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**THE MANAGEMENT OF GUIDANCE AND
COUNSELLING DEPARTMENT IN SECONDARY SCHOOLS IN
KISII DISTRICT: PROBLEMS AND CHALLENGES.**

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requirement for the Masters of Education Degree**

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guidance and



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DECLARATION

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

Abeyee

8.9.2005

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This project has been submitted with my approval as a University Supervisor.

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DEDICATION

To my loving husband Abdulmajid Rajab, my sons Rajab and Rashid without whose love, support, patience and understanding this work would not have been accomplished

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LIST OF ABBREVIATIONS

G/C: Guidance and counselling

MOEST: Ministry of Education, Science and Technology

HT: Headteacher

T.S.C. Teachers Service Commission

F.G.M. Female Genital Mutilation.

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ABSTRACT

The purpose of the research was to investigate the problems and challenges faced by schools in the management of guidance and counselling departments. The study focused on the target population of 12 schools out of 126. The respondents were 12 teacher counsellors from the selected schools in the district.

The method used to get the sample population was the stratified technique because of the different categories of schools in Kisii District. The schools selected were then randomly sampled to reach the 12 schools for the study. The instruments the researcher used was a teacher counsellor questionnaire that aimed at getting to know how the G/C department is managed in the school and what problems the teacher counsellors undergo.

The data analysed revealed that the G/C teachers do have a lot of problems/challenges that they face. These problems range from lack of facilities, G/C materials, untrained personnel and lack of time for planned activities. The study thus recommends teacher counsellors should be professionally trained, MOEST to have a policy that requires a vote head for G/C in schools and T.S.C to set a specific number of teaching workload for G/C teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Guidance and counselling is of importance to the youth due to the changing lifestyles that lead to confusion in the roles played in the home, school and community at large. G/C thus offers advice to students towards the right direction and cautions those who may go wrong or out of control, Detjen (1963) states that guidance and counselling in schools is chiefly concerned with meeting physical, emotional and educational needs of the students.

The biggest single task of guidance and counselling the student is left to the school to ensure that the student matures steadily towards personal development and self-actualization. Probably, there is no stage in life that is characterised by stronger and more rapidly changing manifestations of emotions than the adolescence period. Due to this aspect, the teachers in charge of G/C are supposed to help out of this adolescent life crisis. With this in mind, what then are the problems and challenges found in the management of G/C departments in secondary schools?

Guidance and counselling has been around as long as man has had problems to solve. Through the ages, man has sought advice and counsel from superiors believed to possess knowledge, insight and experience. The chief reason for the existence of

counselling is based on the fact that people have problems that they cannot resolve on their own and need expert help.

Oketch and Wanjiru (1991), state that in the Middle Ages, the church assumed the duty of counselling the youth from the communities. With the rapid changes in society such as unemployment, drug abuse, sexual abuse, HIV/AIDS scourge and over enrolment in classes and infiltration of foreign culture and the suffocation of the African culture, the Kenyan youth has been affected both positively and negatively. It is due to these that all aspects of the society have to embrace G/C services, be it at home, school, work place, church, the media etc. The electronic media feature programmes on G/C for students as well as the print medias pullouts for the youth such as the 'Straight talk' magazine. Dorothy (1968), intercedes that G/C practices are determined largely by educational philosophies exposed by a particular school system within which the programme exists which extend to the educational objectives.

In Kenya, G/C started way back in the 1960s as only vocational guidance administered by career masters in schools. Professional counselling took root as a result of the 1st guidance conference held in 1967 called 'Career Conference'. In 1971, the MoE established a G/C unit to cater for educational, vocational, personal and psychological counseling in schools. The unit was geared greatly toward the first two rather than the latter. The National Development Plans of the 1970s and 1980s recognized the need to establish and strengthen the G/C services in schools through the recommendations of the Gachathi (1976) and the Kamunge (1988) educational commission reports. They stressed or emphasized the expansion and intensification of

G/C in secondary schools. This was supported by a report on student unrest and indiscipline in secondary schools of 1991, which advocated for strong G/C departments in schools. The Government of Kenya recognizes G/C as an essential service that has to be offered to every student in the country. M.o.E.S.T.'s policy is to see an operational and effective G/C in every school.

The Ministry of Education continues to give support to G/C services in secondary schools and to ensure implementation in the following ways as stated by Kinara (2002);

- a) G/C unit at headquarter which coordinates all G/C programmes in the country.
- b) Appointment of provincial and district G/C coordinators.
- c) Appointment of G/C head of department at school level by T.S.C.

The philosophical view in Kenyan schools is that man has the potential and capacity to grow and develop into a responsible, self-directing, self-reliant, independent and realistic being useful to him/herself and the society. This concept reinforces the country's principle of democracy and self-reliance. M.o.E.S.T.'s desire is to see that every child in a learning institution has access to G/C services – its objectives being:

- i) To equip the youth with skill, attitude and knowledge to enable them to cope with their education, career, personal and social problems and need.
- ii) To equip the girl child with lifeguard skills to enable her to address problems such as early pregnancies and marriages which lead to dropout, sexual abuse, harassment and F.G.M.

- iii) To give hope to the youth in view of many social-economic problems that have made them loose hope. M.o.E.S.T (2002).

Therefore, the introduction of G/C in schools was a way of providing at least the time and space to students known to be emotionally disturbed or in trouble with authority to find ways of solving their problems. Being in the adolescent stage, they needed to be helped to understand their own experiences. Detjen & Detjen(1963), state that the goal of counselling is the development of self-direction. It helps students to gain personal insight and work out solutions. G/C in schools aims at assisting students with self-understanding, self-direction and understanding of the environment for maximum adjustment in life. Providing G/C is the only way a school can enable its students to live a more meaningful life and fit into the wider society. This is to say that every educational effort requires guidance; be it at home, school or in the community. Due to its sequential process, it must go on the whole time, and aim at creating better results to greater heights of satisfaction of the individual.

A recent commission of education, titled “Integrated Quality Education and Training (TIQET)” stresses the need for G/C services in schools. It states that G/C should be used to advise students on academic, social and practical aspects of life. The state of G/C in the educational system does not cater for all human facets. It has concentrated on the career and vocational guidance for the form four students and not on counselling. The personal and psychological aspects of G/C have been left to the parents and religious institutions.

Areas that the school G/C has ignored include; health, civil, disasters and conflict resolution. If all these areas were given attention, then G/C programmes in our schools would be successful. Although the Kamunge report recommended training of teachers, the general feeling is that the content is inadequate. The M.o.E.'s handbook on G/C states that teachers have been prepared through their training to assist students to develop socially acceptable behaviour but the behaviour exhibited by many students in schools leaves a lot to be desired. There have been rampant indiscipline cases in our educational institutions in the recent past, which result to loss of life, wanton destruction of property etc.

Students have indulged themselves in alcoholism and drug abuse, teenage pregnancies, crime and violence. Therefore, the process of education through G/C should be organized in such a way that it enlarges the youth's knowledge, experience and imaginative understanding. It should enhance their awareness of acceptable morals, values and capacity to enjoyment.

As of today, most parents have abandoned their children to the school. They do not have time to have an impact on their children's development. Children are taken to boarding schools and pushed to attend holiday tuitions, thus making the two, parent and child not to interact at all. The child's development is left to the school. It is with this in mind that the G/C in schools plays the role of bringing the parent and the child together in programme sessions, through the G/C teacher summoning the parent and the student for a talk.

With all the good aspects of guidance and counselling in mind, the departments face problems in their management. It is these challenges that are faced by those endowed with this task that this study seeks to find out in order to highlight the success and failure of management of G/C departments in secondary schools.

1.2 Statement of the problem

Guidance and counselling is a necessary process and indispensable in the teaching-learning process in schools. Teachers have taken the initiative of getting training in this field through in-service course / training organized by the Ministry of Education or other interested parties. Others have joined higher institutions to further their education upto degree/masters level.

The M.o.E.S.T. has directed the establishment of G/C departments in schools following the banning of corporal punishment in schools by the government in 2001 as stipulated in the UNESCO child-rights report. It is due to this that many secondary schools in the country have this department in place and organize guiding and counselling sessions for the students. They do invite religious leaders, counsellors, parents and teachers. Despite all these measures being in place, the G/C departments in schools experience problems in their management thus leading to continuous student indiscipline in our schools. This study aims at finding out the problems faced in managing the departments at school level and to get ways of improving as well as strengthening these essential service.

1.3 Purpose of the study

The purpose of the study is to investigate the problems/ challenges faced by schools in the management of guidance and counselling departments.

1.4 Objectives of the study.

The objectives of this study are:

1. To find out whether G/C departments are functional in the secondary schools in the district.
2. To find out who is in charge of the G/C department in the schools and what qualification they hold.
3. To determine how the departments are organized for effective impact on the students in schools.
4. Find out what activities are put in place by the department in the school.
5. Identify the evaluation system in place that checks the extent to which the G/C department is effective in its work.

1.5 Research questions

1. How is the G/C department organized in the school?
2. Who directs and co-ordinates the G/C programs in the school?
3. Are they qualified to hold the position in terms of training?
4. What activities does the department have for the school and students?
5. How does the department get its feedback from the activities and services rendered?

6. What problems are experienced in managing the G/C departments in schools?
7. What are some of the attempted solutions sought to these challenges?
8. How can this department be improved?

1.6 Limitations of the study.

The study was carried out in secondary schools in Kisii District with a total of 126 schools. It was limited to only 12 schools because of inadequate time in carrying out a full-blown study of the district. It was limited in terms of financial funding because the researcher is a self - sponsored student with limited funds to embark on a large-scale research. Another limitation could be refusal of respondents to fill the research instrument.

1.7 Assumptions of the study

The study is based on the following assumptions;

1. The outmost assumption of the study is that the respondents/informants from the sample population will be co-operative and honest in their responses.
2. The sample taken is a true representation of the target population in the district.
3. The instruments to be used will be appropriate and reliable in giving the true picture sought by the study.

1.8 Conceptual framework

Introduction

The school provides an environment for the management of G/C services as well other aspects that concern the teaching learning process.

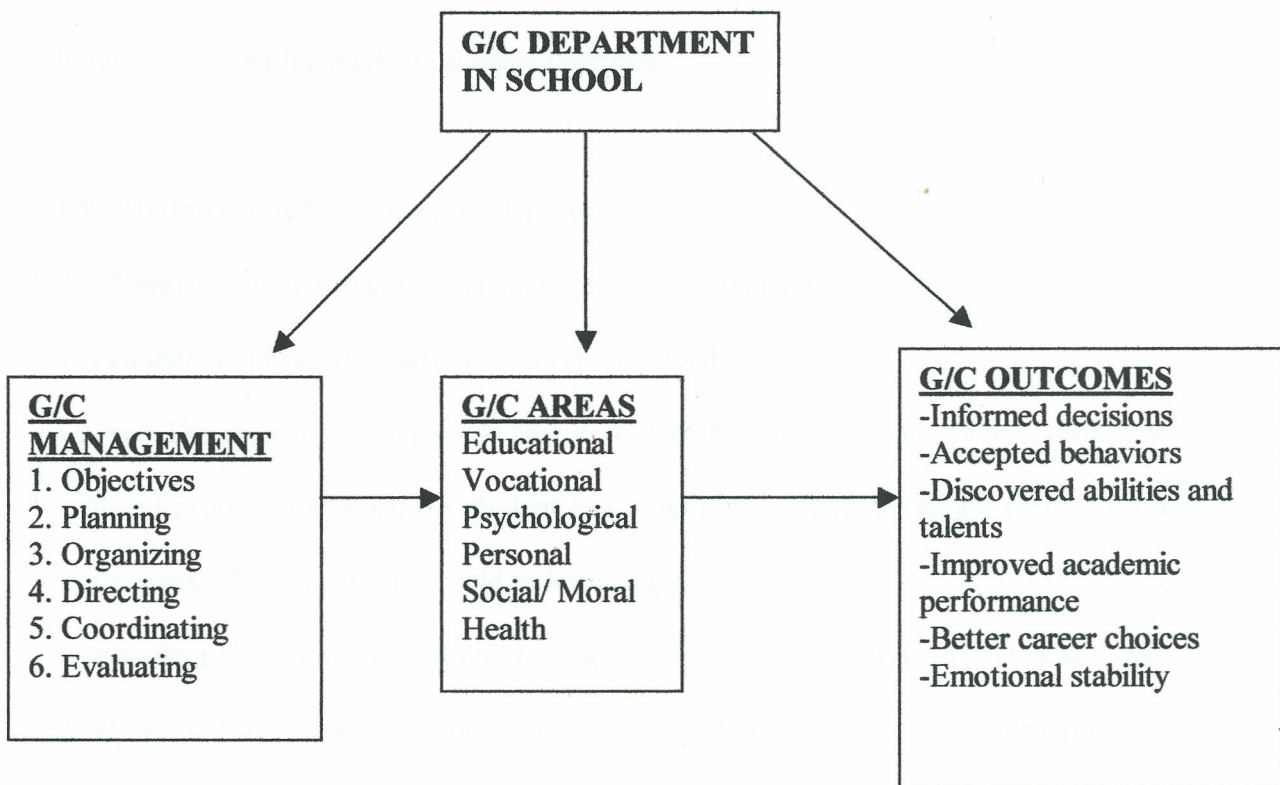


Figure I conceptual framework on guidance and counselling in secondary schools.

The conceptual framework illustrates management of G/C departments in the school. With objectives, proper planning, organizing, directing coordinating and evaluating, the G/C departments would be effective and efficient in schools. The G/C department plays a major role in moulding students into better people, because the society gives the school products that it hopes would be beneficial to it later on. The school is seen to have necessary facilities and teachers who would be able to guide and counsel as well as be good role models to the students. With G/C, the students will be able to make good and informed decisions both in school and society. The G/C being the

center influences the outcomes achieved and all stakeholders in the school must work together to assist the students achieve their best.

1.9. Definition of terms used in the study

Adolescent. This is the age between 13 to 19 years of age. A stage in life, that one attains mental, physical, emotional, moral and social maturity.

Career The aspirations and needs that a student has for his future after school. The skill and professional work the student may pursue in college or the job market for a living especially in a particular field of knowledge.

Counseling This is a personal relationship between a student and a G/C teacher who is supposed to provide a learning situation where the student is helped to overcome his/her problems in a way that is satisfying and beneficial to the society.

Education. The process of formal instruction where knowledge, skills and attitudes are passed from the teacher to the student for self-reliance and social usefulness.

Guidance. The skill and knowledge of helping someone to understand themselves and the world surrounding them. It is a continuous process concerned with determining and providing for developmental needs of students in schools.

Problem / Constraint. An aspect in the running of the G/C programmess in schools that need to be addressed that make it difficult for those given the responsibility to perform effectively.

1.10 Significance of the study

The significance of the study is premiered by the various changes in the society. With the facing out of the traditional counselling, there is need to improve on the modern

one within the school system. The research was expected to reveal the managerial problems facing the programmes in secondary schools. It was expected to show how the programmes could be made useful or integrated in the schools daily routine. The study was supposed to provide an opening to the teachers charged with the responsibility by providing useful and valuable information.

As the government spends lots of money on education, it can only hope to get citizens who are well guided for the tasks ahead after school through G/C in schools. The G/C will lead students to careers of interest, talents and skills that are of their choice, the opportunities available and factors necessary for making sound decisions. Currently, this aspect in education is lacking due to the ineffectiveness and inefficiency of the ones charged with the responsibility.

The study advocated for the programme in schools to be assisted by the administrators in form of funds and facilities and towards the improvement of school-based G/C programmes.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Guidance and Counselling are terms that are considered as synonymous to guiding, directing, advising, helping, steering and piloting. Guidance and Counselling is chiefly concerned with meeting physical, emotional and educational needs of students. There are various definitions for these terms:

Guidance and Counselling is a process of providing experiences in a relationship that will help individuals to understand themselves. It is a broad area of educational activities and services aimed at assisting individuals in making and carrying out adequate plans and achieving satisfactory adjustments in life because it equips a person with knowledge and techniques that will enable him to identify and handle problems. Nasibi (2003).

Guidance and Counselling is a personal face-to-face relationship that provides a learning situation for the counselee that is satisfying and beneficial to him/herself and the society. M.o.E. (1977) states that G/C is a continuing process concerned with determining and providing for development needs for all students. It offers advice to students to show the right direction in order to plan, develop and use wisely the educational, vocational and personal opportunities at their disposal.

Schools and teachers have been given the crucial and sensitive task of guiding and counselling students to understand themselves and the world they live in. The school community should provide favourable conditions for proper growth and development of the student. In doing this commendable job, the guidance and counselling department experiences problems emanating from the community, school administration, staff members, students, parents and most of all, lack of developed guidance and counseling programmes Berkvoltage (1973: 20).

The most irking rebellion in our schools is underachievement, frustration and ignorance. Due to the failing of guidance and counselling departments in schools, there are escalating cases of dropouts, absenteeism, early pregnancies, drug abuse and poor attitude towards school among the students.

The notion of guidance and counselling in our schools as stated by M. o. E. (1977) has three major components. The sociological and psychological counselling takes care of the social development of the student. His/her background largely affects this both at home and in school. The educational guidance caters for individual differences in relation to academic work such as subject choice. The vocational guidance concerns itself with problems associated with career planning that corresponds to personal motives, attitudes and wishes. Therefore, guidance and counselling is a professional service that is concerned with decision making, skill acquisition and problem-solving skills; either individually or in a group so as to make the fullest use of potential in order to become fully functional. It is a learning-teaching process where the client learns new behaviours and attitudes. The task force on student

discipline and unrest in secondary schools stressed on the need to offer guidance and counselling to students for them to be able to go through schooling even if the future is bleak in terms of employment and placement after school.

Guidance and counselling has failed because teachers do not play their role in guiding students on vocational choices. Due to this, students fail to see the connection between their present life and the oblique future of uncertainty in the job market.

Students in our secondary schools are in their teenage/adolescent stage and need constant guidance on subject choice. The present secondary schools do not have the vocational counselling aspect in function and thus calls for its incorporation. This aspect is lacking because most teachers have embarked on making good results in their subjects and to the shift on acknowledgement on performance that the society holds high.

The purpose of counselling is to provide effective learning conditions, which facilitate voluntary change on the student. MoEST (2002) asserts the purpose of guidance and counselling is to facilitate self-understanding and personal development and the aspect of decision-making in regard to personal strengths and resources.

Detjen (1963), states that the purpose of guidance and counselling is to make a satisfactory adjustment to life both in and out of school. MoEST introduction of an integrated curriculum on sex education is supported by Fontana (1995) when he says that students must be helped to understand and accept the nature and strength of this

drive as a context of personal responsibility. Sex education is required in guidance and counselling to reflect moral values and family life. This service is essential because of the HIV/AIDS scourge which is taking a toll on the youth. Numberless adolescents are in danger of being netted in this devastating evil that is passed through the many advertisements of safe sex. The youth being a valuable asset to the society are the most affected. It is said that 60% of all new infections on HIV/AIDS are in the age group 15-24. Proper counselling helps the youth to delay sex when they become sexually active as a measure of avoiding risky behaviour. Through guidance and counselling, the teacher guides the student through safe transition to moral uprightness.

Guidance and counselling is a continuous and systematic process that benefits more both in and outside school. Most schools take guidance and counselling as an avenue for restoring delinquent students. This is not the case in our secondary schools because all students deserve as much attention from the department than they usually receive. Every student needs to learn about his/her assets and limitations and to make a variety of adjustments based upon knowing themselves.

Detjen & Detjen(1963), support this notion that guidance and counselling is a service for all children, not for the emotionally disturbed or who have behaviour problems, normal well-adjusted students also need to be guided in their thinking, attitudes and personality development.

2.2 The guidance and counselling principles

1. Guidance and counselling is concerned with personal development of the individual through its mode of individual behaviour processes.
2. Guidance and counselling is oriented towards co-operation not compulsion. It is geared towards recognition of the dignity and worth of the individual as well as his right to choose.
3. Guidance and counselling helps an individual to move towards a greater level of self-acceptance and self-understanding based on the client's need and not the teacher/ counselor.

2.3 Objectives of guidance and counselling in schools

- Guidance and counselling in schools is to help students understand themselves, their abilities and skills as well as help them gain a thorough knowledge of the job market (Nasibi, 2003: 46).
- Fontana (1995) says that counselling should help children set their problems within a proper context and to recognize and understand the important variables associated with these problems.
- The goal of counselling is to develop self-direction. It helps students to gain personal insight and work out solutions.
- Guidance and counselling assists students to achieve as much as possible independence, intellectual abilities, talents, personal development and self-actualization.

- Guidance and counselling enhances personal development and the psychological growth towards maturity of student. It promotes good neighborliness, good attitudes and discipline behavior.
- It should support and counsel socially and economically challenged students to recognize, interpret and act upon personal strengths and weaknesses as well as counsel parents.
- Guidance and counselling is geared towards greeting a dignity and self-worth among mentally and physically impaired students.

Guiding students in schools include:

1. Improving their study skills.
2. Personal adjustment to problems.
3. Dealing with special needs of students and helping them to achieve maximum abilities.
4. Guiding students in choosing appropriate friends.
5. Helping students in selection of appropriate subjects and profitable occupations.
6. Help students in maintenance of right morals.
7. Giving student advice on health matters.

2.4 The teacher as a counsellor

The person given this duty should have certain qualities or at least the ability to develop such within themselves. Such qualities include warmth, approachability, flexibility, spontaneous, genuine, faithfulness, rationality, sympathy, respect and should be able to incorporate data from their day-to-day living in order to practise

counselling as we understand it. Fontana says that the most important qualities to teachers are trustworthy and sympathy. S/he must be accepting and non-critical of clients regardless of their background, age, values and attitudes. They should be empathetic in order to be able to sense and understand the student's private life. They should be able to communicate in a language that the client will understand and experience as appropriate and relevant.

Blocher (1966), states that a teacher requires a wide range of information and sources of information to help them guide and counsel students successfully. This is an aspect that should be possessed by every teacher who considers himself/herself a counsellor. They should be able to possess a repertoire of specific skills if they are to be successful and effective. Those who are endowed with providing this service either have attended short courses on counselling which is unfortunate since the best way of disseminating counselling skills is with specialist training (Fontana, 1995). Although this is the case, it is difficult for one to have all the qualities identified.

Detjen (1963:208) says;

Most teachers have the responsibility of guiding students as well as teaching. They must be able to discover causes of failure, reasons for unmet emotional needs and sources of conflict between them and their peers.

Therefore the dire need to have guidance and counselling committee in place that would incorporate different persons with different qualities and skills. The teacher should be able to keep secrets of the students who seek their services and this brings about the idea of confidentiality and trust that features most in guidance and counselling. This aspect is misused largely due to the ineptness of the teacher and it

deprives the student's valuable time. Guidance and counseling can be used to compensate for the extended family ties which kept the traditional society together which is now slowly dying.

2.5 The role of the counsellor

- The school counsellor is endowed with the task of encouraging the student to talk about their problems in an atmosphere of trust and sympathy. Teacher counselor should take a non-intrusion stand when it comes to matters that the student feels personal. The counsellor should not venture deeply into what they are not wanted.
- Show concern and interest in what the student has to say and influence without manipulation. Maintain a non-judgmental approach when dealing with students but should exercise a balanced judgment (Blocher 1966)
- Encourage students to take responsibility by placing them in positions of making informed decisions for themselves. Through close co-operation with other staff members, it could be easy to identify student's unique and special mental abilities, aptitudes and creativity and help them develop realistic personal image.
- Should guide and encourage them to focus upon their solid and personal problems that may hinder or jeopardize the student's academic progress. It's upon the teacher to examine and evaluate facts about them in order to work towards self-development and actualization.

- Encourage students to think carefully and clearly about their occupations. Their services should include full range educational and occupational information and guide them on subject selection.
- Counsellor to promote self-discipline in students and prepare students for life activities that will be socially acceptable and personally satisfying. This is done through an individual realization of abilities, goals, interests and motivation.
- Assist the students to make the best out of their educational opportunities though the activities offered in the school such as clubs, sports, drama, music and art.
- Should keep cumulative records for each student concerning academic performance and their background for the purpose of understanding them and be in a position to guide and counsel a student effectively.
- Offer privacy and opportunities for discussion through friendly informal conversations that are casual and unplanned. Thus these sessions should be uninterrupted and unhurried.
- Keep and maintain guidance and counselling library for reference for both the students and the teachers.

Fontana (1995) says that every teacher is an educational counsellor. Detjen & Detjen (1963), assert "all teachers should endeavour to acquire some good counselling techniques because it is the responsibility of every teacher to counsel as much as possible."

The characteristic of a competent teacher in guiding and counselling is the ability to identify symptoms of a student's needs. These are so because teachers are counsellors in regard to their duties and responsibilities that are interrelated and in-separable with counselling. Teachers cannot and do not stay uninvolved with students. The teacher's personality has been a constraint in most of the institutions. This has been so because those given the mandate to protect the students from ill vices are the ones who engage in them. These vices include drug abuse, relationships, immorality and general indiscipline. So with this in mind, then how can we trust the teenagers with persons who are not in control of their lives? If the teacher's personality is unappealing, the students will reject and avoid the guidance and counselling in schools.

2.6 The counselling programme

The guidance and counselling is found in non-medical institutions such as schools, colleges, industries and churches. Guidance and counselling seeks to improve the understanding of the students about themselves rather than trying to change them. It is not the giving of advice or supplying recommendations for change and sound decision-making. The guidance and counselling should not persuade, influence or convince the students into anything but to help guide them towards their abilities and interests.

The guidance and counselling programme should not be taken as an interrogative schedule where students are fired to a client. This often induces resistance when the students feel attacked. It concerns itself with listening patiently and offering the right

advice. The students need to be talked to and made to understand their developmental procedures and life at large.

Effective guidance can be accomplished through working with parents. Teachers should have time for discussions with parents, have home visits to observe the student's background. Through such interactions, absenteeism would be curbed, because a rapport would have been made between school and home.

2.7 Importance of guidance and counselling in schools

- Guidance and counselling is important in schools because the school is responsible of helping students to be aware of their capabilities and to develop to the fullest extent. (Nasibi, 2003).
- The school opens doors for higher educational and training opportunities by providing advice and information.
- The school contributes to self-knowledge, determination, realization, acceptance and self-development. The guidance and counselling helps the student to have some control of their future.
- The schools help students to make adjustments in situations in schools as well as at home. These services thus help the student to be able to make right decisions and resolutions when caught up in circumstances that range from academic to social.
- Guidance and counselling services in school gives students direction, purpose and fulfillment and thus minimizes indiscipline among them.

- It encourages diversity, originality and creativity among learners by identifying their inabilities and likes.
- It helps the learner to be aware of the needs of others and establish positive relationships with them.
- It directs learners to establish and attain worthwhile goals thus become self-reliant and responsible.
- The guidance and counselling department in schools facilitates cooperation between teacher, parents and administrators.

Guidance and counselling has not been effective in secondary schools because of the time allocation for the activity. Teachers do not have time to attend to the students' problems due to other tasks undertaken in the school such as teaching and administrative work. This time limit has an effect on guidance and counselling programmes in secondary schools. Due to this, too little information is gathered and exchanged in the 'too-short' a session available. The 'counsellors' are often too busy to help the students in their choices because the teacher restricts the time spent on the guidance and counselling activity. This jeopardizes the ability to assist in character building. A teacher in the disciplinary committee may be in conflict as to how to handle a case before him/her. It is because of these many roles that guidance and counselling is taken as a last resort.

Lack of developed programs in secondary schools is a major cause of problems in guidance and counselling. This is attributed to lack of clarity about the roles of teachers, inadequate planning and failure to engage in careful insight of the

organizational programmes that guidance and counselling was designed to solve. For effective guidance and counselling in schools, each school should build up and use cumulative records and the special problems of the students to facilitate the programme. This information enables the concerned teachers to have an all-round image of the individual student. It should be kept in confidentiality and accessible to members of the guidance and counselling only. The programme should have an office where group and individual guidance could be conducted. It should also be used for related activities such as storage for material resources for borrowing by the students the office should be able to be displayed clearly the material to all students. Most secondary schools lack these important facilities thus hampering proper guidance and counselling.

The guidance and counselling block should be situated away from other buildings such as classrooms and offices in order to provide privacy. This calls for the MoEST to play its role in seeing that the programmes are established in all schools with clear guidelines on how to run them. The ministry has to appoint counsellor trainers and directors of student personnel services in the districts or divisions who have the role of accepting responsibility of running integrated guidance and counselling programmes and developing ways of getting them into schools. As the counsellor cannot work satisfactorily on his/her own, the MoEST recommends guidance and counselling committee composed of five to eight interested members of staff.

Other problems that face the teachers emanate from colleagues at the work place. It is therefore important to establish good relations in order to receive vital information

about the students that could be of help in the guidance and counselling. Good relationship fosters freedom of expression and understanding between the teachers and the students. The atmosphere plays a great role in the improvement of academics and inspires confidence to the students.

Another frontier for problem is the parents who influence largely their children's success or failure. In cases where disciplinary measures are imposed by the school, some parents side with their children making it difficult for the teacher to guide and counsel the student. The parental personality and perception of the school and the teacher is very important if the student is to be helped. MacLean (1966), states that parents tend to be more subjective in their attitudes towards their children because of the emotional link whereas teachers by training tend to be more objective and perceptive.

Students of low self-esteem depict parental disinterest which makes the student seek for attention in deviant behaviour in school. Therefore, reasonable rules firmly enforced through the guidance and counselling programmes and parent-teacher meetings are a necessary part of helping students become reasonable and responsible enough to take up what is available.

Problems of non-attendance of counselling workshops run by universities, colleges or local education authorities by teachers are a hindrance to good G/C management. These courses offer other kinds of counseling that have great relevance to education. This becomes a problem in guidance and counselling because of lack of funds to

sponsor the concerned teachers who thus lack the requisite knowledge of the programme.

Materials for guidance are drawn from literature that raises questions of choice.

Guidance and counselling is also not appreciated by many in the school setup such as head teachers, teachers, parents and even the students.

2.8 Summary and conclusion

In conclusion, we can say that teachers are faced with multiple problems that range from inadequacy to parental and peer influence. They need expertise to transcend the social forces and conflicts in their duties. The guidance and counselling should therefore be taken as an important and vital service in the educational process where all stakeholders are incorporated if it is to be effective. Guidance and counselling has become an integral part of modern education. Thus as Fontana (1995) asserts, "the counselling role has largely been left to the ordinary teacher for the future." Those who attend to these services would at least have the requisite knowledge in dispensing the right information as they direct and guide the youth.

Guidance and counselling is important in schools because of the integration with different personalities that influence each other. It should be taken as a professional job and should be given the right attention if we are to mould upright, focused citizens of the nation who can be responsible for the decisions they make.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

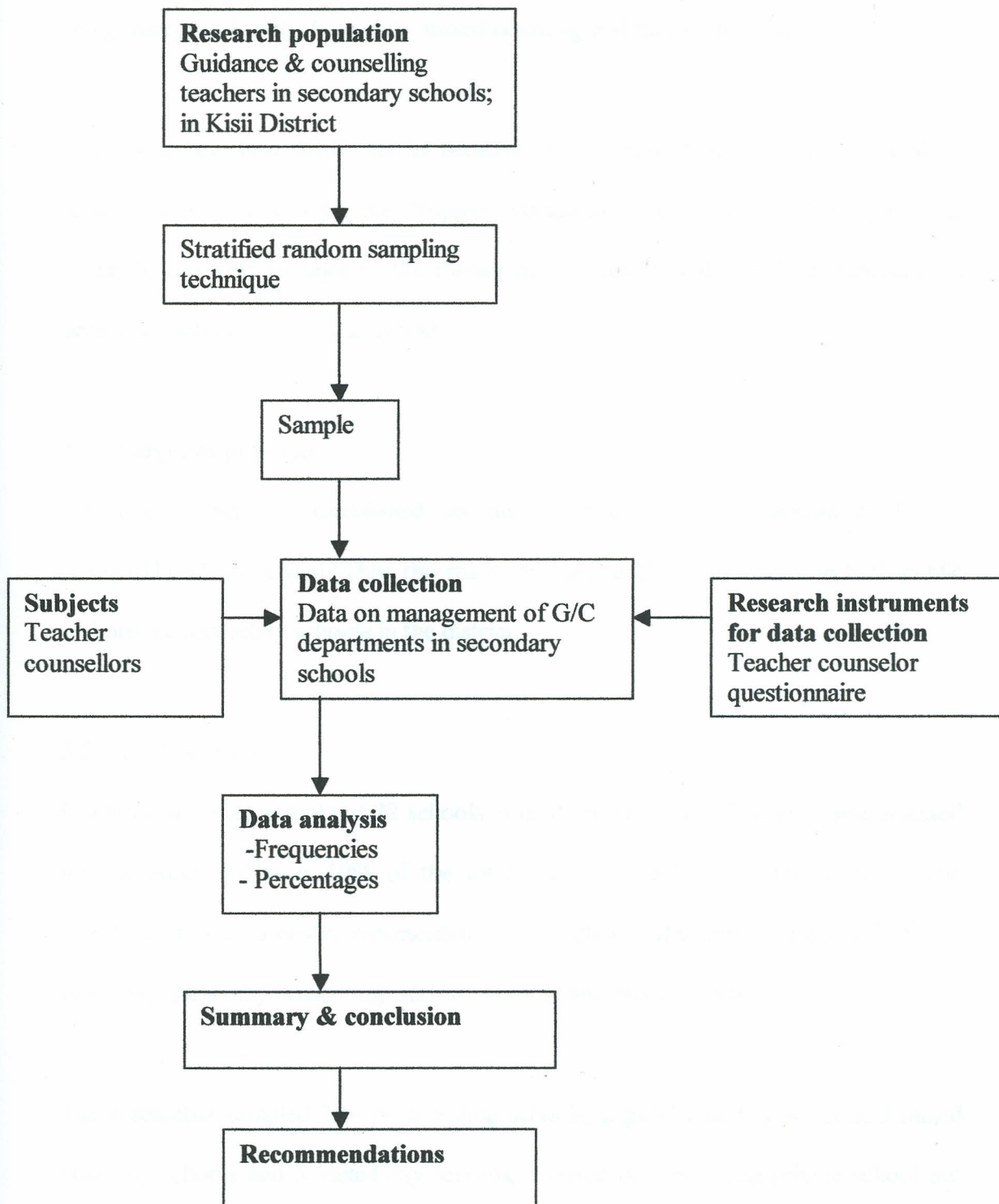
The purpose of this investigation was to find out problems and challenges that teachers face in managing guidance and counselling departments in secondary schools in Kisii District. In this chapter, research methodology that guided the study is presented.

3.2 Design of the study

This study employed descriptive research method because it was found to be most ideal for the kind of data that was collected. According to Best (1992), descriptive studies have the following characteristics:

- a) They use the logical methods of inductive-deductive reasoning to arrive at generalizations
- b) They are non-experimental, for they deal with relationships between non-manipulated variables in a natural rather than artificial setting. Since events or conditions have already occurred or exist, the researcher selects the relevant variable for an analysis of their relationships. Hence, the descriptive design was deemed appropriate.

The illustration of the design employed for study is shown in fig. 3.2



3.3 Locale of the study

The study was conducted in Kisii District that has 5 educational divisions. It has a population of 126 secondary schools. The schools are both public and private, with categories of girls only; boys only, mixed boarding and mixed day schools.

The researcher chose Kisii District because of high student dropout and indiscipline. It was ideal because with the dropping standards of education in the region, the research was able to unearth the management challenges that G/C departments in secondary schools face in the district.

3.4 Target population

The district has 126 established secondary schools with an average of 1 G/C teacher/H.o.D for school. Thus the study targeted teacher counsellors in both public and private secondary schools in the district.

3.5 Study sample.

From the stratified sample of 22 schools, a random sample of 12 schools was selected for the study. This is 10% of the total number of schools in the district. The stratification was to ensure representation from schools of different categories such as boys only, girls only, mixed day, mixed boarding and private schools.

The researcher sampled 2 boys' boarding schools, 2 girls' boarding schools, 3 mixed boarding schools and 3 mixed day schools, 1 mixed day/ boarding private school out of the total number of schools in the district. Thus, the sample comprised 12 G/C

teachers who responded to the questionnaire. The researcher used simple random sampling to select the schools out of each category for the study.

3.6 Sampling procedure

The researcher used the District Mock analysis list for 2004 to get the list of schools in the district. Since the researcher aimed at obtaining a representative sample of the categories of schools i.e boys, girls, mixed day and boarding and private, the schools had to be sampled. The researcher used the five divisions or zones in the district to get the n schools from each category.

The categories of schools were the stratifying variable and proportional allocation was used.

Table 3.1 Sampling grind for G/C teachers in Kisii District

Type of school	Total schools in district	Number of schools selected	Number of G/C teachers
Girls	5	2	2
Boys	5	2	2
Mixed day	100	4	4
Mixed Boarding	16	4	4
Total	(N=126)	(n=12)	(n=12)

3.7 Research instruments

The investigator used a questionnaire on managerial problems facing G/C departments in secondary schools. The guidance and counselling questionnaire for teachers/ counsellors on the organization, the problems and challenges facing the management of G/C departments in secondary schools was administered to teachers/ counsellors. The questionnaire consists of three sections.

- 1) The schools profile entailing name of school, category, type and student population.
- 2) Personal information of the respondent enlisting age, gender, marital status, academic and professional qualification, teaching experience, subjects taught and G/C training.
- 3) Management of the G/C in the schools such as aspects of G/C, objectives, activities involved, expected outcomes, G/C organization, problems faced, solutions to the problems, feedback mechanism and opinion on G/C management in secondary schools.

The items in the questionnaire were both open and closed-ended questions geared towards eliciting various comments and recommendations on the topic under study.

3.8 Data collecting procedure

The investigator visited the selected secondary schools and informed the headteachers of the need to collect the data. The informants were given a week to dully fill the questionnaire and return it to the researcher.

3.9 Pilot study

A pilot study was carried out in one school in the district. The research instrument was to test if the questions asked would depict the answers sought. The questions that were unclear and uncomprehendable were modified in order to give the desired result.

This way the questionnaire would establish the validity and reliability of the research instruments to be used for the study.

3.10 Data analysis

After collecting the questionnaires from the teachers the researcher used descriptive statistics to analyze the data collected by use of frequency distributions, i.e. (tables) and percentages. These descriptive statistics are ideal because the research was not experimental where hypotheses would have been tested.

3.11 Chapter summary

This chapter focused on research design, target population, sample and sampling procedures, study instruments, piloting, data collection procedure and data analysis. Chapter four focuses on analysis and interpretation of data collected.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

In this chapter, the results of the research study are presented. The research set out to investigate the problems/challenges faced by schools in management of guidance and counselling department. The analysed data were used in providing answers to the following research questions which helped to guide the research:

- (i) How is the G/C department organized in the schools?
- (ii) What if the academic and professional qualifications of teacher counselors?
- (iii) What activities does guidance and counselling department have for the students?
- (iv) What challenges do guidance and counselling departments face in the schools?
- (v) How does the guidance and counselling department get its feed back from the activities and services rendered?
- (vi) What are some of the ~~attempted~~ solutions to the challenges faced by guidance and counseling department?
- (vi) How can the guidance and counselling departments be improved?

4.2. Description of schools

The study region was Kisii District, Nyanza Province. The study was conducted in 12 schools, selected through random sampling. This section presents the characteristics of the schools such as school category, type and student population. The selected

schools were sampled from public and private schools in the district. The public schools were 91.7% of the total number with only 8.3% of the private schools. This means that 11 out of 12 schools sampled were public schools. Second, the instrument sought to establish the size of the school in terms of student population whereby 8 of the sampled schools had a student population of over 400 and 4 had between 200 - 300 students. This shows that the schools sampled had established G/C services needed. Lastly, the sampled schools were selected according to their type where mixed day schools had the highest percentage of 33.3%. The private schools had 8.3 % of the total number. This indicates that majority of the schools sampled were mixed day schools.

School Type

Data in table 4.1 presents the results of the findings on the type of the schools.

Table 4.1.: Type of the School

Type	n	%
Girls' boarding	2	16.7
Boys' boarding	2	16.7
Mixed boarding	3	25.0
Mixed day	4	33.3
Private mixed boarding/day	1	8.3
Total	12	100.0

According the results in table 4.1, majority of the sampled schools were mixed day schools.

4.3. Characteristics of the teacher counsellors

This section outlines the characteristics of the respondents whose gender, age, marital status, teaching experience, teaching subjects, academic and professional qualification of the teacher counsellors are discussed..

Table 4.2: presents results of characteristics of teacher counsellors in terms of gender, age, and marital status.

Table 4.2: Gender, age and marital status of respondents

Gender		Age				Marital status					
Male	Female	31-40		40-50		Single	Married				
n	%	n	%	n	%	n	%				
8	66.7	4	33.3	11	91.7	1	8.3	2	16.7	10	83.3

The results presented on Table 4.2 indicate that 66.7% of the teacher counsellors are male and 33.3% are female. 91.7% are between ages 31 – 40 years. Majority of the teachers counsellors are married with 83.3%. The research instrument went ahead to find out the teaching experience of the teacher counsellors whereby the results revealed that 50.0% had a teaching experience of over 10 years while 16.7% had between 6-10 years. It showed that 50.0% of the teacher counsellors were from the humanities departments in their schools.

4.4 Academic and professional qualification of teacher counsellors

Table 4.3 below presents the results of the findings on the academic and professional qualification of the teacher counsellors.

Table 4.3: Academic and professional qualification of teacher counsellors

Academic qualification				Professional qualification			
Diploma		Degree		Qualified		Un qualified	
N	%	n	%	n	%	n	%
3	25.0	9	75.0	0	00.0	12	100.0

The results in Table 4.3 show that majority of the teacher counsellors are holders of a Bachelors degree in education.

It clearly emerges that although the teacher counsellors have the necessary academic qualifications, they lack professional training that can make them more effective in delivering guidance and counselling services. According to Fontana (1995), the teachers who are endowed with providing guidance and counselling services in schools either lack specialized professional training or have attended short courses on counselling. This finding therefore is in line with the recommendation that counsellors should possess some professional training that provides them with relevant knowledge to handle the clients. The instruments further sought to establish whether the teacher counsellors have received any in-service or attended a seminar in guidance and counseling. It was observed that only 41.7% of the teacher counsellors have received in-service training or attended seminars in guidance and counselling.

4.5 Organization of guidance and counselling department in the schools

This section presents the findings on the organization of the guidance and counselling department in the schools by first establishing its existence in schools, the person in charge of the department, a G/C committee, and the objectives of the department.

The findings on having a guidance and counselling department in the schools indicate that all the 12 schools sampled have a G/C department. This is 100% response which is a positive indicator that the G/C services are offered. On the one in charge of the department the investigation depicted that they are school appointees taking up 58.3%. The research instrument also establish that G/C department in schools have counselling committees that assist the HOD in the provision of guidance and counselling services.

4.6 Aspects of guidance and counselling offered to students

This section presents the activities organized by the guidance and counselling departments in the schools. It starts by giving aspects of guidance and counselling offered in the schools, then outlines the objectives of guidance and counselling, provides general activities organized for guidance and counselling, narrows to specific activities organized for the different aspects of guidance and counselling and finally presents the expected outcomes of guidance and counselling.

The findings on the aspects of the guidance and counselling offered to students are presented in this section.

Table 4.4: Aspects of guidance and counseling offered

Aspects	n	%
Educational guidance and counseling	10	83.3
Vocational guidance and counseling	9	75.0
Psychological guidance and counseling	8	66.7
Personal guidance and counseling	11	91.7
Social/moral guidance and counseling	10	83.3

From Table 4.4, it can be observed that the main aspects of counselling handled by teacher counsellors in the schools include personal counseling, educational counselling, and social and moral counselling.

A look at the Table 4.4 reveals that majority of guidance and counselling departments in the schools mainly provide personal, educational, and social guidance and counselling. The least handled aspects are those dealing with vocational and psychological counselling. These require specialized skills to handle, and as has been noted most of the teachers counsellors lack professional training in guidance and counselling. Second, in secondary schools the general tendency is to focus on academic excellence rather than vocational thus more attention is likely to be given to the educational rather than vocational counselling.

4.7 Objectives of guidance and counselling department have for the students

The research instruments further sought to establish the objectives of guidance and counselling department in the schools.

Table 45: Objectives of guidance and counselling department have for the students

Objectives	n	%
Help students face challenges	8	66.7
Cultivate morals values in the students	7	58.3
Educate students on realities of life	9	75.0
Educate students on career choice	4	33.3
Help student cope with stress	4	33.3
Make students aware of careless sex and HIV/AIDS	5	41.7
To empower students	3	25.0
To boost the self esteem of students	5	41.7
Educate students on the importance of academic work	4	33.3
Educate student on personal development	4	33.3
Equip students with skills on good study habits	2	16.7
Help students identify their talents	5	41.7

From Table 4.5, it can be observed that the main objectives of guidance and counselling in most schools are to educate students on realities of life, to help students face challenges in life, cultivate good moral values in students, make students aware of careless sexual behavior, help students identify their talents and to boost their self-esteem. Data in table 4.5 present the results of the responses on the objectives of guidance and counselling in the schools. The main objectives according to the teacher counsellors was to educate the students on the realities of life, to help students face challenges in life and to cultivate good morals in students. The other objectives according to the teacher counsellors are to make students aware of the dangers of careless sex behaviour, to help students identify their talents and to boost their self-esteem. HIV/AIDS and early pregnancies have made counselling in these areas crucial. This means that teacher counsellors have set this as part of the top agenda in their counselling.

4.8 Activities organized by guidance and counselling department

The findings on the activities organized by the guidance and counseling department is presented in table 4.6 (a)

Table 4.6 (a): Activities organized by guidance and counselling department

Activities	n	%
Appoint teachers to take care of different students' problems	5	41.7
Liaise with school administration to invite guest speakers	10	83.3
Provide individual counseling	9	75.0
Liaise with school administration to organize regular school barazas	4	33.3
Organize academic guidance	5	41.7
Organizes peer counseling	7	58.3
Provide career counseling	5	41.7
Organize films or video shows on specific topics	6	50.0
Provide resource materials on guidance and counseling	4	33.3
Group counseling	4	33.3

From table 4.6 (a), it can be observed that the main activities organized by the guidance and counselling departments in the schools are inviting guest speakers, providing individual counselling, organizing peer counselling and showing films and videos on topical issues. Information in table 4.6 (a) indicates that the main activity organized by the department emerged to be inviting guest speakers to talk to the students.

The study further narrowed down to specific activities on the different aspects of guidance and counselling. The results are summarized in Table 4.6(b).

Table 4.6(b): Specific Activities organized by guidance and counselling department

Area	Peer counseling		Individual counseling		Group counseling		Parent-student counseling		Lectures/Talks	
	n	%	n	%	n	%	n	%	n	%
Educational G/C	2	16.7	5	41.7	8	66.7	5	41.7	11	91.7
Vocational G/C	0	0.0	6	50.0	6	50.0	2	16.7	5	41.7
Psychological G/C	4	33.3	10	83.3	4	33.3	4	33.3	2	16.7
Personal G/C	2	16.7	11	91.7	2	16.7	2	16.7	0	0.0
Moral/ Social G/C	10	83.3	6	50.0	7	58.3	1	8.3	2	16.7
Health G/C	6	50.0	5	41.7	8	66.7	5	41.7	8	66.7

Information in Table 4.6 (b) indicates that teacher counsellors have different preferences to conduct the different areas of guidance and counselling. The preferred activity for educational guidance and counselling is lectures and talks. The preferred activities for vocational guidance and counselling are group and individual counselling. As for psychological counselling, the preferred activity is individual counselling, while that of moral or social guidance and counselling is peer counselling.

The other activities organized by the guidance and counselling departments are providing individual counselling, and organizing peer counselling. Individual counselling ensures that students with personal problems get assistance. The counsellor is also able to reach individual student and help him or her overcome the problems. Peer counselling on the other hand enables adolescents to share problems. As the saying goes, “it is the wearer of the shoe that knows where it hurts” implying that the adolescents understand their problems best. This enables them to easily influence the behaviour of their peers.

4.9 Expected outcomes of guidance and counselling

The findings on the expected outcomes of guidance and counselling is summarized and presented in table 4.7 below.

Table 4.7: Expected outcomes of guidance and counselling department

Expected outcomes	n	%
Students choose correct career according to their abilities	5	41.7
Students change their behavior e.g. avoid indiscipline, drug abuse e.t.c.	7	58.3
Students begin to appreciate why they are in school	2	16.7
Improved self esteem	9	75.0
Produce an all round student who can morally fit in society	5	41.7
Open students who share their problems	3	25.0
Produce responsible students	4	33.3
Improved academic performance	2	16.7
Students develop good study habits	2	16.7

The findings in table 4.7 indicate that the major expected outcomes of guidance and counselling in the schools are improved self-esteem, change of behaviour; students are able to make correct career choices and all-round students who can fit in the society.

The research instrument sought to establish where G/C sessions are conducted in schools. It established that the sessions are held outside in the open grounds i.e. 83.0%. This means that the sessions are mostly group counselling that teacher counsellors prefer when talking to students.

4.8 Challenges faced by G/C department in providing services in schools

The research instrument further sought to establish the challenges faced by the department of guidance and counselling in the schools. The results are presented in this section. The challenges are presented in terms of the various areas of guidance and counselling.

Table 4.8: Challenges faced by G/C department in providing services in schools.

G/C Area	No cooperation from sch. Adm.		Lack of/limited funds for G/C		Students' ignorance of services provided		Lack of trained personnel		Lack of adequate facilities & materials		Lack of cooperation from fellow teachers		Limited time for planned activities		Lack of involvement from other stakeholders		Students reluctance to seek G/C services	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Educational	1	8.3	4	50.0	4	33.3	1	8.3	4	33.3	1	8.3	6	50.0	2	16.7	3	25.0
Vocational	0	00.0	3	25.0	2	16.7	2	16.7	6	50.0	2	16.7	4	33.3	3	25.0	3	25.0
Psychological	1	8.3	3	25.0	4	33.3	4	33.3	4	33.3	0	00.0	4	33.3	4	33.3	5	41.7
Personal	0	00.0	1	8.3	5	41.0	1	8.3	2	16.7	1	8.3	7	58.3	3	25.0	7	58.3
Moral/social	1	8.3	4	33.3	3	25.0	2	16.7	1	8.3	1	8.3	4	33.3	4	33.3	7	58.3
Health	1	8.3	4	33.3	4	33.3	7	58.3	2	16.7	0	00.0	2	16.7	4	33.3	7	58.3

The table presents the results of challenges faced in the different areas of counselling. Table 4.8 presented the challenges related to management of G/C in schools. The results presented in Table 4.8 show that the main challenges facing the guidance and counselling departments in the schools are limited fund to organise counselling services, limited time for planned activities, lack of adequate facilities and material resources for counselling and students' reluctance to seek guidance and counselling.

It has been found that guidance and counselling has not been effective in secondary schools because of the time allocated for the activity. Most of the school activities run between 7.00am to 5.00pm. This time limit affects guidance and counselling activities in secondary schools. At the same time, the teachers have a large workload meaning they lack time to attend to the students. In most schools, there is little budgetary allocation for guidance and counselling. In fact, areas such games have vote heads, but guidance and counselling normally has no vote head and has to rely on funds from tuition to purchase resources. This means that most guidance and counselling departments in schools lack even basic resource materials for effective operation. Finally, students themselves are a big hindrance to guidance and counselling. Most students rarely seek guidance and it is often presumed that only indisciplined students should seek guidance and counselling. This makes it difficult for teacher counsellors to assist the students.

4.11 Feedback channels from the activities and services rendered by guidance and counselling department

The instruments also sought to establish how the guidance and counselling departments in the schools get their feedback from the activities and services they render to students. The results of the findings are summarized and presented in Table 4.9

Table 4.9: Feedback channels from the activities and services rendered by guidance and counselling department

Table 4.9: Feedback channels from the activities and services rendered by guidance and counselling department

Channel	n	%
Change in student behavior	10	83.3
Change in student attitude	10	83.3
Written responses from students	6	50.0
Better academic performance	8	66.7
Better career choices	4	33.3
Report from parents/guardian	9	75.0

According to the findings in table 4.9, the main feedback channels from the activities and services rendered by guidance and counselling department are change in student behaviour, change in student attitude, report from parents/guardian and better academic performance. The essence of guidance and counselling is to change the individual for the better, and therefore the best feedback is the change noted from the individual. The change is therefore a good indication that the guidance and counselling has been effective. It is therefore encouraging to note that the main source of feedback for the teacher counsellors is behaviour modification and attitude of the student.

4.12 Attempted solutions to the challenges faced by guidance and counseling department

This section presents the results on the attempted solutions to the challenges faced by guidance and counseling department. Table 4.10 gives a summary of the results of the findings.

Table 4.10: Attempted solutions to the challenges faced by guidance and counseling department

Attempted solutions	n	%
Encouraging other teachers to get involved in guidance and counseling	7	58.3
Convincing the school administration to sponsor teachers for in-service training or seminars in guidance and counseling	6	50.0
Educate students on the importance of seeking guidance and counseling	6	50.0
Requesting for an office for guidance and counseling	2	16.7
Involving parents and other stakeholders in guidance and counseling	4	33.3
Prescribing referral services	1	8.3
Acquiring relevant resource materials for guidance counseling	2	16.7
Setting aside more time for guidance and counseling	1	8.3
Keeping personal orientation inventory for all the students	2	16.7

According to the results in table 4.10, guidance and counselling departments in the schools have attempted to solve the challenges they face by encouraging other teachers to get involved in guidance and counseling, talking to the school administration to sponsor teachers for in-service training or seminars in guidance and counselling and educating students on the importance of seeking guidance and counselling.

The suggestion on involvement of all teachers originates from the problem of too much workload the guidance and counselling teachers have and the fact that the

success of guidance and counselling depends on the efforts of everyone. Equally important is that teachers need the right skills in guidance and counselling and thus they need to attend in service training and seminars to acquire these skills. Finally, guidance and counselling can only be effective when the client accepts to be assisted. This means that the students not only need to be guided and counselled in problems they are likely to face or they face but first and foremost on the importance of seeking guidance and counselling services.

4.13 Recommendations on how to improve guidance and counselling department in secondary schools

Finally, this section presents the results on the recommendations on how to improve guidance and counselling departments in secondary schools. Table 4.11 gives a summary of the results of the findings.

Table 4.11: Recommendations on how to improve guidance and counseling department in secondary schools

Recommendations	n	%
Teacher counselors should be given less workload	7	58.3
Teachers should be sponsored for in-service training in guidance and counseling	10	83.3
Enough time should be set aside for guidance and counseling	2	16.7
Parents and other stakeholders should be more involved in guidance and counseling	2	16.7
Provide more financial support for guidance and counseling	3	25.0
Each school should have an office fro guidance and counseling	1	8.3
Professional counselors should be posted to schools	4	33.3
Peer counselors should be trained to make them more effective	6	50.0

From table 4.11 it can be observed that majority of the respondents recommend that teachers should be sponsored for in-service training in guidance and counseling, teacher counselors should be given less workload and that peer counsellors should be trained to make them more effective.

5.1 Introduction

The study set out to investigate the effectiveness of the current management of guidance and counseling in secondary schools in the Province. In this chapter, an overview of the study is provided. A summary, covering the main findings of the study, is also presented.

5.2 Summary

It is clear that in all schools there is a need for guidance services. It is also clear that the majority of the schools do not have a formal guidance program. The majority of the schools do have a formal guidance program, but it is not clear how effective it is. The majority of the schools do have a formal guidance program, but it is not clear how effective it is. The majority of the schools do have a formal guidance program, but it is not clear how effective it is. This shows that the way the guidance work is done in different departments are organized in the schools is not always dependent on their operations.

It is clear that the departments in schools should provide personal, educational and social G.C. The number may be distributed in such a way as to provide a balance

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS, CONCLUSIONS

5.1 Introduction

The study set out to investigate the problems/challenges faced by schools in management of guidance and counselling department in Kisii District, Nyanza Province. In this chapter, the major finding of the study are discussed and interpreted. A summary, conclusion and recommendations based on the findings are also presented.

5.2 Summary

It is clear that in all schools there is a G/C department which is managed by an HoD. The counselling committee in the schools assists the HoDs. However, those in-charge of the departments, contrary to the expectations are mainly handpicked by the school administration. This situation has sometimes meant that the school principals appoint their stooges to the position, a fact that leads to the inability of the department to operate independently. It also creates a lot of bureaucracy since the principal influences and controls the decisions of the guidance and counselling department. This shows that the way the guidance and counselling departments are organized in the schools make them less dependent in their operations.

It is clear that G/C departments in schools mainly provide personal, educational and social G/C. The biasness may be attributed to lack of specialised skills to handle

other aspects of G/C. The objectives revolve around personal development of the students. Being adolescent they require a lot of guidance in order to live positively within the society. This focus concurs with the recommendations of Nasibi (2003) who reported that the main objectives of G/C in schools should help students to understand themselves, their abilities and to cultivate good moral values. Fontana (1995) states that counselling should aim at helping students to sort their problems within a proper context, recognise and understand the important variables associated with these problems.

The main activities organised by G/C departments in schools include inviting guest speakers to talk to the students in groups individual counselling as well as giving lectures. The G/C teachers indicated that students portray improved self-esteem, change in behaviour, better career choices, changed attitudes and positive relationship with others. The G/C departments have challenges that hinder their effectiveness which range from inadequate facilities, ignorance and untrained personnel. It has been depicted that teacher counsellors get their feedback through observance of student's change in behaviour and attitude.

5.3 Recommendations

The central idea of this study was to identify problems/challenges that G/C departments in schools face. Guidance and counselling requires that the shortfalls in the services be identified and remedies found to make it effective. According to the findings, the following recommendations are made.

- i) The T.S.C should ensure that in every school a teacher counsellor is posted to head the department. This will enable the independence of the department and make it more objective.
- ii) The MoEST should embark on sponsoring teachers for specialised G/C courses and ensure that TSC strives to post professionally qualified counsellors to schools
- iii) MoEST should come up with the policy that requires schools to have specific vote head for G/C department in order to alleviate problems that emanate from lack of funds and facilities.
- iv) Open forums should be organised by the schools in liaison with G/C department to educate on the importance of seeking G/C.
- v) TSC should set a specific number of teaching workload, teacher counsellors should be given and ensure that this is adhered to.

5.4 Conclusions

This study was designed to investigate the problems/challenges faced by schools in management of guidance and counselling department. The findings show that:

- Most heads of guidance and counselling in the schools are school appointed
- Teacher counsellors have right academic qualifications, but lack professional qualification on guidance and counselling
- The main aspects of guidance and counselling handled in the schools are personal, educational and social and moral counselling
- The main objectives of guidance and counselling in the schools are to educate students on realities of life, help students to face challenges in life, cultivate

good moral values on the students, make students aware of dangers of careless sexual behaviour and to boost their self-esteem.

- The main activities of the guidance and counselling in the schools are inviting guest speakers, providing individual counselling, organizing peer counseling and presenting films and videos on topical issues.
- The major expected outcomes of guidance and counselling in the schools are improved self-esteem, change of behavior, students are able to make correct career choices and all-round students who can fit in the society
- The main challenges facing guidance and counselling are limited or lack of funds, students' reluctance to seek guidance and counselling, lack of professional trained guidance and counselling personnel and limited time for planned activities.
- The major suggested solutions to the challenges are encouraging all teachers to get involved in guidance and counselling, in-servicing teachers in guidance and counselling and educating students to seek guidance and counselling

5.5 Suggestions for Further Research

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

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APPENDIX 1

GUIDANCE AND COUNSELLING MANAGEMENT QUESTIONNAIRE IN SECONDARY SCHOOLS FOR TEACHER/COUNSELLORS IN KISHI DISTRICT

PURPOSE: To investigate the problems/challenges faced by schools in the management of guidance and counselling departments.

INSTRUCTIONS: This questionnaire has three parts;

Part A deals with the school profile,

Part B deals with personal information of the teacher/counselor and

Part C deals with G/C management in the school

Please respond to the various items as honestly and accurately as possible. All responses given will be treated with confidentiality solely for the study. Feel free to give the most applicable response as concerns your school.

Tick in the appropriate bracket () or fill in the blank spaces provided. WELCOME

PART A

BACKGROUND OF THE SCHOOL

1. Category of your school

a. Public ()

b. Private ()

2. Type of school

- a. Girls boarding ()
- b. Boys boarding ()
- c. Mixed boarding; I) Public () II) Private ()
- d. Mixed day; I) Public II) Private ()

3. Population of school

- a. <100 students ()
- b. 101 – 200 students ()
- c. 201 – 300 students ()
- d. 301 – 400 students ()
- e. Over 400 students ()

PART B

B) BACKGROUND OF TEACHER / COUNSELOR

4. Age:

- a. <30 years old ()
- b. 31-40 years old ()
- c. 41 – 50 years old ()

5. Gender

- a. Female ()
- b. Male ()

6. Marital status

- a. Single ()
- b. Married ()
- c. Divorced ()

7. Your highest academic qualification

- a. SI ()
- b. Diploma in Ed. ()
- c. Degree in Ed ()
- d. M.ed in Ed(psychology/G/C) ()

Other,

specify.....

8. Teaching experience

- a. <1 year ()
- b. 1-5 yrs ()
- c. 6-10 yrs ()
- d. Over 10 yrs ()

9. How long have you been in you current station?

- a. 0-5 yrs ()
- b. 1 – 5 yrs()
- c. 6 – 10 yrs ()
- d. Over 10 yrs

10. Subjects taught

- a.
- b.

11. Do you have any training in guidance and counselling?

- a. Yes ()
- b. No ()

If yes, please specify

SECTION B

GUIDANCE AND COUNSELLING DEPARTMENT

1. Do you have a guidance and counselling department in your school?

- i) Yes ()
- ii) No ()

2. Who is in charge of the department in your school?

- a) ATSC appointed HOD ()
- b) School appointed HOD ()
- c) G/C counselor ()
- d) None ()

3. Do you have G/C committee

- i) Yes ()
- ii) No ()

4. What aspects of G/C do you offer in your school?

- a. Education G/C ()
- b. Vocational G/C ()
- c. Psychological G/C ()
- d. Personal G/C ()
- e. Social/ moral G/C ()

5. What are the objectives of the G/C in your school?

- i).....
- ii).....

6. What activities are organized by the G/C department for;

- a) Objective (i)
- b) Objective (ii)

c) Objective (iii)

7. What are the expected outcomes of the G/C in your school?

.....

In the following table TICK appropriate boxes as concerns G/C in your school

8. What are the activities undertaken in order to accomplish the objectives in the said aspects of G/C in your school?

Guidance and counselling activities in schools

Areas of G/C in school	Peer counseling	Individual counselling	Group counselling	Parent-student counselling	Lectures/ Talks
Educational counselling					
Vocational counselling					
Psychological counselling					
Personal counselling					
Moral/social counselling					
Health counselling					

9. How are the said activities organized in your school for:

a. Educational

G/C.....

b. Vocational G/C.....

c. Psychological G/C.....

d. Personal G/C.....

e. Social/Moral G/C.....

10. Where are these sessions held?

Open grounds ()

S

Classrooms ()

G/C office ()

Head teacher/D/HT's office ()

In the following question, fill the table provided with letters A, B, C, D, E, F, G, H as corresponds to the problem/challenge experienced in the area of G/C in your school situation.

11. What problems or challenges do you face in the various areas of G/C in your school?

- a. Lack of cooperation from the school administration ()
- b. Lack of / limited fund to organize for the activities ()
- c. Student ignorance of services provide ()
- d. Lack of trained personnel ()
- e. Lack of adequate facilities and material resources for G/C ()
- f. Uncoperation from fellow teachers ()
- g. Limited time for the planned activities ()
- h. Lack of involvement from other stakeholders e.g. Parents/guardians, Religious leaders, community etc ()
- i. Students reluctance to seek G/C services ()

Areas of G/C in schools	A	B	C	D	E	F	G	H	I
Educational G/C									
Vocational G/C									
Psychological G/C									
Moral/Social G/C									
Health G/C									

12. How have you attempted to manage/ solve the problems?.....

.....

13. How are the G/C programs implemented in your school?.....

.....

14. Who directs these G/C programs?.....

.....

15. How do you evaluate / or get feedback for the programs offered in your school?

- a. Change in student behaviour ()
- b. Change in student attitude ()
- c. Written responses from students ()
- d. Better academic performance ()
- e. Better career choices ()
- f. Report from parents/guardian ()

16. What recommendations would you offered in terms of improving G/C departments in secondary schools?.....

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THANK YOU FOR TAKING TIME TO RESPOND TO THE QUESTIONS.

GOD BLESS YOU.