

DECLARATION

**AN INVESTIGATION OF GUIDANCE AND  
COUNSELLING SERVICES IN SECONDARY  
SCHOOLS IN MATHIOYA DIVISION OF  
MURANGA DISTRICT, KENYA**

**BY**

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**A RESEARCH PROJECT SUBMITTED IN  
PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF  
MASTER OF EDUCATION OF KENYATTA  
UNIVERSITY.**

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**2002**

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## **DECLARATION**

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



**DANIEL IRERI NJAGI**

“This thesis has been submitted for examination with my approval as University Supervisor”



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## DEDICATION

This work is dedicated to my parents Dr. and Mrs. Elijah Njagi who gave me constant support and encouragement during the two years which finally resulted to writing this thesis. It is also dedicated to my two sisters Salome and Ellen who sacrificed their time and money to assist me where possible.

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I also thank all the headteachers in Secondary Schools in Mathioya Division who gave me permission to carry out the research in their schools. The research was successful due to the co-operation of teachers, counsellors, and students of selected secondary schools.

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Finally, I thank Jane for typing this research project.

## ABSTRACT

The main purpose of this research project was to investigate guidance and counselling services in secondary schools in Mathioya Division of Muranga District. It was investigated by looking into the following aspects.

- (b) a. Who conducts guidance and counselling in secondary schools.
- b. Do we have trained counsellors in secondary schools
- (c) c. Schools administration involvement in guidance and counselling.
- (d) d. Willingness of students to seek help from Help givers.
- e. Location of guidance and counselling office.

The study was conducted in Mathioya Division where 10 secondary schools were selected. Only form 3 and 4 students were used in the study and in total there were 300 students. There were 40 teachers from the selected schools 10 counsellors and 9 headteachers were used.

Four questionnaires were developed, one for students, teachers counsellors and headteachers. The questionnaires were administered and collected by the researcher personally.

The findings arrived at after conducting the study are given below:

- (a) Most of the students were aware of guidance and counselling in their schools, although some of them were unable to express it in writing what guidance and counselling is.
- (b) Guidance and counselling is provided by several people within a school. These are: counsellors, subject teachers, class teachers, headteachers and invited guests.
- (c) Majority of the school counsellors are not trained to do the work of counselling.
- (d) There are more students willing to seek academic help from teachers than they are willing to seek help when faced with personal problems.
- (e) Students who go to the counsellor for help, only half of them do so voluntarily the rest are either sent by the teachers or the headteacher.
- (f) Guidance and counselling programme in school faces a number of problems such as: Lack of trained counsellors, lack of time, indifference of the students towards the programme and many more.

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## CHAPTER ONE

### 1.0 Introduction

This is an introduction chapter, it presents; background to the problem, statement of the problem, objectives, significance of the study, assumptions, significance of the study, scope and limitations, area of study and lastly definition of terms.

### 1.1 Background to the problem

Guidance movement, to which many authorities have given credit began in the first decade of 1900s in the United States of America (USA). Counselling in schools rapidly expanded in 1958 due to large increase in government support. The purpose was to counter balance the discrepancy in technology between USA and the Soviet Union, after the latter successfully launched SPUTNIK I.

According to Amunga (1984) guidance and counselling is the process of helping the individual realise and exploit his talents. It aims at preparing the youth to make rational and responsible decisions and to fit into the general social fabric as a responsible citizen. 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 the public and private sector. Great

expansion was anticipated in all sectors in readiness for this. Alongside other manpower training aspects, vocational guidance was seen as inseparable.

The years following independence saw expansion in both thought and action on guidance and counselling particularly in schools, as Kilonzo (1980) observed that at the end of 1962, the Ministry of Labour in collaboration with the Ministry of Education had come up with a plan to offer vocational guidance with the help of career masters. Then the FORD report on high level manpower requirement and resources in Kenya between 1964 and 1970 recommended that all career masters and school libraries be supplied with a comprehensive careers guide book.

In 1965, the employment service department in the Ministry of Labour produced a booklet called choosing careers, in which advice on careers selection could be obtained. The information was to be passed to secondary school students by the career advisers. The booklet both outlined the guidance programme and requested for the involvement of individual employers. The latter were requested to submit the description of the available jobs and how new recruits could be introduced into industry; also the booklet introduced careers masters and employers to a method of

compiling and using the school report and description in a way that would facilitate the giving of career advice and the recruitment of secondary school leavers into employment, (Kilonzo, 1980).

From 1962 to 1967, a smooth and continuous guidance programme was being pursued. It unfortunately came to a halt between 1968 and 1969 because the government was establishing a machinery for Kenyanization of the private sector. Within the same period the Ministry of Labour produced another booklet entitled, Helping you to choose a Career, following recommendation of a 1967 careers conference. The booklet aimed at finding out what careers were available in the government, commerce and industry. Also, it was to arrange for school leavers to get started on the careers they could mostly succeed.

In 1970, a careers guidance handbook for secondary school leavers was launched. The project was funded by FORD foundation. A revised edition was published in 1971 bearing the title Careers Guidance for Kenya. A Manual for careers advisors and a reference for secondary school students.

In 1971, the Ministry of Education introduced a unit on educational vocational guidance and counselling. It was charged with the responsibility of introducing and promoting guidance and counselling in schools. The aim of guidance and counselling was to ensure that each individual is put in a place where he or she can contribute intellectually and constructively towards nation building and development.

Karugu (1989) said that the guidance and counselling unit of the Ministry of Education may be credited for the following three aspects:

- (i) Encouraging schools to have counsellors.
- (ii) Creating an awareness on the importance of guidance and counselling by holding seminars for school teachers.
- (iii) Writing, producing and updating the handbook for school guidance counsellors. Beyond these, the unit has made very little impact in developing guidance and counselling in schools.

## 1.2 Statement of the problem

In the 1974 to 1978 Development Plan, guidance and counselling unit was grouped together with such others as Kenya Institute of Education, National Examinations Council and the school feeding

scheme. It was listed as an education support service and there was little expectation in the expansion of guidance and counselling service.

In 1976, the Gachathi Report made four important recommendations on the development of guidance and counselling, first it recommended the expansion of counselling service of the Ministry of Education. Second, it required the head of each educational institution or department to assign a member of staff to be responsible for seeing that information on guidance and counselling is provided to all and that opportunities for individual guidance by teachers and parents are available at appropriate times. Third, it required each institution to build up and use cumulative record of students' academic performance, home ground aptitudes and interests and special problems to facilitate guidance and counselling, fourth, it recommended the establishment of courses at the university for training professional workers in guidance and counselling.

## **1.2 Statement of the problem**

As it has been illustrated above guidance and counselling is a very important programme in our education system. However, performance of guidance and counselling in our secondary

schools leaves a lot to be desired, and cannot be said to be perfect. Unrest in our secondary schools is an indicator that things are not going well. Various crimes like destruction of property, drug taking and sexual abuse are now common in secondary schools.

### 1.3.1 Objectives of the study

The Ministry of Education has outlawed the use of corporal punishment and has emphasized strengthening of guidance and counselling in schools as a way of bringing order in these institutions. At present, there are many seminars that are going on concerning the importance of guidance and counselling in Kenyan schools. Despite the talk on the need of guidance and counselling, there has been little follow-up on how it is done in Kenyan schools, therefore there is need to do something about this pressing area.

It is therefore, with this view in mind that promoted the researcher to carry out an investigation of Guidance and Counselling services in Mathionya Division. The research was intended to identify problem area in guidance and counselling in schools. If these problems were identified and addressed, then respective solutions would be suggested. This will lead to improved guidance and counselling in secondary schools.

### 1.3 Purpose of the study

The purpose of this study was to investigate how guidance and counselling is carried out in Mathioya division and measures which can be taken to strengthen it.

#### 1.3.1 Objectives of the study

- (a) To find out who are involved in guidance and counselling in secondary schools.
- (b) To determine what kind of support is given to guidance and counselling department by school administration.
- (c) To find out if students are aware of guidance and counselling programme in their school.
- (d) To determine the extent which the school community supports guidance and counselling programme.
- (e) To find out how guidance and counselling is implemented in secondary schools.

#### 1.3.2 Research questions

- (1) Who conducts guidance and counselling in secondary schools?
- (2) Do we have trained counsellors?

- (3) What kind of support is given to guidance and counselling department by the school administration?
- (4) Are the students willing to seek help from help givers (counsellors)?
- (5) Apart from the school counsellor, who else gives help to the students?
- (6) Where is guidance and counselling office located?

#### **1.4 Significance of the study**

The need for guidance and counselling services to the students at secondary school cannot be overemphasized. With the unrest in schools, and rapid changes in the society, drug abuse and lack of role models in the society, the policy makers, the administrators and the help-givers themselves will need to prepare to meet this need.

It is hoped that these different groups will benefit from the findings of this study in that it will give them, in part a picture of the outcome of the policies, methods and structures they have used in the past as far as counselling services are concerned. They can therefore evaluate their performance and if necessary effect changes. Should the findings of this study lead to

improvement in the system of providing counselling services in secondary schools, the students will have benefited.

The study will also give an insight into the magnitude of the whole situation. This is of great importance especially now that parents have abdicated their roles of guiding their sons and daughters. Students at form four are waiting to join the world, it will be too hard for the students to assess accurately their interests and abilities. They need a lot of guidance and counselling so that they can make appropriate decisions and choices. From the findings of this study, it is hoped it will act both as provocation and a springboard from which other researchers could carry out further investigations into effective methods of counselling.

### **1.5 Assumptions of the study**

The study was carried out with the following assumptions:

- (a) The respondents will give truthful information about guidance and counselling in their schools.
- (b) The sample is a fair representative of the whole population.
- (c) There is guidance and counselling programme in all the schools

## **1.6 Scope and limitations**

Guidance and counselling is a broad subject and may not be dealt with adequately in this study. This study dealt with nature of guidance and counselling in secondary schools within Mathioya Division of Muranga district. Reasons why the researcher was unable to go into details of various techniques used by secondary schools in counselling is because of the nature of the degree course, which is school based and there was no sufficient time.

Guidance and counselling programme is a very important unit within our secondary schools. This study, due to the time factor considered only a sample of secondary schools within Mathioya Division. The results may not be generalized to all secondary schools. But every effort shall be made to ensure that the schools are a good representation of others.

Funds and time allocated was not enough to allow the researcher to conduct a wider survey for wider generalization of the results. However, all efforts were done toward its completion.

## 1.7 Area of study

The study was conducted in Mathioya Division in Muranga District, Kenya in some selected public secondary schools. Mathioya Division is in rural Kenya, most of the students come from that area. This study wanted to find out whether guidance and counselling is implemented well in rural schools.

## 1.8 Definition of terms

- Counsellor:** Is any person officially recognized and working in secondary school, concerned with and accepting the responsibility of assisting students on their needs and problems.
- Public Schools:**
- Guidance:** Is a term that refers to the broad area of educational activities and services aimed at assisting individuals to make and carry out adequate plans and achieve satisfactory adjustment in life.
- 8-4-4- Education System:** Means an education system with eight years of basic (primary) education, four years of secondary

education and four years (minimum) of university education.

## 2.0 Introduction

**Private Schools:** These are secondary schools which are developed, equipped and provided with staff by private funds from individuals, religious organizations and other private bodies. These schools may or may not be profit making.

**Public Schools:** These are secondary schools which are developed, equipped and provided with staff from public funds by the government, parents and communities.

**Teachers Service Commission:** It is a body whose responsibility is to employ and post teachers in all public schools on behalf of the government.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

While counselling as a helping art is as old as human society, formal counselling as a movement originated from the United States of America, where it has penetrated almost every sphere of life from pre-schools to industries, including research studies. Formal counselling in other parts of the world has originated from either the USA or from other Western countries where it is widespread.

Those who have to use literature on counselling have to accept two things. First, due to the poor and slow means of literature exchange or acquisition, the literature available is both inadequate and often far from being current. Second, due to a different setup of where the literature comes from, this literature is not always directly applicable to the Kenyan situation.

These two factors have to be considered when one is trying to review literature on counselling. In the USA for example formal counselling setups had begun to take shape in the early and mid years of 20th century but Kenya is recent.

Despite these differences, the available material may still be relevant to our particular situation, taking note that our existing counselling centre is mostly modelled after those in the west due to the fact that those responsible for it have been trained there. Also, there is a degree to which all human beings are alike in their experiences and needs, irrespective of their race, tribe or nationality. Jean Sartre 1974 observed that there is always a way to understand the idiot, the child, the savage and the foreigner, provided one has the necessary information. As a result, we can benefit from experiences of others no matter where they come from.

Related literature was reviewed on the following areas:

- (a) Importance of guidance and counselling
- (b) The guidance and counselling programme.
- (c) Why do some people seek guidance and others don't.
- (d) Traits of help-givers.
- (e) Teacher as a counsellor.

The study aimed at finding out how guidance and counselling is conducted in secondary schools and where possible come up with relevant recommendations. All schools should have guidance and counselling services. Newsome (1973) states that counselling

should not be a service only for those schools which have the money to hire a counsellor but it should be a central and integral part of the educational process for all students. Every student has as much right to counselling as to education that is why the Ministry of Education introduced a guidance and counselling unit at the Ministry's headquarters.

## **2.1 Importance of guidance and counselling**

Guidance and counselling is the process of helping the individual realise and exploit his talents. It aims at preparing the youth to make rational and responsible decisions and to fit into his community as a responsible citizen. Guidance and counselling helps one to develop from a dependent to an independent being capable of supporting himself or herself.

Amunga (1984) stated that guidance should include:

- (a) Analysis - This concerns helping to get the facts about an individual from test results, cumulative records and other means of identifying potentialities and interests.
- (b) Information - Here an individual is given facts about his environment and occupational opportunities and requirements.

(c) Orientation - This concerns with helping an individual to get acquainted with the school programme and educational and vocational requirements.

The main purpose of guidance is personal development of the individual. The main way in which it is conducted lies in the individual behavioural process. Guidance is based upon recognising the dignity and worth of the individual as well as his right to choose, it is conducted through cooperation and not compulsion. Newsome, Thorne and Wyld (1973) point common misconceptions held about guidance. They state that counselling is not giving advice, persuading or convincing. It is not interrogation or psychoanalysis.

Majority of students meet teacher - counsellor for the first time after being referred to them, for advice after being involved in indiscipline cases. The teacher counsellor is viewed as a rehabilitation officer who handles problem students only. This is not in accordance to the purpose intended for the programme. Guidance should be development oriented but at times it can be corrective. It should be in operation far before the problem. Erickson and Smith (1947) support this idea by saying the

tendency in some schools to regard guidance programme as medium for restoring delinquent pupils is not good. The so-called normal boy or girl, deserves as much attention from the counsellor than they usually receive.

As a result of rapid social environment changes due to living conditions, social and cultural integration and advance in technology, guidance is necessary to the Kenyan youth. Newsome (1973) supports this by saying complexity of modern society and its dynamic nature, uncertainty and lack of authority necessitate proper guidance.

Amukua (1984) observed that there was no serious counselling in Kenyan schools. She also found that there was no proper time allocated to counselling and that counsellors wait until there is a problem before counselling is done (at least in the schools covered in her study). This she rightly contends is not of much help.

Khaemba (1986), supports this view when she found that there were no definite organised guidance programmes available to students. She also observed that there was little support by the administrators. Amunga (1984), found that there were no adequate facilities available for the programme in most schools.

## 2.2 The guidance and counselling programme

When setting up guidance and counselling programme, a question to ask oneself is how relevant is it to the counsellee's needs and problems. Guidance and counselling programme should be dynamic and should change as the needs and problems change. Since the purpose of guidance is to assist the individual youth, develop from a dependent to an independent being.

The youth grows in the society and encounters some difficulties due to interactions with other social elements. As a result, guidance programme should be a function of that social setting. This means that it should be able to take care of individual needs and at the same time, it should reflect changes in the society.

Riccio and Guaranta (1968), emphasised the need for a planned guidance programme. According to them, the programme should offer the following services.

(a) Appraisal service. It tends to look for important cues to understanding an individual's dynamic by any and all available means and integrates them into a total picture. This service is there to provide students with appropriate educational, vocational and personal-

- (a) social data needed to understand themselves and their environment.
- (b) Information service is there to help students to meet the challenges of today and tomorrow. It is there to equip students with the basic knowledge needed to think through important personal issues, extent of education and choice of occupation.
- (c) Counselling service. It is supposed to accord students a chance to discuss the material comprising the appraisal and information services with trained personnel.
- (d) Placement service. It is supposed to assist a student and those who help him understand his interests, abilities, and plans and be familiar with the opportunities available to him.
- (e) Evaluation service is there to assess the performance of the guidance programme.

Economic Commission for Africa (1977), outlined the guidance programme from primary school to university and colleges. Since this study focuses on secondary school guidance programme, it will look only at secondary level. It suggested the following as the programme in secondary schools.

- (a) Helping students develop positive self-concept.
- (b) Helping students explore and determine own abilities and interests and assist them on subject choice leading to different goals and careers.
- (c) Helping students to develop sense of responsibility to organise and run constructive recreational activities which will help them to explore and develop physical abilities and hobby interests.
- (d) Help improve the learning skills of students, example note taking, preparation for tests and examinations.
- (e) Provide information on vocational training including academic requirements and entrance qualifications; occupations or jobs for direct employment after school; and other information for training opportunities, career information and personal social information.
- (f) Administer psychological aptitude tests for detecting students' strengths, weaknesses and any abilities, disabilities as well as guiding and counselling students into various academic commercial, technical and other training schools based on the test.

This type of programme is a good one for all practical purposes but care should be taken on the type of psychological test to use. The test should be relevant both in content and level of the counsellee. The interpretation and value given to a score should be objective, background of the counsellee should be considered.

Most of the psychological and aptitude tests have been developed in the west. The counsellor should modify them by using items and symbols which are common to his subjects. He should make the test to have a local bias for the programme to be a success. There has to be a goal and cooperation among all the people involved in guidance and counselling. Guidance and counselling should be for all students and should be integrated with almost all other school activity. Whereas group counselling is one of the techniques of guidance, the counsellor should bear in mind that he is handling students who have individual differences which must be considered. He should not concentrate on principles of guidance and forget the uniqueness of every individual in a group.

Erickson and Smith (1947), had this to say concerning organization of guidance and counselling programme:

(a) The school administrator must take the leadership in the development of the guidance programme and must assume the responsibility for continually improving the programme.

(b) The objectives and functions of the guidance programme should harmonize with those of the total education programme of the school. Thus the guidance programme in a vocational school would involve a different organizational pattern from that of a programme in a secondary school.

(c) The entire staff of the school must assume roles and responsibility of organization of the guidance programme. Each teacher must take part in helping the students.

(d) Purpose and activities of the programme should be defined.

(e) The guidance programme should not take over the functions and activities of the other departments of the school programme. This principle is of greatest importance. In many schools counsellors have become disciplinarians, supervisors of extracurricular activities, health officers, clerks and the like. The guidance programme should encourage the development of these

than most other similar services and should be of assistance to them.

### **2.3 Why do some people seek counselling and others don't**

This is another interesting area where research has been conducted to find differences between persons going for counselling and those who don't go for counselling, in order to predict tendency to seek guidance and counselling.

Snyder (1972), reported that students did not seek counselling because they had a minimal amount of information about the counselling centre. While Gelso and Mackenzie (1973) found that providing either written or oral information to students about counseling increased their overall willingness to seek help from the guidance and counselling centres.

Parham and Tinsley (1980), noted that students have markedly different expectations of the friendship and guidance counselling encounter. They suggested that students may prefer to seek help from friends and relatives, turning to professional counsellors only when such helpers are unavailable or ineffective. Sharp and Kirk (1974), found that students tend to seek counselling at a diminishing rate over their four years in college with more females

than males seeking counselling early in the quarter and in their senior years. Tinsley and Harris (1978) and Tinsley and Benton (1980), raised the possibility that potential clients who do not seek professional counselling may have lower expectations of being in counselling than those who do seek counselling.

The Council of Student Personnel Association in Higher

Tinsely, Aubin and Brown (1982) suggested that student's help seeking preferences are a function of their:

- (a) Nature of the problem.
- (b) Characteristics of the help-givers
- (c) And characteristics of the potential help-seekers.

patience and sense of humour.

#### **2.4 Traits of help givers**

The National Vocational Guidance Association of USA (1949) released a statement that counsellors/help-givers ideally are characterized by such personal characteristics as interest in people, patience, sensitivity to others' attitudes and reactions, and emotional stability and objectivity, and that they respect facts and are trustworthy.

Shertzer et al (1971), showed that to be a help-

Shertzer, Harmin and Paulson (1971) studied the characteristics of counsellors/ helpers and found that they possessed the

following traits in order of frequency such as understanding, sympathetic attitude; friendliness; sense of humour; stability; patience; objectivity; sincerity; tact; fairness tolerance; neatness; calmness; pleasantness; social intelligence; and poise.

The Council of Student Personnel Association in Higher Education – USA (1963) also listed traits that they saw desirable in individuals in college personnel work, these are: abiding interests in students, faith in students' capabilities, understanding of students aspirations, interests in educational process, good physical and emotional health, willingness to serve others, ability to function at irregular hours, respect for others, patience and sense of humour.

The Association of Counsellors Education and Supervision – USA (1964) stated that counsellors should have such qualities as belief in each individual; commitment to individual human values; alertness to the world; open-mindedness, understanding of self and professional commitment.

Shertzer et al (1971), stated that in a helping relationship, depending upon the interaction of counsellor, client, and contextual and environmental variables, the counsellor usually

initiates the relationship with nurturant responsiveness, but later in the relationship the counsellor shifts to more active assertive, confronting behaviours to enable the counselee to act upon his/her own perceptions of the situation.

Counsellors/helpers' characteristics can be summarized in three terms, empathy unconditional positive regard and genuineness. Empathy means being able to understand the world, to see the world from the client's view point, and to understand the feelings the client is having. If the counsellor can be empathetic and genuine and have positive regard for the client, then the client him/herself will be able to make the necessary positive changes to deal with the problem at hand.

## **2.5 Teacher as a counsellor**

There appears to be considerable deference of opinion, if not confusion, concerning the teacher's role in guidance and personnel work. One point of view sees the teacher as the central or key person in guidance work. Guidance is equated with education and teaching. It is pointed out that the goals of education and of guidance are similar, if not identical. The teacher is the closest person to the student in the school and

thus knows the student better than does anyone else. This makes a teacher to be effective in guidance.

This closeness between teacher and student is the basis for the slogan "every teacher a counselor". Arbuckle (1950) has presented the best statement of this view. He makes the important point that the subject matter of every teacher is human adjustment; his concern is the development and the adjustment of the child.

Arbuckle (1950) continues to say that teachers are not trained for counselling, the traditional teacher is unable to function as a counsellor, and to allow such teachers to perform counselling would have undesirable results. He says the needs of children are great and they are more likely to be met in the classroom by teachers who have a personal philosophy and a background of professional training in the area of guidance and counselling.

Despite the need of teachers having some background in counselling, there are other reasons which appear to make it impractical, if not undesirable, for every teacher to be a counsellor. The fact is that some teachers at least do not have the personal qualifications for counselling. Despite there being

similarities in teaching and counselling, they are different in many areas. Some good teachers may not be able to become good counsellors. Also some teachers may not want to become counsellors, they may have no interest in doing so, but may prefer to remain good teachers.

### 2.6 Work of the counsellor

There are other things which might make a teacher not to be a good counsellor. In the first place the teacher is working full time as a teacher, and often in addition is performing many other duties, including clerical functions. Therefore, it is not justifiable to require teachers to spend the time necessary for individual counselling of students, without released time. Arbuckle (1950), observed that a very simple difficulty is the lack of private office space in which the teacher can counsel. While counselling can take place in every simple, crude surroundings, there must be freedom from interruption and privacy from other people.

Arbuckle (1950), noted that the point of view that every teacher is a counsellor does not necessarily mean that there are no specialists in counselling in the schools. If teachers were trained in counselling, the proposal that the specialists serve as consultants to the teachers would be appropriate. But where, as is the case at present teachers are not trained as counsellors,

they perhaps will, and probably should, refer most of their cases to the specialist. But the specialist then is unable to provide all the counselling services expected of him on the assumption that teachers are to do counselling.

## **2.6 Work of the counsellor**

Studies that have been conducted show that the work of the counsellor is viewed differently by different people for instance Heppner and Dixon (1978), found that the work of the counsellor is viewed differently by different people for instance, students can have different opinions of the counsellor's work. These observations suggest that students in a school have different opinions on what a counsellor is supposed to do and what he is not able to do. The counsellor should therefore talk to students in a group or individually about his work to increase the chance of students seeking help.

Gelso (1973) advises that counsellors should present either oral or written information to potential clients concerning counselling in order for them to see a counsellor in a different perspective. This increases chances of help seeking by potential clients.

The type of need or problem affects the way a client seeks help. Patterson (1966) observed that many students do not perceive the counsellor as being a source of help with problems, particularly those of a personal nature. Studies carried out in the past about help given to students by counsellors in educational planning, vocational training and personal problems showed that counsellors were preferred as the students first source of help in educational and vocational planning, but not personal - emotional problems. Students perceived the counsellor as a helper in certain needs but not others.

Students feel that only those with problems should see a counsellor, while those without problems or are bright in class should not seek counsellor's help. Gibson (1962) in a study which he carried out, more than one quarter of the students he studied indicated that counsellors had not assisted them personally in any way. Also fifty - six percent reported that they were not sure what constituted the activities of their school guidance programme, and one third of them reported that the programme had not been described or outlined to them during their 3 or 4 years in high school. These observations show that most students are not sure of the presence and provision of guidance services in secondary schools.

A study carried by Leviton (1977) found that only fifty-four percent of the students with problem of personal concern consulted a relative or a friend, while twenty-nine percent, contacted the parents. So it can be argued that approximately half of the students would contact parents when they have personal problems while about one-third of them were unaware of the existence of a counsellor in the school.

The school administration together with guidance and counselling department within a school; should come up with a programme designed to acquaint students with the counselling services, its organization, the kinds of problems which it can handle and its relation to other aspects of the total school programme. This effort would ensure that students understand the function of the guidance programme and how they can benefit from all its services. Students should have the right picture of what a counsellor's work is. This may determine whether they use the counselling services or not. For this to happen, there should be a good relationship between a counsellor and a student. The nature of the relationship may determine whether students use counselling services or not and their concepts may determine the success or failure of a counselling programme. Hence, it is important to make students aware on what guidance and

counselling is all about. This can be achieved through group counselling in their classroom.

Brammer and Shostrom (1989), observed that certain obstacles to readiness for counselling seem to be inherent in society in general and in the school in particular. This is why it is important for a counsellor to make deliberate effort in defining and clarifying his functions to students and also he must make students aware that counselling is not teaching but a process where there is cooperation from the involved parties.

### 3.1 Subjects

To investigate guidance and counselling services in secondary schools, four groups of subjects were involved. These were students, teachers, counsellor and headteachers. They were selected from ten secondary schools in the

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 INTRODUCTION**

This chapter deals with methods and procedures used in collecting data pertaining to this study. The sample is described and subjects are identified. The sampling procedures, research instrument, data gathering procedures and data analysis techniques are also described.

The study was conducted as a survey research. This method was chosen because the study was designed to find out how guidance and counselling is carried out in secondary schools. Opinions of four groups of respondents were considered, that is, student, teachers, counsellors and head-teachers. The study investigated the perceptions the four groups have on how guidance and counselling is carried out in secondary schools.

#### **3.1 Subjects**

To investigate guidance and counselling services in secondary schools, four groups of subjects were involved. These were students, teachers, counsellor and headteachers. The subjects were selected from ten secondary schools in Mathioya Division.

The research was conducted between September and November, 2001.

A total of three hundred students participated in this study. These students were selected randomly from forms three and four classes only. The forms one and two were considered too new to the school to have enough experience of the school environment.

Students who participated in the study came from five different categories as follows: boarding boys, boarding girls, boarding mixed, boarding girls with boys as day scholars and day schools.

A total of forty teachers were selected from ten secondary schools. They were randomly selected from the same schools as students. Schools were selected using the stratification method.

Ten practicing counsellors were incorporated in this study. These are normally appointed and recognized by the headteachers. There were also nine head teachers who were involved in this study. These are the same ones heading schools where students, teachers and counsellors were selected from.

### **3.2 Sampling procedure**

In this study, four groups of subjects were involved. These are secondary school students, teachers, counsellors and headteachers. All the four groups were selected from ten secondary schools. A list of all secondary schools in Mathioya Division was obtained from the divisional education office. Only public schools were involved because there are no private secondary schools in the division.

From the list, schools were categorized into boarding boys, boarding girls, boarding mixed (boys and girls), girls boarding with boys as day scholars and day schools. From the five groups, the researcher randomly selected ten secondary schools, two from each group. This gave each student equal chance of being selected.

Random selection of schools was done in the following way:- the names of the schools were written down in separate pieces of paper, folded and then put in a container. This was done for one group at a time. The container was then shaken thoroughly to ensure mixing of the folded pieces of paper. The folded pieces of paper were then withdrawn each at a time, after which thorough shaking of the container was done before the next withdrawal.

This process was repeated until two schools were sorted from each group.

After selection of the ten secondary schools, the researcher went to each of the selected schools at a particular day to seek permission from the head teacher for conducting research in that particular school. A date was then fixed when the research was to be conducted.

The researcher went to a particular school on the agreed date and got the class registers of forms three and four. After receiving class registers from the class masters, the names of students in those class registers were then written down on separate pieces of paper, folded and then put in a container. This was then shaken thoroughly before and after each withdrawal. Thirty students were required from each school, so thirty withdrawals were done.

The names of the selected students were then given to the class masters to call them. They were then assembled in an empty classroom where the researcher introduced himself to the students before presenting them with questionnaires. This process was repeated in all the ten schools and at the end of the

exercise, three hundred students had successfully completed the questionnaires.

The same process was repeated for teachers on the same day: Teachers were approached during tea and lunch breaks.

As for the headteachers and counsellor, they were automatically selected since each school had only one of these persons. They completed the questionnaires with the other staff members. So there were nine headteachers and ten counsellors who completed the questionnaires. Questionnaires in a school were administered on the same day to control leakage.

### **3.3 Pilot testing**

This involved ten students, two teachers, one counsellor and one headteacher. This is because the main purpose was to cross-check the suitability of each of the questionnaires. Specific areas checked during this time included:

- (i) The suitability of the language used that is, simplicity of the language
- (ii) The clarity of each question and the choices in the responses.
- (iii) Time taken by each respondent in completing the questionnaire

- (iv) The adequacy of the spaces provided for the written responses.

After piloting the questionnaires were discussed with respondents, colleagues and the supervisor. The questionnaires were then revised and final copy written.

One school was used in piloting. This school was randomly chosen from the non-sample schools by writing all the names on different papers and picking one paper.

### **3.4 Data gathering procedure**

To ensure that all the respondents were found at the appropriate time, the researcher went to each of the ten schools in person and made the necessary arrangements with the headteacher. On the agreed date, the researcher went to each school to administer the questionnaires.

In the school, the class registers of forms three and four were borrowed from the classteachers. From the class registers names of the students were written on separate pieces of paper, which were then folded and put in a container. Thorough mixing was done before and after every withdrawal. Thirty withdrawals were

made and the names of the selected students were given to the class teacher, who assembled them in an empty classroom.

In the classroom, the researcher introduced himself to the students before presenting them with the questionnaires. All the questionnaires were then collected after every respondent had finished filling them.

The same process was repeated for teachers. To identify teachers who were randomly selected, the headteachers help was sought. Headteachers and counsellors were not selected because each school had two of them

In summary, the researcher arranged and distributed the questionnaires to all the subjects, after which he collected all the questionnaires.

### **3.5 Data analysis**

After collecting data from students, teachers counsellors and headteachers, interpretation was done using descriptive statistics in the form of frequencies and percentages, to summarise data on closed-ended items. Response to the open-ended items in the questionnaire were analysed qualitatively. Such data were

organised into themes pertinent to the study and presented using descriptions and quotations.

For objective items on the questionnaire first data were computed in terms of percentages according to the categories on the (Likert) responses. Thus responses were tabulated on the basis of how many times Strongly Agreed (SA) Agreed (A) Undecided (U) Disagreed (D) or Strongly Disagreed (SD) respectively, and presented as percentages of the total number of responses. These was further condensed into three broad groups "Agree" (for SA and A) Undecided (for U) and "Disagree" (for D and SD). These were especially useful for cases where the analysis was not conclusive enough.

The analysis of the data from the four sets of questionnaires was organised to address the research questions of the study.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.0 Introduction

The organisation of the data analysis is tied to the research questions that guided this study, these are:

- 1) Who conducts guidance and counselling in secondary schools
- 2) Do we have trained counsellors?
- 3) What kind of support is given to guidance and counselling department by the school administration?
- 4) Are the students willing to seek help from help-givers counsellors?
- 5) Apart from the school counsellor who else gives help to the students?
- 6) Where is guidance and counselling office located?

In the presentation of data in this chapter, responses on the closed-ended items are summarised in tables by frequencies and percentages. For objective items on the questionnaire first data were computed in terms of percentages according to the categories on the Likert type responses. Thus responses was

tabulated on the basis of how many Strongly Agreed (SA), Agree (A) Undecided (U) Disagreed (D) or Strongly Disagreed (SD) respectively, and presented as percentages of the total number of responses. This was further condensed into three broad groups “Agree” (SA +A), Undecided (U) and “Disagree” (D +SD). The rest of the data are presented in narration form where the most outstanding responses are mentioned. Table IV.1 shows the results of analysed responses from questionnaires.

**Table IV. 1 Questionnaires returns**

Population	Questionnaires	School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	School 9	School 10	Total
Students	300	10 %	10 %	10 %	10 %	10 %	10 %	10% %	10 %	10 %	10 %	100 %
Teachers	40	10 %	10 %	10 %	10 %	10 %	10 %	10% %	10 %	10 %	10 %	100 %
Counsellors	10	10 %	10 %	10 %	10 %	10 %	10 %	10% %	10 %	10 %	10 %	100 %
Headteachers	10	10 %	10 %	10 %	-	10 %	10 %	10% %	10 %	10 %	10 %	90 %
Total	360											

The questionnaires were studied carefully totaling scores item by item. The figures under each item were then converted into percentages. (Table IV.1) above. A total of 359 subjects successfully completed the questionnaires. The subjects were in four major groups. These were students, teachers counsellors and headteachers who were selected from ten secondary schools.

Of the 359 subjects 300 were students, 40 teachers, 10 counsellors while the remaining 9 were head teachers.

#### 4.1 General information concerning students by category

In, order to get this information items 3 and 4 in part 1 of students' questionnaire was used. Their responses are presented in Tables IV. 2a and IV. 2b.

**Table IV. 2a: Students sex**

SEX	FREQUENCY	PERCENTAGE %
MALE	140	46.7%
FEMALE	160	53.3%
TOTAL	300	100%

**Table IV. 2b: Students age**

AGE	FREQUENCY	PERCENTAGE %
20 Years	20	6.6%
19 Years	50	16.7%
18 Years	170	56.7%
17 Years	60	20%
Total	300	100%

A look at the above tables shows that girls were slightly more than boys since girls were 53.3% of the total population of students used in the study.

More than 70% of students who were involved in this study were above 18 years old, with only 20% of students having less than 18 years in age. All the students involved in this study fall under adolescent stage of development. Robert Slavin (1988), observed that early adolescence is a time of rapid physical and intellectual development. Middle adolescence is a more stable period of adjustment to and integration of the changes of early adolescence. Later adolescence is marked by the transition into the responsibilities, choices and opportunities of adulthood.

#### 4.2 General information on teachers by category

To ascertain this, items 3, 4 and 5 in part 1 in teachers' questionnaire were used, where teachers age, professional qualification and teaching experience were got and results are shown in the following tables.:

**Table IV. 3a : Age of teachers**

AGE	FREQUENCY	PERCENTAGE %
Below 25 years	2	5%
25-40 Years	36	90%
Over 40 Years	2	5%
Total	40	100%

**Table IV. 3b: Teachers professional qualifications**

QUALIFICATION	FREQUENCY	PERCENTAGE %
B.Ed Graduate	22	55%
Approved Graduate	5	12.5%
Diploma	11	27.5%
S1	2	5%
UT Graduate	-	-
Total	40	100%

**Table IV. 3c: Teachers experience in teaching profession**

Qualification	FREQUENCY	PERCENTAGE %
0 – 5 Years	17	42.5%
6-10 Years	17	42.5%
11-15 Years	4	10.6%
16-20 Years	-	-
21 and above years	2	5%
Total	40	100%

A look at the above tables shows that most (90%) of the teachers used in this study are between 25 years and 40 years old. Only 2 (5%) teachers who have not attained the age of 25 years. More than half (55%) of teachers used in this study are university graduates. Diploma teachers account for 27.5% of the total number of teachers used in the study.

At least 85% of teachers used in the study have taught for less than 10 years. Only two teachers who have taught for more than 20 years accounted for 5% of teachers used in the study.

#### **4.3 General information on counsellors by category**

Items number 2, 3 and 4 in counsellor's questionnaire, were used to get information on counsellor's age, teaching experience

and professional qualification which are presented in Tables: IV. 4a, IV. 4b and IV. 4c below.

**Table IV. 4a: Age of counsellors**

AGE	FREQUENCY	PERCENTAGE %
Below 25 years	-	-
25-40 Years	9	90%
Over 40 Years	1	10%
Total	10	100%

**Table IV. 4b - Counsellors teaching experience**

TEACHING EXPERIENCE	FREQUENCY	PERCENTAGE %
0 - 5 Years	2	20%
6-10 Years	5	50%
11-15 Years	2	20%
16-20 Years	1	10%
20 and above years	-	-
Total	10	100%

**Table IV. 4c: Counsellors' professional qualifications as Teachers**

PROFESSIONAL QUALIFICATION	FREQUENCY	PERCENTAGE %
B.Ed Graduate	5	50%
Approved Graduate	3	30%
Diploma	1	10%
S1 Graduate	1	10%
UT Graduate	-	-
Total	10	100

A look at the above tables shows majority (90%) of school counsellors are between 25 years and 40 years old. None of the counsellors is below 25 years old. 80% of the counsellors have taught for more than 6 years. All the counsellors are trained teachers with the highest number (50%) being B.Ed graduates.

#### 4.4 General information on headteachers (Principals) by category

In order to get information on headteacher's age, professional qualifications, number of years, he or she has been a principal items number 2, 3 and 4 were used and information got is shown in tables below.

**Table IV. 5a: Age of principals**

AGE	FREQUENCY	PERCENTAGE %
Below 25 years	-	-
25-40 Years	4	44.4%
Over 40 Years	5	55.6%
Total	9	100%

**Table IV. 5b: Principals professional qualifications**

PROFESSIONAL QUALIFICATION	FREQUENCY	PERCENTAGE %
B.Ed Graduate	7	77.8%
Approved Graduate	2	22.2%
Diploma	-	-
S1 Graduate	-	-
UT Graduate	-	-
Total	9	100%

**Table IV.5c: Experience as principals**

EXPERIENCE PRINCIPAL	AS	FREQUENCY	PERCENTAGE %
Below 5 years		5	55.6%
5-10Years		1	11.1%
Over 10 Years		3	33.3%
Total		9	100%

A look at the above tables shows that more than half (55.6%) of the principals are above 40 years old. None of the principals is below 25 years old.

Table IV. 5b shows that most (77.8%) of the principals are holders of Bachelor's of Education degree while the remaining 22.2% of the principles have been promoted to Approved Graduate status.

Table 5c shows principal's experience as principals. At least more than a half (55.6%) of the principals have not been heads for more than 5 years. Only 33.3% of the principals covered in the study have been principals for more than 10 years. A small proportion (11.1%) of principals have been in that position from between 5 to 10 years.

#### 4.5 Awareness of guidance and counselling in schools

It is wrong to assume that all members of a school community know what Guidance and Counselling is all about. Snyder (1972) reported that students did not seek counselling because they had a minimal amount of information about the counselling centre. While Gelso and Mackenzie (1973) found that providing either written or oral information to students about counselling increased their overall willingness to seek help from the guidance and counselling centres. Table IV.6 shows students' responses to awareness of guidance and counselling in schools.

**Table IV.6: Students awareness of guidance and counselling in school**

	PERCENTAGES SCHOOL 1 TO 10										TOTAL
Response	SCH1	SCH2	SCH3	SCH4	SCH5	SCH6	SCH7	SCH8	SCH9	SCH 10	
Yes	9	9.7	7	6.7	9.7	9	9.3	10	9	8.7	88%
No	1	0.3	3	3.3	0.3	1	0.7	-	1	1.3	12%
Total	10	10	10	10	10	10	10	10	10	10	100%

From table IV. 6, 88% of students covered by the study said they were aware of guidance and counselling in their schools. While

12% of students covered in the study said they were not aware of guidance and counselling in their schools.

When asked to say what guidance and counselling was all about in two sentences, 43% of students did not write anything. But more than half (57%) of students wrote what guidance and counseling means to them. Due to the open nature of the question, responses were varied. The researcher has put down some common responses from students such as:

- Guidance and counselling is involved in giving directions to a person to make one to succeed; while at the same time correcting a person who has some problems by giving him/her advice.
- It is the relevant piece of advice given to students to help them while at school and after school.
- It is a process where one is assisted to solve problems related to his/her life in order to make it perfect.
- Guidance is being told to do what is expected of you while counselling is when the counsellor talks to you in an open manner in order to assist you to make the right decisions.
- Guidance and counselling is giving people instructions and correcting them when they go wrong.

Front ▪ Guidance and counselling is giving students advice on  
counsell how to behave well in school and in the community.

Class ▪ Guidance and counselling involves showing a person the  
and coun way to follow to attain a given goal while at the same  
admin time showing one how to solve some problems one might  
guidance be facing.

#### 4.6 Providers of guidance and counselling in schools

Item 3 part II in principals' questionnaire inquired on who is involved in Guidance and Counselling in schools. All the principals indicated that guidance is provided by several people within a school as shown below in Table IV. 7.

**Table IV.7 : People involved in guidance and counselling in school**

GUIDANCE AND COUNSELLING PROVIDERS	FREQUENCY	PERCENTAGE %
Trained Counsellors	2	11.1%
Subject Teachers	1	5.6%
Class Teachers	4	22.2%
TSC Appointed Counsellors	-	-
School Administrators	2	11.1%
School appointed counsellors	9	50%
Total	18	100%

From table IV. 7 it is suggested that most of the guidance and counselling providers (50%) are school appointed counsellors. Class teachers also play an important role (22.2%) as guidance and counselling providers. Subject teachers (5.6%), and school administrators (11.1%) are not among the main providers of guidance and counselling in schools.

which took one week.

#### **4.7 Are school appointed counsellors trained**

All the school appointed counsellors (100%) are teachers in their respective schools. Arbuckle (1950) noted that teachers are not trained for counselling, the traditional teacher is unable to function as a counsellor, and to allow such a teacher to perform counselling would have undesirable results. He says the needs of children are great and they are more likely to be met in the classroom by teachers who have a personal philosophy and a background of professional training in the area of guidance and counselling.

Item 3 in part II of teacher's questionnaire wanted to know how

Item 6 in counsellors' questionnaire inquired on <sup>whether</sup> ~~weather~~ school appointed counsellors had undergone any training as counsellors. Half of them, that is 50% indicated that they had undergone through some training as counsellors.

Training of the counsellors took place at Amani Counselling Centre where only one teacher attended, for a period of two months. The same teacher who had attended training at Amani Counselling Centre had also attended training at Nairobi University for one month. Muranga District Education Office had organised a workshop to all Guidance and Counselling teachers which took one week.

#### 4.8 Teachers as providers of guidance and counselling

The teacher is the closest person to the student in the school and thus knows the student better than does anyone else. This makes a teacher to be effective counsellor. As noted earlier some good teachers may not be able to become good counsellors. Also some teachers may not want to become counsellors, they may have no interest in doing so, but may prefer to remain good teachers.

Item 3 in part II in teacher's questionnaire wanted to know how teachers react when they encounter a student with a problem. Teachers' responses are shown in the following table.

**Table IV. 8a - Teachers' reaction to student problems such as truancy, taking drugs poor study habits and many others.**

TEACHERS REACTION	FREQUENCY	PERCENTAGE %
Report to the Principal	6	15%
Refer them to counsellor Teacher	2	5%
Try to help them, then ask for Assistance if Unable to solve the Problem	32	80%
Total	40	100%

Table IV.8a shows majority (80%) of the teachers are willing to help students who are faced with various problems before seeking help elsewhere. Only 20% of teachers who refer students with problems to other people before trying to solve the student's problem. At the same time, the researcher wanted to know students' willingness to seek academic help from teachers. Table IV. 8b presents the students' responses.

**Table IV. 8b - Students willingness to seek academic help from Teachers**

TEACHERS RESPONSE	FREQUENCY	PERCENTAGE %
YES	19	47.5%
NO	21	52.5%
Total	40	100%

Table IV. 8b shows that only 47.5% of students were willing to seek academic help from teachers, while more than half 52.5% of students were not ready to seek academic help from teachers.

The researcher also wanted to know the frequency of students seeking help from teachers when faced with personal problems such as being shy, lack of friends, drug taking etc. He came up with the following findings which are shown in the table below.

**Table IV. 8c: Students' willingness to seek help from teachers when faced with personal problems**

TEACHERS RESPONSE	FREQUENCY	PERCENTAGE %
YES	14	35%
NO	26	65%
Total	40	100%

Table IV. 8c shows that most (65%) of students do not go to teachers for help, when faced with personal problems. Only 35% sought help from teachers when faced with personal problems. Students seeking assistance from teachers on academic issues are more than those who seek assistance from teachers on personal problems.

To find out students' opinions concerning teachers' behaviours, item number 11 in part III of students' questionnaire was used. Students' response are presented in Table IV.8d and Table IV. 8e.

**Table IV 8d : Students views on whether teachers do not behave the way they are supposed to behave.**

LIKERT'S 5 POINT SCALE	SA	A	U	D	SD	TOTAL
Number of Respondents	103	46	28	36	87	300
Percentage %	34.3	15.3	9.3	12	29	100

**Table IV. 8e : Condensed students' views on whether teachers do not behave the way they are supposed to behave**

	Agree (SA+A)	Undecided	Disagree (SD+D)	TOTAL
No. of Respondents	149	28	123	300
Percentage %	49.7%	9.3%	41%	100%

Almost half (49.7%) of the respondents agreed that teachers in secondary schools are not well behaved, as expected of them; while 41% disagreed with the statement. 9.3% of the students were not sure about their teachers' behaviour.

#### **4.9 Areas students are guided and counselled while at school**

Stone (1971) had this to say

Pupils look to the school to help them realize their aspirations; while parents expect the school to provide for the intellectual development of their children. Most people anticipate that education will provide a continuing supply of increasingly capable citizens; guidance and counselling plays a

When significant role in any education sector to help it achieve its objective.

When teacher counsellors were asked whether they invite professionals to come and talk to the students all of them (100%) said yes. The table below shows areas the professionals tackled.

**Table IV. 9 : Subject areas which professionals are asked to talk about in schools**

SUBJECT	FREQUENCY	PERCENTAGE %
CAREER GUIDANCE	2	14.3%
EDUCATIUNON GUIDANCE	6	42.9%
DISCIPLINE PROBLEMS	2	14.3%
GENERAL INFORMATION	4	28.5%
TOTAL	14	100%

According to table IV. 9, two counsellor teachers (14.3%) had invited professionals to talk about careers. Six counsellor teachers (42.9%) had invited professionals to talk about education. Those teachers who had invited professionals to talk about discipline were two (14.3%). Lastly four counsellor teachers (28.5%) had invited professionals to give general information. This table shows that education (42.9%) received more attention than any other area. This could be due to a lot of attention put in exams.

When the principals were asked how they ensure students select subjects and careers well, two (22.2%) headteachers said there was no organization. One (11.1%) headteacher indicated that there is a career master in the school who assists the students in subject selection assisted by the class teacher. Four headteachers (44.4%) said that subject selection is handled by a team of teachers who go through individual performance of each student and advise them what to choose. Lastly, two (22.2%) headteachers indicated that deputy headteachers together with class teachers help students in subject selection when going to form three.

#### 4.10 Students willingness to seek help

Snyder (1972) reported that students did not seek counselling because they had a minimal amount of information about the counselling centre. Item number 8 in students' questionnaire inquired whether students when faced with a problem are free to talk it over with a counsellor or a teacher. Their responses were shown below in Table IV. 10a.

YES	5	50%
NO	5	50%
Total	10	100%

According to the above table 50% of students who counsellors do so voluntarily, while the remain...

**Table IV. 10a: Students willingness to seek help from teachers or counsellors when faced with a problem.**

STUDENTS RESPONSE	FREQUENCY	PERCENTAGE %
YES	132	44%
NO	168	56%
Total	300	100%

According to the above table, only 44% students were willing to seek help from counsellors or teachers. More than half (56%) of students were those who were not willing to seek help from counsellors or teachers.

Item number 16 in counsellor's questionnaire tried to find out whether those students who go for counselling go voluntarily or not. Counsellors' responses are shown in the table below.

**Table IV. 10b: Students' willingness to seek help from counsellors voluntarily or not**

COUNSELLORS RESPONSE	FREQUENCY	PERCENTAGE %
YES	5	50%
NO	5	50%
Total	10	100%

According to the above table 50% of students who seek help from counsellors do so voluntarily, while the remaining 50% are either

sent by teachers or the principal. The reasons which lead students to go for guidance and counseling are varied; some of which are poor relationship with other students, stress and depression, career related advice, growth related problems (sexuality), home problems and education problems. To increase the number of students who come for counselling, counsellors have adopted the following techniques as presented in the table below.

**Table IV. 10c: Techniques used by counsellors to ensure students go for counselling**

WAYS OF ENSURING STUDENTS GO FOR COUNSELLING	FREQUENCY	PERCENTAGE %
Inviting them	-	-
Being friendly to them	4	40%
Showing them the need of being counselled	6	60%
Total	10	100%

40% of the counsellors covered in the study said they try to be friendly to the students to make them come for guidance and counselling. 60% of the counsellors said they showed the students the need of being counselled in order to make them come for counseling constantly.

#### 4.11 How guidance and counselling is conducted in schools

Guidance and counselling programme in any school should be relevant to the counsellee's needs and problems. The main purpose of guidance is to assist the individual youth, develop from a dependent to an independent being. Item number 11 in counsellor's questionnaire tried to find out whether counsellors record students' personal data. 60% of the counsellors do record students' personal data while the remaining 40% do not.

In order to find out how often counsellors counsel students item number 14 in counsellors' questionnaire was used and information got is represented in the table below.

**Table IV. 11a : How often are students counselled and guided by the Counsellors**

COUNSELLORS RESPONSE	FREQUENCY	PERCENTAGE %
Daily	1	10%
Twice a week	1	10%
Twice a term	1	10%
When in need	7	70%
Total	10	100%

According to the above table, only 10% of counsellors do counsel and guide students daily. Another group of counsellors who are only 10% of those covered by the study said they counsel students twice a week. Another group of counsellors (10%) said

they counsel and guide students twice a term. But more than half (70%) said they only counsel and guide students when there is need.

Item number 18 in counsellor's questionnaire wanted to find out what approach is used when counselling students. Majority of the counsellors (90%) said that they use both individual and group approach when counselling students. Only 10% said that they counsel the whole school during assembly.

Headteachers were asked how guidance and counselling was conducted in their schools. One headteacher said that it is done every Tuesday during class meeting, every Thursday during house meeting and by inviting counsellors in specific areas. Another headteacher said that guidance and counselling is done during assemblies for all students and those students with problems consult the team charged with guidance after classes. Others said they had appointed a teacher in charge of guidance and counselling whose main responsibility was to invite professional speakers to talk to students about their area of specialty and also assist students in areas in which they might be facing problems. In one of the schools covered by the study the

headteacher said students do peer counseling with the help of teacher counsellor.

When teachers were asked whether guidance and counselling is carried out the way it is supposed to be, their responses are indicated in the table below.

**Table IV.11b: To find out whether guidance and counselling is carried out in the right way.**

TEACHERS RESPONSE	FREQUENCY	PERCENTAGE %
YES	6	15%
NO	34	85%
Total	40	100%

When we look at teachers responses on whether guidance and counselling is done in the right way, more than three quarters (85%) said No, only 15% said it is done in the right way. Asked why they thought guidance and counselling is not done in the right way, teachers said that there was no change in students' behaviour despite presence of Guidance and Counselling department in schools. They also mentioned:

- Lack of facilities such as a room where reference materials and students personal data could be kept.

- Most of the teachers said that lack of professionally trained counsellors reduced the effectiveness of guidance and counselling programmes in schools.
- Teacher student gap is too wide for any meaningful communication
- Very few cases are reported, and even those which are reported are normally handled casually with no follow-ups.
- Those who are in charge of Guidance and Counselling are not fully committed to their work.
- Lack of rapport between a student and the counsellor where a student would feel free to come for counselling, instead it is the counsellor who goes to the student.

#### **4.12 Location of guidance and counselling office**

Guidance and counselling office should be situated in such a place, whereby one would feel free to visit it. 50% of the schools covered by the study had no offices for guidance and counselling. The remaining 50% had offices which were located in varied places as shown in the table below.

**Table IV.12a: Location of guidance and counselling office in schools**

COUNSELLOR'S RESPONSE	FREQUENCY	PERCENTAGE %
Near the classes	1	20%
Close to Administration	1	20%
Secluded Place	2	40%
Close to staff room	1	20%
Total	5	100%

According to information presented in table IV. 12a, 20% of the schools which have guidance and counselling offices, have them close to classes. Another 20% have them close to the Administration block. Schools which have placed their guidance and counselling office close to the staffroom account for 20% of schools which have guidance and counselling offices. Less than a half (40%) of schools have placed their guidance and counselling offices in a secluded place.

Item number 4 in part III in student's questionnaire wanted to find out whether students fear being seen going to the guidance and counselling office due to its location. Responses from students of the five schools which have guidance and counselling offices are indicated in Table IV. 12 b.

**Table IV. 12 b : Does location of guidance and counselling office influence students visit to it?**

LIKET'S 5 POINT SCALE	SA	A	U	D	SD	TOTAL
Frequency	28	20	15	30	57	150
Percentage %	18.6%	13.4%	10%	20%	38%	100%

According to information presented in Table IV. 12b, 48 out of 150 students (32%) Agreed (SA+A) that location of guidance and counselling office does influence their visit to guidance and counselling office. 15 out of 150 students (10%) were undecided whether location of guidance and counselling office does influence their visit to the office. More than half, 87 out of 150 students (58%) disagreed (D+SD) that location of guidance and counseling office does influence their visit to this office.

#### **4.13 School's administration involvement in guidance and counselling in schools**

School administration is a very important unit in any school because whatever happens in school must be approved by the administrators. Item number 9 in part II in principals' questionnaire tried to find out what kind of assistance does principal's office give to the Guidance and Counselling

Department in school. Nine (100%) of the principals indicated that they do assist guidance and counselling programme in their schools. The following were some of the ways in which guidance and counselling programme gets assistance.

- 1) Seminars and workshops attended by guidance and counselling teacher are sponsored by the administration.
- 2) Stationery and reference materials are provided by the administration.
- 3) School administration works together with guidance and counselling department by exchanging ideas and advising one another.
- 4) The school administration in collaboration with guidance and counselling department make necessary arrangements on guests who come to give advice to students. After identifying a guest, the school provides the necessary finances, for transport and payment for the services offered by the guests.
- 5) Incase of a difficult problem, the administration assists the counsellor by calling the parent to assist.
- 6) The school administration has provided a room to guidance and counselling department

- 7) The school administration has instructed the time-tabling committee to allocate guidance and counselling time within the timetable.
- 8) The administration pays for the peer counselling courses for students. (This is being done by Catholic Diocese of Muranga).

#### **4.14 Hindrances to effective guidance and counselling in schools**

Item number 15a in part II in principals' questionnaire and item number 27 in counsellors' questionnaire was finding out problems which face guidance and counselling in schools. The following were the hindrances they mentioned.

- 1) When parent bring their children to school they do not reveal all details concerning their children (background).
- 2) Time allocated for guidance and counselling is not sufficient.
- 3) Teachers who conduct guidance and counselling do it on a part-time basis since they have other duties.
- 4) Some teachers who are counsellors are demotivated for lack of remuneration for the extra work as counsellors.

- 5) Student's unwillingness to seek guidance and counselling.
- 6) Lack of trained counsellors in schools
- 7) Teachers indifference towards guidance and counselling programme.
- 8) Lack of enough facilities for instance a room and reference material.
- 9) Students are ignorant, they don't see the need of being counselled and guided while in school.
- 10) When students are given appointments by the counsellor some don't honour those appointments.
- 11) Some students are uncooperative
- 12) Students have a negative attitude towards those who seek guidance and counselling.

#### **4.15 Suggested solutions to the problems faced by guidance and counselling programme in schools**

Item number 15b in part II in principals' questionnaire and item number 28 in counsellors' questionnaire sought suggestions from the subjects on how to solve problems facing guidance and counselling programmes. The following were the solutions suggested.

School appointed counsellors should allowances (paid).

- 1) Offering more training to guidance and counselling teachers.
- 2) Clearly spelling out the role, function and scope of operation of guidance and counselling programme in schools.
- 3) A friendly atmosphere between providers of guidance and counselling and the students in the school.
- 4) The counsellor should be exempted from other duties and responsibilities in the school.
- 5) Integrating and training student peer counsellors. This will remove the stigma of counselling as only a teacher student activity.
- 6) The Ministry of Education together with Non-Governmental organizations should provide books, video tapes and audio tapes with relevant information on guidance and counselling.
- 7) Integrating guidance and counselling in all aspects of the curriculum where everybody is involved in a school,
- 8) Creating offices to be used by guidance and counselling department.
- 9) School appointed counsellors should be given some allowances (paid).

10) All providers of guidance and counselling should be people who are willing to assist others. They should not be doing the job because of the fact of appointment

by the principal.

11) Guidance and counselling should be time-tabled and given enough time .

12) Making announcements to students of the presence of guidance and counselling programme in school for students to know.

## CHAPTER FIVE

### SUMMARY/DISCUSSION, CONCLUSION AND RECOMMENDATION

#### 5.0 Introduction

In this chapter, the summary of the findings, discussions, conclusions and recommendations of the study based on the objectives are presented. These objectives were based on the purpose of the study.

#### 5.1 Summary/discussions

The primary concern of this study was to investigate guidance and counselling services in secondary schools. For purpose of addressing this problem, the research investigated.

- a) Those who are involved in guidance and counselling in secondary schools.
- b) What kind of support is given to guidance and counselling department by school administration.
- c) Whether students are aware of guidance and counselling programme in their school.
- d) The extent to which the school community supports guidance and counselling programme.
- e) How guidance and counselling is implemented in secondary schools.

Ten secondary schools within Mathioya Division were randomly selected from five categories namely: boarding boys, boarding girls, boarding mixed (boys and girls), girls boarding with boys as day scholars, and day schools. 9 head teachers, 10 counsellors, 40 teachers and 300 students were used in the study from the randomly selected schools.

There were four types of questionnaires which were used, one for head teachers, one for counsellor, the other for teachers and another for students. They were administered and were returned with usable data.

Literature related to the subject area was reviewed under the following sub-headlines:

- (a) Importance of guidance and counselling
- (b) The guidance and counselling programme
- (c) Why do some people seek counselling and others do not.
- (d) Traits of help-givers
- (e) Teacher as a counsellor
- (f) Work of the counsellor.

Chapter 3 dealt with design and methodology of the study, which showed the sample, instrument and mode of administration of the questionnaire for collection of data.

Analysis of data was presented in chapter 4. The following is a summary and discussion of the findings.

1. More than 70% of students who were involved in this study were above 18 years old. This explains partly why few students are willing to seek help from teachers when faced with personal problems because they feel they are grown ups.
2. According to table IV. 2a, there were more girls than boys who participated in the study. This is because there were more girls in mixed secondary schools and also in girls boarding and boys day scholar.
3. According to table IV.3a, 90% of the teachers used in this study are between 25 years and 40 years.
4. More than half (55%) of teachers used in this study are Bachelor of Education degree graduates. Educational Psychology course which they undergo gives them knowledge of dealing with students who have problems.
5. According to table IV.3c, teachers who have taught for less than 10 years account for 85% of teachers under study.

6. Majority of school counsellors (90%) are between 25 and 40 years old as observed in Table IV.5a.
7. 80% of the school counsellors have taught for more than 6 years as indicated in table IV.4b. Most schools appoint school counsellors who have had experience in teaching. Probably they think they are better placed at helping students.
8. All the counsellors are trained teachers with the highest number (50%) being Bachelors of Education degree graduates.
9. Table IV.5a, indicates that 55.6% of the principals used in the study are above 40 years old.
10. Most of the principals used in the study (77.8%) according to table IV.5b are holders of Bachelor's of Education degree.
11. More than half (55.6%) of the principles have not been heads for more than 5 years. Only 33.3% of the principals covered in the study have been principals for more than 10 years, the remaining 11.1% of principals have been in that position for a period of 5 to 10 years.
12. From the analysis, it was clear that majority (88%) of the students covered by the study were aware of guidance and counselling in their schools. Only a small fraction 12% of the students according to table IV. 6 who were not aware of

presence of guidance and counselling in their schools. When asked to write what guidance and counselling was all about, only 57% of the students covered by the study were able to put in writing what guidance and counselling was all about. Failure to put in writing what guidance and counselling is all about does not mean they do not know what it is all about, it could be that they were unable to express themselves in writing.

All the students who wrote down what guidance and counselling is all about had one thing in common. They indicated it to be a way of assisting and correcting an individual.

13. According to table IV.7, guidance and counselling is provided by several people within a school. These are trained counsellors, subject-teachers, class teachers, school administrators and school appointed counsellors. School appointed counsellors account for 50% of all guidance and counselling providers within a school. Normally these are usually appointed from the rest of the teachers.

Class teachers account for 22.2% of guidance and counselling providers within the schools covered by the study. A class teacher is an important person within a

school who is well placed to provide guidance and counselling to his/her class. A class teacher visits his/her class twice a day in the morning and in the afternoon to mark the register.

School administrators include the headteacher and his/her deputy. They account for 11/1% of all the guidance and counselling providers within the schools covered by the study. Administrators mostly deal with the students when they are punishing them. It is not a rare sight to find students hiding when they see the headteacher or his deputy, because they fear being punished.

Subject teachers account for only 5.6% of all guidance and counselling providers within the schools covered by the study. As indicated in table IV.7 this form the lowest number of guidance and counselling providers in schools.

Subject teachers usually have a limited time in which they have to cover a wide syllabus and this could be the reason why only a few engage in guidance and counselling. Among providers of guidance and counselling in schools only

13. 11.1% are trained counsellors and this have been appointed as counsellors in their respective schools.

All the schools covered by the study none had a Teachers Service Commission (TSC) appointed counsellor. When TSC appoints a counsellor to go to a given school he/she goes as a head of department. Not all schools are qualified to have head of department, only schools with three streams and above.

14. School appointed counsellors play an important role in the direction in which guidance and counselling programme takes in a school. It is important for school appointed counsellors to be trained so that they can be effective. 50% of the counsellors had indicated as to have undergone through some training as counsellors. Among these, only one teacher could be said to have basic training in guidance and counselling. This is the teacher who had attended Amani Counselling Centre for 2 months and Nairobi University for one month. The rest had attended workshops at Muranga District Education Office for a period of one week. Workshops cannot be equated to training because people only share their experiences.

15. Generally, most teachers try to assist students with problems before seeking help elsewhere. A teacher is the closest person to a student. Workshops and seminars should be organised in order to motivate teachers to take a big role in guiding and counselling students since they are always together.

16. Table IV.8b and table IV.8c indicate that there are more students willing to seek academic help from teachers than they are willing to seek help from teachers when faced with personal problems. Most students think that teacher's work has to do with subject/he/she teaches and not his/her personal life and this can explain partly why they do not go to them for help.

Another factor which can explain why a few students try to seek help from teachers when faced with personal problems is that according to table IV.8e, 49.7% of students think that teachers do not behave the way they are supposed to behave, only 41% disagreed with this statement and only 9.3% of the students were not sure about their teacher's behaviour.

Teachers needed to set the right role models to the students as they are close to them so that students can have confidence in them.

17. Guidance and counselling is offered in various areas.

When professionals are invited in schools they are usually asked to talk about: Education which is the most preferred topic and it contributes about 42.9% of all the subjects handled by professionals. Passing of exams is one of the criteria used to judge performance of a school. This partly can explain why a lot of emphasis is put on education.

General information contributes about 28% of the areas professionals handle in schools. These include topics like health for instance diseases like AIDS, typhoid and sexually transmitted diseases. Religious topics and human rights are some of the subjects which fall under general information.

60% of them try to show the students the need of being counselled.

Career guidance and discipline contribute about 14% each of the subjects handled by invited professionals in schools. Choosing a career is a very important area. If one has to be a useful person in the society and to himself/herself one has to be in the right career. It is very sad to find students

who do not know what they would like to be in future. This makes them to live an aimless life in school.

will end up as a waste of time.

19. When professionals are invited in schools to talk about discipline, they usually handle topics like drugs, pregnancy, premarital sex, truancy and respect for the authority among many other areas. Students who are not disciplined are likely to perform poorly. Discipline is key to any good performance of any education institution.

18. There are more students who are not willing to seek help from teachers and counsellors than those who are willing to ask help from counsellors. 50% of those who seek help do so voluntarily while the remaining 50% are either sent by teachers or the principal.

twice a term. 90% of the counsellors said

In order to ensure students come for counselling, counsellors have adopted the following methods. 60% of them try to show the students the need of being counselled.

The remaining 40% try to be friendly to the students.

Education should come up with a blue print as

Guidance and counselling programme should be structured in such a way that every student in a school should see the need of seeking assistance voluntarily when faced with any

problem. Students who are sent to the counsellor unless they see the need of the counselling session more or else it will end up as a waste of time.

19. The direction in which guidance and counselling programme takes in any school depends on how it is organised. At least 60% of the counsellors covered by the study do record students' personal data, while the remaining 40% do not.

Table 1V.11a shows how often students are counselled and guided by counsellors. 70% of the counsellors counsel students when they are in need. 10% of the counsellors counsel students daily, and another 10% counsel students twice a week and the remaining 10% counsel students twice a term. 90% of the counsellors said that they use both individual and group approach when counselling students. Heads of the secondary schools covered by the study came with various ways as to how guidance and counselling is organised in their schools. The Ministry of Education should come up with a blue print as to how guidance and counselling is to be organised in schools. Uniform organisation of guidance and counselling programme will enable inspectors from the Ministry of

Education to assist schools which might be having problems.

According to table IV.11b 85% of the teachers covered by the study felt that guidance and counselling is not done in the right way in secondary schools. The reasons they gave were : lack of change in students behaviour, lack of facilities, lack of professionally trained counsellors, wide gap between teachers and students, lack of commitment from those who are charged with guidance and counselling, and lack of friendly atmosphere between a student and the counsellor.

20. 50% of the schools covered by the study had no guidance and counselling offices. The remaining 50% had offices which were located in varied places as indicated in table IV.12a. 20% had their offices located near the classes, another 20% had their offices located close to administration block, another 20% close to the staffroom. The remaining 40% had their offices located in secluded places.

ad Table IV.12b indicated students' response as to whether  
co location of guidance and counselling office does influence  
22.8 their visit to this office. 32% were of the opinion that  
pr location of guidance and counselling office does influence  
student' visit to it.

b) Lack of trained counsellors

Guidance and counselling office should be situated in a  
place where every student should be comfortable to visit it.  
There are some students who are shy and would not like to  
be seen by others when they are visiting guidance and  
counselling offices. Some students might be having  
problems which they would not like others to know.

c) Students' unwillingness to seek

21. School administration influences the direction in which  
guidance and counselling takes place in a school. Principals  
who see the importance of guidance and counselling tend to  
23 support it as much as they can. The following were some of  
the ways in which headteachers supported guidance and  
counselling programme. They sponsored teacher counsellors  
to attend workshops and seminars, they provided funds to buy  
reference material and stationery, they assisted in invitation of  
speakers. They also ensured there was an office. The

5.2 administration sponsored students to train as peer  
counsellors.

22. Some of the problems which guidance and counselling

a) programme face\$ in schools were:

a) Lack of sufficient time for guidance and counselling

b) Lack of trained counsellors

c) Lack of enough facilities for instance a room and

reference material to be used by guidance and

counselling department.

d) Teacher counsellors have other responsibilities and

are not paid for the extra work they do of guiding and

counselling students, this demotivates them.

e) Students' unwillingness to seek guidance and

counselling.

f) Teachers' indifference towards guidance and

counselling programme.

23. Suggestions are made to solve the mentioned problems. The

Ministry of Education, school administration , teachers and

counsellors are asked and required to put hands together to

help guide and counsel students in the best way possible.

## 5.2 Conclusions and teachers should be friendly

From the data analysis in chapter 4 and the summary in 5.1 above, the researcher arrived at the following conclusions.

- a) The role of guidance and counselling department in a school should be made known to all students during assembly and in the school notice boards. Those who have been given the responsibility of guiding and counselling students should be known by all students by putting their names in the notice board.
- b) Subject teachers, headteachers and class teachers should increase their participation in guidance and counselling of students in secondary schools. This will make the load of counsellors less.
- c) Most of the counsellors have not been trained to do the work of guidance and counselling. For this programme to bear some fruits, counsellors should be taken for training.
- d) Teachers should also be given some basic training on how to handle students with problems.
- e) A lot of emphasis has been put on passing exams; neglecting other areas, this should not be the case. Professionals should be invited to tackle other areas as well.

- e) Counsellors and teachers should be friendly to the students to create confidence in them. This will ensure more students go for counselling voluntarily without fear.

#### 5.4 Suggestions for further research

### 5.3 Recommendations

To solve some of the problems faced by guidance and counselling services some recommendations have been suggested:

- a) Guidance and counselling of students should take place always. All students should be in a position to enjoy this service. Some students might look okay but in real sense are in need of guidance and counselling.
- b) Guidance and counselling programme in schools should be structured in the same way. The Ministry of Education should come up with a blue print on how this is to be done to ensure uniformity and easy supervision by inspectors from the Ministry of Education.
- c) Schools should be encouraged to construct guidance and counselling offices in secluded places to ensure privacy and more visits from the students.
- d) School administration should have a separate fund from which all activities of guidance and counselling programme will be supported. By setting a separate fund for this programme, the

administration will be showing the importance it puts in this programme.

#### **5.4 Suggestions for further research**

- (a) A similar study covering other divisions, districts or even the country as a whole is required. This would help in the making of general conclusions for the whole nation after which measures towards improvement could be undertaken.
- (b) There is need to investigate fully whether training of school counsellors would improve the effectiveness of guidance and counselling provided in our secondary school.
- (c) There is need to carry out further research to find out what qualities of help-givers are expected by clients (students).
- (d) Research should be done to find out whether counselling in school would be more effective if school counsellors are given a lesser teaching load or employed solely for counselling where the demand for this is very high.

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1. Gender (Tick (✓) one)

(a) Male

(b) Female

2. Age (Tick (✓) one)

(a) Below 25 years

(b) 25-40 years

(c) Over 40 years

3. Teaching experiences in years (Tick (✓) one)

0-5 years

6-10 years

11-15 years

16-20 years

20 and above years

## APPENDIX A

### QUESTIONNAIRE FOR COUNSELLORS

This questionnaire seeks information on guidance and counselling services of secondary schools in Mathiyo Division of Muranga District.

Please respond to all questions as honestly and accurately as possible. The information given will be treated as private and confidential and will be used for research purposes.

Do not write your name on this questionnaire.

#### PART I

Please complete this section by going through it. Check ( ✓ ) the items that apply to you unless a different direction is given.

1. Gender (Tick ( ✓ ) one).
  - (a) Male ( )
  - (b) Female ( )
2. Age (Tick ( ✓ ) one)
  - (a) Below 25 years ( )
  - (b) 25-40 years ( )
  - (c) Over 40 years ( )
3. Teaching experiences in years (Tick ( ✓ ) one)
  - 0-5 years ( )
  - 6-10 years ( )
  - 11-15 years ( )
  - 16-20 years ( )
  - 20 and above years ( )

4. Professional qualification (Tick ( ✓ ) one)

- (a) SI ( )
- (b) Diploma in education ( )
- (c) Approved graduate teacher ( )
- (d) Untrained graduate ( )
- (e) Any other(Specify) ( )

7. \_\_\_\_\_  
\_\_\_\_\_

(a) T.S.C \_\_\_\_\_

(b) Principal \_\_\_\_\_

5. Indicate the number of years you have taught in your present school.

8. \_\_\_\_\_  
(Tick (✓) one)  
\_\_\_\_\_

No

6. Besides your professional training, have you attended

9. training as a: \_\_\_\_\_

(a) ✓ Counsellor: (Tick (✓) one)

(a) Yes ( )

(b) No ( )

(b) Where did you attend your training?

(d) Any other (Specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. (c) Duration of your training.  
\_\_\_\_\_

(d) Any certificate awarded (Tick ( ✓ ) one).  
Yes ( )  
No ( )

7. Who appointed you to this post of counselling?  
No ( )  
(a) T.S.C ( )  
(b) Principal ( )  
(c) Any other (Specify) ( )

8. Do you have an office for guidance and counselling?  
(Tick ( ✓ ) one)  
Yes ( )  
No ( )

9. Where is guidance and counselling office located?  
(Tick ( ✓ ) one)  
(a) Near the classes ( )  
(b) Close to administration block ( )  
(c) Secluded place ( )  
(d) Any other (Specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(e) Any other (Specify) \_\_\_\_\_

10. What equipment/furniture do you have in your office - please indicate quantities of each items

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10. Do you have records where you record students personal data (Tick (✓) one).

Yes ( )

No ( )

(b) If 'No', how do you keep students records.

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12. What type of information do you record concerning a student in your records if you have them.

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13. When do you counsel and guide your students? Tick (✓) one).

(a) Daily ( )

(b) Twice a week ( )

(c) Twice a term ( )

(d) When in need ( )

(e) Any other (Specify)

17. Mention some of the reasons that lead students to seek counselling.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15. How many students have you counselled this term?

(Tick (✓) one)

- (a) 10 ( )
- (b) 50 ( )
- (c) 100 ( )
- (d) Any other (Specify)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

16. Do they come voluntarily? (Tick (✓) one)

(a) Yes ( )

(b) No ( )

(b) If 'No', who sends them to you?

(d) (i) Principal ( )

(ii) Teachers ( )

(iii) Prefects ( )

(iv) Any other (Specify)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17. Mention some of the reasons that lead students to come for counselling.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_
- vi. \_\_\_\_\_

18. What approach do you use when counselling students

(Tick (  ) one)

- (a) Group counselling (  )
- (b) Individual counselling (  )
- (c) Both individual and group (  )
- (d) Any other (Specify)

(Tick (  ) one)

- Yes \_\_\_\_\_
- No \_\_\_\_\_

(b) Please explain how you organize the method you use counselling students in your school.

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_

19. (a) Do you offer educational counselling? (Tick (✓) one).

(d) A year (a) Yes ( )

(e) Any (b) No ( )

(b) How do you carry out educational counselling.

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25. Why did you call for their services? (Tick (✓) one)

22. Do you conduct career counselling? (Tick (✓) one).

(b) Yes guidance ( )

(c) No discipline problems ( )

(d) General information

(b) How do you carry out career counselling?

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23. Do you invite professionals to come and talk to students?

Counselling? (Tick (✓) one).

(Tick (✓) one).

(a) Inviting them ( )

Yes Being friendly to them ( )

No Showing them the need of being counsellors ( )

24. When did you engage them last? (Tick (✓) one).

(a) A month ago ( )

(b) A term ago ( )

27. (c) 2 terms ago ( )  
(d) A year ago ( )  
(e) Any other (Specify)

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25. Why did you call for their services? (Tick ( ✓ ) one).

- (a) Career guidance ( )  
(b) Education guidance ( )  
(c) Discipline problems ( )  
(d) General information ( )  
(e) Any other (Specify)

28. What are some of the probable solutions you would order to overcome problems mentioned above?  

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26. How do you ensure students come to you for Counselling? (Tick ( ✓ ) one).

- (a) Inviting them ( )  
(b) Being friendly to them ( )  
(c) Showing them the need of being counselled ( )  
(d) Any other (Specify)

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27. Mention some of the problems you face in your counselling work.

i.

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ii.

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iii.

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iv.

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28. What are some of the probable solutions would you give in order to overcome problems mentioned above?

i.

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ii.

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iii.

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29. Give suggestions on how guidance and counselling services can be made more effective in our secondary school.

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Do not write your name on this questionnaire.

Please complete this section by going through it. Circle the items that apply to you unless a different answer is given.

### PART I

1. Gender (Tick (✓) one).
  - (a) Male
  - (b) Female
2. Age (Tick (✓) one).
  - (a) Below 25 years
  - (b) 25-40 years
  - (c) Over 40 years
3. Professional qualifications (Tick (✓) one).
  - (a) SI
  - (b) Diploma
  - (c) UT Graduate
  - (d) Graduate

**APPENDIX B**

**QUESTIONNAIRE FOR HEADTEACHERS**

This questionnaire seeks information on how guidance and counselling is carried out in secondary schools of Mathioya Division, Muranga District.

**PART II**

Please respond to the items given here below. The information you give will be treated as private and confidential and will be used for research purposes only.

Do not write your name on this questionnaire.

Please complete this section by going through it. Check ( ✓ ) the items that apply to you unless a different direction is given.

**PART I**

1. Gender (Tick ( ✓ ) one).
  - (a) Male ( )
  - (b) Female ( )
2. Age (Tick ( ✓ ) one)
  - (a) Below 25 years ( )
  - (b) 25-40 years ( )
  - (c) Over 40 years ( )
3. Professional qualifications (Tick ( ✓ ) one)
  - (a) SI ( )
  - (b) Diploma ( )
  - (c) UT Graduate ( )
  - (d) Graduate ( )

4. Years you have been as principal (Tick ( ✓ ) one)
- (a) Below 5 years ( )
- (b) 5-10 years ( )
- (c) Over 10 years ( )

**PART II**

1. What does Guidance and Counselling mean to you.

(Tick ( ✓ ) one)

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2. Does your school provide guidance and counselling services to the students' (Tick ( ✓ ) one).

Yes ( )

No ( )

3. If your answer in question 2 is 'Yes', who then is responsible for Guidance and Counselling in your school (Tick ( ✓ ) one)

- (a) Trained counsellors ( )
- (b) Subject teachers ( )
- (c) Class teachers ( )
- (d) TSC appointed counsellor ( )
- (e) School administrators ( )
- (f) Other (Please specify)

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4. How is guidance and counselling conducted in your school?

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5. When new students come to your school either in Form One or in other classes, are they guided and counselled?

(Tick ( ✓ ) one)

Yes  ( )

No  ( )

6. Please can you specify how new students in your school are given orientation.

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7. Do you invite professionals to discuss their careers with your students? (Tick ( ✓ ) one).

Yes  ( )

No  ( )

8. How are subject and career choices by students organized in your school?

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9.2. What kind of assistance does your office give to the Guidance and Counselling Department in your school?

(a) Excellent

(b) Good

(c) Fair

13. Do students accept and take advantage of guidance and counselling services? (Tick (✓) one)

10. Should Guidance and Counselling be left to the counsellor only (Tick (✓) one)

(c) Yes ( )

14. When Guidance and Counselling is done? ( )

(a) If 'Yes', why should it be left to the counsellor only?

(a) When there is a problem

(b) All the time

(c) Not sure

(b) If 'No', why is it so?

(c) Give possible suggestion of anybody else who should be involved.

15. Write down the problems and other information that you consider important for the Guidance and Counselling Department.

(a) Problems facing Guidance and Counselling

11. Do you seek the assistance of the counsellor when trying to solve discipline problems? (Tick (✓) one).

Yes ( )

No ( )

12. How would you rate the teacher-student relationship in your school? (Tick ( ✓ ) one).

(a) Excellent ( )

(b) Good ( )

(c) Fair ( )

13. Do students accept and take advantage of guidance and counselling services (Tick ( ✓ ) one).

(a) Yes ( )

(b) No ( )

(c) Not sure ( )

14. When is Guidance and Counselling conducted in your school (Tick ( ✓ ) one).

(a) When there is a problem ( )

(b) All the time ( )

(c) Not sure ( )

(c) Any other (Specify)

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15. Write your comments and other information that you consider important for me to know regarding:

(a) Problems facing Guidance and Counselling programme in schools.

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- (b) Possible ways which can be used to strengthen the Department of Guidance and Counselling.

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This questionnaire seeks information how Guidance and Counselling is carried out in secondary schools of the Division of Muranga District.

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Please respond to all questions as honestly and accurately as possible. The information given will be treated as private and confidential and will be used for research purposes only.

Do not write your name on this questionnaire.

#### PART I

1. My school is called \_\_\_\_\_
2. My class is \_\_\_\_\_
3. Sex (Tick (✓) one).  
Male \_\_\_\_\_  
Female \_\_\_\_\_
4. Your actual age (Please be honest) \_\_\_\_\_

#### PART II

In this Section there are two probable answers

Yes ( ) No ( )

Please complete this section by going through it and checking the items that apply to you unless a different instruction is given.

## APPENDIX C

### QUESTIONNAIRE FOR STUDENTS

This questionnaire seeks information how Guidance and Counselling is carried out in secondary schools of Mathioya Division of Muranga District.

Please respond to all questions as honestly and accurately as possible. The information given will be treated as private and confidential and will be used for research purposes only.

Do not write your name on this questionnaire.

#### **PART I**

1. My school is called \_\_\_\_\_
2. My class is \_\_\_\_\_
3. Sex (Tick (✓) one).  
Male ( )  
Female ( )
4. Your actual age (Please be honest)  
\_\_\_\_\_

#### **PART II**

In this Section there are two probable answers

Yes ( ) No ( )

Please complete this section by going through it and check (✓) the items that apply to you unless a different instruction is given.

1. (a) Do you know what Guidance and Counselling is ?

Yes  other institutions which (for higher

No  (one).

(b) If Yes what is Guidance and Counselling in two sentences

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Do you know which teacher is in-charge of Guidance and Counselling in your school? (Tick (✓) one).

Yes

Yes

No

3. When faced with a problem, are you able to seek help from your school counsellor?

3. Has your school counsellor talked with you about your future educational and career plans?

(Tick (✓) one).

Yes

9. When teaching, do your teachers discuss the subjects which are related to the subjects they teach?

4. Do you know the kind of career you would like to join after school? (Tick (✓) one).

Yes

10. Do you know how to choose the courses that you would like to study at the University?

4. Do you know the kind of education background required for the career you would like to join? (Tick (✓) one).

Yes

No

6. Do you get information you want and need about colleges and other institutions which offer higher education?

(Tick (✓) one).

Yes ( )

No ( )

7. Has your school counsellor discussed with you, approaches of solving problems which might be facing you? (For instance fear of exams)

(Tick (✓) one).

Yes ( )

No ( )

8. When faced with a problem, are you comfortable to talk it over with your counsellor or with your teachers? (Tick (✓) one).

Yes ( )

No ( )

9. When teaching, do your teachers discuss the various jobs which are related to the subjects they teach? (Tick (✓) one).

Yes ( )

No ( )

10. Do you know how to choose the courses that you would like to study at the University?

(Tick (✓) one).

Yes ( )

No ( )

11. Are your teachers willing to help you in studies after the classes are over? (Tick (✓) one).

Yes ( )

One ( )

12. What kind of study habits do you have?

(Tick (✓) one).

(a) I study when I feel like studying ( )

(b) I study when told to study by my teachers ( )

(c) I study when exams are near ( )

(d) Any other (Specify)

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13. (a) Do you have a chance of meeting with other students in school to discuss problems which might be facing you?

(Tick (✓) one).

Yes ( )

No ( )

13 (b) How often do you meet?

(a) Once a week ( )

(b) Twice a week ( )

(c) Once a month ( )

(d) Any other (specify) \_\_\_\_\_

1. (a) Do you know what Guidance and Counselling is ?

Yes  ( )

No  ( )

(b) If Yes what is Guidance and Counselling in two sentences

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2. Do you know which teacher is in-charge of Guidance and Counselling in your school? (Tick (✓) one).

Yes  ( )

No  ( )

3. Has your school counsellor talked with you about your future educational and career plans?

(Tick (✓) one).

Yes  ( )

No  ( )

4. Do you know the kind of career you would like to join after school? (Tick (✓) one).

Yes  ( )

No  ( )

5. Do you know the kind of education background required for the career you would like to join? (Tick (✓) one).

Yes  ( )

No  ( )

6. Do you get information you want and need about colleges and other institutions which offer higher education?

(Tick ( ✓ ) one).

Yes ( )

No ( )

7. Has your school counsellor discussed with you, approaches of solving problems which might be facing you? (For instance fear of exams)

(Tick ( ✓ ) one).

Yes ( )

No ( )

8. When faced with a problem, are you comfortable to talk it over with your counsellor or with your teachers? (Tick ( ✓ ) one).

Yes ( )

No ( )

9. When teaching, do your teachers discuss the various jobs which are related to the subjects they teach? (Tick ( ✓ ) one).

Yes ( )

No ( )

10. Do you know how to choose the courses that you would like to study at the University?

(Tick ( ✓ ) one).

Yes ( )

No ( )

11. Are your teachers willing to help you in studies after the classes are over? (Tick (✓) one).

Yes ( )

One ( )

12. What kind of study habits do you have?

(Tick (✓) one).

(a) I study when I feel like studying ( )

(b) I study when told to study by my teachers ( )

(c) I study when exams are near ( )

(d) Any other (Specify)

---

---

---

13. (a) Do you have a chance of meeting with other students in school to discuss problems which might be facing you?

(Tick (✓) one).

Yes ( )

No ( )

13 (b) How often do you meet?

(a) Once a week ( )

(b) Twice a week ( )

(c) Once a month ( )

(d) Any other (specify) \_\_\_\_\_

14 Are students involved in making decisions which affect them? (Such as outings, half term break and choosing of prefects) (Tick ( ✓ ) one).

Yes ( )  
No ( )

15. Are you satisfied with subject selections you made when joining Form Three? (Tick ( ✓ ) one).

Yes ( )  
No ( )

16 Do you feel that your school experiences are of great help in assisting you to be what you would like to be? (tick ( ✓ ) one).

Yes ( )  
No ( )

(b) Why do you feel like that?

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Strongly agree ( )  
Agree ( )  
Undecided ( )  
Disagree ( )  
Strongly disagree ( )

3. I get along very well with my teachers. (tick ( ✓ ) one).

Strongly agree ( )

### PART III

Each of the statements on this questionnaire expresses a problem faced by secondary school students. You are to indicate on a five-point scale the extent of agreement between the feeling expressed in each statement and your personal feelings. The five points are:

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

1. I am always faced with financial problems (Tick (✓) one).

- Strongly agree ( )
- Agree ( )
- Undecided ( )
- Disagree ( )
- Strongly disagree ( )

2. My study habits are not promising (Tick (✓) one)

- Strongly agree ( )
- Agree ( )
- Undecided ( )
- Disagree ( )
- Strongly disagree ( )

3. I get along very well with my teachers.  
(Tick (✓) one).

- Strongly agree ( )

7. I am nervous of the Mock/N.C.S.E. examination. (Tick (✓) one).
- Agree ( )
- Undecided ( )
- Disagree ( )
- Strongly disagree ( )

4. I fear being seen going to the guidance and counselling room (office) due to its location. (Tick (✓) one).

- Strongly agree ( )
- Agree ( )
- Undecided ( )
- Disagree ( )
- Strongly disagree ( )

5. Guidance and counselling teacher is a person who can keep a secret (Tick (✓) one).

- Strongly agree ( )
- Agree ( )
- Undecided ( )
- Disagree ( )
- Strongly disagree ( )

6. I am scared of being defeated by other students in the class. (Tick (✓) one).

- Strongly agree ( )
- Agree ( )
- Undecided ( )
- Disagree ( )
- Strongly disagree ( )

7. I am afraid of the Mock/K.C.S.E. examinations (Tick (✓) one). Strongly agree ( )  
 Agree ( )  
 Undecided ( )  
 Disagree ( )  
 Strongly disagree ( )
8. The society expects a lot from me and I feel I am unable to meet its expectation. (Tick (✓) one)  
 Strongly agree ( )  
 Agree ( )  
 Undecided ( )  
 Disagree ( )  
 Strongly disagree ( )
9. I am confused about choosing the kind of job I would like to do in the future. (Tick (✓) one).  
 Strongly agree ( )  
 Agree ( )  
 Undecided ( )  
 Disagree ( )  
 Strongly disagree ( )
10. I am afraid of being caught smoking by the teachers (Tick (✓) one)  
 Strongly agree ( )  
 Agree ( )  
 Undecided ( )  
 Disagree ( )  
 Strongly disagree ( )

11. Our teachers do not behave the way they are supposed to behave (Tick (✓) one).

Strongly agree ( )

Agree ( )

Undecided ( )

Disagree ( )

Strongly disagree ( )

12. Most of the problems in schools could be avoided if students are guided and counselled as soon as they join Form One (Tick (✓) one).

Strongly agree ( )

Agree ( )

Undecided ( )

Disagree ( )

Strongly disagree ( )

2. Sex (Tick (✓) one).

Male

Female

3. Age (Tick (✓) one).

(a) Below 25 years ( )

(b) 25-40 years ( )

(c) Over 40 years ( )

4. Professional qualifications (Tick (✓) one)

(a) Graduate ( )

(b) Diploma ( )

(c) SI ( )

(d) UT Graduate ( )

## APPENDIX D

### QUESTIONNAIRE FOR TEACHERS

This questionnaire seeks information on how guidance and counselling is carried out in secondary schools of Mathioya Division, Muranga District.

Please respond to all questions as honestly and accurately as possible. The information given will be treated as private and confidential and will be used for research purposes only.

Do not write your name on this questionnaire.

#### PART I

1. School. Write name of your present school  
\_\_\_\_\_  
\_\_\_\_\_
2. Sex (Tick (✓) one).  
Male ( )  
Female ( )
3. Age (Tick (✓) one)  
(a) Below 25 years ( )  
(b) 25-40 years ( )  
(c) Over 40 years ( )
4. Professional qualifications (Tick (✓) one)  
(a) Graduate ( )  
(b) Diploma ( )  
(c) S1 ( )  
(d) UT Graduate ( )

(e) Any other (Specify) \_\_\_\_\_

(a) Report to the principal \_\_\_\_\_

(b) Refer them to the counsellor \_\_\_\_\_

(c) Try to help them, then ask assistance if you \_\_\_\_\_

to solve the problem

5. Years of teaching experience (Tick ( ✓ ) one)

0-5 years ( )

6-10 years ( )

11-15 years ( )

16-20 years ( )

20 and above years ( )

6. Other responsibilities that you have in school besides regular teaching.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6.(a) \_\_\_\_\_

\_\_\_\_\_

Yes

No

### PART II

1. (b) Does your school have guidance and counselling programme (Tick ( ✓ ) one).

Yes ( )

No ( )

2. Are teachers involved in making important decisions in the school (Tick ( ✓ ) one).

Yes ( )

No ( )

3. When you find students with problems such as truancy, taking drugs, poor study habits etc, what do you do?

7. What are some of (Tick (✓) one). students

- (a) Report to the principal ( )
- (b) Refer them to the counsellor ( )
- (c) Try to help them, then ask assistance if unable to solve the problem ( )
- (d) Any other (Specify) \_\_\_\_\_

4. When teaching your subjects, do you find time to talk to your students on good study habits and career opportunities? (Tick (✓) one).

- Yes ( )
- No ( )

5. Apart from teaching would you be interested in students lack of fees (Tick (✓) one).

8. How do the students deal with ( ) problems mentioned above? For each problem you have ( ) indicate how

6.(a) Are you willing to assist in guidance and counselling in your school (Tick (✓) one).

- Yes ( )
- No ( )

(b) If Yes, what kind of assistance could you give.

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(c)

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7. What are some of the problems students face in school?

(Tick (✓) one)

i. Yes \_\_\_\_\_  
No \_\_\_\_\_

10. ii. When students have academic problems (concentration, note taking, understanding)

iii. comfortable to come to you?  
(Tick (✓) one)

iv. Yes \_\_\_\_\_  
No \_\_\_\_\_

11. v. When students have personal problems (being shy, lack of friends, drug taking) are they free to come to you?

vi. (Tick (✓) one)  
Yes \_\_\_\_\_

8. How do the students deal with the problems mentioned above (for each problem you have mentioned indicate how students deal with it?)

(a) i. The way it is supposed to be? (Tick (✓) one)  
Yes \_\_\_\_\_

ii. \_\_\_\_\_  
(b) If Yes, why do you think so?

iii. \_\_\_\_\_

iv. \_\_\_\_\_

(c) v. If No, why do you think so? \_\_\_\_\_

vi. \_\_\_\_\_

9. When you come across students with problems do you alert counsellor teacher (Tick ( ✓ ) one).

Yes : ( )

No ( )

10. When students have academic problems (lack of concentration, note taking, understanding) are they comfortable to come to you?

(Tick ( ✓ ) one).

Yes ( )

No ( )

11. When students have personal problems (being shy, lack of friends, drug taking) are they free to come to you?

(Tick ( ✓ ) one).

Yes ( )

No ( )

12. According to you, is guidance and counselling carried out?

(a) The way it is supposed to be?(Tick ( ✓ ) one)

Yes ( )

No ( )

(b) If Yes, why do you think so?

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(c) If No, why do you think so ?

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13. Give suggestions on how guidance and counselling services can be strengthened in our secondary schools.

i. \_\_\_\_\_

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ii. \_\_\_\_\_

\_\_\_\_\_

iii. \_\_\_\_\_

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iv. \_\_\_\_\_

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v. \_\_\_\_\_

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