

ASSESSMENT OF COUNSELLING NEEDS AMONG HIGH
SCHOOL STUDENTS IN NYAMIRA DIVISION,
NYAMIRA DISTRICT, KENYA

BY
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E55/6517/2003

A PROJECT SUBMITTED TO THE DEPARTMENT OF
PSYCHOLOGY IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR MASTER OF ARTS
(COUNSELING PSYCHOLOGY)

DEGREE OF KENYATTA UNIVERSITY

2005

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Assessment of
counselling needs



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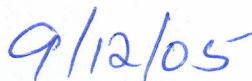
This research project is my original work and has not been presented for a degree in any other university.

DECLARATION

This work is dedicated to my beloved children
Caleb, Mwangi, and Jonathan

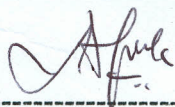


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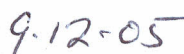


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This research project has been submitted for examination with my approval as university supervisor.



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DATE

ACKNOWLEDGEMENT

I am indebted to many people and institutions that have made an immense and valuable contribution towards the completion of this project.

I am very much grateful to my supervisor professor Nwoye for his tireless, encouragement and guidance and without whom this work could not have been completed.

My gratitudes also go to several head teachers, counsellors and students in various institutions that spared time to grant me interviews and respond to questionnaires, which made the work successful.

Special thanks also go to Mr. Danivas Nyaribo and Mrs. Hellen Kemunto who were my guardians from primary level to university, without whose efforts in mentoring me, I couldn't have achieved all these. Their spirit of encouragement, moral, spiritual and financial support is all contributions I am unable to forget that laid a firm foundation to my life.

My family has been very much supportive throughout. My wife's patience and perseverance has been of great help who a long side me was pursuing a similar degree course. My children whom I missed a lot and lacked their father's love and care during my studies also receive my grand gratitude

I am thankful too to my late mother Rebecca Mwangi for her love, care and determination that I also achieve what education could offer.

My thanks also go to Mr. D. Akunga for helping me in preparation of the final copy and Ann for typing the preliminary draft of this work as well as Clamson and Esther Mutua who typed the final draft and Sammy Abaya for helping me proof read the work. Not to forget Mr. Obare, Maronga and Duke that gave me humble time and friendly atmosphere as roommates as I spent time working on this project. God bless you all.

While all these people played significant roles towards completion of this work, I am solely responsible for any weaknesses that may be manifest in this project.

ABSTRACT

The current study was carried out to explore and assess the counselling needs of high school students in Nyamira Division, Nyamira District, Kenya. The chief aim was to classify the categories of problems that are faced by these students and the strengths or limitations designed to meet them.

The current study was designed to assess the counselling needs of high school students. The research was designed to find out the types of counselling needs high school students had and the extent the counselling services in the school managed to attend to these needs. Seven mixed secondary schools were selected using random sampling and one single sex girls school was purposively selected. 80 students were randomly selected who took part in the study. The study sample also included 8 teacher counselors and 8 head teachers in the schools studied. The researcher employed a survey descriptive research design and made use of the questionnaires, interview schedule and an observation checklist to collect data.

The findings show that indeed high school students had counselling needs that ranged from family to personal problems. It was also established that although all schools had counselling rooms and some resource materials, these were rarely utilized in most cases to meet the students' needs.

The implications of these findings were examined and recommendations were made to improve the counselling services in schools.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

For centuries, counseling has been going on in society. Thus, counseling, possibly in different forms and with different interpretations, has existed in societies for a long time. In the actual sense therefore, there has been and there still is the deeply embedded conviction that under proper conditions, some people can help others manage the distressing problems of life.

Mwangi (1991) and Kebaya (1987), support this view by saying that as long as human beings have existed, individuals have been faced with problems and there are periods of time in life when self efforts at personal, emotional, social, educational and vocational problem solving and mental health activities fail. There are times in life when the help of even non-professionals such as friends fail.

In such periods therefore, the need for professional assistance becomes inevitable. People, through the ages, have sought themselves, offered counsel and aid to develop their potential. They have strived to make themselves aware of upcoming opportunities in life, and in general, assist themselves in ways that are today associated with formal counseling. Some people can help others find ways of dealing with, solving, or transcending problematic situations. In this case, helping should enhance people to break the chains and manage life situations effectively.

At all times, in all societies, people have experienced emotional or psychological distress and behaviour problems. In most cultures, there have been well established methods of assisting individuals with problems. Before the development of modern counselling, Africans had their own style of counselling individuals with deviant behaviours and other societal problems. Consequently, counseling ensured the preservation of the society, its moral fibre, obligations, respectability and continuation of a stable community. This was possible because various communities had comprehensive counseling systems.

People displaying deviant social, intellectual or psychological behaviour, were counseled to avert disintegration of ones personality and the resultant violence, madness, schizophrenia, suicide, homicide among others. Counselling was often done subtly through song, riddles, poems, or discussion though sometimes it involved verbal confrontation. The wisdom provided by elderly men and women was part of the counseling function of the family and society especially to the young boys and girls. Advice giving was a common method of providing help to the other people for a long time across all cultures. Wisdom was passed through proverbs and folktales. The need for counseling was identified by either the client or community members concerning counseling needs.

The purpose was always to equip the client with the ability to solve problems and take independent decisions. In cases where deviant behaviour persisted, one would get ostracized from the community. While in some communities, this involved curses and complete isolation of the individual from others. Although this was a painful decision

taken upon an individual, this was so when all else failed. Counsellors traditional societies were people of high integrity with respect and trusted by all.

reaching consequences including strikes, arson, drug and substance

In traditional African Society, more emphasis was put up on the counseling needs of the adolescents to arrest any deviant behaviour. This was a prime stage of development in an individual that marked transition from childhood to adulthood. Initiation ceremonies and the period after the actual initiation were used for intensive counselling by many communities. Counselling enhanced character modeling, morality, responsible adulthood, the dignity of labour and sense of belongingness. Today with the coming up of the modern society and gradual disintegration of the traditional society, it is no longer possible to provide similar services in the capacity of traditional values. Thus arises the need for modern, more professional counselling to address and identify the counselling needs among students upon which the researcher has based his study.

problems arise during this period our depend, their future

Due to social and economic change over the years, management of our lives has been altered in particular, not all the wisdom transmitted from traditional cultures of the past can effectively challenge the modern times. This means that effective counselling in our high schools has thus, become extremely important. The whole of humanity need to be fully guided and counseled including our boys and girls in our schools concerning important issues in their lives such as; finding identity and recognition, morality, relationships, premarital sex, drug and substance abuse, HIV/AIDS, vocation aspiration and academic endeavors. These are counselling needs among high school students that need attention.

If not attended to, the student's actions are manifested in maladjusted behaviours with far reaching consequences including strikes, arson, drug and substance abuse, unwanted pregnancies and abortions, school dropouts, bullying and other indiscipline cases as experienced in some schools today. Most students in high schools are at the age of adolescence which psychologists term as the "... Period of storm and stress" Stanley Hall quoted in Garrison (1965). It is a stage characterized by rapid changes as Lambert et al (1979) says "probably no stage of life is characterized by stronger and more rapidly changing manifestation of emotionality than the period of adolescence." These are the changes which eventually cause problems to the individual youth if not well counselled.

These changes cause confusion and restlessness to the adolescent (Anyona, 1989). Nyanjom, (1985) observes that this confusion and restlessness lead to some other problems since during this period one depends from hither-to- known ways of behaviour identified with him/her to a more disturbing manner of behaviour. For this reason, Stefflere in Wanjohi, (1990) emphasizes counselling services of a professional counselor in schools. According to research done in Kenyan schools, student unrest, drug abuse, teenage pregnancies, school dropouts, truancy, general indiscipline and poor educational career choices continue to be displayed by students.

Anyona (1989) notes that breakdown in communication between students and teachers is a serious factor that hinders effective educational and vocational guidance and counselling services in schools. Tumuti (1985) says that this came out clearly as students

indicated fear of the teachers therefore holding information about their needs. Scholars such as kochar (1984), has outlined the various expected roles of guidance and counselling in schools. He says that these units should help students clarify their goals and values by strengthening their interests and aspirations to be able to adjust to social norms.

Mwamenda (1995) argues that the effectiveness of any guidance and counselling units will depend on the success of the counselor in assisting students to resolve their counselling needs which will determine the quality of students the school system will produce who in turn will contribute to national and economic development of their country. To meet the counselling needs among students, establishment of counselling services in schools becomes a matter of urgency where they can manage to explore their physiological, psychological, vocational and social needs. Ayieko (1988), in her study justified the use of guidance and counselling as a method of solving discipline counselling needs by pointing out that counselling makes students feel closer to the teacher thereby establishing a friendly relationship. It enables the teacher to get to the root of the problem and therefore it has long lasting effect and the client student has the freedom to take and realize the counselling of his/her disobedience. Guidance and counselling is reported to be the most preferred and most effective method of maintaining discipline in the school as compared to the use of corporal punishment, suspension and expulsion.

As it can be observed, student counselling needs are diverse and complex which need to be attended to if our youths can be well prepared for their future life. In this way, their maladjusted behaviours can be averted especially in this period when the world is faced with economic and social constraints. Parent's advice and counsel may become handy and vital in such periods but some counselling needs may be very complicated and parents/guardian may be handicapped to give the necessary assistance. It is in such periods that the services of a professional counselor become vital and necessary. In essence, parents may not be readily available to help their children grow with a clear distinction between what is moral and immoral. Since much of the time is spent in school where counselling should be intensified. It is in the light of this background therefore that the researcher intends to carry out an assessment of counselling needs among high school students in Nyamira Division of Nyamira District.

1.2 Statement of the problem

It is true that high school students suffer from physiological, psychological, social, educational and vocational problems which need to be addressed. Coleman (1965) observed that teenagers know more about the world, more about sex and have the opportunity to learn both academic and non-academic matters outside the school. Exposure to radios, T.V, movies and books is making them wiser in ways of the world than the children of an earlier age.

Among the researches done concerning administrative tasks and administrative problems facing schools, most of it has looked at the challenges faced by the students and have recommended counselling as the most preferred method to alleviate these problems especially discipline cases. Prevalent problems high school students experience reveal the magnitude of the counselling needs among these students that need attention.

Some of these problems have resulted to constant student unrests, strikes and arson in schools at least every year. In certain instances, a lot of school property has been destroyed, loss of lives and closure of some schools. Worst examples among these, happened at St. Kizito Mixed Secondary School in Meru on 13/07/ 1991 where male students invaded girls dormitories and raped several girls leaving 19 dead out of suffocation and rape while others were seriously injured, and the 2001 Kyanguli Secondary School arsonist attack by fellow students where 68 students were burnt to death and others injured, property destroyed and the school closed.

However in such cases, the government selects a committee to investigate root causes, not much has been done to implement some of the recommendations which in most cases include the need to attend to student counselling needs in schools. Instead much emphasis is put on academic excellence which puts a lot of pressure on the students, teachers and even parents in meeting the cost of maintaining them in schools. These pressures make many of them turn violent as a sign of disobedience to academic demands. Therefore, unless there is counselling services in the schools to control student's anxieties, they easily resort to misconducts by breaking rules.

On the other hand, it is interesting to note that researchers at different periods and using different samples have come up with research findings which showed students having somewhat negative attitudes towards counselling services in their respective schools (Gitonga 1999, Kombo 1998, Wanjohi 1990). Despite these negative attitudes exhibited by the students towards counselling, it is still stressed that counselling services are critically needed by the students to some of their counselling needs.

The present study is therefore meant to assess the kinds of these counseling needs students had and the extent the counseling services were utilized in offering help to students with these needs.

1.3 Purpose of the study

The task of this study was to assess counseling needs among high school students in Nyamira Division, Nyamira district. The aim was to examine the existence of counselling services in handling student counselling needs in secondary schools. The study was also aimed at finding out:

- i. Role expectations and competence of the school counselor.
- ii. The degree of support received from stakeholders in attending to students' counseling needs.
- iii. The problems teacher counselors faced and how they solved them.

1.4 Significance of the study

The significance of this study therefore was to provide new information on which useful decisions regarding students counselling needs will be met through counselling programmes in schools. It will help the schools under study, to discover areas where counselling services have not been effectively offered and this will help them to improve on provision of counselling services in tackling student counselling needs.

It will also be useful to the Ministry of Education to plan and ensure that each school has a professional counselor to attend to student needs in the schools. It will help resolve the many challenges and problems facing students in secondary schools once they are aware of their rights to counselling services as they go through the questionnaire. In this way many will volunteer for counselling services.

An assessment of the depth of provision of counselling services and the subsequent corrections in the area of ineffectiveness will enhance discipline in the school and as a result producing a conducive learning environment and an end to destruction of property and loss of lives.

The study will enable the school administrators to accept the student as an individual and in co-operation with the counselling department, individual counselling needs will be realized and in this way the student will experience his/her self esteem hence promoting

their academic interest instead of forcing them repeat classes in which eventually lead to school dropouts.

1.4 Research objectives

The study will act as an ignition to the counsellors to develop more interest in searching for further relevant knowledge in form of materials and training for them to be effective counselors in schools. Recommendations will also be made to all stakeholders regarding better ways of implementing counselling programmes in schools for better results. The study will assist education administration and curriculum developers to come up with a curriculum that emphasizes on counselling to curb the increasing number of counselling need cases in schools. It will also add to the pool of knowledge which is more vital to the present and future scholars.

1.5 Research questions

The study was guided by the following research question:

- i. What counseling needs do students have that require the need for counseling?
- ii. What is the role expectations and competence of the school counselor?
- iii. What type of counseling services are offered and to what extent are the counseling resources utilized?
- iv. What degree of support is received from stakeholders in attending to the students' counseling needs?
- v. What is the degree of effectiveness of counseling to some of the students' counseling needs?

- vi. What are some of the problems teacher counselors face and how are they solving them?

1.6 Research objectives

The research was based on the following objectives:

- i. To identify the counseling needs students have that require counseling.
- ii. To find out the role expectations and competence of the school counselor.
- iii. To find out the type of counseling services offered and the extent counseling resources are utilized.
- iv. To investigate the degree of support received from stakeholders in attending to students' counseling needs.
- v. To investigate the degree of effectiveness of counseling to some of the students' counseling needs.
- vi. To find out some of the problems teacher counselors face and how they solve them.

1.7 Assumptions of the study

In carrying out the study, the researcher made the following assumptions:

- a) That counselling is provided in every secondary school and is supported by the Ministry of Education, head teachers and other stakeholders in the schools.
- b) That high school students have counselling needs/problems that require attention.
- c) Students counselling needs/ problems are attended to through counselling in the schools.

- d) That counselors play their roles as competent counselors.
- e) Teachers Service Commission (T.S.C) appoints a qualified counsellor to carry out the counseling task.
- f) The Ministry of Education is aware of the importance of counselling programmes in schools and makes effort to ensure its practice.
- g) Counselling service is a continuous process in the development of a child hence the parent, teacher and the community as a whole cooperatively enhance this in attending counselling needs of students.

1.8 Scope and delimitations of the study

The study will be conducted in Nyamira Division, Nyamira District, Nyanza Province, Kenya. It will include only public schools in Nyamira division because private schools are in most cases sensitive concerning any negative findings relating to their schools and therefore are avoided.

Ideally it would be appropriate to include all secondary schools in Nyamira division in this study. But because of financial constraints and limited time within which this study is to be completed, this will not be possible. The researcher will therefore limit himself to eight schools; one single sex girls school purposively selected as it is the only girls school in the area and seven mixed secondary schools. The study will further be limited to form three class in these secondary schools since they have been in secondary school longer compared to form one and two hence may have more experience with secondary school

life as regards student counselling needs. Form four class can not be included because they are busy preparing for their forth coming examination.

Findings of this study may be generalized to all secondary schools in Kenya with similar status. The study will be based on assessment of counselling needs among high school students. In addition, the study will also focus on the qualities required of counselling services carried out to meet student needs; ways in which proper counselling has led to indiscipline in schools; the extent of support of counselling by the school administration and other stake holders. The study will also come up with proposals that can be used to meet counselling needs among high school students.

1.9 Definitions of operational terms

The following terms are given operational meanings for the purpose of this study;

Adolescent: Refer to one who is undergoing the development transition from childhood to adulthood

Attitude: Refers to positive or negative predisposition to think, feel, perceive and behave in a certain way towards a given situation

Client: Refer to a student who seeks counselling services

Counsellor: Refer to any person officially recognized and works in a secondary school, concerned with and accepting the responsibility of assisting students on their needs and problems.

Counselling: A relationship in which counselors assist clients to understand themselves and their problems better.

Career Counselling: A process which enables people to recognize and utilize their resources to make career-related decisions to manage career-related problems.

Counselling need: A need is defined as an internal state that results from lack of something necessary for one's well-being. Counselling needs are students problems or concerns, which calls for counselling Intervention.

2.1 Theoretical Framework

This section discusses the theoretical framework and its various theories will be reviewed:

- (i) Multisystemic theory
- (ii) Maslow's hierarchy of needs theory
- (iii) Social learning theory
- (iv) Behavioural counselling theory (operant conditioning theory)

2.1.1 Multisystemic Theory

Multisystemic counselling theory is an eclectic approach which uses various techniques selected on the basis of empirical evidence and theoretical considerations. The approach is credited to Arnold A.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains a review of related literature. The chapter is divided into three sections, namely:

- i. Statement of theoretical framework
- ii. Concept of counselling and historical background to counselling in Kenya.
- iii. Related studies
- iv. Summary of the review and research hypothesis.

2.2 Theoretical Framework

This section discusses the theoretical framework and its relevance to the Study. Four theories will be reviewed:

- (i) Multimodal theory.
- (ii) Maslow's hierarchy of needs theory.
- (iii) Social learning theory.
- (iv) Behavioural counselling theory (operant conditioning theory)

2.2.1 Multimodal Theory

Multimodal counselling theory is an eclectic approach which uses a wide range of techniques selected on the basis of empirical evidence and client need rather than theoretical predisposition. The approach is credited to Arnold A Lazarus (1989) a

clinical psychologist, in response to the constraints of traditional behaviour therapy. Multimodal counselling rests heavily on multimodal assessment to choose the most appropriate treatment techniques for particular clients with their unique psychological profiles and circumstances (Nelson – Jones, 1995). Lazarus argued that clients needs are often better served if counselors work in multimodal rather than unimodal or bimodal fashions. The counselor in this approach, is an authentic chameleon who varies the style of the counselling relationship to provide goodness – to – fit with individual clients.

The Multimodal counselling approach is basically a social cognitive learning theory without being shackled to it. Hence technical eclectics mainly use cognitive – behavioural ideas and techniques. Since, as Nelson – Jones (1995) reports, multimodal counselling has been used as a framework for career counselling, it is deemed applicable to this study which sought to assess the counselling needs of students. It also applies to organizational setups which houses people with diverse backgrounds and problems where schools are among such organizations housing students with diverse backgrounds and problems in need of help.

2.2.2 Maslow's need hierarchy theory

Abraham Maslow, a psychologist in 1950, developed this theory. The theory focuses openly on the dignity and worth of individuals. It proposes that individuals have a positive capacity to improve the quality of their lives through counselling. This implies that even at secondary schools levels, the theory applies to students as those who can use

counselling to improve their capacity to maintain their dignity and worth, and in that way enhance the quality of their lives.

Maslow arranged human needs in a form of a pyramid according to importance. He identifies two categories of needs (physiological & psychological needs). Physiological needs such as food, shelter, clothes (hunger and thirst) was at the base followed by psychological needs like safety, belongingness, self esteem and self actualization was placed at the peak. Physiological needs are basic and must be satisfied first before one thinks of psychological needs[Maslow (1962), in Richard Nelson Jones (2001)].

Many people including aspiring counsellors and therapists seek to help others out of deficiency rather than growth motivation (Maslow, 1962). As a general rule, the more people possess effective life skills for dealing with their own problems and problem situations, the more energy interest they can spare for cultivating the happiness and alleviating the suffering of others. Counselling in educational institutions should focus on meeting the needs of the students in this order i.e. their needs should be made in the ladder to self actualization in an attempt to enable them become the best person they can be and lead satisfactory lives.

In most cases, students being at the stage of adolescence, suffer more from psychological needs for example boys and girls may tend to become emotional, feel high, strong, develop facts and fetishes, if not suitably helped to outline them, may become emotionally crippled. Therefore, each student must be helped to adjust him/her self to the

World of his/her academic work and its demands by developing desirable curricular interests and worthy of life goals, cultivating efficient work habits, sound study habits, foster interpersonal relations, securing satisfactory mental health and acquiring a high sense of moral.

2.2.3 Social Learning Cognitive Theory

This theory covers all learning that occurs in a social situation. Its most prominent theorist is the psychologist, Albert Bandura. Bandura is listed among the major behavioral theorists. He attributes much more influence to human agency, observational learning and perceived self-efficacy. His theory acknowledges both the social contribution to how people think and the importance of cognitive process to motivation, emotions and actions.

2.2.4 Behavioural Counselling Theory

The theory emphasizes “the inner person” who is able to analyze events and make decisions before a response is given. In order to survive, Bandura says, we imitate directly the activities of those around us; takes ‘social learning’ The two main modes of learning are observational learning (learning by watching) and enactive learning (learning by doing). This means that much of our behaviour is acquired by observational learning by watching others and deciding what to imitate. For example, from the parent, a child learns speech patterns, personal habits, and how to react to other people. In other words, the child observes and then patterns behaviour after that of the important people in his/her life (Bandura & Walters, 1963 in McMahon & McMahon, 1960). Social learning

according to Bandura's theory can occur by exposure and imitation alone in a social situation. Observational learning involves four main processes: attention, retention, production and motivation.

This theory is relevant to the study as it attempts to explain the learning process of an individual. In a school setting, the environment i.e. the social environment determines the behaviours of students either for good or bad. The social environment here includes school counselors, the peer groups, teachers, and administrators among others. Students are influenced by the actions and thoughts of others which may negatively or positively interfere with the cognitive capacity of the said students. In this way, counselling becomes central in helping the students to be careful in what they observe and the actions they form in relation to the consequences involved. Modeling good behaviours means the student will develop similar behaviours.

2.2.4 Behavioural Counselling Theory

(Operant Conditioning Theory)

Psychologist B.F. Skinner is best known for his work with the operant conditioning theory. He believed that how we turn out in life is the result of what we learn from all the operations we make over the years (Skinner, 1990, in McMahan and McMahan, 1960).

He says that, if our actions result in people getting angry and disliking us, we are being operantly conditioned to believe that the world is a dangerous and threatening place. If the environment rewards us when we re-form certain acts, then we tend to repeat them.

Thus, if you study hard, do a good job on a paper, and get a note of praise, you will tend

to study hard and do a good job again; if you get a nasty note on your paper even though you have done well, you will lose your desire to repeat these actions.

In this case, according to Skinner, reinforcement is an important ingredient in operant conditioning. It is something that follows a response and strengthens our tendency to repeat that response in the future. This applies in learning situations whereby when something/an action is reinforced, it is made stronger. This can be positive or negative reinforcement. In a school situation, if the environment is conducive, proper learning will take place but if it is not, then it means wrong learning will take place hence wrong behaviours will be experienced as a counselling need and the counsellors' role will be to break the wrong behaviour through behaviour modification that will bring about the extinction of the unwanted behaviour followed by a re-learning of appropriate behaviour through positive reinforcement.

2.3 The concept of Counselling

2.3.1 Meaning of Counselling

There is no single universally accepted definition of counselling. This is because some definitions are very broad while others are specific and technical. Hansen, Stevic and Wamen (1982) point out that counselling is a word that every one seems to understand, but it is quite apparent that no two people understand it in exactly the same way. Thus different people understand it differently. Counselling, according to Rogers (1951), quoted in Tattum (1986) means; a living process which depends on the development of a relationship between people which is sufficiently supportive to enable one of these

people (student as the client) to explore aspects of his/her life more freely and to arrive possibly at more adequate ways of coping.

Considering Tattum's conceptualization, counselling is a dialogue between someone who has a problem and someone with special knowledge who can help in understanding of the problem. It is concerned with emotional disturbances and behavior problems. Counseling is usually initiated by the client and is personal, intimate, private and confidential. It does not mean to instruct nor is the counselor expected to express personal views and values to the client (Makinde, 1987).

It is the process through which a person (counselor) attempts to help another person in matters of self understanding, decision making and problem solving. It is a face to face encounter and its outcome is gradually dependent upon the quality of the counseling relationship (Pietrofesa et al 1978). It also means the process of interaction between a counselor and a client in a private setting where the former tries to help the latter to change his/her behavior in order to obtain a satisfactory resolution of needs (Pepinsky and Pepinsky, 1954).

Wrenn (1951) defines counselling as a dynamic and purposeful relationship between two people in which procedures vary with the nature of client's need but in which there is always mutual participation by the counselor and the client with the focus upon self clarification and self determination by the clients.

From the foregoing definitions, counselling is a process through which people are assisted to make choices. It is personal, intimate, private and confidential, and must be based upon knowledge about factors affecting individuals' behaviour and ability to help clients understand such factors by accepting to explore aspects of his/her life. Essentially, it should be more concerned with developing the client's own capacity for decision making and problem solving rather than handing over a client to already-made solutions.

2.3.2 Principles of counselling

Counselling is client-centered (Mutie and Ndambuki, 1999). This means that the interest and needs of the client comes first and not those of the counselor. The client should be allowed to set his/her own goals as the counselor plans a supportive role. A client should constantly move towards a great level of self acceptance and self understanding. The client should aim for the best in life and work for it by becoming more realistic and aware about their abilities and limitations. Thus the client should be helped to come out of their 'bias distorted perception' i.e. their negative attitude which may lead to self-destruction.

Accepting counselling on the part of the client leads to a greater level of honesty towards the self (Mutie and Ndambuki, 1999). This means that his/her self-concept becomes congruent with his/her experiences hence ability to harmonize ideal self with the real self. In essence counselling does not deal with giving advice, direction, information or instruction. It does not try to eradicate, prevent or control certain behaviours but rather aim at meeting the therapeutic needs of the individual through helping him/her to make decisions and plan for him/ herself.

2.3.3 Historical background of guidance and counselling services in Kenya

Guidance and counselling first emerged in America where it had developed in the organized educational systems. The appearance of school counselors in America in the mid-sixties arose as a result of depersonalization of teaching, which had arisen in the huge comprehensive schools due to the large number of children in the school.

The programme thus was designed as an integral and complimentary part of both public and private instruction geared towards educational, vocational and psychological needs of pupils in the American culture. As time went by, counselling spread to other countries of the world, Kenya included.

Counselling in Kenya developed fast before independence. The years soon following independence saw considerable expansion in both thought and action on guidance and counselling particularly in schools. Kilonzo(1980) notes that at the end of 1962 the Ministry of Labour in conjunction with the Ministry of Education decided on some ways to give vocational guidance with the help of career masters. In 1964, the Employment Service Department in the Ministry of Labour was strengthened in order to equip the service to implement as policy for the progressive introduction of vocational guidance.

The 1964/1970 Ford Foundation Consultant report on High Level Manpower Requirements and resources in Kenya, recommended that all career masters and school libraries be supplied with a comprehensive careers guide book (Kilonzo 1980).

In 1965, the Employment Service Department launched a careers advice programme aimed at helping secondary school pupils in the choice of their careers. The Employment Service was to provide careers information and to see to it that this information reached the pupils.

In August, 1965, vocational guidance pamphlets were issued to all career masters. A further pamphlet career's advice was issued to employers in September, 1965, outlining the guidance programme and seeking the participation of individual employers by their submission of job descriptions in their establishments and their indication of the ways in which they could facilitate the introduction of new careers to their industries. Job descriptions were obtained from 170 careers in public sector and issued to secondary schools.

In 1970, a career guidance handbook to aid secondary school leavers was produced and updated in 1971 by the Kenyanization of Personnel Bureau. A key step forward was the establishment of the guidance and counselling section in the Ministry of Education in 1971 which endeavored to improve and strengthen guidance and counselling in secondary schools through organizing seminars for head teachers and updating the guidance handbook in 1973 and 1977.

3. To serve as a model for the students of Kenya

The main objective of establishing Guidance and Counselling unit at the Ministry of Education headquarters was to: Come up with definite recommendations on how guidance and counselling can support learning activities if students are able to take full advantage of our educational opportunities so as to try and improve our services to the youth.

5. Encourage the development and use of guidance services

6. Serve the University of Nairobi student body of all levels

The handbook has numerated various responsibilities of the heads of schools, staff members, school counselors or career masters as far as guidance and counselling is concerned. The unit also was in-charge of organizing in-service courses, seminars, conferences, workshops for both the career masters and heads of schools.

and the kind of service it can offer to the staff and students

As can be noted this far, great emphasis of counselling was primarily in secondary schools. This had been prompted by huge numbers of unemployed school leavers since unemployment for university graduates was virtually unheard of.

In 1977, United Educational Scientific Cultural Organization (UNESCO) sent an expert to Kenyatta University to do a needs assessment study in the hope of establishing a centre for Educational and Vocational Guidance and Counselling. According to the expert's findings, the following objectives were stated about the centre:

1. To advice, encourage and seek help for students with physical handicaps.
2. To provide information and guidance to all students on educational and Vocational matters.

3. To serve as a model for the students of Kenyatta University College who are being trained as teachers to know how such a service functions, so that later on they can introduce such a centre in their own school whenever such responsibilities arise.
4. Counsel students with social and personal development problems.
5. Encourage the development and use of guidance and counselling needs.
6. Serve the University of Nairobi student body or any other students referred to it through their respective institutions for guidance and counselling needs.
7. Organize meetings, hold workshops and make arrangements for lectures in order to familiarize the staff and the students body of Kenyatta University College in particular and other people in general with the activities of the centre and the kind of service it can offer to the staff and students.
8. Start follow up programmes of its students to evaluate the success and suitability of the Kenyatta University College programme as it related to the overall of the college and the national goals.

In spite of all these objectives, it is important to note that this centre did not take off due to financial constraints. This could be the reason why Kilonzo (1980), Amukoa (1984) and Khaemba (1986) argue that there is little progress in guidance and counselling in Kenyan Secondary Schools. Hence there are few secondary schools with form fours who are helped to fill in career forms and giving them career information while other levels of education are ignored.

In 1976, the National Committee of Education and Policy Report chaired by Gachathi made four important recommendations on the development of guidance and counselling.

1. It recommended the expansion of counselling services of the Ministry of Education.
2. It required the head of each educational institution or department to assign a member of staff to be responsible for seeing that information on guidance and counselling is provided to all and that opportunities for individual guidance by teachers and parents are available at appropriate times.
3. It required each institution to build up and use cumulative records of students' academic performance, home-ground, aptitudes and interests and special problems to facilitate guidance and counselling.
4. It recommended the establishment of courses at the university for training professional workers in guidance and counselling.

In view of the slowness in developing guidance and counselling in schools in Kenya, key recommendations on guidance and counselling programmes in Kenyan schools were made by the Presidential Working Party on Education and Manpower training for the next decade and beyond (Kamunge report, 1988). The report recommended that:

1. Schools should establish guidance and counselling programmes and senior teachers be made responsible further.
2. Guidance and counselling should assist the pupils to appreciate their roles of workers and develop right attitudes towards discipline and management of time.

3. Guidance and counselling services be decentralized to district level.

In order to implement some of these recommendations, introduction of social education and ethics as a new subject in secondary curriculum was adopted which again has been phased out in the year 2002. It is with a background such as this that this research is planned to explore the current counseling needs of high school students in Nyamira Division, Nyamira District, Kenya.

2.4.0 Review of related studies

2.4.1 The need for counselling in Kenyan secondary schools.

Today, we live in a world full of many challenges and problems. It is a vast changing world which exposes mankind to great perplexities regarding life without the exception of the students in schools who are at their prime age of development. Most of these students are at the age of adolescence which has been characterized as “the period of storm and stress” (Stanely Hall in Garrison, 1965).

For this reason, many adolescents are in a state of confusion in need of direction which makes counselling services necessary. These adolescents need the skills and ways of overcoming these challenges which are physical, psychological and social. In this case, counselling becomes vital not only for personal development of the human beings but also for maximizing the person’s contribution to the economic growth of the nation.

Most of the students in Kenyan secondary schools are adolescents hence in the transition period from puberty to adulthood. This is a period characterized by physical, social and psychological changes. In this period, some of the adolescents experience adventurous desires like drinking, smoking, abusing drugs, and engaging in immoral sexual activities like premarital sex. This behaviour affects their social life/relationship with others. Physically, they experience changes in their physical abilities like change in voice, sex organs, body posture among others. Due to the hormonal changes in their bodies, they emotionally respond to these physical changes differently and if not guided and counseled, many of them drop out of school because of early marriage, unwanted pregnancy or abortion, some become disobedient to authority in exercising their right to freedom, become violent and organize strikes as is the case today in many secondary schools in Kenya.

The main concern of students is to find coherent and consistent identity so as to function well in the society. Their individualistic ideas, interests and emotions need recognition and encouragement. They desire for education and career development which is influenced by a money economy and adoption of western technology.

To manage these problems, counselling becomes the central factor in helping them out of these problems. They need direction in making personal decisions in life as regards their choices. Moser and Moser (1963) says that students have personal problems with which they need help and that every student needs help in formulating workable philosophy of life and in developing goals outside the spheres of vocation and education. Counsellor can do much to help

the students in developing their personality and building attitudes conducive to a full and happy life.

Concerning guidance of learners to gain moral, emotional and social development, Durojaiye 1972 comments that through a purposeful guidance, the pupils' learning is channeled into correct reactions in different situations. Moral training, social development, emotional reactions and intellectual growth are given correct orientation.

In Kenya today, the need for counselling services has been made even more urgent with the experience of violence, strikes, indiscipline cases, drug abuse etc in schools which have negatively affected education systems in the country. Counselling is an important part of a child's life hence it has to be well established (Pecku 1997). The need for this service keeps on increasing each year as the rate of enrolment goes up plus the rate of crimes in schools.

Counselling should contribute to the better adjustment of all the children and youths in the schools (Indire 1979). It should be a programme that is concerned with the improvement of an all-round adjustment of the students. Rao (1992), lists some of the problems students face in high schools which include:

- i) Problems of learning
- ii) Problems of preparation for vocation
- iii) Problems of sex and interpersonal relations.

When needs of the students are not adequately provided for, the problems of indecision, uncertainty, ambiguity, instability that may lead to delinquency, alcoholism, heterosexuality, and career muddle may surface. These and other problems are the counselling needs cases which require attention of an expert in the field in helping them find solutions. However in the context of the present research, the study is based on the extent to which the same problems and needs affecting students are attended to through the counseling services.

In the process of counselling such students, the following objectives may be achieved as indicated by Pecku (1991); the students will be able to:

- a) Achieve understanding
- b) Attain appropriate academic achievement
- c) Alternate special personal or emotional problems
- d) Learn to deal with complicated interpersonal relationship
- e) Make appropriate educational and vocational decisions

Such aims cannot be achieved unless there is intervention of a counselor. It is at the secondary level that students start becoming aware of their potentialities. It is therefore most important that those who teach in secondary schools realize their readiness and prepare to guide and counsel students on all aspects of their development and on careers.

The present study is interested in assessing the kinds of counseling services that are made available to high school students in the schools under study.

Hamblin (1974) emphasizes that vocational identity is part of the identity which is acquired during adolescence, although the process is never completed and the secondary school is vital in aiding the development. According to Eshiwani (1986), many of the school heads are too pre-occupied with covering the teaching aspects of the school syllabus for which they are expected to produce good results at the end of the year. Therefore career counseling e.g. has been reduced to simply students filling university forms without adequate vocational information. Furthermore the school lacks qualified counselors to undertake career guidance and counselling services. The critical question for the present study to answer is, to what extent are these indictments still true of what happens in the school targeted for in the present study?

The report of the National Training Workshop on planning and programming of Educational and vocational Guidance and Counselling services (1981) points out that the students need both educational guidance and counselling. It emphasizes that counselling services dependent upon various information services. Counselling and information giving go hand in hand. Information about college scholarships, college entrance requirements, or job opportunities in the community may have to be given to a student as part of the counselling process.

Miller (1968) states that educational guidance is provided by a counselor as he plays his/her role in student appraisal, referral work, placement, parent help, staff consulting, local research and public relations. Kangoro in his article, teachers Key in career guidance (Kenya Times, May 10th, 1997 pg.13) points out that career guidance is one of

the basic components of guidance and counselling services offered by schools. In this way students are helped to make choices that have some bearing upon where they would be doing after leaving school.

Educational counselling and career counselling go hand in hand. Educational counselling is a process of rendering services to students who need assistance in making decisions about important aspects of their education such as choice of courses and studies, decisions regarding interests and ability, and choices of college and high school.

2.4.2 Counselling needs/ problems among students in Kenyan secondary schools

Different scholars have come up with different methods of classifying problems. Callas (1965), suggest the following breakdown of problem types as: vocational, emotional and educational. He goes on to say that while these categories in and of themselves are not unusual or for that matter, even particularly useful, these three categories are the ones that can be used to pinpoint the goal of counselling, or the problem area that will be worked out. He developed another facet to classification, which was based on the cause of a problem. He supposed that causes could be attributed to lack of information about or understanding about the environment, motivational conflict within self, conflict with significant others and lack of skill.

Kebaya (1987), categorized student problems into 8 problem areas:

- i) Personality problems for example feelings of self- confidence, worry, day dreaming, nervousness, shyness.
- ii) Boy- girl relations for example dating, things to consider in courtship and marriage.
- iii) Physical health and appearance for example, posture, looks, sickness, too tall, too thin.
- iv) Home family relations for example attitudes towards parents rivalry with brother or sister, parents not understanding what adolescents want in life.
- v) Vocational and educational planning for example training beyond high school, the best job to suit one, abilities and interests, colleges to attend.
- vi) Value concerns and issues for example students knowledge of right and wrong, what is important in life, knowing what to achieve, ideals, religious conflicts and morals.
- vii) Relationships with teachers for example teachers being too strict, their expectations.
- viii) School work for example courses to take, value of various courses, concern about grades and proper study habits

In support of the above view, Cole (1954) in Kebaya (1987) classifies the student problems into 8 categories namely; emotional, maturity, establishment of heterosexual interests, general sexual maturity, emancipation from home control, intellectual maturity, the beginning of economic independence, adult uses of leisure and establishment of an interest in general principles of conduct.

Anyona (1989) in her study that attempted to identify and compare the psychological counselling needs of adolescents in Lari Division, Kiambu District, observes that schools through educational counselling are expected to help individual students to be aware of their fullest extent in order to enable them to attain higher educational and training opportunities. She adds that boys and girls had psychological counselling needs in the following areas; relationship with teachers, relationship with family, irritability, social confidence, relationships with peers and health. Boys and girls had more counselling needs in the areas of social confidence. The respondents in this study were from two students, 40 boys and 42 girls from Kijabe boys and Kijabe girls respectively. Due to limitations and delimitations of the study, It was found necessary to conduct a similar study in selected secondary schools in Nyamira District.

In view of the foregoing observations, it is worth noting the following:

According to her findings, when these psychological counselling needs are not attended to or unresolved, they tend to lead to such manifestations in delinquent behaviours such as strikes and school unrests. Lyton and Graft (1974) comments that. Students with personal problems can be a severe problem to the school management and can have a disruptive effect on the other children. Counselling students on personal matters, self-understanding and how to relate to other people should be given preference in secondary schools (Wanjohi, 1990). Our adolescents' school population are fully aware of the problems connected with their school work and they come to teachers for help (Crow 1956). According to him, a young person is faced with problems that are closely connected with his achieving success, not only as a student but also as a member of a group. Efficient methods and conditions of study, examination passing techniques, values

of curriculum offerings, participation in extra-classroom activities comprise the kind of counselling needs students have.

Amunga's (1984) study on vocational guidance and counselling in national secondary schools in Kenya revealed that students had problems and needs on vocational guidance. He noted accurate information needs to be given to a client which leads to re-evaluation of one's choice in a career. Out of 225 students interviewed by the researcher, 138 indicated preference over Arts compared to sciences, while 83 preferred sciences compared to Arts and 34 were non committal. In their choice of jobs unfortunately did not tally with their preferred subjects. This indicated to the researcher that, the students lacked career guidance and counselling. Vocational and training opportunities depend on subjects taken at school for this determines one's future profession.

In view of the foregoing observations, it is worth noting that identification of the students counselling needs/ problems should be the first step to the establishment of effective counselling programmes. Mwangi, (1991) in support of this view, comments that, the first factor of concern is the problems students encounter for which counselling services need to be provided. Hence it is important to consider the prevailing problems that potential clients are likely to be faced with before an attempt to supply counselling services. According to him, since life is lived in a world of change, it is thus necessary to keep counselling services current and relevant. Therefore as Krumboltz (1965) says, "counselling is based on the fact that people have problems that they are unable to solve by themselves".

2.4.3 Students awareness of counselling services in high schools in Kenya.

Anyona (1989) established that there was no effective counselling services being offered in the schools she studied. She observed that only examination classes were given guidance on career choices. Gitonga (1999) in agreement with the above view point out that 58.8% of the heads of schools studied, indicated that their students were not aware of what counselling was all about, while 31.4% were positive that their students were aware of counselling services.

Moser and Moser (1963) on the other hand says that, unless students are made aware of the purpose and importance of counselling services, they are likely not to utilize such services. It is therefore the duty of the person in-charge of counselling in conjunction with the school administration to carry out a planned programme designed to acquaint students with counselling, its organization, the kind of problems with which it aims at solving in relation to the whole development of the student. This will enable and influence the student to see the importance of counselling services in school meant for his/ her benefit.

According to Mwangi (1991), it is important to inform students concerning counselling services available. Informing them means making them aware of it's location, and the people in-charge and services they offer. If students are not aware of the existence of counselling services in the school, they cannot seek its services regardless of whatever counselling need they may have.

Smith (1951) quoted by Wanjohi, (1990) indicates that follow up studies frequently revealed that former students were aware that the school had counselor when they were in school. This ignorance can be attributed to the fact that no one had informed them about the presence of the school counsellor. It is thus important that all students become aware of the existence of counselling services in the school.

Gibson and Mitchell (1981) in their study found that more than one quarter of the students studied, the counselor had not assisted them personally in any way. In the same study, 56% reported that they were not sure what constituted guidance programmes while 1/3 reported that the programme had not been described, explained or outlined to them during their 3 or 4 years in high school.

2.4.4 Role expectations of a counsellor in Kenyan schools.

The counselor, according to Williamsom (1961), as quoted by Kochhar (1984) should be clearly more than a competent technician and should be viewed as a broadly informed and cultivated educator. He/ she should have a well behaved and lovable personality, a broad outlook, an understanding attitude and a genuine interest in helping students. Fusten (2000) adds that a counselor should have learned skills and attitudes which are right. He further says that a counselor should be guided by principles of intellectual ability, versatility, originality, sensitivity, tolerance, warmth, respectability, industry, cooperation, integrity, stability, objectivity, ethical values and self control.

2.4.5 Competent counsellor

Corey (1991) indicates that counselors should have a sense of humour, willingly admits mistakes, are open to change, live in the present, appreciate the influence of culture, and apply professional ethical code. Kochhar (1984), says that a school counsellor should work together with other members of the staff by arranging orientation programmes for them to enlist their operation. He/ she should organize the guidance committee, should be an integral part of the school staff, a member of student personal services.

School counsellor is a professional educator with specialized, graduate-level training in counselling and related guidance services whose major interest is the normal developmental growth and solution to the problems of all the pupils for whom he/ she is responsible (Makinde, 1984). A counsellor must maintain complete secrecy about the discussion between him and the counsellee. This boosts the counsellee's confidence level (Kochhar 1984). A school counsellor should be dedicated to the idea that a student will enhance his/ her personal development if given chance. Christian (1991), says that a counselling teacher should try to identify the innate temperaments, emotions, moods, attitudes and interests of students.

Kochhar (1984), sums up the effective counsellor as having six qualities which includes: belief in each individual, respect for individual, human values, alertness to the world, open mindedness, understanding of self and professional committee. An effective counselor therefore should be one able to assist clients make decisions in the light of the interaction with others.

2.4.5 Competent counsellor

There are three components that make up a competent counsellor. These include: formal training, informal training and resources (Makinde 1984). The formal training calls for a common core of curricular experiences, environmental and supervised practice which could be grouped under the following areas:

i) Human growth and development.

Knowledge in human growth and development enhances effective guidance and counselling because a counsellor is able to relate to the problem presented by a student to his/ her development age. The counselor needs to understand the developmental stage or adolescents to help them with the special problems arising from sexual maturation.

ii) Social and cultural foundation

Knowledge in this contributes to effective guidance and counselling by equipping counsellors with information to help a student adapt to new social-cultural settings.

iii) The helping relationship

This refers to the relationship between the counsellor and the student client. Competence in this area enables the counsellor to choose an appropriate counselling theory for a particular student. According to Makinde (1984), if the goal of a counselling session is to help a student achieve self-actualization then a counsellor may choose to use client-centred theory.

iv) Group and group activities

Knowledge in this makes a counsellor more effective in that he/ she is able to organize group procedures for the students who are weak academically and who are organized into groups where they can benefit from remedial teaching.

v) Life style and career development

Adequate information on this makes a counsellor effective in his/ her work to guide students in their career choices Kochhar (1984).

vi) Appraisal of the individual

A counsellor need to know how to appraise an individual so as to determine his/ her ability, aptitude, knowledge, interests and level of social adjustment.

vii) Research evaluation

Knowledge of this makes counsellor effective because he/ she is able to conduct responses, analyse data and come up with new findings to better his or her work.

viii) Professional orientation

This involves practicing mock counselling sessions with fellow counsellor trainees under the supervision of the trainer. This exposes the counsellor under training to possible counselling situations before the supervised field experience. The two situations make counsellor effective because he/ she gains confidence and the supervisor corrects any mistakes (Makinde 1984).

Informal training is vital as the counsellor is practicing. This can be done through seminars, workshops, conferences, symposia and other academic fora.

Resources that help make the counsellor effective include but not limited to private office, reference material, audio-visual aids and stationary. A private office helps a counsellor to hold private discussions with the student-client for this ensures privacy without interaptions from any outside world hence, the element of confidentiality is realized.

2.4.6 Bottlenecks hampering counselling in schools.

For counselling services to be meaningful, its services to individuals in developing countries should be focused largely on the following skills; decision making, educational, interpersonal, vocational and life planning, and placement. The focus should also be on enhancement of teacher-parent effectiveness and value classifications. Various attempts have to inculcate these skills and to establish counselling services in general have been faced with attitudinal, structural, human cultural problems (Makinde 1984).

Other major problems facing counselling practitioners include inadequate and shortage of manpower, paucity and psychological test batteries, problem of obtaining occupational information and cultural expectations (Gesinde 1976, in Makinde 1984). Resistance to change or acceptance of modern form of counselling, failure to engage in a careful diagnosis of the organizational problems that counselling was designed to solve, funding for the innovative efforts of counsellors is not usually forthcoming; some counsellors are

not fully committed to the profession for they think that they have other needs to be catered for first and thus schedule little or no time for their job. There is also lack of trained counsellors, resources for use, lack of timetable and lack of research works, which can be used to improve the work of counsellors.

Crutch Field et al, (1997) says that there is the problem of lack of consistent supervision and training in counselling, which has led to professional burnout and laxity. He continues to add that, there is also lack of guidelines and how to conduct counselling and lack of a clear demarcation between discipline and counselling office. The attitudes held by students towards seeking help determines how effectively counselling resources are used to help them resolve their perplexing problems. This means that students may not easily volunteer for counselling because unless the client is willing and ready to come for counselling, it is difficult to resolve his/ her problem hence this hinders successful counselling (Brammer 1973). How a client perceives counselling may also serve as a barrier to the process of counselling (Mwangi 1991).

2.4.7 Summary of the review

The principal findings of the review indicated that there is need to establish counseling services in schools as away of attending to students problems and challenges for they are in a period characterized by “storm and stress” (Stanley Hall in Garrison, 1965). Thus for the students to find coherent and consistent identity to function well in the society, their individualistic ideas, interests and emotions need recognition and encouragement.

Students have personal problems with which they need help to formulate workable philosophy of life and in developing goals (Moser and Moser, 1963).

Counseling needs among students according to other researchers such as Kebaya (1987), are categorized into certain areas like personal, physical health, home family relationships, vocational and schoolwork. These, according to her research were general counseling needs observed among students and this is a gap the present study aims to fill by assessing the same problems and the existence of counseling services to attend to these problems. Vocational guidance and counseling study was done among national schools in Kenya by Amunga (1984). Although the study tried to find out vocational and guidance problems students faced, this was limited to national schools, which are mostly single sex schools. The research in the current study aimed at assessing the existence of similar problems among students in both mixed day and boarding high schools in the rural areas of Nyamira Division. On the other hand, Anyona (1989) in her study about psychological needs of adolescents, her respondents were from two boys and girls from only two schools of Kijabe Boys and Kijabe Girls respectively. This shows that as much as other students could be having similar psychological needs, they were not included in the study and therefore a reason why the researcher wanted to conduct a similar study using form three students from mixed schools to compare the results of research done elsewhere among single schools. In the current study also, the researcher wanted to assess the availability of counseling services in the schools under study which according to Mwangi (1991) students should be informed about for them to seek help.

The researcher's chief task in this study was to assess counseling needs among high school students in Nyamira Division, since a similar study has never been done in the area.

3.1 Introduction

2.4.8 Hypothesis of the study

The following null hypotheses are postulated for testing in this study:

H₀₁. High school students in Nyamira Division have no counseling needs.

H₀₂. High school students in Nyamira Division have never suffered any problems as a result of sexual relations with their friends.

3.2 Research design

H₀₃. There is no relationship between stakeholders and degree of support received in counseling services.

H₀₄. Teacher counselors are in agreement about the effectiveness of counseling services in Nyamira Division.

conditions or identifying standards against which existing conditions are being determined the relationships that exist between specific systems. The

involved identifying the population and obtaining a representative sample

collecting information from the subjects in the sample. The researcher

independent variables like; the family background, school quality and

counseling experience, administrative experience and training of staff

possible relationship to student counseling needs

3.3 Location of the study

The study was conducted in Nyamira Division of Nyamira District

Kenya. It focused on the secondary schools drawn from Nyamira City

was selected because it was very familiar to the researcher and was ex-

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section focused on the methodology that was used in the study. It dealt with description of the research design, target population, sample and sampling procedures, the development and research instruments, data collection procedures and data analysis techniques.

3.2 Research design

The research used the descriptive survey study method. Descriptive survey method is appropriate because according to Cohen and Lawrence (1995), a descriptive study gathers data at a particular point in time with intention of describing the nature of existing conditions or identifying standards against which existing ones can be compared or determining the relationships that exist between specific events. The method therefore involved identifying the population and obtaining a representative sample from it, collecting information from the subjects in the sample. The researcher investigated the independent variables like; the family background, school quality and practice, counselling experience, administrative experience and training in retrospect for the possible relationship to student counselling needs.

3.3 Location of the study

The study was conducted in Nyamira Division of Nyamira District, Nyanza Province, Kenya. It focused on the secondary schools drawn from Nyamira Division. The division was selected because it was very familiar to the researcher and was easier to access the

schools. Again a similar research had not been done here. The district headquarters is situated within this division. For this reason also, some of the counselling needs among students may have been influenced by the town life. Mwiria and Wamahiu (1995) the place selected for the research should be one that allows for an immediate rapport with the respondents. Sometimes being familiar with the research locale helps in gaining acceptance as Wamahiu and Karugu, (1995) says. However, the researcher can still work with even unfamiliar group but should be aware of how to handle participants carefully (Wamahiu and Karugu, 1995).

3.4 Target population

Target population is the larger group to which one hopes to apply, or generalize findings (Gay 1992; Fraenkel and Wallen (1993). Population on the other hand is all the members of the target of a study (Nwana 1981). For the purpose of this study, the target population was all public secondary schools in Nyamira division. Public secondary schools are those schools that were formally government maintained schools but are now classified as National, Provincial and District schools. Only public schools were examined because they have a similar type of management and organization. They also have similar funding system and probably similar sources of resources unlike private schools. Private schools were avoided because sometimes they become suspicious of any negative findings concerning their schools hence may not be willing to give information.

3.5 Sampling procedure

A sample is any group on which information is obtained (Fraenkel and Wallen, 1993), or a part of section of a population (Nwana 1981). A list of all secondary schools in

Nyamira Division by end of 2004 was obtained from the District Education Office. Schools were categorized under single sex schools and mixed schools. The sample of the study was collected from these two categories. Both purposive and simple systematic random sampling techniques was used. A total of 8 schools were included in the study. One single sex girl's school will be purposively included in the study, because it is the only single sex school in the area of study. The remaining 7 secondary schools were selected using simple systematic random sampling. This means that mixed secondary schools were assigned random numbers from which the 7 schools were selected.

Random sampling was most preferred because it is free from bias, as each secondary school had the same chance of being selected. In each selected school, only one stream of form 3 students was selected to complete the questionnaire. From this stream, only 10 students were randomly chosen to participate. Form 3 students constituted the sample from the student population because it was not possible to include all the students in form 3 especially in schools where there was more than one stream. In such cases, one stream for each form three was used whole and respondents randomly selected by use of random numbers.

Form 3 was selected to represent student population because it is in this class where students are undergoing social, psychological and physiological problems associated with adolescence. Also in this class, students are concerned with the choosing of subjects that are not compulsory, career choices are also being made and more so students have completed more than two years in secondary school, which means that they are much aware of their counselling needs as regards problems surrounding them. In some cases, it is from this class that school unrests emanate according to researches done.

Form ones and twos were not included in the study because they had little experience in secondary school life for months or a year. This meant that they were being introduced to or being familiarized with secondary school life and therefore not ideal.

On the other hand form fours were busy preparing for their forthcoming examination and therefore had no time to participate in the study. Each secondary school was represented by one head teacher and one teacher counsellor, or whoever was in charge with the responsibility of counselling in the school through purposive sampling. This made a sample of 8 teacher counsellors and 8 head teachers of schools one from each of the 8 selected schools.

3.6 Instruments for the study

The researcher used a questionnaire, an interview schedule and observation method as instruments for the study.

One questionnaire was designed for students, teacher- counselors and one interview schedule for head teachers and one observation checklist.

3.7 Validation of the instrument

Before the research instruments were administered to the sampled population, there was need to validate them. This was done through the approval by the university supervisor who verified the face and content validity for the instrument. Fellow classmates were also requested to go through them and made suggestions for any necessary corrections so that the instruments were reliable. The instruments were then administered to 2 secondary

schools not included in the sample in Nyamira division to establish if the respondents gave valid responses. The pre-testing was aimed at identifying problems not foreseen during the initial development of the instruments.

Chi-square test

3.8 Administration of the questionnaires, interview schedule and observation checklist

The researcher sought permission from the Ministry of Education and a research permit was issued by the same to authorize the researcher to conduct the study. Since it was not possible for the researcher to visit schools without permission from the District Education Office, a letter of introduction to all heads of secondary schools was issued to the researcher by the District Education Officer.

The researcher personally visited the sampled 8 secondary schools, distributed the questionnaires to the sampled students, teacher counselors and supervised their filling. The researcher's presence was of benefit in case of any difficulties in filling the questionnaires by the students and teacher counsellors he was available to explain and give any necessary direction. He will then arrange for the interview schedule with the head teachers in their respective offices during the agreed time. At the same time the researcher made use of the observation checklist in establishing the available counselling facilities and their utilization.

3.9 Data analysis and processing

Data generated by the questionnaires and interview schedule was edited and coded for analysis. The analyzed data provided answers to the research questions and formed basis

for the conclusion to be made on the objectives of this study. The raw data from questionnaires were subjected to computation of simple statistic such as frequencies, totals, percentages and tabulations. This was further subjected to significance test using chi – square test.

This chapter presents the findings of the study how the research objectives and hypotheses tested. The study was conducted among 10 primary school teacher counsellors and 8 head teachers in Nyamira district, Nyamira Province, Kenya. The data was collected by use of questionnaires, interview schedule and observation checklist, which were prepared by the researcher. Presentation of the findings follows the sequence of the objectives investigated and the null hypothesis addressed by the study. The data from various instruments, for example similar items from the observation checklist and interview schedule were handled together. The data was used for cross checking information for various research questions. The first section consisted mainly descriptive statistics describing the study while the second section deals with results of the research objectives investigated. The results are presented using tables and figures such as frequencies and percentages.

4.2 Descriptive statistics

4.2.1 Research question one: What counselling needs do students have and the need for counselling?

CHAPTER 4

RESULTS OF THE STUDY

4.1. Introduction

This chapter presents the findings of the study from the research questions investigated and hypotheses tested. The study was conducted among 80 high school students, 8 teacher counselors and 8 head teachers in Nyamira division, Nyamira District, Nyanza Province, Kenya. The data was collected by use of comprehensive questionnaires, interview schedule and observation checklist, which were personally administered by the researcher. Presentation of the findings follows the sequence of research questions investigated and the null hypothesis addressed by the study by grouping similar responses from various instruments, for example similar items from the questionnaires, observation checklist and interview schedule were handled together. This approach was found useful for cross checking information from various research instruments where necessary. The first section consisted mainly descriptive statistics dealing with answers to the specified study while the second section deals with results of the tests of the null hypothesis investigated. The results are presented using tables and figures where data is presented in frequencies and percentages.

4.2 Descriptive statistics

4.2.1 Research question one: What counseling needs do students have that requires the need for counselling?

Table 4.1 (a) Students counseling needs as a result of sexual relations with friends

Problems as a result of sexual relations	Frequency	%
Sexual abuse e.g. rape	2	2.5
Pregnancy	3	3.8
Trial marriage	5	6.3
Abortion	1	1.3
Sexually transmitted diseases	13	16.3
Single parenthood	3	3.8
Absenteeism	21	26.3
Other problems	5	6.3
Missing	27	33.8
TOTAL	80	100

The above table 4.1 (a) shows that students who had sexual relations with their friends experienced different problems as indicated, however those who suffered from sexually transmitted diseases, absenteeism seem to be many according to the table. Some did not respond to any problem.

Table 4.1 (b) Counseling needs arising from student's family background

Problems arising from family background	Frequency	%
Sickness in the family	11	13.75
Parental neglect	5	6.25
Poverty	20	25.00
Separated/divorced parent	10	12.50
Parents abuse drugs	20	25.0
Jealousy relatives	12	15.0
Death in the family	2	2.5
Total	80	100

Table 4.1 (b) shows some of the counselling needs students have as a result of family background. The table shows that students were faced with many problems as a result of their family background, which were challenges to their lives in need of counselling. The chart in figure 4.1(b) presents this data graphically.

Figure 4.1 d. Counselling needs arising from student's family background

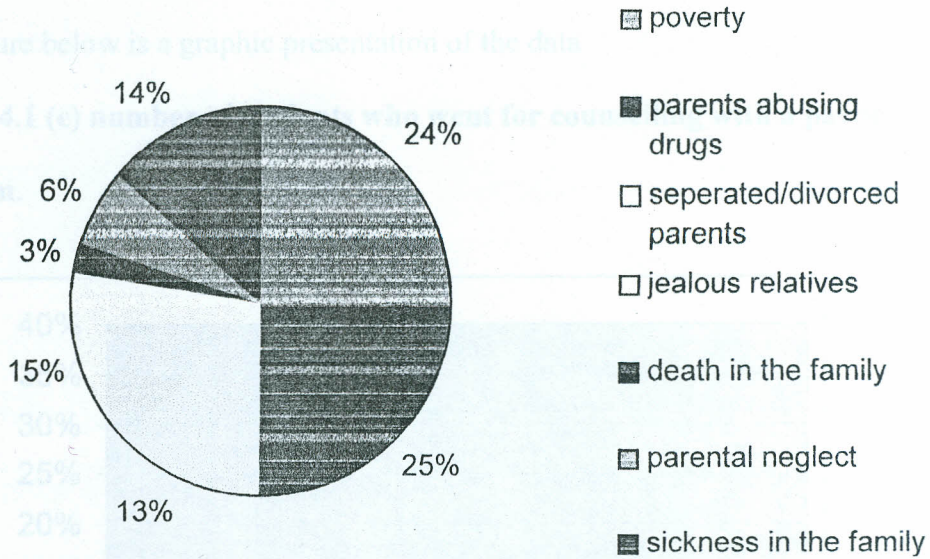


Table 4.1 (c) counseling needs that students had when they went for counselling.

Data relating to this is highlighted in the table below

Counselling needs	Frequency	%
Academic needs	30	37.5
Personal needs	11	13.75
Family needs	19	23.75
Religious needs	9	11.25
Problems with peers	7	8.75
Other needs	4	5.0
Total	80	100

Table 4.1 (c) shows that majority of students with needs went for counseling services and such needs included; personal, academic, religious, problems with peers, family needs and other needs not mentioned.

Table 4.1 (d) counselling needs at schools had as reported by teachers

The figure below is a graphic presentation of the data

Figure 4.1 (c) number of students who went for counselling with a particular problem.

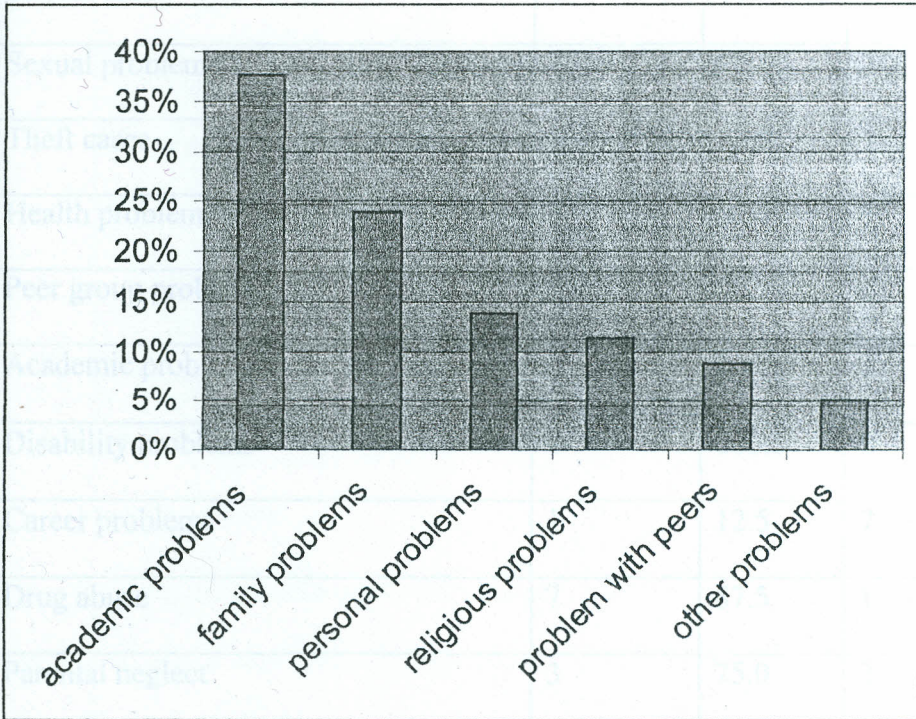


Table 4.1 (d) counseling needs students had as reported by teacher counselors.

Counselling needs	Reported Problems		Problems not reported	
	Frequency	%	Frequency	%
School fees	8	100	0	0.0
Sexual problems	7	87.5	1	12.5
Theft cases	7	87.5	1	12.5
Health problems	7	87.5	1	37.5
Peer group problems	5	62.5	3	25.0
Academic problems	6	75.0	2	0.0
Disability problems	8	100.0	0	87.5
Career problems	1	12.5	7	12.5
Drug abuse	7	87.5	1	25.0
Parental neglect	3	75.0	2	62.5
Absenteeism	5	37.5	5	37.5
Personal problems	8	62.5	3	0.0

Table 4.1 (d) shows responses from teacher counsellors concerning students counseling needs in their schools when they came for counseling services. It shows that students had a diversity of counselling needs. These included health problems, family problems, academic problems, and problems related to their relationships theft cases, drug abuse and absenteeism.

4.2 research question two: what is the role expectations and competence of the school counselor?

Information on this question can be seen tabulated in table 4.2 (a) and table 4.2 (b) below

Table 4.2 (a) Role expectations of the school counselor.

Role expectations of a counselor	Frequency	%
Well behaved	2	25
Lovable personality	0	0.0
Has broad outlook	1	0.0
Understanding	1	12.5
Has genuine interest in helping students	0	12.5
Open minded	0	0.0
Applying professional ethical code	0	0.0
Working with other staff members	1	0.0
Trustworthy	1	12.5
Dedicated to work	0	0.0
Member of disciplinary committee	3	37.5
Total	8	100

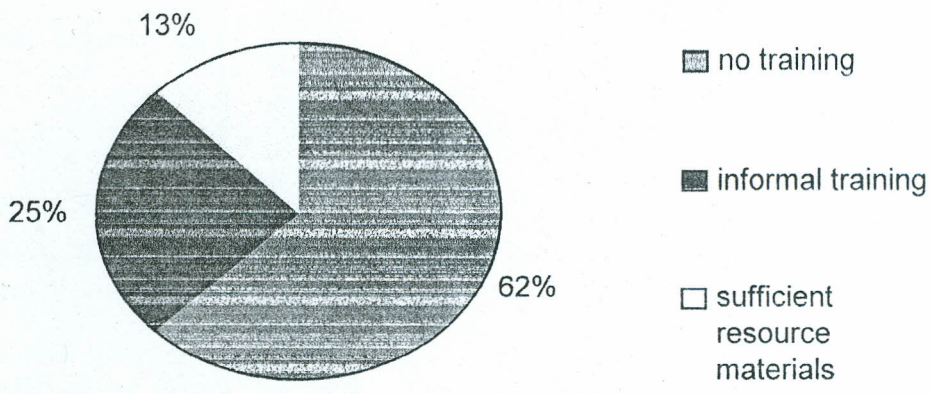
Table 4.2 (a) above shows clearly that most teacher counselors were members of the school disciplinary committees as part of their roles instead of counseling. The teacher counselors lacked most of the important role expectations as counselors like being dedicated to their work as reported by head teachers.

Table 4.2 (b) competent counselor

Competency of the teacher counselor	Frequency	%
Formal training as a counselor	0	0.0
Informal training as a counselor	2	25.0
Sufficient resource materials	1	12.5
No any training	5	62.5
Total	8	100.0

Table 4.2 (b) shows whether the teacher counselor was a competent counselor or not in relation to training and resources available. Majority of the teacher counselors had no training as counselors in the schools. The chart below shows the percentage distribution of a competent counselor.

Figure 4.2.b. Competent counsellor



4.3 Research question three: what type of counseling services are offered and to what extent are the counselling resources utilized?

Table 4.3: Type of counselling services offered

Counseling	Frequency	%
Individual	1	12.5
Group	1	12.5
Both individual and group	1	12.5
Advice giving	5	62.5
Total	8	100.0

This table (4.3) above shows that most teacher counsellors offered advice to students and very few applied the individual or group counseling method in attending to students needs.

Table 4.3 above shows that most of the counselling resources were utilized in many schools except the remark registers which lacked to almost all schools. This gives the utilization information of these resources.

Table 4.4 availability of resource materials

Resources	Available		Not available		No. of respondents
	F	%	F	%	
Teacher counsellors	7	87.5	1	12.5	8
Representative from teaching staff	5	62.5	3	37.5	8
Representative from school administration	3	37.5	5	62.5	8
Equipped room with space	5	62.5	3	37.5	8
Audio visual materials like TV	3	37.5	5	62.5	8
Text book/reference books	5	62.5	3	37.5	8
Other materials e.g. pamphlets	8	100.0	0	0.0	8
Students information files	6	75	2	25.0	8
Remark register for visits	1	12.5	7	87.5	8
Proceeding register to record Counseling programmes	3	37.5	5	62.5	8

Table 4.3 above shows that most of the counselling resource materials were available in many schools except the remark registers which lacked in almost all schools. Table 4.3 gives the utilization information of these resources.

Table 4.5: Utilization of counseling resources

Counselling resources	Quite often		Often		Rarely used		Not used		No. of responses
	F	%	F	%	F	%	F	%	
	Teacher counsellor	4	50	3	37.5	1	12.5	0	
Representative from teaching staff	1	12.5	3	37.5	3	37.5	1	12.5	8
Representation from school administration	1	12.5	1	12.5	2	25.0	4	50.0	8
Equipped and spacious room	4	50.0	0	0	3	37.5	1	12.5	8
Audiovisual tapes	1	12.5	0	0	5	62.5	2	25.0	8
Textbooks/reference books	1	12.5	1	12.5	3	37.5	3	37.5	8
Other materials like pamphlets Charts, journal, diagrams	1	12.5	0	0	7	87.5	0	0	8
Student information files	1	12.5	3	37.5	2	25.0	2	25.0	8
Remark register for visits	0	0	1	12.5	0	0	7	87.5	8
Proceeding registers to record the activities of counseling programmes	0	0	2	25.0	1	12.5	5	62.5	8

Table 4.5 above shows the extent counselling resources are utilized in the schools. It shows that teacher counsellors, counselling rooms, representative from teaching staff and student information files are more often utilized. In spite of other resources being available, most of them are rarely utilized or not utilized at all.

Table 4.6: The adequacy of some items in the counselling room

Items	Adequate		Inadequate		Total No. of respondents
	F	%	F	%	
Tables and chairs	2	25	6	75.0	8
Cabinets, wardrobes	1	12.5	7	87.5	8
Display racks/bulletin boards	0	0.0	8	100.0	8
Meeting- discussion rooms	3	37.5	5	62.5	8
Attractive displays	0	0.0	8	100.0	8
Arrangement of the reading materials	2	25.0	6	75.0	8

Table 4.6. Above shows that most items were inadequate in most counselling rooms except in few schools that some items were adequate like discussion rooms, tables, chairs and arrangement of reading materials.

4.4 Research question four: what degree of support is received from stakeholders in attending to students counselling needs?

Information on this question can be seen tabulated in table 4.7 below

Table 4.7 degree of support received from stakeholders

Stakeholders	Very highly supportive		Highly supportive		Uncommitted		Lowly supportive		Very lowly supportive	
	F	%	F	%	F	%	F	%	F	%
School administration	2	25.0	4	50	1	12.5	1	12.5	0	0.0
Parents/guardians	2	25.0	0	0.0	3	37.5	3	37.5	0	0.0
The ministry of education	0	0	1	12.5	2	25.0	2	50.0	1	12.5

Table 4.7 shows that the school administration and parents/guardians were highly supportive of the counselling services in the school in some schools while in many of the schools, most stakeholders were either uncommitted or lowly supportive.

4.5 Research question five: What is the degree of effectiveness of counseling to some of the students' counseling needs.

Table 4.8 the degree of effectiveness of counselling to students' needs

Student counselling needs	Effective		Not effective		No. of respondents
	F	%	F	%	
Reduced drug abuse	6	75	2	25	8
Improving academic performance	6	75	2	25	8
Successful career choices	3	37.5	5	62.5	8
Relationship with peer groups	7	87.5	1	12.5	8
Healthy boy girl relationship	4	50	4	50	8
Self esteem	5	62.5	3	37.5	8
Neglect by parents	4	50	4	50	8
Reduced indiscipline cases	6	75	2	25	8
Reduced absenteeism	7	87.5	1	12.5	8

Table 4.8 above shows that counseling was effective to most of the counselling needs among students however in others like choice of careers it was not.

4.6 Research questions six: what are some of the problems teacher counsellors faced and how were they solving them?

Table 4.9 problems teacher counselors faced

The problems teacher counselors faced	Had the problem		Had no problem		No. of respondents
	F	%	F	%	
Lack of counselling room	2	25	6	75	8
Lack of time	3	37.5	5	62.5	8
Unwilling students	5	62.5	3	37.5	8
Lack of support from stakeholders	4	50	4	50	8
Heavy workload	7	87.5	1	12.5	8
Passive students	7	87.5	1	12.5	8
Lack of counselling resource materials	6	75.0	2	25	8

In table 4.8 above, it is evident that teacher counselors experienced problems in the counselling process though the degree of magnitude varies from one school to another as reported by teacher counselors.

Table 4.10 Solutions to problems teachers faced

SOLUTION	YES		NO		No. of respondents
	F	%	F	%	
Use of guest speakers	3	37.5	5	62.5	8
Timetabling counselling session	3	37.5	5	62.5	8
Referring extreme cases	1	12.5	7	87.5	8
Encouraging student participation	2	25.0	6	75.0	8
Use of other teachers	3	37.5	5	62.5	8

Table 4.9 above shows how teacher counsellors solved problems they faced but majority of them did not seek for solutions.

4.3.0 STATISTICAL ANALYSIS

Statistical analysis was done to test if there were any significant differences in the various variables in the hypothesis. Chi-square was used to analyze the hypothesis stated in chapter two. For each analysis, probability level was set at 0.05.

Hypothesis 1: High school students in Nyamira division have no counseling needs.

Table 4.1 (a) Chi-square test results on student problems with family background

Problem		Family Background			Total
		Yes	No	Missing	
Both my brothers died	Observed	1	0	0	1
	Expected	.6	.4	.0	1.0
Child of single parent	Observed	7	0	0	7
	Expected	3.9	3.0	.1	7.0
Father not concerned about schooling	Observed	2	0	0	2
	Expected	1.1	.9	.0	2.0
Jealous from relatives	Observed	1	0	0	1
	Expected	.6	.4	.0	1.0
Parents are drug addicts	Observed	2	0	0	2
	Expected	1.1	.9	.0	2.0
Parents do not sit together to agree on budget	Observed	1	0	0	1
	Expected	.6	.4	.0	1.0
Poverty	Observed	25	1	0	26
	Expected	14.6	11.1	.3	26.0
Poverty and uncaring family	Observed	2	0	0	2
	Expected	1.1	.9	.0	2.0
Separated parents	Observed	1	0	0	1
	Expected	.6	.4	.0	1.0
Total	Count	45	34	1	80

$$\chi^2 = 64.895; df = 18; p < 0.001$$

The table shows that there was a significant relationship between the type of problems student face and family background. The result indicates that the kind of background students come from highly influences the type of problems they face.

Table 4.1 (b) Chi-square test results on type of counseling needs students had when they went for counseling.

Counseling Need	χ^2 Value	df	p-value
Academic	1.7	2	0.421
Family	3.3	2	0.197
Friends and others	9.44	2	0.009
Religious	0.878	2	0.645
Personal	3.45	2	0.178
Any other	2.8	8	0.946

The table indicates the type of counselling needs students had whenever they sought counselling services. The result indicates that the proportion of students seeking counselling due to friends and others was significant at the 0.05 significance level. While the students indicated having counselling needs with respect to academic, family, religious, personal etc, those needs due to friends tended to be significantly higher.

Table 4.1 (c) Chi-square test results on students' problems as reported by teacher

counselors

Counselling Need	F	%	X ²	df	p-Value
School fees			-	-	-
Sexual problems			1.143	1	0.285
Family Problems			1.143	1	0.285
Theft cases			1.143	1	0.285
Health problems			0.533	1	0.465
Peer group problems			2.667	1	0.102
Academic problems			-	-	-
Disability problems			1.143	1	0.285
Career problems			1.143	1	0.285
Drug Abuse			0.001	1	1.000
Parental Neglect			0.533	1	0.465
Absenteeism			0.533	1	0.465
Personal problems			-	-	-

Teachers were asked to report on student counselling needs. There seemed to be no significant need (table 4.1 c). This suggests that there was a balance in the way teachers rated the student needs i.e. the proportion of teachers in either need was not significantly different.

Hypothesis 2: High school students in Nyamira Division have never suffered any problems as a result of sexual relations with friend

Table 4.1 (d) Chi-square test results on problems as a result of sexual relationships

Problems experienced as a result of sexual relations with friend		How do you relate with your friend				
		Letters	Sexually	Academic discussions	Games activity	Total
Sexual abuse e.g. rape	Observed	1	1	0	0	2
	Expected	4	.2	1.3	.0	2.0
Pregnancy	Observed	1	2	0	0	3
	Expected	.6	.3	1.9	.0	3.0
Trial marriage	Observed	0	0	5	0	5
	Expected	.9	.5	3.1	.1	5.0
Abortion	Observed	0	1	0	0	1
	Expected	.2	.1	.6	.0	1.0
Single parenthood	Observed	0	2	1	0	3
	Expected	.6	.3	1.9	.0	3.0
STIs	Observed	4	2	7	0	13
	Expected	2.4	1.3	8.1	.2	13.0
Absenteeism	Observed	3	0	15	.1	21
	Expected	3.9	2.1	13.1	.3	21.0
Any other, specify	Observed	1	0	4	0	5
	Expected	.9	.5	3.1	.1	5.0
Total		15	8	50	1	80

$\chi^2=54.32; df=32; p=0.008$

There was observed a significant association between the way students relate to their friends and problems experienced as result of sexual relation. The result in the table indicate that a significantly higher proportion of students who engaged in sexual intercourse with their friends suffered in the way or the other at the 5% significant level.

Hypothesis 3: There is no relationship between Stakeholders and degree of support received in counseling services

Table 4.2 Chi-square test results on support received from stakeholders

Support for counseling programmes	χ^2 - Value	df	p-Value
How do you rate degree of support in counseling received from school administration	3.000	3	0.392
How would you rate the degree of support in counseling received from the Parents/Guardians	.250	2	0.882
How would you rate the degree of support in counseling received from the Ministry of Education	3.000	3	0.392

While some teacher counselors appreciate the support received from stakeholders for counselling services, the results indicate that statistically there was no significant difference in the proportion of teachers statistical there was no significant difference in the proportion of teachers satisfied and those dissatisfied. There was a clear split between the two groups indicating differential support from stakeholders in the division.

Hypothesis 4: Teacher counselors are in agreement about the effectiveness of counseling services

Table 4.3 Chi-square test results on teachers' agreement about the effectiveness of counseling services

Counseling Effectiveness	χ^2 - Value	df	p-Value
How would you rate the degree of effectiveness of counseling programmes on drug abuse	3.250	2	0.197
How would you rate the degree of effectiveness of counseling programmes on academic performance	3.250	2	0.197
How would you rate the degree of effectiveness of counseling programmes on career choices	1.000	3	0.801
How would you rate the degree of effectiveness of counseling programmes on relationship with peer group	6.250	2	0.044
How would you rate the degree of effectiveness of counseling programmes on healthy boy/ girl relationship	3.000	3	0.392
How would you rate the degree of effectiveness of counseling programmes on self-esteem	0.250	2	0.882
How would you rate the degree of effectiveness of counseling programmes on parental neglect	3.000	3	0.392
How would you rate the degree of effectiveness of counseling programmes on indiscipline cases	6.250	2	0.044
How would you rate the degree of effectiveness of counseling programmes on Absenteeism	4.500	1	0.034

From the table, it is observed that only effectiveness absenteeism, indiscipline and peer group relationship were significant with regard to effectiveness of counselling services. There seemed to be reduction in discipline, health relationship and low absenteeism once one had been counseled.

This chapter includes discussion and interpretation of the results in the light of their implications to counselling practice.

5.2 Discussion

The discussion of the findings of this study follow the order presented in chapter one and chapter four.

Research question one

What counselling needs do students have that require the need for

Table 4.1 (a) summarizes the students responses to counselling

result of sexual relations with their friends while table 4.1 (b)

summarizes counselling students have arising from family factors

figure 4.1 (c) summarizes counselling needs that led to student

while table 4.1 (d) is a summary of students counselling needs as

counselors.

These questions aimed at assessing the counselling needs that were a result of other factors.

CHAPTER FIVE

CONCLUSION

5.1 Introduction

This chapter includes discussion and interpretation of the main findings of the study in the light of their implications to counselling practice

5.2 Discussion

The discussion of the findings of this study follow the major research questions in the order presented in chapter one and chapter four.

Research question one

What counselling needs do students have that require the need for counselling?

Table 4.1 (a) summarizes the students responses to counselling needs they have as a result of sexual relations with their friends while table 4.1 (b) and figure 4.1 (b) summarizes counselling students have arising from family background, table 4.1(c) and figure 4.1 (c) summarizes counselling needs that led to students to go for counselling while table 4.1 (d) is a summary of students counselling needs as reported by teacher counselors.

These questions aimed at assessing the counselling needs high school students had as result of other factors.

Students counselling needs arising from sexual relations

The results in table 4.1 (a) shows that many of the counselling needs students had was as a result of sexual relationship with their friends. Those who suffered from absenteeism and sexually transmitted diseases (26.3%) respectively were relatively more compared to those who suffered from other problems (6.3%), trial marriages (6.3%) pregnancy (3.8%), single parenthood (3.8%), sexual abuse e.g. rape (2.5) and abortion (1.3%). Essentially what this result means is that the students engagement in sexual relations caused them problems that needed help.

Matters pertaining to sexual relations needs to be addressed to create awareness among the students for them to learn how to avoid sexual situations and their effects like homosexuality, rape, STIs HIV/AIDS. Teenagers should be well informed about the facts regarding their own sexuality and how their bodies function. This can only be done through individual and group counselling (Gillis, 1991 in Aura 2003). Boys and girls must be told how to say "NO" to situations that get out of hand and how their bodies function and react to sexual arousal. Girls should be made aware of such tricks which men and young boys use like "sweet" words, style of dress and seductive actions. Boys as well should learn how to conduct themselves as students and avoid the company of girls influencing them to sexual arousal. These findings reveal that there is need to counsel these high school students on matters of sex like dating, courtship and marriage (Kebaya 1987). There is need to discuss with them the measures to undertake so as to manage their status.

A chi-square test (Table 4.1 (c)) also observed a significant association between the way students relate to their friends and the problems experienced as a result of sexual relations. The result in the table 4.1 (b) indicates that a significantly higher proportion of students who engaged in sexual intercourse with their friends suffered in one way or another at the 5% significance level.

Counselling needs arising as a result of the student's family background.

This table shows students' response to the counselling needs they had as a result of their family background as also presented in figure 4.1 (b) chart. Poverty and parental abuse of drugs led with 25% each followed by jealous relatives 15%, sickness in the family 13.75%, separated/divorced parents 12.5% parental neglect 6.25% and death in the family 2.5%. From the study, it is evident that students had several counselling needs to one's family background. Thus problems at home triggered the kind of counselling need a student had and therefore which required counselling attention. Most of the needs were very common like poverty and parents abusing drugs each having (25%) and leading among the responses. These findings tell us that the home background contributes to behaviours of a child as he/she grows up. In the current study, it is most probable that the family background featured most prominently due to its position as the epicenter of different influences which include, parents, siblings and relatives could all contribute to the counselling needs a student suffered from. A chi-square test in table 4.1 (a) indicates that there was a significant relationship between the type of problems/counselling needs students had and the family background. The results show that family background needs/problems and home family relations becomes one of the problem areas listed for

example; attitudes towards parents, rivalry with brother or sister and parents not understanding what adolescents wants in life.

The counselling needs that students had when they went for counselling services.

From the table 4.1 (c) the findings reveal that the students had different counselling needs wherever they went for counselling. Most prominent needs included; academic needs (37.5) followed by family needs (23.75), personal needs (13.75), religious needs (11.25), needs as a result of problems with friends (8.5%) and other needs (5%). These counselling needs according to the current study, could be generated as a result of the kind of environment the student was living in which included their peers, the school, the church, the family and the students' personal lifestyle. These could be forces and therefore caused problems that intensified the need to seek counselling.

Kebaya (1987) in her study mentions value concerns and issues for example student's knowledge of right and wrong, what is important in life, knowing what to achieve, ideals religious conflicts and morals as one of the problems areas contributing student counselling needs. Counselling needs connected with academic work of the student appears to be many (37.5%). This could mean that students in their learning process experienced problems that needed counselling attention.

Family needs also featured in the student responses and as described early, the family forms the foundation in the personality development of the child either negatively or positively. In this case the family affects (23.75%) of the students leading them to

develop counselling needs that needed attention. This means that the student suffered problems due to family environment, including fees payment to sustain him/her in school as reported in (Appendix A, item 2(b) where (75%) of the students had fees problems. The students suffering from personal problems/needs (13.75%) also reported to have gone for counselling.

Though those with personal problems were fewer, (13.75%) it shows their readiness to reveal their problems to get healing. Other students had problems with their peer groups (8.75) while those with unspecified problems were (5%). All these sought counselling services an indication that they valued counselling services as a way of solving their problems and their Awareness of counselling services in school.

In putting together these findings; the idea here is that a number of students were volunteering for counselling as indicated in table 4.1 (c) with an expectation to get solutions and this shows their awareness of counselling. Therefore it is upon the teacher counsellor to provide the required services to the student since they have shown interest to have their needs attended. In confirmation to the above data, other researchers found the following results; Lyton and Graft (1971) commented that students with personal problems can be a severe problem to the school management and can have a disruptive effect on the other children if not attended to. Wanjohi (1990) on the other hand says that counselling students on personal matters, self understanding and how to relate to other people should be given preference in secondary schools. Crow (1956) supports them by saying that our adolescents school population are fully aware of the problems connected with their schoolwork and they come to teachers for help. According to him, a young

person is faced with problems that are closely connected with his achieving success, not only as a student but also as a member of a group.

On vocational guidance and counselling, Amunga (1984) pointed out that students had problems and needs or vocational guidance. In his study in national secondary school in Kenya, he found out that students lacked career guidance and counselling. Mwangi (1991) summarizes the foregoing views that the first factor of concern is the problems students encounter for which counselling services need to be provided.

Teacher counselors on the other hand in the school under study, were in agreement with the students' response concerning students' counselling needs as indicated in table 4.1 (d). Their responses corresponded with those of the students [table 4.1 (a), table 4.1(b) and table 4.1 (c)]. For instance (100%) of them reported common problems/needs students had when they came for counselling (87.5%) of them indicated that students also had sexual, family, theft cases and career problems when they approached them for counselling. (75%) of the teacher counsellors also said that students suffered from drug abuse, and peer group problems. Except for drug abuse and theft cases, all other needs mentioned by teacher counselors above were also same ones that were extensively mentioned by students in table 4.1 (c) already described early. This shows a relationship between teacher counsellor and students responses concerning students needs. Thus the students in this case had indeed counselling needs and voluntarily approached teacher counsellors for help meaning that they were very much aware of the existence of the counselling services in their schools. However, this is contrary to the research done by

Moser and Moser (1963) who says that unless students are made aware of the purpose and importance of counselling services in the school, they are likely not to utilize such services. Besides the common counselling needs as mentioned by both teacher counsellors and students the teacher counsellors agreed that students had other problems/needs such as health problems (62.5%), disability problems (12.5), parental neglect (37.5%) and absenteeism (62.5%). All this indicates that the students had more other counselling needs when they came for counselling. In this case therefore, what matters is how the teacher counsellors handled the students counselling needs once they approached them for counselling. The observations done here can tell that the students had many and varied problems/needs and were ready to be counseled hence a time when the counsellor's help was most needed although as it will be discussed through the observation done by the researcher later in this research, the quality of counselling services students received in return could not be satisfactory because almost all schools were either lacking or poorly utilized essential facilities like resource materials and equipped counselling rooms appropriate for quality counselling services. Kimathi (2002), in her research supports the view of students' readiness for counselling. She found that majority of the students under study preferred counselling services in solving their personal, social and academic problems. According to her study (35%) of the students interviewed had emotional, social and peer problems while (30%) had academic problems and 15% had home problems. This shows that the current research is in agreement with other researches done.

Research question two: What is the role expectations and competence of the school counsellor?

This question aimed at exploring the role expectations and the competence of the counselling teacher in the schools surveyed. The information is contained in tables 4.2 (a) and figure 4.2 (b) in trying to answer this question according to the responses given by head teachers. As much as the teacher counsellor in the school was expected to perform a big role in counselling the students regarding their counselling needs, the findings revealed that only a handful of them performed their duties as expected. (25%) of the head teachers interviewed agreed that teacher counsellors were well behaved, (12.5%) of them reported that teacher counsellors were understanding, trustworthy and having genuine interest in helping the students while (37.5%) of them agreed that besides the teacher counsellors performing their duties as counsellors, they were also members of the disciplinary committees in the school. The percentage of head teachers who agreed that teacher counsellors performed their duties, as counsellors as can be observed from the findings were relatively smaller than those who disagreed. This means that most teacher counsellors were not active nor playing their role as counsellors in their schools as expected. Therefore were either unaware of their duties or committed in other duties besides counselling since (37.5%) of the head teachers reported that they were involved in disciplinary cases thus performing dual duties which is not acceptable in the counselling due to its implications on the students confidence on the counsellor. When a counsellor in school is in the disciplinary, this can make students not to trust or develop confidence and instead will have fear that some of their information may leak out to the school administration leading to victimization and punishment. From the findings

therefore, it can be noted that majority of the teacher counsellors did not play their roles as expected as counsellors like having lovable personality, being open minded, dedicated to work, ability to work with other staff members and were not applying professional ethical code. This proportion appear to be bigger compared to those who met the expectations of a counsellor meaning that most of them were having no knowledge of what it meant to be a counsellor or were engaged in other school duties like disciplining students they should counsel. This indicates a failure in the counselling process to meet the student's needs for it does not try to eradicate, prevent or control certain behaviours but rather aim at meeting the therapeutic needs of the individual through helping him/her to make decisions and plan for him/herself. Thus the client should be helped to come out of their "bias" distorted perception i.e. their negative attitude, which may lead to self-destruction as echoed by Mutie and Ndambuki (1999). An effective counsellor is one who is able to play his role well with ability to assist clients make decisions in the light of the interaction with others and is open minded and understanding of self. He/she should maintain complete secrecy about the discussion between him and the counselee an ingredient that boosts the counsellee's confidence level and dedicated to his/her duty as counsellor (Kochhar 1984). On the other hand Christian (1991) supports this view that a counselling teacher should try to identify the innate temperaments, emotions, moods, attitudes and interest of students.

Competent counsellor

According to table 4.2 (b) and figure 4.2 (b), the teacher counsellor's competence was measured in accordance with the kind of training one had and use of the resource materials according to the head teacher's responses concerning teacher counsellor's competence. The findings show that none of the teacher counsellors had formal training as professional counsellors besides being trained classroom teachers in all the 8 schools visited. Only (25%) of the head teachers reported that their teacher counsellors had informal training achieved through attending seminars and workshops while (12.5%) of them reported having had sufficient resource materials in the counselling department, (62.5%) reported that the teacher counsellors had no form of training. From these findings it means that teacher counsellors in the schools under study lacked training particularly formal training while majority didn't have sufficient resource materials all of which are essential components that make up a competent counsellor. As observed by the researcher, most school administrators were not ready to sponsor teacher counsellors to attend training courses to enrich their counselling skills and techniques. Essentially in counselling, lack of any form of training makes it difficult to initiate counselling skills, techniques and theories in attending to students' counselling needs which makes a person proof as a competent counsellor. This view is supported by Makinde (1984) who says that both formal and informal training is vital as the counsellor is practicing which can be done by attending a training college or university, seminars or workshops. On the same view also, Mutie and Ndambuki (1999) points out that counselling skills and techniques together with the personality of the counsellor as essential and sufficient in establishing and maintaining effective therapeutic relationship. Results of the current study as regards

expectations and competency of the counselor were in line with those of Kimathi (2002) who found that among the teacher counsellors interviewed, 20% of them did not know the required skills and techniques in counselling or some were ignorant in using correct skills and thus one wonders how they offered counselling services, this shows incompetence. Cottler (1973) also supports this view that for one to be an effective counsellor, one must have undergone training in guidance and counselling.

Research question three: what type of counselling services are offered and to what extent are the counselling resources utilized?

Table 4.3 tries to answer the type of counselling services offered as reported by head teachers while table 4.4 gives information on the availability of resources materials table 4.5 indicates the extent the resources are utilized while table 4.6 shows the adequacy of available facilities using the observation checklist.

In trying to establish the type of counselling teacher counsellors offered in the schools under study, the researcher came up with the following findings using the head teacher interview schedule. (50%) of the respondents said that teacher counsellors were only giving advice to students while (25%) of them reported the use of group counselling, (12.5%) reported the use of either individual or both individual and group counselling in counselling students. A half of the head teachers interviewed indicated that much of the counselling services were offered through advice giving while half were said to have applied individual, group or both. From these findings most teacher counsellors appear not to have information concerning the appropriate type of counselling for effective counselling particularly the use of individual and group counselling which are

recommended in counselling. Since a half of them were reported having used the advice giving type, it shows their lack of awareness about the existence of other types of counselling probably because as indicated early by the same respondents, none of the teacher counsellors was professionally trained hence were inefficient.

Availability of Resource Materials

In trying to establish availability of resources materials, the researcher designed an observation checklist personally administered by the researcher. The findings are presented in table 4.4. The researcher found out as indicated on the table that most resource materials both human and materials were available. This is a sign that counselling services existed in those schools however the next question will be to what extent were the same resources utilized to meet students' counselling needs. (87.5) Of the schools under the study were found to have teacher counsellors and other human resources such as representatives from the teaching staff (62.5%) and administration (37.5) showing that the counselling department was an inclusive enterprise in offering counselling. The counselling room was spacious in 5 schools (62.5%). Most available materials included materials like pamphlets, charts, journals that was found in all schools⁸ (100%), other resources were also available in some schools like Audio Visual³ (37.5%), students information files 6 (75%), proceeding register 3 (37.5) and only one school had remark register (12.5) to record counselling programme activities meaning that in many schools such activities went unrecorded due to lack of the recording material. From this study therefore, the researcher concluded that at least all schools had the already mentioned resource materials an indication that counselling facilities were

available. This observation is in agreement with the research done by Kimathi (2002) in which she also confirmed the availability of resource materials in the schools under her study commented that this boosted counselling services in the schools since most resources indeed increased the student's interest in seeking help from the counselling room and make personal decisions.

Extent of utilization and adequacy of counselling resources.

The researcher used the observation checklist to come up with the findings to this area as tabulated in table 4.5. In spite of the availability of most resource materials in the schools visited, the extent of utilization of such resources was of great concern to the researcher since this enhances counselling services in the school. Only half of the schools quite often utilized the services of teacher counsellors and counselling rooms i.e. 4 (50%) of the schools. Few schools often utilized both human and material resources, however majority of the schools rarely or never utilized these resources. Most of the counselling rooms were spacious as indicated in table 4.4 mentioned early but they lacked display racks bulletins tables, chairs, cabinets/cupboards as indicated in table 4.6. Several other resources were either rarely or never utilized despite their availability in some schools for example the journals, charts, pamphlets, diagrams, audio-visual, representatives from teaching staff and administration, remark registers etc as in table 4.5. This means that there was little effort to utilize these essential resources, which of course enhances counselling programmes. None utilization of resources is a sign of ignorance about the value of the resources in the counselling process. For this reason, the schools are to be encouraged through the school administration and the counsellors to maximize the

utilization of these materials and human resources if effective counselling is to be done in schools in attending student needs. Ideally, as Mutie and Ndambuki (1999) puts it, the counselling rooms should be spacious and equipped with attractive display for this will sustain the student as a client's interest in counselling and this can only be achieved by equipping the rooms. Proper utilization of counselling resources makes a difference in counselling and ensures competence and effectiveness in counselling. In support of this view, Kimathi (2002) did a similar observation and realized that majority of the teacher counsellors agreed that utilization of the resources facilitated their work as counsellors however she also agrees with the current study that majority of the counselling rooms though spacious lacked important resource materials and those available were rarely utilized by both teacher counsellors and students. She also adds that most schools under her study had adequate human resources and materials.

According to the findings, majority of the schools found very

Research question four: what degree of support is received from stakeholders in attending to students' counselling needs?

Table 4.7 presents the findings to the degree of support stakeholders under the study as reported by teacher counsellors. From the table, the researcher noted a marked difference in the degree of support each stakeholder offered. School administration and parents were the only ones who were found to be very highly supportive in two schools (29.25%). In 6 (62.5%) of the schools, parents were either uncommitted or lowly supportive thus only a smaller percentage was supportive as mentioned early. This shows that parents despite the fact that they are closely related to the students by virtue of being their parents remained at 'aloof' in supporting counselling services in the school. It is only 2 (25%) of

the schools that teacher counsellors reported school administration being either uncommitted or lowly supportive, a sign to indicate that most school administrations were supportive of counseling services. The ministry of education was reported supportive by only one (12.5%) of the schools while the rest of the respondents showed that the ministry was uncommitted 2(25%), lowly supportive 4(50%) or not supportive.

How were they solving them?

Research question five: what is the degree of effectiveness of counselling to some of the students counselling needs?

Tables 4.8, 4.9 and 4.10 shows the degree of effectiveness to some of the students counselling needs.

The degree of effectiveness as reported by teacher counsellors was measured as being effective or not effective as presented in table 4.8.

According to the findings, majority of the schools found counselling services effective to many of the students counselling needs once they came for counselling. As a result the intensity of the students' problems reduced showing how effective counselling was. More than a half of the teacher counsellors reported improvements in the lives of the students due to counselling. (87.5%) of them reported reduction in absenteeism and improvement in peer group relationships, 6 (75%) reported improvement in academic performance, reduced indiscipline cases and reduced drug abuse among students. 4 (50%) of them reported improvement among students while others experienced a healthy boy - girl relationships. 5(62.5%) reported experience in self esteem among students and only 3 (37.5%) reported a lower percentage of improvement in career choices. In general therefore counselling was found effective in handling students' needs. The current study

tend to agree with that of Kiragu (2002) which found that 65% of the teacher counsellors indicated that counselling was effective in handling students needs and indiscipline cases reduced.

Research question six: What are some of the problems teacher counsellors face and how were they solving them?

Problems faced by teacher counsellors

Table 4.9 indicates the responses by teacher counsellors about problems they faced as counsellors. Majority of the teacher counsellors experienced a diversity of problems. The magnitude of the problems was a sign of ineffectiveness of their services in handling student needs. Heavy work load and passive students were major problem in 7 (87.5%) schools followed by 6 (75%) who lacked resource materials showing that these problems were acute and common to most schools. others experienced the problem of unwilling students 5 (65.5%), lack of support from stakeholders 4 (50%), lack of time 3 (37.5%), and lack of counselling rooms 2 (25%). Most problems were not individual problems of the teacher counsellor but external problems, a sign that teacher counsellors were willing to work inspite of these problems. The fact that the teacher counsellor could be experiencing personal problems like burn out, laxity, cultural lack of skills etc cannot be denied in this case because such was mentioned early under the role expectations and competence of the counsellor. Makinde (1984) in support of this, listed problems facing counselling practitioners which include; paucity and psychological test batteries, problems of obtaining occupational information and cultural expectations. Crutch Field et al (1997) also adds the problem of lack of consistent supervision and training which leads

to professional burn out and laxity, lack of guidelines and lack of clear demarcation between discipline and counselling. How a client perceives counselling may also serve as a barrier to the process of counselling (Mwangi, 1991)

Some of the Solutions teacher counsellors found to problems they faced.

Table 4.10 shows some solutions teacher counsellors found as they responded. The solutions given were not consistent with all teacher counsellors but different depending on the individual respondent. At the same time the findings show that very few teacher counsellors found solutions to their problems while majority did not bother to solve their problems. This means that those who tried to sort out their problems were eager to promote counselling while those who did not may have not bothered or were uncommitted, a sign of negligence or being preoccupied with other activities like teaching. This kind of attitude kills the progress of counselling in a school. Out of 8 interviewed teacher counsellors, only 3 (37.5%) used guest speakers, planned for their counselling sessions and used other teachers in counselling while 2 (25%) encouraged student participation in counselling and only one referred extreme cases to other expertise

5.3 Summary and Conclusion

The study was designed to assess the counselling needs among high school students in Nyamira division, Nyamira district. Based on the study, the researcher arrived at the following conclusions:

- i) High school students had different counselling needs that required counselling.
- ii) Some of the counselling needs that were assessed included:
 - School fees
 - Problem with peers
 - Problems as a result of family background
 - Problems of parental neglect
 - Problems of absenteeism
 - Theft cases
 - Health problems
 - Academic and career problems
 - Drug abuse
 - Personal problems
 - Religious problems
- iii) Some students were aware of their problems/needs and therefore went for counselling while some didn't.
- iv) Teacher counsellors were also aware of students' counselling needs since they responded to some of their problems.
- v) Though teacher counsellors were ready to offer counselling services, they were untrained professionals and therefore most of them proved incompetent.
- vi) Most of the schools had counselling resource materials however the degree of utilization differed from one school to another.

- vii) In most counselling sessions, advice giving was the prominent type of counselling method used.
- viii) School administration was supportive of counselling services among other stakeholders in most schools.
- ix) Almost all counseling teachers were faced with problems in the process of counselling.
- x) Very few teacher counsellors were able to solve some of the problems facing them.

5.4 Counselling Implications

In accordance to the research findings, a number of counselling implications arise. It is evident that students have counselling needs which require the attention of the counsellor. In the current research therefore, it was found that most of the students once they realized their problems/needs 60% were ready to be helped since they approached the school counsellors for counselling. This meant that they were aware of the counselling services in the school. As already mentioned early, when students experience such problems and are not attended, it is very easy for them to express themselves in unbecoming ways against the school rules as a way of releasing tension and this can cause destruction. As can be noted, these are young adolescents who are growing up and have the educational, vocational and social potentials in becoming useful people in the society. For this reason they need guidance and counselling to address their needs and give them directions in making life choices and this will be a starting point to set them for these important

aspects. For counselling to be effective among students, their legitimate needs have to be given priority and this can only be done through the intervention of the counsellor. This will help them relate their problems and counselling services as a way of improving their lives for they are on a period full of great challenges. In the process the students' learning abilities will be enhanced in building a society in which people are able to achieve their educational, vocational and socially appropriate objectives and lead responsible lives. The counsellors' role in this context should be looked at in a wider perspective in building up a personality i.e. socially, physically, psychologically fit and acceptable by others in society. Mutie and Ndambuki (1999) supports this view by saying that, accepting counselling on the part of the client leads to a greater level of honesty towards the self. In addition, they continue to argue that self- concept of the client becomes congruent with hi/her experiences thus the ability to harmonize ideal self with the real self. Counselling does not deal with giving advice, direction, information or instruction nor try to eradicate, prevent or control certain behaviours but rather aim at meeting the therapeutic needs of the individual through helping the client to make decisions and plan for him/her self. Tatum (1986) connects counselling and problem solving by saying that it is a dialogue between someone who has a problem and someone with special knowledge who can help in understanding of the problem. It is concerned with emotional disturbance and behaviour problems. This can only be achieved if counselling in schools is well established and given full support by all stakeholders if it has to meet the expected goals of counselling students with problems/needs. It also calls for the great support of parents/guardians in creating rapport with their children back at home to establish their problems and work in conjunction with the school counsellor in helping the children as a

combined force. Thus the parents should be sensitized about the need to give attention to their children needs since it was found in this research that most problems/needs students had emerged from family backgrounds. The home environment was found to be influencing the life of the students in many ways causing them problems due to poverty, drug abuse, separation, divorce, single parenthood among others, negatively affected the student's life. Gillis (1994) in Aura (2003) 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. For this reason the teacher counsellor should be able to acknowledge the child's feelings of grief of the separated/divorced parent and be assured that his/her relationship with both parents will still continue and should not take sides. Kumpfer (1993) on the other hand supports the same view that delinquency in children brought up in broken families or families ridden with conflicts have greater problems for guidance and counselling teacher to solve. Marital discord is a stronger prediction of delinquency than family structure and that a conflict ridden family is far more detrimental to children.

Sexual problems, religious, personal problems were often counselling needs that featured prominently in the study. It is therefore probable that unless counselling services are established or improved, it will be difficult for such students to be helped. Since most teacher counsellors were found to be members of disciplinary committees in the school, this appeared an hindrance and a threat to student's confidence in their counsellors hence were likely to fear and avoid to approach the counsellor. It is therefore important and advisable that teacher counsellors be relieved of such involvement to foster student

participation in counselling. Almost all schools visited by the researcher were church sponsored and this could affect the students religious beliefs that led some to experience religious problems. Matters to do with academic and career choices needed attention and unless given proper directions, students can easily fail to organize their academic work and this calls for vocational counselling in the schools that was lacking. Sexual problems were also matters of concern since many students reported having suffered quite a number of problems as a result of sexual relations. This means that students could be lacking knowledge about sexual matters, a reason why they could even find it necessary to go for counselling. This could be among the personal needs students suffered from, that could require privacy and confidentiality in discussing such issues that can only be done by a professional counsellor who understands the techniques and skills of counselling that lacked among the teacher counsellors. In spite of their availability of the counselling resources in most schools visited, utilization of the same resources in attending to students' counselling needs was found to be poor however other resources were insufficient. This is an hindrance to effective counselling to students with counselling needs. In counselling it is advisable that the counselling room be available, equipped and organized well to ensure and initiate rapport between counsellor and client and to sustain the attention and interest of the client in counselling. This objective cannot be achieved unless there is full support of the counselling services both financially and morally. At the same time, alternative approaches can be established in attending to students needs like the use of peer counsellors to assist teacher counsellors. This has been well documented as effective and successful method than teacher counsellors as is the practice in United States (Dryfoos, 1990). To succeed in this the older students are used

and workshop trained and allowed certain incentives to motivate them in counselling younger peers. Peer counselling has been found successful since they belong to the same life and psychological world and are more likely to empathize with one another in reflecting on issues of growth and development than when the same is dispensed by teacher counsellors. Peer counselling was also advocated by the Koech report (1999) to work among persons of same age, rank, status and ability. Peers are friends who learn together or workmates. They look for social, intellectual and vocational skills to provide bases for adult life in the changing world.

5.5 Conclusion

It is true that high school students experience problems, which lead to their counselling needs. Majority of them seek help in such problems for example from the current study 48 (60%) out of 80 (100%) had gone for counselling which is a clear indication that they are aware of the existence of sources of help particularly counselling. The 32(40%) who had never gone for counselling need to be encouraged to see the importance of counselling for they have problems. From this view therefore, it is very necessary to ensure efficiency in running the counselling programmes by improving the available facilities and provision of more others. The ministry of education through teacher service commission should assist to train and deploy professional counsellors to schools as a way of helping the students in the management of their problems. The school administration as well as the parents and the well wishers as other stakeholders should participate and show a willingness to assist improve counselling services in helping students. This is

because from the research done, many available resources both human and materials in the schools were poorly managed and this could discourage students as well as teacher counsellors to initiate counselling.

5.6 Recommendations

The following are my recommendations derived from the research for the improvement of counselling services so as to provide help to student needs.

- i. The teacher counsellor should be a trained counsellor formerly or informally to qualify as a professional counsellor with techniques of handling student needs.
- ii. The teacher counsellor should involve the participation of other staff members and administration as representatives to counselling students.
- iii. He/she should be more aggressive, free and interested in identifying those students with counselling needs.
- iv. There is need for the teacher counsellor to address issues related to interpersonal relations, family life, education and religion since these were found to be major sources of students counselling needs.
- v. He/she should ensure that available counselling resources are fully utilized to enhance the counselling service and sustain students' interest to come for counseling. School budget should include counselling resources to make the counselling room more attractive.

- vi. The parents should be sensitized about the effectiveness of counselling to students' needs and how demanding it's for them to get involved in helping their children grow up in all aspects.
- vii. The school administration should take the upper hand in promoting counselling in the school by providing necessary support like resource materials and sponsoring teacher counsellors to seminars and workshops.
- viii. The ministry of education in conjunction with KIE should also help in equipping counselling departments in schools with sufficient resource materials for effective counselling.
- ix. The ministry should also through the TSC deploy trained teacher counsellors by promoting and confirming the existing ones by in servicing them.
- x. The ministry should sponsor refresher courses for practicing teacher counsellors to enrich their counselling skills
- xi. The ministry through TSC should reduce the teacher counsellors' workload as a classroom teacher to enable him/her has enough time to attend to student needs.
- xii. The ministry should provide teacher counsellors with allowance as a motivation to their work for they have to attend to student needs even during none school hours. At the same time, interested teachers who want to join counselling courses in colleges and university should be allowed study leave with pay as an encouragement to have more counsellors trained.

REFERENCES

5.7 Recommendation for further Research

This research was carried out only in eight secondary schools in Nyamira division, Nyamira district and for this reason, I recommend for a research covering the whole district so that authentic policy statements can be put in place for effective counselling services in attending to student needs in schools.

A similar research should be carried out in private and primary schools in assessing student needs since these were not covered in this research

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APPENDIX A

Student questionnaire

Please respond to each item in the questionnaire as honestly as possible. Make comments where need be. Note that your anonymity will be absolutely ensured.

Background information

- 1 a) School
- b) Age
- c) Sex
- i) Male [] ii) Female []
- d) What type of school are you in? .Tick in the appropriate box below:

Girls boarding	Mixed boarding	Mixed day
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Opinion on counselling needs

2 a) Who pays for your school fees?

- Parent []
- Guardian []
- Brother /sister []
- Uncle/aunt []
- Any other, specify _____

b) Do you have any problem with school fees?

- Yes []
- No []
- Any other, specify _____

c) Are both parents supportive of your schooling?

Yes []

No []

d) Who supplies your personal needs at school?

Parent /guardian []

Sugar daddy/mummy []

Boy/girl friend []

Any other, specify _____

e) Do you have any problem with your family background?

Yes []

No []

f) If yes, identify the problem

3. Have you ever gone for counselling yourself?

Yes [] No []

4. What counselling need / problem were you having? (Tick those applicable to you).

Academic problems []

Family problems []

Problem with friends / other students []

Religious problems []

Personal problems []

Any other, specify _____

5a) Do you suffer from any physical disability?

Yes []

No []

b) If yes, do you have any problem as a result of this disability?

Yes []

No []

c) If yes, which particular problem?

Loneliness [] []

Isolation/rejection [] []

Prolonged sickness [] []

Any other, specify _____

6a) Do you have a girl/boy friend?

Yes []

No []

b) Have you ever been disappointed by him or her?

Yes []

No []

c) If yes, give a reason

d) How do you relate with your friend?

Through letter writing []

Sexual relations []

Academic group discussions []

Games /sports activities []

Any other, specify _____

7a) Do you have any problem with the school administration because of such friendships?

Yes []

No []

b) What are some of these problems?

Victimization []

Punishment []

Suspension []

Any other, specify _____

c) Have you ever suffered from any of the following problems as a result of your sexual relations with your friend? (Tick whichever is applicable to you)

Sexual abuse e.g. rape. []

Pregnancy []

Trial marriage []

Abortion []

Single parenthood []

Sexually transmitted disease []

Any other, specify _____

Absenteeism []

Any other, specify _____

d) When you experience such problems, do you go for counselling?

Yes []

No []

8. When you feel that you need counselling, whom do you go to? (Tick only one).

i) My parents []

ii) My class teacher []

iii) The school counsellor []

iv) My friends []

v) The head teacher []

vi) The deputy head teacher []

vi) Any other, specify _____

Opinion on counselling services in school

9a) Is counselling offered in your school?

Yes []

No []

b) If yes, who is in charge?

Class teacher []

Counsellor []

Head teacher []

Religious leader []

Any other, specify _____

10. Is there a counselling office in your school?

Yes []

No []

11a) Is there specific time for counselling on the school time table?

Yes []

No []

12. Is the time assigned for counselling adequate?

Yes []

No []

13. How do you rate the success of the counselling services provided in your school?

i) Above average []

ii) Average []

iii) Below average []

iv) Unsatisfactory []

14. What suggestions would you make for improving counselling services in your school? (Tick whichever is applicable)

i) Providing a private room for counselling []

ii) Appointing a school counsellor []

iii) Appointing more counselors []

iv) Allowing students to participate in planning counselling programme []

Any other, specify _____

Thank you.

APPENDIX B

Questionnaire for the teacher- counsellor

Introduction

Type of school _____

Mixed secondary school []

Single sex secondary school []

1a. Do students come for counselling services?

b. Do they volunteer themselves for counselling or they are referred for counselling?

c. What kind of counselling needs do they have?

2a. Is there specific time for counselling in the school?

b. How often do you conduct counselling services in the school?

3. Do you invite professionals/ speakers from outside to talk to students about their needs?

4. Are there cases of sexual relationships among students in your school?

5. Does some of their counselling needs include school fees problems, pre-marital sex, family problems, theft cases, health problems, problem with peer group, academic problem?

6. How would you rate the degree of support in counselling received from the stake holders mentioned below (Tick where appropriate)

STAKE HOLDERS	Very highly supportive	Highly supportive	Uncommitted	Lowly supportive	Very lowly supportive
The Head teacher					
The deputy head teacher					
Other members of staff					
Sub-ordinate staff					
The parents/ guidance					
The immediate community					
The Ministry of Education					

7. Please indicate the degree of effectiveness of counselling programmes on the following student needs. (Tick where appropriate)

STUDENT NEEDS	Very effective	Effective	Undecided	Not effective	Very ineffective
Reduced drug abuse					
Improved academic performance					
Successful career choices					
Relationship with peer groups					
Healthy boy-girl relationship					
Self esteem					
Neglect by parents					
Indiscipline cases					
Absenteeism					

8a. Do you face any problem in the process of counselling students?

b. What are some of these problems?

c. How do you try to solve some of these problems?

9 In your opinion, what recommendations can be offered to improve the standards of counselling programmes in attending to students counselling needs?

Thank you for participating.

- i) Individual
- ii) Group

Appendix C

Head teacher interview schedule

Introduction

Rapport

Type of school

Mixed secondary school []

Single sex secondary school []

1a. Do you have a teacher- counsellor in your school?

b. Is he/ she a trained counsellor?

c. What kind of training does he/she have?

d. Is he/ she T.S.C or internally appointed counsellor?

e. Is there a counselling room /office in the school?

2.a. Is he/ she a part of disciplinary committee in the school?

b. What type of counselling does he/she offer to students? **Tick whichever applicable**

i) Individual

ii) Group

iii) Both individual and group

iv) Advice giving

c. How can you rate the counsellors' role in the school in the following order

i) Well behaved

ii) Lovable personality

iii) Abroad out look

iv) Understanding

v) Has a genuine interest in helping students

vi) Open minded

vii) Applying professional ethical code

viii) Working with other staff members

ix) Trustworthy

x) Dedicated to work

xi) Member of disciplinary committee

(Tick whichever is applicable)

d. How can you rate his or her competence as a school counsellor .

i) Has formal training

ii) Has informal training

iii) Has enough resource materials

iv) Has no any training as a counsellor

(Tick whichever is applicable)

3a. Is counselling services promoting discipline in the school?

b. How is it contributing to discipline?

School _____

4. What kind of support do you offer to the counselling department?

a). The table below shows a list of human and financial resources

school counselling office.

COUNSELLING RESOURCE MATRIX

Teacher counselors

Representative from teaching staff

Representative from the school administration

Equipped large room with space and ethnic plants

Audio-visual materials(T.V, video tape, radio, recorder etc,

Text books/ reference books

Other materials e.g. pamphlets, charts, journals, diagrams

Student information files

Remark registers for visits

Proceeding registers (to record the activities of counselling programmes)

Others, specify

Thank you.

APPENDIX D

Observation checklist

School

Department

Utilization of the counselling resources:

a). The table below shows a list of human and material resources that may be used to enhance counselling programmes in attending to student counselling needs in high schools. Tick in the appropriate column whether these resources are available in the school counselling office.

COUNSELLING RESOURCE MATERIALS	AVAILABILITY	
	AVAILABLE	NOT AVAILABLE
Teacher counselors		
Representative from teaching staff		
Representative from the school administration		
Equipped large room with space and sitting place		
Audio-visual materials(T.V, video tape, radio recorder etc.		
Text books/ reference books		
Other materials e.g. pamphlets, charts, journals, diagrams		
Student information files		
Remark registers for visits		
Proceeding registers (to record the activities of counselling programmes		
Others , specify		

b). Indicate by ticking in the appropriate column below the extent of utilization of these resources you have in your school.

AREAS COUNSELLING RESOURCES	UTILITY			
	Quite often	Often	Rarely used	Not used
Teacher counselors				
Representative from teaching staff				
Representative from the school administration				
Equipped large room with space and sitting space				
Audio-visual materials(T.V, video tape, radio recorder etc.				
Text books				
Other materials e.g. pamphlets, charts, journals, diagrams				
Student information files				
Remark registers for visits				
Proceeding registers (to record the activities of counselling programmes e.g. educational trips, speakers e.t.c.				
Others , specify				

Adequacy of other facilities in the counselling room. Indicate by ticking in the appropriate column.

AREAS	PREPARATION	
	Adequate	Inadequate
Tables and chairs		
Cabinets, wardrobes/ cupboards		
Display racks/ bulletin boards		
Meeting- discussion rooms		
Attractive displays		
Arrangement of the reading materials		
Any other, specify		

APPENDIX E

Time Schedule

	YEAR 2005 (MONTHS)									
	J	F	M	A	M	J	J	A	S	O
Proposal writing										
Data collection										
Data analysis										
Compiling chapters										
Writing of the final draft										
Binding and submission										

APPENDIX F

Budget

	AMOUNT	
	KSH.	CTS.
Typing and printing services	16,000	00
Photocopy	9,000	00
Transport	15,000	00
Subsistence	25,000	00
Stationary	7,000	00
Miscellaneous expenses	25,000	00
TOTAL	97,000	00

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