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DECLARATION

**ASSESSMENT OF GUIDANCE AND COUNSELING SERVICES IN
KENYAN SECONDARY SCHOOLS WITH SPECIAL REFERENCE
TO BURETI DISTRICT**

BY

CHEPKIRUI, KEMEI

**A RESEARCH PROJECT SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF EDUCATION IN GUIDANCE AND COUNSELING,
KENYATTA UNIVERSITY.**

2004

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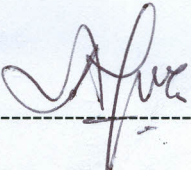
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I confirm that the work reported in this Research Project was carried out by the candidate under my supervision.

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DEDICATION

ACKNOWLEDGEMENTS

My Dad, The late Rev. Wilson Kemei ----- exemplary inspiration, wisdom, hard work and love. Mum, Rael Kemei, who carries on these virtues. and hardworking

Thanks

Professor Nwoge, A., worked tirelessly hard to ensure that I was accorded a
guidance and direction during my whole two-year period of study. This work
has definitely been accomplished without his continuous patience,
encouragement and inspiration. I sincerely thank Dr. Kigen, Dr. Turung and
the department of counseling psychology of Kenyatta University

My colleagues, the pioneer class of M.Ed. in Guidance and Counseling, 2007
thoughts, challenges and vision with me and I sincerely thank them.

Behind me stood David, my husband, with an impetus so wonderful resulting in
support, understanding, inspiration, encouragement and love displayed throughout
my time. My heart feels really humbled for such immeasurable dedication to
my success. Thank you, Kevin, Kerbar, Keith and Naomi have been so precious
supporters.

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ABSTRACT

The study's intention was to find out the image of the provision of Guidance and Counseling Services in Kenyan Secondary Schools with special reference to Bureti District. Principally, the study assessed the prevailing situation in the provision of counseling programs. The specific areas that were assessed included Human and Material resources, attitude of the students and the teachers, the type of Counseling Services accorded to students, and, the support system available in these schools.

Literature review was done on related studies from examples outside Africa, Africa itself, and Kenya, with special emphasis to learning Institutions. Studies outside Africa revealed that guidance and counseling has been started in most of the countries. In these countries it is organized by the Ministry of Education or Ministry of Labor. Some of these countries have conducted an Evaluation of the Guidance and Counseling programs. There were four theories which demonstrated the fact that Counseling Services at the moment is faced with several challenges but the effort of all the school stakeholders will help alleviate and improve the programs.

The methodology of the study mainly consisted of survey design which employed random and purposive methods of sampling. Research was carried out in eight Secondary Schools of Bureti District. Three research Instruments were used in the study.

TABLE OF CONTENTS

A pilot study was carried out in a Girl and a Boy School to test the validity of the Instruments. Both descriptive and statistical methods of data analysis were used. Statistical package for social sciences (SPSS) was used to analyze data.

Declaration

The findings of the study showed that Guidance and Counseling programs have been established in most of the schools in Bureti District. It was shown that there is a shortage of human and material resources in these secondary schools and that all the stakeholders of the school do like and support counseling services but their degree of support varies. Parents and Agencies are the ones that give least support.

Appendices

The study concluded that much work that is evaluative-oriented should be carried out by every individual secondary school so that areas to be improved may be unveiled for better Guidance and Counseling Services.

1.3 Purpose of the study

1.4 Significance of the study

1.5 Research Questions

1.6 Assumptions

1.7 Scope and delimitation

1.8 Definitions of terms

CHAPTER I TABLE OF CONTENTS

Content	Page
Title-----	i
Declaration-----	ii
Dedication -----	iii
Acknowledgement-----	iv
Abstract -----	v
List of Tables -----	xi
List of figures-----	xiii
Appendices-----	xiv

CHAPTER ONE: INTRODUCTION

1.1 Background of the study-----	1
1.2 Statement of the problem-----	5
1.3 Purpose of the study-----	7
1.4 Significance of the study-----	8
1.5 Research Questions-----	10
1.6 Assumptions-----	11
1.7 Scope and delimitation-----	12
1.8 Definition of terms-----	13

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction-----	15
2.2.0 Theoretical framework-----	18
2.2.1 Systems Theory-----	19
2.2.2 Psychodynamic Theory-----	20
2.2.3 Gestalt Theory-----	23
2.2.4 Life skills' Theory-----	24
2.3 Image of guidance and counseling in areas outside Africa-----	25
2.4 The status of guidance and counseling in African countries-----	29
2.5 Developments of guidance and counseling in Kenyan secondary schools-----	33
2.6 Conceptual framework-----	38
2.7 Hypotheses of the study-----	39

CHAPTER THREE: METHODOLOGY

3.0 Introduction-----	41
3.1 Research Design-----	41
3.2 Study location-----	42
3.3 Population of study-----	42
3.4 Sampling techniques-----	43
3.5 Research Instruments-----	48
3.6 Validation of the Instrument-----	49
3.7 General data collection method-----	49
3.8 Specific data collection procedures-----	49
3.9 Analysis of data-----	50

CHAPTER FOUR: RESULTS OF THE STUDY

4.1 Introduction-----	51
4.1.2 Establishment of guidance and counseling in schools-----	52
4.1.3 Human resources-----	53
4.1.4 Material resources-----	54
4.1.5 Attitude on guidance and counseling amongst the School community members-----	56
4.1.6 Counseling services which are functional in Bureti district-----	59
4.1.6.2 Time schedule-----	61
4.1.7 Support system-----	62
4.1.8 Suggestions on the improvement of counseling services-----	65
4.2.0 Statistical Analysis-----	66
4.2.1 There is no significant difference in the provision of Guidance and counseling services in Bureti secondary schools-----	66

4.4.0 Recommendations for further research

REFERENCES

4.2.2 There is no significant difference in the provision of Various types of counseling services in Bureti secondary school-----	67
4.2.3 There is no significant difference in the counseling visit frequency amongst students in Bureti secondary schools-----	70
4.2.4 There is no significant difference in the suggestions given for the improvement of guidance and	

4.17	counseling services in secondary schools in Bureti district-----	70
------	--	----

Guidance and counseling -----

CHAPTER FIVE: CONCLUSION

5.1	Introduction-----	72
5.1.1	Discussion-----	72
5.1.2	Presence or absence of guidance and counseling-----	72
5.1.3	Human resources-----	77
5.1.4	Material resources-----	79
5.1.5	Attitude-----	8
5.1.6	Type of services-----	88
5.1.7	Support system-----	93
5.2.0	Implications and recommendations-----	100
5.3.0	Summary and conclusions-----	106
5.4.0	Recommendations for further research-----	109
	REFERENCES-----	110

Table

4.1 a) Distribution of respondents per school type -----

 b) Number of respondents per school category -----

4.1: Absence and presence of guidance and counseling -----

4.2: Level of counselor training and professional updates -----

4.3: Availability of facilities in counseling department -----

4.4: Summary of attitude displayed by teachers and students -----

4.5: Guidance Services available -----

4.6: Frequency of students' visit to the department -----

4.7: Administrative practices related to counseling -----

4.8: Challenges posed by the administration to the Guidance program -----

4.9: Support of Guidance and Counseling by the school community members -----

4.10: Suggestions on the improvement of counseling services -----

4.11: Chi-square value for provision of counseling services -----

4.12: Chi-square value for peer counseling services -----

4.13: Chi-square value for Group counseling services -----

4.14: Chi-square value for individual counseling -----

4.15: Chi-square value for vocational counseling -----

4.16: Chi-square value for counseling visit frequency -----

LIST OF TABLES.

Table	Page
3.1 a) Distribution of respondents per school type-----	44
b) Number of respondents per school category-----	45
4.1: Absence and presence of guidance and counseling-----	52
4.2: Level of counselor training and professional updates-----	53
4.3 Availability of facilities in counseling department-----	55
4.4: Summary of attitude displayed by teachers and students-----	57
4.5: Guidance Services available -----	60
4.6: Frequency of students' visit to the department-----	61
4.7: Administrative practices related to counseling-----	62
4.8: Challenges posed by the administration to the Guidance program -----	63
4.9: Support of Guidance and Counseling by the school community members---	64
4.10: Suggestions on the improvement of counseling services -----	65
4.11: Chi-square value for provision of counseling services-----	67
4.12: Chi-square value for peer counseling services-----	68
4.13: Chi-square value for Group counseling services-----	68
4.14: Chi-square value for individual counseling-----	69
4.15: Chi- square value for vocational counseling-----	69
4.16: Chi-square value for counseling visit frequency-----	70

LIST OF FIGURES

Figure	Page
3.1a-----Representation of respondents per school category-----	45
3.1b-----Respondents per school type-----	45
4.1-----Absence or presence of guidance and counseling-----	52
4.2-----Level of training and professional update for teachers-----	54
4.3-----Impressions students get about the counselor during Counseling-----	58
4.4-----People students prefer to go to for counseling-----	58
4.5-----Type of counseling services available-----	60

APPENDICES:

Page

Appendix A -----	Questionnaire for the students -----	113
Appendix B -----	Questionnaire for the teacher in the charge of Guidance and Counseling -----	116
Appendix C -----	Researcher's checklist-----	121
Appendix D -----	Research permit -----	123
Appendix E -----	List of secondary schools in Bureti district-----	124
Appendix F -----	List of schools under study -----	126

CHAPTER ONE

INTRODUCTION

1.1 Background of the study.

Guidance and counseling programs in secondary schools is one of the school programs deserving a lot of evaluative attention in order to determine its effectiveness. Gibson & Mitchell (1995) define program evaluation as a systematic set of data collection and analysis of activities, undertaken to determine the value of the program in order to aid management, program planning, staff development, public accountancy and promotion. Evaluation activities make it possible to make reasonable judgments about efforts, effectiveness, and adequacy and provide a comparison of program options. Assessment of guidance and counseling activities in secondary schools is hence of so much importance during this era of modernization and urbanization complexities accompanying them. Guidance and Counseling is a unit of the school organization. Lawler, E.E. (1980) defines Assessment as a general focus on a set of variables that have central relevance for the understanding, prediction and control of organizational behavior. Assessment tends to view the organization as a whole and to consider the whole range of variables that contribute to or are manifestations of organizational behavior rather than focusing on just one small set of variables or issues, (Lawler, 1980, 8). Hall, (2002, 236) also on the same note says that we study organizations to understand how and why they are effective or ineffective.

From the time of its inception in America, counseling has undergone several evaluative measures in an attempt to determine its value at different stages in various places. This has arisen out of a dire need for the provision and utilization of guidance in various settings. Tyler, L.E. (1961, 2) argues that the need for counseling is greater in our era than it has ever been before. He says that each person growing up in our modern society faces a far more complex situation than the one his grandfather did. This argument thus manifests the much need of a sense of concern for guidance and counseling services.

Stability, Jencks, B. (2002), the president, The International Association of Guidance

In USA, the works of pioneer psychologist researchers such as Frank Parsons, Davis, S. Wheeler and William A. led to reassessment of the status of counseling and later contributed to positive changes in the purpose and functionality of counseling services, Miller, (1961). For instance in 1958, the Educational Act was passed to ensure the strengthening of the guidance and counseling services and training initiators by Universities to prepare school counselors. Funds were immediately made available for the establishment of guidance training programs for secondary school teachers and counselors. Other subsequent legislation which had a strong effect on guidance and counseling services in the USA included the manpower Development and training Act of 1963. The Acts enhanced the quality of guidance and counseling services in secondary schools in the USA.

In Britain, the development of guidance and counseling has benefited a lot from the various evaluations that have been conducted. The specific ones are those done by the

existence of guidance and counseling particularly in secondary schools

British Association of counseling. These evaluations have contributed to a lot of improvements and standards in the provision of counseling services.

Another area that has done an evaluation of guidance and counseling is Finland. Commenting on this evaluation in Finland, Nummien Ulla (2001) says that evaluations have particularly focused on career counseling and careers guidance. He further says that, Guidance and counseling programs have continued to experience many challenges, problems, and these have necessitated an assessment on it to determine its benefits and viability. Jenscke, B. (2002), the president, The International Association for Educational and Vocational Guidance (IAEVG) while opening a conference at Wellington, New Zealand, said that as the training of counselors has to be supervised, the effectiveness of guidance services should be monitored through regular evaluation and relevant research studies.

The situation of counseling services in the African countries also portrays a number of attempts at assessment in order to find out ways and means of improving its implementation. Most of the countries in Africa have started counseling services in their educational systems but are all curtailed by a number of problems, Makinde, (1984). Biswalo, P, M. (1996, 36), also pointed out that counseling has not yet grown sufficient roots that enable it to operate effectively.

In Kenya, a systematic evaluation of counseling may not have been done in depth as it should but through several Education commissions, Kenya has always stressed the importance of guidance and counseling particularly in institutions of learning. These

recommendations have been made out of attempts to evaluate the existing situation of guidance and counseling in various institutions of learning. For instance, The Koech commission,(1999) recommended that Guidance and counseling in schools and colleges be strengthened to become an active service on a day-to- day basis ,advising students on academic, social, and practical aspects of life. The commission also recommended that this should be undertaken by teachers trained in guidance and counseling to work closely with other teachers, parents, and religious bodies. Mutie, E.K. &Ndambuki (2002) also reported that the guidance and counseling programs in Kenya have not made so much impact due to a number of problems facing its implementation. These problems are lack of materials, lack of trained personnel, and lack of reliable support system.

It is against such a background in the provision of counseling services that this study endeavors to find out what the situation is at the moment in Kenyan secondary schools using Bureti District as an example. At present, there is a better discernment about the crucial role counseling is playing in the improvement of academic performance, maintenance of discipline and in enhancing the social relationships in the school setting. With this positive understanding possessed by the school policy makers, teachers and administrators, this study aims to assess the prevailing picture of guidance and counseling in Kenyan secondary schools. This study seeks to find out the existing image of counseling services in order to determine the kind of direction it is taking in terms of efficiency and effectiveness. The Ministry of Education encourages all the schools to provide guidance and counseling in their schools. It is of importance therefore to find out whether the schools have practically implemented these instructions from the Ministry or

not. Even for those that have established these counseling services, it is still necessary to assess how they function. Considering the changes and demands of psychosocial needs in the 21st century, this study intends to find out what the situation is in Kenyan secondary schools with special reference to Bureti District.

1.2 The statement of the problem

According to the annual report of the Ministry of Education Science and Technology, (1998), only a few districts had established guidance and counseling programs in secondary schools due to few personnel. Another discovery was that done by The Commission of inquiry into the Education system in Kenya in August, 1999. This commission was informed that guidance and counseling remains a weak component at all levels of the education system. It was reported that even where it exists, it is undertaken in a haphazard manner because the teachers concerned for this purpose have not been trained and so have no professional competence in guidance and counseling. The commission also noted with a lot of concern that this once a vibrant unit is no longer as effective as it used to be. Consequently, the commission made two recommendations. The first was that a national program be instituted for the professional training of teachers to handle guidance and counseling in institutions of learning. Secondly, it recommended that guidance and counseling in education and training institutions be offered by professionally trained and mature members of staff and that unless otherwise requested, students be counseled on the basis of gender parity. Koech commission, (1999, August).

The intention of this study is to assess what the situation in these secondary schools is. Regarding that the ministry of Education, the school administration, the teachers, the students and even the parents do discern well the crucial role of guidance and counseling, it is significant to examine the status of counseling programs. Through this assessment, the study will discover whether this awareness has been translated into tangible plans and implementation of counseling programs in the various schools. This study endeavors to assess the true image of how counseling programs are being operated in terms of its implementation. The study will concern itself with finding out whether these schools have counseling programs and if they have, it will also establish their strategies of implementation and how they conduct their activities. This assessment is aimed at determining whether counseling services are producing the desired results. This study also aims at establishing the main ways in which counseling services in these schools are structured. This study will evaluate the counseling programs in Kenyan secondary schools in order to discover what encompasses these programs. When this is accomplished, appropriate recommendations will be made so that all the parties concerned may take the necessary measures for the improvement of guidance and counseling services. There is need at the moment to offer a good quality of guidance and counseling in our secondary schools since restructuring of the education system has essentially led to changes that demand an effective tool of interpersonal management. Guidance and counseling should not be present by name only but should manifest itself as an action-oriented program. The assessment results from this study will be used by the stakeholders to effect positive changes in the provision of counseling services.

1.3 The purpose of the study

When programs are established in any setting, there are many expectations which they are meant to achieve. Shertzer B. & Stone S.C. (1971, 439) contend that evaluation of guidance is essential if its future is to be meaningful. They further argue that as guidance becomes more and more visible, demands from within and without the field will increase for an objective accounting of its 'goodness'. Guidance and counseling programs in Kenyan secondary schools should serve the intended goals and objectives. The fundamental purpose of this study is to carry out a systematic examination of the guidance and counseling programs in Bureti secondary schools in order to establish the exact picture of counseling services in terms of its existence and functionality. The study will systematically analyze the provision of counseling services in these schools at present vis-à-vis what is expected in a professional counseling program. These findings will then be used to make recommendations to encourage all the stakeholders of the school to participate in ensuring that counseling programs are effectively managed. A report on Education For All (EFA), (2002, 100) stated that in the meantime, professionalization of guidance and counseling is a need that should be addressed through a policy framework. The intention of this study will be to assess counseling status in secondary schools so that all those concerned may be appealed through the recommendations to actively participate in ensuring a provision of a comprehensive guidance and counseling program. In a more specific way, the main objectives of this study are to:

- 1) To find out whether all the schools in Bureti District have established a guidance and counseling program with the basic requirements for a counseling program. These requirements are human and material resources.
- 2) To find out about the attitude that the teachers and the students have about counseling services.
- 3) To find out the kind of counseling services available such as Peer counseling, Group counseling, Individual counseling.
- 4) To find out the support system for the guidance and counseling department from the administration, the teachers, students, the parents and the outside community.
- 5) To make the necessary recommendations and suggestions for the improvement of guidance and counseling services.

1.4 The significance of the study

Lawler, Nadler & Cammann (1980, 11) assert that through assessment, organizations gain the capacity to identify problems, reshape themselves and measure variables that have great consequences for long-run organizational performance. They further argue that organizations have the capacity to do great good or great evil. Hatch, R. 2nd Ed. (1965) gives some of the purposes of evaluation in guidance as, to provide information for curriculum revision and for guidance services and to provide data upon which can be built a sound program of public information and public relations. Evidence through research and observation in Kenyan schools show that students' unrest, drug abuse, teenage pregnancies, school dropouts, truancy, general indiscipline and poor educational career and vocational choices continue to be displayed by students and are on an alarmingly rising rate, Rutto (1995). Micheka, (1996). Cases of arson in schools such as

those that took place at Bombolulu and kyanguli secondary schools in Kenya are all manifestations of lack of adequate counseling programs in Kenyan secondary schools. It is a signal and a serious beckoning to recognizing the sense of establishing strong and functional counseling services to handle these psychosocial needs and thus do a great good as argued by Lawler, et. al. (1980) above. On the same vein, Hall, (2002, 3) attests that organizations have outcomes, they are not benign objects. Merton, (1957) in Hall (2002) says that these outcomes can be intentional or unintentional, recognized or not recognized.

It is under such a situation that this study aims to investigate the condition of counseling services in secondary schools and through this, determine whether these services are being provided according to the needs of the school society. There is a great need to establish if counseling as a unit in the institution of learning is rendering its services relevantly and appropriately. It has to be noted here that without their deliberate actions, counseling programs have in many cases done a disservice to the school community.

The collapse of African traditional values and adoption of modern lifestyles call for a sense of seriousness in the way guidance and counseling is handled in schools. It is therefore of great importance that what curtails this effort should be discovered in order to put the necessary measures in place. This study endeavors to find out if counseling programs are in place in these schools to play the crucial need that is in high demand. Out of these findings, relevant suggestions and recommendations will be made so that schools

are helped to improve their counseling services and hence manage to help students in their academic, emotional, and psychosocial needs.

3) What material resources are available in these schools?

This study will carry out an analytical assessment of the operational activities of the guidance and counseling departments in Bureti secondary schools. This is aimed at revealing the exact position of counseling services and its functions and achievements as in the schools. It is after grasping the real situation that the appropriate measures are taken by those concerned such as the administrators, educationalists and policy makers. This study intends to use the findings to invite the contribution of all the school community members to play their respective roles in bringing about positive change in the provision of guidance and counseling services. This is quite relevant because guidance and counseling services are not a luxury but a dire need in our secondary schools in these challenging moments of frequent societal changes. Chauhan, S.S. (1982) has supported this fact by saying that evaluation throws light on the strengths and weaknesses of the program and consequently helps in improving the programs in the light of the data. A seminar in guidance and counseling in Botswana, Unesco, (2002) also noted that unless programs are systematically evaluated, implementers will not be able to determine the extent to which their program has achieved the desired goals.

This study will make use of the following assumptions.

1.5 Research questions

The main questions that this research will concern itself will include the following;

- 1) Is there a guidance and counseling department in these schools?

- 2) What is the quality of human resources serving in the Guidance and Counseling department?
- 3) What material resources are available in these schools?
- 4) What kind of manifest attitude do teachers and students hold towards counseling services?
- 5) Which counseling services are in operation in these schools? When are these services offered?
- 6) To what extent do the following support the provision of counseling services in the school?
 - a) School administration
 - b) Teachers
 - c) Students
 - d) Parents
 - e) Agencies
- 7) What realistic suggestions and recommendations should be made for the improvement of guidance and counseling services in these schools?

1.6 Assumptions

This study will make use of the following assumptions:

- 1) All the schools discern the role that is played by guidance and counseling in helping the students solve their problems.

2) Most of the schools experience quite a number of curtailing circumstances in their attempt to establish an effective guidance and counseling programs.

3) All schools have a need to implement an effective guidance and counseling programs with basic requirements.

4) Effective guidance and counseling calls for the participation and contribution of all the school stakeholders.

5) The four phases of program development apply to this study. These are: Planning, Designing, Implementation and Evaluation

1.7 Scope and delimitation

The study will cover the assessment of guidance and counseling department of secondary schools in Bureti District. Thus in this assessment, the main issues that will be examined include all the basic requirements in a counseling program. This means that the physical factors, the personnel, the attitude and the support system will be the essential matters under consideration. The study will attempt an in-depth examination of the prevailing situation of guidance and counseling services as it is in these schools.

It is therefore evident that there are other areas that require research. Such areas include but are not limited to; the relationship between counseling services and academic performance, problems in running a peer and Group counseling program, the effect of

keeping records on the counselor-client relationship and the problems that emanate from communication skills.

1.8 Definition of terms

Effective counseling service

In this study the above term is used to refer to evident functionality and provision of counseling services such that there is active relationship between the students who go to seek counseling and the counselor who professionally helps the students as clients. It refers to the extent to which counseling goals are being achieved through a counseling program. It also refers to a situation in which the counseling environment meets at least the most necessary conducive requirements such as; a well sited room, well prepared and furnished to meet the psychological needs and confidence of the students. In a nutshell is to say that, effective guidance and counseling services are those that produce a positive impact on making the students in need of counseling confident enough to visit the counseling department as regularly as necessary and will benefit from the interaction.

Assessment

In this study, the word assessment is used interchangeably with the word evaluation and they both take the definition that Shertzer & Stone (1971, 451) gave. They said that evaluation consists of making systematic judgments of the relative effectiveness with which goals are attained in relation to specified standards.

Guidance

There are many definitions of guidance but the definition that this study will find it appropriate to adopt for usage is the definition given by Mathewson, R.H. (1962). He defines guidance as the systematic, professional process of helping the individual through educative and interpretive procedures to gain a better understanding of his or her own characteristics and potentialities and to relate oneself more satisfactorily to social requirements and opportunities, in accord with social and moral values.

Counseling

Shertzer, B. & Stone, S.C. (1971) have defined counseling and their definition suits the concepts of this study. They say that 'Counseling is a dynamic and purposeful relationship between two people in which procedures vary with the nature of the student's need, but in which there is always mutual participation by the counselor and the student with focus upon self-clarification, and self-determination by the student.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section of the study presents the work that other authors and researchers have done in the assessment and discussion of guidance and counseling services in various parts of the world. This section will first attempt to elaborate the meaning of assessment and then explore the theoretical framework that is relevant to the study. After that presentation of what other authors have done will be given.

Erickson, C.E. & Smith, G.E. (1947, 1). have argued that

‘Guidance services are emerging as essential parts of every educational activity. As the school curriculum expands, the need for careful selection becomes more important. As the adult society becomes more complex, the need for information about that society becomes more acute. As teachers attempt to individualize instruction, they need more and more information about pupils. As we encourage youngsters to become more self-directive, their need for information about themselves becomes more evident. Because of these and many other similar factors, school administrators are recognizing the vital role of a program of guidance service.’

The defining of the term evaluation as given Hill, G.E. 2nd. Ed. (1974), states that evaluation is, at its best the application of sound research procedures to secure the data that make it possible to determine the worth and the outcomes of the guidance effort. He

further states that efforts at the evaluation of guidance services are almost as old as the guidance movement itself. He says that evaluation studies date from the twenties.

A report from the Regional Training seminar on Guidance and counseling says that for a guidance and counseling program to be comprehensive, it should be relevant for the client needs, not merely maintain a status quo. UNESCO, (2002, February). It has emphasized further that these needs should be met in an efficient and effective manner. Another essential quality of a comprehensive counseling program is that it should be balanced and encompasses all the four guidance and counseling aspects:

educational, social, personal and vocational. An assessment is therefore designed to determine its effectiveness and to check on not only the deficiencies but also to allow for program quality improvement.

Lawler, et, al. (1980) have given seven key areas that make up the domain of the organizational assessment. Tasks which entail the work to be done by individuals and groups form one area. They state that individuals' traits such as skills, training, abilities, needs, drives, motivation, attitudes and perceptions all combine to affect behavior. According to them, individuals are aggregated into groups and this is the third area that should come under scrutiny. They have given formal organizational arrangements as the fourth key area and they argue that structures and processes affect the formal leadership. Informal organizations are also included according to them. These are relationships that grow around the formal organization. They further argue that organizations are open systems which receive energetic inputs in form of raw materials and in turn, provide the

environment with different outputs such as goods and services. The last key domain of organizational assessment is the outputs that form the behavioral system.

Stewart and Wanarth (1965) have given an eight- point summary of criteria that is used to assess the extent to which an occupation has reached the status of a profession. They contend that the members of a profession perform a unique and specified social service. In their second point, they argue that the performance of the specified social service rests primarily upon the intellectual skills acquired through an extensive period of training. Full time devotion to the services for which they claim professional status is another criterion. They further argue that society has given a mandate to qualified members of the occupational group to provide the social service. They continue to point out that the members possess a considerable degree of autonomy in performing the specified social service but at the same time they accept personal responsibility for judgments made and acts performed in providing the service. Another point they have given is that in order to assure minimum competence for entry into the occupation, members of the profession have established and enforced standards for selection, training and licensure or certification. They also said that members stress the contribution to the welfare of the society rather than Economic gain. Lastly, they have argued that standards of professional conduct for members are specified by a code of ethics.

Smith, G.E. (1951) has given an evaluative criterion with seven evaluative elements. He says that these are: 1) administrative bases for guidance services 2) guidance staff 3) guidance services 4) services complementary to the guidance programs 5) guidance

services as an influence on the total school development 6) outstanding characteristics of the guidance program 7) general evaluation of the guidance program.

The preceding is an illustration of how a well developed profession and an organization should be. Guidance and counseling services in Kenyan schools should have such criteria in their implementation of guidance and counseling programs. This study will assume that schools should be attempting to set their standards basing on the image of the above criteria and therefore this study finds it relevant to find out whether an effort is being made to organize these programs effectively. There is need to establish whether the counseling services are being offered as they should be. The study will employ the utilization of such criteria in its assessment in areas that will allow for clarity and consistency.

2.2.0 Theoretical framework.

In this section, four theories that are of relevance to the study will be presented. The application of these theories to the practice of counseling will be illustrated and explained in various parts of the study as appropriate. These theories have been selected because of their suitability into the image of guidance and counseling that could be in existence in these secondary schools. The theories will also aid in the illustration of what ought to be carried out in the day-to-day activities of guidance and counseling in Kenyan secondary schools.

2.2.1. Systems Theory

Systems Theory in its foundational explanations is the first of these theories. Four principal tenets that are considered relevant for this study will each be illustrated as it applies to situations in counseling department of secondary schools. According to this theory, organizational activity is influenced by the presence of contingent, environmental factors. Brooks, I. (1999, 118) further argues that organizations are considered as open systems which interact with other broader systems outside the organization. The third contention is that, an organization is an integrated and complex web of relationships between structures, technology, employees, and all manner of technical and social processes. Finally, this theory advocates that the whole organization ought to be focused on the contribution of all for better outputs.

The above theory presents what is essentially applicable to the realities of guidance and counseling services in Kenyan secondary schools. These programs interact with not only the internal environments but also the external ones. Factors such as these ones should thus be examined so that the provision of guidance and counseling services may be adequately done. In a school setting, counseling services are part of other programs that form the whole school system and therefore there is a lot of interaction amongst counselors, clients, the school administration and all those that in one way or the other directly or indirectly involve themselves in what is going on. In this web of relationships, the guidance and counseling department ought to occupy its proper place. It is through assessment that relevant structuring and restructuring will be made to the effectiveness in the provision of guidance and counseling services

2.2.2 Psychodynamic Theory

Another theoretical basis of this study is Adler's psychodynamic theory of Individual psychology. Adler has postulated six factors of motivation in human beings. He argues that human beings have one fundamental goal in life and that is to attain perfection or completion in life. He says "The inferiority feeling dominates the psychological life and can easily be understood from the feeling of imperfection and of incompleteness and from the incessant striving of man and mankind. Difficult questions in life, dangers, emergencies, disappointments, worries, losses, especially those of loved persons, social pressures of all kinds, may always be seen as included within the framework of the inferiority feeling, mostly in form of universally recognizable emotions and states of mind which we know as anxiety, sorrow, despair, shame, shyness, embarrassment and disgust". Ansbacher, H.L. & Ansbacher, R.R. {1956, 117}.

In a very practical sense what Adler describes are experiences that are commonly found in our Kenyan secondary schools in the process of providing counseling services to students. From this Adlerian theory, there is a good lesson to be learned about making efforts to improve counseling programs. The implication is that the hindrances to upward mobility towards superiority and mastery of environment should be unveiled so that solutions may be provided in order for the schools to experience a move from minus to plus in their counseling experiences and practices. Student should have a good environment to enable them develop their potentials maximally. This is only possible if a planned assessment procedure is put in place to determine how the program is fairing on.

The schools should be given an actual image about their performance in the provision of counseling services. They need to understand the areas in which there are shortages in order to strive for completion in life. Out of this evaluation, the schools will be encouraged not to be dismayed by the challenges they are currently going through but to instead struggle to improve themselves. Adler propounded that upward mobility is necessary in every individual's life. This implies that the focus in life is improvement not deterioration. Kenyan secondary schools have to purpose to provide effective guidance and counseling services so that the students and all in the school may experience progress in their lives.

Fictional finalisms which Adler perceives as goals that energize human beings into action and help them to persist even in difficult challenges is another important aspect that schools should emulate. The newly emerging guidance and counseling services in secondary schools should be guided by goals and targets. It is quite evident that goal-setting is not properly articulated and is one of the main causes of inadequate provision of counseling programs. UNESCO (2002) emphasized that one of the major steps in ensuring proper implementation of guidance and counseling is to assess its goals and objectives.

Another good postulation that Adler has given is the urge for social interest. According to him, humans are moved to action by the urge to graduate from the state of pure receiving or self-centeredness to the state of adult-givers and responsible positions. Adler argues that all the problems of life have a social value. He further argues that the individual must

posses a sufficient degree of social interest. From this argument is the significant point that within the school, there must be concern for one another. Teachers and students should share the burden of ensuring that inter-personal relationships yield a productive interaction that leads to the welfare of individuals within that sub-set of relationship. All the school members should bother themselves with what is happening in the guidance department. It is not only the responsibility of the head teacher or the head of department but everybody's. If schools manage to foster social interest, the problems facing it will be handled together and the goals become attainable. This development of social interest is only possible through provision of effective guidance and counseling services. The evaluation of counseling services provides an opportunity for the school stakeholders to reflect on the positions and roles they should play in the functionality and sustenance of counseling services.

Future orientation is another point that Adler gives .He says that our future orientation is the basis for man's hopes. It is what makes us to believe and live by the principle that the firewood of youth is spent in the old age. It is important that schools may set a good foundation in guidance and counseling as they consider how much challenging experiences students undergo now and in future. Much dynamism that is related to technology and urbanization are on the rise and will continue to produce much effect. This therefore calls for an effective counseling service that will manage to handle this dynamism. It is through an effort to look into the future that it becomes possible to identify the loopholes curtailing progress in the provision of counseling services. Mugenda&Mugenda (1993,158) contend that a needs assessment study provide the

foundation for developing new programs and for making changes in existing ones. This implies that the schools should have a projection into the future and carry out assessments in order to enable them cater for the needs of the students which will enable them cope with future challenges counseling even at a later period depending on the socio-economic changes.

2.2.3 Gestalt Theory

This study is also based upon Gestalt theory with a specific reference to the assumption that people need frustrations in order to learn to mobilize their own resources to manipulate the environment. According to Fritz perls' argument, growth comes through learning to overcome frustrations by mobilizing one's innate resources to manipulate the environment to satisfy needs. The term manipulation refers to a person's ways of mobilizing and using the environment to satisfy needs. Both healthy and unhealthy organisms manipulate the environment, with healthy organisms manipulating it on an underlying basis of self-support, whereas unhealthy organisms seek environmental rather than self-support, Nelson,J.R.(1995,52).Indeed, this argument is quite relevant to the circumstances that are being experienced in schools. Rather than dwell on the shortfalls present in the counseling departments, it is better for the schools to discover what causes them and find realistic ways of solving them in order to raise their standards to professional status in which students are provided with adequate services.

2.2.4 Life Skills' Theory

On almost the same note, the Life skills' theory argues that all people possess an energizing drive towards surviving, maintaining and developing themselves. This theory further argues that people are personally responsible for making their psychological lives. They require courage to confront and relinquish Life skills deficits and to acquire, maintain and develop Life skills strengths. Schools should borrow a leaf from this theory because it encourages them to abandon those practices that are discouraging and adopt those that enable them to change the situation in their counseling departments. What is being experienced in their schools at the moment should not dissuade them from trying harder and harder. An evaluation carried out on the guidance and counseling programs in schools will lead to better ways of discriminating in the selection of the activities that should be incorporated into the programs. This is supported by Babbie, E. (1992, 345) who says that the purpose of evaluation is to assess the impact of social interventions. Assessment attempts to disclose the deficits present in the provision of guidance and counseling so that the program may be improved.

From the preceding four theories, this study intends to illustrate that an assessment of the prevailing situation in the guidance and counseling programs in Kenyan secondary schools is quite fundamental. This will lead to unveiling the prevailing image so that the right measures may be taken to improve and ensure continuous productivity and sustenance of these services. The first theory reflects on a situation in which relationship between the internal and external environments are interdependent. This reiterates the fact that the counselor alone cannot manage the counseling department unless supported

by specialized members in and outside the school. Adler's theory demonstrates that the problems and challenges facing these schools are not impossible to alleviate but instead are changeable and solvable. The way activities are being coordinated can be revised for positive change. One of the factors that could be contributing to inefficiency in the provision of counseling services is lack of proper discernment of what is entailed in a counseling program as Tumuti,(1989) put it that the guidance and counseling programs in Kenyan learning institutions did not receive the serious attention it deserved from the head teachers. An assessment of these programs is indeed necessary to reveal the true picture of what is there already, and, through its recommendations and suggestions appeal for the right actions to be taken in order to provide a quality service to the students and all the beneficiaries of counseling program.

2.3 The image of guidance and counseling in areas outside Africa.

Available literature reveals that ever since guidance and counseling was founded in America in the early part of the twentieth century, it has undergone numerous changes and improvements. What enabled this to happen was the constant monitoring of its developments that was being done from time to time through the process of evaluation of these programs. This section of the literature review will present an overview of these changes starting with the global picture, then Africa and finally Kenya.

Shertzer&Stone (1971) have commented that it has been stated that in no other country has guidance developed to the point it has in America. The factors that contributed to this have been given by Brewer, quoted in Shertzer&Stone (1971) who lists as division of labor, growth of technology, democratic government and extension of vocational

education. America has been considered as the cradle land of guidance movement for it is here that founders of guidance started their work. The chronology of guidance movement is long but the main events included the founding of the National Vocational Guidance Association, (NVGA), American Personnel and Guidance Association (APGA). However, one big problem was that there was lack of formal training for counselors whose experience was considered adequate as a qualification for counseling practice.

Lytton, H. & Craft, M. (1974), have discussed some difficulties in school counseling in Britain and they found counseling not fulfilling the greatest need as well as offering the most help to school staff. They also cite the quality of relationship between the counseling and staff and the students. On this they say that there are many human problems that will continue to prove intractable and unmodifiable since the knowledge or skills are just not available to deal with them satisfactorily. They continued to say that many management problems will prove resistant to influence and many young people of difficult personality will prove beyond help. Lytton & Craft (1974, 50). Other problems that they have been cited are lack of proper communication between the counselor and the students due to students' failure to open up. Edgar, G, Mildred, P & Willcan, E, (1959) commenting about counseling in Britain said that an effective total school approach to guidance is difficult to achieve unless leadership is put in place. They reported that the relationship between the teachers and counselors often lie in a kind of no man's land. This is especially true when the counselor seems to be neither fish nor fowl, neither teacher nor administrator.

A survey that was carried out by Hoxter, (1990) revealed that in some Arab countries, counseling is associated with clinical practice which is concerned with the sick and the abnormal. Therefore the provision of counseling for a normal person is hardly understood or appreciated. Hoxter, H, Z. (1990, 3), He further asserts that many of the Arab countries were until a few decades ago under military occupation which delayed their economic, social and educational development.

In Egypt, counseling services have been offered within the context of clinical psychology since 1930s. Limitations to this kind of service lie in the limited time allowed to the psychologist. Biswalo, (1996, 36) says that in Egypt, only vocational guidance for the youth is emphasized while other types of counseling stay unattended.

In India, guidance programs are under the ministry of education. There is also the state government's guidance Bureau that carries out guidance services. The problem however is the fact that there is no agency either government or private that has ventured on a computerized service. The ministry of education finances the program and sometimes runs short of resources. However, Sankar, L. (1992) says that though the guidance movement in India is more than thirty years old, it has not yet gained momentum.

Greece also experienced problems of lack of resources and lack of trained personnel. Counseling services were started out of need by the youth to make choices and therefore it was purely educational and vocational in nature.

In Japan, almost every school has guidance and counseling department which is under the head of pupil personnel work or 'seitoshidoshunih', Pottele-thwaite & Hussein, (1985).

In Australia, every state has implemented guidance and counseling in most schools. Both of these countries however are faced with the problem of lack of resources and shortage of trained personnel. Proper discernment also lacks in the schools of these countries.

All these areas demonstrate a situation in which counseling services are still at its infancy stage and thus characterized by a multitude of problems and challenges. However, schools should put an effort to ensure that measures are taken to improve the situation in guidance and counseling programs. Moore, B.m. (1972) carried out a research with his colleagues in five schools in England and discovered that certain broad factors stand out as being necessary for effective guidance in any situation. They gave the first factor as knowledge and understanding of the pupil's abilities, personal characteristics, aspirations, motivation, and many others. They also said that means whereby relevant information on educational, vocational, and personal matters is communicated efficiently and reliably to the pupils matters a lot. Time to pursue individualization in pupil guidance and to build up good teacher relationship is another factor. According to them also, adequate opportunity and context for sound decision-making at critical stage in the pupils' progress and development deserves consideration. They have enumerated co-operation and good liaison between school and parent and with social service agencies concerned with guidance as another factor. Lastly, simple and effective procedures for communicating relevant information to others directly involved in the guidance process including agencies outside the school is as well important according to their assessment.

From these studies the fundamental point is that, guidance and counseling services requires an examination of how they are being run so that attention may be given to areas which are not operating effectively.

2.4 The status of guidance and counseling in the African countries.

The assessment of counseling in the African countries has been attempted by many groups in a bid to provide these services to all and particularly the youth both in and outside school settings. The Women Conference in Beijing in 1995 later ignited a lot of enthusiasm among the Education Ministers and First Ladies to initiate counseling programs for the youth in Africa.

A Guidance, Counseling and Youth Development is a program that was started in 1996 in the French-speaking countries such as Burkina Faso, Burundi, Cameroon, Cote d'Ivoire, Guinea, Mali, Niger, Rwanda and Senegal. The primary purpose was evaluation of counseling programs in order to encourage self-reflection among the local implementing agencies, (UNESCO, 1999, 20).

In the Central Africa, the same guidance and counseling program under the Youth Development was started in 1994 with a meeting in Malawi composing of Ministers of Education and Technical officers. These represented six countries and since then, the program has made tremendous strides. It has moved away from a traditional counseling

program which focuses primarily on careers to one which gives consideration to the whole development of the child, to enable the child to become a fully functional and responsible adult. Thus in addition to career guidance, it emphasizes the development of self-identity, good communication, goal-setting, problem-solving, behavioral changes, legislation concerning women and many more. It is designed to co-ordinate all similar activities being undertaken in each participating country and to channel the positive result into the school system. It also permits out of school children to access to such experiences.

All the regions of Africa have started counseling services but they are challenged by numerous pitfalls. In West Africa, Togo, Ghana and Nigeria all experience shortage of qualified personnel, funds, and support service. Although in 1975 in Togo some reforms were carried out, still there is the problem of unavailability of appropriate materials and lack of training facilities. Biswalo, P., M(1996,36). In Libya a North African country, Biswalo, (1996,35), points out that counseling has not yet grown sufficient roots to grow into a viable program due to; lack of funds, training facilities, high turn-over of guidance counselors to greener pastures. Research he conducted in Ethiopia also revealed that counseling was only confined to non-academic settings such as rehabilitation centers, clinics, prisons and those professional services were offered to only few schools. He also noted that there was lack of commitment to policy making.

In Tanzania, Biswalo, (1996) continue to reflect that policies pertinent to guidance and counseling are still lacking. This is what is also attested to by an Education monograph,

(1986), on, Trends and Issues in African Education, that counseling in Tanzania lack physical materials and trained personnel.

Malawi and Zimbabwe are putting a lot of effort but counseling services are still at their infancy stages thus undergo a lot of challenges including lack of trained personnel, lack of funds and necessary materials.

In Botswana, counseling was recognized through vocational aspects. The guidance and counseling Division in the department of Curriculum Development and Evaluation of the Ministry of Education is charged with the responsibility of developing, co-coordinating and monitoring the guidance and counseling services. As per the information on the Educational monograph, (1986), counseling in Botswana is under acute problems of manpower shortage such that services are rendered by untrained people. The program also suffers as a result of poor leadership, management and co-ordination. There is also no policy of accountability in terms of the programs accomplishments, developments and hardships. Another setback is that there is no firmly established liaison pattern or body that brings together guidance and counseling personnel from different sectors for consultation and planning purposes. Guidance and counseling efforts are thus terribly fragmented. Hence the program's long stay in the infancy stage and frivolous contributions to all that it was to rectify. Gosset, C.W., (1976, 6) gives lack of updating processes of counseling programs as another handicap.

Lesotho experienced a myriad of setbacks at initial stages. The guidance and counseling activities at school level if any, are owned by individual and interested schools with no apparent and direct leadership from the ministry of Education, Educational monograph,(1986,31). It was also observed that guidance and counseling was initially promoted by the government and appeared to have been resisted by schools which seemed to feel that it was an effort by the high echelons to impose additional work on them without the concomitant facilities and inducements. It is when policy is clear and direct that the intermediate service agencies can appropriately place guidance and counseling among their priority programs. As regards training, none of the institutions offer any significant program. The university still offers only one optional guidance and counseling as part of the teacher education program. At school and training institutions' level, the honor is left to the staff to do what they can within their competencies to offer whatever counseling and guidance they can. It has been observed that in some situations in some schools, institutions and departments, trained counselors offer counseling services only as peripheral services to their work. When this is done, it is at a crisis interventional level. Due to lack of organizational structure which is deliberately designed to facilitate counseling services, at such level, the initiative is left to the individual schools. Educational monograph,(1986, 33).

In Swaziland, counseling lacked the entire necessary acceptance in schools because it was under the ministry of labor. It was considered as extra-curricular and students and teachers have not bothered with it until it was time for students to leave school. For a long time, most head teachers seemed unconvinced about the need for guidance. Another

problem is that the guidance teachers have not been given recognition either in terms of an extra allowance or in the form of a reduction in their teaching loads.

All these cases from African countries in sum reveal constraints which have expressed themselves in; lack of training, physical facilities and resource materials and lack of funds to carry out research. An attempt at an Intra-African cooperation in guidance and counseling also failed. This is because there has been no strong cooperation among African countries so far. Time, lack of transport, shortage of funds, lack of incentive for teachers, lack of parental involvement and shortage of literature are among the major hindrances. These hindrances have also curtailed assessment efforts by various agents and bodies that would make practical recommendations about the improvement of guidance and counseling.

2.5 The developments of guidance and counseling in Kenyan secondary schools since its inception.

The years just before independence in Kenya saw a great need for the preparation of different categories of manpower to fill up various positions that would soon become vacant after independence both in public and private sector. One of these areas was guidance and counseling which saw considerable expansion in both thought and action in schools as Kilonzo (1980) notes 'At the end of 1962, the ministry of labor in conjunction with the ministry of education decided on some ways to give vocational guidance.

A key step forward was the establishment of the guidance and counseling section in the ministry of education. This was created to promote guidance and counseling in secondary

schools by organizing seminars for head teachers and updating the guidance handbook. It also helped in recognizing appointing teachers as counselors.

According to the report Republic of Kenya, 1977 Handbook for schools, guidance and counseling program in secondary schools was started to cater for all students with social, personal, psychological, educational and vocational problems.

Ananda, A. has commented that Kenya is rapidly changing and growing economically, socially, and industrially. There is hence need for well equipped personnel to man the change of events in Kenyan public and private sector. With this ultimate need, without foreign dependence there is a necessity to have a situation whereby the mental abilities and aptitudes of each school child are identified early enough, to enable the school give that child the most appropriate education and training so as to develop his or her special talents to his or her highest maximum.

A report by the Education For All (EFA) states during the 1980s and 1990s, the initial concept of Guidance and counseling has gradually changed amongst administrators. The development plans of 1976-1983, the report on the National Committee on Education and Policies of 1976(Gachathi) and the Presidential Working Party on Education and Manpower Training (Kamunge) of 1988 recognized the need to establish and strengthen guidance and counseling services in secondary schools. The Sessional paper No 6of 1988 on Education and Manpower Training made strong recommendations to expand and intensify guidance and counseling services in secondary schools. The Presidential committee on Student Unrest and Indiscipline in Kenyan secondary schools of 1991

further recommended and advocated the strengthening of guidance and counseling as the way of reducing indiscipline and strikes in schools.

According to the research carried out by Lutomia.A.& Sikola,L.W.(1999),a myriad of problems were revealed to be affecting many counseling settings in and outside school. Amongst those they identified is the negative attitude people have towards the counselor in preference to the mass media and peer influence amongst the students. They also found out that clients seem not to open up to a counselor of the opposite sex and some of the parents are not interested in the students' academic and social affairs making it difficult for the counselor.

On the same note, Mutie,E.K.&Ndambuki,(2002) report that the guidance and counseling programs in Kenya have not made so much impact due to a number of problems facing its implementation. Kenyan schools have very few reference books on guidance and counseling while trained personnel in this area are few or not available at all. Most schools do not have sufficient funds to implement the program while those who may have the funds consider the guidance and counseling department as a luxury. Head teachers and teachers alike have been seen to avoid the responsibility of running the guidance and counseling department and even where they exist, more often than not, the programs are not induced in the school timetable. Congestion in the 8-4-4 curriculum creates no room for the counseling services.

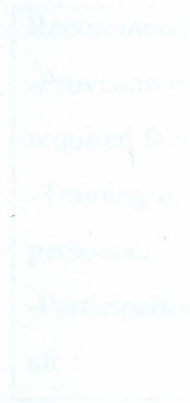
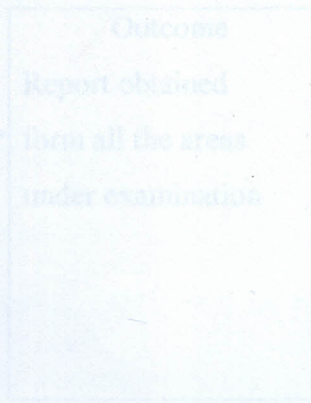
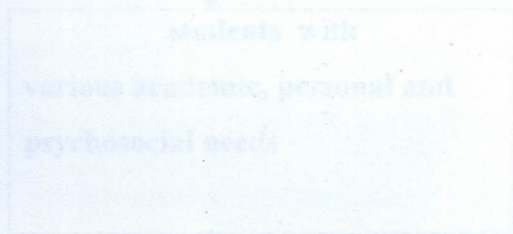
Another problem that was discovered was the fact that the school administration tends to emphasize more on the disciplinary committee than the counseling services. Lutomia & Sikola (1999). The trained career or counselor-teacher, overloaded with the normal teaching load cannot give proper guidance in schools due to lack of time. Generally due to administrative control, and support of guidance personnel in schools, the program has made headway.

Lack of support from not only the immediate community but also the government is another hurdle that guidance and counseling has got to jump over. Although the ministry of education has from time to time emphasized the importance of counseling programs, there are really no tangible steps that have been implemented to ensure that it is well structured and assisted. For example the government rarely spares money and resources for the running of counseling programs.

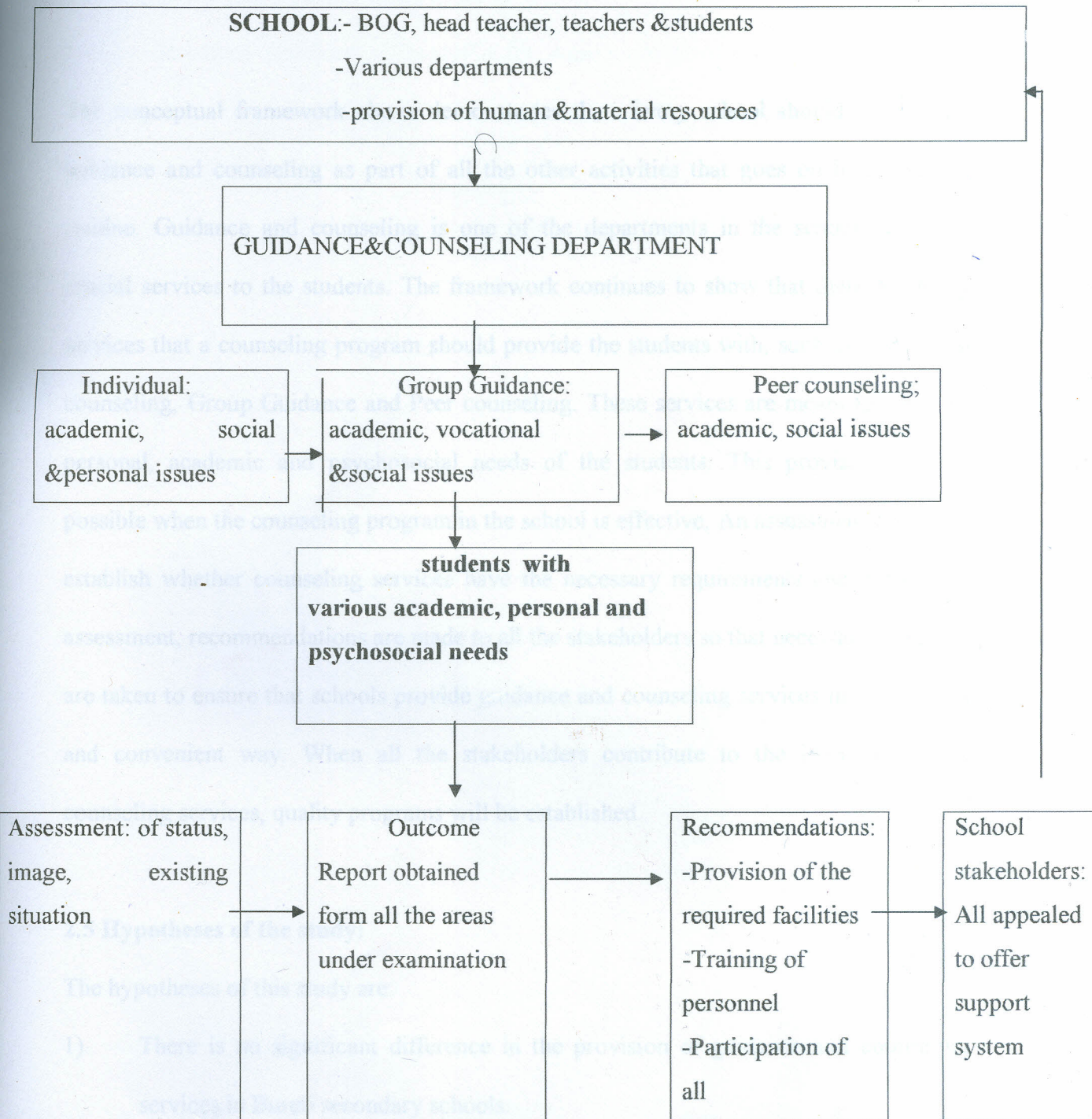
Effective implementation of guidance and counseling has also been hindered by lack or ineffective utilization of peer counseling in Kenyan secondary schools. Kariuki, (2002). At present, the Ministry of Education Science and Technology has a guidance and counseling unit based at the school's Inspectorate. The unit is responsible for the organization and management of a Nation-wide program. The objectives of the program is to assist Educational institutions establish and operate school-based guidance and counseling programs. At the district and the Provincial level, the ministry of Education Science and Technology has appointed and placed guidance and counseling co-

coordinators to help and guide secondary schools in the provision of this service to students, Education For All(2001,99,Feb.)

The above literature related to the study demonstrates that guidance and counseling programs have undergone several phases of improvement in its Historical evolution since its founding in America in the early twentieth century. Events and experiences in human life have necessitated him to engage guidance and counseling services as a weapon for defending human values and morals. Guidance and counseling services have also defended psychological and social needs. Specifically in schools and other learning institutions, Guidance and counseling despite the several hurdles of challenges it has had to go through, has played a major role in educational, personal, and vocational progress of students.



2.6 CONCEPTUAL FRAMEWORK



The conceptual framework above demonstrates that every school should incorporate guidance and counseling as part of all the other activities that goes on in the school routine. Guidance and counseling is one of the departments in the school that offer crucial services to the students. The framework continues to show that there are many services that a counseling program should provide the students with, such as, Individual counseling, Group Guidance and Peer counseling. These services are meant to meet the personal, academic and psychosocial needs of the students. This provision is only possible when the counseling program in the school is effective. An assessment is done to establish whether counseling services have the necessary requirements and out of this assessment, recommendations are made to all the stakeholders so that necessary measures are taken to ensure that schools provide guidance and counseling services in an efficient and convenient way. When all the stakeholders contribute to the improvement of counseling services, quality programs will be established.

2.5 Hypotheses of the study:

The hypotheses of this study are:

- 1) There is no significant difference in the provision of guidance and counseling services in Bureti secondary schools.
- 2) There is no significant difference in the provision of various types of counseling services in Bureti secondary school

- 3) There is no significant difference in the counseling visit frequency amongst students in Bureti secondary schools.
- 4) There is no significant difference in the suggestions given for the improvement of guidance and counseling services in secondary schools in Bureti district.

3.1 Research design

Survey design will be used in this study being on Barry (1973) view that survey research usually explores existing practices, needs and opinions. It is an exploration of what is or what is thought in the field. The first level of sampling will be schools for investigation. In this sampling procedure, categorization will be done such that a sample is taken out of each category. There will be three categories, the first being Provincial and District schools, the second being Boys, Girls and Mixed schools and the third being Mission and private schools. The study will sample out two schools from each category for investigation. The research will use both descriptive and inferential statistics so that it may provide the researcher with depth explanations will be given to support the numerical data. The use of statistics will also allow for comparison and thus enhance accuracy of research.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

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

3.2 Research design

Survey design will be used in this study basing on Barry, R. (1957) who contends that survey research usually explores existing practices, needs and opinions. It constitutes an exploration of what is or what is thought in the field. . The first involves sampling out schools for investigation. In this sampling procedure, categorization of schools will be done such that a sample is taken out of each category. There will be three categories, the first being Provincial and District schools, the second being Boys, Girls school and mixed schools and the third being Mission and private schools. The study will then randomly sample out two schools from each category for investigation. The research will employ both descriptive and inferential statistics so that it may provide the numerical data. In-depth explanations will be given to support the numerical data. The use of both methods will also allow for comparison and thus enhance accuracy of research.

3.3 The study location

Bureti District has been purposively chosen as the area of study because it is a new District that is developing its social and economic developments in general and educational standards in particular. Guidance and counseling programs are among the fundamental services that deserve a lot of concern. This study will use Bureti District as a reflection of what goes in other Kenyan secondary schools that are at their infantile stage in the development of counseling services. The findings will also be applied to any other secondary school that experiences challenges and problems in the provision of this service. The researcher has specific interest to carry out her research work in Bureti District because she has worked before as a school internally appointed teacher-counselor thus has a picture of what ails the counseling departments. It is out of this that she intends to do a research that will be used to effect the necessary positive changes to improve the provision of guidance and counseling services.

3.4 Population of study

The population of the study will be secondary schools in Bureti District. The study will not however cover the whole population but will sample out two schools from each of the three categories above. This means that eight schools in total will be studied. The reason for this kind of sampling is to allow for proper reflection of what goes on in every category of school since counseling service is a necessity in every school setting. The study aims to establish the existing picture of counseling programs therefore it is relevant to examine the schools as per their categories so that representation may be obtained.

The subjects of the study will be the heads of guidance and counseling department and form three students. The form three students will be purposely chosen because of the fact that they have stayed long enough in school and they are not too busy like the form fours. In the absence of the head of the department, the teacher in charge of guidance will fill the questionnaire.

1.5 Sampling techniques:

This study employed sampling techniques which enabled the researcher to obtain subjects from the categories and types of schools earlier referred to. Both purposive and random samplings were used. Purposive sampling was used to sample out schools because it was necessary to collect data from these various categories and types for comparison. The rationale for this lies on the argument by Moore,(1972) that although there may well be a number of factors which are essential to the effective operation of guidance in all schools, there are others which are peculiar to the circumstances in which each school finds itself.

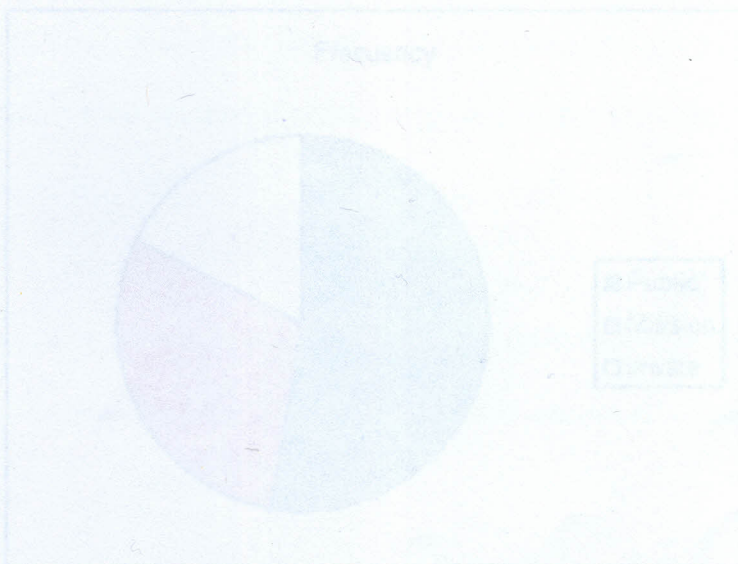
Random sampling was used in identifying the subjects of students since some schools had more than thirty students which was the number to be filled in every school. The following schools were selected for study after utilizing these sampling techniques. There were eight schools of different categories in total. One hundred and two questionnaires were given to the male respondents while one hundred and thirty were given to the female population. For the male population, only seventy-nine respondents brought back the questionnaires. While for the female respondents, one hundred and eighteen returned

their questionnaires. The table 1 here below shows the number of respondents as per every category.

Table 3.1(a): Distribution of respondents by school type

Type	Frequency	percent	mean
Boys public	79	40	1.39
Girls public	54	27	1.27
Girls public mission	35	17	1.17
Girls mission	30	15	1.15

From table 1(a) above, it can be seen that the highest number (39.9) of respondents were boys from public schools followed by girls in public schools as well. The respondents from Girls' mission schools had the lowest percentage. The following is a pie chart presentation which demonstrates that there were more female respondents than males. It also indicates that most respondents came from public schools. This information is also represented in the pie chart below.



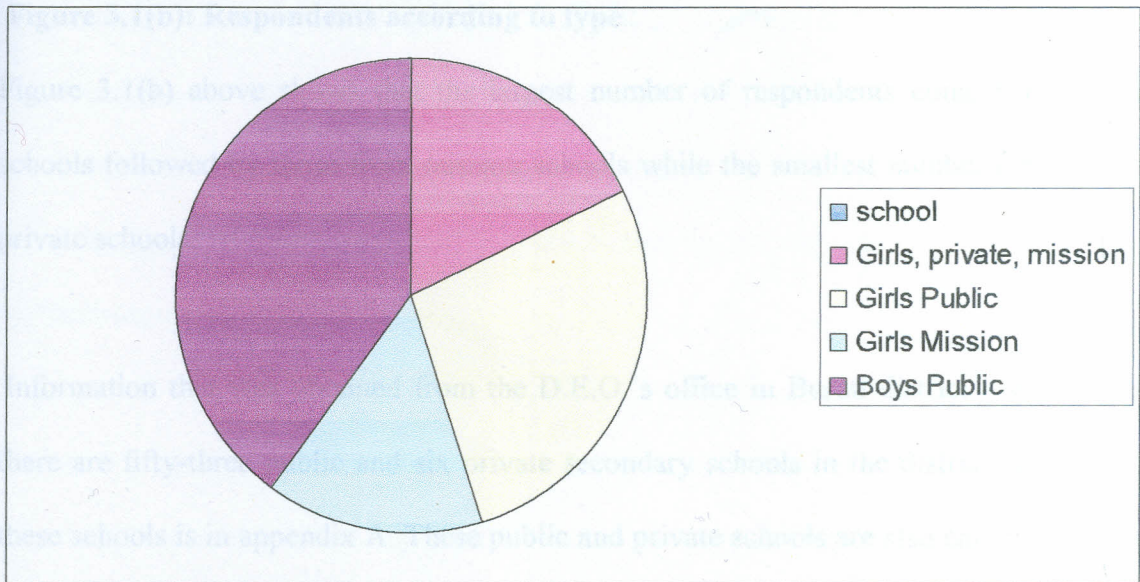


Figure 3.1a: Representation of respondents per school category.

The pie chart conveys that Boys public has the largest number of students. Mission schools contribute the smallest number of respondents.

Table 3.1b: Number of respondents per school type:

Category	Frequency	percent	mean
Public	114	57.57	1.57
Mission	59	29.8	1.29
Private	35	17.8	1.17

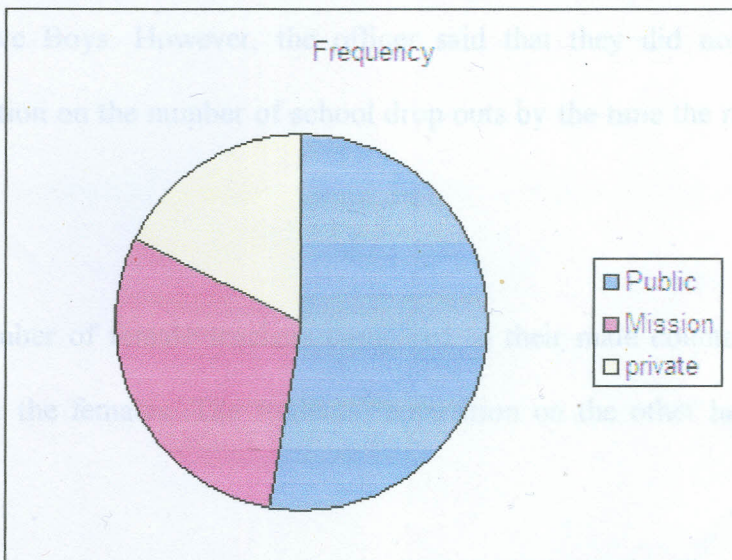


Figure 3.1(b): Respondents according to type.

Figure 3.1(b) above shows that the largest number of respondents come from public schools followed by those from mission schools while the smallest number comes from private schools.

Information that was obtained from the D.E.O.'s office in Bureti district revealed that there are fifty-three public and six private secondary schools in the district. The list of these schools is in appendix A. These public and private schools are also categorized into three namely: pure Boys, pure Girls, and Mixed schools. Girls have mission schools but boys have none. A purposive sampling was therefore done basing on these categories. Two schools were sampled out from each category totaling to eight in all. The list of schools that were used in the study is in appendix B.

Information, which is of value as well to this study, is about the number of teachers working in the district. There are four hundred thirty nine male teachers and one hundred and seventy four female teachers. In the private schools there are twenty five male and eleven female teachers. From the statistics in the D.E.O.'s place it was discovered that the number of students consist of seven thousand and forty six Girls and seven thousand and sixty five Boys. However, the officer said that they did not have the most recent information on the number of school drop outs by the time the researcher was collecting data.

The number of female teachers compared to their male counterparts reveals a smaller ratio for the females. The students' population on the other hand shows that they are

almost equal. This could be pointing to the fact that education system in the district has developed the education of girls as well. This could be conferring with the fact that there are many mission and even private schools for the girls while the boys have none. Indeed this is very good but caution should be taken so that the standard of Boys' education may not decline.

Research instruments that were used to solicit information consisted of two questionnaires, one for the teachers in charge of guidance and counseling and one for the students. The form three students were targeted purposively because they have stayed in school for a longer time than the form one and two students. At the same time, they are not squeezed by time like the form fours who are busy preparing for exams.

Out of two hundred and twenty questionnaires that were given to the students, one hundred and ninety eight were returned. Eight questionnaires were given to the teachers in charge of guidance and counseling seven were returned. Another instrument of research was a checklist that the researcher was utilizing as an aid to the oral interview, which she had with the persons in charge of guidance and counseling.

Findings of the study showed that most of the respondents amongst the students came from public schools. Respondents from private schools were few. Those from mission schools consisted of only girls and were fewer compared to the girls from public schools.

The intention of this study was to carry out a research in all the above categories of schools in order to find out what the image of guidance and counseling services is in

these schools. The information above on type and category of schools and also what was available at the D.E.O.'s office, in the district, undoubtedly puts it clear that there is no mission school for Boys. This raises the question as to whether Religious groups and the government have sidelined the boy child or the emphasis on the girl child has contributed to this imbalance. It is of paramount importance to establish the reasons why there are many Girls' mission schools in the district with none for Boys. There are psychosocial needs that boys too face in their personal and academic development and therefore they need careful and considered attention just like their female counterparts.

1.6 Research instruments

The main instrument that will be used is a questionnaire. It will be formulated to cater for the use of Likert scale. It will be administered to the heads of departments of guidance and counseling and the form three students. Both of these questionnaires will be used to obtain information about the views the teacher-counselors and the students have towards counseling. It will also elicit information on the main activities of the department, most of which are related to; human and material resources, participation from the administration, the teaching staff and the outside community. The way the programs are run will also be obtained using the questionnaire.

Another instrument that will be used will be an oral interview which the researcher will conduct with the head teachers of the sampled out secondary schools. In this oral interview, the researcher will make use of a checklist. The main aim of this instrument is to enable the researcher make an inquiry into the major trends and issues in guidance and

counseling in these schools using face to face interaction. Attitude that the head teachers and teachers have towards counseling will be obtained through such a more detailed interaction.

3.7 Validation of the instrument.

A pilot research will be done with a girl school and a boy school to test the reliability and validation of the instrument. It is also aimed at identifying the problems that could not have been foreseen during the initial stages of the development of the research instruments. The pilot study will also help to identify some important aspects that may have been left out unintentionally. The pilot study will enable the researcher to check the possibility of tools of data analysis.

3.8 General data collection method

After the proposal approval, a number of steps will be carried out to ensure data collection. The first step will be to obtain a permit letter from the Guidance and counseling Department, Kenyatta University which will enable the researcher to get a research permit from the ministry of Education. Then this will be taken to the District education office in Bureti District where permission will be granted for the researcher to proceed to schools.

3. Specific data collection procedures

When the researcher reaches the schools, negotiation will be done with the head teachers to allow for the filling of the questionnaires. The researcher will then work with the

teacher in charge of guidance and counseling as well as class teachers to ensure that the form three students are sampled out to get the required number to fill the questionnaires. Random sampling will be used to sample out thirty students from each form three classes of the eight schools selected for study. However, before the questionnaires are filled, the researcher will take time to explain to the respondents how they should be filled.

3.10 Analysis of data

This study will employ both descriptive and statistical methods of analysis. The descriptive method is meant to give an in-depth explanation and quick reflection of the data. This is relevant so that a clear picture of what the situation in these schools is may be obtained. Coding will be done according to the likert scaling and the Statistical Package for social sciences (SPSS) will be used to analyze the data. The chi-square will be used to test the hypotheses of the study. The applications of Chi-square distribution will be used by the project because the expected data for analysis is likely to conform to the χ^2 - tests for association. Chi-square Test for Association is a (non-parametric, therefore can be used for nominal data) test of statistical significance widely used bivariate tabular association analysis. Typically, the hypothesis is whether or not two different populations are different enough in some characteristic or aspect of their behavior based on two random samples. This test procedure is also known as the Pearson chi-sq

CHAPTER FOUR:

RESULTS OF THE STUDY.

4.1 Introduction

In this chapter, the results of the collected data are presented. In this presentation, the format, which will be followed, will be determined by the Research questions of the study. The study had five research questions, each aiming at assessing a particular area of guidance and counseling program in the schools under study. The first question was targeting the evaluation of existence of guidance and counseling. The second aimed at examining the nature of human and material resources that are in existence in these schools in the guidance and counseling department. Thirdly, it was attempting to find out about the kind of attitude that all the school stakeholders have towards counseling services and programs. The fourth question looked into counseling services that the department gives to students and other members of the school. Fifthly, it examined how support system to these schools is. Finally, the study sought to solicit information on what students and teachers suggest for improvement of provision of counseling services. However, before embarking on data presentation, it is worth giving demographic information about the schools which the study covered.

There were eight schools of different categories in total. One hundred and two questionnaires were given to the male respondents while one hundred and thirty were given to the female population. For the male population, only seventy-nine respondents brought back the questionnaires. While for the female respondents, one hundred and

eighteen returned their questionnaires. The study also utilized a checklist which the researcher used alongside the oral interview.

4.1.2: Establishment of counseling in schools.

Research Question One: **Is there a guidance and counseling department in these schools?**

Information in relation to this question is presented in Table 4.1 and figure 4.1 below.

Table 4.1: Absence or presence of Guidance and Counseling programs

Instrument	Frequency(yes)	Mean	Frequency(No)	mean
Students	189	1.95	9	1.04
Teachers	6	1.03	1	1.00
Researcher	6	1.03	2	1.01

The information on Table 4.1 above shows that the majority of the respondents said that there are Guidance and Counseling programs in their schools.

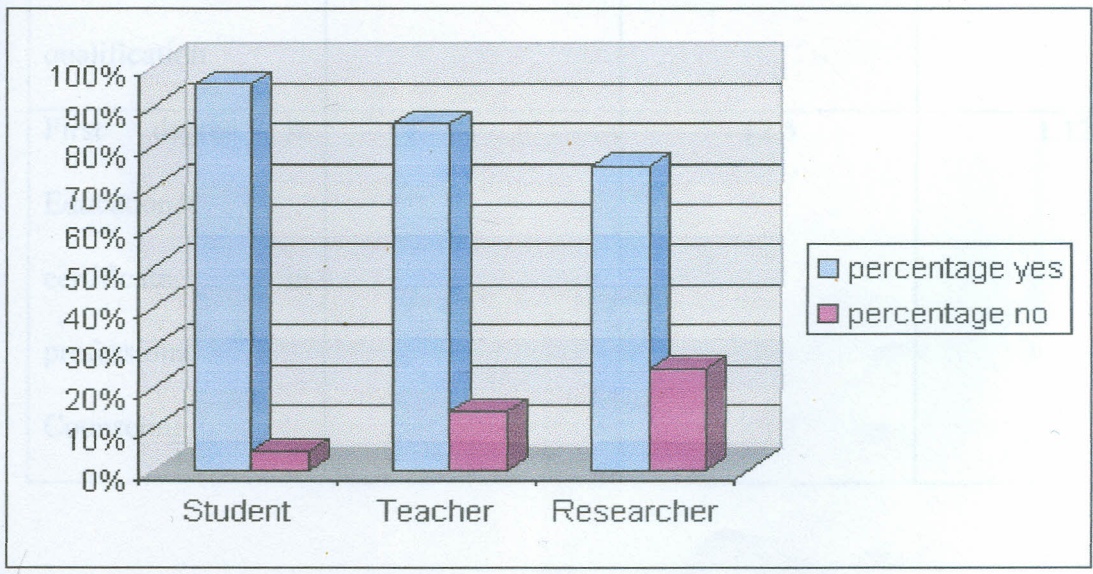


Figure 4.1: Absence and Presence of guidance and counseling.

The bar chart in figure 4.1 above reveals that the majority, above 80%, of the respondents accepted that Guidance and Counseling Services in their Secondary Schools are present.

Twenty percent of the respondents said that these services are absent in their schools.

4.1.3. Human Resources:

Research Question Two: **What is the qualification of the teacher- counselors in charge of Guidance and Counseling?**

The data under this research question is provided in Table 4.2 and figure 4.2 below.

Table 4.2: Level of counselor training and professional updates:

Nature of professional qualification	Frequency	Percent	mean
Seminars & workshops trained	5	62.5	1.62
Practicing without qualification	2	25	1.25
First degree in Education & certificate in professional Counseling	1	12.5	1.12

Table 4.3 Availability of facilities.

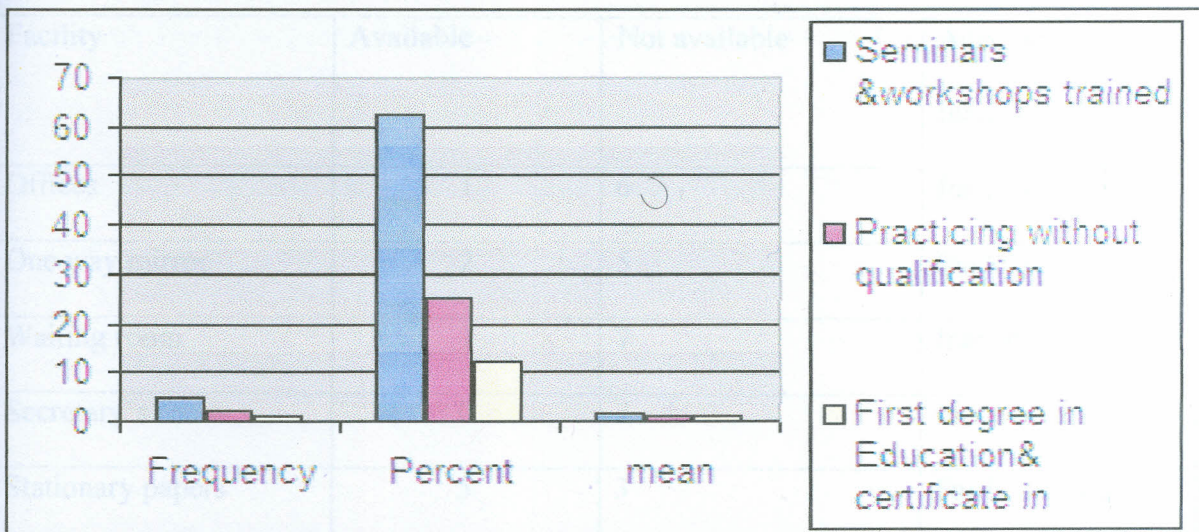


Figure 4.2: level of training and professional update for teacher-counselors.

Table 4.2 and the bar chart in figure 4.2 above demonstrate that only one counselor has done a degree in education and a certificate in Guidance and Counseling. Most of them, about 63%, have enhanced their Counseling skills through seminars and workshops while 25% of the counselors are practicing without any professional qualification at all. Through oral interview, the researcher discovered that the ratio of Counselors against students was wanting since it was only in one school that two counselors of opposite sex are in charge of Counseling. The rest of the schools had only one Counselor who serves the whole student population in the school regardless of their gender affiliation. Out of eight teacher-counselors, only two are appointed by the Teachers' Service Commission while six of them are internally appointed by the schools.

4.1.4. Material Resources:

Research Question Three: What material resources are available in these schools?

In relation to this question, the data obtained is presented in Table 4.3 below.

Table 4.3: Availability of facilities.

Facility	Available	Not available	Adequacy/ Inadequacy
Offices	1	6	Inadequate
One way mirror	2	5	Inadequate
Waiting room	1	7	Inadequate
Secretary's room	0	7	Inadequate
Stationary papers	5	3	Fairly adequate
File cabinets	4	4	Fairly adequate
Storage facilities	2	6	Inadequate
Mobility devices for field excursions	2	6	Inadequate
Use of technology	2	5	Inadequate
Halls for large groups	5	3	Fairly adequate
Realia	5	3	Fairly adequate
Print media	4	4	Fairly adequate

The information from Table 4.3 above shows that most of the facilities are inadequate. This is a vivid indication of the needy situation in these secondary schools in terms of physical resources. It implies that the facilities that are available are only those available in other departments as well. Such facilities are Stationery and Halls for large groups.

4.1.5. Attitude on guidance and counseling amongst the school community members.

Research Question Four: **What kind of manifest attitude do teachers and students hold towards Guidance and Counseling services?**

Information related to this question is provided in Table 4.4, and figures 4.3 and 4.4 below.

Contribution	Percentage
Improved academic performance	57.50%
Reduced drug abuse	12.50%
Healthy interpersonal development	12.50%
Successful career choice	12.50%
Improved moral standards	12.50%
Enhanced psychological development	12.50%
Healthy pupil-teacher relationship	12.50%
Impressions	
Has empathic understanding	51.00%
Always available	24.70%
Has knowledge on counseling issues	19.20%
Not applicable	4.50%
Discusses sensitive issues with class	6.50%
Feelings	
Get concerned and help you lead a	72.90%
Tell the head teacher	30.00%
Dislike you	50.00%
Know about you	18.00%
Tell other teachers	23.00%
Preference	
Teacher counselor	63.10%
Friends	8.50%
Parents	7.10%
Class teacher	4.50%
Peer counselors	1.50%
Head teacher	0.50%
Attitudes	
Fear	43.90%
Lack of time	24.20%
Lack of trust	19.70%
Distraction from peers	8.50%
Fear of counselor of corrupt act	1.00%
Criticisms	
Counselors not perfect	50.00%
No confidentiality	23.30%
No need to expose one's inner issues	24.50%
Time wasting	15.70%

Table 4.4: Summary of attitude displayed by teachers and students towards

Guidance and counseling.

Rating	Percent	Mean
Good	37.5%	0.75
Fair	37.5 %	0.75
Not there at all	12.5 %	0.25
Missing system	12.5 %	0.25
Contribution		
Improved academic performance	87.50%	1.88
Reduced drug abuse	37.50%	1.38
Healthy Interpersonal development	25.50%	1.26
Successful career choice	12.50%	1.13
Improved moral standards	12.50%	1.13
Enhanced psychological development	12.50%	1.13
Healthy pupil-teacher relationship	12.50%	1.13
Impressions		
Has empathic understanding	51.00%	1.51
Always available	24.70%	1.25
Has knowledge on counseling issues	19.20%	1.19
Not applicable	4.50%	1.05
Discusses students issues with other	0.50%	1.01
Feelings		
Get concerned and help you lead a	92.90%	1.93
Tell the head teacher	50.00%	1.01
Dislike you	50.00%	1.01
Know about you	35.00%	1.04
Tell other teachers	25.00%	1.03
Preference		
Teacher counselor	63.10%	1.63
Friends	8.60%	1.09
Parents	7.10%	1.07
Class teacher	4.50%	1.05
Peer counselors	4.50%	1.05
Head teacher	0.50%	1.01
Hindrances		
Fear	43.50%	1.44
Lack of time	24.20%	1.24
Lack of trust	19.70%	1.20
Dissuasion from peers	8.60%	1.09
Fear of counselor of opposite sex	3.00%	1.03
Criticism		
Counselors not perfect	50.00%	1.02
No confidentiality.	25.30%	1.25
No need to expose one's inner issues	24.50%	1.24
Time wasting	15.70%	1.16

Table 4.4 and figures 4.3 and 4.4 above show that Guidance and Career

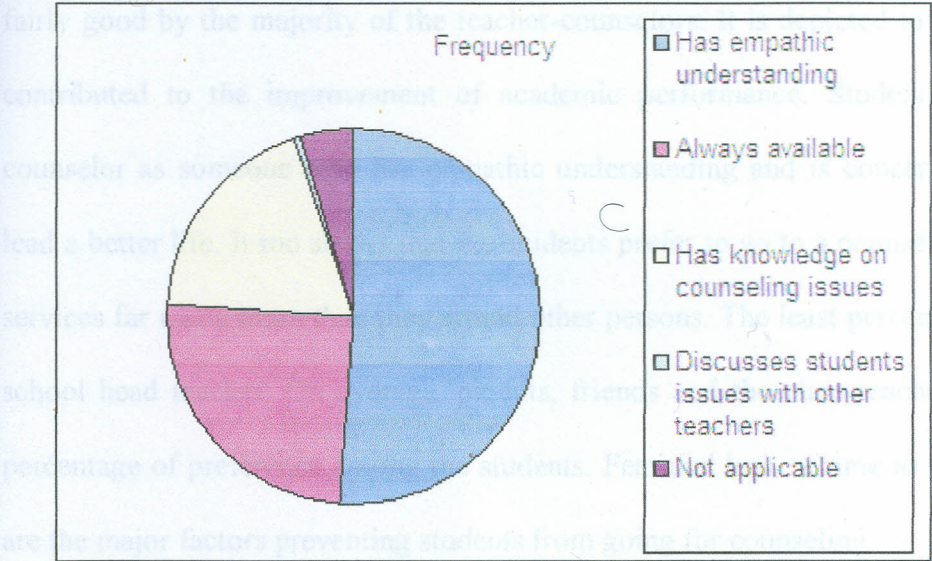


Figure 4.3: Impressions Student get about the counselor during counseling.

4.1.6.1 Counseling Services being used in Burren secondary school

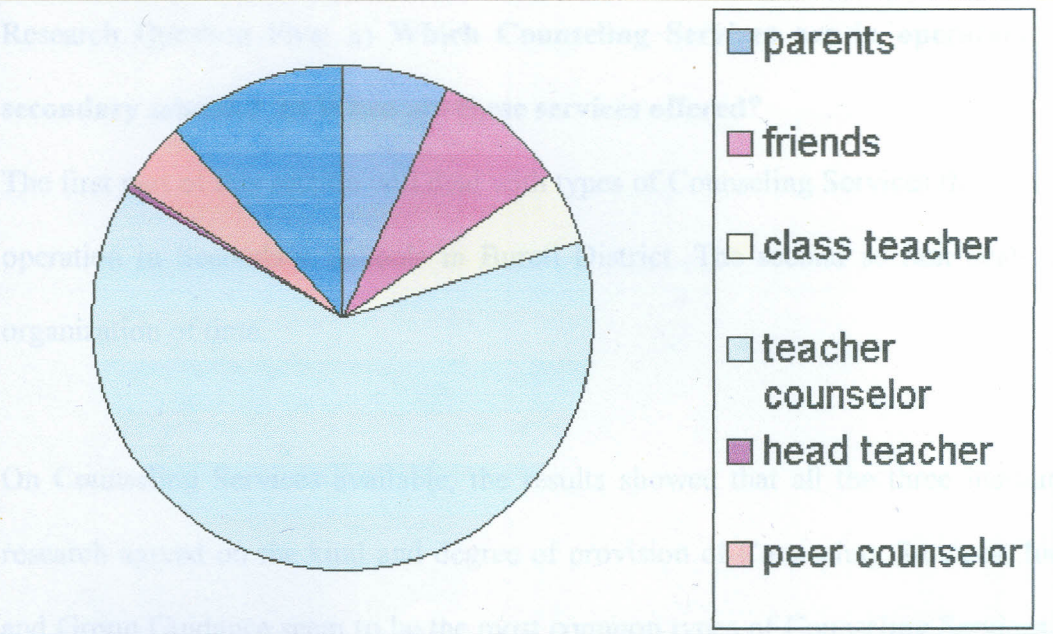


Figure 4.4: People whom Students prefer to go for counseling.

Table 4.4 and figures 4.3 and 4.4 above show that Guidance and Counseling is rated as fairly good by the majority of the teacher-counselors. It is depicted to have enormously contributed to the improvement of academic performance. Students do discern the counselor as someone who has empathic understanding and is concerned to help them lead a better life. It too shows that the students prefer to go to a counselor for counseling services far much more than they would other persons. The least percentage is that of the school head teacher. On average, parents, friends and the class teacher have the same percentage of preference among the students. Fear and lack of time to go for counseling are the major factors preventing students from going for counseling.

4.1.6.1 Counseling Services being used in Bureti secondary schools:

Research Question Five: a) **Which Counseling Services are in operation in these secondary schools?** b) **When are these services offered?**

The first part of this section will deal with types of Counseling Services that are in active operation in Secondary Schools in Bureti District. The second section deals with the organization of time.

On Counseling Services available, the results showed that all the three instruments of research agreed on the kind and degree of provision of Counseling Services. Individual and Group Guidance seem to be the most common types of Counseling Services that are in operation in these secondary schools at the moment in Bureti district. Results are contained in the figure 4.5 below.

Table 4.5: Guidance services available.

Services	Checklist	Teachers'		Students'	
		Mean	Questionnaire	Mean	Questionnaire
Individual counseling	77%	1.770	75%	1.750	51%
Group guidance	58%	1.580	50%	1.50	48%
Peer counseling	11%	1.110	25%	1.25	15%

Table 4.5 above conveys that Individual and Group Counseling are being provided in these schools in a rate that is above average. The mean that is obtained from the three research instruments is 1.67 for individual counseling. According to the information contained in this Table, Peer counseling is not being offered adequately. It has a mean of 1.17. The pie chart in figure 4.9 below demonstrates this image.

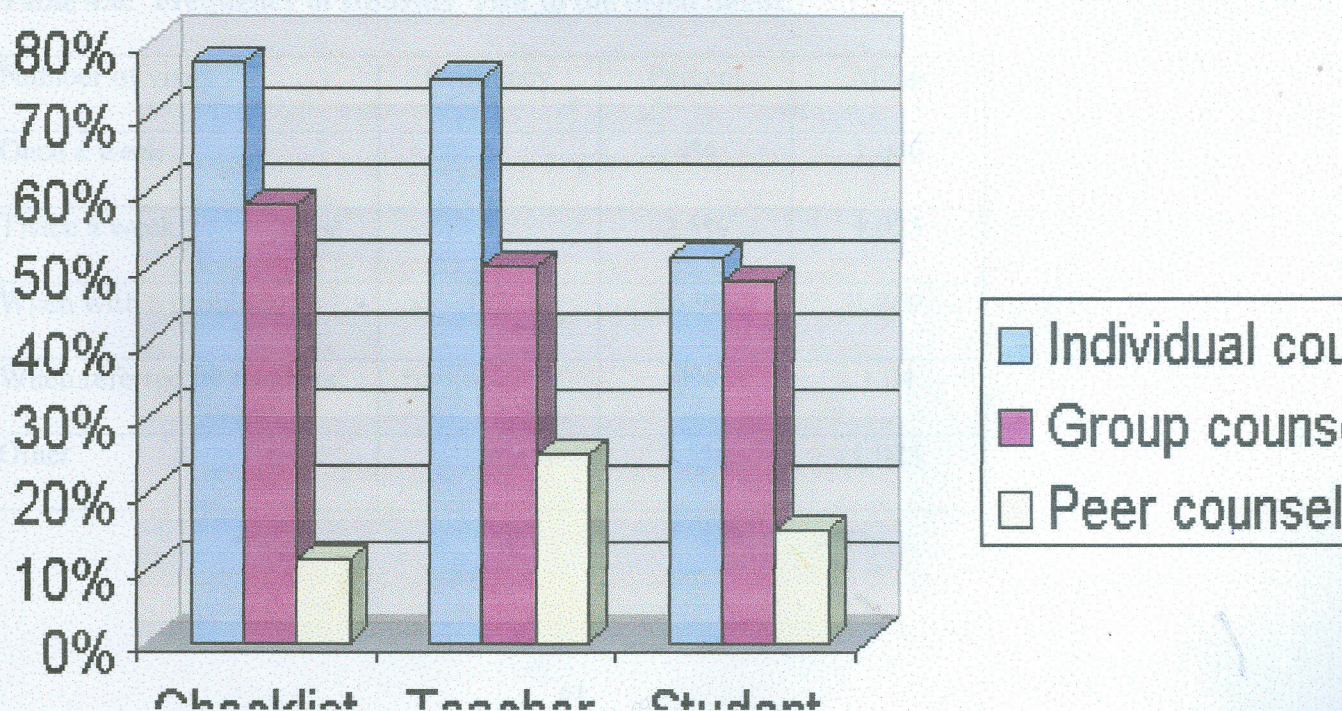


Figure 4.5: Guidance services available

This bar chart in figure 4.5 above demonstrates that all the three instruments agree that Individual type of counseling is a major one in practice in Bureti Secondary Schools. Schools offer Group guidance regularly but Peer counseling was being offered in only one School at the time of research. In these Guidance and Counseling Services, students' cases that are handled are related to vocational, academic, psychosocial and general matters are handled.

4.1.6.2: Time schedule:

Results produced an image that most of the schools under study have no specific time that has been allocated for Guidance and Counseling Services. Students' responses to a question on when they go for counseling services showed that they only go for counseling when they have a problem as the information from Table 4.6 below demonstrates:

Table 4.6: Frequency of students' visit to the department.

Number of visits	frequency	Percent	Mean
Once a week	8	4%	1.040
Twice a week	5	2.5%	1.025
When with a problem	172	86.9%	1.869
When referred by teachers	8	4%	1.04
Other	5	2.5%	1.025

The information contained in Table 4.6 implies that students go for counseling mostly when they have a problem. Information from the teachers' questionnaire also showed that counseling services are offered only when there is need. Those who said that it has its own special time were 13%. Twenty five of them said that counseling programs are part of the timetable.

4.1.7: Support system:

Research Question Six: **To what extent do the following support the provision of counseling services?**

a) School administration:

Table 4.7: Administrative practices related to counseling:

Practices	Frequency	percent	mean
Fully supports and finances	5	62.5	1.62
Does not understand the role of it	1	12.5	1.12
Fully supports but does not finance	1	12.5	1.12

Table 4.7 above shows that the school administration in Bureti schools does discern well what guidance and counseling entails and supports its programs.

Table 4.8: Challenges posed by the administration to the guidance program:

Nature of challenge	Frequency	percent	Mean
Lack of funding	3	37.5	1.37
Interfering with work	3	37.5	1.37
Unethical demands	3	37.5	1.37
Halfhearted support	2	25	1.25
Insufficient time allocation	2	25	1.25

Table 4.8 above conveys the information that the challenges posed by the administration are not much. Less than half of the schools studied do face these challenges.

b) Teachers:

Results in Table 4.10 give a reflection of a positive picture towards guidance and counseling from the teachers. It shows that teachers understand the important role guidance is playing in the lives of the students. In this case their degree of support is quite high.

c) Students:

Students give the highest percentage of support than all the other members.

d) Parents:

Parent's support of guidance and counseling services is below average as evidenced by the data in Table 4.9 below.

e) Agencies:

Agencies give the least support to guidance and counseling.

Using a checklist, the researcher established that the school stakeholders varied in their degree of support of the guidance and counseling programs.

Table 4.9 Support of Guidance and Counseling by the school community members.

Members	support	mean
Students	75.7%	1.75
Administration and Teachers	63%	1.63
Religious Groups	55.5%	1.55
Guidance and Counseling Committee	50%	1.5
Parents	44.4%	1.44
Agencies	11.1%	1.1

Information on Table 4.9 shows that the head teachers and teachers provide support for the guidance and counseling programs. It also shows that the major consumers of counseling services who are the students give the highest percentage of support to the counseling department in terms of attitude of reception and acceptance. Another source of support emanate from the Religious Groups and the parents. Least support comes from the Agencies.

4.1.8. Suggestions given by the students and the teacher counselors on improvement:

Research Question Seven: what realistic suggestions and recommendations should be made for the improvement of guidance and counseling services in these schools?

The data related to this question is presented in figure 4.10 below.

Table4.10: Suggestions on the improvement of Guidance and Counseling Services.

Teachers	Percentage	Mean
Provision of fully equipped rooms	63%	1.63
Training of counselors	50%	1.50
Integration of guidance and counseling in the school timetable	25%	1.25
Creation of awareness among the students	25%	1.25
Counselors to have no other responsibilities	25%	1.25
Introduction of peer counselors	13%	1.13
All staff to assist	13%	1.13
Government appreciation and support	13%	1.13
Students		
Utilize the mass media	30%	1.29
Introduce programs such as Straight talk	27%	1.26
Need of same sex counselor	23%	1.23
Regulate Guidance and Counseling in the school timetable	18%	1.18
Invite outside speakers	18%	1.18
Introduce peer Counseling	14%	1.14
Hold discussions with other schools	8% ⁰	1.08

Table 4.10 above reveals that the suggestions given by both the teachers and the students cover areas that are related to improvement of Human and Material resources. Requirements for rooms that are well equipped rank the highest in the percentage of these suggestions. Amongst the students, request for use of the mass media ranks the highest. Suggestions given also touch on issues related to the support system which should include all the stakeholders.

4.2.0 Statistical analysis:

There were four stated Null hypotheses in chapter two of the study. The various variables in these hypotheses were tested by use of statistical techniques. This analysis set the probability level for each of the hypothesis and therefore it will be given specifically under each one of them.

4.2.1. H₀₁ There is no significant difference in the provision of guidance and counseling services in Bureti secondary schools.

A chi-square test was used to test this hypothesis. The alpha level was set at 0.05. The results were as follows:

Table 4.11: Chi-square value for provision of counseling services in Bureti district

	Value	df	Asmp. Sig (2-sided)
Pearson chi-square	31.332a	6	.000
Likelihood ratio	15.694	6	.015
Linear-by-linear association	1.932	1	.165
N of valid cases	198		

The Null hypothesis was accepted.

4.2.2. H0₂ There is no significant difference in the provision of various types of counseling services in Bureti secondary school.

A chi-square test was used to test this hypothesis. There were three main types of counseling tested:

b) **Peer counseling:** For this test, the alpha level was set at .50. The results were as follows:

	Value	df	Asmp. Sig (2-sided)
Pearson chi-square	2.100	2	.347
Likelihood ratio	2.831 ^b	2	.241
Linear-by-Linear association	.899	1	.340
N of valid cases	7		

The Null hypothesis was accepted.

Table 4.12: Chi-square value for Peer counseling services

	value	df	Asymp. Sig. (2-sided)
Pearson chi-square	.889	1	.346
Continuity correction	.000	1	1.000
Likelihood ratio	.818	1	.366
Linear-by-linear association	.778	1	.378
N of valid cases	8		

The hypothesis was therefore accepted.

b) Vocational counseling: A chi-square test was used to test the hypothesis.

b) Group counseling: A chi-square test was used for this. The alpha level was set at 0.43. The results were as follows:

Table 4.13: Chi-square value for Group counseling services

	value	df	Asymp.sig.
Pearson chi-square	2.100	2	.350
Likelihood ratio	2.831	2	.243
Linear-by-Linear association	.899	1	.343
N of valid cases	7		

The Null hypothesis was accepted.

c) **Individual counseling:** A chi-square was used to test this hypothesis. The significance level was set at .14. The results were:

Table 4.14: Chi-square value for Individual counseling services.

	value	df	Asymp. Sig.
Pearson chi-square	.467	2	.792
Likelihood Ratio	.738	2	.692
Linear-by-Linear association	.266	1	.606
N of valid cases	7		

The Null hypothesis was rejected

d) **Vocational counseling:** A chi-square test was used to test this hypothesis. The significant level was set at .43. The results were as follows:

Table 4.15: Chi-square value for vocational counseling services

	Value	df	Asymp. Sig. (2- sided)
Pearson chi-square	2.100	2	.350
Likelihood Ratio	2.831	2	.243
Linear-by-Linear association	1.197	1	.274
N of valid cases.	7		

The Null hypothesis was accepted.

4.2.3. H0₃ There is no significant difference in the counseling visit frequency amongst students in Bureti secondary schools.

The statistic that was applied in this hypothesis was the chi-square test. The alpha level was set at 0.29. The results were as follows:

Table 4.16: Chi-square value for Counseling visit frequency

	Value	df	Asymp. Sig.(2-sided)
Likelihood Ratio	15.922	1	
Linear-by-Linear			
Pearson chi-square	7.000	2	.030
Likelihood Ratio	8.376	2	.015
Linear-by-Linear Association	3.989	1	.046
N of valid cases	7		

The Null hypothesis was accepted.

4.2.4. H0₄ There is no significant difference in the suggestions given for the improvement of guidance and counseling services in secondary schools in Bureti district.

A chi-square was used to test this hypothesis. The alpha level was set at 3.21. The results were as follows:

Table 4.17: Chi-square value for suggestions on the improvement of guidance and counseling services.

	Value	df	Asymp. Sig.(2-sided)
Pearson chi-square	45.357	7	.000
Likelihood Ratio	47.347	7	.000
Linear-by-Linear Association	15.922	1	.000
N of valid cases	197		

The Null hypothesis was accepted.

Now that the results of the findings of the study have been summarized in chapter four, the researcher then moves to chapter five for discussion, conclusion, suggestions and recommendations.

5.1.2 Is there a Guidance and Counseling department in Secondary Schools in Bureti District?

Table 4.1 in the previous chapter shows that Guidance and Counseling are in operation in almost all the schools although there is a variation in the way they are handled by different schools. This was the case in America during the 1960s. Kowitz, G.T. & Kowitz, N.G. (1968) have contended that the tendency for such a development is almost inevitable but has been a stumbling block in the development of sound organizational and administrative principles. Lacking such principles, a well-meaning guidance program in one school can make at best but a small contribution to the improvements of guidance programs in other schools.

CHAPTER FIVE:

CONCLUSION

5.1 Introduction

Under this last chapter of the study, there are three important sub-sections for presentation. The first section is dealing with the discussion of the results of the study presented in chapter four. The second sub-section is a presentation of the implications and recommendations. Summary and conclusion comes before the recommendations for further research which is the final presentation under this section.

5.1.1: Discussion.

The format guiding this discussion is based on the research questions and the hypotheses of the study. An illustration of data is given through various comparisons and interpretations where possible. The information in the Tables and figures in the previous chapter will be made use of to explicitly show what the data is revealing.

5.1.2: Is there a Guidance and Counseling department in Secondary Schools in Bureti District?

Table 4.1 in the previous chapter shows that Guidance and Counseling services are in operation in almost all the schools although there is a variation in the way they are handled by different schools. This was the case in America during its onset as Kowitz, G.T. & Kowitz, N.G. (1968) have contented that the tendency for each school to accentuate its uniqueness has been a stumbling block in the development of general organizational and administrative principles. Lacking such principles, a successful guidance program in one school can make at best but a small contribution to the improvements of guidance programs in other schools.

Guidance and Counseling programs play a crucial role in the lives of students in any learning institution. Shertzer, B. & Stone, S.C. (1971) have argued that guidance both as a concept and as a service focuses upon youth and their future. They further contend that Guidance within Education system represents society's expression of concern for the individual. It exists to aid students in understanding the variety, depth, and breadth of personal experiences, the opportunities available, and the choices open to them by helping them recognize, interpret, and act upon their personal strengths and resources.

According to the results of the study, guidance and counseling has been established in all the studied schools except one. Students attested to this fact when they gave a positive answer to the question whether they have heard of guidance and counseling. The researcher too in her own findings discovered that even if the department of guidance and counseling may not be functioning effectively, at least, it is one of the programs that occupy a central position in the school curriculum. It is easily comprehensible from these findings that the argument given by Shertzer & Stone (1971) above is present in Bureti secondary schools. Although the school stakeholders may not be having a proper discernment of the meaning and role of guidance and counseling, it is evident that emphasis is being put to ensure that guidance and counseling program is established in the school. Eighty percent of the respondents accepted that counseling services are present in their schools. In all the categories and types of schools, Guidance and Counseling services were found to be present. Noteworthy of emphasis here, is the fact that unlike would be expected, the entire Girls' Mission Schools had established

Guidance and Counseling Services in their schools. This indeed becomes a clear indication that the significant role counseling programs are playing in the lives of students is fully appreciated by the school members and particularly the school administration and the teachers. What is of importance here is to find out the quality of these programs in terms of effectiveness in meeting the goals and the needs of the program. However this is outside the scope of this study and therefore another assessment should be carried out so that it may focus on analyzing the effectiveness of these counseling services in Kenyan Secondary Schools.

Students professed in their responses that guidance and counseling is being provided in their schools. The number of Girls who said that they got to know about counseling in form one were sixty seven out of one hundred and eighteen while those who said they got to know about it in form two were forty. For the Boys, fifty eight said that they knew about it in form one while thirty seven said they got to know about it in form two. These statistics support the fact that students are made aware of guidance and counseling services during the early part of their school life. Most, (66%) of the students also said that they become aware of these counseling programs through the guidance and counseling programs in the schools. All these are empirical data implying that counseling services do exist in Secondary Schools in Bureti District. This information also concurs with the chi-square tests of the hypothesis that there is no significant difference in the provision of guidance and counseling. This hypothesis was accepted. Researcher's oral interview with the teachers in charge of counseling programs revealed that in theory, Guidance and Counseling programs so much exist even in the minds of the students but

many curtailing circumstances have led to the passive state in which the guidance and counseling department is in. These teachers enumerated these curtailing circumstances as, lack of training, lack of physical facilities such as rooms, furniture and finances to provide to the invited speakers. Table 4.3 gives this evidence. This situation agrees with what was referred to earlier in chapter two of this study by Mutie, E.K. & Ndambuki, (2002) who reported that guidance and counseling programs in Kenya have not made so much impact due to a number of problems facing its implementation. These authors cited the same cases as some of the problems ailing guidance and counseling departments in Kenyan secondary schools at the moment of the study. A question that was given to the students asking them to list some of the criticisms about the counseling department, revealed that lack of appropriate rooms hinder students from going for counseling.

Researcher's observation indicated that Guidance and Counseling services are being considered quite crucial in most of the secondary schools. In all the eight schools that were studied, information and announcements were on the notice board about something related to guidance and counseling programs. This therefore suggests that every school is putting that effort of establishing the department of guidance and counseling despite the challenges that could be curtailing them. During the process of a research permit, the researcher had a discussion with one of the officers in charge of Inspection in Secondary Schools of Bureti District. In this discussion, the officer pointed out that during their inspection visits to the schools, they have discovered that many of the head teachers in the District had tried to establish guidance and counseling departments in their schools

and most students appreciated the services. This is in concurrence with the information from the chi-square test of the hypothesis that there is no significant difference between the provision of guidance and counseling. This hypothesis was accepted meaning that most of the schools have established guidance and counseling in their schools. Mathewson, (1962) has argued that 'in school work the problem that creates a demand for guidance arises not in the mind of the pupil but in the perceptions of the teacher who sees the pupil as inattentive, unresponsive, antagonistic or recalcitrant. Or the problem could be one of academic failure, backwardness, underachievement, and lack of motivation for study. Later, when the needs arise to make decisions about high school courses to be taken, for example, the pupil may reveal lack of information on which to make a choice, uncertainty as to what is involved, and ignorance of opportunities available or even lack of concern. Thus, some of the foremost needs for the guidance process derive from institutional or social considerations that the pupil, if left to oneself, might never perceive or confront purposefully'. There is an indication that in Bureti District, the administration and the teachers have realized the needs that students have and which guidance and counseling services will help the students solve them.

In conclusion on this section, Guidance and Counseling programs are present in most of the schools in Bureti District but their effectiveness and efficiency is what is questionable due to a number of limitations that affect the department directly. Much effort is needed in order to improve the situation in these schools.

5.1.3.: What is the quality of human resources serving and material resources that are available in Bureti secondary schools?

Results in chapter four exemplify a situation in which all the schools under study have appointed a guidance and counseling teacher. These teacher-counselors are both male and females. Their gender distribution does not have any specific relation to the type and category of school in which they are working. The highest mean is for those who have attended seminars and workshops for their professional upgrading. A mean of 1.25 shows the teacher-counselors who have not gone for any training at all. This could therefore imply that these teachers in charge of guidance and counseling are facing a lot of challenges in their counseling responsibilities which they offer with minimal professional expertise. Waweru, E.M. (1984) says that the smooth and efficient running of any organization depends directly on how well its employees are equipped with relevant skills. He further emphasizes that new employees almost invariably need some form of training before they can take up their work while the older employees will require training to keep them abreast of technological developments. In Bureti district, what the above author is saying lacks and this could contribute to very poor performance in the offering of counseling services and in turn negatively affect the attitude of the clients whose issues are sensitive and delicate requiring professional competence. There is an indication from these results that counseling services are not being offered the way they should be. When the teachers were asked whether there are issues that confront them beyond their professional ability, they responded that it is true that they face challenges tackling counseling needs that are beyond their professional competence. This in turn affects, in most cases negatively, other crucial factors related to counseling such as

attitude, frequency of visit to counseling by the students. Mathewson, (1962) contends that the discrepancies existing between school practices of counseling and the professional ideas and standards of counselor-educators, comprise one of the most serious conditions requiring correction. He continues to argue that it may well be that this gap between training standards and field standards are the greatest existing today in any profession within the area of social service. This indeed seems to be the case in Bureti District Secondary Schools where the main form of professional training for the counselors is workshops and seminars.

Shertzer, & Stone (1971) have outlined ten basic and distinct counselor functions that were given by the American School Counselors Association and these include: 1 planning and development of the guidance program. 1. Training of teacher-counselors on their counseling skills which enable them to carry out their expected roles and functions effectively and efficiently 2. Counseling 3. Pupil appraisals 4. Educational and occupational planning 5. Referral work 6. Placement. 7 Parent help 8. Staff consulting 9. Local Research 10. Public relations.

These ten functions of school counselors as presented by the American School Counselors Association sets a pace for school counselors even in the modern times when students in schools are faced by many challenges and when the people in charge of guidance and counseling in schools are loaded with a lot of work. It is more important to the stakeholders of the school so that they may be aware of the much work the counselors are expected to fulfill and thereby assist and support them. In particular is the school

administrator who should ensure that guidance and counseling gets enough space in the planning of the school plant, provision of time and money. An effective operation of a counselor is grounded along such lines as these enumerated above.

Ribbins,P.(1984) has said that one of the difficulties teachers have ,especially those with little working experience in secondary schools is the expectation of their colleagues and the children that they will always be successful despite the wide variety of demands made upon them. Out of the discussion between the researcher and the teachers in charge of guidance and counseling, issues arose that they are often confronted by high expectations from not only the students but also their colleagues. These issues are those related to other specialized areas such as Medical and Legal fields.

Another important issue that deserves commenting is the reaction that the students feel about being counseled by the head teacher. All the students except one identified the head teacher as the one she goes to for counseling. Table 4.4 and figure 4.4 provide this information. This has a lot of implications on the fact that position and roles of authority cannot be played simultaneously with counseling roles. The head teacher could be willing to assist the students in areas that the head teacher feels competent to handle but the students will not be free to him or her. Clients require an ample ambience for counseling. This then strengthens the opinion that counseling is a specialized field that should be handled by those professionally trained in it.

5.1.4. What material resources are available in these schools?

The results in Table 4.3 in the previous chapter reveal that lack of physical resources is experienced by almost all the schools that were studied. The place where counseling services take place range from the Deputy Head teacher's office to the staffroom to even any place that is vacant in the school at the moment of need for a counseling meeting. This means that the basic requirements of guidance and counseling room are not met. The students are attended to in a place that does not give them psychological assurance. Glanz (1974) has argued that guidance and counseling office that is next door to the principal's office will connote something different from a guidance office that is placed in the newly painted basement. He further says that privacy is highly desirable. However, students' issues become public concerns when privacy is denied.

Apart from the rooms, other important facilities such as storage facilities, file cabinets, one way mirror are lacking in these schools. In the study, it was discovered that guidance will be lucky to have the materials if these materials are available in other departments of the school. The most probable reason as to why there is lack of physical facilities is because there is no vote head specifically for guidance and counseling department in most of these secondary schools. Hatch, (1965) comments that it is extremely difficult to separate facilities and budget. This implies for Bureti secondary schools that financial support for the guidance department is a prerequisite for guidance and counseling planning and development. Purchase of materials is difficult without money that has been assigned for guidance and counseling in schools. In the researcher's opinion, schools should at the moment strive to equip their departments with the most basic requirements

since counseling provision cannot achieve its goals if there is a serious shortage of resources.

The Systems Theory discussed in chapter two in its argument clearly demonstrates that contingent and environmental factors affect the activities of an organization and that in an organization, there is a web of relationship between structures, technology and services offered in an organization. Brooks, (1999). Guidance and counseling department in schools should be well equipped with the necessary physical facilities so that the relationship between the counselor and the clients may be fruitful because this interaction is determined by the physical conditions surrounding them. It was referred earlier by Biswalo, (1996) that in Togo, unavailability of appropriate materials was the main problem hindering the provision of effective guidance and counseling services.

In sum, it can be said that constraints which have expressed themselves in lack of training, physical facilities and resource materials and lack of funds to carry out all the necessities is ailing the department of guidance and counseling in these schools. It is therefore necessary for the schools to take responsibility and provide basic requirements to the guidance and counseling department so that there may be efficiency and effectiveness. Through an oral interview with the teachers in charge of Guidance and Counseling the researcher learned that these teachers lack reading materials to enable them prepare adequately for Group Guidance on some topics. Therefore, reference materials are required so that teachers may be adequately equipped.

5.1.5. Attitude: sources of information and multiple viewpoints in class

What kinds of manifest attitude do teachers and students hold towards counseling services.

Sdorow, L.M. (1993) defines attitude as an evaluation, containing cognitive, emotional, and behavioral components of an event, idea, object or person. Smith, Bruner & White (1964, 94) quoted in Hayes, N. (1993). further argue that 'attitudes serve their distinct

Functions namely: object appraisal, social adjustment, and externalization.

According to them, object appraisal is the way attitudes can guide our reactions

towards objects and features in our environment, so we don't need to work out

how we will react to them again each time we encounter them. The above authors

then suggested that holding opinions serves a social adjustment function too in

that it aids affiliation with social group. So Smith and his colleagues see the

holding of an opinion as aiding social identification which is an important part of

being human and taking part in human societies. Externalization is concerned

with the matching up of unconscious motivations or inner states with something

going on in individual's immediate environment. These authors have continued to

point out that the development of opinion has to happen within the information

available to an individual. Since opinions develop as a result of the individual's

striving to make sense of the world, a world which presents only one view is

likely to result in what the researcher called 'maturation of opinions' But if the

individual is faced with a multiple views of the world, or different sources of

information, then as they seek to make sense out of it, they will develop and

mature their own ideas. In researcher's view, it is therefore important to have

multiple sources of information and multiple viewpoints in society if we are to encourage its members to adapt to mature approach.

The preceding argument given by the authors above implies that people form attitudes depending on the kind of knowledge and information they have been exposed to. In secondary schools and the society at large, people influence others through ideas and opinions they express. This means that the attitude which is presented by the school stakeholders has originated from the experiences they have had with those surrounding them. The attitude students will display will equally depend on the kinds of comments they hear from their teachers and fellow students.

According to the researcher's own observation in the field, various people displayed different attitudinal dispositions about guidance and counseling programs. The researcher also realized that a proper understanding of a concept is important before the same people can be asked to participate in issues related to such a concept. In this case, the attitude shown is both negative and positive.

Information in Table 4.4 and figures 4.3 and 4.4 in chapter four gives a detailed image of attitude the school members hold about guidance and counseling services in their schools. According to this data, Teachers strongly argued out that guidance and counseling programs have contributed to students' developmental progress. Four aspects shared the same mean of 1.5 all showing areas in which counseling services has played a crucial role in the lives of the students. These are career development, development of moral

standards, health relationships, and psychological development. Other areas include reduction in drug abuse and improvement of academic performance each with a mean of 1.25. Teachers do admit that guidance and counseling services greatly contribute to a positive change in the lives of students. They display a good image about it and discern the importance of counseling services in a school setting. An oral interview that the researcher had with the teachers in charge of guidance and counseling in these secondary schools revealed that they have a yearning for an effective counseling program in their schools. Many of them gave cases of students whom they had assisted and seen best results in their academic lives and other personal affairs confronting them. All the teachers in charge of guidance and counseling who were interviewed expressed a dire need in these schools to improve the conditions of the provision of guidance and counseling services.

However the results also unveiled a very significant aspect about guidance and counseling responsibilities in these schools. It was strongly argued out that when teachers are delegated counseling responsibilities in the school, they are reluctant to take up. Many factors were enumerated as being responsible for this indifferent attitude. Lack of allowance was one of the most occurring complaints given. The logic behind this line of argument was the fact that counseling responsibilities consumes a lot of time. Another reason for this reluctance is the much workload that these teacher-counselors have despite their additional and demanding counseling responsibilities. In all the eight schools covered in the study, only one teacher-counselor had her classroom workload reduced. Teachers in charge of guidance and counseling also said that counseling responsibilities

put the counselors in a constrained relationship with other teachers and the administration because many of them do not fully discern the issue of confidentiality in a counseling interaction. They further expressed as much concern of the fact that counselors are misunderstood often as being too lenient to the students. Sometimes too, they collide with the administration because of concealing clients' information from them. Out of this oral interview also the researcher got to learn that most teachers take guidance and counseling as a special area for those perceived to be of high moral standards and therefore is quite restrictive, limiting one's personal private liberty. Shertzer&Stone (1971) have given similar concerns when they said that many have criticized the counselor's use of his time. Information from the results of the findings also shows that students have a positive attitude towards guidance and counseling services. From the feelings that students get after going for counseling as depicted in figure 4.3, it is evident that most students view counseling services from an optimistic orientation. The mean result on the kind of impressions they develop towards the counselor reflected that most students understood the counselor as one with empathic understanding. They described the counselor as being knowledgeable and are always available to assist students whenever they need help. Despite the fact that the counselors have not undergone any professional training, many students demonstrated a strong confidence in the counselor. A positive attitude is also evidenced by the frequency with which they visit guidance and counseling department for help. The Null hypothesis on this was accepted that there is no significant difference in the counseling visit frequency amongst students in Bureti secondary schools. The mean showed that most students go for counseling services often while it is only a few who go most rarely for counseling services. On a question in which they were asked to name

whom they prefer to go to for counseling, the majority of them said that they prefer to go to a counselor. Parents rank second in preference but all the male students except one did not indicate that they go to the parents for counseling. This could imply that the way boys construe their relationship with their parents is different from how the girls themselves do. Coleman, Hendry, (1990) have argued that the influence of parents and friends upon adolescents vary according to types of activities and topics of conversation. The least person that students would prefer to go for counseling services is the school head teacher. Reasons for this are that students would not like their head teacher to get to know about them. It is possible too that the head teacher is not understood as understanding and concerned like the counselor.

Hindrances that came up as causes preventing students from going for counseling are several and include issues that are related to the counselor while others are related to their personal matters in life. Fear is a factor that was most frequently mentioned as preventing students from going for counseling. There were many reasons why students fear to go for counseling. The most common among them was the fact that their personal issues will be exposed to teachers and the administration. Both male and female students so much complained of leakage of information to various people. Some of the students mentioned having heard their own cases being announced in the assembly. However, through the interview with the teachers in charge of guidance and counseling, the researcher discovered that most of the cases being announced in the assembly are those that are not so sensitive and private. The counselors argued that these are common issues that need to be corrected before everybody else. Other students said that they fear being seen by their

colleagues going for counseling since they will be stigmatized by these peers. The peers perceive them as lacking control of their own lives. This attitude has a lot of implications which will be presented in the next section of this chapter. Many students too said that they fear exposing their personal issues to a person they don't fully know. Students also fear being stigmatized by their colleagues. Another source of fear is failure to express themselves well in English or Kiswahili. A good number of students also argued that it is a waste of time to go for counseling services when one is expected to accomplish so many duties in school. There are students who are discouraged by their colleagues from going for counseling and out of this, they decide to close in their problems. This requires a proper education to instill in them the importance of counseling services to these students as individuals. It is most likely that these colleagues have a fear that their movements related to indiscipline and misbehavior may be discovered through those who go for counseling. This indeed is an area that needs to be addressed through systematic and well defined awareness devices. Doing this will enable the students to grasp the meaning, purpose and role of guidance and counseling. In fact, some students said that ignorance is the another reason contributing to failure to make proper use of counseling services by the students. The site of the counseling office or room is another important point that came up from the students who debated that rooms not far from the staffroom are not conducive since students get exposed to the teachers and the head teacher. The students expressed disappointment with having to be seen by the teachers as they go for counseling.

Students' choice of a counselor is another important point . When they were asked on their preference of a counselor, there was a variation in their answer between male

students and female students. A small number of Female students said that they preferred going to their parents for counseling. These students said that their parents are understanding, close and cannot reveal the information to anybody else. These students expressed a lot of confidence in their parents compared to the teacher-counselor and the class teacher. The reason for this could be because girls report more life problems than boys and may be more vulnerable to stressful life events. Male students depicted a completely different picture. None of the male students said that they go to their parents for counseling. It is important to address this issue. Could it be that boys tend to become independent of their parents at an earlier age than girls or that the boys tend to defend their manhood right from the time they are in secondary school? It is also possible that the parents themselves have little to tell their adolescent boys. Jaffe, M.L. (1998) has pointed out that close parent-adolescent relationships are associated with adolescents' self-disclosure, cooperation, and acceptance of parental values. He further contends that adolescents occasionally challenge certain aspects of their parents' opinions, beliefs, and lifestyles.

5.1.6: Which counseling services are in operation in these secondary schools? When are these services offered?

Shertzer & Stone (1971) have explained that guidance services are the formalized actions taken by the school to make guidance operational and available to the students. In this study, the term types of counseling services imply the mode of delivery of these services. It has to be emphasized here also that, for the sake of clarity and precisosity during the collection of data, the respondents were exposed to only three types guidance and

counseling on which the respondents were to discuss. These were, Individual counseling, Group guidance, and Peer counseling. It coincidentally emerged during the collection of data that these are the most common types of counseling services in operation in these schools. These various types handle various topics related to academics, vocational, and personal issues.

The researcher discovered that the two major classes of group work in guidance are not properly understood in the sense that the respondents would often refer to Group guidance to mean Group counseling. It is thus worthy explaining the difference here. Group guidance activities are distinguished by their educational motive and they are larger in terms of the size ranging from ten to one hundred and fifty people. Group counseling on the other hand aims at personality change or improvement of interpersonal learning among its members who are typically finite in size, between four and twelve.

According to Chauhan, S.S. (1982), there are many types of guidance but can be grouped into three. These are Educational, Vocational, and personal-social. In the researcher's own view, it is important to clarify the fact that guidance and counseling in secondary schools may not be having the same meaning as the psychologists will define. According to the understanding that students have, guidance and counseling is one and the same thing. This therefore affected their responses in some of the sections in the sense that they could be talking about guidance and they talk about counseling and vice versa. However, this cannot cause any bias to the study since in the questionnaire; there is nothing that demanded differentiation of the two terms.

The results in chapter four have shown that in Bureti secondary schools, the two types of counseling services that are regularly in operation are Individual counseling and Group guidance. This is in concurrence with the fact that students said that they go for counseling only when they have a problem. In a case where students visit counseling only when they have a problem, individual counseling becomes the most convenient counseling strategy. The fact that Group guidance is common could also be an indication of topics that are common to all students which will comfortably suit a large hall. Such topics include career guidance, vocational guidance and related issues. An important point to be noted here is the ratio of the counselor to the students. Considering what has been discussed about the workload that teacher-counselors have, it is noteworthy emphasizing that Individual counseling is not being offered adequately because of the high number of students against one counselor. The mean reveals that it is inadequate in all the schools including even the one school that has two counselors. This then is a direct pointer to the necessity of more counselors in these schools.

Group guidance is appropriate for common topics that suit all the students. It is also quite convenient and effective because invited speakers can be used to handle topics on their areas of specialization. Counselors however did not commit themselves to giving information on how these Group Guidance Services are organized. The researcher nevertheless gathered information that Group guidance in most of the schools is done once a term. It is only three schools that had guidance and counseling term program that accommodated at least two special days in a term for Group guidance for the whole

school. In some of these schools that take counseling services seriously, the Group guidance is offered at least three times a term.

than the female students. This is in concurrence to their responses.

Peer counseling can be defined as that process in which workshop trained college students or a group of employees are assigned to take up basic and supervisory responsibilities among their peers or workmates. Peer counseling was found to be in existence in only one school out of the eight which were studied. The school is a public girl's mission school. The researcher had an opportunity in this school to talk to the head teacher of this school. She said that peer counseling had done tremendously well in the improvement of academic and social lives of the students. From the researcher's observation, the school had very high standards of self-discipline. The teacher-counselor from this school also mentioned many contributions that peer counseling had given to the students. These included better student interpersonal relationship in and outside the school, it had instilled confidence among the students

many destructive feelings or dislikes. He learns not to demand love.

All these evidences support the fact that peer counseling should be introduced in every school so that guidance and counseling services may be enhanced. It has to be mentioned here that the researcher did not find out the exact details of how peer counseling is organized in this school. However, it is clear that a lot more of workshops have to be given to the peer counselors in this school because the student respondents from this school had many issues to complain about peer counselors. Among the most important was the fact that they do not keep confidentiality. Students also complained of being spied on by the peer counselors. According to the researcher's view, the whole student

population in the school require being educated on the importance of peer counseling. Another observation is that the male respondents seem to advocate for peer counselors than the female students. This is in concurrence to their responses to the question as to whom they prefer to go for counseling. It was only one male student who said that he goes to his parents for counseling. The number of those who said that they go to their friends for counseling was high among the male students. This may imply that males are freer to their friends than other people. If this assumption is true then peer counseling should be introduced in all the schools and its practice done to the standard.

Shertzer, & Stone (1971, 13) have this to say about the peer groups. 'Bossard, analyzing peer groups, sees them as meeting needs through the following functions: 1) developing a recognition of the rights of others: serving as a control over behavior. 2) Giving security at a needed stage of development. 3) Providing a source of cultural identification and 4) determining behavioral roles. The peer group may well help the teenager to escape from many destructive feelings or desires. He learns not to demand from age-mates what he expects or demands from parents and siblings. This self-limiting aspect of the group is important and helpful to him'

Chauhan, S.S. (1982) says that reduction in scholastic failure due to good selection of courses which are commensurate with the students' abilities is an effect of comprehensive guidance. He also gave reduction in discipline problems as one of them. He argues that guidance provides an opportunity for the resolution of tension and conflicts. The results that were presented in chapter four reveal that guidance and

counseling has played these roles mentioned by the author above but the weaknesses affecting it negatively have hindered its maximum fruition.

5.1.7: To what extent do the following members of the school community support the provision of counseling services?

Systems support includes the direct guidance and counseling management activities that maintain and enhance the counseling program. A full fledged counseling program needs systems support which includes staff development, the necessary resources for program implementation, relationship between guidance and other activities and referral agencies.

Erickson, C.E. & Smith, A.M. (1947) attested that the guidance program requires the cooperation and the services of the entire staff, and no amount of specialized training on the part of a few will compensate for failure to enlist the support and assistance of the entire staff. They continued to say that the degree of success attained in securing staff participation will depend to a marked degree upon the leadership and support given by the school administrator to the guidance program. Likewise pupil appreciation of the guidance services will depend upon the enthusiasm with which the school principal and his administrative associates regard the guidance program, as well as their appraisal of its potential value to pupils.

The above argument is in line with the systems Theory given in chapter two that an organization operates in a web of relationships within and outside the organization. Brooks (1999). This Theory further stresses that a contribution of all increases organizational effectiveness.

In Bureti district, the results depicted that the administration and teachers as well as the students do support Guidance and Counseling programs. Below is their discussion one by one.

School administration:

Glanz, E.C. 2nd Ed. (1974) has argued that final responsibility for educational decision-making lies with the chief administrator. Guidance as a professional part of education can expect understanding and appreciation from administrative unit in many areas. He further asserts that the basic philosophy of an educational program can provide the basis for a functioning program. Proper facilities, an adequate budget, clerical and administrative assistance, and a demand for excellence of service are additional contributions that guidance can expect from educational administration.

These authors had discovered that the school administration tends to emphasize more on the disciplinary committee than guidance and counseling services. This is no more the case because the findings of the study revealed that all the head teachers would like counseling programs carried out in their schools. The situation however is that although the head teachers support the guidance and counseling activities, the persons in charge of guidance and counseling in these schools seem to appeal for a more practical and action oriented attitude. The head teachers have to exercise seriousness in ensuring that counseling programs are implemented effectively in their schools. Shertzer&Stone (1971) have listed actions which according to them are detrimental to guidance services.

These are:

- i) inadequate programming of guidance by emphasizing large group services

rather than services to the individual.

ii) appealing to the public and justifying guidance services on nonlogical terms

such as the superiority of 'our school' over 'their school.'

iii) assigning administrative duties to counselors after justifying the hiring of

counselors. With the argument that they are needed to provide individual counseling relationships with students.

v) Providing inadequate physical facilities and budgets.

vi) fostering the notion that the existence of guidance services in the schools is a

cure-all for every educational difficulty.

and Counseling committee

These authors give a concluding remark on this and say that although it is true that vigorous professional administrative leadership alone cannot overcome some of these impediments imposed by problems outside its sphere of influence, administrators can and should address themselves to important, immediate and long-range problems which can be resolved. In the researcher's own opinion therefore, the head teachers have to avoid making mistakes as these ones mentioned by the above authors and provide financial support in order for the counseling to be well established. A complaint came up when the researcher was conducting an oral interview with the teachers in charge of guidance and counseling that head teachers are more inclined to games and sporting activities than counseling services in their financial support. The head teachers should therefore not discriminate.

ing responsibilities is like being put on a racial weighing scale

teachers with such an attitude about counseling responsibilities have always
from counseling responsibilities

Lutumia & Sikola (1999) in their research discovered that many schools emphasize disciplinary committees while others have 'spies' of teachers who police the students. There is need for the head teachers to translate the positive discernment and attitude they possess into actions such as funding, training, timetabling, involving the Board of Governors (BOG) and the agencies, and observing ethical issues in counseling.

The above authors also recommended after their research that the head teachers should support the program fully. This support should be in form of guiding students, providing materials such as rooms, tables, chairs and encourage members of staff to join Guidance and Counseling committee.

b) Teachers:

Results have shown that teachers fully support the guidance and counseling program. There is however one very important point to be noted here which concerns their reluctant attitude towards counseling responsibilities. This attitude could be rooted in the fact that teachers have no confidence in themselves to handle a delicate area which should be reserved for those who have already undertaken training. Teachers feel that guidance and counseling require those trained to deal with issues that are sensitive to the students' lives. Many of them also felt that being in charge of guidance and counseling restricts one to standard norms present in the society and thus teachers feel that being given counseling responsibilities is like being put on a social weighing scale. These teachers with such an attitude about counseling responsibilities have always shied away from counseling responsibilities.

This in itself subjects counseling to a situation in which there is counseling provision by name but practically passive since implementation in tangible actions is missing. A situation of such nature will frustrate the department even if the school administration has decided to establish guidance and counseling. Hatch, (1965) argues that a school where there is a staff-wide acceptance of responsibility for the guidance program is most likely to have a climate conducive to the improvement of the guidance. Teamwork is what this author is emphasizing here. Teachers should struggle to put their own efforts in the support of guidance and counseling services despite the fact that they may be lacking financial reinforcement. There is need for the teachers to exercise a lot of sense of responsibility and commitment in ensuring that the provision of guidance and counseling services is carried out effectively.

c) Students:

Data in chapter four have shown that students support guidance and counseling services in their various schools. The attitude that students display is so positive about counseling services. According to the information in Table 4.4 and figure 4.3 students who said that they are helped to lead better lives when they go for counseling had the highest percentage against the mean percentage of those who said that the counselor will dislike them. Another evidence of support given by students is the information Table 4.6 gives about the frequency with which the students visit counseling for help. Many of them also attested to the fact that the counselor has an empathic understanding. All these demonstrate that counseling has a lot of value amongst the students.

They like guidance and counseling programs despite the fact that there could be a number of shortfalls. This is a clear indication that it is only a few weaknesses in the provision of counseling service that discourage students from fully appreciating the program. This therefore needs to be meticulously looked into in order to improve. Such measures could include counselors being keen with issue such as confidentiality. This implies that training of counselors should be done in order to improve on professional skills which will positively influence their interaction with students.

d) Parents:

Atweh& et.al. (1998) have commented that parents are under-recognized agents for change in schools. Studies have found out that the parent's attitude and home conditions determine how the child behaves or how he or she grows later. Pecku, N.C.2nd Ed. (1991) contended that the peace, happiness and stability of the home are important factors which create a psychological atmosphere which determines the personality of the child. He goes on to argue that the guidance person must always bear in mind that the person he or she is dealing with is the product of the home and of society and he may have to go there to seek the cause of the child's problem. This is the relationship that is supposed to be in existence between the parents and their children and those taking care of them at school. From the results of the study, it is clear that parents' support of guidance and counseling services is not adequate. There are many factors that could explain this kind of distant association that parents are maintaining between themselves and the school. Work element in people's lives has deprived a lot of time from them that activities outside the work schedule are absolutely limited.

Parents lack time to visit the schools of their children and yet if they would find time to go, they would find out how their children are faring on in their academic and psycho-social experiences.

Shertzer&Stone (1971) point out that a variety of reasons necessitate the counselor to initiate contacts with the parents. In these meetings the parents will:

- i. be interpreted test results
- ii. discuss pupil planning and placement
- iii. be interpreted a child's behavior in the school
- iv. discuss college selections, applications, and finances
- v. discuss a child's achievement and development
- vi. Facilitate referral to other individuals or agencies.

These authors have also asserted that parents can often supply counselors with information concerning the pupil's behavior at home, his or her relationships with siblings, possible home difficulties, and many more. Basing on this argument, it is clear that failure of parents to have contact with the school counselor will lead to loss of opportunity to know all these issues about their children. According to the findings of the study Parents of students of Bureti District Secondary Schools do not a frequent visit to the schools and yet it is something beneficial to the students. The Counselor should be assisted by the head teacher so that parents are enforced to get actively involved in guidance and counseling programs in the school.

e) Agencies: most relevant in this section of the study are three of the

This consists of the welfare system. Examples of are Youth programs, Women groups, Development projects, Religious organizations, excreta. The guidance and counseling department should obtain support and help from such bodies. However, utilization of such resources depends fundamentally on the establishment and maintenance of effective organizations hold their meetings, when the school is in session and is tied up with other routine duties that may not allow the counselor- teachers to associate with them. should be noted however that effort must be made to encourage beneficial interaction between the school and these organizations so that counseling programs may be supported. Atweh&Weeks (1998) have asserted that creating a shared vision is an essential component to participation of all. They have further argued that activities should be conducted from within a framework that emanates from general community support.

Improvements should be implemented through the provision of both

5.2.0 Implications and recommendations: are an important one to the

Research findings in chapter four and the discussions done in the foregoing section of chapter five have all combined to raise very pertinent issues and trends in guidance and counseling in these secondary schools. These issues and trends deserve adequate attention and this section will present the most important of these issues including recommendations that are derived from the foregoing explanations. Moore,B.M.(1972)

Referred earlier, carried out research with his colleagues in five schools and they discovered that six certain factors stand out as being necessary for effective guidance in any situation.

However, the most relevant to this section of the study are three of these. The first is that knowledge and understanding of the pupil's abilities, personal characteristics, aspirations, motivation and excreta. Secondly they argue that there should be a means by which relevant information on educational, vocational and personal matters is communicated efficiently and reliably to the pupil. Thirdly, there should be cooperation and good liaison between school and parents and with social service agencies concerned. The findings of the study have indicated that guidance and counseling services have been established in Bureti secondary schools despite the fact that they face several challenges in its operations. Some of the problems curtailing the provision of counseling services are known to the teachers and the students. This awareness of shortfalls in the provision of counseling services can negatively affect the attitude that these members of the school community hold about counseling programs. It is inevitable therefore that those improvements should be implemented through the provision of both human and material resources. All the stakeholders of the school have an important role to play in ensuring that counseling programs are run effectively and efficiently to the benefit of the students. Hughes, P.M. (1971) argues that the aim of counseling in its more specialized sense and the aim of related activities essentially may be the same and that is 'to help the pupils to solve their own problems so that they may be reasonably well adjusted and happy at their current stage of development, take maximum advantage of the educational situation and make realistic plans for the future. Basing on Moore's contention above, guidance and counseling programs in Bureti District deserve a lot of attention so that the pitfalls facing

This requires a sound plan and arrangement from the guidance and counseling department and should actively engage the school administration in these activities.

to the provision of human and material resources. This is noticeable to all the members of the school because all the respondents, teachers and students, requested the improvement of both physical and human resources. It is therefore strongly recommended that the school administration should financially support guidance and counseling programs in order for its services to adequately and appropriately meet the needs of the students. An attitude of positive aggressiveness is required so that the administration may manage to implement the necessary changes to the effect of comprehensiveness in the provision of guidance and counseling services. As demonstrated by the results, foremost of this is the training of personnel to work in the guidance and counseling department in these schools. Another important step that the school administration should take is to site the guidance and counseling rooms appropriately as required in order to allow for psychological conditions during counseling as Combs, (1989) puts it that the goals of counseling are to set clients free and to create those conditions that will enable them to engage in meaningful self-exploration for when people are free, they will be able to find their own way. Provision of time to carry out counseling sessions is another important contribution that school administrator should make to the guidance department. Hatch, (1965) says that one of the tasks that the principal may encounter in the organization of the program is that of arranging the school schedule to allow time for carrying on guidance activities. Indeed, it may not be possible for the schools to fully support counseling programs to the Non-Governmental organizations and Agencies should be involved in guidance and Counseling activities. This requires a sound plan and arrangement from the guidance and counseling department and should actively engage the school administration in these activities.

On attitude towards guidance and counseling services, the implication is that all the members of the school community really appreciate the crucial role it is playing in students' aspects of life. This contrasts the picture that Lutomia&Sikola (1999) had discovered that the negative attitude people have towards the counselor in preference to the mass media and peer influence among students was the major problem in the provision of counseling services. The implication of the fact that students go for counseling only when they have a problem could be originating from the perception they have about guidance and counseling. What seems to be important so that this problem may be addressed is a further attempt at re-education and re-definition of counseling services. Hatch (1965) comments that the more the staff knows about the field of guidance, the more likely it is to discover ways in which the guidance services can be improved. He further stresses that any activity that the administration or the counseling staff can use to deepen the understanding of guidance is worthy, since it may result in greater staff identification with the program, wiser staff recommendations for improvement of the program, and deeper appreciation of the interrelationship between teaching roles and the provision of good guidance service. The students too need to understand that counseling is not meant only for those confronted by problems in life. There is a likelihood that students are ignorant about what counseling entails. It should be the responsibility of the school administration in liaison with the teacher in charge of guidance and counseling department to ensure that a detailed knowledge about what counseling is, its purpose and whom it is meant for is authentically imparted to the students during orientation in form one. Proper utilization of guidance and counseling bulletins will help create a better understanding of guidance and counseling not only

amongst the students but also amongst both teaching and subordinate staff. In these bulletins, educative and informative articles should be displayed which can positively entice the school population into reading. Through this a lot of light will be shed on what guidance and counseling has to offer them.

Negative attitude amongst the teachers and students is fundamentally based on the weaknesses that the programs suffer from at the moment. In this case, an effort should be made to ensure that counseling services are given the attention it deserves so that it can be elevated to an angle of capacity to cause a positive change in the lives of the students and all in the school community.

Results give an indication that the kinds of counseling issues being handled are principally academic-oriented and could be a sign of limitations preventing the provision of other services. Such limitations could include lack of resources, lack of time to administer counseling services and even lack of motivation amongst the teacher-counselors who sacrifice a lot of their own leisure time to be with clients. It should be strongly recommended here that the issue of reinforcement for the counselors in the school should be given the necessary attention so that they may manage to devote their time to counseling activities. This will in turn enable them to systematically plan guidance and counseling activities that are commensurate to the students' needs. This study has noted with concern the fact that counseling services being provided to the students are not adequate at all.

A more elaborate curriculum for guidance is required in all the schools in Bureti district and therefore it is worthwhile devoting financial and managerial effort. Guidance and counseling programs should be activated to integrate all the educational, social, and developmental needs of the students. It emerged from the students' interests and opinions that the mass media is appreciated by the students in dissemination of information. The schools should device modalities of delivering messages to the students using the audio-visual technologies.

The chief goals of counseling are remedial, facilitative, restoration of moral and liberation. From the findings of the study, counseling services in these schools are mainly restricted to the achievement of the first two goals. There is need therefore to develop counseling to incorporate all the goals of counseling.

Theoretical framework consists of four theories that strongly depicted a relationship that closely exists amongst members of an organization. There are four elements that can be synthesized from these theories which will help illustrate better the relationship that ought to be existing in the process of delivering counseling services in these schools. The first one is that it is a web of relationships consisting of external and internal factors. The theories also emphasize that a better output requires the contribution of all the members of the organization. From these theories is a lesson that life involves moving from minus to plus and entails relinquishing the skills that bring frustration and adopting those that to that enable one to positively manipulate his environment.

The summary of these theories presents the most valuable message to those in charge of guidance and counseling department in these secondary schools of Bureti district that they need to coordinate counseling activities to include the participation of all school stakeholders in the appropriate areas. It also conveys very significant information to the administration, teachers, parents, agencies, policy makers, and welfare organizations that their effort is needed if guidance and counseling programs are to have the substantial value that it has and does.

5.3: Summary and conclusions

The study intended to find out the existing image in the provision of guidance and counseling in Kenyan secondary schools with specific reference to Bureti district. The main findings are as follows:

- a) The information about the distribution of type and categories of schools in Bureti district reveal that the district is well represented as far as the number of schools and the student population is concerned. This gives an indication that guidance and counseling services could be disseminated to all these students if the ratio of the school counselors to students was alright. This in turn would contribute to academic and psychosocial development of the students which by extension brings positive change in the society.
- b) The study found out that all the schools except one have established guidance and counseling. In this school with no guidance and counseling department, there is no device that has been put in place of guidance and counseling.

- c) All the schools have appointed a teacher to be in charge of guidance and counseling although the ratio of teacher-counselors to students is not proportional. More teachers are needed to assist in the provision of guidance and counseling services. It is evident too that the main means by which these teachers upgrade their professional skills is through seminars and workshops. Despite lack of adequate training for the counselors, the students described the teacher-counselors as knowledgeable, having empathic understanding, show concern to their student clients, and are skillful. *need to be more involved in guidance*
- d) Material resources are inadequate and the most wanting of these are rooms. Some students lamented that they dislike being watched by their colleagues going for counseling. The study found out that some schools use the staff room for counseling and this is quite inhibitive to effective counseling interview between the client and the counselor. *need time table*
- e) Attitude manifested by the administration, teachers, students and even parents is positive. It has to be noted here that the discernment of the crucial role and function of guidance and counseling has changed to encompass that of appreciation by all the school stakeholders. From the literature review presented in chapter two of the study, the past five years depicts an image of lack of seriousness in the implementation of guidance and counseling. What is in the field now is a high regard for it and a desire to improve. Students' negative attitude is emanating from the weaknesses existing in the departments at the moment. Such weaknesses include leakage of information, fear of peers, teachers,

administration, poorly sited rooms and lack of specified time for counseling meetings.

- f) Individual and group counseling are the type of counseling services that are commonly in regular practice in these schools. During these meetings, several issues are discussed. Findings depicted that guidance and counseling services have contributed immensely to improvement in academic performance. The other areas of life should also be given proper attention.
- g) Parents and Agencies need to be more involved in guidance and counseling services. They need to be re-educated on the important role they should contribute in making the guidance and counseling programs more effective.
- h) Time for providing counseling services is not enough for both individual and Group guidance. Schools should be encouraged to incorporate Guidance and counseling services in the school time table.
- i) Related studies done under the literature review in chapter two convey the information that the provision guidance and counseling in various parts of the world has always been faced with a lot of challenges which have culminated in an attempt to explore the possibilities of improving the provision of these services. Thus, the development of guidance and counseling programs has been progressive. African and other developing countries have not been left behind in this struggle to make guidance and counseling a capable weapon in getting rid of psychopathology and in establishment of psychosocial stabilities.

5.4. Recommendations for further Research: CES

This study did not cover all the areas necessary in the evaluation of an effective guidance and counseling in secondary schools. Further research could focus on the following:

- a) An assessment of the degree of inefficiency caused on the quality of counseling services by the dual responsibilities carried out by the teacher-counselors.
- b) A critical analysis of guidance and counseling program effectiveness.
- c) Observance into ethical issues in the provision of guidance and counseling. To what extents do the counselors, administrators and teachers respect the ethical issues in dispensing counseling duties?
- d) Operation of peer counseling in secondary schools. Participation of the parents in making guidance and counseling programs in secondary schools effective.

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QUESTIONNAIRE FOR THE STUDENTS

SECTION A: INTRODUCTION.

1. Welcome and thank you for sparing time to fill this questionnaire.
2. You have been selected to be member of a team of boys and girls whose views are being collected in order to use them to improve the quality of guidance and counseling in the educational programs in your school in particular and in the whole republic of Kenya in general.
3. The information you provide will assist in enhancing the provision of guidance and counseling in your school.
4. Please provide answers to all the questions as directed in each question to the best of your knowledge and ability
5. The information being collected will remain confidential and will not be used against you whatsoever.
6. The information being gathered will be compiled together with similar information from the other students in the District.

SECTION B: CONTENT

1. Gender: Male-----or Female-----Age-----
2. Is guidance and counseling provided in your school?-yes-----or No-----
3. At what level of your school life did you first know about guidance and counseling? In form:
 - i) one
 - ii) two
 - iii) three
 - iv) I have not known at all
4. How did you obtain this information? Through:
 - i. fellow students
 - ii. Orientation in form one
 - iii. counseling programs in the school
 - iv. Your own means
5. When you feel that you need counseling whom do you go to?:
 - i. your parents
 - ii. your friends
 - iii. your class teacher
 - iv. The school teacher-counselor
 - v. The head teacher
6. Briefly give reasons why you specifically prefer to go to these people for help-----

7 If you have ever visited your counselor, how regular is it?:

- i. once a week
- ii. Twice a week
- iii. When you have a problem
- iv. When you are referred by the teachers
- v. Specify any other-----

8 Tick the reasons that take you for counseling :

- i. career guidance
- ii. personal problems
- iii. academic problems
- iv. because your friends go
- v. Guidance on general issues.

9 List the reasons that make you think that the teacher-counselor is interested in helping you or not ----

10 After you have discussed your issues with the teacher-counselor your main feelings are that she or he will:

- i) know about you
- ii) tell other teachers
- iii) tell the head teacher
- iv) dislike you
- v) get concerned and assist you lead a better life.

11 Are there any cases in which what the teacher-counselor has discussed with the students has leaked somebody else apart from the two? If yes, briefly explain-----

12 What major criticisms do your colleagues have about guidance and counseling in your school?-----

13 List the main factors that hinder you from regularly using the guidance and counseling department?-----

14 Give your own sincere suggestions on what should be done to improve the provision of counseling services in your school-----

15 What other counseling activities should be introduced in order to enhance its usefulness to the students?-----

Finally, I would like to take this opportunity to sincerely thank you for your time and the information you have given.

Thank you.

Alice Kemei Ronoh

ii. Provincial school

3. Type of your school----- (Tick) Girls school

2Boys school

3 Mixed school

4 Mission school

1. State whether you are a female or a male-----

2. For how long have you taught? Tick where appropriate

1 0-5 years

2 6-10 years

3 11-15 years

4 15-20 years

3. For how long have you been a teacher-counselor in the school?-----

4. Are you TSC appointed?-----or school internally appointed?-----

5. Is there any training or in-service course in counseling that you have undertaken? Tick one that applies to you:

1. First degree and above-----

2. Higher Diploma-----

3. Certificate course-----

4. Seminars and Workshops-----

5. None of the above-----

6. Besides your professional training have you ever received any training on counseling issues?

No-----

7. If yes, which of these bodies were responsible for sponsoring?

APENDIX B

THE QUESTIONNAIRE FOR THE HEAD OF DEPARTMENT: GUIDANCE AND COUNSELING (OR THE PERSON IN CHARGE)

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

1. State whether head of department -----or in charge of guidance and counseling.-----

2. Category of your school----- (Tick) i. District school

ii. Provincial school

3. Type of your school----- (Tick) i Girls school

2 Boys school

3 Mixed school

4 Mission school

1. State whether you are a female or a male-----

2. For how long have you taught? Tick where appropriate:

1 0-5 years

2 6-10 years

3 11-15 years

4 15-20 years

3. For how long have you been a teacher-counselor in the school?-----

4. Are you TSC appointed?-----or school internally appointed?-----

5. Is there any training or in-service course in counseling that you have undertaken? Tick one that applies to you;

1. First degree and above-----

2. Higher Diploma-----

3. Certificate course-----

4. Seminars and Workshops-----

5. None of the above-----

6. Besides your professional training have you ever received any training on counseling issues? Yes-----or

No-----

8. If yes, which of these bodies were responsible for sponsoring?

	Very effective	Effective	Undecided	Not effective	Very effective
Improved Academic performance					
Reduced drug Abuse					
Successful career choice					
Improved Standard of morals, psychosocial development					
Healthy Interpersonal relationship					
Healthy teacher-pupil Relationship					

9. How do you rate the activities of guidance and counseling in your school?:

1 Very good

2 Good

3 Fair

4 Bad

5 Not there at all

10. Are all the students in the school informed about the importance of guidance and counseling services?

Yes-----or No-----

11. If the answer to question 10 above is No, please give reasons-----

12 Indicate the degree of effectiveness of Guidance and counseling program on the following:

13. Which of the following counseling services are in active operation in your school?

- 1 Peer counseling-----
- 2 Group counseling-----
- 3 Individual counseling-----
- 4 vocational counseling
- 5 All of them-----
- 6 None of them-----

14. How often do the students come for guidance and counseling?

- 1 Most often
- 2 Often
- 3 Rarely
- 4 Most rarely
- 5 Not at all

15. Which of the following issues are commonly presented by the students for counseling?

- 1 personal problems
 - 2 Academic matters
 - 3 social issues
 - 4 Other-----
- -----

16 Do some of these issues sometimes confront you beyond your competence? YES-----or NO-----

17 If your answer to question 15 above is Yes, how do you often go about it?-----

18 What is the time allocation schedule for guidance and counseling in your school like and how are counseling programs incorporated in the school program?

- 1 Part of the school timetable
- 2 Has its own special time
- 3 Done only when necessary
- 4 At the end of the term

19 Tick what is applicable to the guidance and counseling committee if there is one in the school:

- 1 It is functional

- 2 Its members lack commitment
- 3 It is quite committed
- 4 Receives an allowance for their work
- 5 There is no committee at all

20 Tick any of the persons below that also carry out counseling duties in your school

- 1 Principal----- 2 class teacher----- 3 Guest speakers----- 4 Peer----- 5 Dorm
- master or mistress-----6 Any other-----

21 What is the teachers' response towards being assigned counseling duties?

- 1 Most willing
- 2 Willing
- 3 Indifferent
- 4 Unwilling

22 If your answer to question 19 above is 3 and 4, please give your reasons-----

23 Below are some practices of the school administration that relate to guidance and counseling programs.

Tick those applicable in your school

- 1 Fully supports and finances
- 2 Does not understand the role of it
- 3 Uses the guidance and counseling department to spy on the students
- 4 Perceives guidance and counseling department as being lenient on the Students.

24 What challenges are posed to you as a teacher counselor by the administration?-----

25 Name the place where guidance and counseling is offered in your school-----and tick the facilities that are available:

- 1. comfortable furniture, a chair for the counselor, two chairs for the clients and a table
- 2 One way mirror
- 3 Bookshelf
- 4 cabinets for keeping files
- 5 student record files
- 6 Resource materials(specify)-----
-
- 7 Video tapes

8 Library that is specifically designed for guidance and counseling

9 Bulletin for guidance and counseling

10 Any other (specify)-----

26 Below are basic principles of code of conduct for guidance and counseling. Tick those that have been frequently violated in the process of counseling according to your experiences.

1 Beneficence(promotion of good for others)

2 Non-maleficence(doing no harm to others)

3 Autonomy(giving people chance to make their own decisions)

4 Justice(fair treatment to all)

5 Fidelity(honesty and faithfulness)

27 What factors if put in place would improve the provision of guidance and counseling in your school?----

28 Give any other suggestion you consider useful in improving the effectiveness and efficiency in the implementation of guidance and counseling in your school-----

Finally, I would like to take this opportunity to thank you most sincerely for your time and for the information you have given.

Thank you.

Alice Ronoh.

APPENDIX C

Researcher's checklist

	Very adequate	Adequate	Not adequate
<p>1. Guidance and counseling:</p> <ul style="list-style-type: none"> ➤ Offices----- ➤ One specifically for counseling—equipped with the following: one way mirror, good seats for the counselor and the clients, a table, reassuring conditions---sound prove ➤ Waiting room ➤ Secretary's room 			
<p>2. cumulative records for the students:</p> <ul style="list-style-type: none"> ➤ Home and family ➤ Personal and social ➤ Interest and hobbies 			
<p>3. Facilities for conducting counseling activities:</p> <ul style="list-style-type: none"> ➤ Stationary-papers ➤ File cabinets ➤ Storage cabinets ➤ Individual standardized tests ➤ Mobility devices for field excursions ➤ Use of technology-computers, videos microphones ➤ Halls for large groups ➤ Realia ➤ Print text 			

<p>4. Counselor's support service:</p> <ul style="list-style-type: none"> ➤ Attitude of colleagues and administration ➤ Agencies ➤ Religious Groups ➤ Parents 	Date: 7 th June, 20		
<p>5. Financial Aid:</p> <ul style="list-style-type: none"> ➤ Allowances for counselors ➤ Allowances for visiting guest speakers ➤ Purchase of materials ➤ Traveling allowances 			
<p>6. Awareness and practice of Ethics and law:</p> <ul style="list-style-type: none"> ➤ professional ethics ➤ ethics of authenticity 			
<p>7. Personality of the counseling teacher:</p> <ul style="list-style-type: none"> ➤ Warm and welcoming ➤ Communication skills ➤ Dressing mode ➤ Professional competence 			
<p>8. Type of counseling services available:</p> <p>Individual counseling</p> <p>Group guidance</p> <p>Peer counseling</p> <p>Vocational / occupational counseling</p>			



**KENYATTA UNIVERSITY
BOARD OF POSTGRADUATE STUDIES**

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Our Ref: E55/7865/02

Date: 7th June, 2004

Your Ref:

The Permanent Secretary,
Ministry of Education, Science & Technology,
P.O.Box 30040
NAIROBI.

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION:

I write to introduce Ms. Chepkirui Kemei who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the Department of Guidance and Counseling.

Ms. Kemei intends to conduct research for a project entitled, "Assessment of Guidance and Counseling Services in Kenyan Secondary Schools with Special Reference to Bureti District" as a partial fulfillment of the requirement of her degree programme.

Any assistance given to her will be highly appreciated.

Yours faithfully,


J.K. LANGAT

FOR DIRECTOR, BOARD OF POSTGRADUATE STUDIES

C.C. Registrar (Academic)

Director, BPS A to see on file

Dean, School of Education & Human Resource Development.

Chairman, Guidance and Counseling Dept.

JKL:eww

APPENDIX F

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY.

Telegrams: Fimtu Bureti Litein
 Telephone: 052. 54292
 When replying please quote
 OUR Ref: BUR/ED/STAVOL.II/18No



DISTRICT EDUCATION OFFICE
 BURETI DISTRICT
 P.O. BOX 758
 LITEIN

YOUR REF: E55/7865/02


17TH JUNE 2004.

MS. CHEPKIRUI KEMEI
 REG. NO. E55/7865/02
 KENYATTA UNIVERSITY
 BOARD OF POST GRADUATE STUDIES
 P.O BOX 43844,
 NAIROBI.

RE: RESEARCH AUTHORIZATION.

Following your application for authority to conduct research on “Assessment of Guidance and Co Services in Kenya Secondary Schools with special reference to Bureti District”, and subsequent ap the Director, Post Graduate Affairs, Kenyatta University. You are hereby authorized to visit the secondary schools in Bureti from date of this letter to 30th June 2004:

	SCHOOL	STATUS	ZONE	DIVISION
1.	LITEIN BOYS	PUBLIC	LITEIN	BURETI
2.	KAPLONG GIRLS	PUBLIC	SOTIK	SOTIK
3.	TENGECHA BOYS	PUBLIC	KAPKATET	BURETI
4.	KORONGOI GIRLS	PUBLIC	CHEBORGE	BURETI
5.	CHELILIS GIRLS	PUBLIC	LITEIN	BURETI
6.	BOITO	PUBLIC	LITEIN	BURETI
7.	LITEIN GIRLS	PUBLIC	LITEIN	BURETI
8.	REHEMA SECONDARY	PRIVATE	RORET	RORET
9.	SOTIK TOWNSHIP	PRIVATE	SOTIK	SOTIK

Wishing you the best of luck. **DISTRICT**

 J. K. RONO
 FOR: DISTRICT EDUCATION OFFICER
BURETI DISTRICT.

C.C:

THE DISTRICT COMMISSIONER
BURETI DISTRICT.

KENYATTA UNIVERSITY LIBRARY