

UNIVERSITY OF NAIROBI
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

**FACTORS THAT INFLUENCE STUDENTS PERCEPTION OF COUNSELORS
ROLES AND FUNCTIONS IN INSTITUTIONS OF HIGHER LEARNING: A
CASE OF UNIVERSITIES AND COLLEGES IN MOUNT KENYA EAST
REGION**

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C50/64987/2013

**Research Project Report Submitted in Partial Fulfilment of the Requirements for
the Award of the Degree of Master of Arts in Sociology (Counseling), University of
Nairobi**

NOVEMBER, 2017

DECLARATION

This research project is my original work. It has not been submitted for a degree in this or any other University

.....

WILLIAM WILLYS

.....

DATE

This project has been submitted for examination with my approval as the University supervisor.

.....

PROF. EDWARD MBURUGU

.....

DATE

DEDICATION

I dedicate this project to my client students, and my family.

ACKNOWLEDGEMENTS

I would like to first and foremost thank God for giving me the ability to bring this work to completion.

My profound gratitude to my supervisor Prof. Edward Mburugu for his commitment, thoroughness and detailed assessment of my work.

I also wish to thank all the respondents for their cooperation and participation in the study.

Deep appreciation goes to my family for their great assistance, love and encouragement during this programme. To you all may God richly bless you.

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ABBREVIATIONS AND ACRONYMS

CAS	Council for the Advancement of Standards
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IACS	International Association of Counseling Services
ICT	Information and Communication Technology
MoE	Ministry of Education
NCST	National Council Science &Technology
NAGADA	National Agency for the Campaign against Drug Abuse
SPSS	Statistical Packages for Social Sciences
SSSU	Student Support Service Unit
ZOU	Zimbabwe Open University

ABSTRACT

The purpose of this study was to critically examine university students' perception of counselors' roles and functions in Kenyan universities located in the East region of Mount Kenya. The objectives were to establish the influence of counselors gender on the students perception on counselors roles and functions, determine the influence of counselors age on the students' perceptions of the counselor's role and functions and to examine the influence of skills and competence on the students' perception of counselors' roles and functions. The study adopted a descriptive research design. The target population was 5,568 students drawn from the Kenyan universities and Colleges located in the East region of Mount Kenya. A total of 120 respondents were sampled using systematic stratified sampling technique. Data was collected using questionnaire and interview schedules. Data was analysed using descriptive statistics such as the frequency, means, tables and percentages. The qualitative data was analysed using content analysis. The study established that most of the respondents had confidence in the counselors' roles and functions. The study further established that the counselors' age influenced the students' perception of the counselors' role and function as the elderly counselors were perceived to be experienced, knowledgeable and mature in handling issues. The counselors' gender influenced the students' perception of the counselors' role and function. The findings revealed that counselors' skills and competence were important determinant of the students perception of the counselors role and functions as those perceived incompetent were thought as inappropriate for help with personal problems. The study recommended that the universities should employ experienced counselors who have worked long enough and are advanced in age so that the students do not see them as their peers. This is due to the fact that the elderly counselors were found to be appealing to the students. The study further recommended that the Universities put more resources in hiring counselors of both gender so as to give the students more room for choice of their preferred counselor. Finally the study recommended that the University should only employ counselors with the right qualification to enhance the students' confidence on the counselors.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This study is geared toward assessing the perception of university students towards counselors' roles and functions. In this chapter, the introduction will briefly explain of primary terms in the study, the background to the study, problem statement, the purpose or objective of the study, the significance and delimitation would be discussed. The research questions and the organization of the study would also be hashed out.

1.1 Background of the Study

The fundamental reason why a lot of resources are invested in the Guidance and counseling services of university students is for them to be well positioned for the betterment of their individual life, enjoy their career choices and attained their life aspirations. A tertiary establishment can be seen as an unmistakable socio-social framework that contains an assorted variety of new encounters for understudies which invigorates changing reactions and discernments (Tinsley et al., 2001). Though, there are many changes in a person's lifetime; for some, understudies entering college and College, this is the real progress in their lives.

In reality, the progress from secondary school to college/school can be viewed as a perplexing life occasion for understudies since they experience another condition (Fisher, 2006) and confront specific issues, for example, managing scholarly weight, differing social set up, growing new relational connections, sorting out their chance, utilize recently discovered opportunity and dealing with their own funds. Every last one of these issues requests a level of alteration. College understudies worldwide are tested by the immense measure of information accessible, which requests an abnormal state of capacity in arranging, assessing and gathering (McCarthy et al., 2010). Most understudies will adapt to every one of these difficulties however some see the difficulties diversely without looking for help from proficient advocates. School is a period of improvement, change and connections (Turner and Bradley, 1991). As students register through classes, they are likewise occupied with dynamic psychological and passionate advancement. This procedure advances more noteworthy many-sided quality of thought and articulation

of feeling and can demonstrate a turbulent trip for a few understudies (Cohen and Wenner, 2006). As understudies accomplish more elevated amounts of intellectual and passionate improvement, they turn out to be more mindful, in the meantime, take part in a parallel procedure of interfacing with others in intricate and energizing ways.

Research has shown that wellsprings of recognition are not bound to situational factors. They are identified with other inclining factors, for example, connection, identity, bring down confidence, sexual orientation, and age. Moreover, a portion of the social and passionate issues experienced by college/undergrads may, to some extent, be because of the specific attributes of this phase of self-improvement (Gladding, 2004). Holmberg(2003) brought up that the season of entering college is one that matches with a gigantic physical and character emergency determination for some understudies, consequently the view of the understudies on the parts and elements of advisor's ought to be drawn from a powerful source to enable them to conform to individual and enthusiastic difficulties (Woosley and Shepler,2011).

An examination led by Angela et'al (2012) uncovered that understudies themselves bring inherent observations and the college gives extraneous, these are two unmistakable groupings of recognition which frame a premise to look for direction and advising administrations or not .This ought to be tended to by the partners in order to upgrade change, acknowledgment and comprehension of their basic parts and capacities played by advisors. With natural measures understudies can practice a level of control over issues identifying with change, including readiness to look for scholastic help, responsibility towards profession and grasp college culture. In spite of these being inside related measures; the colleges need to consider how they can encourage understudy strengthening, responsibility and a mutual feeling of having a place and also the want to look for help from energetic and supportive guiding staff.

Multicultural counseling professionals stressed that clients from different ethnic and cultural backgrounds might perceive and prefer counseling theories, models, concepts, techniques, and skills differently (Sink and Yillik, 2004). The counseling profession was borrowed from Western thinking about human problems and is anchored on Western philosophies, values and culture. Sink and Yillik (2004) pointed out that, clients from

different ethnic or cultural background have the problem of incompatibility or conflicts when being counseled by a counselor employing western counseling theories, philosophies, models, concepts, skills and techniques. For example, due to profound differences of the essence between Eastern culture and Western counseling theories, Asian or African clients might perceive a counselor's performance differently from Caucasian clients. The importance of culture and its impact on counseling cannot be ignored in universities given that they are multicultural entities.

Getachew et al. (2014) indicated that the most common sources of information are word of mouth, media, culture, past experiences and personal experiences which determine positive or negative understanding of counselors' roles and functions. Students who believe their counselors will probably remain in advising and get the help expected to enhance their scholarly, individual and profession encounters. In any case, the encounters of students among various races in USA demonstrate that dark students are not liable to look for the administrations of a counselor and are probably going to end advising rashly (Turner and Quinn, 1999). One explanation behind this example is an absence of trust in counselors, who are seen as speaking to the foundation or establishment that has no customers' enthusiasm on the most fundamental level (Wallace and Constantine, 2005).

Watson (2012) agrees with many examination discoveries which have demonstrated that the parts and elements of college/school counselors might be seen uniquely in contrast to one gathering of students to another, regardless of whether profound or proficient counselors'. The discernments may likewise fluctuate among students inside a solitary college or school. It is essential for counselors to comprehend the way students saw parts and capacities in order to give viable administrations.

1.2 Statement of the Problem

Throughout the years, much research has been done to show how partners see the school and school counselor's part. Most students finish tertiary level tutoring without having a thought with regards to the occupation to seek after (Kelechie and Ihuoma, 2011). As per Kelechie and Ihuoma (2011) students don't settle on educated profession decision since they are to a great extent affected by their companions and guardians' inclination for

specific vocations. School counselors are not huge in the basic leadership process since students may have some discernment about these counselors which keeps them from looking for direction and advising on profession decisions.

Besides academic needs, young people in the contemporary society today experience several conflicting, distracting, troublesome and upsetting circumstances. In the past youngsters for the most part had a tendency to depend on the counsel, knowledge and judgment of their senior citizens. In current circumstances, attributable to their presentation to the next social milieu through broad communications, books, and travel, and to some degree through individual contact with others, they are enticed to copy different modes and examples of conduct. The myriad of issues bombarding the students require the services of a counselor to provide guidance and counseling services. However, the number of students seeking counseling services has been described as dismally small despite the services being available in the institutions (Bowers & Hatch, 2002). Fia (2011) grasped an examination of course and exhorting organizations in schools in the Ho Municipality, Ghana. He uncovered that educational, expert, and individual social directing were lacking in schools in Ho even where some of them had plainly separated directing focuses to provide food for the requirements of customers. This begs the question as to the perception of the students on the counselor's role and function.

Different partners' including students' view of the school counselor's parts and capacities have been considered after some time. Notwithstanding, the elements influencing the students' impression of the councilor part and capacity have not been surveyed. For example, an investigation directed by Kuhn (2004) looked at the students' perception of the counselors' role and function, but did not look at the factors influencing the students' perception of the school counselor. The study proclaimed that the study was confined in the secondary schools. There is however, dearth of information on the factors affecting the students' perception on counselors' roles and functions. The examination purposed to take a gander at college students' impression of the parts of advisors and the capacities related with those parts. Knowing the impression of understudies with respect to the parts

and elements of the school guide was vital on the grounds that it enables advisors to better see how to address student needs.

1.3 Purpose of the Study

The purpose of this study was to critically examine the perception of students on counselors' roles and functions with a view of understanding factors influencing perceptions, their sources of perception, the desired counseling services and the impact of their perception on counselors' functions.

1.4 Research Questions

- i. How do university students view different counseling styles and services?
- ii. Which factors influence students' perceptions of the counselor's role and functions?
- iii. Which factors hinder the students from understanding counselors roles and functions?
- iv. Which guidance and counseling services are desired by college and university students?
- v. What is the impact of university and college students' perception on to the roles and functions of counselors?

1.5 Objectives of the study

1.5.1 Main Objective

The main objectives of this study was to critically examine university students' perception of counselors' roles and functions in Kenyan universities located in the East region of Mount Kenya.

1.5.2 Specific Objective

This study was guided by the following specific objectives:-

- i. To establish the influence of counselors gender on the students perception on counselors roles and functions;
- ii. To determine the influence of counselors age on the students' perceptions of the counselor's role and functions;

- iii. To examine the influence of skills and competence on the students' perception of counselors' roles and functions.

1.6 Significance of the Study

This research intends to examine the perception of university students of counselors' roles and functions in Kenyan universities located in the East region of Mount Kenya with a view of filling in gaps from the previous researchers work especially the impact of students' perception towards counselors function and roles at university level. The study shall also identify research gaps and create new thoughts or information in the region of students' wellsprings of discernments which antagonistically impact utilization of advising administrations. The study might likewise produce data to enhance the database for future analysts in the territory of students observations, this data will give a stage to counselors preparing and limit building.

It will give refreshed data which will upgrade the comprehension of the parts and capacities counselors in enhancing administration conveyance. The discoveries will likewise be extremely valuable to watchmen, coaches, training suppliers, wellbeing suppliers and profound pioneers in managing the contemplations and feelings that shape conduct of the view of students. The discoveries of this investigation will help the administration, non-legislative associations, and scholarly foundations (particularly, the colleges) to advance mindfulness on advantages of advocate's parts and capacities, as future pioneers, understudies need to teach the soul of volunteerism into themselves keeping in mind the end goal to help themselves , their companions , social orders and the country in general.

1.7 Scope and Limitations of the Study

1.7.1 Scope of the Study

The study involved students in Kenyan universities located in the Eastern region of Mount Kenya. It also entailed; examining the factors influencing students' perceptions of the counselor's role and functions; establishing the student perceptual differences that exist in counselors roles and functions; examining factors hindering students from understanding counselors roles and functions; assessing students' perceptions on

desirable guidance and counseling services; examining the impact of students perception on counselors functions and roles.

1.7.2 Limitations of the Study

This study anticipated that the following were the limitations; some respondents may have limited had access to information related to this study. Be that as it may, the specialist conquered this by guaranteeing them that the data acquired would be shared to them and would not be uncovered to any individual. The scientist foreseen to experience circumstances of uncooperative respondents who may not will to reveal vital data on the subject under scrutiny. The greater part of the respondents were not prepared to answer the surveys properly and this could have made the analyst to miss imperative data from them. The analyst expounded the significance of the investigation to them so as to collaborate and take an interest by delivering applicable archives of the examination including a demand letter from the pertinent specialists. The respondents in the examination were not prepared to answer the inquiries coordinated by the specialist for being deceived. The specialist disclosed to them that the data won't be shared to anyone and might be utilized for scholastic purposes.

1.8 Assumptions of the study

The investigation made the accompanying assumptions;

- i. The respondents gave the expected data to the best of their insight.
- ii. All university /college students were exposed to the same counseling service hence they had requisite information regarding perception of the counselors roles and functions.
- iii. The emerging issues and problems affecting students at college or university level could be addressed appropriately by establishing the effective guidance and counseling units.
- iv. There was no direct relationship between the source of information and students perception of counselor's' functions and roles.

1.9 Definitions of Significant Terms

Critical Incidents

Defined as the amount of suicides, suicide attempts, high level violence, and low level violence that occurs per year in schools that have not implemented the Comprehensive Guidance Counseling Program.

Counseling

Is the appearing of helping the customer to see things all the more unmistakably, perhaps from an other view point. This can empower the customer to concentrate on sentiments, encounters, occasions or direct with an objective to enabling positive change.

Desired Counselors

Refers to acceptable or expected services by students from their respective counseling unit.

Guidance and counseling programme

Alludes to an extensive variety of issues influencing students, for example, budgetary, mental, social, scholarly, profession, formative and medication mishandle and habit

Students

Refers to a learner in college or university pursuing a particular course of study.

Sources of perceptions

Refers to how students determine what they feel or see or interact and act upon the world through the environment, peers, mass media, neighbours etc,

Perceptions

Means toward picking up a savvy enthusiasm for the estimations of individuals; comprehension or understanding into individuals or articles.

Roles and Functions

Administrations recognized as being rendered by school/school guides, which may similarly be contained inside the three spaces of individual/social, academic, and livelihood.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The related literature review was discussed in tandem with the study of objectives, then presented as follows; the introduction on the status of counseling in colleges and universities at global level, in Africa and Kenya; bring out the gaps through summary, theoretical framework and conceptual framework.

Perception isn't reality yet discernment is regardless exceptionally pertinent with respect to how people come to comprehend reality. In addition, recognition tends to drive conduct and choices made by customers. Cultural assimilation is viewed as the degree in which the states of mind, practices, qualities, and personalities of people from one culture end up noticeably altered and more like that of their host culture, because of contact with that host culture's standards and conventions (Moyerman & Forman, 1992).

2.2 Overview of Counseling

Counseling is defined as a learning focused process, carried on in a straightforward coordinated social condition, in which the advocate, professionally equipped in important mental aptitudes and information, tries to help the customer by strategies fitting to the last's need and inside the setting of the aggregate work force program to figure out how to put such comprehension into impact in connection to all the more obviously saw, practically characterized objectives to the end that the customer may turn into a more joyful and more gainful individual from the general public (Gustad, 1953). Rodgers, (1952) portrays directing as the procedure by which the structure of the self is casual in the wellbeing of the customer's association with the specialist, and already denied encounters are seen and after that incorporated into an adjusted self. Guiding includes achieving successive changes over some stretch of time prompting a set objective. These definitions push that counsellor-counsee relationship isn't easygoing, obvious actuality and systematic however that it is portrayed by warmth, responsiveness and comprehension. Guiding is worried about achieving a deliberate change in the customer. To this end, the guides gives offices to help accomplish the coveted change or settle on

the appropriate decision. The customer alone is in charge of the choice or the decisions he makes, however the instructor may aid this procedure by his glow and understanding relationship (Blocher, 1966).

Advising almost certainly existed in some shape since the most punctual reference purpose of human improvement. Man almost certainly searched for comfort, help and solace from family and close accomplices. In any case, it is only the current past that coordinating rose as a specific branch of mind science. Display day coordinating is a consequence of the informative system more especially of the American preparing structure. It has significant draw in the stress for a man's adaptability, rights, nobility and worth of individual. Numerous scholars hold the view that man's fundamental nature is neither great nor insidious, yet is nonpartisan. The cutting edge logical state of mind supports this view. As indicated by empiricist and target point of view, man is neither great nor terrible by nature, however has possibilities to create in either course. At the point when conditions are great the individual is probably going to act in 'great' ways and when they are unfriendly, he may figure out how to carry on in a bothersome or 'terrible' ways. In the event that man's basic nature is neither great nor awful, contingent upon the common conditions and conditions, man's move make the kind of goodness or end up plainly polluted with malicious. On the off chance that reasonably helped, he can turn into an innovative and productive individual and if misled he can end up plainly risky to society, (Fuster, 2004). This study tries to build up the components affecting the assistance looking for conduct among the optional school students.

The school guiding calling is one in which the scholastic accomplishment of all students is the focal objective (ASCA, 2005) while concentrating on the relations and collaborations amongst students and their condition with a specific end goal to lessen the impacts of ecological and institutional variables that don't enable students to accomplish scholastically (Education Trust, 2009). So as to add to the accomplishment of students and schools, the American School Counselor Association (ASCA) (2005) has put forward a system under which thorough school guiding projects should concentrate on scholastic accomplishment by working with students in three spaces: scholarly, vocation, and

individual/social with the objective to advance the learning procedure. A far reaching guidance and directing project is one that is organized and sorted out in a school area serving students from kindergarten through secondary school graduation (Whiston and Aricak, 2008). The ASCA National Model was produced to help school counselors in making, executing and assessment a complete formative school advising program (Whiston and Quinby, 2009). These projects have anticipation as the essential concentration and are intended for showing all students pertinent formative errands and abilities (Aluede, Imonikhe, and Afen-Apaida, 2007).

2.3 Roles and Functions of Counselors

School counselors today acknowledge an extensive variety of commitments and endeavors in light of the specific wants of understudies and school districts (Mclean, 2006). The school coordinating calling has progressed from an early focus on business change into "the present finish, developmental, and synergistic school directing undertakings" (Paisley and McMahon, 2001; Dekruyf, 2008).

Thusly, in the previous twenty years, school advisors have moved from offering associations to singular understudies to giving a wide program that passes on A particular formative school bearing and overseeing model started to get prominence in the United States in the 1990s. As per promoters of this model, tended to by Gysber et al (1992) and Myrick (1993), the thought ought to be on the understudy's precious, social, instructive and business needs, and aides are required to move to an ability based organizing structure. The controlling benchmarks for drawing out such a program were proposed by Myrick (1993). These join that it ought to have a flexible, managed and sorted out enlightening modules that watches out for the issues of all understudies, ought to be created in to the instructive methodology, incorporate all school staff including the people who give prompting organizations, and should help understudies to learn effectively.

To extend the exchange on the recorded headway of school controlling, a colossal number of suppositions with reference to what the teacher's part incorporates are

presented in this fragment. Regardless, in view of realistic considerations coordinated by the possibility of the present diagram, uncommon complement will be determined to the consultant's part concurring the American point of view. This approach is supported in that school controlling in Saudi Arabia is unequivocally prejudiced by the American school of supposed. Urging in its bleeding edge shape climbed and made in an American space, and the early school planning and heading program concentrated on word related data. Notwithstanding, because of changes in the social and budgetary condition, there was a call for school consultants for work with all understudies and address a gathering of individual, social, calling, and instructive formative needs. Thusly, to depict the instructor's part and propose as to help the understudies to build up their instructive, social calling and individual quality; to engage them to make sound inclinations, qualities and powerful points of view; to request that they value themselves and their capacities and acknowledge school works out; to assess their scholarly advance; to empower them to fit in with class and increase particular fulfillment.

Overall, the bit of the school advocate is making. School advocates today perceive an expansive collection of obligations and errands in setting of the particular needs of understudies and school zones (McClean, 2006). The school supervising calling has progressed from an early focus on occupation change (Aubrey, 1991) into "the present finish, developmental, and gathering orchestrated school sorting out meanders" (Paisley and McMahon, 2001; Dekruyf, 2008). Along these lines, in the previous twenty years, school guides have moved from offering associations to specific understudies to giving a broad venture that passes on associations to all understudies (Gysbers and Henderson, 2006; Whiston and Aricak, 2008). By definition, an expansive formative program prompts dealt with social event hones for all understudies, de-underscores authentic and legitimate assignments, requires obligation, and is proactive rather than only responsive (Dekruyf, 2008). A particular formative school heading and overseeing model started to get notoriety in the United States in the 1990s. As indicated by promoters of this model, tended to by Gysber et al (1992); Myrick (1993); Reynolds (1993), and Sears (1993), the thought ought to be on the understudy's precious, social, edifying and calling needs, and advocates are required to move to a limit based coordinating assignment. The controlling

benchmarks for plotting such a program were recommended by Myrick (1993). These unite that it ought to have an adaptable, shaped and arranged educational ventures that keeps an eye on the issues of all understudies, ought to be made in to the enlightening approach, fuse all school staff including the general population who give admonishing associations, and should help understudies to learn practically.

Webber and Mascari (2007) expressed that guiding is the most critical part of the school advising program, and the one by which the instructor's expert personality frequently is set up". Along these lines, advising is frequently viewed as the foundation in the advocate's calling (Gibson et al., 1983). Notwithstanding, so as to take part in successful advising, guides ought to be focused on helping youngsters and ready to set up a relationship in light of trust and regard (Pecherek, 1997). At the end of the day, the directing relationship is framed in light of trust and minding. Authority through directing and direction encourages "persevering esteems, and genuine, open correspondence" (Stephenson, 2004; Merrill-Washington, 2007). Bor et al (2002) specified that a solid and powerful understudy instructor relationship can be built up through the use of sympathy, validity and unlimited positive respect, which requires unqualified minding, tolerating understudies as they seem to be, and tolerating their entitlement to have sentiments.

By and large, directing can be utilized for the motivations behind either counteractive action or intercession. Protection guiding depends on proactive arranging, for example, planning a program to show adapting aptitudes to kids keeping in mind the end goal to enable them to oppose strain to take part in substance manhandle (Baker, 1996). Mediation or emergency and medicinal advising goes for the remediation of existing concerns (Schmidt, 1984). For example, controlling here is on a very basic level stressed over the issues of the understudy, including those identifying with irritating, social dismissal, family crises, scholarly underachievement, misuse, and substance mishandle (Bor et al., 2002). Inside this particular circumstance, guiding urges understudy's near and dear, and social advancement, especially at the period of energy (Remley and Albright, 1988), and makes youths work self-sufficiently (Corey, 1996).

All the all the more especially, coordinating can take one of two structures: solitary controlling and assembling prompting. The past sort is useful and basic in that it urges understudies to reveal information about themselves in private (Dryden and Palmer, 1997). Solitary prompting is in like manner a basic vehicle to empower participation, especially with focus survey understudies (Schmidt, 1999), and it empowers the advocate to inspire data and distinguish issues (Bor et al., 2002).

Gathering advising supports collaboration among understudies, and empowers them to deal with their feelings (Kahn, 1988). Davis (2006) and Steen et al (2007) noticed that social affair coordinating is a convincing plans to offer organizations to fundamental, focus school, and optional school understudies on an extent of subjects. Thompson (2002) watched that small assembling exhorting has been seen to be solid for developing "attitudes, perspectives, qualities, and practices". As showed by an examination coordinated by Myrick and Dixon (1985), 62% of understudies who appreciated collect exhorting sessions exhibited positive behavioral changes and 86% expanded better understanding of themselves.

2.4 Students' Perception of Counselors

The American Counselors Association (2012) watched that the essential part of guiding is to improve student learning through scholarly, profession, individual and social advancement. These ought to be underlined in levels of training. Wisconsin Development Counseling Model echoes this estimation on formative regions; however, brings up that cooperation and legitimate coordination among instructors, counselors, heads, bolster staff and students must be given need. Angela et al. (2012) acknowledge there is disparities between students and counselors regarding their roles and functions, where some perceive counselors as advisers or educators, other view them as intruders. In addition some scholars have argued that certain policies enacted in higher learning institutions act as deterrent to students seeking human services.

Cohen *et al.*,(2006) states that, students seek counseling for various reasons including; questions about sexual orientation, overwhelming stress, persistent sadness, difficult relations, anxiety, intrusive worry, eating concerns, emotional or verbal abuse, loss or

grief, difficult decisions or choices and lack of parental guidance. He asserts that if these concerns are not sufficiently addressed such students are vulnerable to problems, however some student never recognize counselors but seek help from their peers.

Wallace and Constantine (2005) brought up that, the students' impression of their own self-perception and mental self portrait as they relate with the online networking and their companions, makes a mental procedure that enables students to achieve significant data showed through certain conduct. He presumed that recognitions are shaped through prompt condition obtained from peers, guardians, media and neighbors. Self-information ought to dependably go before profession learning (Watson, 2012). The need to set up profession and individual guidance at college is in this manner of national concern.

Student's desires of school counselors are to help with taking care of scholarly issues by creating study aptitudes. Students see the school advisor's part as somebody who knows about school educational modules and can give data about instructive and vocation openings. Students likewise trust in their school instructors as to singular/social issues. It was found in this investigation instructors acknowledge decidedly that the managing division makes a positive responsibility regarding the school's instructional program. Instructors in like manner assumed that advisors enhance instructional ventures, and go about as change authorities in the school regarding understudies' near and dear/social progression, and educational change. Teachers also assumed that school guides illustrated fitting interventions for understudies with extraordinary necessities (Aluede and Imonikhe, 2002).

As per the evaluated thinks about on partners' impression of the school guide's part, respondents were for the most part happy with the part of the school advocate. Another normal finding was that instructors felt emphatically that school counselors were not in charge of managerial obligations, and when they need to do certain undertakings, for example, leading mental examinations, it removed counselors from their expert part (Aluede and Imonikhe, 2002).

Individuals from the examination completed a stock in perspective of state and master rules of preparing for school counsels. The respondents were requested to rate the centrality from specific endeavors on a 5-point Likert size of not gigantic to essential. The review included 20 things. Over 66% of the things were particularly related to coordinating models. Understudies undertaking informational association were requested to respond to the survey from which more than 86% returned usable structures. The respondents assessed non-managing errands including enrollment, testing, record keeping, instruct, custom educational modules help, as the five scarcest basic commitments of the school advocate. In any case, the respondents assessed the errands as crucial parts of the school coordinating undertaking. The examination also settled that individuals assessed giving a shielded setting to understudies to talk, arrange crisis response, helping teachers respond to crisis, giving sensitivity, and helping understudies with changes, as the most fundamental errands of the school advocate. In another examination by Fitch, Newby, Ballestero, and Marshall (2001), it was found that there existed various misperceptions of the piece of the school consultant. In their examination, prepare was not seen as driving endeavors of the school teacher as showed by and large respondents. 33% of the respondents assessed it as either basic or exceptionally basic endeavor. It was revealed that most of the respondents assessed record keeping as a vital commitment. The examinations assumed that it was to the best favorable position of the school advisers for consider how their managers see their part and to upgrade their arranged effort with school principals to pass on the best associations to understudies. As Wagner (1998) granted, understudies' needs are better arranged to be met in light of interest and support among school staff.

2.5 Influence of Counselors Gender on Perception of Counselor

Many examinations have been done on the impacts of sexual orientation in conjunction with other advocate/customer qualities. Advocate sex-part introduction is one factors which has gotten a lot of consideration. Sex-part introduction is the degree to which a man displays attributes judged to be characteristically manly or ladylike, and socially describe, to some degree, in both genders. According to Spence, Helmreich, and Stapp (1975) masculinity and womanliness are without specific estimations and are both present in differing degrees in the two men and ladies. While manly qualities is delineated by more instrumental and self-convincing in nature, refined attributes is portrayed by expressive and social.

As indicated by Feldstein (1982), female counselors from the two sexual orientations were evaluated higher on the Barrett-Lennard Relationship Inventory sizes of empathic comprehension, coinciding, and respect. As indicated by him, manly counselors were appraised higher on unequivocal positive respect. The study found that subjects were all the more eager to unveil to, and favored, male/female and female counselors, paying little respect to sex (Highlen and Russell, 1980). Study by BaniMotes and Merluzzi (1981) found that female counselors were seen as most master while "conventional" (ladylike) counselors were viewed as slightest master. The study discovered male "customary" (manly) counselors to be minimum dependable by the subjects. In a study by Blier, Atkinson, and Geer (1987), contrasting impression of counselors were molded by the customer concerns. The examinations found that, for individual concerns, the subjects were all the more ready to see ladylike sex-part counselors than manly sex-part counselors. Then again, for scholarly concerns, the examinations uncovered that subjects were all the more ready to see manly and hermaphroditic counselors than female counselors.

The impact of counselors' sex-part introduction and sexual orientation on their conduct in real directing sessions and how they are seen by customers, or even how they pick up guiding abilities have gotten little consideration. Fringes and Fong (1984) in his study brought up various imperative issues with in regards to the impacts of guide sex-part

introduction on zones, for example, counselors as students, advocate's connection with customers, and process and advance of directing. This study tries to investigate these inquiries by utilization of exploratory study depicted here.

It is hard to make significant conclusions in regards to the part of sex-part introduction on directing results. Directing "adequacy," is measured utilizing the results. Studies have utilized customer inclinations; change as evaluated by customers; change as appraised by free onlookers; customer fulfillment; customer appraisals of advisor attributes, for example, expertness, allure, and reliability; customer appraisals of instructor states of mind, for example, compassion and unequivocal positive respect; customer readiness to see the guide; et cetera. Moreover, few examinations have utilized real counselors and customers in genuine guiding circumstances (Cook, 1987). Rather, it is normal practice to utilize simple investigations in which non-customer subjects react to tapes or composed depictions of counselors that reflect diverse sex-part introductions.

Scher (1975), in any case, found no imperative responsibility of consultant or client sexual introduction to the desire of result. Basically, Hoffinan-Gratf (1977) found examiner subject sexual introduction coordinating had no basic effect upon the evident counselor qualities or client lead. In an examination by Orlinsky and Howard (1976) individuals completed a study assessing their reactions to various estimations of patient experiences after treatment sessions. The outcomes were deciphered as suggesting that advisor characteristics might be less fundamental than what a male or female master intends to a patient, as youthful single females were most determinedly responsive to male bosses. Tanney and Birk (1976) and Toomer (1978) investigated the investigation on sexual introduction planning (client to consultant) and contemplated that regardless of the way that sex similarity obviously accept a crucial part in psychotherapy, sex organizing alone does not attractively expect a powerful treatment cost.

Research on the effects of guide sexual introduction on coordinating outcomes is uncertain in a couple of examinations, male and female clients have declared more imperative change and satisfaction with female masters than with male insight (Jones,

Krupnick, and Kerig, 1987; Kirshner, Genack, and Hauser, 1978). Customers in another examination felt that female specialists kept all the all the more persuading recuperating affiliations together, however no capabilities were found in customer reports of advance (Jones and Zoppel, 1982). Female subjects have pronounced more fundamental solace revealing to female promoters (Banikiotes and Merluzzi, 1981), and Yanico and Hardin (1985) noted female customers' inclinations for female aides. Feldstein (1982), then again, found that male educators were surveyed higher than female supporters on every last one of the three sizes of the Counselor Rating Form. Bernstein, Hofmann, and Wade (1987) revealed a general inclination for male teachers, while Petro and Hansen (1977) watched male and female advisers for be similarly empathic. Obviously guide sex, without any other individual's information, isn't acceptable to address differentiates in customer affirmations or in result.

Research concerning the wonderful nature of counsel age as a factor in client slant furthermore has been to some degree contradicting. Clayton and Jellison (1975) and Furchtgott and Busmeyer (1981) found for all intents and purposes notwithstanding individuals support more prepared over more young experts. Correspondingly, Donnan and Mitchell (1979) found time of authority, time of client, and the level of correspondence (information assembling instead of empowering) together affected more prepared male and female clients' slants for a counselor. Robiner (1987) looked into the effects of client age and expert age on transference-like projection onto specialists in a more fiery and more settled age condition. This investigation completed clients see pros of relative age as sidekicks. Further, the outcomes of this investigation recommended that paying little regard to clientage, more settled counselors are more plausible than more energetic pros to be seen in parental parts. Regardless, in an investigation which measured client satisfaction with the pro and the treatment relationship, Robiner and Storandt (1983) did not find that client age and consultant age was a joint effect. Their examination seemed to expel age for particular differences in helpful aptitudes as a purpose behind counselor slants among clients. They found that specific counselors, autonomous of age, who were all the all the more reassuring were seen more emphatically. The combination of research strategies used in the examinations makes it

difficult to consolidate eventual outcomes of examinations looking over the impact of expert age on a client's underlying presentations.

2.6 Influence of Counselors' Skills and Competence on Perception

Seen Counselor expertness has been characterized as "the customer's conviction that the guide has data and methods for deciphering data which enable the customer to get substantial decisions about and to bargain viably with his issues" (Strong and Dixon, 1971). Depicting the develop further, one finds that apparent expertness has been accounted for to be affected by occasions in no less than three classifications: (a) target proof of particular preparing, for example, recognitions, testaments, and titles, (b) behavioral confirmation of expertness, for example, levelheaded and proficient contentions and trust in introduction, and (c) notoriety as a specialist (Strong, 1968). A fourth category seems to be characteristics associated with the counselor, such as sex, attire, and room decor. In turn, researchers have begun to delineate and to examine the relative function of each of the various aspects of expertness within the counseling context.

Gelso and Karl (1974) discovered that understudies considered advocates to be less prepared if they excluded "specialist" in their titles, and even assessed such advisors as inappropriate for help with singular issues. Two examinations, Heppner and Pew (1977) and Siegel and Sell, (1978) found that specific lifts, for instance, respects and affirmations hung in a teacher's office decidedly provoked the basic impression of supporter expertness. A fourth report found that presession introductions controlling titles, informative and proficient levels did not differentially impact understudy perspective of supporter expertness (Claiborn and Schmidt, 1977). None of these examinations investigated the effects of titles or affirmations on advocate control.

A few examinations analyzed the impacts of utilizing titles in conjunction with renowned data (the third wellspring of saw expertness) in the underlying portrayal or presentation of the advisor. Since these two wellsprings of expertness have been consolidated as autonomous factors in numerous examinations, the audit should likewise look at them

together. One finding shows up reliably in examines which join titles with lofty data; when a similar advocate is presented with master certifications instead of inexpert accreditations, the instructor is seen as being more master (Atkinson and Carskadden, 1975; Claiborn and Schmidt, 1977; Greenberg, 1969). There is some proof which proposes that the impression of advocate expertness in these examinations may be limited to certain counsel qualities. Scheid (1976) found that the status of the promoter just essentially influenced two variable perspective of guides and guide comfort; status did not appear to impact impression of the advisor by and large.

A large number of these examinations did not endeavor to impact the customer's sentiments. Binderman, Fretz, Scott and Abrams, (1972) explored whether the impacts of master certifications and the advocate's notoriety were sufficiently intense to impact a feeling change in a customer. The proof with respect to supposition change is clashing; Binderman, et al. (1972), Browning (1966), Friedenber and Gillis (1971, and Hattley (1969) found that qualifications as well as a lofty notoriety were adequate to impact a customer's suppositions, yet Greenberg (1969), Strong and Dixon 1971), and Strong and Schmidt (1970) did not affirm these discoveries.

An earlier study found that status differences did not affect the subject's verbal behavior (for instance self-disclosure, amount of talking) in an initial interview nor the perceptions of the interviewer's trustworthiness (Jackson & Pepinsky, 1972). To put it plainly, it appears that there is extensive proof which demonstrated that specific boosts, for example, titles, confirmations, grants, and lofty presentations do signal a customer's view of advocate expertness, yet the capacity of these customer's discernments isn't convincingly upheld as far as influencing an instructor's capacity to change a customer's sentiments.

Getting a good counselor for students goes beyond the fact that there is someone who is a professional in counseling services. (Phillips & Smiths, 2011) go ahead to identify the types of counselors that exists in the market. Two main types of counselors are identified here to include those doing counseling as a profession but go ahead to establish themselves as business people as well as those who establish themselves as more of

teachers ready to offer services with no much focus on the profit entry. This was considered in a school in Wales where management came up with a fully-fledged department of counseling services to help its students in the different social issues troubling them.

Having a fully-fledged department is one step towards having available counseling talent in schools. There is still need to have a system of talent management that will ensure that the skills of the counselor are always up to date. Short course in psychology or any other discipline related to counseling would be necessary for the good performance of the counselor. This is greatly emphasized as an important aspect of talent management in schools operating in developed countries (Ulrich & Smallwood, 2011).

2.7 Summary of the Literature

This study will present the knowledge gaps as follows:

Many studies have been carried out on view of school advisors and school directors concerning the parts of school instructors, however no studies have generated clear cut information on university/college students' perception of counselor's roles and functions which this seeks to address. Albeit various examinations have been directed on the view of parts and elements of school therapists and sex discernments on effectiveness of counseling services in different countries, none has been conducted at university or college level specifically in Kenya.

This study will bring out pertinent data on the sources of perceptions for students, factors that influence perceptions, desired counseling services among students, views on different counseling styles or services, barriers to students understanding of counselors' roles and the impact of students' perception of counselors' roles and functions would be interesting to establish. The study will also examine do different groups of students in different colleges/universities or within the same perceive counselors roles and functions the same?

Caleb, Gift, and Shillah (2011) led an investigation that assessed understudies' observations on the quality and practicality of direction and prompting organizations at the Zimbabwe Open University in Zimbabwe. Huge revelations of the investigation revealed that: regardless of the way that ZOU has systematized direction and coordinating as a key enable advantage under ODL by setting up an understudy to reinforce advantage unit (SSSU), most of understudies 80% of who live and work in the common domains who referred to no quality and effective direction and prompting. This investigation will be excited about understanding understudies' impression of the advocates' parts and capacities in three schools and three colleges in Mount Kenya East area.

2.8 Theoretical Framework

This study will explore two theories relevant to perception.

2.8.1 Self-Perception Theory

The self-discernment championed by Moyerman and Forman (1992) states that a man makes a demeanor or conviction of mindfulness through perception and impression of the reasons for his or her own conduct. The individual trusts his or her own particular states of mind, internal emotions and capacities are gotten from his or her outside practices, or the path in which he or she communicates with the world. Self-recognition hypothesis created as a clarification for psychological cacophony, which licenses two repudiating thoughts in the meantime. It can make distress to a man who is well on the way to trust that his or her own decision is right, even notwithstanding proof that demonstrates generally. Self-discernment hypothesis (SPT) is a record of state of mind arrangement created.

This hypothesis likewise expresses that a portion of the impacts of intellectual cacophony have been appeared to hold on for, no less than, 3 or so years. In particular, after people picked one choice against different choices, they will probably see the picked elective positively. That is, they need to feel their decisions or practices adjust to their dispositions, apparently to diminish subjective disharmony. These impacts of decision last no less than three years. This is pertinent in light of the fact that students appear to

determine their internal sentiments or capacities from their outer conduct by watching themselves in a similar way that they watch others and make determinations about their preferences. This specifically indicates their wellsprings of observations and elements that impact students' impression of counselors' parts and capacities.

2.8.2 Social Learning Theory

The second hypothesis will be the hypothesis of Social Learning by Bandura(1995) works on the premises that beside essential reflexes; people are not imagined with gathering of direct which they ought to learn (Bandura, 1995). He moreover underscored this by doing combating that new response illustrations can either be obtained by organize understanding or by recognition. As indicated by him in this way, the earth is the significant wellspring of noticeable conduct. The hypothesis proposes that kids learn new practices to a great extent through displaying.

Bandura (1995) contended that a full extent of social practices from force to nurturance are discovered by viewing different people play out those exercises. For example, a child who sees his people fighting or doing combating when they are perturbed is well on the way to learn brutal methods for tackling issues. In view of this hypothesis, there is a conviction that the impacts of critical others like organic guardians, educators, and companions can without much of a stretch be imitated by the young. In such manner with reference to this examination, if peers, teachers, gatekeepers and distinctive adults in the school and society use alcohol and give poor cases and direction to the immature, by then the adolescents will copy their lead.

This hypothesis is significant to this study since discernment is a result of social decisions and accordingly students can learn diverse types of socialization by cooperating with their by interacting with their colleagues or mass media or the general public. In turn their perception of life experiences and problems are addressed informally, without utilizing the institutional counseling unit. The theory is relevant to the study in that those students who have not been extensively exposed to guiding and counseling services develop

negative perception towards the counselors roles and functions, therefore, their behaviour may be consistent with their transition in university/college.

2.9 Conceptual Framework

This area exhibits the applied system of the study which diagrammatically clarifies the connection between the autonomous, directing and subordinate factors as appeared in Figure 2.1. The autonomous factors which include: wellsprings of observation, factors affecting students' discernment, boundaries to directing and recognitions ,effect of students observations and wanted advising administrations was explored to decide their impact on subordinate factors which are counselors' parts and capacities.

Notwithstanding, a man's convictions and practices are dictated by their qualities and states of mind which are emphatically associated with impression of students on advising administrations.

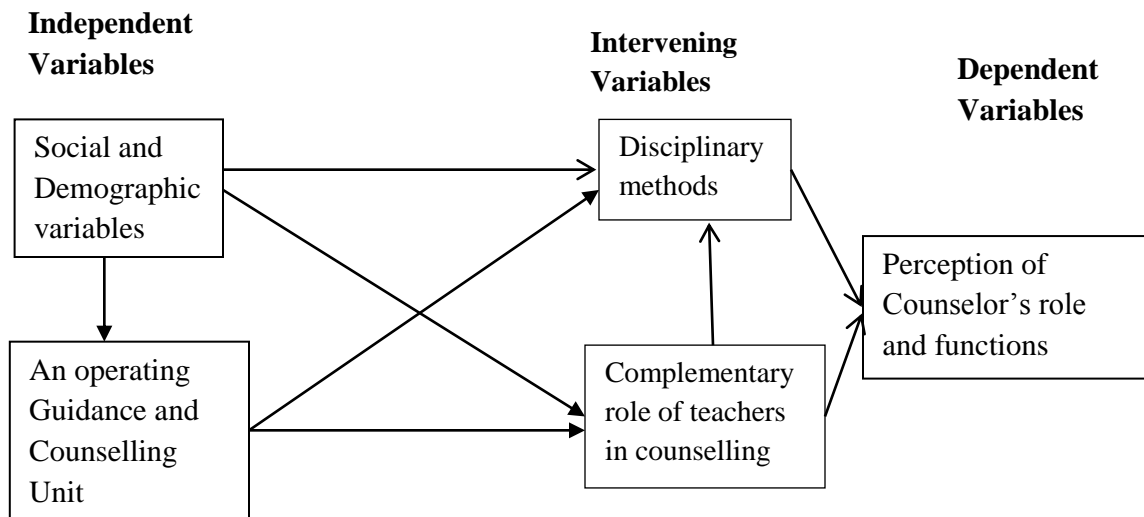
The directing factors will likewise be measured on the grounds that they are probably going to have an immediate association with free factors. College/school counselors manage various individual student-related issues, which can likewise be trying now and again. These issues may incorporate; media impact, awful experience, various desires, overpowering flexibility, money related challenges, neediness, physical, and mental handicaps, the student's choice to drop out of school, physical and psychological mistreatment, pregnancy, absence of inspiration, and practices regarded unseemly by college/school authorities. Counselors may likewise be in charge of creating programs supportive to the accomplishment of students inside their University/College, direct and take an interest in inquire about examinations. However such projects can be undermined by impacts of students' view of their apparent parts and capacities.

It is the conviction of this scientist that the individuals who will probably have a more prominent comprehension of the part and elements of the guide would be the student populace once served, and who have had abundant time for basic reflection on the effect of the advocate capacities and parts. Research all through the writing uncovered that recognitions and demeanors in regards to the advocate's part and capacities from students do vary; hence, discernments may give profitable input that can be utilized to upgrade any college and school counselors' parts and capacities.

Conceptual Framework

The Figure 2.1 shows the linkages between the independent, the intervening and the dependent variables.

Figure 2.1: Conceptual Framework



CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the exploration configuration, target populace, test size and examining strategies, inspecting method, information gathering instrument, Pilot testing of the instruments, legitimacy of the instrument, unwavering quality of the instrument, information accumulation systems, information investigation procedures and moral contemplations.

3.2 Site of Study

This study was carry out a survey of all the universities and colleges situated within the East region of Mount Kenya for more reliable inference and results. This are Chuka University location on Serene eastern slopes of snow-capped Mt. Kenya approximately 186 km from Nairobi started in September 2004, University of Embu location Meru-Nairobi Highway 5km from Embu town Old Embu Agriculture Staff Training (EAST) 1947, Kirinyaga University located in Kerugoya in Kirinyaga county, Kenya Medical Training School located in Embu town, and Kigari Teachers College. The target population was 5,568 students. Mount Kenya East region has a long history of educational institutions which have seen transformation.

3.3 Research Design

The study used descriptive survey design to establish the perceptions of students on counselor's roles and functions. According to Kothari (2004) the descriptive survey design is appropriate where the overall objective is to establish whether significant relationship among variables exists at some point in time. This design was helpful for this study because it enhanced understanding students' perceptions of the counselors' roles and functions at university/college. It helped the researcher to minimize of biasness and maximize the reliability of evidence to be collected.

3.4 Unit of analysis and units of observation

The unit of analysis for this study was the perception of counselor's roles and functions while units of observation was the students from whom relevant data was collected in institutions of higher learning.

3.5 Target Population

Orodho (2008) states that the target population is a speculative population from which the information is gathered and contains people or components that have no less than one thing in like manner. It is a gathering of enthusiasm for an analyst from where he or she can have the capacity to sum up the discoveries of the examination. The study target population was 5, 568 students drawn from Kenyan universities and Colleges located in the East region of Mount Kenya. The respondents included: diploma, degree students and peer counselors. The study target population was the selected universities in the Mount East region which include; their gender, different specializations, department/schools, special needs and university/college related characteristics within the period of study.

3.6 Sample Size and Sampling Procedures

3.6.1 Sample Size

The sample size is a portion of the population under study which should be adequately representative of the population for which is generalized, economically viable and available. This was drawn from diploma and degree students.

Table 3.1: Distribution of Sample Size

School/Department	Category	Target population	Sample size	
Department of education	Diploma/Certificate			4
	Arts	200	200*0.022	
	Sciences	112	112*0.022	3
Department of Social Sciences	Social sciences	145	145*0.022	3
	Physical sciences	77	77*0.022	1
Department of Physical Sciences				
School of Education	Degree	Education science		19
	Education science			
	Education in arts	850	850*0.022	25
	Health sciences	1150	1150*0.022	
School of Health Sciences	Social sciences	234	234*0.022	5
School of Social Sciences	Hospitality and tourism	510	510*0.022	11
School of Hospitality and Tourism	Engineering	633	633*0.022	14
School of Engineering	Nursing	432	432*0.022	10
School of Nursing	Business	325	325*0.022	7
School of business		800	800*0.022	18
Total		5568	5568x0.022	120

3.6.2 Sampling Procedures

For this study the researcher applied both stratified and random sampling procedures to get the requisite sample size for the study that was drawn from respective respondents. The study employed a multistage stratified sampling where first sampling was according to the department or the school. The second phase of stratification was according to the course undertaken. The stratified sampling procedure was applied through calculating a representative formula. For instance the 120 proposed sample size= n divide by target population N= 5,568 students. This was translated to constant fraction/decimal that was multiplied by each group of respondents.

Calculated as follows;

$\frac{n}{N}$ Where N stands for target population and n stands for the proposed sample size.

$$\frac{n}{N} = \frac{120}{5568} = 0.022$$

The study then used random sampling procedure which involved systematic selection of every Kth students in the sampling inferral that was determined by the required sample size in relation to the target population in the category students in various schools and departments.

3.7 Methods of Data Collection

The data collection instruments were questionnaire, interview schedule and documentary evidence.

3.7.1 Questionnaire

The questionnaire contained closed and open end questions. It contained questions on demographic variables which are relevant to the study. These included: gender, age, specialization, year of study, University/college.

The poll was isolated into three segments: Section A: statistic data; and Section B: understudy discernment things. A five-point Likert scale was utilized to gauge the reactions to the things on the poll in Section B.

3.7.2 Interview Schedule

The qualitative data collected from the key informants namely the chaplains, university counselors, peer counselors and dean of students from the sampled universities and colleges. The primary reason for the meeting was to evoke reactions from the interviewees by guiding questions to them. The researcher utilized semi-organized interview plan. Encourage by methods for open-ended questions, the researcher planned to get top to bottom comprehension of the reactions of the members (Kothari, 2003) with respect to the topic of the investigation. The researcher sought to get more in-depth information on the factors influencing the student's perception of counseling roles and functions in the institutions of higher learning.

Preceding the genuine data collection, the analyst acquired a letter of presentation from the University which states the purpose of the study. The researcher then booked meetings with the administration of the sampled institutions and notified them of the mission and motivation behind the study. The researcher self-administered the questionnaires to explain any question not clear to the respondents. The researcher then conducted interviews with the key informants. The interviews were recorded in form of jotting and transcribing.

3.8 Ethical Considerations

The reason behind the examination was obviously expressed to the respondents, protection and obscurity was kept up amid the exploration. Oral assent was additionally be gotten from each respondent before any data collection activity conducted. The researcher obtained a formal introductory letter from the graduate school, UoN, Permission to collect the data was granted by the relevant authorities such as Ministry of Education (MoE), License from the National Council Science & Technology (NCST).

3.9 Data Analysis

Data examination technique fuses the path toward packaging the assembled data, assembling all and sorting out its standard parts in a way that the discoveries can be effortlessly and suitably bestowed. After all information was accumulated, the scientist coordinated information cleaning which included ID of inadequate reactions, which was redressed to enhance the nature of the reactions. Information accumulated from the field was explored utilizing graphic and inferential measurements. Unmistakable insights included the utilization of recurrence, means, tables and rates.

The consequences of the investigation was tried at 95% certainty level. The five point Likert Scale was utilized to survey parts of variable in the investigation. This examination yielded both subjective and quantitative data. Subjective data was dissected subjectively utilizing content examination and suggestions radiating from respondents information and archived data. Then again, quantitative data was investigated utilizing Statistical Package for Social Sciences (SPSS) variant 21.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

In this chapter, the researcher presents the data analysis findings and interpretation. Also presented is the discussion where the findings of the study are compared with previous studies done by other researchers. Researcher gave out 120 questionnaires out of which 96 were completed and returned. This gave a response rate of 80% which is way above the 50% recommended response rate by Mugenda and Mugenda (2003).

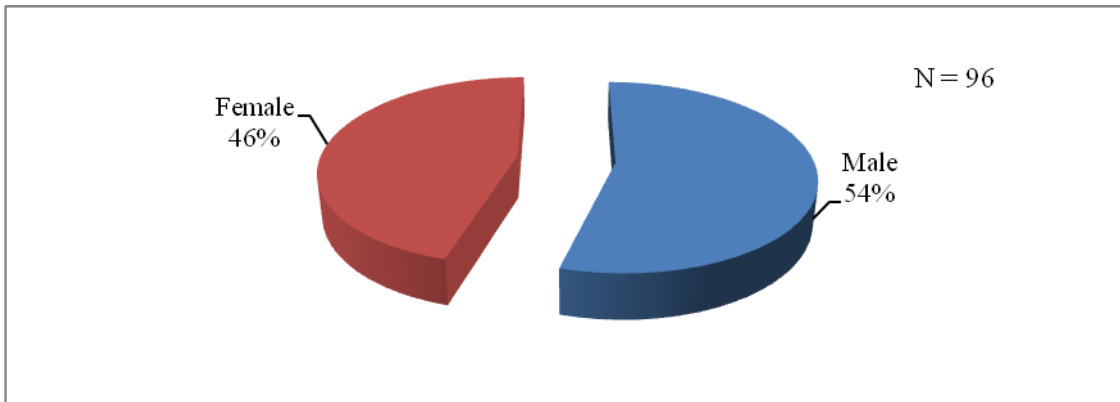
4.2 Respondents Social and Demographic Information

In this segment the scientist tried to set up the demographic information about the respondents. These included sex, age section, year of study and the sort of guidance and counseling services that have been offered to students in their schools. The discoveries are introduced beneath

4.2.1 Distribution of Respondents by Gender

The respondents were made a request to express their sex. The discoveries are exhibited in Figure 4.1.

Figure 4.1: Distribution by gender



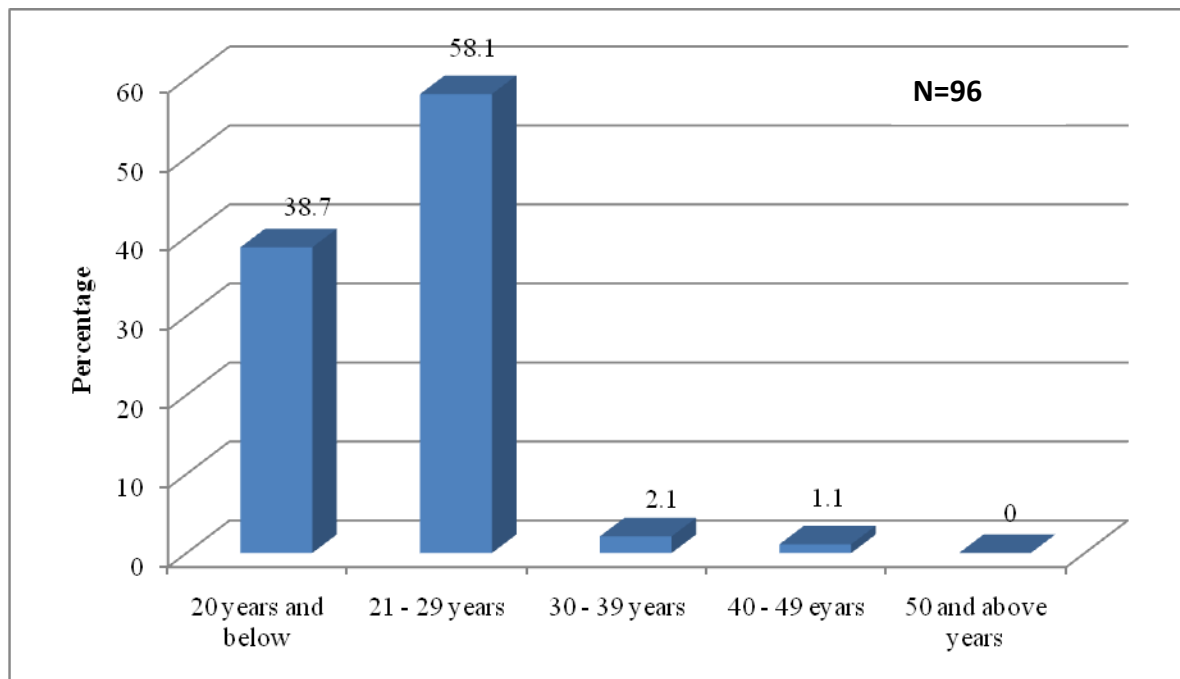
The study findings show that most of the respondents (54%) were male while 46% were female. The results mean that the male respondents were slightly more than the female, however this is very negligible. The findings could be due to the perception that women

are probably not available for the interview as they were more involved in the activities fending for their families.

4.2.2 Distribution of respondents by Age

The study wanted to decide the ages of the respondents. The findings are presented in Figure 4.2.

Figure 4.2: Distribution by Age

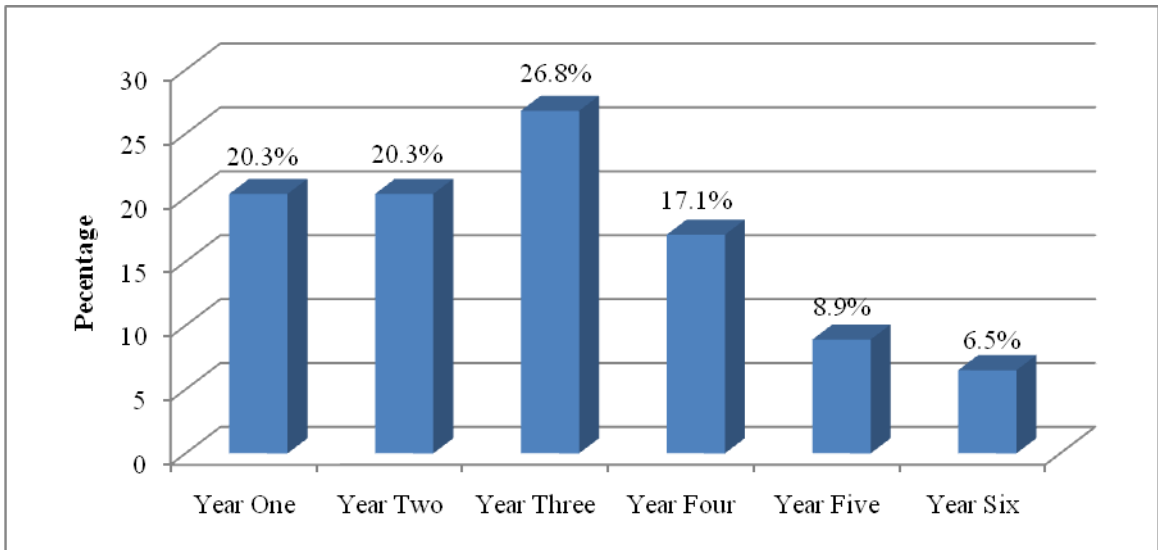


The study findings show that most of the respondents (58.1%) were aged between 21 and 29 years. The results further show that 38.7% of the respondents were aged 20 years and below. The results therefore mean that the respondents were mainly youthful.

4.2.3 Distribution of Respondents by Year of Study

Respondents were asked to state their years of study. The findings are presented in Figure 4.3.

Figure 4.3: Distribution of Respondents by Year of Study

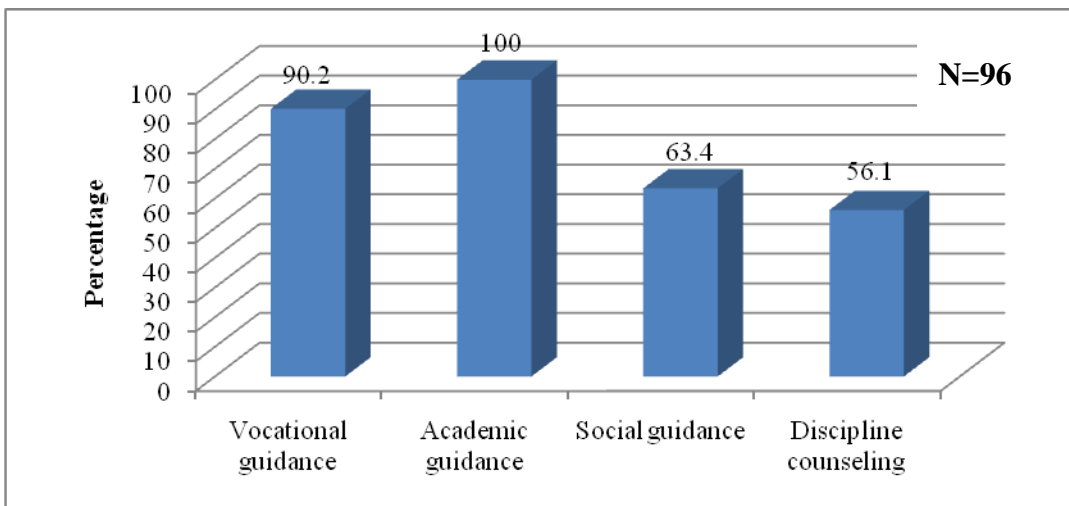


The findings of the study show that 26.8% of the respondents were in their third year of study while 20.3% of the respondents were either in year one or year two. The findings mean that most of the respondents were in the first three years.

4.2.4 Types of Guidance and Counseling Offered in School

The respondents were asked to state the types of guidance and counseling services that were offered to students in their schools. The results are presented in Figure 4.4.

Figure 4.4: Types of Guidance and Counseling Offered in School



The study findings show that all the types of counseling services were offered in the schools. The results show that all the respondents indicated that the schools offered academic guidance. The results further show that 90.2% of the respondents indicated that the schools offered vocational guidance. The findings of the study show that 63.4% of the respondents indicated that the schools offered social guidance while according to 56.1% of the respondents, the schools offered discipline counseling. The findings mean that the institutions offered various types of counseling, however, the most common counseling needs were vocational guidance and academic guidance.

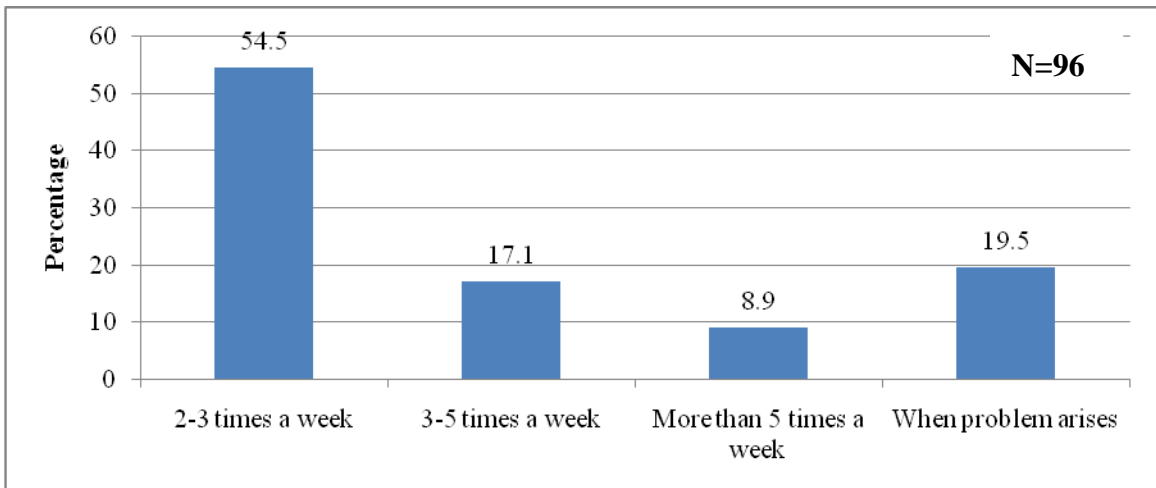
4.3 Factors Influence Students’ Perceptions of the Counselor’s Role and Functions

In this section the researcher sought to determine the factors influencing the students’ perceptions of the counselors’ role and functions.

4.3.1 Number of Times Counselors Meet Students for the Guidance and Counseling Services

The respondents were asked to state the number of times the counselors met students for the guidance and counseling services. The results of the study are presented in Figure 4.5.

Figure 4.5: Number of Times Counselors Meet Students



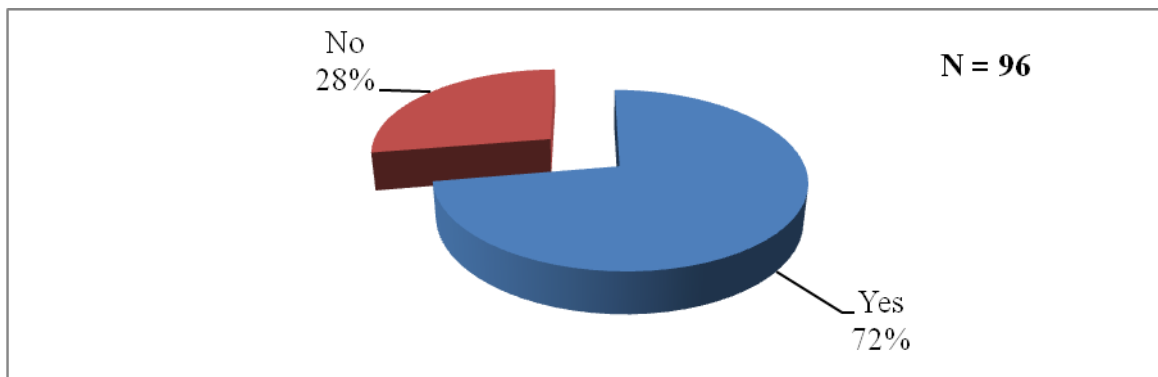
The results show that most of the respondents (54.5%) indicated that the counselors met the students 2 to 3 times a week. The findings also show that 17.1% of the respondents

indicated that the counselors met the students 3 to 4 times a week while 19.5% indicated that the counselors met students whenever need arose. The findings therefore mean that the schools had a programme of 2 to 3 times a week when the counselors met the students.

4.3.2 Guidance and Counseling Assigned Specific Time

The study sought to establish whether guidance and counseling in the schools were apportioned specific time in the school timetable. The findings are presented in Figure 4.6.

Figure 4.6: Guidance and Counseling Assigned Specific Time

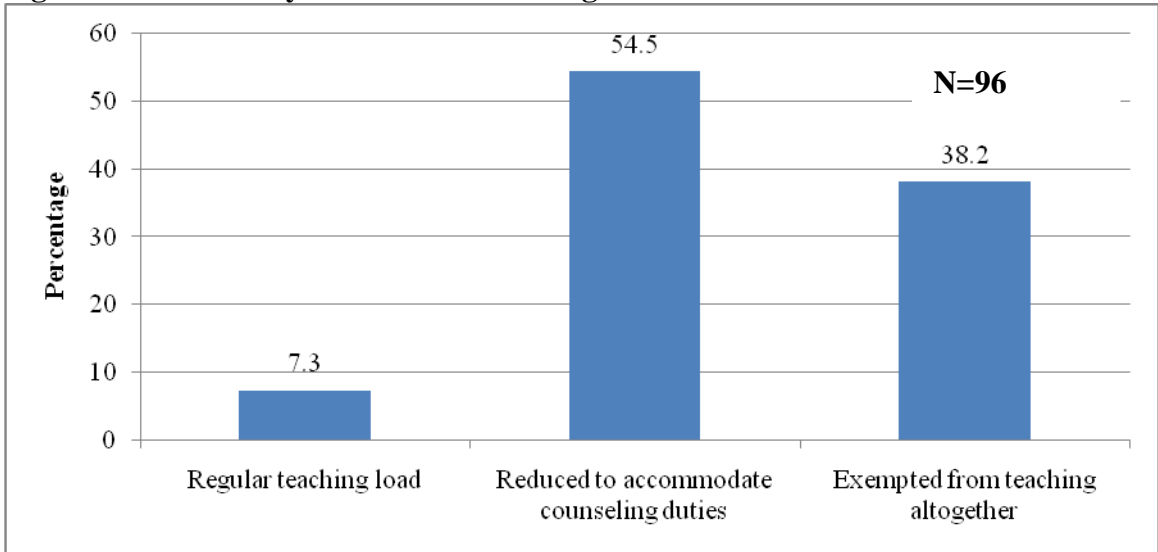


According to majority of the respondents (72%), guidance and counseling was assigned a specific time. These findings imply that the institutions did not provide guidance and counseling services to the students whenever they required them but had to wait for the particular time, may be when the counselor is from class. The findings mean that the institutions did not take seriously guidance and counseling, but an activity which is only looked into after the most important activity (classes) has been completed.

4.3.3 University Counselors Teaching Load

The respondents were asked to state whether the statements were applicable with regard to the University counselors teaching loads. The findings are presented in Figure 4.7.

Figure 4.7: University Counselors Teaching Load



The study findings show that 54.5% of the respondents indicated that the University counselors teaching loads were reduced to accommodate their counseling roles. The results further show that 38.2% of the respondents indicated that University counselors were exempted from teaching altogether. The results mean that the universities have minimized the teaching workload of the counselors.

4.4 Influence of Counselors Gender on Students Perception on Counselors Roles and Functions

The study sought to determine the influence of the counsellors gender on the students perception of the counselors role and functions.

4.4.1 Influence of Counselors Gender on Perception

The respondents were asked to rate statements regarding the influence of counselors’ gender on the students’ perception of counselors’ role and functions. The findings are presented in Table 4.1.

Table 4.1 : Extent of Agreement with Statement Related to Influence of Counselors Gender on Student Perceptions

Statements	Strongly Disagree	Neutral	Agree	Strongly Agree	Total	Mean
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	disagree				agree	%	N	
Prefer seeking counseling services from persons of a particular gender	4.1	12.2	24.4	53.7	5.7	100	96	3.45
Don't mind being counseled by persons of any gender	8.9	25.2	31.7	32.5	1.6	100	96	2.93
Persons of a particular gender give better counseling services than the other	4.9	13.0	27.6	45.5	8.9	100	96	3.41
perceive secrets will only be kept by counselors of particular gender	6.5	12.2	23.6	48.0	9.8	100	96	3.42

The examination findings demonstrate that the majority of the respondents (53.7%) concurred with the announcement that they favored looking for guiding administrations from people of a specific sexual orientation. The findings additionally demonstrate that 24.4% of the respondents neither concurred nor couldn't help contradicting the announcement. The normal of the reactions demonstrate that respondents for the most part concurred with the announcement (mean score 3.45). The findings of the examination imply that the respondents favored accepting directing administrations from people of a specific sexual orientation.

The consequences of the investigation demonstrate that 32.5% of the respondents concurred with the announcement that they wouldn't fret being advised by people of any sexual orientation. The findings additionally demonstrate that 31.7% of the respondents neither agreed nor couldn't resist negating the declaration. The ordinary of the responses show that respondents neither agreed nor couldn't resist negating the declaration (mean score, 2.93). The examination findings imply that almost 33% of the respondents wouldn't see any problems with being directed by people of any sexual orientation.

On the nature of administration, the findings demonstrate that 45.5% of the respondents concurred that people of a specific sexual orientation give preferable guiding administrations over the other. The findings additionally demonstrate that 27.6% of the respondents neither agreed nor couldn't resist repudiating the declaration. Respondents overall agreed with the declaration (mean score 3.41). The examination findings imply

that sexual orientation of the instructor decided the nature of the administration by the direction and advisors in the organizations.

The examination findings demonstrate that 48% of the respondents concurred with the announcement that they saw that their secrets might be kept by advisors of a specific sex. The outcomes additionally demonstrate that 23.6% of the respondents neither concurred nor couldn't help contradicting the announcement (mean score 3.42). The consequences of the examination imply that the respondents see that their secrets were just be protected with advisors of a specific sexual orientation..

Asked to state how the counselors gender influenced their perception of the counselor's roles and functions, the study show that some respondents indicated counselee or the help seeker tend to prefer counselors of their gender since they feel comfortable sharing some of their personal problems with persons of same gender where they feel free sharing their issues. Some student respondents stated that:

“to us the gender of the counselor does not matter, however, there are some instances where you do not want to share your need with the counselor of another gender as you will not feel comfortable or rather you feel shy to share your needs freely.” The guidance and counselor respondents on the other hand stated that, *“the gender of the counselor in most cases would not influence the students' perception of the functions and the roles of the counselor, however, how the information is conveyed to the subjects will determine how they will perceive the counselors' roles and functions.”*

The study findings generally show that the respondents indicated that the counselors' gender influenced the students' perception of the counselors' roles and functions. The findings concur with the views by BariMotes and Merluzzi (1981) who noted that the counsellors gender influenced the clients perception as according to them, the female populist advocates were seen as most specialists and female guides customarily observed as minimum specialists and male conventional instructors were viewed as slightest dependable by their subjects. The discoveries additionally concurred with the perspectives of Blier, Atkinson and Geer (1987) that relying upon the necessities, the

subjects favored a specific sex as they noticed that for individual concern, subjects were all the more ready to see ladylike sex-part advocates. Then again, for scholarly concerns, the subjects were more ready to see manly hermaphroditic guides than ladylike instructors.

4.5 The Influence of Counselors Age on Students' Perceptions of the Counselor's Role and Functions

The researcher sought to determine the influence of counsellor's age on the students' perception of the counselor's role and function. The findings are presented in the sections below.

4.5.1 Influence of Counselors Age on Students' Perceptions

The respondents were to rate statements regarding the influence of counselors' age on the students' perception of the counsellors role and function.

Table 4. 2: Extent of Agreement with Statements Related to Influence of Counselors Age on Students' Perceptions

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total		Mean
						%	N	
comfortable with my counselor's age	8.1	12.2	18.7	49.6	11.4	100	96	3.44
prefer an elderly counselor	7.3	10.6	22.0	50.4	9.8	100	96	3.45
counselors age does not in any way influence my perception of the counselor's role and functions	8.1	26.0	34.1	30.1	1.6	100	96	2.91
Counseling services are better provided by older counselors	7.3	10.6	23.6	48.8	9.8	100	96	3.43

The investigation findings demonstrate that 49.6% of the respondents concurred with the announcement that they were alright with their guides' age. The findings additionally demonstrate that 11.4% of the respondents unequivocally concurred with the

announcement. The normal of the reactions demonstrate that respondents for the most part concurred with the announcement (mean score 3.44). The aftereffects of the examination imply that the respondents were not threatened by the age of their advisors.

The investigation findings additionally demonstrate that 50.4% of the respondents concurred with the announcement that they favored elderly instructors. The findings demonstrate that 22% of the respondents neither concurred nor couldn't help contradicting the announcement. The normal of the reactions demonstrate that respondents concurred with the announcement (mean score 3.45). The outcomes imply that the respondents, all things considered, favored elderly advisors.

The aftereffects of the investigation demonstrate that 30.1% of the respondents concurred with the announcement that the advisors' age did not at all impact their view of the instructors' parts and capacities. The outcomes additionally demonstrate that 34.1% of the respondents neither agreed nor couldn't resist repudiating the declaration. The normal of the reactions demonstrate that the respondents neither concurred nor couldn't help contradicting the announcement (mean score 2.91). The findings imply that as indicated by a sizable extent of the respondents, age of the instructor affected their view of the part and capacity of direction and advocate.

The study findings show that 48.8% of the respondents concurred with the announcement that advising administrations were better given by more seasoned advisors. The outcomes likewise demonstrate that 23.6% of the respondents neither concurred nor couldn't help contradicting the announcement. The ordinary of the responses exhibit that respondents agreed with the declaration (mean score 3.43). The findings mean that the respondents preferred the counseling services by older counselors.

The respondents were asked to explain how in their opinion, the counselors age influenced their perception of the counselors roles and functions. The results of the study show that some student respondents stated that:

“the elderly counselors were more experienced as they have been providing the guidance and counseling services for many years and therefore can counsel sagaciously.”

The results also show that most respondents stated that:

“we would prefer the elderly counselors because they are perceived to have more knowledge in the field of specialization due the fact that they have worked for many years and therefore are more likely to have handled different cases and thus can provide quality counseling services.”

The results show that some student respondents preferred counselors of middle age as they are more likely to effectively deal with current issues as opposed to the elderly counselors. They stated that:

“we prefer the younger counselors in their middle age as even though the elderly counselors are wise in dealing with issues, this may not be so in the current issues affecting us the current generation and would therefore prefer middle age counselor as he is more likely to understand our needs.”

Some respondents however, stated that the age of the counselor did not influence their perception much with regard to the counselors' roles and functions. However, they noted that they would prefer older counselors as they take their work more seriously. Some respondents stated that what really matters was the professionalism in relation with the students.

The findings of the study show that the age of the counselor had a definite influence of the respondents' perception. The results revealed that the respondents preferred the elderly counselors as they were perceived to be knowledgeable, experienced and mature in handling issues. The study findings agree with the views of Clayton and Jellison (1975) and Furchtgott and Busmeyer (1981) that people incline toward more established over more youthful advisors. The investigation discoveries additionally are in help of Donnan and Mitchell (1979) who found that age of the advisor, age of the customer and the level of correspondence together influenced more seasoned male and female customers inclination for specialists.

4.6 Influence of Skills and Competence on Students' Perception of Counselors' Roles and Functions

The study sought to determine the influence of skills and competence on the students' perception of the counselors' roles and functions.

4.6.1 Influence of Skills and Competence on Students' Perception

The respondents were asked to rate statements regarding the influence of counselors' skills and competence on guidance and counseling on the students' perception of the roles and functions. The findings are presented in Table 4.3.

Table 4.3: Extent of Agreement with Statements Related to Influence of Skills and Competence on Students' Perception

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total		Mean
						%	N	
Perceive the counselor to be competent	9.8	11.4	18.7	48.0	12.2	100	96	3.41
Counselors skills and competence influence perception of the counselors role and functions	8.9	11.4	19.5	49.6	10.6	100	96	3.47
Counselors with many years of experience give better counseling services	8.9	12.2	17.1	50.4	11.4	100	96	3.49

The investigation findings demonstrate that 48% of the respondents consented to the announcement that they saw the guide to be able while 12.2% emphatically concurred with the announcement. The mean of the reactions demonstrate that the respondents by and large concurred with the announcement (mean score 3.41). The findings imply that the respondents to a great extent saw the instructors to be able.

The examination findings additionally demonstrate that 49.6% of the respondents concurred with the announcement that advisors' abilities and fitness impact their view of the instructors' part and capacities. The findings additionally demonstrate that 19.5% neither concurred nor couldn't help contradicting the announcement. The normal of the reaction demonstrate that respondents concurred with the announcement (mean 3.47). The findings imply that as per respondents' abilities and capability affected the guides' parts and capacities..

Asked to state in their opinion how the counselors' skills and competence influenced your perception of the counselors' roles and functions, some respondents indicated skills and competence builds trust enabling them to accommodate the advices relayed. The results show that some respondents stated that the competence and skills develop a good atmosphere, friendly and enough to share and get relieved of life's struggles.

From the aftereffects of the examination it is apparent that the instructors' abilities and skill impacted the respondents' impression of the advocates' parts and capacities. These discoveries of the investigation concurred with the perspectives of Gelso and Karl (1974) who found that the understudies apparent instructor as less able on the off chance that they did exclude the word 'therapist' in their titles and even appraised such advocates as improper for help with individual issues. The discoveries of the examination additionally concur with Heppner and Pew (1977) and Siegel and Sell (1978) who found that particular boosts, for example, the honors and certificate hung in a guides office positively prompted the underlying view of advocates expertness. The outcomes are in help of the perspectives by Binderman et al (1972), Browning (1966), Friedenber and Gillis (1971) and Hattley (1969) that accreditations or potentially a lofty notoriety were critical to impact a customer's conclusion. The investigation discoveries in any case, negate the perspectives of Greenberg (1969), Strong and Dixon (1971) and Strong and Schmidt (1970) that the guides abilities and capability had no effect regarding the matters' view of the instructors part and capacities.

4.7 Factors that Hinder the Students from Understanding Counselors Roles and Functions

In this section the study sought to determine the factors that hindered the students from understanding the counselors' roles and functions. The findings are presented in the subsequent sections.

4.7.1 Discipline Problems in Schools

The respondents were asked to state how often the listed discipline problems were experienced in their schools. This was on a scale of ‘very often’, ‘often’ ‘rarely’ and ‘never’. The results are presented in Table 4.4.

Table 4.4: Extent of Agreement with Statements Related to Discipline Problems in Schools on Students’ Perception

Statements	Very often	Often	Rarely	Never	Total		Mean
					%	N	
Drug taking	22.0	46.3	28.5	3.3	100	96	2.13
Boy/girl sexual relationship	18.7	43.9	32.5	4.9	100	96	2.24
Fighting among students	4.1	16.3	59.3	20.3	100	96	2.96
Students sneaking out of the school	4.9	17.1	45.5	32.5	100	96	3.06
Laziness	19.5	35.8	38.2	6.5	100	96	2.32
Rude students to teachers	6.5	16.3	48.8	28.5	100	96	2.99
Bullying of students	4.9	17.1	47.2	30.9	100	96	3.04
Mentally sick	4.9	8.9	41.5	44.7	100	96	3.26
Stressed-depressed	4.9	20.3	43.9	30.9	100	96	3.01
Traumatized	4.1	7.3	38.2	50.4	100	96	3.35

The study findings show that 46.3% of the respondents indicated that drugs taking was often a problem in their schools while 22% indicated that very often, this was a problem. The average of the responses show that drug taking was rarely a problem (mean score 2.13).

The study findings further show that according to 43.9% of the respondents boy/girl sexual relationship was often a problem in the schools. The results further show that 32.5% of the respondents indicated that this relationship was rarely a problem in the schools. The average of the responses show that respondents indicated that the boy/girl sexual relationship was rarely a problem (mean score, 2.24).

Fighting among the students according to 59.3% of the respondents was rarely a problem in the schools. The findings further show that 20.3% of the respondents stated that

fighting among the students was never a problem. The mean of the responses show that fighting among the students was rarely a problem (mean score, 2.96).

The results of the study show that according to 44.7% of the respondents, mental sickness never occurred in the institutions while 41.5% indicated that it was a rare occurrence. The average of the responses show that the respondents indicated that mental sickness never occurred in the institutions (mean score, 3.26).

The study findings revealed that the three commonest discipline problems in the institutions were drug taking, sexual relationships and laziness among the students.

4.7.2 Factors Hindering Use of Guidance and Counseling

The respondents were solicited to express the degree from concurrence with the announcements on the components frustrating the successful utilization of direction and guiding in the administration of understudy train. The findings are presented in Table 4.5.

Table 4.5: Extent of Agreement with Statements Related to Factors Hindering Use of Guidance and Counseling on Students' Perception

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total		Mean
						%	N	
Lack of policy framework for implementation	4.1	8.1	32.5	46.3	8.9	100	96	3.48
Lack of trained teacher counselors to head the department	18.7	35.0	35.0	8.9	2.4	100	96	2.41
Lack of resource material to be used during counseling sessions.	4.9	8.1	30.1	50.4	6.5	100	96	3.46
Too much workload for teacher hence no time for counseling.	4.1	8.1	39.0	39.8	8.9	100	96	3.41
The students do not take guidance and counseling sessions seriously	4.9	16.3	39.8	36.6	2.4	100	96	3.15
Lack of private rooms for guidance and	15.4	36.6	43.1	4.9		100	96	2.37

counseling.									
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The results show that 46.3% of the respondents agreed that lack of policy framework for the implementation was a hindrance to the viable utilization of direction and guiding in the administration of understudy train. The outcomes demonstrate that 32.5% of the respondents neither agreed nor couldn't resist negating the declaration. The normal of the reactions demonstrate that respondents concurred with the announcement (mean score, 3.48). The study result mean that the absence of the policy framework was a hindrance to the effective us of guidance and counseling.

From the findings, 35% of the respondents that lack of trained teacher counselors to head the department of counseling was a hindrance to effective use of guidance and counseling. The result further show that a similar proportion of the respondents neither agreed nor couldn't resist negating the declaration. The ordinary of the responses show that respondents neither agreed nor couldn't resist repudiating the declaration (mean score, 2.41). The findings mean that lack of trained teacher counselor was not to blame for lack of effective implementation of guidance and counseling in the institutions.

The findings show that 50.4% of the respondents agreed that lack of resource material to be used during counseling sessions was a hindrance to effective use of guidance and counseling. The findings show that 30.1% neither concurred nor couldn't help contradicting the announcement. The normal of the reactions demonstrate that the respondents concurred with the announcement (mean score, 3.46). The findings mean that lack of resource materials was blamed for the ineffective application of leadership and counseling in the institutions of learning.

The study findings revealed that 39.8% of the respondents agreed with the statement that too much workload for teacher hence no time for counseling was a block to compelling utilization of direction and guiding in schools while 39% neither concurred nor couldn't help contradicting the announcement. The normal of the reactions demonstrate that the respondents concurred with the announcement (mean score, 3.41). The results mean that

the counselors were overloaded with other class duties which hampered the effective implementation of the guidance and counseling in institutions of learning.

The results of the study show that 39.8% of the respondents neither concurred nor couldn't help contradicting the announcement that the understudies don't consider direction and advising sessions important was a prevention to the compelling utilization of direction and guiding in schools. The discoveries additionally demonstrate that 36.6% of the respondents concurred with the announcement. The mean of the reactions demonstrate that respondents by and large concurred with the announcement (mean score 3.15). The examination discoveries imply that absence of earnestness by the understudies towards looking for direction and advising was a noteworthy downside to the viable execution of the direction and guiding in the establishments of learning.

The respondents were asked to state some of the challenges the counseling department faced in dealing with disciplinary cases. Some of the counselor respondents stated:

“as you can see, the counseling department is not well equipped to handle all the cases as with just one counselor with this students population is not practical and secondly, the departments receives very little support from the school administration as it is not given the priority it deserves.

According to some respondents, some schools did not have a specific room where the guidance and counseling cases could be handled. The study show that some principal respondents stated:

“you see it is impractical to have a functioning counseling departments when you lack reliable counselors and you just have to pick one of the teachers to act as a counselor, this will compromised their output as some of the teacher counselors lack knowledge and understanding of individuals' behaviour.”

The schools especially the counseling departments according to the respondents lacked adequate counselors to handle the cases of discipline issues which hindered the conveyance of direction and advising administrations the understudies. The results of the study revealed that according to some of the respondents, some of the counseling cases were handled ruthlessly without any attention given to the clients and further there was

lack of confidentiality. There was also the problem of lack of student co-operation and opening up for effective guidance and counseling process.

The study sought to determine the main issues that hindered guidance and counseling in the universities associated with lack of resources. The Principal respondents stated that:

“in our institutions we do not have personnel purely dedicated to provide guidance and counseling. This implies that the department is dysfunctional and as such quality is not guaranteed and even many students missed on this important service in the schools.”

The guidance and personnel respondents stated that:

“you see, it is not easy to provide guidance and counseling in a shared office or in a staffroom where everyone is listening to your conversations, the colleges need to provided rooms exclusively dedicated for guidance and counseling where the counselor and his/her subjects feel comfortable to interact freely.”

The principals also stated that:

“it is very difficult to have a functional department without qualified personnel. The guidance and counseling in the institutions are ineffective due to the lack of qualified guidance and counselors as in most cases we use teachers who are not professionally trained counselors stepped in to save the situation.”

The respondents were asked to state main administrative roles of guidance and counseling department in delivering guidance and counseling services in your school.

The results of the study show that the guidance and counselor respondents stated that,

“in most cases, our roles as counselors entails looking for the students with needs in the forms of academic and/or personal. This is due to the fact that some students shy off seeking these services even though some of their problems are obvious for instance declining academic performance, lack of concentration in class and frequent illness.”

The respondents also stated:

“it is our role to invite the parents of the students with needs or disciplinary case whenever necessary for a guidance and counseling session of their children, this is aimed at making the parents understand the problems of their children and participate in findings a solution for their children’s needs.”

The respondents further noted that the counselors’ role included providing report on the students’ needs and advice to the school administration whenever required to do so.

The respondents were asked to state how guidance and counseling in their institutions could be made better. The results show that the principals stated that there was need to hire more qualified guidance and counseling professionals will purely be dedicated to guidance and counseling services in the school. The guidance and counseling professionals stated that there was need for the institutions to separate the guidance and counseling room from the rest of the offices for privacy purposes as this was importance to enhance the performance of the guidance and counseling in the institutions.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the rundown of the discoveries from where the conclusions are drawn. Likewise exhibited in the proposal and recommendations for additionally explore.

5.2 Summary

5.2.1 Factors Influence Students' Perceptions of the Counselor's Role and Functions

The study established that most of the respondents (54.5%) indicated that the counselors met the students 2 to 3 times a week. According 17.1% of the respondents, the counselors met the students 3 to 4 times a week while 19.5% indicated that the counselors met students whenever need arose. Most of the respondents (72%) indicated that the guidance and counseling was assigned specific time. According to 54.5% of the respondents, the University counselors teaching loads were reduced to accommodate their counseling roles while 38.2% indicated that University counselors were exempted from teaching altogether.

5.2.2 Influence of Counselors Gender on Students Perception on Counselors Roles and Functions

The study findings revealed that most of the respondents (53.7%) indicated that they preferred seeking counseling services from persons of a particular gender. The results showed that 45.5% of the respondents indicated that persons of a particular gender give better counseling services than the other. The results showed that 48% of the respondents perceived that their secretes will only be kept by counselors of a particular gender. Some respondents indicated counselee or the help seeker tend to prefer counselors of their gender since they feel comfortable sharing some of their personal problems with persons of same gender where they feel free sharing their issues.

5.2.3 The Influence of Counselors Age on Students' Perceptions of the Counselor's Role and Functions

The study findings revealed they were comfortable with their counselors' age. The study established that respondents preferred elderly counselors (mean score 3.45). The study established that 30.1% of the respondents stated that the counselors' age did not in any way influence their perception of the counselors' roles and functions. Most of the respondents (48.8%) indicated that counseling services were better provided by older counselors. The results revealed that some respondents stated that the elderly counselors were more experienced and therefore can counsel sagaciously. Most respondents would prefer the elderly counselors because they are perceived to have more knowledge in the field of specialization thus can provide quality counseling services. Respondents explained that even though the elderly counselors are wise in dealing with issues, this may not be so in the current issues and would therefore prefer middle age.

5.2.4 Influence of Skills and Competence on Students' Perception of Counselors' Roles and Functions

The study findings showed that 48% of the respondents perceived the counselor to be competent. The study findings further showed that counselors' skills and competence influence their perception of the counselors' role and functions. Some respondents indicated skills and competence builds trust enabling them to accommodate the advices relayed. The results show that some respondents stated that the competence and skills develop a good atmosphere, friendly and enough to share and get relieved of life's struggles.

5.2.5 Factors that Hinder the Students from Understanding Counselors Roles and Functions

The study revealed that 46.3% of the respondents indicated that drugs taking was often a problem in their schools. The study findings further showed that according to 43.9% of the respondents boy/girl sexual relationship was often a problem in the schools. Fighting among the students according to 59.3% of the respondents was rarely a problem in the schools. According to 46.3% of the respondents, lack of policy framework for the

implementation was a hindrance to the compelling utilization of direction and guiding in the administration of understudy teach. The greater part of the respondents (50.4%) demonstrated that absence of asset material to be utilized amid directing sessions was an obstacle to powerful utilization of direction and guiding. The discoveries uncovered that 39.8% of the respondents showed that an excessive amount of workload for educator subsequently no time for directing was an obstruction to powerful utilization of direction and advising in schools.

5.3 Conclusion

Based on the findings of the study, the researcher concludes that the respondents had confidence in the counselors' roles and functions. The study concludes that indeed the counselors' age influenced the students' perception of the counselors' role and function as the elderly counselors were perceived to be experienced, knowledgeable and mature in handling issues. The study also concludes that the counselors' gender influenced the students' perception of the counselors' role and function. The counselors' skills and competence were important determinant of the students perception of the counselors role and functions as those perceived incompetent were thought as inappropriate for help with personal problems.

5.4 Recommendations

The study made the following recommendations:

5.4.1 Avail experienced counselors

The universities should employ experienced counselors who have worked long enough and are advanced in age so that the students do not see them as their peers. This is due to the fact that the elderly counselors were found to be appealing to the students.

5.4.2 Hire Counselors of Both Genders

The Universities put more resources in hiring counselors of both gender so as to give the students more room for choice of their preferred counselor.

5.4.3 Recruit Qualified Counselors

The University should only employ counselors with the right qualification to enhance the students' confidence on the counselors.

5.5 Suggestions for Further Research

The study was done on the perception of students on the counselors' role and functions in Universities in Eastern Region. The researcher suggests that similar studies should be replicated in other universities in Kenya.

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LIST OF APPENDCES

APPENDIX I: WORK PLAN

Activity / Time	June	July	Aug	Sept	Oct	Nov	Dec
Developing draft proposal							
Writing final Proposal							
Preparation of instruments							
Proposal defense							
Pre-testing instruments and data collection (fieldwork)							
Editing and processing of data							
Analysis of data							
Report writing							
Project Defense							
Final report writing and submission							
Graduation							

APPENDIX II: RESEARCH BUDGET

ACTIVITIES	ITEMS	COST	
		(KSHS)	(CTS)
PROPOSAL WRITING	Research Consultancy	30000	00
	Binding	2,000	00
	Flash disk	1,000	00
	Photocopying	2000	00
DATA COLLECTION	Transport	40000	00
	Analyzing data	62000	00
PROJECT WRITING	Printing/Photocopying	10000	00
	Binding	1,000	00
	Hard Cover Binding	4500	00
	Sub-total	152500	00
	Contingency 10% of the Sub-total	2,500	00
	GRAND TOTAL	150000	00

Source: Self sponsored

APPENDIX III: QUESTIONNAIRE

Dear Respondent,

You have been selected to take part in this research study to examine critically the perception of students on counselors’ roles and functions with a view of understanding factors influencing perceptions, their sources of perception, the desired counseling services and the impact of their perception on counselors’ functions. This research is conducted for academic purpose for obtaining a Master Degree at University of Nairobi. I request that you provide your honest opinion required for this research study. The information obtained from you is solely for the purpose of this research and will be treated with utmost confidentiality.

Yours Sincerely

.....

William Willys

C50/64987/2013

SECTION A: SOCIAL AND DEMOGRAPHIC CHARACTERISTICS

1. Gender Male Female

2. Age Bracket

20 years and below 21-29 Years

30-39 Years 40-49Years

50 and Above

3. Which is your year of study?

1st year 2nd year 3rd year 4th year

5th year 6th year

Others (Specify).....

4. What type of guidance and counseling services/programs are offered to students in your school (you can tick more than one).

Vocational guidance

Academic guidance

Social guidance

Discipline counseling

SECTION B

Factors Influencing Students' Perceptions

5. How often does the counselor meet students for guidance and counseling services?

2-3 times a week

3-5 times a week

More than 5 times a week

When problem arises

Any other

Specify _____

6. Is guidance and counseling assigned a specific time in the time table?

Yes

No

7. Which of the following is applicable concerning the university counselors teaching load?

Regular teaching load

Reduced to accommodate counseling duties

Exempted from teaching altogether

SECTION C

Influence of Counselors Gender on the Students Perception

8. State the extent to which you agree with the following statements regarding the influence of counselors gender on the students perception of counselors role and functions on a scale of 1-5 where 1 represents strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree.

	1	2	3	4	5
I prefer seeking counseling services from persons of a particular gender					
I don't mind being counseled by persons of any gender					
Persons of a particular gender give better counseling services than the other					
I perceive that my secretes will only be kept by counselors of particular gender					

In your opinion, how has the counselor's gender influenced your perception of counselors role and functions _____

SECTION D

Influence of Counselors Age on the Students' Perceptions

The respondents were asked to state the extent to which they agreed with the statements regards to the influence of the counselors age of the students perception of the counselors role and functions.

	1	2	3	4	5
I am comfortable with my counselor's age					
I prefer an elderly counselor					
The counselors age does not in any way influence my perception of the counselor's role and functions					
Counseling services are better provided by older counselors					

In your opinion, how has the counselor's age influenced your perception of counselors role and functions _____

SECTION E

Influence of Skills and Competence on the Students' Perception

17. What is the influence of counselors' skills and competence on guidance and counseling have on the students' perception of the counselor's role and functions? Rate your response using the following rating.

1-Strongly Disagree, 2-Disagree, 3-Not sure, 4-Agree, 5-Strongly Agree

Counselors' Contributions	1	2	3	4	5
I perceive the counselor to be competent					
The counselors skills and competence influence my perception of the counselors role and functions					
Counselors with many years of experience give better counseling services					

In your opinion, how has the counselor's age influenced your perception of counselors role and functions _____

Statements	1	2	3	4	5
It helps to develop a very free and friendly atmosphere					
It allows students to vent out any pent-up anger that would otherwise					

have been let loose to fellow students or school property					
It helps diffuse tension in school					
It reduces suspicion and builds trust on the part of students					
It would improve on the behavior of students					
It helps students to cope with change on their daily lives and environment.					

20. In your assessment, how would you describe the contribution of guidance and counseling in the management of student discipline?

- 5. Very significant
- 4. Significant
- 3. Moderate
- 2. Insignificant
- 1. No contribution

21. What are some of the factors hindering effective use of guidance and counseling in the management of student discipline? (Use the rating below) tick appropriately.

1-Strongly disagree 2-Disagree 3-Not sure 4-Agree 5-Strongly Agree

	1	2	3	4	5
Lack of policy framework for implementation					
Lack of trained teacher counselors to head the department					
Lack of resource material to be used during counseling sessions.					
Too much workload for teacher hence no time for counseling.					
The students do not take guidance and counseling sessions seriously.					
Lack of private rooms for guidance and counseling.					

22. What are some of the challenges your department faces in dealing with disciplinary cases.

.....

.....

.....

23. How often are the following in your school? (Tick appropriately)

Disciplinary problem	Very often	Often	Rare	Never
Drug taking				
Boy/girl sexual relationship				
Fighting among students				
Students sneaking out of the school				
Laziness				
Rude students to teachers				
Bullying of students				
Mentally sick				
Stressed-depressed				
Traumatized				

24. Who do you prefer to go to for counseling?

Peer counselor []

Teacher counselor []

My parents []

The school Administration []

25. Which of the following according to your view is the best category in supporting guidance and counseling in your school?

- (i) The support from the school administration []
- (ii) The teacher counselor's experience []
- (iii) The peer counseling method []
- (iv) Availability of reading and reference material []

30. Do you think your school takes guidance and counseling seriously?

Yes [] No []

25. What is the area that students benefit most from guidance and counseling in your school? Please tick appropriately.

In learning Yes [] No [] In relationships Yes [] No [] In problem solving Yes [] No []
in discipline observance Yes [] No []

25. Which of the following challenges to guidance and counseling is the biggest in your school?

- (i) Few guidance and counseling sessions []
- (ii) Inexperienced teacher counselors []
- (iii) Lack of financial and moral support from the school administration []
- (iv) No involvement from peer counselors []

26. Can you say that guidance and counseling is of any benefit to your school?

Yes [] No []

Explain.....
.....
.....

Thank you for filling this questionnaire.

APPENDIX IV: KEY INFORMANT INTERVIEW GUIDE

1. What are the main issues hindering guidance and counseling due to lack of resources in your school?
2. What are the main administrative roles of guidance and counseling department in delivering guidance and counseling services in your school?
3. In your opinion how can guidance and counseling be improved in your school.
4. Do you think your school takes guidance and counseling seriously?
5. What is the area that students benefit most from guidance and counseling in your school?
6. Apart from guidance and counseling, what can be done to promote discipline in your school?
7. Can you say that guidance and counseling is of any benefit to your school?
8. How does head of guidance and counseling contribute to management of students in your school?
9. How do you rate the success of the counseling services provided in your school in solving discipline problems on a scale of 1-10?

APPENDIX V: A LETTER OF TRANSMITTAL

University of Nairobi,
Faculty of Arts
P.O Box 00100,
Nairobi, Kenya.

22 NOVEMBER 2015

Dear Sir/Madam,

TO WHOM IT MAY CONCERN

I, **William Willys** Registration No: C50/64987/2013, a student pursuing a Master of Arts in sociology (Counseling), University of Nairobi.

As part of the course I am required to go to the field for data collection and prepare a research project report. I am collecting data related to my research topic: “factors that influence student perception of counselors roles and functions in institutions of higher learning: a case of universities and colleges in the East region of Mount Kenya”.

This information I am gathering is purely for academic purposes and will be treated with utmost confidentiality. Thank you for your cooperation.

Yours Sincerely,

.....

William Willys

C50/64987/2013