

**A STUDY OF STUDENTS' PERCEPTIONS ON GUIDANCE
AND COUNSELLING IN PUBLIC SECONDARY SCHOOLS OF
SOUTH KINANGOP DIVISION.**

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BY

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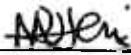
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DECLARATION

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



Nancy Njeri Wachira

This research project report has been submitted for examination with my approval as the University Supervisor.



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DEDICATION

I dedicate this study to my husband, Nahashon Mbugua and my two sons, Lewis and Shallum.

ACKNOWLEDGEMENT

I acknowledge the guidance from my supervisor Dr. George N. Reche. He relentlessly made sure that this work was done the best way possible. I also acknowledge the nuggets of advice that I received from my dedicated lecturer, Dr. Ann K. Kinyua. I also acknowledge the advice I received from Peter Kinyanjui, a student in the department of urban Geography, University of Nairobi.

I highly thank the typists, Tom and Wesley for their efforts to ensure that the work was done professionally. I highly appreciate the efforts of Mr. Muhia and Co. for carrying out the data analysis. Without them burning *the midnight oil*, this work would not have been completed in time.

I acknowledge the assistance and morale from the former Principal of Mt. Kinangop Girls High School, Mrs. Bilha Kimani. My appreciation also goes to the respondents of the questionnaires. To Ann Mwaura of Mt. Kinangop Girls I say thank you for assisting in printing this work.

To others who contributed to the success of my study, I say thank you very much. It would be impossible to name all of them in this acknowledgement.

Finally I acknowledge the help from God through out this course. He is *Ebenezer* (this far He Has brought me).

ABSTRACT

The purpose of this study was to determine the students' perceptions on guidance and counselling in public secondary schools in South Kinangop division of Nyandarua District. The problem was that cases related to negative influence among the schools' students are on the rise. These include drug abuse, truancy and dangerous exposure to contracting HIV/AIDS. The review in literature established a strong link between perceptions in guidance and counselling and observed deviant behaviour such as poor performance in secondary school examinations and general indiscipline.

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The target population for the study was all headteachers and teachers in charge of guidance and counselling in South Kinangop division secondary schools. Form Three and Four students were the main targets of the study. This was because they have stayed longer and interacted with the guidance and counselling departments to form perceptions. To get responses from the three categories of respondents, three different questionnaires were developed. To increase their reliability, the questionnaires were adapted from those used in similar studies by Wanjohi (1990) and Gitonga (1999). The questionnaire sought to seek relevant information from each category of respondents. The instruments were administered to a sample of 8 head teachers, 8 teachers and 120 students. The questionnaire return rates were 100% for teachers, 87.5% for headteachers and 83.3% for students. The data collected was analyzed using descriptive statistics.

The study revealed that all schools have programmes for guidance and counselling except that there was a myriad of problems that hinder their implementation. Basic facilities like private rooms for guidance and counselling were lacking in most of the schools. Teachers incharge of guidance and counselling did not always have an opportunity to access training fora like workshops and seminars.

The study revealed that teachers have positive perceptions towards guidance and counselling in spite of some formidable challenges. They indicated that guidance and counselling would help students overcome problems in academics, social issues and in psychological disorientation. They however expressed the need for all staff members including headteachers to be members of a team of counsellors instead of delegating the whole work to a selected few.

Most students shy away from seeking help from their guidance and counselling teachers. Most indicated that they fear that their situations may be made public by the teacher-counsellors once they open up. To avoid this fear, some teachers expressed the need to have students counselled in groups.

The students indicated that they had significantly benefited from guidance and counselling services. About 40% of respondents indicated that the services made them improve in class work whereby 61% of the respondents mentioned that they had improved on morality and uprightness as a result of attending counselling

sessions. Further, the students suggested areas that needed intense coverage in counselling such as academics (52%), social issues (62%) and psychological issues (41%).

It was revealed that students perceive teacher-counsellors differently depending on the gender of the teacher. About 32% respondents indicated that they would prefer male teacher-counsellors, while 41% respondents would prefer female teacher-counsellors.

The students also indicated the degree to which they are able to open up fully to teacher counsellors. Some 46% are able to open up while 54% indicated that they are unable to open up due to fear of betrayal. To improve the guidance and counselling services in schools teachers suggested importance of involvement of the wider community in shaping up the youths' values. Issues like drug abuse and prostitution, they indicated, need prompt address.

Based on the findings of the study and the conclusions, the following recommendations were made:

- (1) Teachers in charge of guidance and counselling programmes in the schools should be given minimal classloads and be exempted from other school duties like being a school duty master.

- (2) The Ministry of Education, Science and Technology should create a provision for conducting in-service training for guidance and counselling teachers.**
- (3) The government in conjunction with the ministry, should encourage organizations and NGO's dealing in education to help schools with materials on guidance and counselling, to both students and teachers.**

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LIST OF ABBREVIATIONS

AIDS.....	Acquired Immune Deficiency Syndrome
BOG.....	Board of Governors
HIV.....	Human Immuno-Deficiency Virus
KCSE	Kenya Certificate of Secondary Education
K.U.....	Kenyatta University
M.ED.....	Masters of Education
P.D.E.....	Provincial Director of Education
PGDE.....	Post Graduate Diploma in Education
PTA.....	Parents Teachers Association
TSC.....	Teachers Service Commission
UNESCO.....	United Nations Educational Scientific and Cultural Organisation

CHAPTER ONE

INTRODUCTION

Background of the Problem

Education is life itself not merely a preparation for life. This can only happen if learning is directly linked to the needs and interests of the learner (Njoroge and Bennars, 1986). Education should be learner-centered, where the learners are given a chance to air their views and Griffin (1996) in his book, "*School Masterly*" calls this practice '*Barazas*'. The strictest duty of every school is to ensure that by the end of school life, learners have what is called 'grounding'. This implies an understanding of all necessary things for one to be independent in life (Moon, Murphy and Raynor, 1989).

Eshiwani (1993) notes that learner's own perceptions or innovations are rarely monitored or even acknowledged when developmental work is attempted in schools. Yet, these perceptions affect quite profoundly the value of the work undertaken. Therefore, this study attempted to find out students' perceptions on guidance and counselling programmes and services offered in schools.

No matter how clearly thought out a scheme of work may be, it will fail if the pupils have no frame of reference by which to grasp its significance (Eshiwani, 1993). He further says that the first task of any innovation is to explain to the learners why they are performing some tasks and to discuss with them on their

feelings about the tasks. More often than not, guidance and counselling in schools is one, that have received a lot of opposition even from students due to inadequate information of what it is all about. Most people would associate it with those who have mental problems like stress

(Gatumu, 1989). Too often, guidance and counselling is perceived in terms of what it may do for the learner but it is supposed to be what it is doing to him. This study sought to find out what guidance and counselling is doing to the learners.

Programmed guidance and counselling in Kenya was officially incorporated in the educational programmes in 1967. A unit in the Inspectorate Department in the Ministry of Education was created. The unit was staffed with a team of professionally qualified officers in counselling. It offered effective services to teacher training colleges. It also conducted in-service courses for primary school head teachers in various districts concerning guidance and counselling. The unit developed a useful career guidance booklet for use by secondary school students when filling in career application forms.

The Gachathi Report (Republic of Kenya, 1976) noted that when properly done, guidance and counselling play an important role in enhancing the person's future adaptability, as does academic teaching. By then it was the only career guidance which was emphasized. Recent improvements are notable in teacher training colleges where guidance and counselling is included in the curriculum. This is

aimed at enabling teachers handle guidance and counselling in schools. The Gachathi Report further recommended that all teachers should do guidance and counselling work as a normal duty. It also recommended that parents and other competent members of the community be involved in guidance and counselling.

The Kamunge Report (Republic of Kenya, 1988) was of the view that monitoring and evaluation of educational programmes be made more comprehensive with a view of capturing all the aspects of child growth and development. This was also a basis for this study because guidance and counselling is one of the educational programmes that are not examinable. Results are only seen in reorientation of behaviour. Other programmes such as games and music have competitions. This study therefore focused on students way of looking at guidance and counselling services offered in schools.

The Koech Report (Republic of Kenya, 1998) noted that the unit of guidance and counselling is no longer effective as it used to be, because the professionally trained personnel retired, were redeployed or joined private sector. The commission further noted, "*a good number of learners did not seek guidance and counselling from teacher counsellors who were relatively young even if they were trained. Girls were not very comfortable with a male teacher-counsellor, p. 62*". It was imperative that these sentiments be investigated whether they persisted.

It also recommended the instituting of peer counselling services in educational and teacher training institutions in the country. It noted the importance of Peer Approach Counselling by Teens' programmes, (PACT) as in other countries especially in the United States. This has not really taken root in Kenya. In this programme, peer educators from various schools are trained on their physical development, family planning, sexually transmitted diseases, and communication and counselling skills. These teenagers are then entrusted with the task of disseminating the knowledge they have learnt to their peers in schools and in the local community.

Eshiwani (1993) asserts that a lesson is successful if the learner is actively involved throughout. So is guidance and counselling, there would be great success when the learners are fully involved in guidance and counselling and even in projects where their views are required.

In 1977, UNESCO sent an expert to Kenyatta University to assess and establish a Centre for Education and Vocational Guidance and Counselling. The body carried out the study and recommended the establishment of such a centre, which never took off. Hence, guidance and counselling was established as a unit in the Department of Psychology. Establishment of the centre would have been of help in coordinating guidance and counselling in all learning and teacher training

institutions and delineate it from the inspectorate department in the Ministry of Education.

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Duda (1996) in his study on guidance and counselling in Machakos municipality commented that despite guidance and counselling being given attention and importance in training, little was going on at the ground level where students are. He noted that 65% of the students he sampled were not aware of guidance and counselling. It is therefore important to research and find out what the students experiences are in the guidance and counselling departments in schools.

In a research study by Wanjohi (1990) on the role of the counsellors in schools, he recommended training of teacher counsellors. This has actually been going on in Kenyan Teacher Training Colleges and Universities (Moi, Nairobi, Kenyatta and Egerton).

In the Daily Nation (2002, April 8, p 17), on the teachers' forum, it was noted that it was a game of survival as teachers shunned responsibility since canning as a way of punishment had been banned. This scenario posed an urgent concern to find out how students were corrected or punished when they went astray. The newspaper also noted that every child has particular gifts and problems.

The Daily Nation (2001, Aug 20, p.8) reported that one of the weaknesses of the Kenyan education system has been un-relentless emphasis on examinations at the expense of non- cognitive skills for example on, how to cope with puberty. Such

skills are important than passing exams. Teachers should devote more time to counselling student on sexual matters.

In the Daily Nation (2000, July 24, pp.10) Amani Centre of Counselling attributed fear of failure in examinations as compounding stress, that may lead to mass hysteria and hallucinations. The counsellor said that in Kambaa High School in Kiambu district students may have suffered from stress when they went on rampage citing ghosts. Such issues as stress among students call for intensive counselling in schools.

The Daily Nation (2002,February 5, p.16) reported closure of a boys' School,

"A school in Kirinyaga District was yesterday closed after students went on rampage on Sunday night. Armed police dispersed rioting boys of Kerugoya Boys protesting against suspension of five students " This signalled the dire need for intensive studies all over the country to find out the students' needs. In addition, to find out what guidance and counselling would do for and with the students.

The Daily Nation (2001, Feb. 4, p.21) reported that students of standard eight make wrong choices because many primary schools teachers do not advice candidates on the correct choice of schools. Students should be advised on career choice before they complete secondary education. This should be done by guidance and counselling departments.

In the Daily Nation (2001, March 19, p.25) Alliance High School principal, Christopher Khaemba, said that students were unsure of the subjects to drop because they lacked details on the subject clusters on different disciplines at the university. Yet, it is the guidance and counselling department's task to guide the students on career choices. This study attempted to answer questions like, *"what are the students opinion towards guidance and counselling efforts in career choice of students."*

In Teachers Weekly (2002, February - March, p.7) it was reported that counselling is a necessity in schools. The report of the Task Force on Students Indiscipline and Unrest in Secondary Schools (2001) recommended that guidance and counselling be strengthened in schools. It also recommended that parents should be involved more in counselling. It noted the unrest that occurred in Heni Secondary School in South Kinangop Division, Nyandarua District which signalled the need to intensify counselling in schools

On the aspect of discipline, there was data that showed the rate that schools in South Kinangop division had gone on rampage since the year 1997 to 2001 as depicted in table1.

With the ban of canning in year 2000, it was even more difficult for disciplinary committees who had been used to caning to instill discipline to the learners. Hence the need to strengthen guidance and counselling in schools.

Table 1
Schools That Went on Rampage in South Kinangop Division
(1998-2001)

Secondary School	1998	1999	2000	2001
Magumu Secondary school ***	X	X	X	X
Njabini Boys Secondary School *	X	X	X	X
Ragia Secondary School ***	X	X	X	X
Bongo Secondary School **	X	-	-	X
Heni High School ***	X	X	X	X
St. Christophers Secondary School ***	-	-	-	-
Munyaka High School ***	-	X	-	-
Kinangop Secondary School **	-	-	-	-
Karati Secondary School ***	-	-	X	-

Key

X Less than 2 times

- Never

* Boys School Only

** Girls School Only

*** Mixed School

In second term 2002, the education officer in South Kinangop Division indicated that students from Magumu mixed and Bongo girls secondary schools were sent home. Other schools in the division were calm.

In the division, number of students who scored a mean grade of B- and above in KCSE declined significantly for the period 1998 to 2001. Most students scored D+ and below.

Table 2 shows an analysis of KCSE results of secondary schools of South Kinangop Division in the period 1998 – 2001.

Table 2
South Kinangop Division KCSE Results Analyses (1998-2001)

Secondary School	1998		1999		2000		2001	
	B- and above	D+ and below	B- and above	D+ and below	B- and above	D+ and below	B- and above	D+ and below
Bongo Secondary School (girls)	3	31	0	35	0	59	2	27
Heni High School (boys & girls)	0	32	1	32	1	51	0	29
Karati Secondary School (boys & girls)	0	73	0	52	0	53	1	32
Kinangop Secondary School (girls)	0	63	0	63	0	20	2	62
St. Christopher's Secondary School (boys & girls)	0	22	1	18	0	26	1	14
Magumu Secondary School (boys & girls)	7	102	6	120	4	95	12	73
Njabini Secondary School (boys)	17	29	21	42	22	37	23	33
Ragia Secondary School (boys & girls)	0	66	0	38	2	46	0	20

(Source: Adapted from Nyandarua District KCSE results analyses for period 1998 to 2001)

The District Commissioner of Nyandarua district in 2001, Mrs. Claire Omollo and the then Acting District Education Officer, Mrs. Ngari commented that the former glory of the district in national examinations performance would be rekindled. They said that guidance and counselling should be strengthened in schools. The committee on discipline (Republic of Kenya, 2001) recommended that the unit of guidance and counselling in the Ministry of Education be strengthened to coordinate guidance and counselling throughout the country. It further proposed that qualified personnel and resources be put in place to facilitate the functions of guidance and counselling.

In a service such as education, consumers have little power in their tastes. But in a changing society where quality is emphasized, it is important to find out the opinions of students on the services given because they are the recipients of all educational programmes in school (Koech, 2002)

Studies carried out in the West like in USA, have had a tremendous impact on guidance and counselling on expectancies about counselling by students though it dealt with students from different groups of people as Americans, Iranians, Chinese and Africans.

Tinsley and Harris (1976) noted that clients enter counselling with numerous expectations. Their counsellors may make assumptions, thus raising the possibility that clients' expectancies may influence counselling effectiveness. The study therefore, sought to find out what students expect counselling to be. Since expectancies are learned and modified through an individual's interactions with his or her environment, it is likely that the individual's social and cultural background affect his or her expectancies to a large extent (Patterson, 1958).

Table 3 shows an analysis of KCSE mean grade of Nyandarua District in the period 1997 – 2001.

Table 3

Analysis of KCSE performance (Mean grade) in Nyandarua District in 1997-2001 period.

Year	Mean Grade Variation
1997	Drop of -0.06
1998	Drop of -0.4256
1999	Drop of -0.0332
2000	Improvement of +0.3419
2001	Drop of -0.06

In 1998, 48 schools in Nyandarua district registered mean grade drop compared to 22 in 1997. This was an issue of concern since by then there were seventy-one (71) schools. In the year 2001, 46 school registered a drop compared to 12 in 2000

and 39 in 1999. In the year 2000, 55.16% of the candidates had D+(plus) and below and this rose to 56.12% in the year 2002. This has been an issue of concern to all those concerned with education in the District.

In South Kinangop division, in the district, it was only Njabini Boys Secondary School which appeared among top hundred in the province since 1997 up to 2001. Schools in the division have been low in ranking. This scenario could have been precipitated by students not getting proper guidance and counseling on how to organize their studies, especially study time management. Eshiwani (1993) noted the importance of involving students in any innovation. Training having been done, there being a unit of guidance and counselling in inspectorate, the government having deployed teachers to schools, exactly where is the problem? The study attempted to find out students' perceptions of guidance and counselling programmes with an aim of improvement.

Statement of the Problem

For any programme to be termed successful or being on the road to success, the goals and intentions need to be looked into. Guidance and counselling is aimed at the all round development of the learner. Boys and girls in secondary schools are in their adolescent stage where much development takes place socially, physically and psychologically. Makinde (1987) says that, *'it is a delicate period where boys and girls are faced with special needs and problems'*.

The youth in this delicate environment are vulnerable to negative and injurious influences from both their peers and the wider societal membership. Gitonga (1999) noted in her study that students were not educated on the importance of guidance and counselling. In her concluding remarks, she recommended that a study be done on students' perception of guidance and counselling.

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The urgency of the study was based on prevailing national outcry about HIV/AIDS scourge, social cultural changes, drug abuse, truancy and poor performance in schoolwork. These problems have particularly been serious in South Kinangop division of Nyandarua District. A study on guidance and counselling in the secondary schools would find the best ways to help the students cope with their turbulent physiological changes and ever unfolding environments.

Purpose of the Study

The purpose of the study was to investigate students' perceptions towards guidance and counselling programmes in public secondary schools. The study researched into the students' opinions towards the programmes with an aim to strengthening them since their importance has been increasing as the society experience unprecedented changes. The study was conducted in South Kinangop division of the larger Nyandarua district. A total of nine schools were covered in the study.

Objectives of the Study

1. To establish how guidance and counselling programmes are carried out in schools.
2. To investigate the opinions of students to the guidance and counselling programmes offered in schools.
3. To find out the contributions of guidance and counselling in the schools
4. To determine the constraints of guidance and counselling in schools.
5. To establish suggestions on how to strengthen guidance and counselling in schools.

Research Questions of the Study

1. What are the existing programmes for guidance and counselling in schools?
2. What time is allocated for guidance and counselling in schools?
3. Who are involved in guidance and counselling in schools?
4. How do students seek for guidance and counselling?
5. What opinion do the students have about guidance and counselling?
6. How successful is guidance and counselling in schools?
7. What problems face guidance and counselling programmes as schools implement them?
8. What suggestions would be given to improve guidance and counselling in schools in terms of facilities, teacher counsellor, and time?

Significance of the Study

The study was expected to offer greater insight to head teachers, guidance and counselling teachers and guidance and counselling unit in the Ministry of Education. It would unearth perceptions of learners to the programmes and hence lead to their improvement in schools. Teacher training institutions would use the findings to prepare future teachers on the subject of guidance and counselling in schools.

Teacher counsellors would be aware of students' opinions and attitudes and hence handle them in a professional manner. Educational researchers and practitioners may use the findings to solve the various problems that are found in our learning institutions dealing with the youth

Limitations of the Study

The findings of the study may not be generalized in other districts due to different environmental, social and cultural background of students.

The design adopted was a survey, using questionnaires as the instruments for data collection. Observation of counselling sessions would have been useful but there were time and resources limitations.

Delimitations of the Study

The study was conducted in public secondary schools of South Kinangop division of Nyandarua District. Private secondary schools were not included since they do not receive guidance and counselling teachers from the Ministry of Education. Only Form 3 and Form 4 students were sampled as they had stayed longer in school than Forms 1 and 2.

Basic Assumptions

1. That all respondents gave true responses in the questionnaires.
2. That guidance and counselling in schools may be affected by the quality and gender of teachers in the departments.
3. That guidance and counselling imparts some benefits to the counsellee.
4. That secondary schools in South Kinangop division embrace and practice guidance and counselling programmes.

Definitions of Significant Terms as used in the Study

Perceptions	Refers to a particular way of looking at or interpreting something
Guidance	Is a continuing process concerned with determining and providing for the development needs of all students
Counselling	Personal face to face relationship between two or more people, between a counsellor and client to explore, discover and clarify

ways of living better lives

Adolescent	Refers to any persons undergoing puberty from about 12 years to 19 years of age.
Public secondary schools	Refers to the schools where teachers are employed by the government through the Teachers Service Commission
Attitudes	Is a disposition to think or act in a particular way in relation to oneself and to other individuals or groups in society.

Organization of the Rest of the Study

The study was organized in five chapters. Chapter one was on the background of the problem, statement of the problem, significance of the study, purpose of the study, objectives of the study, research questions, limitations, delimitations, basic assumptions, definitions of significant terms and organization of the rest of the study.

Chapter two was on literature review which was organized under the following themes: concepts of perceptions, attitudes, opinions, constraints, what is guiding and counselling, the purpose and aims of guiding and counseling, the role of the teacher counsellor, how guiding and counselling is supposed to be carried out in schools and a review on other similar studies.

Chapter three described the research methodology adopted in the study. It comprised of research design, target population, sample and sampling procedures, validity of research instruments, reliability of research instruments, data collection procedures and data analysis techniques.

Chapter four was on data analysis and interpretation of the research findings. It was organized under questionnaire return rate, research findings and discussions and summary of the chapter.

Chapter five comprised of a summary of the findings, conclusions, recommendations and suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews literature under various headings. These include the concepts of counselling, guidance, purpose or aims of guidance and counseling, role of teacher counsellor, process of guidance and counseling. In addition, the concepts of perception, attitudes, and opinions related studies on guidance and counselling were highlighted. Finally, a conceptual framework of the study was outlined

Definition of Counselling

Counselling is about helping people to help themselves to live their lives effectively and be involved in exploring, understanding, decision-making and acting towards the decision made. Counselling helps to remove all barriers, which may be informational, dispositional, situational or institutional in nature

Counselling is a personal face-to-face relationship between two or more people. The counsellor by means of the relationship and his special competence provides a learning situation in which the counsellee or client is helped to know himself and his present and possible future situation; thereby making use of his characteristics and potentialities in a way that is both satisfying to himself and beneficial to society. Further, he can learn to solve his future needs.

Eshiwani (1993) asserts that counselling, " *is the attempt to understand a client if one were the client, p.63*". From the clients point of view this process offers what the British association for counselling refers to as an opportunity to explore, discover and clarify ways of living more resourcefully and towards greater well being. Counselling so conceived is the art of listening.

In U.S.A counselling developed out of a humanitarian concern to improve the lives of those adversely affected by the industrial revolution of the mid to late 1800's (Aubrey, 1983). Most of the pioneers in counselling identified themselves as teachers and social reformers. They focused on teaching adults and children about themselves e.g. being good, doing right and inter personal relation. Bishop Njue of Embu Catholic Diocese was quoted saying that, "*the character of students should be shaped positively and excel in discipline and academic matters and said that adolescents need counselling*". (Daily Nation, 2000 Jan 9, p.3).

Definition of Guidance

Guidance on the other hand is a bit different from counselling although they are closely interrelated. It would mean the process of helping people make important choices that affect their lives e.g. choosing a preferred life style. Although guidance has often been used in counselling, it has gone the way of "consumption", (Tyler, 1986).

Guidance is a continuous process concerned with determining and providing for developmental needs of all students. In the Heads Manual (Republic of Kenya, 1987), guidance services in schools should include;

- Educational guidance - choice of subjects, study habits, use of libraries and school life.
- Vocational career guidance - this involves giving students information about various careers and requirements. This would help them make proper choices that will be more fulfilling in their lives.
- Information services
- Appraisal Services – this is whereby records on each student are kept.
- Referral service – this is designed to provide the student with specialist help from outside the school e.g doctors, psychiatrists, social workers, priests and pastors.
- Personal guidance – this refers to helping an individual solve his problem and grow to maturity.

Jones (1970) notes that a client in counselling has a right to choose and the counsellors work is to assist in achieving the choices. Most secondary school students are adolescents. The common problems among adolescents are drug abuse, disillusionment and boredom and conflicting ideals expressed by peers on adult expectations, academic problems and choice of future careers. Also, conflict between generations for example parent and child, youth and the adults, physical changes and their related problems, relationship with people of the opposite sex

and delinquent tendencies. Allers (1940) notes that with wise handling the youth can blossom into wise young men and ladies founded on good morals, which is what the world today needs.

Adolescence may be defined as the period within the life span when most of a person's biological, physical and social characteristics are changing from what is considered childlike to what is considered adult. A stage requires adjustment to changes in the self, family and peer group. For adolescents and their parents, it is a time of excitement, anxiety, happiness, troubles, discovery, bewilderment, breaks with the past yet of continuous childhood behaviour.

Purposes and Aims of Guidance and Counselling in Schools

The Heads Manual (Republic of Kenya, 1987) outlines the aims of guidance and counselling in schools.

- To help students to adapt to various changes e.g. social, political, economic, vocational, psychological changes.
- To help students adapt themselves to individual differences.
- To develop the child intellectual abilities. This can be achieved by studying his intelligence, background, attitudes and ambitions.
- To develop a balanced personality in each child by helping him develop as a complete person; that is intellectually, spiritually, morality and socially.
- To help each child develop his own problems in and out of school.

Sheltzer (1973) in his book, *"Goal Setting"* lists four goals that bring out the basic purpose of school guidance and counselling. These are:

- To help the students to understand and accept himself
- To learn how to get well with others
- To help him achieve his academic goals
- To develop his personality by exploring his interest and knowing his to make decisions for himself in order to meet such goals.

It is important to continually adopt courses and activities to the actual needs of the young people. The counsellors should make an effort to work constantly with individual students to know their personal problems, aspirations, abilities and aptitudes.

Adolescence is a future and present oriented period of testing marked by physical and emotional changes. The secondary school students are adolescents searching for meaning in their daily lives both outside and inside classroom.

Too often, guidance and counselling is perceived in terms of what a counsellor does to people rather than in terms of what it may do for and with him. Similarly, the guidance activities engaged in by a student are used by the teacher counsellor to help the pupil. However, the student in most cases is not aware of what guidance is doing to him.

Erickson (1947) says that guidance and counselling is not dishing out values and decisions to individuals, its concern is with the personal development of the person. Guidance is based on recognizing the dignity and worth of the individual as well as his right to choose and is oriented towards co-operation not compulsion.

Moser (1976) says that it is necessary to keep the students informed about the purpose of counselling and that counsellors should be available and to continue not only instructing them the type of help they are given but also how to avail themselves to it.

Roles of Teacher-Counsellor

In the Heads Manual (Republic of Kenya, 1987), the following are the tasks of teacher counsellor:

- i. In consultations with the guidance committee and school head, should determine and set direction in which the guidance and counselling services should move and which objectives should be obtained.
- ii. He should help each student to find ways of fitting later into his immediate society
- iii. Give students as much information on careers even the latest market demands

- iv. He should keep students records under lock and key, that is practice confidentiality
- v. Guide the students on subjects choices
- vi. Together with the guidance committee should survey students needs and problems and develop plan for action.
- vii. To inform staff members and parents about progress of the guidance programme in general
- viii. To assist the staff members to evaluate their contribution to guidance and counselling services

Rono (1989) pointed out some qualities of a teacher counsellor:

- i. Interest in people
- ii. Willingness to serve others
- iii. Leadership and organizational ability
- iv. Ability to communicate to and with people at all levels
- v. Open mindedness
- vi. Friendly and approachable.

In the Daily Nation, (2002 Feb 25, p.16) an educational official in Nyandarua wrote that counselling is becoming increasingly central to a school due to the ban on caning effected in year 2000. The author noted that: -

- Primary obligation of a teacher-counsellor is the maintenance of confidence and secrets of his student clients.

- An effective teacher counsellor should always treat students personal information as sacred secrets except when the welfare of the client is at stake.
- A teacher counsellor should not share a client's information with anybody else including the police except with the permission of the student. Sadly teachers fraud this basic rule all the time. Some have even been known to ridicule students with student's information confidentiality shared between them and the students.
- Recording of student's information is highly discouraged lest the written information falls in wrong hands.

Sarah (1989) in a seminar expressed the need for trained guidance and counselling personnel in Kenyan external institutions. She noted that by then guidance and counselling was needful and needed to train personnel. It is notable that this has been taking place in training institutions both public and private. The Teachers Service Commission has been deploying teachers to head guidance and counselling departments in schools but Duda (1996), in his study commented that little seems to be happening at the ground level. He noted in his study that 65% of the students he sampled claimed that they do not receive guidance and counselling. He recommended training in crash programmes and revision of methods of training guidance and counselling teachers in training institutions.

Process of Guidance and Counselling in Schools

It is important to note that Education Commissions in Kenya realized the great need for guidance and counselling in Kenya. They have recommended strengthening of guidance and counselling in schools. The Gachathi Report (Republic of Kenya, 1976), recommended that guidance and counselling of students when properly done probably play a role in enhancing the person's future adaptability as does academic teaching. The commission of 1976 recommended that all teachers be trained in guidance and counselling.

It is notable that Teachers Service Commission has been deploying Heads of Departments of guiding and counselling in schools after interviews conducted mainly by P.D.Es who recommend a particular teacher to T.S.C for deployment. The inspectorate section is charged with responsibility of facilitating guidance and counselling in schools including organizing seminars and workshops. At school level, the head of the school is at the key level in facilitating guidance and counselling in a particular school. Gitonga (1999) carried out a study on the role of head teachers in guidance and counselling. She found out that schools where headteachers were supportive of guidance and counselling programmes had successfully implemented the programmes and the students had immensely benefited from them. The headteachers role was mainly facilitation and administration of the programmes. They made arrangements for both material and financial support to the departments. From her findings, she recommended that

secondary school head teachers should be at the forefront in facilitating the guidance and counseling programmes in all schools.

The Heads Manual (Republic of Kenya, 1987) notes that there should be a guidance and counselling committee drawn mainly from volunteers from within and outside the school. They should not be appointed which is the common method practiced in most school. The number of members depends on the size of the school. However, eight members are considered the limit in size. The committee should lay down the foundations of the programme by developing an organization that is effective and flexible. The duration or time should be guided by the needs assessment.

Guidance and counselling may be in groups depending on the need and purpose. In some cases of personal problems, it is more effective to deal with a particular individual. In cases like career information, that may be done in groups. In the Daily Nation, (2002, February 25, p. 17) there were tips on how to conduct counselling in schools.

These included: -

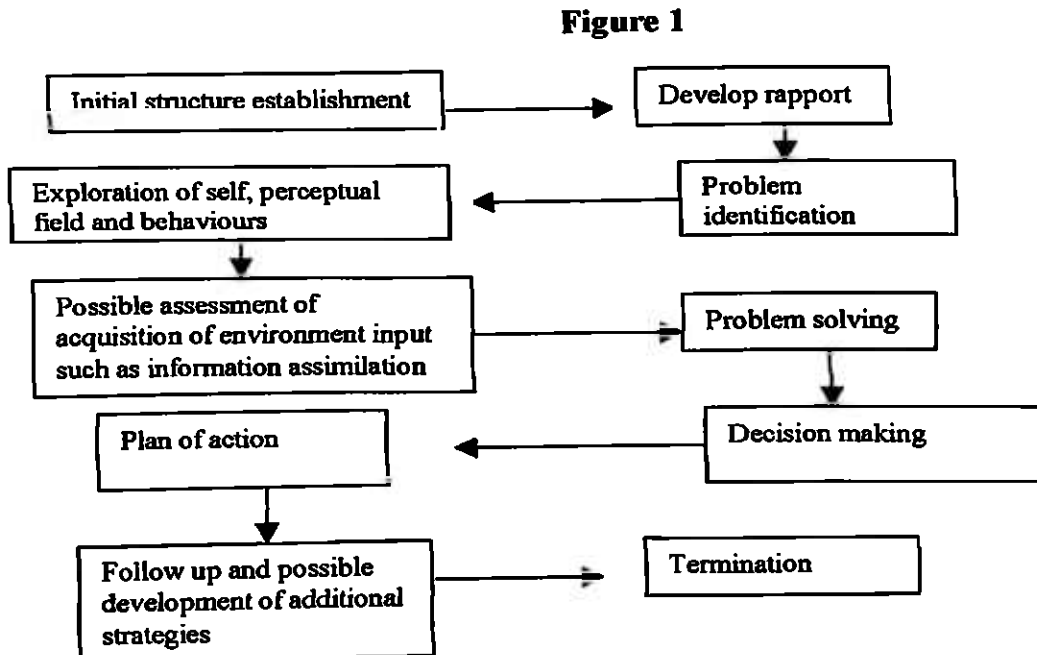
- (i) No recording
- (ii) Teacher should maintain respectable moral distance
- (iii) Avoid intimate relationships
- (iv) Should not be used as protectors, lovers, mother or father as this contradicts the professional counselling

- (v) Avoid wee hours or odd places**
- (vi) Teachers counsellor should be morally upright and above reproach**
- (vii) An effective teacher counsellor should not share a client's information with anybody else.**

In the Heads Manual, (Republic of Kenya, 1987) there are recommendations to survey the students' needs and problems and develop a plan of action. This project attempted to survey such needs and problems among students on guidance and counselling.

Process of Counselling

Figure 1 is a diagrammatic representation of the process of counselling and how it should be effectively done.



(Adapted from: Hoffman and Splete (1984). Counselling: An Introduction. Boston Mifflin: Boston. p. 80)

Guidance and counselling initiatives in schools are expected to be systematically done to achieve the best results. Initial structures such as time allocation in the school schedule, allocation of a room and induction of personnel are important. These arrangements ensure that the programmes are recognized by the school community and treated with the respect they deserve. The school membership, from teachers, students to parents should be sensitized about their existence and significance.

As Hoffman and Splete (1984) demonstrate in Fig 1, problems afflicting a particular schools' students body need to be documented. These could range from drug abuse to poor study methods. The analysis provides a framework for a plan of action, all aimed at helping the students overcome their problem. The approach adopted in guiding and counselling students has a strong influence on shaping the perceptions that they form about the initiatives. Confidentiality need to be maintained. The process should ensure that the counselee emerges a better person, depending on the problem. Follow-up is important to strength any positive developments and for further correction.

Concepts of Perception, Attitudes and Opinion

Perceptions refer to a keen natural understanding. Moser (1976) observed that people differ in perception and expectations according to sex. This study focused on girls and boys. The nature of the client's problems influences his help seeking behaviours. Students perceive potential helpers who are identified by different titles differently. This affects their readiness to seek help.

Attitude is a disposition to think or act in a particular way in relation to oneself and to other individuals or groups in societies. Attitude determines responses to problems, issues and situations. Examples are: perseverance response, tolerance,

(Njoroge and Bennars, 1986). Opinion is what a person thinks about something based on personal judgments rather than actual facts.

Related Studies on Guidance and Counselling in Schools

Tumuti (1979) in his thesis carried out a study of guidance and counselling needs of primary school pupils of Gachika sub-location, Nyeri town. He recommended guidance and counselling in primary schools. This has been implemented with little success since there was much emphasis on the use of cane in primary schools. With the ban of the cane, guidance and counselling should be strengthened.

Kilonzo (1980) noted that although guidance and counselling began in 1971, the situation had not changed much. He recommended training of guidance and counselling teachers. This study sought to establish whether teachers in-charge of counselling had been trained. In-service training to teachers in-charge of guidance and counselling is not only a motivator but also equips them with the basic methodology of effectively carrying out guidance and counselling in schools.

Rono (1989) also highlighted the need to train guidance and counselling teachers. Karugu (1989) asserted that holding seminars for schoolteachers as well as pre training in colleges would enhance awareness of guidance and counselling. This has actually been going on in training institutions for teachers. This study was to

find out the constraints that face guidance and counselling in schools. Lack of in-service training is a key impediment to the development of the programmes.

Chebii (1987) carried out a study on the role of counsellors and recommended training of teacher counsellors. This has been going on at Kenyatta University, Nairobi University and Kenya Institute of Professional Counselling. Ndungu (1989) carried out a general study on services in Kenyan school. She noted that Kamunge Report (Republic of Kenya, 1988) did not state clearly how training would be done. Would this be a constraint in guidance and counselling?

Duda (1996) carried out a study on guidance and counselling in secondary schools, a case study of Machakos municipality. He noted that much of it was done as preaching in groups. He recommended that studies be done elsewhere in the country. This study attempted to find out the availability of basic resources such as private rooms and resource materials and how they affect the development of guidance and counselling in schools. The lack of these basics is a major constraint to such programmes.

Studies carried out in the West like in USA have had a tremendous impact on guidance and counselling like on expectancies about counselling by students in a university campus in Illinois, USA although it dealt with students from different cultures such as American, Iranian, Chinese and Africans.

The Koech Education Report (Republic of Kenya, 1999) stressed that guidance and counselling be strengthened in schools to ensure that youths are properly informed on acceptable norms of behaviours and the dangers of such antisocial habits as drug abuse and alcoholism. It further suggested that: -

- (i) Guidance and counselling in schools be strengthened to become an active service on a day-to-day basis.
- (ii) Students should be advised on academic, social and practical aspects of life.
- (iii) Teachers should be trained in guidance and counselling.
- (iv) Work closely with other teachers, parents, and religious bodies where necessary.

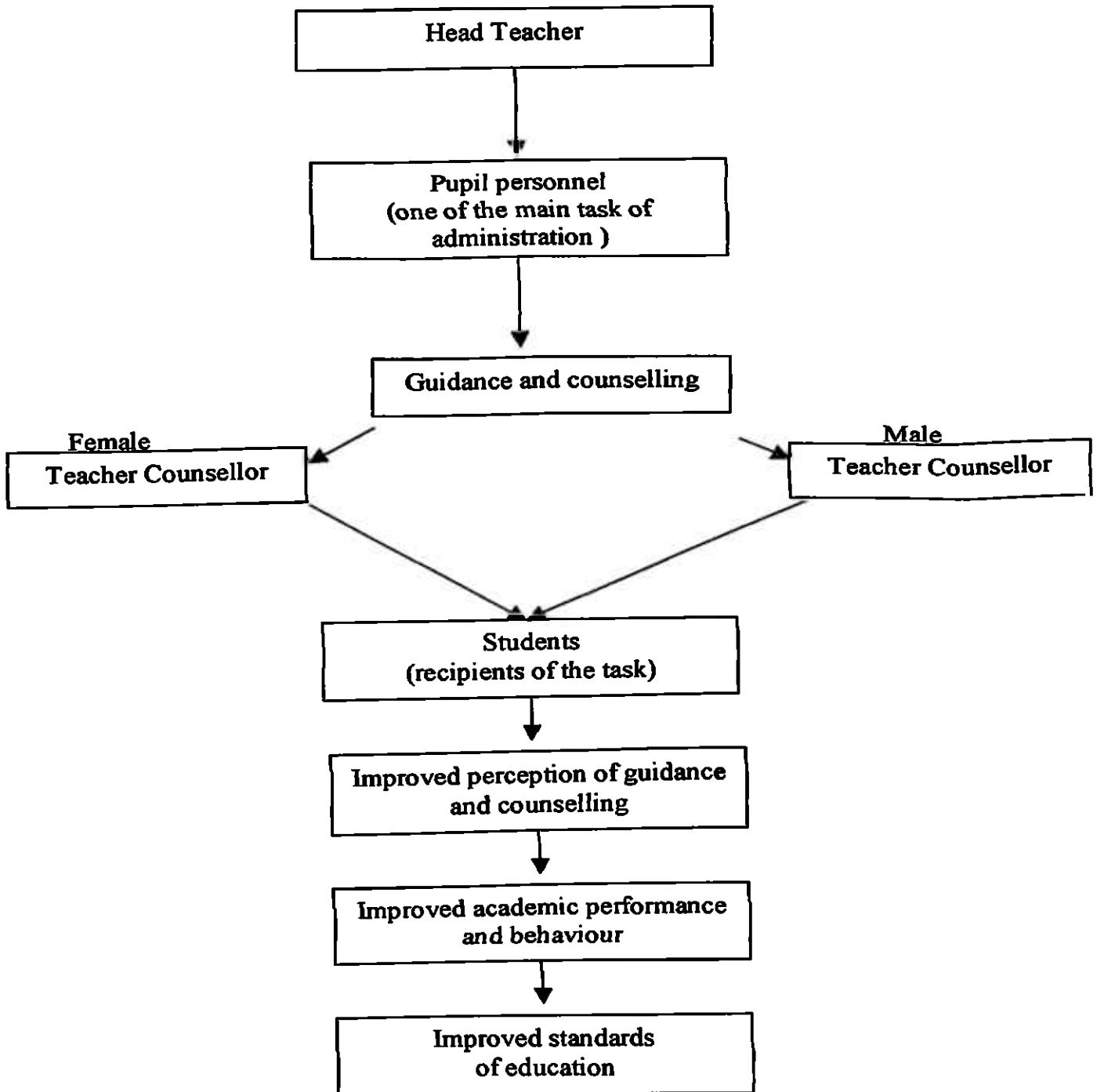
The Commission recommended that the curriculum and its delivery be designed in a balance to instill good virtues in the youth such as respect for one another, honesty, and cooperation. The family and the religious institutions should equally play their role in promoting mutual social responsibility. With reference to some of these recommendations, there leaves a lot to be desired. The commission elicited a situation like little is going on in most schools on guidance and counselling.

Sheltzer and Stone (1965) observed that guidance and counselling services in schools assist students to identify and develop their strengths especially in

educational and vocational opportunities. Unresolved problems among the students may not only affect their academic performance but also their personality development because of their crucial adolescent stage. Figure 2 is the conceptual framework of the study.

Conceptual Framework of the Study

Figure 2



Guidance and counselling is one of the main tasks in administration under pupil personnel management. Studies by Gitonga (1999) have shown clearly that the head teacher's role is crucial in provision of guidance and counselling services to students.

The teacher counsellor is very much directly involved because there is the task to organize and co-ordinate guidance and counselling programmes. This should be with the assistance of parents who should from time to time update the teachers on the progress of their child at home, that is for any positive or negative change, sometimes resourceful parents may be invited to talk to students either individually or in groups.

Even in schools where the teachers' service commission has not deployed a guidance and counselling teacher, the head teacher may appoint one of the staff members to head the department according to Heads Manual (Republic of Kenya, 1987).

The students should be made to understand and have a positive attitude towards guidance and counselling. This would lead them to utilize the services optimumly and thereby improve on academic performance, behaviour and all aspects of life. This would greatly improve standards of education.

Summary of the Chapter

Review of literature underscores the significance of guidance and counselling programmes in schools. It emerged that guidance and counselling when offered professionally, empowers students to live effective lives and have control of key decisions that they make. Teachers in charge of guidance and counselling in schools are required to be people of integrity and good listeners.

Guidance and counselling are officially recognized programmes in schools. The Heads Manual (Republic of Kenya, 1987) clearly outlines their aims and purposes. Overall, they are expected to help students adjust to rigours of life under different environments and emerge strong intellectually, physically, spiritually, morally and socially. An authority in guidance and counseling, Erickson (1947) echoes the sentiments of researchers in guidance and counseling, Gitonga (1999) and Moser (1976), by asserting that guidance and counseling is not dishing out values and decisions to individuals but it is concerned with the overall development of the person.

The review in literature revealed that some studies on guidance and counselling have been carried out in Kenya. Kilonzo (1980) noted that despite guidance and counselling having been introduced in Kenyan schools as early as 1971, approach had remained static against a fast passage of time and the accompanying societal value changes. Based on the shortcomings that the studies found out, it was

recommended that teachers need more training to carry out guidance and counselling among the modern society's student fraternity. Chebii (1987) was in the forefront in making this recommendation. Outside the country, researchers such as Sheltzer and Stone (1965) have emphasized the significance of guidance and counselling in motivating students.

Despite there being various studies on guidance and counselling in Kenya by scholars such as Kilonzo (1980), Rono (1989), Ndung'u (1989) and Duda (1996), the review on literature revealed that a study on students' perceptions on guidance and counselling in public secondary schools had not been carried out. Such a study is important since as Mbiti (1974) notes, students are at the center of all learning experiences and are the immediate beneficiaries of all educational programmes. It is necessary to find out their perceptions on programmes that are aimed at helping them. This would lead to increase in utilization of the programmes and realization of the desired behavioural orientations.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter deals with research methods applied in carrying out the study. It is divided into eight sections namely: research design, target population, sample and sampling procedures, research instruments, validity of the research instruments, reliability of the research instruments, data collection and data analysis techniques.

Research Design

The design for the study was a survey, being descriptive in nature. Mugenda and Mugenda (1999) assert that a descriptive research is a process of collecting data in order to test hypotheses or to answer questions concerning the status of the subjects in the study.

Best and Kahn (1998) further assert that descriptive research is concerned with conditions that are inexistence, opinions that are held, processes that are going on, effects that are evident and trends that are developed. It is primarily concerned with the present although it often considers past events and their influences as they relate to current conditions.

The design was appropriate for his study since the researcher sought to describe the perceptions of secondary school students on guidance and counselling

programmes. In addition, characteristics that define guidance and counselling programmes in schools had to be fully described.

Target Population

Borg and Gall (1996) define a target population as all the members of a real or hypothetical set of people, events, or objects to which researchers wish to generate the results of the research. The target population for the study consisted of all 1127 Forms 3 and 4 students in nine secondary schools in South Kinangop division, the nine school head teachers and nine teachers in charge of guidance and counselling in each school. Forms 3 and 4 students were targeted since they had been in school longer than Forms 1 and 2 and hence could express their experience in guidance and counselling.

Sample of the Study and Sampling Techniques

The sample of the study consisted eight headteachers and eight teachers in charge of guidance and counselling in eight secondary schools. All were sampled since the population was small and manageable. The sample size of the students was 120. This was 10% of the target population. Mugenda and Mugenda (1999) assert that descriptive studies require a minimum of 10% of the target population.

Since all eight secondary schools had a roughly equal student population, 15 students were randomly sampled from each school's form 3 and 4 students. To get

the sample from each school, folded papers marked "yes" and "no" were given to the students. The 15 who picked "yes" were given questionnaires to fill. Here, random sampling was found appropriate because it gives data which can be generalized to a large population from where it is chosen within margins of error.

Research Instruments

This study employed three different questionnaires for students, teachers and head teachers.

The questionnaires for students had fourteen items. The items were aimed at eliciting information on how the students perceive guidance and counselling in their schools. Items 1 to 4 solicited information on the students' acquaintance with the process of guidance and counselling in schools. Items 5 to 8 sought information on how guidance and counselling is carried out and the students' perception to it. Items 9 to 13 attempted to find out areas on which the students would need counselling. These areas were divided into academic, career, psychological, spiritual and social problems. Item 14 sought students' suggestions on improving guidance and counselling services in schools.

The teachers' questionnaire had twelve items. The researcher was to determine whether the teachers are aware of students' opinions towards guidance and counselling and how they perceived it. Items 1 to 3 sought information on how

often the students sought guidance and counseling services. Items 4 to 8 aimed at soliciting information on the nature of counselling given to students. Items 10 to 12 sought information on the challenges facing guidance and counseling in schools and suggestions for improvement.

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The schools' head teachers questionnaires had nine items. Studies have shown that head teachers role is important in facilitating guidance and counselling programmes in schools (Gitonga, 1999). Items 1 to 5 sought information from the headteachers on how guidance and counselling is carried out in schools. Items 6 to 9 highlighted the areas that need improvement so as to make guidance and counseling successful in schools.

Validity of the Research Instruments

Validity of the questionnaires was tested by conducting a pilot study. Validation is important as it tests if the questionnaire is constructed properly and is suitable for a study. After filling up the questionnaires, a discussion was held with the respondents to find out if there were any unclear items. It was found that students needed some guidance and clarification to appropriately respond to some items.

The items that were singled out as unclear were revised. Short sentences were adopted and simple terms used to increase clarity. The researcher later discussed the instruments with an educational researcher in the Department of Educational

Administration and Planning, University of Nairobi. A few adjustments were done on the instruments and then they were passed for use in the study.

Reliability of Research Instruments

According to Best and Kahn (1998), a test is reliable to the extent that it measures what it is measuring consistently. A pilot study was conducted to find the instruments reliability and the procedures of administration. The questionnaires administered were 10 in number, one for the head teacher, one for the teachers and 8 for the students. The researcher assessed the accuracy and consistency of the instruments. This was enhanced by discussing the responses with individual respondents to assess their interpretation. After pretest, adjustments were made where necessary. For example, clarity was added by shortening questions that were too long. To further enhance reliability, the questionnaires were adapted from instruments used in a similar study by educational researchers Wanjohi (1990) and Gitonga (1999).

Data Collection Procedure

Before the start of data collection, the researcher went to the Ministry of Education, Science and Technology and Office of the President to get permission to carry out the research. The Education officer in South Kinangop division was officially notified of the research study

Thereafter, the researcher proceeded to the eight secondary schools in the division and got the representative samples of Forms Three and Four students from class

lists provided by the headteachers. After determining the sample size from each class, folded papers with "yes" and "no" were made and taken to class. All students picking "yes" were given the questionnaire to fill after being given guidance on what they were expected to do.

The head teacher together with the guidance and counselling teacher were also briefed on the questionnaire filling exercise. All filled questionnaires were collected within four days after they were administered.

Data Analysis Techniques

Kerlinger (1973) defines data analysis techniques as statistical methods used to analyze data so that it can be interpreted. Research analysis breaks down data into constituent parts to obtain answers to research questions and test research hypotheses.

Descriptive statistics were used to analyze the data. A computer, using SPSS program performed the analysis.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

Introduction

This chapter presents the results obtained from the study. The chapter is organised under three sections. The first section entails an analysis of the questionnaire return rate. The second section presents the research findings and discussions. It is divided into five subtitles where each subtitle presents the findings and discussions about a specific objective of the study. The last section is on a summary of the findings enacted from the data analysis and discussions done in the chapter.

Questionnaire Return Rate

Three questionnaires were used as the main instruments for data collection. They were for the head teachers, teachers in charge of guidance and counselling, and form three and four students. The questionnaires were administered to eight (8) head teachers, 8 teachers and 120 students in eight secondary schools. Table 4 shows the characteristics of the sample.

Table 4
Characteristics of the sample for the study

Target	Sample size	Number Returned	Percentage %
Head teachers	8	7	87.5
Teachers	8	8	100
Students	120	100	83.3

The rate was considered adequate since a questionnaire return rate of 50% is considered a good response (Peil, 1995).

Research Findings and Discussions

How guidance and counselling programmes are carried out in schools.

Head teachers and teachers in charge of guidance and counselling programmes in the schools clearly understand the meaning and importance of guidance and counselling in their institutions. On being asked what is guidance and counseling a head teacher commended that, *"It is the act of giving advice to a person to enable him or her cope with a given problem or be able to make a choice or a decision concerning a difficult situation that he or she may be in"*. On the same, a teacher said, *"Guidance is showing the way, directing or giving proper direction. Counselling is when there is internal conflict and you free the counsellee from anxiety, enable him become confident or remove depression"*. These responses show that the head teachers and the teachers in charge of guidance and counselling are aware of what is exactly required to be done. This is important as it implies that the programmes are professionally run.

The number of teachers manning guidance and counselling departments is a pointer to the significance with which the departments are regarded. Table 5 gives an analysis of membership of the departments.

Table 5**Number of Teachers in Guidance and Counselling Departments**

Members (x)	Frequency (f)	Cumulative Frequency	xf
2	1	1	2
3	1	2	3
5	2	4	10
6	2	6	12
8	1	7	8
	$\Sigma f = 7$		$\Sigma xf = 35$

$$\text{Mean}(\bar{x}) = \frac{35}{7} = 5$$

The responses of head teachers showed that guidance and counselling departments have varying membership. This could be explained by the fact that some schools are mixed and they recruit female and male teachers to cater for all students. Schools with a relatively high student population could also tend to have a big number of membership.

On average, secondary schools in South Kinangop had five members in the Departments. This is a strong indicator that they take the functions of guidance and counselling with a high degree of seriousness. In fact, what teachers lack could be formal training on the practice but not zest or realization of the need to guide and counsel students.

Guidance and counselling in schools is not exclusively done by departments' membership. All the head teachers indicated that other staff members are included. They gave various reasons for this "*across the board*" inclusion. The prominent reason was that guidance and counselling needs teamwork to be effective. In addition, head teachers view all teachers as counsellors and they help in reaching as many students as possible.

This aspect of viewing all teachers as counsellors demonstrates the need to include guidance and counselling as a core part of teacher education curriculum. It is imperative that a teacher need not be a guidance and counselling department member to do the work. In addition, students may be willing to confide in a teacher who is not necessarily a guidance and counselling committee member. Table 6 provides a frequency of guidance and counselling sessions in a term.

Table 6

Frequency of Guidance and Counselling Sessions in a Term

Timing	Frequency	Cumulative frequency	Percentage
Daily	2	2	25
Within every 2 weeks	3	5	37.5
After every 2 weeks	0	5	0
Monthly	3	8	37.5

Table 6 depicts that in most schools guidance and counselling teachers do not have daily schedules but conduct the sessions mostly twice in a month. This may be because the teachers are busy with other work in the formal curriculum. Also guidance and counselling sessions are rarely put in the school master timetable. Table 7 shows the students responses on the frequency of guidance and counselling in a term.

Table 7

Student Responses on Frequency of Guidance and Counselling in a Term

Frequency of G & C sessions in a term	Number of Respondents (x)	Cumulative frequency of Respondents	Percentage $\frac{x}{100} \%$
Once	6	6	6
Twice	6	12	6
Thrice	15	27	15
>Thrice	69	96	69
Never	4	100	4

From table 7, over 96% of the students are counselled at least once in a school term. This shows that nearly all teachers take time to help the students be masters of their lives. The 4% that is never counselled may represent shy students who find it hard to confide anything in their teachers. Table 8 is on the students responses on areas they are counselled.

Table 8**Students Responses on Areas they are Counselling**

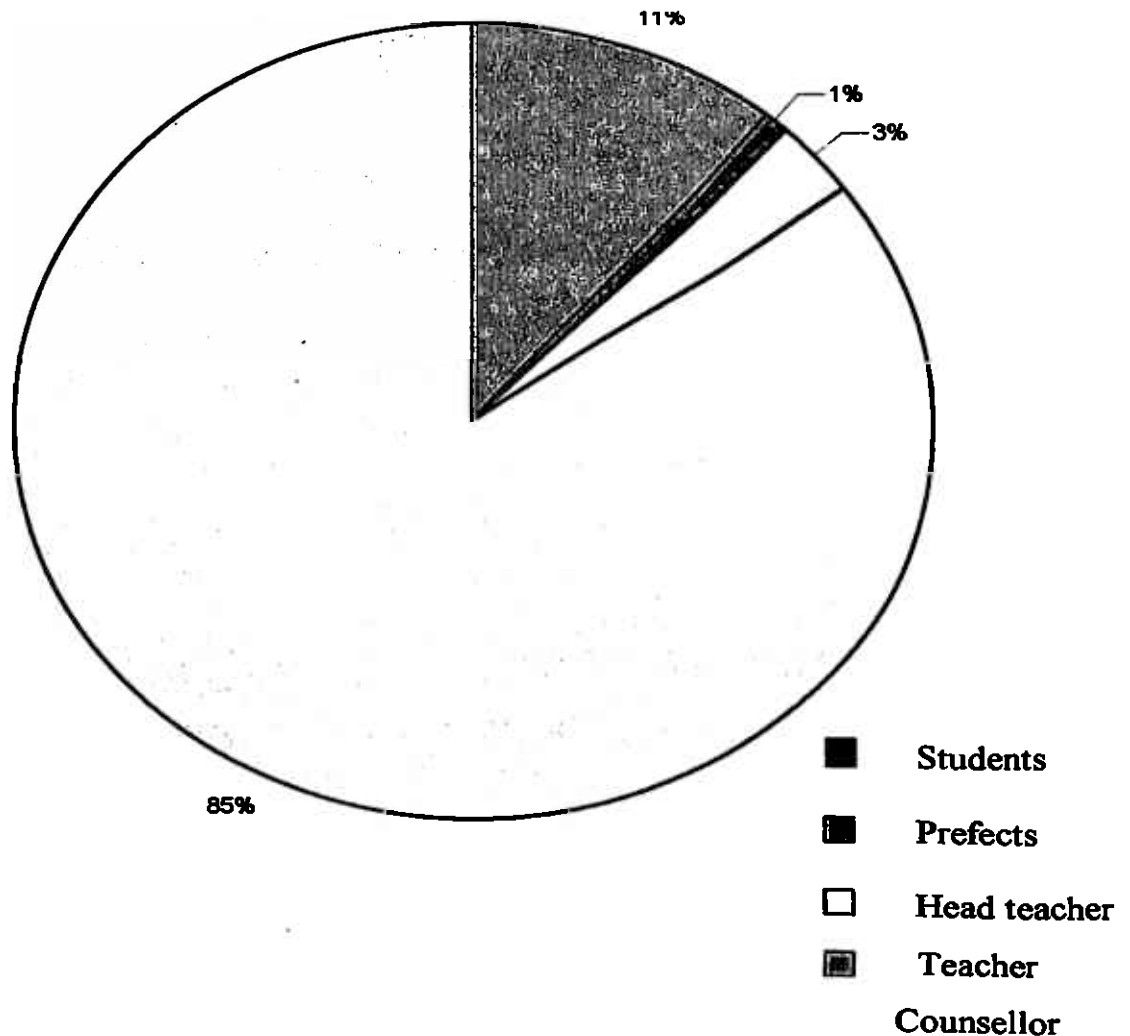
Area	Frequency of 'Yes' responses
Academic	64
Social life	62
Career choice	44
Spiritual matters	36

Table 8 shows that students are given counselling and guidance on a variety of issues. The teachers normally concentrate on areas that are relevant to the students. The fact that over 60% of the student respondents indicated that they are counselled in academic and social life is a strong indicator that counseling in schools is done mainly to achieve academic goals and improve discipline among students. Schools that experience cases of indiscipline quite often have weak or dysfunctional guidance and counselling departments. Counselling on the area of academics equip the students with good study methods and a positive attitude towards self supervised learning. This eliminates idleness and frustrations that emanate from misuse and wastage of time.

Also guidance and counselling in social life help students, who are in their adolescence, cope with diverse anxieties that are a result of drastic biological and physiological changes and developments. The students are taught to be more

responsible. This in most cases minimizes and sometimes eliminates cases of destructive indiscipline in schools.

Since guidance and counseling in career choice and spiritual matters was effected to 44% as 36% of the students respectively, it underscores the schools' determination to have an all round student population. Guidance in career choice give students as opportunity to focus on life beyond school years. It provides an impetus on them to harness their abilities and mould them into a gainful career in future. This attitude has a positive multiplier effect within the school and even the county at large. Figure 3 is a pie chart presentation on the students responses on who initiates guidance and counselling sessions in their schools.

Figure 3**Student Responses on Who Initiates Guidance and Counselling**

From figure 3, the teacher counsellor mainly initiates the guidance and counselling sessions. This underlines the importance of the teachers being aware of the necessity of the programmes. The fact that a good percentage of the students, 11% also initiate the sessions show that, the percentage could increase if more students were made to understand and appreciate the need to seek for counselling. Table 9

presents the frequency and percentage of students receiving counselling services from other personalities apart from schoolteachers.

Table 9

Student Response on Outside Counselling

Counselling provider	Frequency	Percentage
Pastor	28	28
Parents	46	46
Priest	17	17
BOG/PTA members	9	9
Total	100	100

Table 9 shows that students also get words of advice from other sources apart from the guidance and counselling department in schools. Parents play a vital role in shaping up their youth. It is interesting to note that the school managers, the BOG and the PTA also help in advising the youth. This scenario echoes the sentiments expressed by the school headteachers earlier that they view all members of staff as potential counsellors by being teachers.

Opinions of students to the Guidance and Counselling done in schools.

All school headteachers, 100% indicated that students seek counselling services. This is important as it reveals that all schools have guidance and counselling structures.

In addition the students have a positive inclination towards guidance and counselling. With more encouragement to go for counselling more of them could avail themselves and it would be much more smoother to run the institutions.

Teachers in charge of guidance and counselling indicated the frequency with, which students seek counselling in a week. Table 10 is a frequency and percentage presentation of teachers' responses on the frequency that students generally seek help from them.

Table 10

Teachers' Responses on Students Frequency of Seeking Help

Timing	Frequency	Percentage
Once	2	25.0
Twice	1	12.5
Thrice	3	37.5
Severally	2	25.0
Total	8	100

Table 10 paints a positive picture that students have a positive persuasion in counselling. All teachers in charge of guidance in the schools have at least one volunteer case in a week. However, these figures show that majority seeks for counselling services. With an average student population of 400, two cases

volunteering in a week is a very small fraction. It all calls for concerted effort to impress upon the student on the need to seek counselling services.

On being asked how students respond to guidance and counselling programmes in school, the teachers had varied responses. Most indicated that the students are fairly serious and take the advice given seriously. Group counselling was mentioned as being more successful than one to one counselling. Table 11 shows students preference for a counsellor

Table 11
Students Preference for a Counsellor

Person	Frequency	Percentage
Counselling master	25	25
Male teacher	32	32
Female teacher	41	41
Head teacher	1	1
Colleague	1	1
Total	100	100

Table 11 indicates that most students are comfortable dealing with their teachers other than the head teacher or friends. In fact, 98% of the students would prefer being counselled by one of their class teachers. Those who prefer male teachers as counsellors said that men are open and straight shooting. Female teachers were

preferred because some students would find it hard telling males about their conditions. Female teachers were also said to be kind and merciful. This may be explained by the fact that some students see a mother figure in them. This is however appropriate for counselling purposes since it creates an atmosphere of trust and unlimited openness. Table 12 is on students' ability to disclose all information to counsellors.

Table 12
Student Ability to Disclose All Information to Counsellors

Response	Frequency	Percentage
Yes	46	46
No	54	54
Total	100	100

Students who indicated that they were able to disclose all information to counsellors cited good relationships with their teachers as the main driving force. They also highlighted that the counsellors are particularly free to them. On the other hand, some students, in fact the majority would shy away from disclosing all information. They expressed their fear that some counsellors may discuss their situations with other teachers. Some indicated that all secret information belong to

them not to a teacher. This indicates that some of the students are yet to be informed on the need to go for counselling.

Contribution of guidance and counselling in schools

All teacher respondents indicated that there is a relationship between counselling and academic performance. One teacher particularly said, "*Good performers in class work are regularly counselled. Poor performers would seek guidance and counselling make marked improvement in their work.*"

These sentiments underscore the significance of guidance and counselling programmes in schools. Their importance cannot be gainsaid given that teachers who teach and counsel the students make them. Table 13 outlines problems afflicting students and those guidance and counselling help to solve.

Table 13

Student Problems Solved by Guidance and Counselling

Problem	Teacher respondents dealing with problem	Percentage
Time management	6	75
Boy/Girl relationships	7	87.5
Lack of concentration	6	75
Peer influence	5	62.5
Career choice	4	50
Conflict resolution	3	37.5

Table 13 underlines the importance of guidance and counselling in schools. Most teachers in charge of the programmes cover main areas that trouble adolescents. However, issues like time management have a big impact on overall academic performance of individual students. Peer influence is also of great concern since bright students have been known to be negatively influenced by others. It is therefore clear that there is a clear and significant relationship between guidance and counselling and academic performance in schools.

The relatively small percentage of counselling on issues related to conflict resolution could explain the occasional students unrest in South Kinangop Secondary Schools. Many counsellors could be shying away from the topic due to its sensitivity or due to lack of adequate knowledge in the area.

On being asked what guidance and counselling has done for them in school, students had varied responses and the main ones are highlighted in Table 14.

Table 14**Student Responses on Benefits Received from Guidance and Counselling**

Benefit	Number of Benefactors out of 100 respondents (x)	Percentage
Improvement in class work	40	40
Encouragement in life	20	20
Ability to socialize	51	51
No drug taking	37	37
Sex avoidance	31	31
Freeing from stress	17	17
Increase in morality	61	61

It is clear that guidance and counselling has enabled the students be social beings that can integrate and work in the society. Although 40% indicated improvement in class work, this may not translate into A's and B's at KCSE level since most of the students enter Form 1 with very low marks. In fact, one head teacher respondent expressed this when responding to questions on what problems they face in guidance and counselling programmes.

Students also indicated which specific area they would like guidance and counselling intensified. This is presented in table15.

Table 15**Students' Responses on Areas That Need Intense Counselling**

Area of Counselling	Number of proponents	Percentage
Academics	52	52
Career guidance	49	49
Social issues	62	62
Spiritual matters	33	33
Psychological issues	41	41

Students indicated the need to be counselled on academic matters. This may be contributed to the understanding that this is their main duty in school. In addition, it echoes the reality that students do not know how to manage their study time, do revision or better their performance. One student expressed her fears that, "*What will I do if I don't get a grade that will enable me study medicine or accounting.*"

Constraints facing guidance and counselling in schools

Although schools have tried to entrench guidance and counselling programmes, there has been various hindrances. The head teachers reported that teachers are overloaded with other duties and this is a major hindrance in making the programme a success. They also cited that teachers normally reside far from school and this reduces their contact time with students. Even when teachers have time, a separate room for counselling is not always available. Resource materials

are necessary for guidance and counselling programs to be a success most head teachers cited the non availability of some of the resources as a set back to conducting of the programmes. Table 16 shows the responses of head teachers and the corresponding percentages.

Table 16

Head Teachers' Responses on Availability of Resources Needed to Carry out Successful Guidance and Counselling Programmes

Type of resource	Responses indicating lack of resources	Percentage
Separate room	3	42.8
Text books and magazines	5	71.4
Video/audio/films	4	57.1

Table 16 clearly indicates that lack of appropriate resources is a major hinderance in success of guidance and counseling programmes in schools. Counselling entails outpouring of intimate feelings and therefore privacy is a necessity. A teacher needs a separate room from the staffroom to have a successful session with a student who needs help. The research revealed that more than half of the schools do not have a private room. This is clearly an impediment to the development of guidance and counseling in schools. Although most schools undergo financial constraints, private rooms could be lacking due to the fact that school management

is not well informed about the significance of the programmes. This underscores the need to sensitize all stakeholders within the schools about the importance of guidance and counselling.

Most schools have attempted to acquire relevant reference material in terms of textbooks and magazines. The availability of the materials is a greater assistance to most teachers in charge of guidance and counseling and also to students. However, since almost 30% of the schools lack the materials, it is imperative that the Ministry of Education come up with a plan to help most of the schools acquire the materials. Organizations such as churches and NGO's need to be encouraged to assist schools that have difficulties.

Schools in the rural areas often lack connection to the national power grid. Audio and video resources may therefore almost be impossible to use. However, it is encouraging to note that almost 60% of schools use them together with films. Table 17 is a depiction on the state of affairs as far as the training of guidance and counselling teachers is concerned.

Table 17

Teacher Training On Guidance and Counselling Programmes

Category	Number	Percentage
In serviced	5	62.5
Not in serviced	3	37.5
Total	8	100.0

To make guidance and counselling endeavours more effective it is imperative that teachers involved are exposed to seminars and workshops. This will not only equip them with current knowledge but will act as a motivation. A certificate of attendance earned by the teacher is an important document for career advancement purposes.

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Another challenge for guidance and counselling in schools is a society that have negative attitude towards education and is apathetic to social issues like immorality. Most teachers emphasized this point by indicating that bad behaviour is not only condoned by the society but some senior members of it are bad role models. This tends to negate any gains made in guidance and counselling sessions.

Some teachers expressed disappointment that despite their hard work, there is little observed behaviour change among students. This, they said, creates a feeling that a counsellor could be "*chasing a mirage*". Most students fail to open up on issues disturbing them. This also discourages teacher counsellors as it renders their efforts futile.

Suggestions on how to Strengthen Guidance and Counselling in Schools

All head teacher respondents indicated the need to put more emphasis on guiding and counselling students in areas of academics, social life and spiritual matters.

These areas are core to shaping up a morally upright and responsible youth. Since there is no financial gain for all teachers involved in guidance and counselling initiatives some head teachers recommended small token gifts as a form of motivation and recognition for their work.

To ensure that most of the teachers are well versed in their work, some head teachers suggested that all guidance and counselling teachers attend seminars and workshops. Teachers had a variety of suggestions to improve guidance and counselling in schools. They indicated the need to incorporate the school leadership in the programmes to show commitment to other teachers and seriousness to students. To ease the burden of guiding and counselling the youth, they underlined the need to involve parents and society in general in directing them. They also emphasized the need of incorporating videos, films and guest speakers in the guidance and counselling programmes. To make it easy to counsel and guide it was suggested that minimum workload be given to teachers involved.

To drive the guidance and counselling message home a teacher touched on the need to the teachers themselves being good role models to their students. She said,

" Teachers should be proper role models". This is important as it eliminates the probability of self-contradiction on the part of the teachers.

Guidance and counselling teachers expressed the need for head teachers to provide private spaces for their work. Small portions in some facilities, for example the laboratory can do. A teacher lamented non-cooperation from the school administration by saying, **"... the administration sometimes views the counsellor with suspicion"**. To make the program progressive, full cooperation is needed from school managers as well as administrators.

The local administration should try to curb the rampant proliferation and peddling of drugs and intoxicant liquors. Many youths have been lured into using them. Most teachers cited drugs abuse control as a significant measure in making counselling a success. Social evils like prostitution also need to be controlled so that the vulnerable youths do not fall prey to AIDS and other maladies.

Summary of the chapter

This chapter analyzed and interpreted data on perceptions on guidance and counselling in public secondary schools. The analysis of the data was reported in the following parts: the questionnaires return rate, the research findings and summary of the chapter. The research findings were presented in five sub-sections where each sub-section is on one of the five objectives of the study. Frequencies,

means and percentages were presented in tables and pie charts and explanations provided where possible. All these were calculated based on the responses received in the questionnaires. Where responses could not be quantified, highlights were made and direct quotations from the respondents made.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

Education is life itself, not merely a preparation for life. It should therefore be learner centered, whereby the learners are given a chance to express themselves freely. Students have fears, limitations, hopes and aspirations. Since they are emerging from the bosoms of their childhood caretakers, they require an honest and professionally coordinated transition into the open world of challenges, opportunities and influences. This chapter entails the summary, conclusions and recommendations stemming from the study. It is therefore divided into four sections where section one is on the summary of the study and the findings as per the stated objectives. Section two is on conclusions of the study, section three outlines the recommendations and section four is on areas suggested for further research.

Summary of the Findings

Guidance and counselling has been a fully-fledged Department in secondary schools. Unlike other departments, for example Science and Languages, it cuts across a wide range of issues like academics, psychological problems, social issues, adolescent issues, conflict resolution and discipline among a host of others.

most of the questions was done by using descriptive statistics. Means, frequencies and percentages were calculated to analyze the data. Unquantifiable responses were explained by highlighting the direction of opinion and by quoting individuals' responses.

Three questionnaires were developed as the only instruments for data collection. They were for head teachers, guidance and counselling masters and students. To increase their reliability, they were adapted from Gitonga (1999) and Wanjohi (1990). Questionnaire return rates were 100% for teachers, 87.5% for head teachers and 83.5% for students. The return rates were considered adequate.

How guidance and counselling programs are carried out in schools.

The research study revealed that all schools have guidance and counselling programmes. This is an indication that school administrators and managers appreciate the contributions that accrue from these initiatives. On average, it was found that each school had at least five members in guidance and counselling department. Teachers in these departments were both male and female.

To improve the guidance and counselling services, it was found that all teachers in the schools are taken as potential guidance and counselling agents. Most schools have formal guidance and counselling sessions in every 4 weeks. This was

explained by the fact that teachers are usually busy with class work, and hence find it hard to devote more time to guidance and counselling programmes.

Head teachers indicated that students seek guidance and counselling services from the guidance and counselling departments. However, statistics indicate that only a minimal number of students population seek guidance and counseling services. A teacher percentage of 25% reported that students come severally to see them in a month. This is in contrast to 75% who reported that the students do not see them severally in a month.

Opinions of students to guidance and counselling in schools

The study revealed that 32% of the students prefer being counselled by their male teachers while 41% prefer being counseled by a female teacher. Male teachers were preferred because of their knowledge and kindness while female teachers were preferred because of secrecy and mother like tenderness. 46% of the students indicated that they divulge all information and open up fully during guidance and counselling sessions. The remaining 54% indicated that they are not able to open up to the teacher in charge of counselling due to fears that the teacher will discuss their situations in the staff room.

Contributions of guidance and counselling in the schools.

Issues covered mainly by guidance and counselling teachers include lack of concentration during studies, peer influence and career choice among others.

Students indicated that they have benefited from guidance and counselling sessions, though to a varying degree in many areas. For example, 31% indicated that the programme had helped them stop premarital sex, 51% had gained confidence and were able to socialize, among others. The students also highlighted areas where they would prefer guidance and counselling intensified. 62% of said they would prefer more emphasis on social issues, 52% on academics, and 49% proposed career guidance.

Constraints facing guidance and counselling in schools.

Various constraints hinder success of guidance and counselling programmes in schools. First, the counsellors are also teachers and duty masters. Their duties demand time. In most cases, the counselling duty is deprived of time allocation. Resource materials such as books, films, video and private counselling rooms were said to be lacking in nearly all schools. 71.4% of the head teachers indicated that textbooks and magazines for students were lacking. In addition, 57.1 % of the heads said that video, audio and film facilities lack in their schools. This scenario leaves the students with little reference materials for information gathering and self-development.

Another constraint revealed by the study was that 37.5% of all guidance and counselling masters have never attended training on this area, either in a semi near, workshop or college. This implies that they are seriously limited in their ability to

handle the task. A society that is indifferent to perverse behaviour by the youth is major limitation to success of endeavours in schools since students adopt people's behaviour in the wider societal setting.

Suggestions on how to strengthen guidance and counselling in schools.

The study documented some suggestions made by teachers on improving guidance and counselling in schools. Both teachers and head teachers indicated that there is need to counsel students more in areas of academics, social life and spiritual matters. Schools should approve budgetary allocations to purchase more resource materials. Parents and prominent people in the society should be part of guidance and counselling programmes in schools. Local administration, it was suggested, need to ensure that drug abuse and other social evils are stamped out as they easily infiltrate to the student body.

Conclusions of the Study

From the findings of the study, conclusions were made. They emanated from the results of the analysis of the data collected. First, it was concluded that guidance and counselling programs are operational in all secondary schools. Only a small percentage of the students' population volunteered to seek assistance from the guidance and counselling teachers.

Schools face hardships in the implementation of guidance and counselling programs since most teachers in charge are not trained. Basic facilities like a private room are not available.

Lastly, in order to encourage and make students benefit from the programmes, group counselling was recommended to be more efficient than individual one. Also both female and male teachers need to be incorporated in the programmes, so as to meet the students preferences.

Recommendations

Based on the findings of the study and the conclusions, the following recommendations were pointed out. They may work towards ameliorating guidance and counselling initiatives in schools.

1. Teachers in charge of guidance and counselling programmes in the schools should be given minimal classloads and be exempted from other school duties like duty master.
2. The Ministry of Education, Science and Technology should create a provision for conducting in-service training for guidance and counselling teachers.
3. The government should encourage organizations and NGO's dealing in education to help schools with materials on guidance and counselling, for both students and teachers.

Suggestions for Further Research:

The following suggestions were made for further research:

1. A study should be conducted to find the effectiveness of guidance and counselling in preventing school strikes. This study did not touch the area.
2. It is imperative that similar studies be duplicated in other divisions of Nyandarua District.

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APPENDIX A: LETTER TO RESPONDENTS

Nancy N. Wachira

Mt. Kinangop Girls Secondary School

P.O. Box 140,

South Kinangop.

Dear Sir/Madam,

**RE: A STUDY ON PERCEPTIONS OF STUDENTS ON GUIDANCE
AND COUNSELLING**

This study is looking into students' perceptions of guidance and counselling in pursuit of Master of Education. The aim is to improve guidance and counselling programmes in schools.

I would kindly request you to answer the questions given. The responses will be very confidential.

Your cooperation is highly appreciated.

Yours faithfully,

NANCY N. WACHIRA

(b) Who would you prefer to counsel you?

- | | | | |
|--------------------|--------|--------------|--------|
| Teacher Counsellor | [] | Male teacher | [] |
| Female teacher | [] | Principal | [] |
| Friends | [] | | |

(c) Give two reasons for your preference.

5. What particular problems do you encounter at school? (tick appropriately)

- | | | | |
|---------------|--------|-----------|--------|
| Academic | [] | Social | [] |
| Career choice | [] | Spiritual | [] |

6. Are you free to disclose all information required to your counsellor?

If yes, give 2 reasons.

If no, give 2 reasons.

7. Who else participates in counselling you other than the teacher counsellor?

- | | | | |
|--------|--------|-------------|--------|
| Pastor | [] | Parents | [] |
| Priest | [] | PTA members | [] |

State any other

8. (a) Do you receive counselling at home

Yes [] No []

(b) When

Before opening school [] During half term []
]

After closing school [] Letter writing []
]

(c) Who does it?

Mother [] Father []

Brother [] sister []

Uncles [] Aunts []

Grand parents []

Others

(specify) _____

9. What academic problems are you going through?

10. Which career problems are you going through?

11. **What psychological problems are you going through?**

12. **Now that you are in a senior class in secondary school, what have guidance and counselling done for you?**

13. **Which areas would you like guidance and counselling to help you mostly?**
(tick)

- | | | | |
|----------------------|---------------|------------------|---------------|
| Academic | [] | Career | [] |
| Social | [] | Spiritual | [] |
| Psychological | [] | | |

14. **Give areas you would like to see changed in guidance and counselling in your school.**

APPENDIX C: QUESTIONNAIRE FOR TEACHER-COUNSELLORS

1. Precisely what is guidance and counselling?

2. How often do the students come for your assistance personally?

Once [] Twice []

Thrice [] severally []

3. How often are they counselled in a school term in groups?

Every month [] Every two weeks []

After two weeks [] Every day []

4. In your opinion is there a relationship between guidance and counselling and academic performance?

Yes [] No []

5. What academic problems do the students have?

6. **What career problems do they have?**

7. **What psychological problems do they have?**

8. **How do the students respond to guidance and counselling programmes in the school?**

9. **What occupational problems do you have as a teacher counsellor?**

10. **Mention the challenges of guidance and counselling in the school?**

11. **Have you had seminars, workshops or training in guidance and counselling?**

Yes []

No []

If yes, state the themes of the seminars

- 11. What resolutions would you give to improve guidance and counselling in schools.**

APPENDIX D: QUESTIONNAIRE FOR HEADTEACHERS

1. **What is guidance and counselling?**

2. **The guidance and counselling department is composed of how many members?**

3. **(a) Are the other staff members involved in guidance and counselling of students?** _____
(b) If not, give 2 reasons.

(c) If yes, give 2 reasons

4. **Do the students seek for counselling?**
Yes [] No. []
5. **Do you feel that the students needs of guidance and counselling are met?**
(a) If yes, give 2 reasons.

(b) If No, give 2 reasons.

6. **List 4 challenges of guidance and counselling in your school.**

7. **Which areas of guidance and counselling would you recommend to be emphasized in your school?**
Academic []
Psychological []
Social life []
Spiritual []
All of the above []

8. **What guidance and counselling facilities are available in the school?**

Guidance and counselling office []
Text books / magazines []
Video/audio /cassette/films []
None of the above []
Others (specify)

9. **What would be your advice to the teachers in charge of guidance and counselling in schools?**
