMMES IN SOME
SELECTED SECONDARY SCHOOLS IN BUTERE – MUMIAS
DISTRICT, KENYA**

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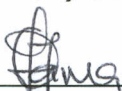
**A PROJECT SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF
EDUCATION IN KENYATTA UNIVERSITY**

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APRIL 2003

DECLARATION

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



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30/4/2003

DATE

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



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DEDICATION

To my dear children

Lichuma Faith Linda
Ambaisi, A.A. Alfrick,
Baraka, A. Jerome

and

The Guidance and Counselling Teachers of our beloved country Kenya
who are faced with many challenges.

ACKNOWLEDGEMENTS

I wish to acknowledge and thank all those who made it possible and supported me in accomplishing this work. I most sincerely thank my supervisor Dr. Edward M. Kigen who generously accorded me his time in a bid to unravel this task. Without his invaluable comments, support, guidance and even counseling, the end product would be incomplete given the limited time. His continued interest, inspiration and encouragement gave me the morale to polish the work. Thanks also to my colleague Mr Shililu for all the constructive criticisms.

I heartfully thank Prof. G. S. Eshiwani and the organizing group of the Institute for Continuing Education programmes, Prof. Patel M.M and Prof. Ayot without whose wisdom and foresight, I would never have registered for a masters degree, given the family and professional commitments.

I am heavily indebted to my father, Ambaisi Okama and mum Jedidah Nandwa for laying a profound foundation for a cream future, sisters: Tabitha, Edith, Merab and brothers Clement, Amos and Carey for all the support.

To Mr. Aura Franklin, a dear husband and friend for all the patience, support both moral and financial and the extra duty of nursing our

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The list is too long to permit individual mention but that does not indicate any dilution of gratitude. Mr. A. D. Bojana deserves special appreciation for editing and proofreading the final work.

ABSTRACT

The present society has many problems facing students. These include stress due to academic pressure and other social factors which sometimes make students drop out of school. It has also led to student unrest in schools. Students are faced with social ills such as drug abuse, homosexuality, HIV/Aids and other sexually infectious diseases. This scenario leaves students in the hands of the teacher with parents apparently too busy to attend to the children. The loss of both parents due to the Aids pandemic adds an extra load to the teacher who has to play dual roles.

The study sought to find out how the implementation of guidance and counselling programmes is conducted in secondary schools in Butere-Mumias District. By combination of both purposive and random sampling methods, some 320 respondents were selected. While some answered the questionnaires, others responded to the interview schedule. The observation checklist was also used to observe what was actually on the ground to enhance data elicited by questionnaires and interview schedule.

Chapter one addressed the background information, statement of the problem, the rationale, research questions, objectives of the study and the significance of the study.

Chapter two reviewed relevant literature to the study, while chapter three described the methodology employed in sampling, collecting and analyzing data. Chapter four mainly dealt with data analysis, presentation and interpretation. Chapter five drew conclusions and made recommendations including a suggestion for further research in other parts of the country.

The major finding of the study was that there is need and desire for the establishment of guidance and counselling. Indeed, attempts have been made here and there to have it put in place but unfortunately, without success due to limited knowledge as to what is expected. There is no time, no clear and adequate support of this very important component of human growth.

Based on these findings, the researcher recommended provision of skills through training and inservice courses, support from parents, the school administration, the provincial administration and the Ministry of Education. Guidance and counselling is a continuous process and the teacher requires ample time with the child.

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CHAPTER ONE

INTRODUCTION

1:1 Background to the study

Guidance and counselling programmes play a very significant role in an individual's life. According to Peter and Farwell (1967), "they assist the individual towards self-fulfilment, simultaneously benefiting society."

Dimmick and Huff (1970) also observed that they lead to a prevention of maladjustment and enhance the development of human potential. To Murphy (1955), the programmes serve as discovering capacities for social warmth and outgoingness, capacity to enjoy and work with other people, the capacity to become effective members of the community.

To Nelson (1972), the guidance and counselling facilitates effective living in the present, the development of understanding concepts and skills that will result in responsible living in the future. Johnson (1963) advises that "all children have needs of one kind or another. Since many of their problems originate in the early years and become more difficult to treat as time goes on, it is important that good guidance practices start with the very beginning of school life. Guidance is the key-stone of our education

system. It should go hand in hand with academic training as a basic part of the entire curriculum”.

In the traditional Kenyan society, guidance and counselling was an automatic requirement of every individual. The child was guided on how to grow up, what to be, what to do, what to know and how to consolidate his/her virtues. He/she learnt the use of appropriate language; respect for elders; life-skills such as fetching water, collecting firewood, cultivation, hunting, self-defence, taboos; relationships with kinship groups; poisonous plants; dangerous animals; totems; proverbs; rituals; riddles; songs and dances. At initiation, they were taught about social obligations, courage, honesty, affective skills and on how to make independent moral choices. They could now consider marriage and choose their spouses under the guidance of the society's norms.

With the introduction of the western civilization, the society's grip on the child began to dwindle and today, the child in most cases is in the hands of a caregiver and the school. Hence an outcry on issues of drug-taking, recurrent abortions, suicide cases among the youth due to inability to cope with the stressful society, sexual infections, homosexuality, school dropouts, arson cases and sporadic strikes. (Wangai 2001).

According to the African Recovery, Vol 1 of August 1998, one in every 15 Kenyan students is on drugs. In schools, corporal punishment was believed to enhance discipline but due to abuse of the use of the cane, it was banned. (Wangai 2001). Today emphasis is put on the enhancement of guidance and counselling programmes.

Guidance and counselling was formally introduced to the ministry of education in 1976 when the Gachathi report noted that only career guidance was in effect. It recommended that all teachers be trained in guidance and counselling work and be required to do it as one of the normal duties. In-service courses were to be mounted for practising teachers. Adequate time was to be provided for this and the programme was to be integrated with other topics like, career, ethics, human relations, family life and sex education. Parents and other competent members of the community were to be involved.

Sadly, as the Koech Commission (1999) went around the country inquiring on matters of education, it regrettably noted concerning guidance and counselling that, "the unit that was once vibrant is no longer as effective as it used to be". Most of the professionally qualified personnel had retired or been deployed to other sections. The report indicated that the

institutional and field staff had nowhere to seek necessary advice to help them carry out guidance and counselling programmes effectively.

Mutie and Ndambuki (1999) report that out of the 3000 secondary schools in the country, 1000 have a guidance and counselling head of department posted to the schools by the Teachers Service Commission. The researcher wants to establish the kind of services these TSC appointees are rendering.

1:2 STATEMENT OF THE PROBLEM

In the year 2001, the president of the republic of Kenya Hon. Daniel arap Moi ordered the Ministry of Education to appoint a commission of inquiry into the rampant strikes that had bedevilled the nation. Between May and July that year, 40 secondary schools were closed down due to student unrest. Much earlier on 13/7/1991, the boys of the St Kizito Mixed Secondary School had violently raped the girls, leaving 19 of them dead. At Nyeri High School in 1991 four prefects while asleep were locked up by their fellow students and burnt to death, using petrol. While at Kyanguli secondary school, 68 students were subjected to arson and scores of others injured.

The Wangai report (2001) had also the following;

that parents have abandoned their children to caregivers and the boarding schools. The school becomes the guider and counsellor. That the modern parent is no role model to the child as he/she goes drinking and smoking not to mention disco going in the presence of the child. The parent dishes out money indiscriminately. This leaves the child with a lot of it, which is spent; lavishly on drugs and even hiring others to do for them their routine work in school. This causes class stratification in the environment of learning. The other extreme parent gives no cent to the child subjecting him/her to a beggar at best and a thief at worst.

The report also unearthed cases of homosexuality/lesbianism and love affairs between teachers and students. The situation was worse in mixed schools where there was a lot of necking between boys and girls. Maggwa (in Mati 1989 and Njau and Lema 1988) documented that "76% of the boys and 42% of the girls in Machakos region had engaged in sexual intercourse". While Obonyo (1989) found that 59% of the boys and 38% of the girls had commenced coitus. Kiragu (1991) indicates that even if these groups were to successfully avoid the entanglements of pregnancy, sexual activity poses serious health risks. If untreated it can lead to foetal infection, infertility, congenital anomalies, stillbirths, spontaneous abortion and incurable diseases like HIV/Aids, herpes and emerging strains of gonorrhoea.

Aggrawal and Matis' (1982) study on abortion showed that over half of the abortion related admissions in Nairobi hospital were adolescents and most of the abortions were externally induced. Students have been reported to use knitting needles, dangerous chemicals, malaria treatment drugs and local concoctions in abortion. Such students who would have become successful society members just go to waste due to insufficient provision of guidance and counselling services. The infected would have been referred for medical attention while the pregnant given psychological encouragement and advised to return to school when all is over. Many careless abortion cases end up in the grave.

The Wangai report (2001) also revealed cheating in examinations. Every time the K.C.S.E results are out, some schools have their results nullified. There have also been cases of students being registered in other schools because they cannot meet the required standards of performance in their own schools. Some are made to repeat classes several times until they finally drop out of school. One wonders where the services of the academic guidance and counselling are placed if the learners have to be subjected to this kind of situation.

The Koech report (1999) observed that, "a large number of learners in education and training institutions were in dire need of the guidance and

counselling services." It showed that the learners who were either infected or affected with HIV /Aids together with their immediate families require services of a professional counsellor.

Amidst this, the researcher is well-informed of the establishment of a department of guidance and counselling within the Ministry of Education's head office. There are also teachers designated "Head of Department of Guidance and Counselling" spread in various schools in the country. The problems prompted the researcher to investigate whether implementation of guidance and counselling programmes is actually taking place in Butere/ Mumias District, which is not an exception to the problem facing the Kenyan students.

1.3 Rationale

The year 2000/2001 sporadic strikes that totalled to 257 led to a call, by the Task force (Wangai 2001) to investigate the issue and, that guidance and counselling programmes in schools should be revamped to enhance a harmonious learning environment. This was not an end as strikes still take place in schools.

There is also an increasing number of orphans in schools which need understanding and a person to solve their personal problems. According to

the Koech report (1999), "it is estimated that Kenya will have one million orphans by 2005 if the present rates of infection continue..."

The school-going age is an adolescence period. Nielsen (1991) reports that it is a period of abrupt changes in behaviour and attitudes. Neo Freudians, Erickson (1968) and Maraa (1980) state that it is a time young people experiment with various ideologies, vocational roles and social identities. Those who use this period for such experimentation and become individuated from their parents form independent identities. The less fortunate either remain in a state of identity confusion or adapt an identity prematurely. Erickson (1968) emphasizes that people experience the crisis of forming an identity only during adolescence not during adulthood. Hence, the guidance and counselling department should help these youths form the right identity and not get fixated. The researcher wanted to study how the department is helping children in this area.

Gachathi report (1976) recommended vocational guidance and counselling as well as the training of teachers to enable them deal with students' psychological problems. In another study by Kiragu (2002), she recommended a similar research on guidance and counseling to be conducted in other districts.

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1.4 Research questions

The study sought answers to the following questions: -

- i) What kind of guidance and counselling programmes are offered in secondary schools?
- ii) What kind of problems do students experience that the guidance and counselling teacher has to attend to?
- iii) Is the guidance and counselling teacher equipped with skills, resources and time to attend to students' problems?
- iv) Are other stakeholders supportive of the guidance and counselling department?
- v) What is the student's response to the provision of guidance and counselling services?
- vi) How is the guidance and counselling done in secondary schools?

1.5 OBJECTIVES OF THE STUDY

- i) To establish the extent of the involvement of the Ministry of Education in the implementation of the guidance and counselling programmes.
- ii) To investigate the types of guidance and counselling programmes that are offered in the schools.
- iii) To study the feasibility of implementation of guidance and counselling programmes in the schools.

- iv) To identify the type of problems handled in counseling.
- v) To determine the degree of effectiveness of the guidance and counselling programmes offered.
- vi) To point out problems experienced in the implementation of guidance and counselling in schools.
- vii) To find out whether the counsellor has relevant skills for the task.
- viii) To examine the extent to which the headteacher, parents, the community, teaching and support staff enhance the delivery of guidance and counselling services in the schools.

1.6 Significance of the Study

- i) It will help the schools in question to discover areas where guidance and counselling services have not been effectively offered. This will help them to improve on provision of guidance and counselling services
- ii) The study will also help the rest of the schools in the country to establish guiding and counselling departments, to advise students on the dangers of drug abuse and other vices.
- iii) It will help alleviate the many problems that the students are experiencing in schools for as they go through the questionnaire, they will realize that it is their right to receive guidance and counselling services and that they are duty bound

to seek out for these services. This will make many of them to voluntarily seek the services.

- iv) It will sensitize the counsellors on the magnitude of the task ahead of them hence igniting in them the interest to seek relevant knowledge and skills to enable them be more effective in their role.
- v) The study will enable the administrator to accept the student at his/her level as an individual and co-ordinate with the guidance and counselling department to ensure that individuals are helped to realize their self-esteem thereby boosting their interest in schoolwork rather than making them repeat classes and finally drop out.
- vi) An assessment of the depth of provision of guidance and counselling services and the subsequent correction in the areas of ineffectiveness will enhance discipline in the school hence producing a conducive learning environment and an end to destruction of property and loss of life.
- vii) The study can assist the curriculum developers to come up with a curriculum on guidance and counselling as well as its supervision.

- viii) To make recommendations to the stakeholders on better ways of implementing guidance and counselling programmes in schools.

1.7 Assumption of the Study

The researcher made the following assumptions:

- a) That the Teachers Service Commission appoints a guidance and counselling person with proven skills to carry out the task.
- b) That the Ministry of Education is aware of the importance of guidance and counselling programmes in the school and makes effort to ensure that this valuable duty is discharged.
- c) That guidance and counselling is a continuous process in the life of a child hence the parent, teacher and the community as a whole are co-operatively enhancing this.

1.8 Delimitation of the Study

The study was carried out in Butere/Mumias District of Western Province. It is only confined to those schools offering guidance and counselling services, in the four divisions of Butere/Mumias District that is, Butere, Khwisero, Mumias, and Matungu. It selected 10 schools from the district. The study also confined itself to government secondary schools.

1.9 LIMITATIONS

The study has been limited due to the time factor. It was conducted between January and April 2003 by which period it should be completed.

The research was also limited by inadequate finances.

1.10 Definition of Terms

1.10.1. Counselling

The word counsel comes from a latin word 'Consilium' meaning talk together. In this context, it is an interaction process cojoining a professionally trained counsellor and a client (counselee) who is vulnerable and seeks help in gaining self-understanding, so as to make informed choices, decisions, change disturbing behaviours and increase the ability to make better adjustment in a given environment.

1.10.2. Individual Counselling

A helping relationship that involves mainly two people, the counsellor who is a professional and the counselee/client who is vulnerable and requires assistance

1.10.3. Guidance

According to Miller, "Guidance" is the sum total of efforts and influences of those who assist an individual through association, counsel, dissemination

of facts, employment of appropriate special techniques and control of environment to reach one's optimum personal, social, vocational, cultural and spiritual development.

1.10.4. Vocational Guidance

It is the process of assisting an individual who possesses certain assets, abilities, possibilities to select from many occupations one that is suited to himself and then prepares for it, joins and progresses in it.

1.10.5. Placement

Giving a student exploratory and work experiences as well as putting him/her in a proper vocational training institution.

1.10.6. Traditional African Society

One that has retained the traditional customs and practices almost intact. It has not been affected much by the western customs, values and practices

1.10.7. Stress

It refers to psychological reactions to requirements that can make a person feel tense, anxious, emotional and frustrated. The person does not feel capable of coping with the demands.

1:11 ACRONYMS

BoG	-	Board of Governors
CCEA	-	Christian churches Educational Association
CRE	-	Christian Religious Education
CU	-	Christian Union
KCSE	-	Kenya Certificate of Secondary Education
KESI	-	Kenya Educational Staff Institute
KIA	-	Kenya Institute of Administration
KIE	-	Kenya Institute of Education
KSCF	-	Kenya Students Christian Fellowship
MoD	-	Master/Mistress on Duty
MOEST	-	Ministry of Education Science and Technology
NARET	-	National Association of Religious Education Teachers
NGOs	-	Non-governmental Organisations
PTA	-	Parents Teachers Association
SEE	-	Social Education and Ethics
SMASSE	-	Science and Mathematics in Secondary School Education
TSC	-	Teachers Service Commission
USA	-	United States of America
YCS	-	Young Christian Society

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The researcher chose to deal with both guidance and counselling because in most cases a child who needs counselling may also require guidance.

2:1. Historical Development of Guidance and Counselling

According to Engelkes and Vanderfoot (1982) and Shertzer and Stone (1974), the foundation of guidance and counselling is rooted in the development of psychology in U.S.A. This was also evidenced in the first psychological experimental laboratory by Wilhelm in Leipzig Germany 1879, the psychological laboratory at John Hopkins University by G. Stanley in 1883 and Sigmund Freud's psychoanalysis development in the 1890s. George Meril in 1895 established the first systematic vocational guidance programme. He provided exploratory experiences in the trades taught by scholars.

In 1896, Lighter Witmer established a counselling programme at the University of Pennsylvania. In 1898, Jessie B. Davis became an educational and career counsellor at Central High School Detroit. Frank Parsons also encouraged the under privileged youths in Boston in 1908 to become aware of their occupational opportunities. He founded a

vocational Bureau to advise young men in self-assessment, job assessment and the reasoning required to make vocational choices. Other early counsellors include Ann. Y. Reed in academic guidance and counselling. Harvard University began to offer a course in vocational guidance in 1911.

Weaver (1912) organized a number of local agencies to deal with guidance and placement. In 1913, the first National Vocational Guidance Association was formed in Grand Rapids, Michigan. In 1915, the organization began to publish the vocational Guidance Bulletin. The U.S.A. government supported guidance and counselling as seen in George Reed Act of 1929. It increased the federal support of vocational education. The George Dean Act of 1935 authorized federal funding of vocational guidance, as did the George Barden Act of 1946. Later in 1958, the National Defence Education act reinforced the same and in 1964 provided funds for preparation of elementary, secondary and post-secondary school counsellors. According to the public law 94 – 482 enacted in 1976, an administrative unit for guidance and counselling was established in the U.S.A. office of education.

Individual publications also contributed immensely by providing theories and techniques for practice. For example, Carl Rodger's counselling and

psychotherapy was a new dimension to counselling-therapy. It focused on the meaning of individual differences to the individual in form of attitudes and motivation. It also clarified the procedures for helping the individual to understand, accept and utilize his assets. This reinforced, psychometrics, which just focused on individual differences. (McGowan & Schmidt, 1962:16). Other publications included; Science and Human Behaviour published by B.K. Skinner in 1953. It introduced principles of behaviourism. In 1957, Donald Super published **The Psychology of Careers**. It dealt with theories concerning career choices and decision-making. In 1962, C. Gilbert Wrenn published **The Counsellor and a changing world**. The book enables the counsellor to understand better procedures of counselling. In 1967, Charles Truax and Robert Carkhuff published, **Toward Effective Counselling and Psychotherapy** in which therapeutic counselling was explored. **The Art Helping** by Carkhuff in 1973 focused on counselling procedures and practices that can be learnt and effectively evaluated.

2:2 Guidance and Counselling in the Traditional African Society

In the traditional African community, counselling is based on family unity, clan and the entire community. It is the task of every member in the society to help children to be economically, socially and emotionally viable once they are adults. Guidance is carried out from childhood to old age

and counselling services range from simple advising to tackling difficult behavioural problems that call for services of more experienced counsellors. Tumuti (2001).

Generally, counselling is available to all members of the society at every stage of development. Counselling and education are interwoven within an informal setup. (Mutie and Ndambuki 1999). Senior members of the community qualified to counsel the junior ones as the former were now qualified as diviners, prophets, prophetesses and consultants in matters of custom, history and social norms. Child rearing is a collective responsibility. Vocational guidance is mainly by apprenticeship (Tumuti 2001).

2:3 Guidance and Counselling in Kenya Today

This can be traced to the period when Kenya was a young independent country. According to the Kenya Education Commission report of 1964 (Ominde Report), all schools were to offer guidance to students.

In 1971, a sub-section within the inspectorate was created to deal with implementation of guidance and counselling. A booklet on career guide for career advisors was also developed. The 1974-76, government plan also

recommended that teachers in guidance be allowed time to attend to pupil's needs.

The 1976 – Report of National Committee, on Educational Objectives and Policies (Gachathi Report), recommended vocational guidance. Also, on discovering that students had psychological problems, the report recommended that; “teacher trainees take a compulsory course in guidance and counselling as part of their training package.” By it, teachers were expected to provide guidance and counselling as part of their normal duties after training.

According to 1979 – 83 Development Plan, guidance and counselling was to be made part of the teacher-training curriculum at the college and university levels. This recommendation though implemented then, the guidance and counselling course seems not to have been effectively tackled as it just dealt with one course- Introduction to Guidance and Counselling (Tumuti 2001). However, recently more chances to train have been created through the introduction of the open learning system at Kenyatta University and Extra-mural Studies at the University of Nairobi. These offer certificate, postgraduate diploma and degree courses in Guidance and Counselling.

The Report of the Presidential Working Party on Education, and Manpower Training for the Next Decade and Beyond (Kamunge report – 1988), recommended decentralization of guidance and counselling from the headquarters of the Ministry of Education to the district level. Each school was also expected to establish a guidance and counselling programme and senior teachers were to be in-charge.

According to sessional paper No.6.1988, the number of school inspectors and counsellors were to be increased. Schoolheads and senior teachers were to be trained to supervise the guidance and counselling programmes.

Today, the Guidance and Counselling sub-section has been upgraded to a Guidance and Counselling Unit. It is headed by Deputy Chief Inspector of Schools.

2:3:1 Responsibilities of the Guidance and Counselling Unit

- To develop, co-ordinate and evaluate guidance and counselling programmes in all education institutions in Kenya.
- To develop resource materials
- To organize training programmes for teachers and peer counsellors
- To publish and distribute career information booklet.

- To build and maintain a network that includes the NGOs and other stakeholders for promotion of guidance and counseling.

The Guidance and Counselling Unit is meant to work together with K.I.E. to develop guidance and counselling materials. In the schools, MOEST has decentralized guidance and counselling to provincial and district levels. The T.S.C. has posted heads of guidance and counselling department in some secondary schools. MOEST under the department of KESI, organizes seminars annually for guidance and counselling teachers

2:4 Objectives of Guidance

Dimick & Huff (1970) report that, "guidance prevents maladjustment and leads to the development of human potential". According to Peters & Farwell (1960), the programme assists the individual towards self-fulfilment and simultaneously benefits society.

To Murphy (1955), the guidance objective is not to by-pass fundamental weaknesses "but to discover capacities for social warmth and outgoingness, capacity to enjoy and work with other people, the capacity to become effective members of the community".

According to Nelson (1972), "guidance involves helping, it is personalized, seeks to expand self-understanding and to expand the understanding of others". Meek (1968) sees the guidance process as one that complements the instructional process and together they constitute the educational processes in school setting.

2.4.1 Principles of Guidance

According to Nelson 1972, guidance can be incidental or organized, clear or unspecified and at times it may be negative. Hence he emphasizes the need for formal guidance as it gives organized and positive guidance though intermittently. It concerns itself with systematic development of the individual like academic and social adjustment. It therefore encourages personal growth so that a person gives meaning to life and values.

According to Mutie and Ndambuki (1999), it is a continuous and sequential educational process, hence should be provided throughout life. Both Mutie and Ndambuki (1999) as well as Nelson (1972) indicate that guidance is a shared responsibility. They show that whereas the teacher counsellor brings special skills to his work with the child and has the time to attend to him individually, the rest of the teachers have many more hours in a group setting to observe and assist the child. Others who have

valuable insight into the child's behaviour needs and his/her environment are the school administrator, school social worker, the nurse, the school psychologist and parents.

Nelson (1972) observes that "a truly effective guidance programme demands well trained and dedicated professionals, good communication and cooperation among all those who can contribute and adequate resources to which children and their families may be referred." He adds that guidance is dependent on adequate child study. There should be intensive psychometric assessment and a diagnostic report.

Guidance is and should be accessible to all children. Every child should have the opportunity to consider his personal values, sense of meaning and his interaction in the world with a responsible adult. (Nelson 1972). This, he observes should not just be parading of students through a series of 15 minutes interviews rather an availability that is clear to the child and which places him under no obligation to participate.

Guidance is based on the concept that children have a right to assistance when they need it. It is not just for those with problems as even those without can benefit (Mutie and Ndambuki).

Guidance serves the child's needs in order to enhance his chances of realizing his potentialities for individual and societal ends. Mutie and Ndambuki (1999), indicate that the help given is designed to assist people in deciding where they want to go, what they want to do, how to get to their destination and how to solve problems arising in their life. A personalized guidance approach enables the counsellor to uncover needs that can be met through medical referrals, family service agency referrals, counselling, and individualized teaching and through minor environmental changes (Nelson 1972).

Guidance is oriented around understanding of self; understanding others, goal seeking and choice making. This can be successful with the presence of a programme, the help from other interested teachers and the services of a counsellor. (Nelson 1972).

Guidance is both present and future oriented. In guidance, (Nelson 1972) emphasizes the "need to take care of today's needs and the skills and habits developed will take care of tomorrows". He also talks of considering the long-range impact of behaviour and choices and the need to grow and seek the challenges that the future presents.

Guidance attends to and responds to weaknesses but focuses on strengths. Guidance is dependent for maximum effectiveness on research and evaluation particularly for clarification of guidance policies for the benefit of children – there is need for hard statistical data (Nelson 1972).

2:5 Objectives of Counselling

Rodgers (1951) indicates that the essential outcome of a therapy should be a more broadly based structure of self, an inclusion of a greater proportion of experience as part of self and a more comfortable realistic adjustment to life. To Thorne (1950), the prime obligation of the counsellor is to help people live happier and healthier lives by psychological methods of healing and re-education.

To Williamson (1950), the counsellor should be prepared to assist the student to solve, choose, master, learn and deal with a wide variety of situations and problems. Cottler (1973) observes that the major goal of counselling is to change behaviour by helping the client:

- To understand himself and achieve insight into his feelings, attitudes and conflicts.
- To help him act and think more rationally.
- To help him make his own decisions.

- To be better able to act independently and to stand on his own two feet psychologically.

Nelson (1972) shows that guidance and counselling aims at facilitating development of understandings, concepts and skills that will result in responsible living in the future. It also deals with reduction of undue tensions and anxieties related to and inhibiting learning. He notes, "in short, reaching the individual child"

2:6 Areas of Guidance and Counselling

Guidance and counselling focuses on five main areas: -academic, vocational, psychological, social and physical. Client behaviour in each of these areas determines in part the ultimate success of the choices he/she makes as a result of counselling. They are the usual topics under which the counsellor organizes client data for records and for any summary sent to the client or any other counsellor.

2:6:1 Academic Guidance and Counselling

According to Cottler 1973, academic guidance and counselling aims at defining and delineating those areas of academic proficiency which will have a major impact on further education and on preparation for work and non-work activities. Identification of areas of academic weakness is

necessary in order to minimize their effect on future life choices or to plan a programme of remediation, if proficiency in these areas appears necessary to a possible future choice. Tumuti (2001) reports that intelligence scales were developed as early as 1905 in France by Albert Binet and Theophile Simon. These were imported to U.S.A and translated into English by Lewis Tereman- the Stanford-Binet intelligence test. By the use of these tests children were put into ability groups and taught according to each group's ability needs.

According to Ann Y. Reed (1909), the role of the counsellor is to guide students in stiff competition for higher grades in school. Mutie and Ndambuki (1999) list components of educational guidance as study skills, time tabling, note-taking, sitting for examinations and academic guidance. Guidance in this area facilitates self-discovery and appreciation of one's strength. When one discovers weaknesses like poor organization, laziness, proneness to distraction, lack of self-confidence, poor grammar and handwriting the teacher counsellor steps in to show the way. The two authors emphasize inculcation of concepts of positive thinking as well as motivation of a weak student. The counsellor should assist students to acquire the necessary emotional stability so as to facilitate academic success. Hence there is need to train students on effective study methods and examination techniques. Emphasis is made on the child-centred

approach, which enables the learner to discover the details of what is expected. Teaching should follow the pattern of known to unknown. Students need to be guided on what to study, when to do it, where to study from and how to study.

Parents need to be involved in this area to reinforce academic performance to high standards. Mutie and Ndambuki add that there's need to guide and counsel studies on stress particularly during the examination period. Anxiety and stress among students should be prevented by students relaxing or doing some exercises as well as avoiding stimulants, having a good humour and taking time off to break from the strenuous book. Gupta (1993) and McGrath (1978) see stress being managed through proper time allocation, organized study materials, prioritizing schedules, prompt reading and avoidance of accumulation of study materials as well as through proper feeding.

Academic guidance also involves giving students more information related to what they learn in school to enable them understand deeply. This involves invitation of guest speakers who have vast knowledge on the relevant topics, academic guidance and counselling also involve the offering of approval services that will enable the teacher to group students

according to abilities and hence make the teacher to attend to individual weaknesses

2:6:2 Vocational guidance and counselling

Career guidance is a very important aspect of education. Mutie and Ndambuki (1999) give reasons for vocational guidance and counselling: -

- People differ in their potential and capacities for work, but they can qualify for a number of occupations.
- Each occupation requires characteristic pattern of abilities, interests and other personal qualities.
- There are variations among individuals with respect to the nature and tempo of development through various stages.
- The career pattern of an individual is influenced by parental and socio-economic factors as well as unique patterns of abilities, interests and other personality characteristics.

According to Cottler (1973), the area of career information is difficult to master due to its vastness and constant change. Hence, it requires an occupational information consultant. It is for this reason that the career master is a member of the guidance and counselling committee. The youths in school need information about the availability of jobs as well as entry requirements. Frank Parsons, one of the pioneers in vocational

guidance and counseling taught the underprivileged youth in Boston to evaluate one or more possible jobs within a given framework.

According to Mutie and Ndambuki (1999), a good counsellor should possess a thorough knowledge of aptitude and interest, temperamental trends, needs, attributes, values, aspirations, ambitions, general mental ability and social-economic status of his clients. He/she should also have adequate information about the world of work. This can be done through, publishing, publicizing and disseminating the relevant information.

The counsellor should be able to give technical assistance to teachers, administrators and parents thus helping them to be more effective in their roles of guiding and counselling students. Just like in academic counseling, consultants from a variety of occupational classes should be invited to speak to students. (Mutie and Ndambuki 1999). The two authors wrote extensively on vocational counselling as one that enables a student to be assisted in integrating information about himself /herself and the occupational world. The client is assisted to reconsider and rediagnose his/her capabilities and match them against the opportunities available. One is helped to make specific choices as well as good overall decisions. It is necessary for enabling a student to have realistic career expectations and make him/her be flexible and willing to change to the

opportunities available. It is also important in guiding parents who may insist on their children taking certain courses for which they lack aptitude and interest. Vocational guidance and counselling gives the student opportunity to know the routine features that characterize work, working conditions of various professions and gender issues that lead to stereotyping of occupations. This enhances gender equality on various tasks in society. It also enables the student to be aware of the psychological and emotional impact of assuming new roles especially on stereotyped professions and therefore he/she prepares to tackle them. It also helps to encourage students especially girls who may think that certain subjects and courses are specifically designated for men. In all these, students should be allowed to make decisions for themselves (Tumuti 1985).

Related to vocational counselling is what Ndambuki and Mutie (1999) call placement. It involves in school and out of school opportunities. It involves record keeping, vocational counselling, employment contacts, supervision and follow-ups.

It is also the duty of the counsellor to conduct community occupational surveys and follow up studies of school leavers to provide data on local

training and employment conditions, labour turnover and job opportunities (Ndambuki and Mutie 1999).

Follow –up process is another important aspect for the counsellor. It is conducted to determine whether the individual is developing in his placement. Such a process can best be achieved through the formation of alumni who occasionally could be invited in their former schools to share experiences with the current students and to be encouraged further by their teachers. This reinforces the guidance and counselling programme in schools (Mutie and Ndambuki 1999).

Finally, the counsellor should be able to determine the effectiveness of the vocational guidance programme to the individual students, school and society and how to improve the programme efficiency (Mutie and Ndambuki 1999)

2.6.3 Guidance and Counselling on Psychological Issues

2.6.3.1 Stress/Anxiety

Anxiety type cases in younger people tend to occur when important decisions have to be taken or when adjustments must be made to new or changing circumstances. These include adopting to biological changes during adolescence, identity confusion, changes in social or family

relationships, impending examinations, moving to a new neighbourhood or school homosexual panic and decisions regarding alcohol or drugs.

Concerning these, Gills (1994) advises that the counsellor needs to look out for symptoms of stress in students and help resolve the stressful situation. He has identified various symptoms of stress that a counsellor should look out for and attend to. These are in three categories

i) Emotional signs-

- The client appears worked up, excited and nervous
- Looks worried and anxious
- Has crying spells
- Grinding teeth or jaw clenching
- Feels as loose ends
- Is forgetfull and confussed
- Memory loss or lapses
- Difficulty in concentrating, inactive and distracted
- Sleeps too much or can't sleep, nightmares, fitful sleep
- Overeating or not eating.
- Excessive snacking
- Depression and apathy
- Does not respond to nurturing efforts/comments
- Persistent fatigue

- Lowered level of achievement or performance.
- Complaints of being dizzy and discontented
- Is often grouchy and irritable
- Makes excessive demands
- Bedwetting or daytime wetting or soiling
- Paces about, can't sit still.
- Excessive or irrational fear
- Panic or anxiety
- Clingy or over dependent on caregiver
- Obsessive, repetitive or ritualistic behaviour
- Finger tapping, food tapping, pencil tapping or leg tremors
- Continual frowning or scowling.
- Anger outbursts, temper tantrums, aggressive acting out.

(ii) Internal signs

- Upset stomach, nausea
- Heartburn, acid indigestion
- Intestinal upset, cramps
- Fast or irregular heartbeat
- Clammy cold or clenched hands
- Light headed or faint
- Hot or cold spells
- Blood pressure increases

- Loss of breath or uneven breathing pattern feels “tight” all over.
- Tingling sensation on skin.
- Cold sore in mouth or lips
- Complains of feeling sick but with no observable symptoms.

(iii) Bodily signs

- Headaches, rash and acne
- Backaches and other muscular aches
- Low-grade infections
- Generalized body pain
- Increase of asthma or allergies
- Constipation or diarrhoea
- Coughing
- Dry mouth or throat
- Tight and stiff muscles
- Certain muscles begin to twitch (facial tics)
- Stuttering or stammering
- Inability to stand still or stay in one place
- Hands shake.
- Onset of poor vision
- Increased perspiring.

Hart M. (1984), does not underscore the importance of counseling. He emphasizes that a stressed child requires a caring supportive relationship with at least one person

2.6.3.2 Depression

Another problem that requires counselling in schools is depression. Lamprechit (1996) describes it as a very traumatic experience especially for young people. The child is characterized by slowness of thought, obsessive worrying, inability to make decisions, negative self-image, self-blame and delusions of guilt and disease. Emotionally, the child looks gloomy, hopeless, socially withdrawn and irritable. The causes include poor home climate like divorce or family conflicts, witchcraft; pressure to achieve, low self-confidence, fear of failure and loss of parent, loneliness, stress, rejection by peers or teachers, tiredness, illness, guilt, self-pity and lack of meaning in life.

Keech (1984) spells out ways of dealing with depression. They include exercise or sport, listening to music that lifts one's mood, reading amusing or inspiring articles, watching a comedy or tragic movie and visiting a friend who has a cheerful attitude to life and can see the funny side of things. Others include focusing on beauty in garden, field or picture, setting goals for oneself or engaging in a project and finding fresh

inspiration from one's religion. This explains why it is important for a student to belong to a club, a society or a particular sport in school. The counsellor must ensure that this is done.

Keech (1984) strongly feels that group sessions in counselling are very important especially in problems related to depression. The groups can discuss issues like the main reasons for depression and how to overcome it. However, the counsellor needs to explain the concept in simple terms to students first before they handle it.

2.6.3.3 Aggression

Frustrated, humiliated and threatened children may develop feelings of hostility that may directly and openly be aggressive (Coville and Costello 1967). He adds that aggression can be the basis of a vicious cycle in which the sequence is frustration-aggression-guilt- anxiety-intensified frustration. Aggression and anger block out listening skills and the ability to apply them. Though aggression is a defence mechanism enabling man to act when threatened, teacher counsellors must ensure that it is channelled positively so that it can be resolved in the correct manner. It ought to be a source of information, giving more insight about the child and his/her environment.

2.6.4 Guidance and Counselling on Social Issues

2.6.4.1.Grief

Grief is another problem a counsellor deals with. Gills (1994) observes that relatively little is done either in the home or school to prepare children for the inevitable trauma of death of loved ones. He says "it is important for pupils in mourning to know, see and feel that you as a teacher counsellor are there for them, understand how they feel and are prepared to assist them emotionally as well as physically to adapt to the painful change in their lives". Among other things, Gill's (1994) recommends paying a home visit and attending the funeral, to assure the child that you will take care on her behalf the school issues that affect her. There is need to comfort and support the child making him/her understand that mourning is a natural process. The child should be let to take part in funeral arrangements so as to realize that other people are also affected by the death. The child should regularly be visited after the funeral to give more comfort and encouragement. If seriously affected, professional help should be sought.

2.6.4.2 Family Conflicts

Concerning divorce or separation, Gillis (1994) observes that adjustment of children to the separation of their parents may be a very traumatic event, involving feelings of anxiety, insecurity and divided loyalties.

Counsellors should hence play a supportive role in helping children adjust to the new development. The counsellor should acknowledge the child's feeling of grief of the separated parent and be assured that his/her relationship with both parents will still continue. They should be encouraged not to take sides.

Delinquency in children brought up in broken families or families ridden with conflicts have greater problems for the guidance and counselling teacher to solve. Kumpfer (1993) noted that marital discord is a stronger predictor of delinquency than family structure and that a conflict ridden family is far more detrimental to children than divorce this conflicts lead to polygamy which also affects children as they scramble for limited resources.

2.6.4.3 Peer Influence

Peer influence into negative characteristics and low self-esteem are other issues that the guidance and counselling teacher addresses. Swisher (1992) observed that adolescents who are strongly peer-oriented hold more negative views of themselves, see themselves as less dependable, more hostile and more likely to disobey adults, less interested in academics and less future-oriented. This makes them easily fall prey to

peers who use alcohol and drugs and engage in other forms of problem behaviour.

2.6.4.4 Teenage Suicide

Holden (1986), Greuling and De Blassie (1980) and O'Roark (1982) report that depression can be so complicated that a teenage may think of suicide. Other factors include isolated stress, loss of meaningful relationships and broken families (Stock 1980). Suicide attempts are a desperate call for help of which a teacher counsellor should be aware of.

According to Holden (1986), suicide is the outcome of serious emotional disorders, which in most cases were not recognized or treated. He identifies basic patterns for youth suicide as conduct disorders like drug abusers for young men, a class of young women, the pure depressive and lastly young men who are hard striving, socially inhibited and prone to extreme anxiety in the face of any social or academic challenge. Holden (1986) warns that the "counsellor must be keen to note the symptoms of teenage suicide for it can be contagious if surviving teenagers in need are not properly dealt with". He recommends that a trained professional should diagnose such cases and help stamp them out.

The counsellor should be on the alert to identify suicidal gestures like: -

- One telling others that they are planning to commit suicide

- Experiments with tablets,
- Wrist suicidal notes
- Giving away of possessions (Lamprecht 1996).

During the second stage, the suicidal cases keep quiet about their ideas, as they never want interference. Their attempts are more serious and do not want help. These people develop behavioural patterns such as drug taking, stealing, violence abuse, may divorce, negative self –image, may run away repeatedly and have marked changes in their everyday living regarding sleep, feeding and personal hygiene (Lamprecht 1996). The counsellor has to establish a two-way communication, create a friendly, warm supportive atmosphere with assurance of success out of the hopelessness state. Parents should be involved to give a helping hand and when there is lack of time, the case should be referred to a psychologist or psychiatrist (Lamprecht 1996).

2.6.4.5 Reproductive Sexuality Problems

The guidance and counselling teacher also deals with sex-related problems among students. Students need information on various sex-related issues such as sexual relationships, homosexuality, sexually infectious diseases, HIV/Aids, rape, abortion and sexual abuse. Gillis (1994) emphasizes that teenagers should be well-informed about the facts

regarding their own sexuality and how their bodies function. This can be done by way of group counselling. Girls must be told to always say "NO" to situations that get out of hand and they do not know in advance how their bodies will react to sexual arousal. (The facts about sexuality, 1987). Girls should be made to understand the results of teasing boys with words, style of dress and seductive actions. If children learn early in life that all people including themselves are worthwhile human beings who do not deserve to be used and discarded, they will be more likely to have meaningful sexual relationships with a partner when they grow up. (How to say no, 1996). Counsellors are advised to guide and counsel homosexuals into right relationships. They should also give group guidance as HIV/Aids, rape, abortion, where students should discuss the causes, effects and prevention.

For those who are already victims of HIV/Aids, there's need to discuss with them the measures to undertake so as to manage their status Baker 1993; Mwamwenda 1995; Eades 1997; Petrick 1986; Gillis 1994 and Abuse Hurts 1996 list down the signs that counsellors should look out for in children who are sexually abused. They include clinging withdrawal, unexplained fear or depression

- Nightmares or sleep disturbance
- Deterioration in concentration and schoolwork.

- Behaviour problems like stealing, lying, running away from home, truancy
- Soreness discharge or bleeding in genital regions.
- Recurring of abdominal pain or headaches with no obvious reason.
- Sexual behaviour or sexual knowledge beyond what is normal for the children's age.
- Sudden use of new terms for private parts.
- Drugs, alcohol abuse.
- Attempted suicide.

SANCA (1997) emphasizes that facts and consequences concerning drug and alcohol abuse should be communicated to children at an early age to equip them with sensible and responsible decision. Gillis (1994), advises counsellors to check out for mood swings, secretive and withdrawn behaviour:-

- Changing eating and sleeping patterns.
- Acquisition of an entirely new circle of friends
- Loss of interest in academic and extra moral activities.
- Decreasing attention to personal appearance and hygiene.
- Lying, cheating, dishonesty and theft of money to obtain more drugs.
- Trembling hands, dizziness and poor body co-ordination.

- Unexplained loss of weight or appetite
- Watery bloodshot eyes resulting from drug inhalation
- Frequent nose bleeding, sore throats, coughing spells, nasal secretions.
- Injection marks or bruises
- Abdominal pains and vomiting
- Excessive mouth sprays, eye –drops
- Inhalant substances
- Stains on fingers, clothes.

The counsellor should discuss with the counsellee openly, listen carefully and address the issues boldly. If the problem seems serious and rampant, the counsellor should refer the case to experts. Frequent guidance and counselling sessions minimize indiscipline in schools.

2.7 Individual Counseling

It involves the counsellor and a client. The client usually approaches a professionally trained counsellor seeking help to resolve psychological issues. The two form a working relationship that proceeds in very specific and natural stages until the problem is resolved.

During the introductory stage, relevant data concerning the client are given often by filling a cumulative record card which gives personal data of the client. Tumuti (2001) emphasizes that the counsellor and client must build a relationship and this is first developed by establishing a rapport between the two. This is followed by problem identification and exploration whereby the problem is identified, clarified and put in its proper perspective. This is done by the client being given an opportunity to verbalize the problem. Goals and strategies for solving the problem are then set. In action stage, the plans set previously for resolving the problem are implemented. The counsellor helps the client to come up with his/her own goals to solve the problem. The counsellor does not impose his opinion on the client but only facilitates on the goals decided by the client. The two also work together in generating possible strategies for solving the problem. These strategies are discussed evaluated and the client chooses the best.

According to Freud (1949), the fundamental rule for clients is that of free association "Clients must tell their analysts everything that occurs to them even if it is disagreeable and even if it is meaningless." However according to Tumuti (2001), sometimes a counsellor may find it safe to confront the client if there are inconsistencies in his/her behaviour. Sometimes there may be obstacles to the implementation process. In this

case, the client and counsellor reformulate the strategies or come up with new ones.

During the implementation stage and beyond, the counsellor begins to assess the situation and evaluation is done to make sure the client's goal has been achieved then counselling can be terminated. Sometimes counsellors make follows-ups to check on the progress of their clients (Tumuti 2001). In some cases, termination may take place when the clients problem is not yet solved. This is when the client just uses the relationship for dependency or willingly deviates from the originally outlined relationship.

The client may also choose to be uncooperative or transfer himself/herself. At times the problem to be solved may be beyond the ability of the counsellor for example if it may require a medical doctor or psychiatrist.

Nelson 1972 emphasizes that a child who is individually helped to see what is valued in him beyond the changes that are sought is likely to experience environmental manipulation as a squeeze on his individuality". Shorstrom (1952) adds that individual counselling helps a student to become more self-directive and self-responsible. He also emphasizes the

importance of consultation with parent and other stakeholders in the school.

2.8 Group Counselling

According to Tumuti (2001), the main goal of group counselling is to provide a conducive environment for members' self-exploration and practise alternative behaviours in a less threatening and supportive climate. The counsellor may subdivide his groups into therapy groups which are much smaller and whose aim is to help the members change disturbing behaviour. The training groups aim at improving the members individual relationship and skills of interacting with others. According to Gillis (1994) group counselling focuses on observable and measurable behaviour of members. The counsellor gives them topics, introduces and explains the details and lets the group discuss and bring out solution

2.9 Peer Counselling

Peers are people who are of the same age, rank, status and ability. They are friends and agemates who learn, talk, compare ideas and do things together. Peers look for social skills, friends to provide an emotional base, loyalty and availability. Peers can be from school, home, workplace, and social functions or church, or other social institutions.

Problems faced by peers include drug abuse, anger, violence, sexual pressures, sexual infectious diseases, communication, rebellion, and pornography (through videos, Television influence), others include masturbation, incest, rape and pregnancy.

The goal of peer counselling is to improve youth's access to quality reproductive health. According to Mutie and Ndambuki (1999), there is need to assist schools to establish peer education and counselling clubs.

- Peer and counsellor can encourage others to choose friends wisely.
- Set good principles.
- Can organize groups to discuss pros and cons of various life issues.
- Organize for youth involvement in acceptable leisure activities like swimming,
- Help to encourage students to open up when they are in problems, help in academic through group discussion.

2.9.1. Essentials of Good School Guidance and Counselling Programme

According to Mutie and Ndambuki (1999), when preparing to counsel a client, one needs to establish the: -

- (i) Counselling department,
- (ii) Counselling committee.

The membership should consist of: -

- Principal or Headteacher to enable the department get financial and moral support from the administration
- The guidance and counselling teacher
- Other members of staff (at least five) in-charge of either classes, subjects or heads of the departments to enable the identification of students that require guidance & counselling services.
- The P.T.A. Chairman,
- Student's secretaries from different classes
- The career master/mistress.

Concerning parents, Mutie and Ndambuki (1999) say, "No programme can function successfully unless parents are fully convinced of its utility"

Mutie and Ndambuki (1999), emphasize that if there is to be any impact on the growth and development of the child and the quality of educational programme, the guidance programme must be an organized service. An institutional plan for guidance programme should be prepared and taken up in the school. There should be periodic meetings to plan and co-ordinate guidance activities and assess the work already done. They add that guidance and counselling programme is an integral part of the school and a unifying force to the school community.

Nelson (1972), emphasizes the need for a room, an area or an office that should easily be accessible to all that require guidance and counselling services. He adds that, "counsellors often express a preference for isolation from the principal's office-at least to the extent that loud voices related to disciplinary action cannot be heard." The office should have a waiting room from where clients will be allocated to various counsellors. He also puts it that in an institution that is well-funded, each counsellor could have his/her own office. Important of all is that there should be a reception room and a private one for the services.

Summer (1958, 1962, 1969), came up with experiments on placement of furniture in fixed space and placement of people to secure the desired personal and social interaction. There should be an informal atmosphere created by comfortable lounge chairs and substitution of a coffee table for a higher table or desk. He shows that the fewer physical barriers there are between the counsellor and the client, the easier it is to create and maintain the type of psychological relationship needed for adequate counselling.

Cottler (1973), emphasizes that what really matters in counselling is the respect and confidence each participant has for each other. The counsellor has to accept the worth and individuality of the client for the

latter to exhibit such confidence in the former. The attitudes projected by the counsellor should depict receptiveness, sensitivity to client's meanings, objectivity and a relaxed and professional approach rather than personal. He/she should be able to see the client as a person who has the capacity to achieve the most useful counselling outcome for himself/herself with the counsellor's help. The client on his/her part has to learn to see the counsellor as a person who is competent to help and who is willing to make client's needs paramount.

The counsellor must never become emotionally involved in the client's situation. However, he considers the client's welfare and takes whatever steps he feels appropriate to enhance the client's wellbeing. He may sometimes be supportive and at other times constructively critical but always it is client-centred in the real broad meaning.

Cottler (1973) expounds that the client needs to be as expressive as he can, involved in the process, committed to its outcomes and able to execute in a responsible manner the decisions he makes. Sharing and trust between the two is very significant in producing positive results. Common courtesies on this relationship call for preservation of the privacy of the communication and keeping the client informed about the various steps in the counselling process.

Cottler (1973) reports that it is important for the counsellor to be familiar with the culture of the client. A study of gestures in the cultural setting will enable the counsellor to understand both verbal and non-verbal communication. The counsellor's language should be such that he/she can communicate at the level of the client. He/she should be able to interpret the meaning of a client's posture, bodily attitude, bodily movement and gestures, facial expression and the meaning conveyed by sensory activity. A keen observation of these will reveal an area that the counsellor needs to explore. Cottler (1973) adds that for disable clients, some limitations even of bodily movements have a bearing on the kind of career advice the client is to get. Taking note of such limitations enables the client to open up an area in his/her feelings and emotions that must be resolved before realistic choices can be made.

SAFAIDS (2002) has listed further requirements of a counsellor as being an attentive listener and compassionate to the client. He/She should never reject, ignore, ridicule or embarrass a client. The counsellors must be honest and trustworthy. They should be knowledgeable, patient and know where to refer. They should be aware of their own feelings, values, attitudes and know their limits. One should be impartial, objective and positive about oneself.

SAFAIDS (2000) adds that effective counselling does not include:

- Giving advice.
- Making decisions on behalf of clients
- Judging clients
- Interrogating clients
- Blaming clients
- Preaching or lecturing to clients
- Making promises that you cannot keep.
- Imposing your own beliefs on clients.
- Arguing with clients.

An effective counsellor should maintain records and ensure that they are kept safely. A cumulative record sheet should be availed to the client on arrival. Here the client will fill in his/her personal data as regards; name, gender, age, place of birth, parent's names and their occupation as well as their ages and level of education. He/she will also fill in the grades attained at a previous grade and his/her career choice as well as hobbies and likeable co-curricular activities. Information concerning client's health is also important. The counsellor will keep this record in the client's file plus any other information the client may give during the counselling process (Cottler 1973, Mutie and Ndambuki 1999).

Effective counselling calls for commitment to programmes. SAFAIDS (2000) advises that there's need to establish the time for counselling, make appointments with clients and let them know how long the session will last. Under normal circumstance, a client is supposed to present himself/herself for guidance as well as counselling. Nelson (1972) puts it that "the child is often the best judge as to whether or not he needs assistance . . . and that the child most likely to benefit from a helping relationship is the child who is aware of his need". He suggested that an effective counsellor will place outside his/her office a mailbox, a pad of paper and pen so that children can request appointments for counselling. The counsellor checks the mailbox frequently and sees the teacher to whom the child is assigned. He then arranges for an appointment at a time convenient for both the child and teacher. He/she can also post a calender in the office for students to book appointments.

In some cases, counselees may be referred. According to SAFAIDS (2000), a counsellor may refer a client whose values he/she feels strongly contradict his/hers and this may thus interfere with the counselling. Clients that one is likely to be involved with emotionally as well as close relatives are also cases for referral, cases that require medical attention should also be referred. A counsellor must avoid dual relationships with

counselees. Confidentiality in counselling may be broken when the client is in danger such as planning to commit suicide, or harming others (Cottler 1973, Mutie and Ndambuki 1999).

Of major importance is that a counsellor must have had thorough training. Cottler outlines the following that must be covered in a counselling course.

- Theory of personality and mental hygiene
- Developmental psychology
- The deviant individual
- Learning theory
- Psychological measurement and statistics
- Clinical appraisal of the individual
- Sociology of a group process and role of the individual in society
- Group dynamics
- The world of work
- Education (Choice points and career development)
- Data oriented, problem solving research approach to counselling practice
- Practicum in training as an observer, technician with appraisal devices, participant in counselling and non-counselling activities
- Professional responsibility for cases
- Professional responsibility for consulting functions

CHAPTER THREE

METHODOLOGY OF STUDY

3.1 Introduction

In this chapter, the researcher presents the methodology used in sampling, collection and analysis of data relevant to the study. The chapter focuses on research design, study locale, the population sample, the sampling procedure, description of research instruments, piloting, administration of instruments, data collection and data analysis

3.2 Research Design

The study investigated the implementation of guidance and counselling programmes in secondary schools in Butere-Mumias District. The researcher has already discussed that our schools are facing moral decay as seen in cheating in examinations, homosexuality, lesbianism, drug abuse and student unrest. This is a descriptive cross-sectional survey study as it sought to describe the current situation in schools.

According to Best and Kahn (1992), descriptive research involves describing, recording, analyzing and interpreting conditions that exist. According to Rosier (1990), information given by students, teachers and other persons associated with the educational process is collected and

analysed to illuminate important educational issues. It was this method that the researcher adopted. The method also allowed the effective use of instruments like the questionnaire, the interview schedule and the observation checklist in data collection,

The cross-sectional survey method was chosen because the population in the district is quite high. It would take a long time and a lot of resources to have all schools studied. The cross-sectional survey method is easy to plan and execute and enables the gathering of data on a variety of issues related to the concept, at one point in time. According to Singleton (1988), by this method respondents are interviewed or that self-administered questionnaires are collected simultaneously. Data are collected in as short a time as possible. This ensures validity particularly on the use of the observation checklist as the researcher assesses the situation as it is found.

3.3 Study Locale

The study was carried out in Butere-Mumias District in Western Province. The researcher chose the area because of the feasibility of this study in that it is within reach by the researcher hence convenient. Given the limited time, the researcher could not have gone beyond her locality.

Financial resources available were just adequate for the specific sample chosen, the area had also never had a similar study.

3.4 Population and Sample Study

There were 42 public schools in the district, out of which a sample of 10 (23%) were selected as time and resources would not allow the study of all the schools. Slavin (1984) observed that due to limitations in time, funds and energy a study can be carried out from a carefully selected sample to represent the entire population. Gay (1992) postulated that a sample size of at least 20% of the population is a good representation. The sample was drawn from a locale rich in variety-urban, rural, Muslim, Christian, single sex and mixed schools, therefore envisaged to provide adequate varied challenges to the students, to warrant the need for guidance and counselling services. There were also 10 deputy headteachers and 10 heads of guidance and counselling department selected from the 10 schools.

3.5 Sampling Procedure

The researcher employed both purposive and probability sampling techniques. To select the schools to participate in the study, the stratified random sampling (SRS) method was applied. This was to ensure an equal

chance of selection of schools on the basis of type. The researcher's sample had five different categories. These were: -

- Girls' boarding,
- Boys' Boarding:
- Mixed day,
- Mixed day and boarding
- Girls' day and boarding.

The method was also to ensure that every division is at least represented. There were four divisions; Butere, Khwisero, Mumias and Matungu. According to Wiersma (1985), SRS technique guards against wild samples and ensures that no sub-population is omitted from the sample. Schools were grouped according to their categories and the simple random sampling method was employed. The researcher intended to pick at least two schools from each category and which represented different divisions. However for a girls day and boarding, the one and only Shitoto girls had to be picked purposively. This was based on the argument that the power of purposive sampling lies in selecting information-rich cases for in-depth study (Patton 1990).

The category for mixed day schools had many schools hence three schools were chosen from there. Therefore, for all categories except the

girls day and boarding, two pieces of paper written on 'YES' for every category were put among the 3 papers of 'NO' for boys boarding schools, two papers of 'NO' for girls' boarding schools and four papers of 'NO' for mixed day and boarding schools. The mixed day school category had three 'YES' papers among 23 'NO' ones, representing schools in that category. A name of the school would be mentioned and a paper is picked to represent it in its category. Table 3.1 below shows the sampling technique, while table 3.2 shows the schools selected.

Table 3.1 The sampling technique

Type of school	Number of 'YES' papers	Number of 'NO' papers	Total
Boys' boarding	02	03	05
Girls boarding	02	02	04
Mixed day	03	23	26
Mixed day and boarding	02	04	06
Girls day and boarding	01	00	01
TOTAL	10	32	42

Note: All YES schools were selected for the study

Table 3.2 the school and classes selected for the study

Division	Boys Boarding	Girls Boarding	Mixed Day & Boarding	Mixed Day	Girls Day & Boarding
Butere	Butere Boys Sec. (F4)	Butere Girls (F2)		Lunza Sec (F3)	
Khwisero	Mwihila Boys Sec (F3)		Khwisero Sec. (F2)		
Mumias			Muslim Mixed Sec. (F3)	St. Marthas Mwitoti (F2)	Shitoto Girls Sec. (F4)
Matungu		Bulimbo Girls sec. (F4)		Koyonzo Sec (F2)	

According to the MOEST'S recommendation, a given stream of a class should have a maximum of 40 students. Basing on this, the researcher picked on three quarters of the students in every stream that would participate in the research (Gay 1992). Accordingly every school selected provided 30 students to participate. Since the form ones had not reported at the time of the study, only forms two, three and four took part. Moreover, form ones would have had very little secondary experience. There were four form two classes, three form three classes and three form four classes. Here again, the simple random technique was applied. Ten papers were prepared written on classes (F2 – 4, F3 – 3, F4 – 3.) A name of the school would be mentioned and a paper picked. Table 3.2 above shows the class picked and the school it represented.

When it came to which student to answer the questionnaire, the systematic random sampling method was applied particularly in places where we had more than one stream and in mixed schools. Students were arranged on queue and either every second, third or fifth person would be picked depending on the number of streams in the given class. The method was systematic enough to have an almost equal ratio of boys to girls in mixed schools selected. After a selection of forty students had been made, the simple random sampling was done and those students who picked thirty "Yes" papers were allowed to participate. However, the number of girls turned out to be higher (55%) than that of boys (45%) because of lack of a category among boys of day and boarding boys' secondary school.

The selection of deputy headteachers and that of heads of guidance and counselling department was done by way of purposive sampling. Since the study sample consisted of ten schools, ten deputy headteachers and ten heads of guidance and counselling were selected. In total, the researcher's study sample consisted of: -

- 165 female students
- 135 male students
- 10 Heads of Guidance & Counselling Department
- 10 Deputy headteachers, giving a total of 320 respondents

3.6 Research Instruments

To enable the researcher answer the research questions, several instruments were put in place. They included the questionnaire for heads of guidance and counselling department as well as the students (Appendixes II and III respectively). There was also an interview schedule for the deputy headteacher (Appendix I) and an observation checklist (Appendix IV) for the locations of the guidance and counselling office, the setup and materials used as well as the personality of the guidance and counselling head. According to Best and Kahn (1992), questionnaires enable the person administering them to explain the purpose of study and meaning of items that may not be clear. Gall et al (1996) says that interviews allow interviewers to follow up respondents' answer to obtain more information and clarify vague statements. According to Mugenda and Mugenda (1999),

Interviews;

- Provide in-depth data through probing;
- Make it possible to obtain data required to meet specific objectives of the study
- Guard against confusing questions as the interviewer can clarify the questions

- Allow for extraction of very sensitive and personal information from the respondent through honest and personal interaction with the interviewer.

The researcher hence chose on this technique to obtain additional information from the deputy headteachers through insight into the activities carried out by the guidance and counselling department. The researcher also wanted to seek clarification to some of the responses given in the questionnaire. It elicited information on the presence, functioning and success of the guidance and counselling department as well as on the competence, commitment and nature of the head of the guidance and counselling department. The main purpose of the interview schedule was to countercheck the responses of appendix II.

Generally, appendixes II and IV elicited information on demographic variables, the existence, functioning and effects of the guidance and counselling department. They also sought to find out whether the guidance and counselling department gets assistance from other stakeholders such as parents, the Ministry of Education, the community and the school administration.

The researcher found appendix IV more useful as it elicited more practical information as to what takes place in schools in the area of guidance and counselling. The instrument investigated what actually was on the ground in terms of location of office, the actual materials used such as books, films, charts, information giving magazines, files, records of meetings, programmes and students' cumulative record cards. It also considered the personality of the guidance and counselling teacher, the presence of peer counselling as well as teacher-student tagging. According to Mugenda and Mugenda (1999), the observation checklist permits the observer to spend time thinking about what is occurring rather than how to record it and this enhances the accuracy of study. The instrument adopted the Likert's rating scale. All the instruments had both open and closed-ended questions. Open to give respondents freedom to express their views and make suggestions. Closed-ended questions guided them to give specific responses required by the researcher.

3:7 Piloting

Piloting was done in three schools randomly selected. These were not among those that took part in the study. It involved three deputy headteachers, three heads of guidance and counselling and 30 students, 10 from each school. The categories of schools represented were – a boys boarding school – form 2 students, a girls boarding school-form 3

students and a mixed day school –form 4 students. The purpose of piloting was to assist the researcher to discover weaknesses in the research instruments. It was also to check the clarity of the items, language level and how well the questions would be understood. It was also to elicit comments from the respondents that would help in the improvement of the instruments. The items that were left blank or answered in a way the researcher did not expect were modified and clear instructions given. This was meant to avoid misinterpretation during the actual collection of data

These instruments were also subjected to analysis by a team of experts including the researcher's supervisor. After all these, they were found to be valid, logical and reliable, hence ideal for data collection. According to Straits et al (1993), validity refers to the extent to which an instrument measures what it is supposed to measure. Popham (1975) also confirms that validity concerns the accuracy with which the item generated measures what it purports to measure. Churchill (1995) adds that valid instruments are reliable.

3.8 Administration of Instruments and Data Collection

The instruments were administered by the researcher herself in a one short game on four different days in the four divisions. This was after the

researcher acquired a permit from the Ministry of Education, authorizing her to carry out research in the district in question. She also had another letter requesting the schools concerned to accord her maximum co-operation. Prior to the day of data collection, she visited the school concerned to familiarize herself with the schools' administration. This was necessary particularly for the interview schedule, for the researcher had a chance to meet the deputy heads and establish a friendly atmosphere so that when it came to administering the semi-structured interview guide, the respondent was free and open to discuss.

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

Guidance and counselling is a very important component in the effective administration of the school. The study sought to investigate the implementation of guidance and counselling in secondary schools. This was done by using the interview schedule for the deputy headteachers (10) and questionnaires for students (300) and the guidance and counselling heads of department (10). The deputy headteachers were preferred to the headteacher because the former category is more close to students and are in charge of discipline, which runs hand in hand with guidance and counselling in the school. Data analysis was tabulated and presented in frequency tables, percentages and pie charts. The descriptively analyzed data focused on the research questions that guided the study.

4.2 Background information of the Respondents

Some background information relating to age, gender and population of the respondents was collected, as well as the professional qualification of the head of guidance and counselling. The purpose was to establish the

effect of these variables on the implementation of guidance and counselling in schools.

4.2.1 Students Ages

Table 4:1 Age of the student Respondents.

Ages in years	Number of Respondents	Percentage
14	2	0.67
15	20	6.67
16	5	18.00
17	7	23.67
18	100	33.33
19	47	15.67
20	6	2.00
TOTAL	300	100.00

From table 4:1 above majority of the students fall between ages 17 and 18 years. This is a prime adolescent age which behavioural psychologists say, "we cannot advance to a higher stage without having moved successfully through the previous stages and that some of our important advancements are made during our adolescence". During this period adolescents are faced with the 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 meaning to their lives.

4.2.2 The Age Bracket of the Head of Guidance and Counselling

A majority (60 %) of the heads of the guidance and counselling department lay in the age bracket of 31 – 35 years. Two (20%) fell in the 36 – 40 age bracket and two (20%) others in that of 46 and above years.

The Report on education (Koech 1999) observed that a good number of learners did not seek guidance and counselling from teacher counsellors who were relatively young, even if they were professionally trained. It is no wonder that quite a number of students hardly went for counselling services in the schools where teachers were aged between 31 and 35 years. Students here seemed to have more unresolved serious problems such as suicide attempts due to hatred from a stepfather and several pregnancy cases. Those schools with senior heads of departments had relatively fewer complicated cases to deal with.

4:2:3 Student-Population in Relation to the Number, of Guidance and Counselling Teachers.

The research found that there were more female (70%) heads of department than male (30%) in the 10 schools selected. However, when it came to the departmental distribution, there were slightly more male (52%) than female (48%). The total number of teachers working in the guidance and counselling department were forty four (44) 16.9% serving a population of three thousand five hundred and twenty students (3,520). This is a teacher- student ratio of 1:80. One teacher attending to a group of eighty students makes the role of counselling almost impossible. According to Shostrom and Brammer (1952), counselling involves a series of direct contact with the individual so as to offer adequate assistance in changing attitudes and behaviour.

Nelson (1972) emphasizes that "unless the child is individually helped to see what is valued in him beyond the changes that are sought, he is likely to experience environmental manipulation as a squeeze on his individuality". According to Mutie and Ndambuki (1999), a guidance and counselling department should compose of:

- The headteacher
- The guidance and counselling head

- At least other 5 members who should be class teachers/subject teachers/other heads of departments
- Student secretaries from different classes and the
- Career master.
- P.T.A member.

The table below therefore indicates the number of members of guidance and counseling department.

Table 4.2: The Ideal Teacher-Student ratio for Guidance and Counselling Purposes

Number of streams	Student population	Numbers of teachers in the G/C	Teacher-student Ratio
1 stream school	Below160	13	1:12
2 stream school	Below320	17	1:19
3 stream school	Below480	21	1:23
4 stream school	Below640	25	1:27
5 stream school	Below800	29	1:28

4:2:4 The Number of Male Guidance and Counselling Teachers against Male Students as well as Female Students versus the Female Guidance and Counselling Staff

The research also found that in some mixed schools (30%), only members of the same gender belonged to the department of guidance

and counselling. This is dangerous in that it can put a counsellor in a compromising situation with the client hence the prevalence of dual relationship sexually. According to Cottler (1972), this interferes with effective delivery of guidance and counselling services. 31% of the students experienced this problem hence avoided the services of the guidance and counselling department. The Koech report on education (1999) pointed out that, "female students felt most uncomfortable with counsellors of the opposite sex". On the whole, the female student population comprised 55% while that of the male students was 45% of the total student population.

4.3 The Professional Qualification, and the Guidance and Counselling Skills of the Teacher-Counsellor

All heads (100%) of the guidance and counselling department were professionally trained, 70% had a Bachelor's degree in education, 10% were on approved teachers scale while 20% had a diploma in education. However, all of them (100%) did not have specific training in guidance and counselling. This could imply that they were ill-prepared to handle the challenges of guidance and counselling in schools. 90% reported that they had undergone some in-service course for a period of 2-4 days. According to Cottler (1973), for one to be an effective counsellor, one

must have undergone training in guidance and counselling which covers 45-60 semester hours of training. (Refer chapter 2).

Table 4.3 below indicates the bodies responsible for mounting the in-service course even though, results of the observational checklist showed that only 50% of those who attended the courses put into practice what was learnt. Other 10% had evidence of having attended at least 3 courses in two years mounted by different bodies, but there was no sign of implementation of what had been learnt.

Table 4.3: Bodies responsible for mounting Guidance and Counselling In-service Courses

The Body	No of teachers that Attended	Percentage
MOEST/KESI	2	20
NARET (church organization)	2	20
CCEA "	4	40
K S C F "	1	10
Total	9	90

The research discovered that more teachers went for church sponsored courses than those organized by the Ministry of Education. The 10% that

never attended any in-service course lamented that those courses offered by KESI were too costly.

Nelson (1972) maintains that a truly effective guidance programme demands well-trained and dedicated professionals. Mutie and Ndambuki (1999) also advise that while a school with a large population requires permanently a qualified counsellor, a school with smaller population can do with a part-time one but who is also skilled.

On the appointing authority of the head of guidance and counselling, it was found out that 40% of the respondents were T.S.C. appointees. Another 40% had been asked to act by the schoolhead while 20% were Board of Governors appointees. Hence, there were 60% internal appointments. By probing the deputy headteachers as to why those internally appointed were given the posts, various reasons were given such as they are teachers of C.R.E/S.E.E. They are incharge of C.U or Y.C.S or that they are the senior most members on the staff. None of them was picked upon due to some special knowledge of guidance and counseling; however, students tended to prefer teachers of history and literature than these appointed ones. They preferred going to teachers who were more open and free with them.

50% of the guidance and counselling heads had very little evidence that guidance and counselling was going on in their schools. While some had unfurnished offices, others shared with other departments.

4.4 Resources for the Guidance and Counselling Department

The researcher intended to establish whether the teacher counsellors have the time, room, and other materials necessary for enhancing the implementation of guidance and counselling programmes in school. The table below shows the workload of the various heads of department.

Table 4.4: The number of lessons for Heads of Guidance and Counselling Department

Teachers	Work load x/27	Percentage
A	22 lessons	81
B	15 lessons	55
C	23 lessons	85
D	15 lessons	56
E	18 lessons	67
F	24 lessons	89
G	28 lessons	104
H	25 lessons	93
I	24 lessons	89
J	21 lessons	78

KEY

X=Number of lessons per teacher

27=The total number of lessons a teacher should have

Table 4.4 above shows that most teachers spend over 80% of their time in school giving classroom instruction. This means that they are left with very little time to offer guidance and counselling services effectively. The 1974-1976 Government plan recommended that teachers in guidance be allowed time to attend to pupils' needs. Mutie and Ndambuki (1999) recommend 12 lessons for the guidance and counselling teacher, 6 of which should be for activities like arranging for experts to deliver talks and organizing students' records

Most heads (90%) had an office but 10% were sharing with other departments, 60% of the offices were appropriately located. According to Nelson (1972) and Cottler (1973), the guidance and counselling office should be accessible to all students and away from the loud voice of discipline. 30% of the heads whose offices were next to the administration block or who shared with other departments complained that this hinders students from going for help. 40% of them had table chairs, a high table and a cupboard. Only one (10%) had an office setting recommended for a counsellor's office. There was also a reception room and a private one for counselling purposes. According to Sommer (1958, 1962, 1969), the placement of furniture and people should be such that it secures the desired personal and social interaction. An informal atmosphere should be created by comfortable lounge chairs and a coffee table. He adds that

“the fewer physical barriers they are between the counsellor the easier it is to create and maintain the type of psychological relationship needed for counselling”. There was no syllabus or guide books or tapes for guidance and counselling in 80% of the schools.

4.5 The Tangible Evidence as to the Actual Functioning of the Guidance and Counselling Department

There was a 100% response as to the functioning of guidance and counselling department in the schools (Appendix I item 1a, Appendix 2 item 9a and 12 and Appendix III item 4). However appendix IV revealed that very little was taking place in the schools.

Table 4.5 shows what was actually observed to be going on in schools concerning guidance and counseling.

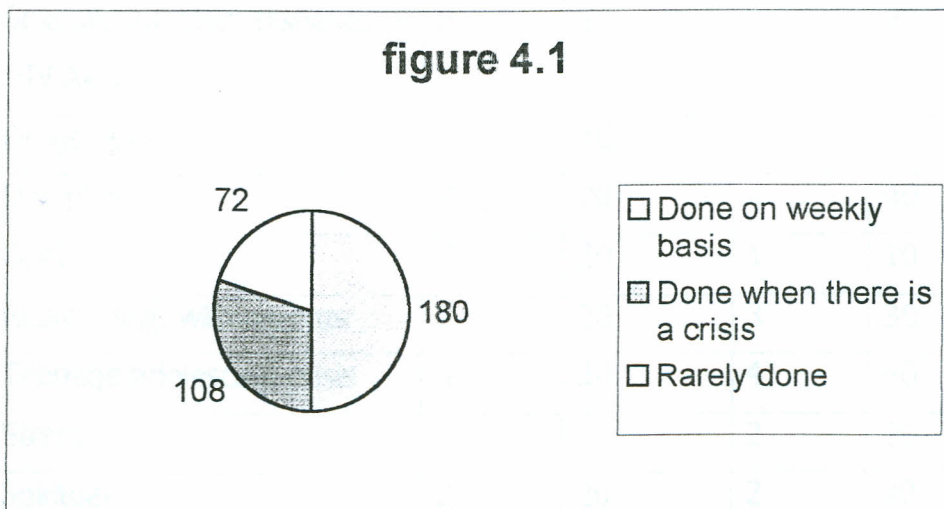
Table 4.5: The Actual Working in the Guidance and Counselling Department as Revealed by the Observational Checklist

Item	Number of responses	Percentage
Location of the guidance and counselling office	7	70
General setting of the room	1	10
Furniture type and arrangement	1	10
Cumulative record card	7	70
Filed topics covered by teachers and guests	5	50

Peer counselling	2	20
Teacher-students tagging	4	40
Personality of the guidance and counselling head	8	80

To ascertain the frequency of offering guidance and counselling services, item 12b (Appendix II), item 1b(Appendix I) and item 9a (Appendix III) were used. Five (50 %) said it is done on weekly basis, 30% said it was done only sometimes and especially when there is a crisis, while 20% said it is only done on rare occasions, majorly once a term. These latter responses showed that some guidance and counselling teachers were not aware that guidance and counselling is an on going process (Mutie and Ndambuki 1999). The pie chart below indicates this response

Figure 4.1: Frequency of offering guidance and counselling services



4.6 Type of Programmes Offered and Problems Counsellled Amongst Students in Schools

During the study, respondents were asked to list down the areas in which guidance and counselling programmes were carried out. Table 4.6 below indicates combined results on these from Appendices I (item 1e), II (item 13 and 14) and III (Item 11,13,15).

Table 4.6: The percentage responses from schools on areas dealt with in guidance and counselling

Area	Guidance		Counselling	
	Number	Percentage	Number	Percentage
Orientation service to new students	5	50	-	-
Academic	10	100	4	40
Careers	4	40	1	10
Student interrelationships	-	-	2	20
Boy/Girl Relationships	3	30	5	50
Sexually infection diseases + HIV Aids	3	30	2	20
Drugs abuse	1	10	-	-
Discipline	2	20	4	40
Grief	2	20	1	10
Relationship with parents	2	20	3	30
Teenage adolescent crisis	3	30	4	40
Stress	-	-	2	20
Spiritual	2	20	2	20

From the above table, it can be seen that most guidance and counselling teachers 100% spend time on academic guidance more than any other area. However, they have the most counselling cases on boy/girl relationship (50%) followed by teenage adolescent crisis and discipline both of which accounted for 40% of the schools. The study found that nothing is done concerning guidance on student interrelationships and that only 20% of the schools counsel students on this. However, the students themselves (52%) indicated that there's a lot lagging as concerns guidance and counselling on interrelationships among students and between students and teachers. Whereas as between students and teachers, there's an apparent gap, among students the relationships are poor. It is worse between students and prefects (50% of the schools). Problems cited include enmity, strife, fights, theft, discrimination and cheating for others so that they are unfairly punished. The response to these is mere punishment and not much of guidance and counselling.

Appendix II item 24 indicated that all schools had cases of total orphans. However, only 20% of the schools guided students on grief while only one (10%) was doing the counselling in this area. According to Watson and Brazier (2000), death of a close family member is ranked 5 among the stressful events in life and constitutes 63% stress. This being common

especially in this era of H.I.V./Aids the guidance and counselling department in schools needs to address the issue a bit more seriously.

About 20% of the student respondents and 40% of the guidance and counselling heads showed that parents were part of the problem that students experienced while at school. Major problems causing stress to students were related to their single parenthood or multi-family system-polygamy. Some single parents especially mothers had men-friends who posed like rivals to the children. Though it was only one case 10%, it almost led to teenage suicide. Some student respondents could not harmoniously cope with their parents due to problems related to polygamy. According to Masolo and Ongong'a (1987), serious problems and unhappiness affecting children arise from jealousy, rivalry and disagreement in polygamous families. Such students had problems of fees, lack of pocket money and generally looked unhappy. Other types of parents paid fees but never visited the child. According to Shiundu (1995), parents assumed that provision for the family is all that is needed. They are to blame for the increasing moral decadence.

Kingsley David (1941) in Nielsen noted that parents in socializing and interacting with their children naturally rely upon experiences relevant to their own generation, hence since these experiences are irrelevant to their

children in modern society, a certain amount of conflict inevitably arises between the young and the elders.

Most respondents (75%) agreed that guest speakers, talked to students, in areas of their specialization.

4.7 Support given to the guidance and counseling department by other stakeholders.

Appendices I item 3c, II item 25, and III Item 8, all sought to find out whether the guidance and counselling department in schools ever gets support from other stakeholders. The results are shown in table 4.7.

Table 4.7: Support to the Guidance and Counselling Department From Other Stakeholders

The stakeholder	Responses from the head of Guidance and counselling	Percentage
Headteacher	5	50
Deputy headteacher	7	70
Other staff members	8	80
The school nurse	5	50
The Immediate community	2	20
Parents	5	50
The ministry of education	3	30

Most of the respondents particularly the guidance and counselling heads were satisfied with the support given to the department by the rest of the staff and the deputy particularly in the area of referring students to the department for help after identifying them to be having problems. They particularly blamed the ministry for lack of materials to support the guidance and counselling programmes as well as lack of provision of sufficient skills for the work. 20% felt that the ministry is supportive in appointing the head of department. 30% commended it for the introduction of the in-service courses, while 10% felt that it only emphasises that the programmes be implemented. 10% others felt it only participated in sending the inspectors. They expressed the need for the ministry to take the department a bit more seriously in view of the many problems facing students. The ministry was applauded (10%) for its efforts in improving the academic standards in sciences and mathematics through the introduction of SMASSE programmes as well as improved moral standards through the teaching of C.R.E, S.E.E and materials on HIV/Aids.

Half the respondents (50%) particularly of appendix II were not satisfied with the support given from the parents and the immediate community. They felt that some parents tended to side with their children when they made mistakes hence hampering the effectiveness of guidance and

counselling programmes. Patterson (1982) says "aggressive development in a child is likely if the parent permits conflicts to escalate and at least intermittently reinforces the child's coercive behaviour by being the first to withdraw from aversive responding." Some parents also neglected their children making them develop negative attention seeking behaviour. According to Shantz and Hartup (1995), the disruptive child's misbehaviour is reinforced by parents.

They say, intimacy struggles in a child who is neglected leads to negative attention seeking behaviour. According to Mutie and Ndambuki (1999), arrangements must be made to enlist the support of parents in the guidance and counselling programme. Cottler (1973) says that, "one of the tools of counselling is the team approach to individual problems".

Many respondents (80%) felt that the community seemed to lack interest in the school and sometimes was even harmful. It provided drugs to students. Many female day students became pregnant during the night dances organized after funerals. The boys in day schools also got infectious diseases in the same manner. The community also bought stolen school books from the students to sell on the streets. This made it difficult for the teacher counsellors and deputies to rectify the character of the students.

70 percent of the teacher counsellors felt that the headteacher needed to equip the guidance office adequately. As already mentioned, some schools had empty offices (50%) while others had no office at all (10%). 40% of the offices had insufficient materials. They also expressed the need to be allowed to attend in-service courses, particularly those organized by the Ministry of Education. As already mentioned, only 40% attended the MOEST organized seminars. Others could not attend because they were told that it was costly. In some cases, the headteachers themselves attended on behalf of the school but hardly found time to share with the guidance and counselling teachers what the course entailed.

4.8 The Practice of Guidance and Counselling in Secondary Schools and Response by Students.

Appendix II item 16-addressed attendance to individual students. All heads 10(100%) admitted that this is done in schools. 210(70%) of the students respondents also consented to this. Even though, in some schools (40%) there was no specific programme for this. The table below (4.8) shows what time attention to individual students is carried out.

Table 4.8: Responses on when Students are given Individual Counselling

Time	Total number of students	Percentage
During classes	1	0.33
After classes	62	20.67
At break time	28	9.33
At lunch break	4	1.33
When there is a crisis	114	38.00
The undecided group	91	30.33
TOTAL	300	99.99

Apart from going to members of the guidance and counselling department for help, students also went to the headteacher, (23%) the classteacher (61%) fellow students and (35%) and parents (64%) when confronted with a problem.

The study found that only 53% of the students voluntarily went to the guidance and counseling department for help. The rest were either invited by the department or referred by other teachers, the deputy, the classteacher, prefects or parents. Most of those who never went for guidance and counselling expressed fear or shame for their failure to seek help. This constituted 87% of this group. They fear being exposed especially when the problem has to do with disease, unhealthy boy/girl

relationships, pregnancy or hatred by a certain teacher. They also fear the unapproachable guidance and counselling teacher who appears harsh all the time and instead of helping, he/she punishes. Indeed, according to Cottler (1973), Mutie and Ndambuki (1999) and many other professional counsellors, the guidance and counselling teacher should be ready to listen to the client, accept the worth of the counsellee and not dictate to clients. He/she should be receptive and sensitive to clients meanings and be objective. Only then can he/she succeed in counselling.

Freud (1948), emphasizes the prevalence of free association between the counsellor and the counsellee. All counsellors also admit that confidentiality is a very important aspect of guidance and counselling.

Other modes of conducting guidance and counselling services in the schools are listed below.

- Invitation of guest speakers,
- Counsellor-counsellee tagging,
- Group guidance,
- Assigning teachers specific topics to give a talk on Wednesday parades,
- Programmed work on weekly basis,
- Open forums with opinion from students,
- Public lectures in the hall on selected issues.

4.9 Effects of Guidance and Counselling Programmes in Schools.

Of the study sample, about 33.3% of the students consented to have greatly benefited from the guidance and counselling programmes. All (100%) deputy headteachers also noted improvement in various spheres and attributed this to the presence of guidance and counselling services in schools. Areas where improvement was seen include;

- Discipline
- Academic performance.
- Healthy boy/girl relationships
- Personal initiative among students
- Reduced dropouts due to pregnancy
- Responsible students
- Almost no case of homosexuality
- Reduced cases of drug abuse.

Only 3(30%) of the schools had witnessed student unrest in the 8 months prior to the study. Even though it is worth noting that in the three cases, the existence of guidance and counselling programmes was almost nil, with open forums just once per term.

4.10 Suggestions on how to Improve Guidance and Counselling Programmes

There were various suggestions from all respondents on how best the guidance and counselling services should be improved. These include:

- Training of all teachers of guidance and counselling to have adequate knowledge and skills for guidance and counselling.
- Motivation of teachers of guidance and counselling.
- A reduced workload for the guidance and counselling teachers.
- The establishment of a resource centre for materials of guidance and counselling in every district.
- The provision of guidance and counselling materials by the Ministry of Education.
- The involvement of parents in the guidance and counselling department.
- The increased support of the department from the school administration.
- The appointment of a guidance and counselling teacher who has interest in students; not just anybody.

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The study carried out revealed that all schools are aware of guidance and counselling services. They know what benefits accrue to this hence cannot totally avoid it. They are aware that it is the Ministry of Education's requirement that the department functions. However due to various constraints, efforts to have the services adequately are frustrated. Teachers may wish to help the child but lack the relevant skills, resources and adequate time to do it. The whole scenario is a haphazard organization of what the guidance and counselling programmes might entail. Students are also in dire need of these services but they do not receive them to their satisfaction. Suggested below are recommendations that may go a long way in improving the delivery of guidance and counselling services.

5.2 Recommendation to Ministry

- A guidance and counselling course should be included in the teacher-training course programmed for all teachers. In addition, those appointed teachers in the department of guidance and

counselling should be regularly in-serviced to keep abreast with the latest challenges in guidance and counselling.

- The in-service courses offered by the ministry should be affordable to all schools of all categories. Their advertisement should reach all relevant institutions through the District Education Offices.
- There's need for the K.I.E. section of the Ministry of Education to develop resource materials, such as books, films, tapes to guide in the implementation of guidance and counselling in schools
- The MOEST should take a leading role in the appointment of heads of department for guidance and counselling as per the Gachathi recommendation of 1967. This will ensure that rightfully trained personnel are recruited.
- The inspectorate should regularly visit schools and guide the guidance and counselling teachers on effective delivery of guidance and counselling services. It was observed that offices were there, teachers were always present, areas to be considered in guidance and counselling were well-known to the teachers but very little was being done.

- The MOEST should consider reducing the workload of the guidance and counselling teachers by training more teachers and posting adequate staff to schools so that the guidance and counselling teacher is not overworked. He/she should have a minimum of 12 teaching lessons and a maximum of 15.

5.2.1 Recommendations to the Headteacher

- The number of members of the guidance and counselling department should be raised to meet the needs of the entire student population.
- It is advisable to have every teacher undertake training in guidance and counselling matters so that the head of guidance and counselling department can use the whole staff to tag students to them for effective delivery of guidance and counselling services
- A mixed school should have members of mixed gender on the guidance and counselling departmental staff to meet the needs of both boys and girls and to avoid sexual dual relationships.
- Those appointed as heads of guidance and counselling should be senior teachers of at least 35 years and above.

- The guidance and counselling members of department should be sponsored by the school to attend guidance and counselling in-service courses.
- Only those teachers who show interest in and are close and more free with students should be recommended to the guidance and counselling department. Not all religious education teachers make good guidance and counselling teachers.
- The guidance and counselling teacher/head of department should be housed on the compound in cases of boarding schools to enable him/her have adequate time with the students and be readily available for needy ones.

5.2.2 Recommendations to the Teacher Counsellor

- There's need to address issues related to student interrelationships. This will reduce enmity, strife, theft, discrimination and bearing of false witnesses among students.
- The guidance and counselling teacher should be more aggressive in identifying those students that require guidance and counselling services. The research showed that the guidance and counselling

teacher relied heavily on referrals (60% the respondents). Only 40% of the guidance and counselling teachers looked out for students with problems.

- A guidance and counselling club should be established when students can meet, discuss problems facing the youth and how they can be solved. Issues to be addressed here should include topics like
 - Causes of stress and how to curb it.
 - How to maintain healthy relationships in school.
 - Discipline and success in life.
 - Coping with grief.
 - Drugs and their effects the life of a student.

5.2.3 Recommendation to the Parents

- Child/adolescent upbringing and caring is the duty of parents, the school and society as a whole. Parents should not abandon their children to the school

5.2.4 Recommendation to the Provincial Administration

- The provincial administration should sensitize the community on what is preferable to a student and help to care for students by

stopping those who join night dances, beer drinking, drug taking and any such undesirable behaviour

5.3 Suggestions for Further Research

- The research was only conducted in one district and only in public secondary schools, hence a recommendation is made for a wider area to be covered so that authentic policy statements are put in place for its effective implementation of guidance and counselling.
- A similar research should be carried out in primary and private schools.

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Appendix I

Interview Schedule for Deputy Head teachers

- 1
 - a) Do you have a functional Guidance and Counselling department in the school?
 - b) Is Guidance and Counselling part of the official timetable?
 - c) If No, when are the Guidance and Counselling services conducted?
 - d) How often?
 - e) What areas does Guidance and Counselling deal with?
- 2
 - a) Is the appointed teacher a professionally trained counsellor?
 - b) What is his/her level of professional training?
- 3
 - a) Does the ministry organize any in-service courses for Guidance and Counselling masters/mistresses?
 - b) Has the teacher counsellor attended any special course in Guidance and Counselling in the last 8 months?
 - c) In what other areas is the ministry helping in the implementation of Guidance and Counselling programmes.
- 4
 - a) Is the teacher counsellor effective in his/her work?
 - b) Specify areas of effectiveness.
 - c) Give reasons why you think he/she has been effective in these areas.
 - d) In what areas has the department experienced flaws?
 - e) What are the reasons?
- 5 What is the student population?
- 6
 - a) what is the teacher counsellors' workload?
 - b) How many teachers belong to the Guidance and Counselling department?
- 7
 - a) Do students voluntarily offer themselves for these services?

- b) How else do they get to the department for help?
- 8 Are parents of any assistance to the Guidance and Counselling department?
- 9 a) Does the school ever invite guest speakers?
b) On what issues do they offer information?
- 10 a) Do you have an alumni?
b) How helpful is it to the Guidance and Counselling department?
11. What suggestions can you make for the improvement in the delivery of Guidance and Counselling services?

Appendix II

Questionnaire for the head of Guidance and Counselling Department

This study seeks to find out how best we can improve the delivery of guidance and counselling services in our schools, in view of the many challenges facing students today.

As a guidance and counselling master/mistress, your resourcefulness in this area is very significant. Please tick in the appropriate bracket or respond as the instructions require.

Do not write your name or that of your school. The information on this questionnaire will be treated with absolute confidentiality and will be used only for the purpose of research

1. State your type of School (Tick one)

- Day & boarding Girls ()
- Mixed day ()
- Mixed day & boarding ()
- Girls' boarding ()
- Boys' boarding ()
- Day and boarding boys ()

2. What is the school population?

- Below 200 ()
- 200 - 400 ()
- 401 - 600 ()
- 601 - 800 ()
- Above 800 ()

(Tick one)

3. How many teachers belong to the guidance and counselling department?

4. State your gender

Male

Female

5. State the genderwise distribution of the departmental staff (Give the number of each)

Male

Female

6. Please indicate your age bracket

25-30 years

31-35 years

36-40 years

41-45 years

46 and above

7. What is your professional qualification?

SI

Diploma in Education

12. Approved Graduate Teacher

UT Graduate teacher

B.ED

M.ED

8 a). Besides your professional training have you ever received any training in guidance and counselling matters **(Tick one)?**

13. Please Yes

where No

8. b) If yes, which of these bodies was responsible for mounting the course

The Ministry of Education

National Association for Religious Education Teachers (NARET) ()

The church ()

Any other (Specify) ()

9 a). Are you a counsellor in your school?

Yes ()

No ()

9. b) If yes, who appointed you to this post?

TSC ()

The school headteacher ()

The B.o.G ()

The church ()

10. What is your teaching load?

11. Do you have an office for guidance and counselling

Yes ()

No ()

12. (a). Does the department offer Guidance and Counselling services to the students?

Yes ()

No ()

12. b) If yes, how often do you conduct guidance and counselling programmes?

Most often ()

Often ()

Sometimes ()

Rarely ()

13. Please list below the areas where guidance services are offered

14. List also areas where counselling services are offered

15. Explain briefly how you conduct guidance and counselling services

16. a) Do you attend to students' individual differences?
 Yes ()
 No ()
- b) If yes how is this done?
17. Why do you think the office of guidance and counselling department is located where it is?
18. a) Do students voluntarily come to the department for help?
 Yes ()
 No ()
- b) If no how do you get them to come and solve their problems?
19. Mention the reasons that may lead to their coming for help
20. a) Have you ever hired the services of a professional counsellor?
 Yes ()
 No ()
- b) If so why did you send for him/her?
- c) Was he/she useful?
 Yes ()
 No ()
21. Do you invite guests to talk to students on topics related to guidance and counselling?
 Yes ()
 No ()
22. Please list the areas that have been covered by this guests?
23. Does the school practice peer counselling?
 Yes ()
 No ()

24. Do you have orphans in the school?

Yes

No

25. How would you rate the degree of support in guidance and counselling received from the stakeholders mentioned below (**Tick where appropriate**)

	Very highly supportive	Highly supportive	Uncommitted	Lowly Supportive	Very Lowly supportive
The headteacher					
The deputy headteacher					
Other staff members					
The school nurse					
The immediate community					
The parents					
The Ministry of Education					

26. Please indicate the degree of effectiveness of the guidance and counselling programmes on the following issues (**Tick where appropriate**)

	Very effective	Effective	Undecided	Not Effective	Very effective in
Improved academic performance					
Reduced drug abuse					
Successful career choice					

Healthy boy girl relationships					
Self-esteem					

27. Kindly suggest ways by which services of guidance and counselling can be improved.

1. State your name

2. State your year level

Sex

Female

3. State your age

4. State your type of school

Day and boarding for girls

Day school

Day and boarding for boys

Girls boarding

Boys boarding

Day and boarding for

5. Do you have a functional guidance and counselling department in the school?

Yes ()

No ()

6. a. How do you know where to go for guidance and counselling?

From the school guidance and counselling department

From

From the internet

7. a. How do you know where to go for orientation and equipment when you are a new comer?

Appendix III

Questionnaire for secondary school students

Please respond to this questionnaire putting a tick or giving comments or answers where appropriate. Be as truthful and honest as possible. Your information will be accorded all the confidentiality it deserves. Your name is not even required

1. State your gender **(Tick)**

Male

Female

2. State your age

3. State your type of school

Day and boarding girls

Mixed day

Mixed day and boarding

Girls boarding

Boys boarding

Day and boarding boys

4. Do you have a functioning guidance and counselling department in the school?

Yes

No

5. a. Is there a room /office for guidance and counselling?

Yes

No

b. If No where is it done?

6. a). Does the school offer you orientation and adjustment services when you are a new comer?

b) If No who does it?

7. Do you find problems in choosing your career?

Yes ()

No ()

8 When you are in problems, you can run to the people below. Please indicate the degree of your frequency to turn to each one of them.

	Most frequently	Frequently	Sometimes	Rarely	Never
Headteacher					
Deputy head-teacher					
Counselling teacher					
Class teacher					
Fellow student					
Parent					
Any other (specify)					

9 a. Do many students go for guidance and counselling?

Yes ()

No ()

12. b. If yes, when do they go for guidance and counselling?

During classes ()

After classes ()

At break/lunch time ()

Any time a problem arises ()

Any other (specify) ()

c. If no, (Q 9a) why do they not go for guidance and counselling?

10. a. Do the students go for guidance and counselling voluntarily?

Yes ()

No ()

b. If yes, what factors encourage this?

c. If no, what are the causes?

11. Here are some of the problems a student may experience while at school. Indicate how frequently you go for counselling over these problems. (Please tick appropriately)

	Most frequently	Frequently	Sometimes	Rarely	Never
i. Inability to understand some subjects					
ii. Neglect by parents					
iii. Disturbance from the members of opposite sex.					
iv. A disturbing sickness					
v. Pressure on devil worship.					
vi. Drugs					
vii. Unfairly punished					

If any of your answers is never state why.

12. Is your problem usually solved? (Tick one)

In most cases ()

Sometimes ()

Never ()

13. What other problems do you experience that might require the services of the guidance and counselling department.

14. When you perform poorly in the end of the year examinations, what is likely to happen to you?

- 17 a. Remedial tuition is organized to help me improve the grade and move to the next class.
- b. I run the risk of being asked to repeat the class.
- c. I am likely to be asked to leave for another school.
- 18 d. I will be given a severe punishment.
- e. The humiliation is so much that you just choose to drop out of school

The letters a, b, c, d, e, represent the statement. Please tick appropriately in the squares below

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
a					
b					
c					
d					
e					

15. a. Are guests invited to talk to you about guidance and counselling.

Yes ()

No ()

b. If yes list down areas where this has been done.

16. Does the guidance and counselling department make effort to inform you about the courses/job opportunities available once you leave school?

Yes ()

No ()

17. Does the department ever invite students who left long ago to come and talk to you?

Yes ()

No ()

18. Does the school have an old students' association?

Yes ()

No ()

19. How would you rate the members of the guidance and counselling department?

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Very helpful					
Have little time to attend to me					
Do not keep my secrets					
Try to convert me to their religion					
Some show a questionable interest in me so I fear going there.					

20. This question excludes schools whose gender is male alone.

On average how many cases of pregnancy does the school experience every year?

(Tick one)

5 and below ()

6 - 10 ()

11- 15 ()

16 and above ()

21. How many students join the university every year?

15 and below ()

16 - 30 ()

31 - 45 ()

46 and above ()

22. a. On average how many students face suspension or expulsion every year due to Indiscipline? **(Tick where applicable)**

	Below 5	6-15	16-25	26-35	Above 36
Suspension					
Expulsion					

22. b. Was there any strike/student unrest in the last two terms?

Yes ()

No ()

How many times did this occur within the period mentioned above?

23. Please give suggestions on how best Guidance and Counselling services can be improved from our schools.

Appendix IV

Observation checklist

	Appropriate	Inappropriate
1. Location of the Guidance and Counselling <i>office</i>		
2. General setting of the room		
3. Furniture (type and arrangement for a relaxed atmosphere)		
4. Presence of cumulative record cards for students		
5. Information gathered in the cumulative record		
6. Presence of filed topics in Guidance and Counselling delivered to students		
7. Presence of filed information showing		
a. Peer Counselling		
b. Teacher - student tacking		
8. The composure (warmness, friendliness) type of personality of the Guidance and Counselling teacher		

Rating scale for Appropriateness in Appendix IV

1. Location of office
 - Accessibility
 - Away from the disciplinary office
2. General setting of the room
 - A general room/waiting room.
 - A private one for counselling.
3. Furniture type and arrangement.
 - Presence of lounge chairs.
 - Coffee table.
 - Minimum physical barriers between the counsellor and counsellee.
4. Presence of cumulative record cards.
 - A record card showing the demographic data of students, and that of their parents.
 - The health data on the student.
 - Academic record.
 - Interest
5. Presence of filed information on guidance and counselling
Availability of written materials on:
 - Academic guidance and counselling.

- Vocational guidance and counselling.
- Guidance and counselling on social issues.

6. The personality of the guidance and counselling teacher.

- Be a welcoming teacher.
- Ready to listen/a good listener
- Accepts the worth of a person.
- Not a dictator.
- Receptive and sensitive to clients meanings.

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21st January 2003

The Principal

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**RE: RESEARCH ON "IMPLEMENTATION OF GUIDANCE
AND COUNSELLING PROGRAMMES"**

The bearer of this letter Mrs. Judith Hellen Aura, the Deputy Headteacher, Eshisiru Secondary School is conducting research on the above topic as part of her Masters Degree Programme.

This office requests that you allow her carry out her research in your Institution and give her any assistance she may require.

K. P. YATOR
PROVINCIAL DIRECTOR OF EDUCATION
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