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**A STUDY OF SECONDARY SCHOOL HEADTEACHERS'
ATTITUDES TOWARDS GUIDANCE AND
COUNSELLING PROGRAMME IN
MERU CENTRAL DISTRICT //**

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Purity Kithiru Gitonga

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**A THESIS SUBMITTED IN PART FULFILMENT FOR THE
DEGREE OF MASTER OF EDUCATION IN
EDUCATIONAL ADMINISTRATION IN THE
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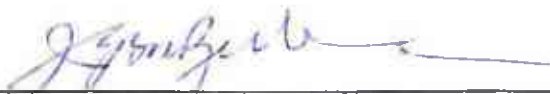
DECLARATION

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



Purity Kithiru Gitonga

This thesis has been submitted for examination with our approval as university supervisors.



Dr. George N. Reche
Senior Lecturer

Department of Educational Administration and Planning, University of Nairobi.



Mrs Grace Nyagah
Lecturer

Department of Educational Administration and Planning, University of Nairobi

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DEDICATION

I dedicate this work to my husband Samuel Gitonga Mutungi and our children: Juliet Kinya, Evelyn Kanorio, Hellen Kanyua and Daniel Murangiri. Their love, support, patience, encouragement and understanding gave me the will and determination to complete my post-graduate studies.

ABSTRACT

The main purpose of the study was to determine secondary school headteachers' attitude towards guidance and counselling programme; a pupil personnel service. The study also sought to determine the importance of guidance and counselling in the running of schools, and establish whether headteachers are trained to guide and counsel students. The study further sought to establish the problems that hinder the provision of guidance and counselling services in secondary schools.

The literature review was organised under various sub-headings. These were: the concept of attitude, which dealt with what attitudes are, how they are acquired and measured; the meaning of the terms guidance and counselling; the scope of the guidance and counselling programme which covered psychological, educational and vocational guidance; and the objectives of the guidance and counselling programme in schools. Literature was also reviewed on the role of headteachers in the guidance and counselling programme, particularly on his/her role as the leaders, initiators and facilitators of the programme; the need for headteachers to be trained in guidance and counselling skills; and the importance of guidance and counselling in the running of schools.

In this study a questionnaire was used as a research instrument. The questionnaire targeted secondary school headteachers as the respondents. The questionnaire was divided into three parts. The first part sought demographic information of the school and the respondents. The second part contained attitude items, and the third part contained open-ended questions.

The study was ex- post facto in design. The subjects for this study were 51 headteachers drawn from public and private secondary schools in Meru Central District. Headteachers from girls', boys, and mixed schools participated in the study. Before the main study, a pilot study was conducted to test the validity and reliability of the instruments. The pilot study was conducted in six schools randomly drawn from the mixed school category, which had the majority of the schools in the district. The pilot study led to the modification of the research instrument. Some items were dropped while others were reworded. The reliability of the attitude items was 0.9.

It was hypothesised that headteachers' personal qualities such as age, sex, teaching experience and administrative experience played a significant role in their perception of guidance and counselling. It was also hypothesised that headteachers from schools of different categories and schools of different types had different attitudes towards guidance and counselling. The other hypotheses of the study were that training of headteachers in guidance and counselling skills influenced their attitude; and the success of guidance and counselling programme.

A two-tailed t-test and one way analysis of variance (ANOVA) were used to test the set hypotheses. The t-test was used to test for significant difference between headteachers' attitude towards guidance and counselling against their sex, training and school category. ANOVA was used to test for significant difference between headteachers' attitude towards guidance and counselling against their age, teaching experience, administrative experience and type of school. The 0.05 alpha level of

significance was used for both tests as a standard for rejection or acceptance of the null hypotheses.

The study established that headteachers' personal qualities of sex, age, teaching experience and administrative experience had no significant effect on their attitudes towards guidance and counselling. In addition the study showed that the type of school had no effect on headteachers' attitude towards guidance and counselling. However, significant difference was found between headteachers' attitude towards guidance and counselling and schools of different categories

The study further established that there was significant difference between headteachers' attitude towards guidance and counselling and their training in guidance and counselling skills. However, training of headteachers in guidance and counselling skills did not significantly affect the success of the programme.

From the analysed data, it emerged that only 29.4% of the headteachers were conversant with the objectives of guidance and counselling programme. The study showed that headteachers were not adequately informed about the role of the teacher-counsellors and that headteachers lacked training in guidance and counselling skills and therefore felt incompetent to guide and counsel.

The analysed data also revealed that the Guidance and Counselling Unit of the Ministry of Education was doing little in organising seminars and workshops to acquaint headteachers on matters pertaining to guidance and counselling, and in providing necessary resource materials for guidance and counselling purposes.

It was established that the success of guidance and counselling programme was mainly hindered by: students' negative attitude, lack of parental support and lack of trained personnel in guidance and counselling skills.

The study came up with six recommendations. First, that seminars, workshops or in-service courses should be organised for headteachers in order to:

- Equip them with current counselling techniques
- Create favourable attitudes towards guidance and counselling; and
- Educate them on the objectives and scope of the guidance and counselling programme.

Second, it was strongly recommended that District co-ordinators be appointed and stationed at District Education Office to co-ordinate, supervise and evaluate guidance and counselling activities. The district office would also act as a referral centre for cases beyond the headteacher's ability. The third recommendation was that the Guidance and Counselling Unit of the Ministry of Education should play its role of organising seminars, in-servicing teacher-counsellors and headteachers , and providing the required literature especially career booklets and on time. Fourthly, it was recommended that time for guidance and counselling should be scheduled in the school timetable. This will allow for planned guidance and counselling activities. The fifth recommendation was that the role of the teacher counsellor should be clearly spelt out, and their workload should be reduced to enable them to spend more time with the students. Lastly, it was recommended that efforts should be made to persuade students and parents to take guidance and counselling seriously

The following suggestions were made for further research. Further research be carried out on: headteachers' involvement in guidance and counselling by using a wider sample and larger area; and students perception of how headteachers' handle student educational, vocational and psychological needs. Further research can also be carried out in a comparative manner against: students' vocational, educational and psychological needs in an urban and rural setting; and headteachers' administrative tasks.

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LIST OF ABBREVIATIONS

B.A.	-	Bachelor of Arts
B.Ed.	-	Bachelor of Education
B.Sc.	-	Bachelor of Science
M.Ed.	-	Master of Education
PGDE.	-	Post Graduate Diploma in Education
S1.	-	Secondary Teacher One
TSC.	-	Teachers Service Commission

CHAPTER ONE

THE PROBLEM AND ITS CLARIFYING COMPONENT

Background to the study

Headteachers in secondary schools bear the ultimate responsibility for the overall running and control of schools and for maintenance of the tone and all-round standards. They are particularly charged with the great responsibility of fostering the right atmosphere for child growth and development (Mbiti, 1974). Although headteachers may delegate some of the many responsibilities to other members of staff, they must be in close touch with all school activities, whether academic or co-curricular (Republic of Kenya, 1979). In essence, the headteacher is to blame for the failure of any activity or programme in the school (Mbiti, 1974).

There are six administrative tasks of school administrators (Campbell, Corbally and Nystrand, 1983., Olembo, Wanga and Karagu, 1992). These are: staff personnel, pupil personnel, financial management, school community relations, curriculum choices and provision and maintenance of physical facilities. Pupil personnel embrace all those services to students that supplement regular classroom instruction. Guidance and counselling is one of the programmes or services under pupil personnel. The other programmes considered to be pupil personnel services are student health services, maintenance of discipline and religious activities. Campbell, Corbally and Nystrand (1983) further identifies four challenges to school administrators. These are the community challenge, the staff challenge, the

board challenge and the pupil challenge. Campbell, Corbally and Nystrand state that the youth that enrol in a school form a major reference group with whom the administrator deals with. Moreover, all challenges to administrative leadership converge to focus here because the students are the immediate consumers of the school programmes. Campbell, Corbally and Nystrand note that the board, staff and community programmes are geared to improve instruction and services to students. It is for this reason that headteachers are expected to have a strong interest in the welfare of the students both spiritual and temporal (Republic of Kenya, 1979). Mbiti (1974) also asserts that headteachers must chart out their course with the student at the centre of all learning experiences. Therefore, whatever duties, tasks or roles that headteachers are charged with, the main concern and the immediate beneficiaries are the students.

In Kenya, guidance and counselling in schools was formally started in the 1970's as a result of the 1967 and 1968 career's conference reports. In July 1971, the Guidance and Counselling Unit in the Ministry of Education was established. Before 1971, guidance and counselling services in schools mainly concentrated on career guidance based on the voluntary efforts of teachers who felt motivated to provide it. It was not a requirement of the regular duties of teachers (Republic of Kenya, 1976). Guidance and counselling programme in secondary schools was started to cater for all students with social, personal, psychological, educational and vocational problems (Republic of Kenya, 1977). Following the inception of the Guidance and Counselling Unit in the Ministry of Education, a handbook for school guidance counsellors was produced in 1971, later revised in 1973 and in

1977.

The handbooks enumerated the responsibilities of heads of schools in the guidance and counselling programme. Headteachers were held responsible of selecting competent and committed teacher-counsellors, and a guidance committee to co-ordinate the programme. They were to provide time and facilities needed in the programme. They were also to gather and avail relevant information about students and define areas of responsibility for teacher-counsellors. Above all, the 1977 edition which is the latest emphasised that: 'the headteacher by virtue of his/her position was responsible for the guidance and counselling programme in the school and his/her encouragement and leadership was essential for the success of the programme'' (p.3).

In addition, the Ministry of Education viewed the school head as a key player in initiating and organising a good guidance and counselling programme (Rono, 1989). Smith, Roeber and Erickson (1955) have emphasised how important it is for headteachers to have positive attitudes towards school guidance and counselling by stating that:

School administrators' attitude towards any service in the school, whether new or old needs the acceptance and leadership of the school administrator. Without his approval and continued support, any service will "wither on the vine" because teachers and pupils sense and frequently adopt the school administrator's attitudes towards any service in the school (p.26).

The guidance and counselling programme in Kenya secondary schools is compounded by a multitude of problems as highlighted by the government policy documents, print mass media and various studies carried out in this area. Some of these problems are: limited time for guidance and counselling purposes, lack of training for counselling personnel, lack of training materials and facilities, lack of parental involvement and support, student indifference, subjective selection of counsellors and the fact that counselling services are limited only to fourth formers and in third term. These problems have been a major drawback in efforts to develop effective guidance and counselling services in secondary schools. Most of these problems may be attributed to the failure of most headteachers to take the programme seriously. Tumuti (1989) observed that the guidance and counselling programme did not receive the attention and the seriousness it deserved from headteachers. For example, a study carried out by Wanjohi (1990) established that in Nyeri District, some headteachers had unfavourable views towards guidance and counselling programme and the teacher-counsellor. Therefore, the negative attitudes of headteachers towards guidance and counselling programme in the area studied, may have been detrimental to the programme.

Headteachers unfavourable attitudes towards guidance and counselling programmes is reflected in their failure to implement most of the recommendations made by government development plans and educational reports. Republic of Kenya (Development Plan, 1974 -1978) stressed the need for headteachers to arrange their timetables to enable members of staff who are responsible for guidance and counselling to deal with career inquiries and personal

problems. In spite of such recommendations, headteachers have continued to assign teacher-counsellors full teaching load, leaving them with little time to guide and counsel (Tumuti, 1989., Wanjohi, 1990). Yet the inherent nature of counselling assumes that the counsellor has time free from classroom duties for performing the function of counselling.

Republic of Kenya (1976), The Report of the National Committee on Educational Objectives and Policies (Gachathi Report) observed that the guidance and counselling service of the Ministry of Education was not being carried out effectively. The Report lamented that guidance and counselling services had been left to teachers who were not only ill-equipped for the job but had other heavy duties to attend to. Therefore, the Report recommended that headteachers should assign a member of staff to be responsible for guidance and counselling, and that all teachers be trained in guidance and counselling and be made to do it as one of their normal duties. The Report also stressed the need for each school to build up and use cumulative record of students' academic performance, home backgrounds, aptitudes, interests and special problems to enhance proper guidance and counselling. In essence, headteachers were expected to have favourable attitudes towards the programme for them to implement such recommendations.

In spite of these recommendations, the majority of teachers still lack basic training in the discipline. A study by Amukoa (1984), on the need for serious counselling in Kenyan schools, and involving 21 teacher-counsellors, established that only one teacher-counsellor (5%) had basic training. Lack of training in guidance and counselling has in particular contributed to feelings of incompetence

by teacher-counsellors and therefore unfavourable attitudes towards the programme (Wachira, 1997). In addition, the criteria used for appointing teacher-counsellors is subjective (Wahome, 1989). Where the appointment is made by headteachers, the practice is to give the job to long-serving teachers. In other cases, the job is given on the strength of age, religious inclination, and the teacher's relationship with headteacher rather than competence and training. The end result is that guidance and counselling programmes are haphazard and even moribund in some cases (Wahome, 1989. Aduda, 1997).

Republic of Kenya, (1988), Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond, noted with concern that some schools tended to over-emphasize the cognitive aspect of education at the expense of the affective aspect which relate to the development of desirable character and values. This suggests that headteachers had little regard for guidance and counselling. The Kamunge Report (1988) therefore emphasized that guidance and counselling should be established in all schools and be seen as an integral part of the educational programme, complementing the instructional programme.

The fact that guidance and counselling is limited mainly to form fours and only in third term suggests that headteachers have unfavourable attitudes towards guidance and counselling (Kilonzo, 1980). Shertzer and Stone (1966) stated that if guidance and counselling services are to develop students in all ways, it should start as early as possible in their school lives and it should also provide for all students. Therefore, headteachers have a major responsibility

of ensuring that guidance and counselling services are provided not only to form four students but to all students from the moment a student enters secondary school. This calls for headteachers to have positive attitudes towards guidance and counselling services.

Waihenya (1998) quoting Osumba's study, states that lack of guidance and counselling programme in secondary schools has hampered professional development of many students due to inappropriate career choices. Osumba's study (1998) on the relationship between educational guidance and subject choice revealed that majority of secondary school students are inappropriately placed in terms of their stated talents, interests and career aspirations. According to Osumba, secondary school students joined institutions of higher learning without proper course choices, leading to poor performance, and constant career changes in university and working life. On the same issue, the Vice-Chancellor of the University of Nairobi was quoted by Aduda in the Daily Nation, 1997, 21 June, p.17, saying that:

lack of proper career guidance in school is taking its toll on university admissions...about one third... 30,000 of nearly 100,000 of students applying for university admissions annually fail to get placement because of unsuitable subject combination and poor career choice.

This means that teacher counsellors are not well informed on careers available, career requirements and educational opportunities. Headteachers with positive attitudes towards guidance and counselling inform and update their teacher-

counsellors, and provide materials needed in the programme.

The Guidance and Counselling Unit of the Ministry of Education which is responsible for organising in-service courses, seminars, conferences and workshops for heads of schools and teacher-counsellors has its own shortcomings. Some of these shortcomings are shortage of trained personnel, lack of transport, lack of finances and the difficulty of securing career information especially from the private sector. The unit is only able to organise few workshops and seminars that are far apart (Aduda, 1995, Kilonzo, 1980). These problems have also hindered effective development of guidance and counselling services in secondary schools and have contributed to unfavourable attitudes towards guidance and counselling.

Meru Central District, has been one of the districts in the country most hit by student strikes, abuse of drugs, poor academic performance, and high school dropout rate especially among the boys as reported in the print mass media and studies carried out by Mworio (1993) and Mwenda (1995). The District Commissioner while addressing headteachers, their deputies and chairmen of the Boards of Governors at Moi Kinoru Stadium in 1992 noted that there were 13 cases of strikes and disturbances among secondary students within a duration of two weeks. The District Commissioner stated that the government was concerned over the increasing rate of strikes and lawlessness among the students in the district (Daily Nation, 1992, 23 July, p.15). In 1991, the then Meru District witnessed the most shocking, senseless and ghastly incident at St. Kizito Mixed Secondary School. The St. Kizito tragedy resulted in the death of 19 girls, 71 rape

cases and 4 boys being jailed for manslaughter. It was an incident that primarily involved children both as the assailants and the victims (Dadey and Harber, 1991).

In 1990 the District Educational Officer, Kenya National Union of Teachers officials and the provincial administration expressed their concern over the falling standards of education by addressing a series of meetings in all locations of the district (The Daily Nation, 1990, 29 September).

The case of Meru District is just but a reflection of what happens in secondary schools in Kenya. Striking students protest against what they term as high hardness of school administrators, harsh treatment, lack of freedom and failure to have their grievances listened to. Strikes and fights in schools suggest that students have social, psychological and educational problems. Hence, the need to be listened to, understood and guided out of their strains. Moreover, unrest in schools in the country is a pointer to the fact that there is something grossly wrong with the administration of most schools. It is possible that professionals who are inadequate to deal with the problem associated with growing youth have slipped through the selection process in the Ministry of Education (The Standard, 1991, July 21, p.8). Lytton and Craft (1974) have noted that students with personal problems can be a severe problem to school management and can have a disruptive effect on other children (p.49). From the foregoing, headteachers cannot afford to ignore guidance and counselling in their schools. However, good guidance and counselling services cannot be realised if the administrative functions of leadership, co-ordination and facilitation are adverse to, and insensitive to the programme (Hermans, Peters and Fairwell, 1967).

Statement of the Problem

Most secondary school students are at the adolescent stage of development. Makinde (1987) states that:

adolescence is a delicate period when boys and girls are faced with special needs and problems. When the needs of this age are not adequately provided for, the problems of indecision, uncertainty, ambiguity, conflicts, instability, unpredictability perhaps leading to delinquency, alcoholism, career muddle and hindered heterosexuality may surface (p.17).

As Makinde has stated, students in Kenyan secondary schools have many problems. There are students with problems of alcoholism, drug abuse, sex perversion, reading disabilities, students born out of wedlock and students who lack parental love and care (Rono, 1989). In Meru Central District, there are rampant cases of school dropouts, frequent strikes, truancy, alcoholism and drug abuse (Mworia, 1993). This calls for guidance and counselling services in schools to help individuals to be more useful to themselves and the society.

It has already been pointed out in the preceding background that guidance and counselling programme in secondary schools experiences many problems. One of the main problems is headteachers unfavourable attitudes towards the programme which manifests itself in their failure to: allocate adequate time to teacher-counsellors to meet their clients, provide needed materials and facilities, seek the support of parents and teachers, and educate students on the purpose and

importance of the programme. Despite what has been said, there is no empirical evidence to prove the case. Hence, the need for research in order to analyse the situation as objectively as possible.

For the guidance and counselling programme to be implemented effectively in secondary schools, the attitudes of the headteachers in particular must be favourable. The problem of unfavourable attitudes of headteachers towards guidance and counselling, influences the attitudes of the teachers and students towards the programme. Moser (1963) points out that:

teachers look to the principal for clues as to the seriousness with which they should regard the efforts and requests for help from the guidance workers. He/she can produce an atmosphere of co-operative enterprise without ordering or coercing but simply by the example of his/her own attitude (p.167).

According to Moser (1963), the public school principal is responsible for the programme of his school, and no successful guidance programme can exist without his informed, energetic and well-organised efforts.

Various studies have been done on administrative tasks and administrative problems facing secondary school headteachers. Most of these studies looked at the challenges faced by school administrators and recommended guidance and counselling as the most preferred method of alleviating problems arising from students. But none of these studies have concerned themselves with the attitudes that headteachers in Meru Central have towards guidance and counselling programme. This study therefore, expects to fill that gap.

Purpose of the Study

The purpose of this study was to investigate the attitudes of headteachers towards guidance and counselling programme in secondary schools. Specifically, the study assessed: headteachers attitude towards various aspects of the guidance and counselling programme, importance of guidance and counselling programme in the running of the school, factors that contribute to the success of the programme and training of headteachers in guidance and counselling skills.

Objectives to the Study

This study attempted to achieve the following objectives:

1. Assess the attitudes of headteachers towards various aspects of the guidance and counselling programme.
2. Determine whether headteachers' personal qualities such as: sex, age, teaching experience and administrative experience have any effect on their attitudes towards guidance and counselling programme.
3. Investigate if there were differences in headteachers' attitude towards guidance and counselling in different types and categories of schools.
4. Determine the importance of guidance and counselling programme in the running of the school.
5. Establish if headteachers are trained to guide and counsel students.
6. Find out constraints faced by headteachers in relation to the guidance and counselling programme.

Hypotheses of the Study

The following null hypotheses were formulated for this study:

H₀1: There is no significant difference in headteachers attitudes towards the guidance and counselling programme in relation to:

- a) headteachers' sex,
- b) headteachers' age,
- c) headteachers' teaching experience
- d) headteachers' administrative experience.

H₀2: There is no significant difference in headteachers' attitudes towards guidance and counselling:

- a) in schools of different categories
- b) in different types of schools.

H₀3: There is no significant difference between headteachers' attitude towards guidance and counselling and their training in guidance and counselling.

H₀4: There is no significant difference between headteachers' training in guidance and counselling skills and the success of the programme

Significance of the study

The study might provide useful information to various institutions and personnel involved in decision-making, formulating policies and implementing

guidance and counselling programmes in secondary schools. The findings might particularly benefit the Guidance and Counselling Unit in the Ministry of Education in understanding the role that headteachers play in facilitating and implementing the programme as well as the difficulties they encounter and suggestions of what can be done to streamline the programme.

The study might also be useful to secondary school headteachers in understanding the need to recognise, initiate and support the programme for it to succeed and flourish. The study will also identify the importance of guidance and counselling programme in dealing with student problems thus reducing incidences of strikes, truancy, dropout cases and bad behavior. Therefore, the study might benefit educators, policy makers, headteachers, teachers and students on the importance of the programme and why it is necessary that they all support it. It is also significant in that it will add knowledge on guidance and counselling services in Kenyan secondary schools.

Limitations of the Study

The main limiting factor arose from the design of the study. The design of the study was ex-post facto. The limitations of ex-post facto design were that the researcher could not control the independent variables because their manifestations have already occurred. Moreover, they are inherently not manipulable (Kerlinger, 1973. p.379). Since the study was limited to headteachers' in Meru Central District, the findings and generalisations of the study were only limited to this area.

Delimitations of the Study

The study was conducted in public and private secondary schools of Meru Central District. Though primary schools too have guidance and counselling programme, they were not included in the study because they were considered to have different factors that influence their administration. Moreover, the study would have been too wide to be managed. The study was basically concerned with the attitudes of headteachers towards guidance and counselling programme, therefore the attitudes of teacher- counsellors, students, and teachers were not studied because they were not within the scope of the study.

Basic Assumptions of the study

The following basic assumptions were made:

1. That headteachers' attitudes towards guidance and counselling services affect the implementation and success of the programme.
2. That headteachers who have been trained in guidance and counselling have a positive attitude towards guidance and counselling services.

Definitions of significant terms

The following terms were given operational meanings for the purpose of this study:

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

Client: Refers to a student who seeks guidance and counselling services.

Counselling: Refers to help given to students through talking out to remove

frustrations or problems that interfere with the students' normal development and learning in school.

Category of school: Refers to the grouping of secondary schools according to whether they are owned [or sponsored] by the government or owned (or sponsored) by individuals or churches. These groupings are referred to as public schools and private schools respectively

Discipline: Refers to self-restraint in individuals for the welfare of all, that is, the control of someone's, or one's own emotions and actions for the development of desirable attitudes according to acceptable standards.

Guidance: Refers to help, advice, and information given to students to enable them to make their decisions on educational, and vocational matters.

Headteacher: Refers to school principal or administrator, male or female in-charge of running the school.

Indiscipline: Refers to acts of lawlessness and disorder, individually or collectively precipitated against established norms.

Schools of different sexes: Refers to schools of different types, for example, girls boys or mixed schools.

Teacher -Counsellor: Refers to title given to a teacher who is also in-charge of guiding and counselling students in a school.

Organisation of the rest of the Study

The study is organised into five chapters. Chapter two dealt with literature review related to the study. The review covered: concepts of attitude, guidance

and counselling; objectives and scope of guidance and counselling programme, headteachers' attitudes to and their role in the guidance and counselling programme. Training of headteachers in guidance and counselling skills, the role of guidance and counselling in facilitating school administration and factors that hinder the success of guidance and counselling programmes in schools were also outlined. A conceptual framework of the study formed the final section of the chapter.

Chapter three describes the methodology that was used in the study. It comprises of research design, target population, sample of the study and sampling technique, research instruments, piloting of the research instruments, data collection procedures and data analysis techniques. Chapter four presents data analysis, research findings and discussion of the findings. In chapter five, the summary of the findings, the conclusions, and recommendations for future research are presented

CHAPTER TWO

LITERATURE REVIEW

This chapter presents and discusses literature related to attitudes, and guidance and counselling programme that is a pupil personnel service. The literature review is divided into various sections. These are the concept of attitudes, meaning of the term's guidance and counselling, objectives and the scope of guidance and counselling programme in schools. The attitudes and role of headteachers in the guidance and counselling programme and their need for counselling skills are also highlighted. The role of guidance and counselling in facilitating school administration and problems that hinder the success of the programme in schools are also discussed. Finally, a conceptual framework of the study is outlined.

Concept of Attitude

The main objective of this study was to determine headteachers' attitudes towards guidance and counselling. It is therefore vital to discuss the concept, attitude. Triandis (1971) stated that the study of attitudes is a complex puzzle, for this reason a number of definitions of the term attitude are given from which a clear understanding of the concept will be obtained. Kerlinger (1973) defines the term attitude as an organized predisposition to think, feel, perceive and behave toward a referent or cognitive object. Koul (1984) quoting Thurstone (1946) defines the term attitude as 'the sum total of

man's inclinations and feelings, prejudice or bias, pre-conceived notions, ideals, fears, threats, and convictions about specific topic' (p.160). According to Koul, attitude is a personal disposition that impels an individual to react to an object, situation or proposition in favourable or unfavourable ways. Best and Kahn (1989) concur with Koul (1984) in their statement that 'how people feel or what they believe is their attitude' (p.194). Lambert and Lambert (1973) state that an attitude is an organized and consistent manner of thinking, feeling and reacting to people, groups, social issues or more generally to any event in the environment. Triandis (1971) argued that although there are many definitions of the term attitude, two themes are common to most of them. These are; one, an attitude is a predisposition to respond to, and two, an attitude is represented by consistencies in the responses of individuals to social situations. From the above definitions it can be deduced that:

1. An attitude is formed when thoughts, feelings, beliefs, perceptions and behavior become consistently associated with the attitude object.
2. An attitude is not a response but a more or less persistent set to respond in a given way to an object or situation.
3. Attitudes are inferred from what a person says about an attitude object, from the way a person feels about it, and from the way he/she says he/she will behave towards it.

Attitudes consist of three components. These are; the cognitive component, affective, and behavioral components. The cognitive component

is related to thoughts and beliefs, the affective relates to emotions or feelings, and the behavioural component relates to action. These three components of attitude interact with each other, and an attitude is formed when the three components are so interacted that specific feelings and reaction tendencies become consistently associated with the attitude object.

Ngatia (1987) stated that attitudes have a direct bearing on behaviour and that an individual's attitude has an indispensable function towards the individual behaviour. This indicates that attitudes play a great role in an individual's tendency towards or away from an object, concept or situation if an individual is given a chance. From the foregoing it can be argued that their behavior or actions towards the programme can determine a headteachers' attitude towards guidance and counselling. If headteachers have a positive attitude towards guidance and counselling, this will be made evident by their tendency to encourage it or support it in schools. On the other hand, if headteachers have negative attitude this will be evidenced by failure to initiate, encourage and support it.

Triandis (1971) states that, attitudes are learnt. Citing Allports (1954b), Triandis highlights different ways in which attitudes are acquired. The majority of attitudes held by a person are acquired from talking with family and friends. In essence this means that most people acquire most of their attitudes in the homes in which they were brought up. Moreover, attitudes of the members of a group we belong to, becomes guide for the development of individuals thinking, feeling and actions. Attitudes acquired in

this manner form most of people's attitudes but they are not particularly intense. The second way in which attitudes are learnt is through direct exposure to the attitude object. Attitudes acquired through direct exposure to the attitude object are intense in nature.

Attitudes are also developed through a traumatic experience with the attitude object. Attitudes acquired through such a manner are rare but when they occur, they are extremely intense. The experiences of people therefore, determine their attitudes. Although many attitudes are acquired during childhood as a result of home influences, these are not necessarily immutable. Hence, it is possible that headteachers can acquire new and positive attitudes toward guidance and counselling through direct exposure which in this case can be deliberate training in guidance and counselling. Attitudes are not only learnt but can be changed, modified, and developed throughout ones life. Attitudes can be changed and modified in a variety of ways. These are: through direct experience with the attitude object, through force or legislation, or through a person receiving new information either from other people or through mass media that can produce changes in the cognitive component of the individual's attitude. Changes in the cognitive component influence changes in the affective and behavioural components. However, the development and modification of an attitude largely depends on participation in the activities of groups holding the attitude. Consequently, headteachers should be involved and made to participate in guidance and counselling workshops and seminars. Triandis (1971) stresses that attitude change will

disappear unless the environment is supportive of the behaviour change that accompanied attitude change. Triandis further argues that what developed the attitude in the first place continues to act on the subject and persons are likely to lapse into their earlier attitude unless there is some real environmental change that sustains their new attitude. This means that the society's attitude, for example, towards guidance and counselling is critical and for that matter should be positive. Answers to questions like, does the society appreciate the need for guidance and counselling? and is the Ministry of Education and Human Resources Development exerting its influence to have guidance and counselling implemented in schools; would manifest society's attitude to guidance and counselling.

Why do people have attitudes? Attitudes produce patterns of behaviour. People develop attitudes to: protect their self-esteem, avoid unpleasant truths about themselves, help them adjust and understand the world around them and allow them to express fundamental values. In essence, attitudes determine what one will do or say in particular situations, what one will enjoy or dislike, his/her approach to other people, and his/her reactions to events in his/her life and the world around him/her (Evans, p.12).

According to Best and Kahn (1989), it is difficult to describe and measure attitudes. Though peoples' attitudes can be inferred from their expressed opinions that are obtained from the use of questions or reactions to statements, inferring attitudes from expressed opinions has many limitations. For example, people may conceal their attitudes and express socially

acceptable opinions. Moreover it is difficult to measure attitudes because people may not really know how they feel about a social issue, never having given the idea serious consideration or never having been confronted with a real situation. Best and Kahn (1989) assert that even behaviour in itself is not always a true indication of attitude. It can be concluded that it is difficult to measure peoples' attitudes.

Even if there is no sure method of describing and measuring attitudes, the description and measurement of opinion may in many instances be closely related to peoples' real feelings or attitudes. There are procedures that are used extensively to elicit opinions and attitudes. These are the Thurstone technique, the Likert method, and Semantic Differential Method also known as Guttman method. One of the main disadvantages of these direct methods of attitude measurement is that they are rather transparent in that the subject knows that his/her attitudes are being measured. When the subject is aware that he/she is being studied, he/she is likely to modify his/her responses in order to please the researcher or appear open-minded or enlightened. There are indirect measures of attitude but have lower reliabilities than the direct methods mentioned.

Concept of Guidance and Counselling

The terms guidance and counselling have different meanings though they are generally used interchangeably. Tattum, (1986) quoting Carl Rogers, (1951), defines counselling as:

a helping process which depends on the development of a relationship between people which is sufficiently supportive to enable one of these people (the student as the client) to explore aspects of his life more freely and to arrive possibly at more adequate ways of coping (p.158).

Considering Tattum's conceptualisation, counselling is a dialogue between someone who has a problem and someone with specialised knowledge who can help in the understanding of the problem. Counselling is reserved for the more personal aspects of guidance that demands highly specialised skills. It is concerned with emotional disturbance and behaviour problems. A client usually initiates counselling. Counselling is personal, intimate, private and confidential. Counselling is not meant to instruct, and the counsellor does not express his/her own view and values to the client (Makinde, 1987). According to Albuckle (1976) the broad objective of counselling is to help the individual clear away the entangling and hampering tentacles so that a person can be what he/she really is and contribute more both to self and to his/her fellows.

Unlike counselling, guidance is less personal and less intimate. Guidance is more public, informative and meant to instruct. Guidance can be initiated by the counsellor (Makinde, 1987). Barki and Mukhopadyoy (1989) define guidance as

the assistance made available by qualified and trained persons to an individual of any age to help him/her to manager his/her own life's activities, develop his/her own points of view, make his own decisions and carry on his own burden (p.2).

Therefore, guidance is a process of helping individuals to understand themselves

and their world so that they can utilise their potentialities. In schools, guidance embraces the educational and vocational aspects. Educational guidance is concerned with raising students' educational standards to open vocational opportunities. This means, assisting students to select courses of study appropriate to their needs and interests and achieve academic excellence. It also means inculcating proper study habits, making good use of instructional resources and facilities and participating satisfactorily in curricular and co-curricular activities (Makinde, 1987). Educational and vocational guidance should begin from the moment a student enters the school and should be a continuous process until the day he/she leaves.

In brief, counselling is a service incorporated in the guidance programme. All guidance work is not counselling, but almost all counselling is a part of guidance. Guidance activities may precede, accompany or follow counselling. Essentially, guidance and counselling should be more concerned with developing the client's own capacity for decision making and problem solving rather than handing a client a ready-made solution. Lytton and Craft (1974) cautions teacher-counsellors against dealing with therapeutic counselling because of their limited skills. Instead, they should refer such cases to doctors, clergymen or social workers.

Objectives of guidance and counselling programme in schools

According to Smith, Roeber and Erickson (1955) one of the principles of school organisation is that the objectives of any service have to be clearly defined.

Experience in school administration indicates that the ineffectiveness of a service many times arises from confused or hazy objectives. Unless objectives are clearly defined any service is difficult to evaluate and improve.

Herman, Peters and Shertzer (1974) indicate that the purpose of providing counselling services in schools can be seen against the fact that most students at some time or another become concerned with uncertainties in their lives. They further state that modern life is often characterised as an age of turmoil, conflict and uncertainties. It is also characterised as an age of freedom, excitement and adventure. Hence, it is in the relatively calm, non-threatening and mutually participating counselling atmosphere that today's student is most likely to face his/her development courageously, sort out the ideals and values that are valid and implement them with consistent responsible actions. Moser (1963) stresses that the objective of guidance and counselling in schools is to help every student in formulating goals, adjusting to new situations, solving personal-social problems and in dealing with personality problems.

According to Eddy, Dameroon and Borland (1980), the following are the major objectives of guidance and counselling programme:

- to assist students to appraise their potentialities and free their capabilities to learn;
- to enable students to explore their objectives;
- to provide vocational counselling; and
- to provide help to students with personal problems that hinder academic progress.

Peters and Sheltzer (1974) add that guidance and counselling is designed to help individuals with psychological problems to voluntarily change their behaviour and to enable them make wise future decisions, clarify their ideas, perceptions, attitudes and goals. Tattum (1986) adds that guidance and counselling aims at ensuring discipline in schools by assisting students with disruptive behaviour. Republic of Kenya (1977) explains that:

a student may not work hard to realise his potential because he has a low concept of himself, lacks personal security or may be experiencing excessive pressure to succeed hence causing anxiety and tension that hinder his learning (p.5).

Therefore, any problem that is an obstacle to a student is an important one and where possible should be dealt with through guidance and counselling.

According to Kilonzo (1980), the objectives of Kenya's programme of guidance and counselling: are to help all learners grow in self-understanding, develop their capabilities for making realistic career decisions, overcome any personal deficits and make optimal academic progress. The need for guidance services is also shown by the increase in school leavers' unemployment and the disparity between their aspirations, available opportunities and national needs. As emphasised by Barki and Mukhopadyay (1989), the main thrust for guidance and counselling services is on helping the student to achieve an all-round growth and not just problem solving.

Scope of guidance and counselling programme in schools

There are three components of the guidance and counselling programme in schools. These are educational guidance, vocational guidance and personal and psychological counselling. Educational guidance is concerned with all those activities that are related to the student's adjustment to his educational environment. There are three components of educational guidance. The first relates to developing a favourable setting for the individual's education. This involves giving assistance to the new students to adjust to the new school, new teachers, new subjects and new regulations because these can be overwhelming to some students. Students need to be carefully introduced to the new setting so that it will not present hindrances to learning (Republic of Kenya, 1977). The second component of educational guidance service is concerned with recognition of individual differences and their relation to educational achievement. This means giving assistance to students to enable them to become aware of their abilities, special needs, interests and limitations. They are able to understand themselves and how their particular potentialities may be developed. Educational guidance also includes keeping academic records and observation reports for each student. An analysis of those records and reports gives an indication of students who might require help and in which academic areas (Republic of Kenya, 1977).

The third component of educational guidance relates to curriculum choices. A student with many abilities and interests may have difficulty in deciding which subjects will not be most meaningful for him/her in the long

run. Therefore, such a student needs assistance in understanding the relationship of his curricular choices to his vocational objectives. Some students are unrealistic in that their interests require a higher level of ability than their tested levels. Some other students are influenced by the choices of their peers. Thus, the guidance counsellor guides students to make their choices by helping them to recognise the factors that determine their choices. The final decision should always be left to the students.

Vocational guidance is primarily focused on helping a student answer the following question 'what shall I do in life?'. With hundreds of new careers available today because of the fast moving development in science, technology and international relations, coupled with a high rate of unemployment, the need for vocational guidance is critical. A student may face a conflict between his interests and his abilities. Therefore, vocational guidance is concerned with helping students understand the world of work and understand themselves in relation to the world of work. It is also concerned with assembling information about many common occupations and less familiar jobs and recognising those occupations in which they may find satisfaction and develop the fullest potential (Patterson, 1971). Vocational guidance cautions students and their parents against being attracted by the loftiness or lucrativeness of a particular occupation or profession regardless of whether they meet the requirements. Republic of Kenya,(1976), stated that the guidance and counselling service should assist in reducing conflicts between students and their parents regarding choices of education and training

and various careers. At times parents choose careers for their children which are beyond the children's ability or interest. The Minister for Education in a speech to the Kenya Secondary School Headteachers Association emphasised that "career guidance is important in schools in that it helps students identify the courses of their interests, be informed what is required to pursue such courses and more important to ensure that the job expectations are harmonised with the market realities' (Aduda, 1997, 21 June, p.17).

Personal and psychological counselling is the third component of the guidance and counselling programme. It aims at helping and assisting students who show signs of personality maladjustment, anxiety which is characterised by feelings of impending doom, total failure in the school system, annoyance, unhappiness and feelings of being misunderstood and neglected. Oketch and Ngumba (1991) have pointed out that major emphasis has been on educational and vocational guidance ignoring the social and psychological counselling. Yet psychological and social factors are the cause for youth unrest, increasing school strikes and poor performance. Aduda, (Daily Nation, 1995, September, p.17) pointed out that many counsellors restrict their duties to advising students on academic matters including subjects and career choices and this is a mistaken practice. They fail to address social and emotional problems that torment the students. However, this is not the case in all schools. Some schools concentrate on personal and psychological counselling ignoring educational and vocational guidance. According to a study carried out by Tumuti (1985) on guidance and counselling needs of primary schools in the

rural, town and metropolitan setting, it was established that pupils had guidance and counselling needs in all areas, that is academic, psychological and occupational. Tumuti used 240 pupils as respondents. For this reason, according to Tumuti, there is need for balanced guidance and counselling with emphases on the growth and development of the total person.

The issue of discipline in schools arises from the personal and psychological needs. Some teachers try hard to identify the cause of misbehaviour and do what they can to eradicate it by counselling pupils on how to cope with their problems such as peer influence, maladjustment and drugs. Republic of Kenya (1977) noted that:

discipline problems are usually associated with actions but most actions are a result of feelings. Stopping an unacceptable action may do nothing to help the feelings that produced it. Students need to be encouraged to recognise the relationship between their feelings and their actions. Often talking over one's feelings with an understanding adult will obviate the need for 'acting out'(p.6).

This implies that punishing a student for unacceptable behavior may not be a solution. During a guidance and counselling workshop for Secondary School Heads (August 14 - 18, 1978) at Mombasa Polytechnic, it was pointed out that punishment does not necessarily deter misconduct. Organ and Bateman (1991) also noted that punishment never really extinguishes or eliminates response

tendencies, but only temporarily suppresses them. These tendencies reappear with full force when the threat of punishment is removed. This is probably why Mbiti, (1974) recommends a combination of punishment and guidance and counselling as the best approach to discipline.

The crux of the matter, however is that for headteachers to be able to define and clarify the objectives of guidance and counselling programme, and allocate responsibilities to the teacher counsellors, they should be well informed of what the programme entails. Essentially, headteachers need to be informed of the various components of the guidance and counselling programme and what each component involves.

Attitudes of Headteachers towards Guidance and Counselling Services

Since headteachers are the implementers and facilitators of any programme, service or activity in schools, their attitudes towards such, is of paramount importance. Herman, Peters and Fairwell (1967) state that the attitude that the school administrator has towards the guidance and counselling services is likely to be the one that either fosters or negates the development of such a programme. For headteachers to have a positive attitude towards guidance and counselling services in their schools, they need to have good knowledge of what the programme entails. Hermans, Peters and Fairwell (1967) state that some school administrators are not adequately informed about the basic philosophy of guidance work. Therefore, it requires a guidance worker of personal strength and conviction to set about in a purposeful way to

inform the administration of the need for an organised guidance programme. Makinde (1987) concurs with Hermans, Peters and Fairwell (1967) when he states that some school principals are not too clear about the role of guidance counsellors. Some principals and their deputies consider counsellors to be rivals for promotion to higher office. This then depicts a negative attitude to the guidance programme and to the teacher counsellor.

A study conducted by Graff and Warner (1968) and cited by Cochran and Peters (1972) indicated that administrators hold a more unfavourable view of the counselling programme than do counsellors. Administrators fear that some of their powers are being usurped by the guidance counsellors. However, according to Makinde (1987) this should not happen because there is a clear line demarcation between the guidance office in the school and the principal's. Hughes (1971) commenting on headteachers attitude towards guidance and counselling services stated that some administrators prefer that the guidance needs of students be met by them alone. They forget that many guidance activities depend not solely on what individual persons do but on co-operative efforts; much individual effort and goodwill is inevitably squandered in the absence of either co-ordination or continuity. From the foregoing, it is apparent that the attitudes of school administrators towards guidance and counselling services is surrounded by fear of their powers being usurped by teacher counsellors. This is probably the case because they are not

well informed of what the programme entails and the responsibilities of the counsellor.

The attitude of the headteacher towards guidance and counselling is critical as it influences the attitude of those others involved either as recipients as in the case of students, or as promoters as in the case of teachers. Moser (1963) stated that the headteacher can produce an atmosphere of co-operative enterprise simply by the example of his / her own attitude. This means that the students and teachers emulate the example set by the headteacher. Wanjohi (1995) noted that in secondary schools where the headteacher has a positive attitude to guidance services, there is very good response even from the students on these services.

Headteachers' role in the guidance and counselling programme

In the school setting, the guidance and counselling service is inherently an entity of a large organisational system which has two additional components: the administrative and the instructional components. The three contribute to quality education for each individual student. The school headteacher more than any other person is responsible for ascertaining that the students gain from these entities. Kebaya (1989) has stated that

a good administrator defines the duties to be performed, defines competencies required for each, selects the most competent personnel available, provides them with the materials that they

require, helps them develop good working relationships and encourages their growth on the job (p.8).

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Therefore, the role of headteachers in the guidance and counselling programme is seen against this setting - as suggested by Kebaya.

The school headteacher performs the following roles in implementing and facilitating guidance and counselling programme in schools. First and foremost, the headteacher has a responsibility to recognise the need for and the importance of a comprehensive guidance and counselling programme (Shertzer and Stone, 1966). In addition the headteacher must be seen to be interested, supportive and encouraging in the operation of the guidance and counselling services. Headteacher's informed and active leadership is critical for the success of the programme. The school administrator can show leadership and support to the programme by recognising and utilising the counsellor, providing time and facilities, and providing a conducive atmosphere for guidance and counselling.

The headteacher is also responsible of creating among school staff members, students and the community an awareness of the need for guidance and counselling services. This means that the headteacher has to make clear to the staff, students and parents what the programme entails. According to Gutch and Accorn (1970) the success of the programme depends upon a state of readiness of the school staff to accept, contribute to and utilise the service. It also follows that unless the students are made aware of the purpose and importance of guidance and counselling services, they are likely not to utilise such services (Moser, 1963). The headteacher also has to erase the misconception by some parents that guidance and

counselling is an invasion of their privacy and that of their children. Hence, the attempt by parents to sabotage its development even though their children need counselling (Makinde, 1987). Kilonzo (1980) stated that one of the constraints that guidance and counselling programme in Kenya suffers is lack of parental involvement and support. The inability to gain support for the programme or to maintain and increase such support once it has been gained can be a real hindrance to the development of guidance and counselling services in schools. According to Jacobson, Reavis and Logsdon (1954), parental co-operation in the guidance and counselling programme, can be obtained in a number of ways such as through: parent bulletins, parents teachers association, parents workshops and school newspapers. Headteachers, therefore, have a duty to persuade parents to take guidance services in schools seriously.

Where the school-counsellor is not appointed by the Teachers Service Commission (T.S.C.) the headteacher is charged with the responsibility of appointing one. Besides, the headteacher appoints a school guidance committee from among the staff comprising of five to eight members (Republic of Kenya, 1977). The headteacher is expected to encourage the development of the committee as an advisory and policy recommending body (Shertzer and Stone, 1966; Republic of Kenya, 1977). When selecting teacher-counsellors, headteachers are expected to look for certain qualities or attributes. The personality of the counsellor is the most critical variable in the counselling relationship. Patterson (1971) identifies other attributes that headteachers have to look for in a teacher-counsellor. These are interest in students welfare, willingness

to serve others, devotion to duty, competence, one who can inspire the confidence of students and the support of fellow staff members and a good working knowledge of the school norms, values and traditions of the people.

The headteacher is also responsible of identifying staff for guidance and counselling that is professionally prepared; and defining, clarifying and allocating responsibilities to them. In addition, the headteacher is responsible for delegating the actual responsibility for the actual operation of the programme to well trained guidance specialists. Mbiti (1974) explains that since the headteacher cannot do everything, it is necessary for him/her to delegate certain responsibilities to other teachers. However, the concept of delegation does not mean surrender of power or control but that the one performing the particular duty does it on behalf of and with authority from the headteacher. If anything goes wrong, the final responsibility or accountability lies with the headteacher. The headteacher should delegate responsibilities to the right person, that is, to a person with integrity, interest and ability. The headteacher should give specific instructions on how the duty should be performed and hold regular advisory meetings with the teacher. Moser (1963) concurs with Mbiti when he maintains that “the principal heads the guidance staff not in an ex-official capacity but as a fully participating member. Though he may delegate the administrative task, he maintains a controlling interest in the work of the guidance staff”(p.167).

A school headteacher who views guidance and counselling as an integral aspect of the education and development of a youngster will see to it that he has not only professional personnel but that they have time and facilities to do the job.

In this respect headteachers have to provide adequate time by arranging the teaching schedule and non-teaching duties of the teacher-counsellor so that adequate time and acceptance of the programme will be realised. Oketch and Ngumba (1991) have stated that effective counsellors need to be available to students. Being available has two aspects to it. Counsellors have to be available to their clients both physically and mentally. Just to know that a counsellor is reachable is good enough to many clients. Unfortunately, the issue of time is one of the major constraints to guidance and counselling programmes. A study carried out by Amukoa (1984) using a questionnaire for headteachers and teacher-counsellors in twenty-one schools established that in the twenty-one schools none had a period set aside for counselling. Amukoa established that 90% of the teacher-counsellors felt that time set aside for counselling was not adequate. Wanjohi (1990) investigated perceptions of the role of the counsellor in Nyeri district. Using a sample of 265 students, 65 teachers, 10 practising counsellors and 10 headteachers, Wanjohi, established that teacher-counsellors had little time to attend to the needs of students. Lack of adequate time therefore was a major hindrance to the success of guidance and counselling programme. It is a prerogative of the headteacher to provide free time to teacher-counsellors.

The school head has to provide materials, equipment and facilities such as an office, filing space, forms for securing data from pupils, individual folders to contain counselling notes, shelves for books, filing cabinets, notice board, desks and chairs. The headteacher has to recognise the importance of privacy for counselling and respect for the confidentiality of the counselling relationship by

providing a room or office. Effective counselling is not performed in the presence of others according to Smith, Roeber and Erickson, (1955). Kilonzo (1980) states that in Kenya, facilities and materials for the guidance and counselling programme are inadequate. Some schools especially the newly established ones, lack extra rooms where students and counsellors can speak privately. A study carried out by Kebaya (1987) using a questionnaire and eliciting information from students, established that teacher-counsellors had no private office to deal with students concern. Kebaya attributed the failure of students to seek the help of teacher-counsellor on emotional and personal problems to lack of a private room. Rithaa (1996) using an interview schedule for headteachers highlighted the need for a room for private counselling. It is unlikely that a client will reveal his or her deepest, most personal problems in the presence of staff members or students.

The school headteacher is responsible for gathering occupational, vocational and educational information of students from the teachers, by observations and watching students behaviour in and out of class, behaviour in different situations and from academic performance (Kebaya, 1989). Educational and vocational guidance is based upon a thorough knowledge of the students problems, progress and potential. Sometimes, some students may need to be referred to outside agencies for further counselling. It is therefore the administration's responsibility to gather information concerning counselling referral agencies related to where they are situated and the services they provide.

It is upon the headteacher to build relationship with community professionals and then promote interaction between students, teachers and

professionals. This can be done by organizing workshops and seminars at school or invite professionals to describe their work in informal sessions in schools. Other responsibilities of headteachers in guidance and counselling programme are to co-ordinate guidance planning with other phases of educational planning. Smith, Roeber and Erickson (1955) maintains that unless guidance and counselling services are developed in harmony with the total educational programme of the school, students and teachers will not co-operate. The school head has also to budget sufficient amount of funds to adequately support the programme (Gutch and Alcorn, 1970). The headteacher has to encourage constant evaluation and improvement of the programme. Jacobson, Reavis and Logsdon, (1954) stated that evaluation is the keystone to successful guidance programme and it is one of the roles that the headteacher cannot delegate. Barki and Mukhopadyay (1989) concur with Jacobson et al. (1954) in their statement that “periodic appraisal of the guidance programme should be continuously carried out for its improvement and effective functioning” (p.7).

Jones, Salisbury and Spenser (1969) summarise the leadership role of the headteacher in the guidance and counselling programme by stating that:

if the school director of guidance can be looked upon as the ‘quarter-back’ of the guidance team, then the principal is the coach of the team. He does not play all the positions, but he has the ultimate responsibility if the team fails (p.369).

It is for this reason that Wanjohi (1990) maintains that, the guidance and counselling services will flourish only when the administration recognises and

supports the objectives and activities of the programme. And particularly so, when the headteacher sets the 'tone' or provides the organizational climate in which the guidance and counselling programme can propagate. Wanjohi noted that in secondary schools where the headteacher co-operates and supports guidance and counselling services there is very good response from the students. Therefore, as Jacobson et al. (1954) notes, the obligation to see that the school has guidance and counselling services, is a major responsibility of the headteacher.

Training of Headteachers in Guidance and Counselling Skills

Most secondary school headteachers are appointed to that position of school managers without formal training in school management. Jacobson, Reavis and Logsidon (1953) state that most school principals are only knowledgeable in their subject area and acquire management skills through personal experience. Jacobson et al.(1953) further stated that the teacher who knows his subject matter well and acquires the reputation of being able to manage unruly pupils and to pacify angry parents is said to possess the requisites of the headteacher or principal (p.249). Dadey and Harber (1991) are in agreement with this in their statement that the general view in most African commonwealth countries was that if one was a good teacher, one was most likely to be a good headteacher. Headship was regarded as a mere extension of good classroom practice (p.1). Republic of Kenya (1988) noted that in Kenya, headteachers were appointed from among the serving teachers most of whom had no prior training in institutional management.

The crux of the matter is that for headteachers to perform their

administrative tasks effectively they need training in technical skills, conceptual skills and human relations skills. Dadey and Harber (1991) have noted that 'neglect of training is seen as a major bottleneck in educational administration; yet little attention is paid to the training of the front-line implementors such as headteachers' (p.1). In particular, headteachers need training in human relations to enable them to manage pupil personnel tasks and specifically guidance and counselling to manage student behaviour and discipline.

Studies by Adhola (1985) and Obudho (1987) established that the greatest challenge headteachers faced was in performing pupil personnel management task. This is reinforced by Dadey and Harber (1991) when they stated that headteachers face constant problems of student control and discipline manifesting itself in form of violent riots and demonstrations. Wachira (1997) highlighted major challenges that heads face in pupil personnel management tasks. In her study focusing on headteachers in Kenya and the need for pre-service training, Wachira (1997) singles out students' deviant behaviour as one of the major concerns of headteachers. According to Wachira student deviant behaviour manifests itself in general indiscipline, such as mob action, rebellion to authority, truancy, drug abuse, poor rapport with teachers and headteachers.

Wachira (1997) and Adhola (1985) indicated that headteachers used guidance and counselling to deal with such deviant behaviours. However, the headteachers indicated feelings of incompetence and expressed the need and desire to be trained in guidance and counselling skills. Jacobson et al. (1954) have emphasised the significant role headteachers play in guidance and counselling;

some of the roles cannot even be delegated. Counselling is a profession and as a profession, it requires competence, knowledge and skills which are learned.

Barki and Mukhopadyay (1989) have clearly stated that guidance and counselling should not be carried out by anybody other than professionally trained persons. The principle that guidance and counselling should be provided by trained personnel must be strictly adhered to. If guidance and counselling is dealt with by untrained personnel they are likely to harm their clients. Jacobson et al. (1953) have indicated that:

Unfortunately, the function of guidance has not always been skilfully performed or fully understood. The principal probably does the best that he can to meet the situation, but such knowledge of guidance as he may have possessed have been acquired largely from trial and error experience, specialised training for guidance is not available. Guidance is carried on in only the most rudimentary of students and even teachers.

Dadey and Harber (1991) maintain that training has a major advantage over trial and error apprenticeships in that it helps to organize and discipline knowledge which would otherwise only be gained after prolonged and possibly wasteful experiences(p.3).

Therefore, headteachers need to be trained in guidance and counselling skills because as in the Kenyan situation, they are expected to assume responsibility for the guidance organisation and impart disciplined knowledge which would otherwise be gained only after prolonged and possibly wasteful experiences.

Patterson (1971), and Herman, Peters and Shertzer (1974) have stated that for an individual to work with another or others in a helping relationship, there is need for specific skills in guidance and counselling. Wahome (1989) in a paper presented to a guidance and counselling seminar remarked that: 'most teacher-counsellors, headteachers included, have no training for the job except probably for the course they took during their undergraduate or diploma training. Some have attended a one or two day seminar organised by the Counselling Unit' (p.3).

Patterson (1971) quoting Arbuckle (1950) explains that unlike teaching, counselling is more than just giving instruction. Counselling is not just knowledge about the student, but understanding of the student. It is a dynamic process that facilitates the growth of a student in all aspects. For this reason, guidance and counselling teachers, headteachers included should be trained in psychology, tests and measurement, mental hygiene and guidance and counselling techniques. The guidance counsellor is a psychologist whose main preoccupation is to help each one of his clients solve his problems and effect change in his life.

Makinde (1987) states that guidance counsellors are multi-faceted professionals. The better informed they are of the details of different careers and professions, the better are the services which they are called upon to give. Unfortunately, Aduda (1995) reported that 'schools provide inadequate counselling services' because school counsellors lack training. Aduda stated that apart from educational psychology courses, most counsellors are not qualified in counselling and guidance. Observers argue that counsellors need to be appraised

on the developments in counselling to cope with the changing times. In 1991, the Presidential Committee on unrest and indiscipline in schools, chaired by Lawrence Sagini was told that 'poor leadership contributed to incidents of unrest in schools'.

It was particularly stressed that headteachers should continuously be exposed to training on youth psychology. From the foregoing, there is real need for headteachers to be trained in guidance and counselling skills to be able to function in that capacity of guiding and counselling students with personal, social, educational and psychological needs which if not dealt with will affect the students' behavior and performance at school.

Role of guidance and counselling in facilitating school administration

Guidance and counselling services have been particularly useful in facilitating school administration by dealing with problems of indiscipline in secondary schools. Everard (1986) reports of a research carried out in Britain on problems of managing schools. Indiscipline was identified as one of the problems. Tattum (1986) indicated that 'counselling had become something of a remedy for disruptive and violent behavior in British schools', in other words there was research evidence that counselling produces positive results even with difficulty students.

Studies carried out in Kenya by Wangeri (1986), Ayieko (1988), Mwika (1996) and Wachira (1997) identified various forms of indiscipline that headteachers have to contend with while performing pupil personnel management tasks. Indiscipline or deviant behaviour manifested itself in form of laxity towards work, improper grooming, rudeness, alcoholism, drug abuse, sex abuse, rebellion

to authority. This list of cases of indiscipline ‘throws’ light to the very serious problems that school administrators have to deal with. However, counselling becomes useful in managing disruptive students. In addition, guidance and counselling is reported to be the most preferred and most effective method of maintaining school discipline as compared to the use of corporal punishment, suspension and expulsion (Ayieko 1988, Mwika, 1996). Ayieko (1988) in his study established that guidance and counselling is used more frequently than punishment. The details are presented in Table 1.

Table 1: Methods used in solving discipline problems

Methods	Percentage
Guidance and counselling	52
Punishment	4
Punishment and counselling	40
Others	4

Source: Ayieko (1988)

Ayieko argues that counselling makes students feel closer to the teacher thereby establishing a friendly relationship. It enables the teacher to get to the root of the problem and therefore it has a long lasting effect and the client student has the freedom to talk and realise the consequences of his/her disobedience. Despite Ayieko’s findings punishment is still widely used in schools. However, punishment should be used cautiously because of its negative effects. Mbiti (1974) says that when we punish the child, there are certain disorders that result from the act. Punishment has not been proven to improve learning or to change behaviour.

When punishment is used far too often, it will bring the behaviour of either avoidance or escape.

Guidance and counselling improves school administration in that it does not only deal with disruptive behaviour of students which interfere with the smooth running of the school, but it also takes preventive measures against unpleasant situations which may occur later. Tattum (1986) observes that counselling recognises the situations in which individuals are likely to be disruptive or the first signs of disruptive behaviour and acts quickly in a preventive way if possible, to stop influencing others in the group.

A vigilant teacher-counsellor will spend time around the school observing particular pupils and will provide frequent opportunities for informal counselling - a few words inquiring about the situation at home, an enquiry about health or state of mind, and a check on school progress. This in turn will keep the administrator informed of individual students' well being.

Guidance and counselling also enhances effective administration by providing knowledge about the student's physical condition, medical history, family background, scholastic record and academic achievements and personal characteristics which will in turn help the teacher provide better instruction for the student (Herman et al. 1974). The guidance staff aid in supplying information about school policies and goals to parents, thus leading to continued future support of levies by parents and in parents assisting in the improvement of the child's study habits at home. In addition, the guidance and counselling programme supports school policies and reinforces student conformity to social standards or

norms of behaviour (Herman et al. 1974). The programme also helps the entire school by aiding students in their choices on the basis of their aptitude and interests.

Republic of Kenya, Development Plan (1994) states that the basic guiding philosophy in education has remained that of producing individuals who are properly socialised and who possesses the necessary knowledge, skills, attitudes and values to enable them to participate positively in nation building. The Report of the National Committee on Educational Objectives and Policies (1976) had earlier pointed out that to be of use, guidance and counselling should be based on the values of society regarding the expectations of what education and training should enable society to achieve. Through the guidance and counselling programme, the school administrator is able to inculcate desirable values, attitudes, and desirable behaviour as is expected and demanded by the society and at the same time reap such values and acceptable behaviour from the students. Houghton and Morgan (1975) argue that the output of the school flows out across the boundary to the larger society. They consist of all the changes in the learners which the school has produced, all the learning of skills, knowledge, attitudes and behaviour. This means that the behaviour of students not only affects the school but also the surrounding environment.

Factors that hinder the success of guidance and counselling programme

The development and effectiveness of the guidance and counselling programme depends upon many conditions, varying from those inherent in the

guidance and counselling situation to those dealing with the overall organisation and administration of the guidance programme. Smith et al. (1955) attribute the failure of guidance and counselling programmes to the following factors: failure of school administrators to offer leadership and support to the programmes, lack of trained school-counsellors, personality of the school counsellor, time allocated to the programmes, inadequate facilities, teachers and students perceptions of the programme and failure to have clear objectives for the programmes.

Without the support and leadership of the school administrators, the guidance and counselling programme cannot blossom. This is the view expressed by Herman, Peters and Fairwell (1967) in their statement that

good guidance programming will not be realised if the administrative functions of leadership, co-ordination and facilitation are adverse to and insensitive to the scope of school counselling and the attendant personnel function. It is through the facilitative prerogative of the administration that the teacher and the counsellor can be helped to assist boys and girls in their striving for maturity (p. 515).

Another major problem that hinders the success of the guidance and counselling services is its lack of trained headteachers and teacher-counsellors. The success of the guidance and counselling services is dependent upon a trained counsellor. Lack of training makes teacher-counsellors feel inadequate to deal with psychological and social problems. One of the perennial fallacies related to guidance and counselling services is the assumption that every teacher is or should

be a counsellor. Barki and Mudkhopadyay (1989) emphasize that:

guidance and counselling is a professional activity not to be carried out by anybody but should be taken up by professionally trained persons. If dealt with by others, the chance of harming the interest of the affected persons will be more than one of helping them (p.6).

Therefore, when teacher-counsellors are appointed on the strength of age and religious inclination, and where they lack training and competence, the end result is that the career guidance and counselling programme is haphazard and moribund.

To a large extent, the success of the guidance and counselling programme depends upon the personal qualities of the counsellor and upon appropriate use of specified guidance and counselling techniques. The nature of a counsellor as a person becomes vital in counselling because of the intimate, personal relationship that is essential for the success of the programme. Makinde (1987) identifies some attributes of a good counsellor such as devotion to duty, high integrity, honesty, discipline, and a good knowledge of the school norms. In addition, Ananda (1975) indicated that:

for a counsellor to be most effective in working with others in a helpful capacity, it is essential that he knows what and who he is ... only in as much as he is aware of the dimensions of his self will he be able to use his self to benefit the others (p. 1).

Thus, the most critical resource the counsellor can bring to the helping relationship

is himself/herself. Unfortunately, some of the teacher-counsellors lack the qualities and characteristics essential for successful counselling relationship. Their values contradict with those of the client.

Lack of confidentiality in counselling constitutes a real problem in many schools. The counselling relationship is a professional relationship in which the counsellor is ethically bound to confidentiality. Lytton and Craft (1974) have noted that many young people may not wish to be involved with the school counsellor. They feel that their confidential concerns cannot be respected within the school setting. A student was quoted by the Sunday Nation, 1998, 29 March, p.2 saying that 'teacher counsellors have no sense of confidentiality, everything they discuss with students finds its way to everybody's ears. The most annoying thing is that after a guidance and counselling session, the other teachers look at students strangely in class. This breach of confidence is very disturbing'.

The guidance and counselling programme cannot flourish if it does not gain the support of the students by way of utilising services provided. More often than not, students feel that guidance and counselling is for those students with problems, for the deviants, for those displaying character disorders and for the weak academically. Moser (1963) maintains that

it is necessary to keep before the students the purposes of counselling, to keep reminding them that counsellors are available and to continue not only instructing them concerning the type of help given but also how to avail themselves to it
(p.222)

The school headteacher together with the teachers and guidance personnel have to acquaint students with the counselling services, its organisation, the kinds of problems with which it proposes to assist and its relation to other aspects of the total school programme. Where a client has a negative perception of guidance and counselling services, the programme is less effective.

Another important factor that hinders the successful implementation of guidance and counselling services in schools is the availability of facilities. A counsellor needs a private room or office where he/she can meet the clients. It is unlikely that students will reveal their deepest, most personal problems within hearing of other staff members or students. Finally, the success of guidance and counselling services depends upon a state of readiness of the school staff to accept, contribute to and utilise the service. Gulsch and Alcorn (1970) state that if guidance and counselling is to be continuous in the school, it is desirable that the teachers possess an understanding of the nature of guidance as it relates to their work. Republic of Kenya (1988) pointed out that for guidance and counselling programmes to be effective, all teachers should participate in guiding students. Republic of Kenya (1977) called upon all of the staff to co-operate with and support the guidance programme. Without the aid of the teachers, a counselling programme cannot be eminently successful (Moser, 1963).

Figure 1 shows guidance and counselling is one of the pupil personnel services. Therefore, the headteacher bears the ultimate responsibility for a successful guidance and counselling programme.

Figure 1: Conceptual Framework of the Study

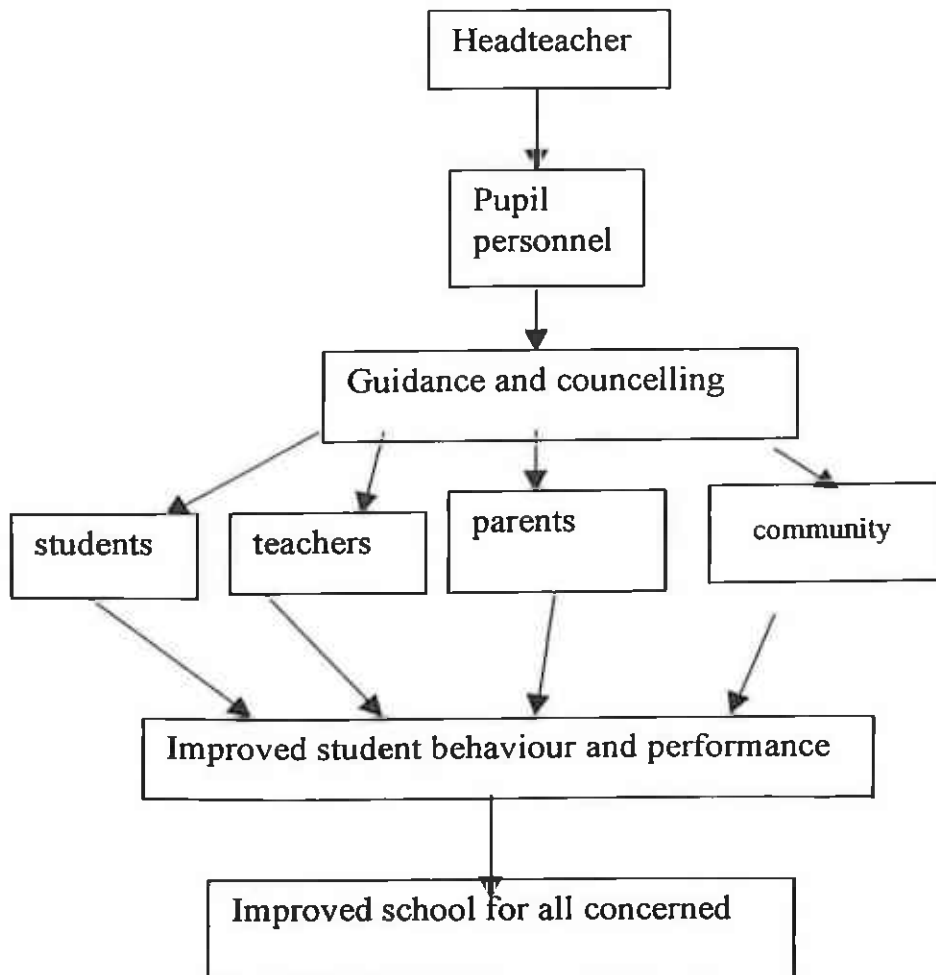


Figure 1 illustrates that pupil personnel is one of the main tasks of a school administrator. It also illustrates that guidance and counselling is a corporate enterprise between teachers, students, parents and the community. The headteacher has to try and involve them all.

Finally, it illustrates that, the end result of a good guidance and counselling programme is improved student behavior and performance, and improved school environment for all concerned

Summary of Literature Review

In the literature review, the meaning of the term attitude has been stated and explained. From the literature reviewed it was clear that; attitudes are learned, can be changed and modified. It was also revealed that attitudes influence a person's behaviour. The differences between guidance and counselling are clarified. Counselling is part of guidance work that deals with emotional disturbance and behavioural problems while guidance in school is concerned with the educational and vocational aspects. However both guidance and counselling are concerned with developing the client's own capacity for decision-making and problem solving. The three components of the guidance and counselling programme which are educational guidance, vocational guidance, and personal and psychological counselling are reviewed under the scope of guidance and counselling programme in secondary schools. The role of headteachers in implementing and developing guidance and counselling in schools has also been reviewed. The headteacher is responsible for initiating, supporting and providing leadership to the programme. He/she is also responsible of providing required materials and facilities, and securing

trained teacher-counsellors. The need to train headteachers in guidance and counselling skills to enable them to handle student management tasks has also been reviewed.

Other issues that have been reviewed are the role that guidance and counselling plays in facilitating school administration and the factors that hinder successful implementation of guidance and counselling programme in schools. The maintenance of discipline stands out as a major role of guidance and counselling in facilitating school administration. The factors that hinder successful guidance and counselling in schools are lack of: support and leadership of the headteacher, training in guidance and counselling skills for headteachers and teacher-counsellors, facilities, and support of students, teachers and parents.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter describes the research design and presents the target population or subjects under study, sample of the study and sampling techniques, research instrumentation, piloting of the instruments, data collection procedure and data analysis procedure.

Research design

This study was an ex-post facto research. Ex-post facto research is used to explore possible cause and effect relationship among variables that cannot be manipulated by the researcher. This study was ex-post facto in design because the researcher investigated the independent variables such as age, sex, teaching experience, administrative experience and training in retrospect for the possible relationship to and effect on the dependent variable, that is attitudes of headteachers towards guidance and counselling programme. Guidance and counselling programme have been going on in schools. Ex-post facto relies on facts that occurred in the past and not as they occur. Kerlinger (1973), defined an ex-post facto design as; 'a system of empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable' (p.379). Inferences about relations among variables are made, without direct intervention

from concomitant variation of independent and dependent variables. The ex-post facto design is recommended for educational and social research since many research problems in social and educational research do not lend themselves to experimental inquiry (Kerlinger, 1973, p.392).

Target population

The target population of the study consisted of public and private secondary school headteachers. There were 67 secondary schools in Meru Central District of which 51 were public schools and 16 were private schools. Among the public secondary schools, there were 23 mixed schools, 17 girls' schools and 11 boys' secondary schools.

Among the private secondary schools, there were 8 girls' schools, 5 boys' schools and 3 mixed schools making a total of 16 private schools. It was established that not all girls schools were headed by a female teacher. Four private secondary schools had males as headteachers. The schools that had been in existence for only one year or had only a form one class were not included in the study. This was because, less than one year was regarded as a very short time for the school to be established. Such schools were three in number and were girls schools. Therefore, the target population comprised of 67 headteachers of which 21 were female and 46 were male headteachers as shown on Table 2.

Table 2: Target population

Category of schools	Number of girls' secondary schools	Number of boys' secondary schools	Number of mixed secondary schools	Total number of schools
Public secondary schools	17	11	23	51
Private secondary schools	8	5	3	16
TOTAL	25	16	26	67

Source: Eastern Province Education Report, (1998)

Sample of the Study and Sampling Techniques

According to the table for determining sample size from a given population provided by Mulusa (1990) and Peters (1994), if there are about 67 subjects in a population, the sample should consist of 52 subjects. However, the researcher used a sample of 58 schools in order to cater for non-response. Of the 58 respondents, 51 (88%) successfully completed the questionnaire.

The schools were first categorised into mixed, boys and girls schools. Random sampling was then used to select 6 schools from the mixed school category for purposes of piloting of research instruments. The girls and boys schools were excluded from this sample because they were fewer in number.

All the girls' schools except the three new schools were used representing a total of 22 headmistresses, and all the boys' schools representing 16 headmasters were included in the study. Therefore, no major sampling was done since the researcher was to visit all schools in the district. The schools visited comprised of 18 girls' schools, 14 boys' schools and 19 mixed schools forming a total of 51.

Research instrumentation

The data for this study was collected using a questionnaire. There was one set of questionnaire meant for the headteachers. The questionnaire was divided into three sections. Section one contained nine items. The items in section one sought background information of the respondents and the school such as age, sex, administrative experience, teaching experience, size and age of school.

The second section of the questionnaire contained 36 statements that sought information on headteachers' attitude towards various aspects of the guidance and counselling services. In this section the Likert summated rating method was used. Each statement in the attitude scale was followed by five responses. These responses were: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD). The respondents expressed their favourable or unfavourable attitude towards each of the items by ticking only one response. The third section of the questionnaire comprised of open-ended questions. The open-ended questions solicited in-depth information from the respondents to supplement discussion on and interpretation of quantitative data. The respondents provided written answers to the questions raised.

The researcher developed a questionnaire since none was found appropriate for the study. However, particular reference was made to instruments used by Wanjohi (1990) and Amukoa (1984). The questionnaire was first examined by a panel of experts at the department and faculty level and further validated through a pilot study. One advantage of using a questionnaire in this research was that questions for each respondent were framed the same way therefore allowing uniformity for all the respondents.

Validity and reliability of the research instruments

The validity and reliability of research instruments in this study were determined by carrying out a pilot study. Piloting the instruments enhanced the reliability, that is, the dependability, accuracy, and adequacy of the instruments since the responses from the respondents indicated whether the instruments measured what they purported to measure (Bennet, 1973). After analysing of pilot study responses, it was found necessary to revise and modify the instruments. The modification included re-framing of the items and dividing them into sub-sections. The irrelevant items were discarded, and others were reworded to elicit the required response. One question that discarded was indicating the extent to which the guidance and counselling programme was successful. Piloting of research instruments was done in 6 schools not included in the main study.

The purpose of piloting was to find out whether: the items in the instruments were clear to the respondents; the instruments were precise and comprehensive enough to provide the anticipated type of data; and determine whether the research objectives were being fulfilled. Isaac and Michael (1981)

stated that the advantages of a pilot study were that: it enables the researcher to get feedback from research subjects that leads to improvements in the main study, leads to changes to some hypotheses, dropping some and developing new ones and increases the chances of obtaining clear cut findings in the study. This was found to be true in this study.

To enhance validity, two university lecturers who are specialist in Educational Administration reviewed the instruments. Validity was also enhanced by use of items adopted from the work of Wanjohi, (1990) and Amukoa, (1984) but were re-framed and made to refer to the headteacher. The researcher used the split-half method to determine the coefficient of internal consistency or reliability co-efficient whose values vary between 0.00 and +1.00. The closer the value is to +1.00, the stronger is the congruence measure (Adams and Schraneldt, 1985). The instruments were split into two sub-tests. The odd numbered items were placed into one sub-test and the even numbered items were placed into another sub-test. The scores of all the odd and even numbered items for each of the respondents in the study were computed separately. The Pearson Product-Moment Correlation Coefficient was used. The correlation coefficient obtained was 0.9.

Data collection procedure

The researcher sought permission and authority from the Office of the President to conduct the study in Meru Central District. A research permit and a letter of permission were granted. The researcher then visited the Office of the District Commissioner to inform the office as instructed in the letter.

Before visiting some of the schools, the researcher made an appointment with the headteacher by telephone. This was because some schools in Meru Central District were miles away from the main road and not easily accessible by public transport. The researcher then visited the sampled schools to personally deliver the questionnaire to the respondents. On visiting the schools, the researcher tried to create rapport with the headteachers who were the respondents and explained the purpose of the study and how to respond to the questionnaire. In a number of schools, the headteachers were willing to complete the questionnaire the same day, while in other schools the researcher had to make a second visit as agreed to collect the filled questionnaire. The researcher visited two schools more than two times but never found the headteacher in. It was not possible to visit five other schools because of the terrain. Of the 58 schools used as the sample, 51 completed the questionnaire. This was 88% response.

Data analysis procedure

After data was collected from the field, it was analysed and interpreted. The data was analysed using frequency tables, percentages, and means. T-test and one-way Analysis of variance (ANOVA) was used in testing the stated hypotheses. For section two of the questionnaire, the Likert summated rating scale was used. Each item of the attitude scale was followed by five responses. These responses ranged from strongly agree to strongly disagree. The responses that supported positive statements were regarded as positive. For positive responses the respondents were scored as follows; SA=5, A=4 UD=3, D=2, SD=1. Responses

that did not support positive statements were regarded as negative. Since there were no negative items supporting positive attitudes, reverse scoring was not found necessary.

To determine whether there was significant difference between headteachers' attitudes towards guidance and counselling and their personal qualities of sex, age, administrative experience and teaching experience a two-tailed t-test and one way analysis of variance was used. ANOVA was used to test hypotheses Ho1:b, Ho1:c, Ho1:d and Ho2:b.

Analysis of variance is a statistical procedure used to examine whether the observed differences or variance among more than two samples can be attributed to chance or whether they indicate actual differences among the means of the populations sampled, that is, is the difference statistically significant? (Freud and Simon 1991, P.357). Analysis of variance is also known as F-test (Schuttle, 1977, p.146). In Anova the null hypothesis is $\mu_1 = \mu_2 = \mu_3 = \dots = \mu_k$.

The hypothesis test was made at 0.05 level of significance. If the computed F-ratio is small than the critical value, the Ho was accepted, while if the F-ratio was greater than the critical value, the null hypothesis was rejected. Alternatively, when P-value was less than the specified alpha of 0.05, the Ho was is rejected. If p-value is 0.05 or larger, the Ho is accepted (Sanders, 1990, p.397). Both approaches were used in rejecting or accepting the hypothesis.

In testing the null hypotheses Ho1:a, Ho2:a, Ho3 and Ho4, a t-test was used. A t-test is the test of significance of the difference between two sample means (Best and Kahn, p.271). The following formula was used.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

Where

\bar{x}_1 = mean of sample 1

\bar{x}_2 = mean of sample 2

N_1 = size of sample 1

N_2 = size of sample 2

S_1^2 = variance of sample 1

S_2^2 = variance of sample 2

When t-value exceeded t-critical at the 0.05 level of significance, the null hypotheses is rejected and accepted if otherwise. Alternatively, when the P-value exceeds alpha = 0.05, the null hypothesis is accepted. And when the P-value is less than alpha = 0.05, the null hypothesis is rejected (Freund and Simon, 1991, p,346). This second approach was used in accepting or rejecting the null hypothesis. A computer programme, SPSS/PC+ (Statistical Package for Social Sciences) was used in analysing the data.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

INTRODUCTION

The chapter presents and analyses the findings of the study. The findings of the study are organised under various sub-headings according to research objectives. These sub-headings are headteachers attitude towards various aspects of guidance and counseling; importance of guidance and counseling in the running of the school, training of headteachers in guidance and counseling skills, problems encountered by headteachers in their endeavor to develop the programme; and suggestions on how the programme can be improved. Results of tested hypotheses are also presented. Before presenting analysis of data collected and emerging interpretations, the chapter briefly presents the characteristics of the samples used in the study and demographic data of the respondents. In the analysis of data, two tailed t-test and one way analysis of variance were used. The results of the data are presented using frequency tables, percentages, means, pie charts and graphs.

Characteristics of the samples used in the study

A total of 51 respondents out of 58 completed the questionnaire. All the respondents were secondary headteachers drawn from both public and private schools in Meru Central District. Of the 51 schools, 36 (70.4%) were public schools, while 15 (29.4%) were private schools run by the Church or individual proprietors. The data collected also revealed that the schools varied in

composition, size and period of existence.

There were more mixed schools than each of the single sex schools, forming 37.3% of the total. The girls' schools were 18 (35.7%), while 14 (27.5%) were boys' schools. Most of the schools 38 (74.5%) were small in size, having between one and two streams. Only 13 (25.5%) of the schools had three to four streams. The majority of the schools (62.8%) had been in existence for 21 to 30 years while only 10 (19.6%) and 9 (17.6%) had been in existence for 11 - 20 years and 1 - 10 years respectively. In the category of private schools, the girls' schools outnumbered boys and mixed schools. Table 3 shows schools type by category.

Table 3: Schools Type by Category

Category	TYPE			Total
	Girls	Boys	Mixed	
Public	10	9	17	36
Private	8	5	2	15
Total	18	14	19	51

According to Table 3, there were more public schools in the district than there were private schools.

In Table 4, schools category by headteachers' sex is presented.

Table 4: Schools category by Sex of Headteacher

Sex of Headteacher	Public			Private			Total
	Girls	Boys	Mixed	Girls	Boys	Mixed	Total
Female	10			4			14
Male		9	17	4	5	2	37
Total	10	9	17	8	5	2	51

According to Table 4, male teachers headed all boys and all mixed schools. This implied that male teachers had higher chances of being school administrators. In addition, four of the girls schools, all from the private school category had male headteachers. This indicated that even in girls schools male teachers had a chance of heading schools. This explains the higher number of male headteachers in the sample as opposed to the number of female headteachers.

Headteachers in the Sample

Frequencies and percentages were used to describe the demographic data of the headteachers used in the study. The results obtained are presented on Tables 5, 6, 7 and 8. Table 5 presents headteachers sex and age.

Table 5: Sex and Ages of Headteachers

Sex of Headteachers		Age in Years					N. R.	Total
		21-30	31-40	41-50	over 50			
Female	N	3	6	5			14	
	%	5.9	11.7	9.8			27.4	
Male	N	2	11	18	5	1	37	
	%	3.9	21.5	35.3	9.8	2.0	72.5	
Total	N	5	17	23	5	1	51	
	%	9.8	33.3	45.1	9.8	2.0	100	

Note: N.R = None response

The study revealed that there were more male headteachers in Meru Central District Secondary Schools than there were female headteachers. The male respondents formed a total of 72.6% compared to only 27.4% females. The

respondents differed in age with majority of them (45.1%) falling in the age bracket of 41-50 years and (33.3%) in the age bracket of 31-40 years. Only five (9.8%) of the respondents were relatively young that is, 21-30 years and another five (9.8%) were above 50 years hence, nearing retirement. The results of the study also indicated that female headteachers were relatively young compared to male headteachers. Most of the male headteachers were above 40 years, while most of the female headteachers were below 40 years. Only 5 female headteachers were above 40 years. The academic qualifications of headteachers are shown on Table 6.

Table 6: Academic Qualifications of Headteachers

Academic Qualifications	N	Percentage
Diploma/ SI Education	1	2.0
Approved Teacher Status	10	19.6
B.Ed	35	68.6
B.A/B.Sc with P.G.D.E	4	7.8
M. Ed	1	2.0
Total	51	100.0

According to Table 6, all headteachers were qualified teachers. Their academic qualifications ranged from Diploma or SI to Masters degree. Majority of the headteachers was university graduates with B.Ed, forming 68.6% of the sample. There were 10 (19.6%) headteachers with approved teacher status and 1 (2.0%) had a diploma. Another 4 (7.8%) were University graduates with a B.A/Bsc degree but had done Post graduate Diploma in Education. Only one headteacher had a Masters degree. Therefore, the data

revealed that headteachers in Meru Central District had high academic qualifications. Most of the headteachers with Approved Teacher status were above 45 years. This indicated that the Teachers Service Commission may have ceased to recruit teachers to the post of a headteacher if they did not possess a degree. The results also revealed that none of the headteachers in public schools in Meru Central District had a Masters degree. Unfortunately, the T.S.C policy of study leave without pay has discouraged teachers from seeking further studies (T.S.C circular 1997).

Table 7 presents headteachers' teaching experience.

Table 7: Teaching Experience of Headteachers

Experience in years	N	Percentage
<1 – 5	2	3.9
6 – 10	11	21.6
11 – 15	11	21.6
16 – 20	7	13.7
21 – 25	10	19.6
Over 25	10	19.6
Total	51	100.0

The majority (43.2%) of headteachers had teaching experience of 6-15 years. Quite a good number (39.2%) of the headteachers had over 20 years of teaching experience. This implied that headteachers in Meru Central District do not leave their profession. Table 7 also revealed that headteachers are appointed to that position with minimal teaching experience. There were two headteachers with hardly a year of teaching experience before being appointed to head a school. This was particularly the case in the new schools.

Administrative Experience of Headteachers

The administrative experience of the headteachers ranged from less than 1 year to 24 years. Table 8 presents headteachers administrative experience by sex.

Table 8: Administrative Experience of Headteachers by sex

Experience in years	Male N	Female N	Percent
Less than 1	1	3	7.8
1 – 5	11	6	33.3
6 – 10	10	1	21.6
11 – 15	5	2	13.7
16 – 20	3	1	7.8
Over 20	7	1	15.7
Total	37	14	100.0

In Table 8, 33.3% of the respondents had administrative experience of 1-5 years. This was the case among both male and female respondents. However, male respondents had more experience compared to their female counterparts. From Table 8 it was apparent that male teachers had higher chances of getting into leadership positions as opposed to females. Nevertheless, there is evidence on Table 8 that majority female teachers have been recruited into headship for the last five years. This is deduced from the fact that 9 out of 14 female headteachers, 64.3% of them have administrative experience of less than 5 years. Perhaps, this can be attributed to the fact that more girls' schools are being opened in the district.

Headteachers attitude towards various aspects of Guidance and Counselling

In this section, the researchers analysed headteachers attitude towards various aspects of guidance and counseling. These aspects are: need for guidance and counseling services in schools, importance of guidance and counseling services to students, headteachers role in the guidance and counseling programme, role of the teacher-counsellor in the programme as perceived by headteachers, and need for special room, specific time and support of other people. This was found necessary, since it is possible for headteachers to be positive in their attitude towards certain aspects of guidance and counseling and depict negative attitude or uncertainty in other areas. Responses from some of the open-ended questions were used to supplement information in this section. This was the first objective of the study. Table 9 reflects headteachers' attitude towards the need for guidance and counselling services in schools

Table 9: Need for Guidance and counselling services

	Need for Guidance and Counselling	Response		TOTAL
		Str. Agree	Agree	
1	Guidance and counselling services are essential in schools	N 50 % 98.0	1 2.0	51 100.0
2	Students in my school need guidance and counselling services	N 45 % 88.2	6 11.8	51 100.0
3	Guidance and counselling services should be intensified in schools	N 45 % 88.2	6 11.8	51 100.0

Following Table 9, all respondents were of the opinion that guidance and counselling services were necessary in secondary schools. Both male and female headteachers strongly supported the need for guidance and counselling

services in schools. These results were in agreement with the findings of Tumuti (1989) and Amukoa (1984) that guidance and counselling services were seriously needed in schools.

Table 10 shows importance of guidance and counselling services to students in secondary schools .

Table 10: Importance of Guidance and Counselling services to students

		Importance of guidance and counselling to students								
		Item Numbers								
Response		13	14	15	16	17	18	19	20	21
Strongly Agree	N %	39 76.5	40 78.4	36 70.5	40 78.4	32 62.7	24 47.1	17 33.3	20 39.2	29 56.9
Agree	N %	12 23.5	11 21.6	13 25.5	4 7.8	19 37.3	22 43.1	30 58.8	22 43.1	15 29.4
Uncertain	N %			1 2.0	1 2.0		4 7.8	2 3.9	8 15.7	2 3.9
Disagree	N %			1 2.0	2 3.9		1 2.0	2 3.9	1 2.0	5 9.8
Str. Disagree	N %				4 7.8					
Total	N %	51 100	51 100	51 100	51 100	51 100	51 100	51 100	51 100	51 100

From the responses, majority of the respondents viewed guidance and counselling as a very important service to students. It was evident from the results on Table 10 that headteachers viewed guidance and counselling as important for all students both strong and weak academically. These findings tally with the opinion held by Howden and Dowson (1973) that the guidance programme concerns pupils of all academic abilities. According to Howden

and Dowson (1973), even the academically bright students have complicated choices to make and must not be deprived of the guidance they need. However, their findings disagree with the opinion expressed by students in Helfton's (1960) study which indicated that guidance and counselling should be reserved for those students who displayed character disorders and not for those who were bright and performing well in school. The results of the study also concur with the main issues highlighted in the handbook for schools guidance and counsellors that guidance and counselling is not only meant for educational purposes but also for personal and social adjustments.

Analysis of item 20 on Table 10 revealed that 15.9% of the headteachers expressed uncertainty on the importance of guidance and counselling in informing students about vocational opportunities. This was probably the case because vocational materials and information rarely reached the headteachers on time. An attempt was made to find out which area guidance and counselling services received the highest preference. Indicated in order of importance, personal and psychological counselling was ranked most important with (54.9%) score. Educational guidance was ranked second (39.2%) and vocational guidance was the last (5.9%). Oketch and Ngumba (1991) expressed concern that personal and psychological counselling were being ignored. The results of this study indicate the contrary. The findings of this study agree with the sentiments expressed by the Vice-chancellor of the University of Nairobi (21 June 1997) that lack of proper career guidance in schools was taking its toll on University admissions. Though it was

encouraging to find that headteachers strongly supported the need for guidance and counselling services in schools, a balance between the three areas of need should be maintained.

Table 11 shows headteachers' views towards their own role in the guidance and counselling programme.

Table 11: Role of Headteachers in Guidance and Counselling

Headteachers' roles in the programme		Response					TOTAL
		Str. Agree	Agree	Un-certain	Dis-agree	Strongly Disagree	
1	Headteachers are responsible of fostering a conducive environment	N 32	18		1		51
		% 62.7	35.5		2		100
2	Headteachers are responsible of initiating guidance and counselling services in a school	N 33	18				51
		% 64.7	35.5				100
3	Headteachers have to educate students on the importance of guidance and counselling	N 29	19	2	2		51
		% 56.7	37.3	3.9	3.9		100
4	Without the support of the school head, guidance and counselling cannot succeed	N 28	19	1	3		51
		% 54.9	37.3	2	5.9		100
5	Without the leadership of the school head, guidance and counselling cannot succeed	N 13	21	4	4	9	51
		% 25.9	41.2	7.8	7.8	17.6	100
6	It is the responsibility of the school head to provide educational materials	N 20	22	2	4	2	51
		% 39.2	42	3.9	7.8	3.9	100
7	It is the responsibility of the school head to provide occupational materials	N 11	28	4	5	3	51
		% 21.5	54.9	7.8	9.8	5.9	100
8	Headteachers are to liase with community professionals	N 20	24	3	3	1	51
		% 39.2	47.1	5.9	5.9	2	100
9	Headteachers are to liase with parents of students	N 33	18				51
		% 64.7	36.3				100
10	Headteachers should be directly involved in guiding and counselling students	N 15	21	4	4	7	51
		% 29.4	41.2	7.8	7.8	13.7	100

As Table 11 shows, the headteachers strongly agreed that they have a role to play in the guidance and counselling programme. In particular, they were strongly in support of their role in initiating guidance and counselling services, fostering a conducive environment for the programme, liaising with parents of problematic students, educating students on the importance of guidance and counselling and providing their support to the programme.

This showed that they had favourable disposition to their role in guidance and counselling. In his study, Wanjohi (1990) too found out that headteachers who had a favourable attitude towards guidance and counselling not only initiated it but supported and encouraged and set a conducive environment. In an attempt to find out how informed their students were on matters pertaining to guidance and counselling, 58.8% of the respondents indicated that their students were not aware of what guidance and counselling was all about; 9.8% were uncertain and only 31.4% were positive that their students were well informed. The fact that students are not well informed may suggest that though headteachers are aware of their role of educating students on the importance of guidance and counselling, they did not take their roles seriously. This is probably why, 78.4% of the respondents ascertained that the guidance and counselling programme was not successfully implemented in schools. The above results tallied with Rithaa's (1996) findings and Moser's (1963) work.

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In evaluating the extent to which the respondents were willing to be involved directly in guiding and counselling students, 21.6% indicated their

unwillingness while 72.6% were ready to be involved. Further, investigation revealed that 45% of headteachers were not adequately informed about the objectives of guidance and counselling programme in secondary schools. About 25.5% were uncertain and only 29.4% were informed. This is an unfortunate scenario because it revealed a gap between headteachers awareness of guidance and counselling objectives and their role in the programme. Therefore, one would question how headteachers can perform their duties in guidance and counselling effectively when they are not well informed of what guidance and counselling is all about. Other than investigating headteachers' attitudes towards their role in guidance and counselling, the researcher tried to establish headteachers' attitudes towards training in guidance and counselling skills. The responses obtained are summarised in the next paragraph.

Headteachers' Attitudes towards Training in guidance and counselling skills

About 92.1% of the respondents indicated that training in guidance and counselling skills contributed to positive attitude towards guidance and counselling programme. This conforms with Triandis (1971) writing that attitudes are learnt through direct exposure to the attitude object. About 72.6% of the respondents indicated that the success of guidance and counselling was dependent upon a trained counsellor. In essence, this points out that training is a necessary ingredient to successful guidance and counselling programme.

However, 33.3% of the respondents disputed that the guidance and counselling programme was not successful because headteachers lacked training in the discipline. This does not necessarily contradict what was said above. The issue of training will be discussed in detail later as a separate objective. Since headteachers are supposed to delegate the day to day duties of guidance and counselling to teacher-counsellors, it was necessary to establish headteachers' attitudes towards the role of the teacher-counsellor. The responses obtained are presented on Table 12.

Table 12: Headteachers' attitude towards the role of Teacher-Counsellors

Role of teacher-counsellor	Response					
	SA	A	U	D	SD	TOTAL
1. Headteachers are clearly informed about the role of Teacher-counsellor	N 4 % 7.8	20 39.2	12 23.5	13 25.5	2 3.9	51 100
2. Teacher-counsellors do not enjoy students loyalty than administrators	N 9 % 17.6	16 31.4	12 23.5	11 21.6	3 5.9	51 100
3. Teacher-counsellors should not be assigned extra responsibilities other than teaching and counselling	N 9 % 17.6	12 23.5	1 2.0	25 49.0	4 7.8	51 100
4. Personal attributes of teacher-counsellors are necessary for effective guidance and counselling	N 24 % 47.0	26 51	1 2.0			51 100
5. Teacher-counsellors should be assigned few lessons	N 25 % 49.0	23 45.1		2 3.9	1 2.0	51 100

The results contained in Table 12 suggested that the respondents were not very conversant with the role of teacher counsellors. Only 47% of the respondents indicated that they were clearly informed about teacher-counsellors' role in guidance and counselling, 23.5% were uncertain and 29.5% indicated that they were not informed. Of those not informed, 80% were male respondents compared to 20% females. These findings are in agreement with Mankinde's (1987) and Hermans et al (1967) sentiments that some school principals are not too clear about the role of guidance counsellors.

From the findings it is possible that the counsellors duty is in jeopardy. The fact that headteachers are not informed about teacher -counsellors role suggests a rather negative attitude towards that post. Nevertheless, 98% of the headteachers were strongly of the view that personal attributes of teacher -counsellors are needed for an effective guidance and counselling relationship.

About 56.8% of the respondents were of the opinion that it is quite in order to assign other responsibilities to teacher counsellors besides teaching and counselling because some teachers are talented in many ways, therefore it was necessary to tap those talents. Though 55% of the respondents indicated that teacher- counsellors enjoy student loyalty than administrators, this did not feature as a problem to majority of them. This may be an indication that they have a positive perception of the role of the teacher counsellor and do not regard them as antagonist for power. This finding is in disagreement with the findings of Graft and Warners study (1968) that administrators feared that

teacher counsellors may usurp their powers.

For guidance and counselling programme to succeed and effectively meet the needs of the students, support of the parents and other staff in the school is required. Table 13 shows headteachers attitude towards support from other people.

Table 13: Headteachers' attitude towards support of other people in the Guidance and Counselling Programme

		Response			Total
Support of others		SA	A	D	
Parents support needed	N	32	17	2	51
	%	62.7	33.3	3.9	100
Support of all staff Members	N	26	22	3	51
	%	51.0	43.1	5.9	100.0

From Table 13 the respondents indicated that the support of parents and members of staff was needed for the guidance and counselling programme to succeed. This agrees with the recommendation of the Republic of Kenya (1976) that all teachers should participate in guiding and counselling students as one of their normal duties. The results also agreed with Moser (1963) that teachers and parents support is critical for an effective guidance and counselling programme. Aduda's report that parents support and not antagonism is essential also concur with the findings of this study. Therefore, the guidance programme is most effective when it is a corporate enterprise between the teacher, counsellor, administrator, parents and community.

Time is another important component for a successful guidance and counselling

programme. Table 14 has details on headteachers' attitude towards the need for specific time in the timetable.

Table 14: Headteachers' attitude to the need for specific time in the time-table

Time		Response					TOTAL
		SA	A	U	D	SD	
Time for guidance and counselling	N	8	20	6	14	3	51
Should be specified in the time table	%	15.7	39.2	11.7	27.5	5.9	100

The results on Table 14 indicated that the respondents were rather divided on the issue of specific time in the timetable for guidance and counselling. A slight majority 54.9% were in support of time for guidance and counselling being specified in the timetable while 33.4% were apposed to specific time stipulated in the timetable and another 11.7% were non-committal in their opinion. These results agree with the findings of Amukoa (1984), Rithaa (1996) and Kilonzo (1980) that the issue of time is a major hindrance to the development of guidance and counselling services in schools. This study further established that guidance and counselling was carried out only when the need arose or when the teacher-counsellor was available

Table 15 shows headteachers' attitude towards the need for a private room.

Table 15: Headteachers' attitude towards the need of a Private room

Private room needed		Response			Total
		SA	A	U	
The guidance and counselling	N	37	13	1	51
Department should be provided with a private room/office	%	72.5	25.5	2.0	100.0

All the respondents (98%) except one were in support of a room or

office being provided to the guidance and counselling department. This agrees with the work of Paterson (1962) who stated that a counsellor needs a private room or office where he/she can meet the clients. A private room creates a desire and motivation for students to utilize the counselling services (Moser, 1963).

Headteachers Attitude towards Guidance and Counselling by their Personal Qualities and School Category

In the second objective of the study, the researcher sought to establish whether personal qualities of headteachers such as age, sex, administrative and teaching experiences had effect on their attitude towards guidance and counselling. However, in this section, the researcher selected two qualities, that is sex and administrative experience, since these qualities are later presented in the results of the Hypothesis. The results are presented on tables 16 and 17.

Table 16: Headteachers with Positive and Negative Attitudes towards guidance and counselling according to their sex

Sex of headteachers		Response		
		SA	Uncertain	Total
Female	N	13	1	14
	%	25.5	2.0	27.5
Male	N	35	2	37
	%	68.6	3.9	72.5
Total	N	48	3	51
	%	94.1	5.9	100.0

According to Table 16, both male and female headteachers showed a favourable attitude towards guidance and counselling. Majority of the headteachers 94.1% were positive that: students needed guidance and counselling services; headteachers had a role to play in the programme, time, room and support of others were essential and that guidance and counselling was important in students lives.

Table 17: Headteachers with Positive and Negative attitude towards Guidance and Counselling by Administrative Experience

Administrative Experience In years		RESPONSE		
		Agree	Uncertain	Total
Less than 1	N	3	1.0	4
	%	5.9	2.0	7.9
1 - 5	N	17	1	18
	%	33.3	2.0	35.3
6 - 10	N	10		10
	%	19.6		19.6
11 - 15	N	7		7
	%	13.7		13.7
16 - 20	N	3	1	4
	%	5.9	2.0	7.9
Over 20	N	8		8
	%	15.6		15.6
Total	N	48	3	51
	%	94.1	5.9	100.0

The responses on Table 17 revealed that 94.1% of headteachers were favourably disposed towards guidance and counselling. In particular, headteachers with administrative experiences of 6-10 years, 11-15 years and over 20 years all agreed with the set items thus showing a positive attitude.

Only 5.9% of the headteachers were non-committal in their perception towards guidance and counselling. It is evident from Table 17, that no headteacher depicted a negative attitude towards guidance and counselling.

Headteachers' Attitude towards Guidance and Counselling by Schools' Category

The third objective of the study attempted to establish whether headteachers attitude towards guidance and counselling is influenced by the category and type of school. The results obtained are presented on Table 18.

Table 18: Headteachers with positive and negative attitude towards guidance and counselling according to the school category

Category of school		ATTITUDE		Total
		Agree	Uncertain	
Public school	N	35	1	36
	%	68.6	2.0	70.6
Private school	N	13	2	15
	%	25.5	3.9	29.4
Total	N	48	3	51
	%	94.1	5.9	100.0

As shown in Table 18, headteachers in public schools were more favourable in their attitude towards guidance and counselling. Of the 36 headteachers in public schools, only one (2.8%) showed uncertainly in their perception of guidance and counselling programme. In private schools, two (13.3%) of the 15 headteachers, were undecided concerning their attitude towards guidance and counselling. Probably, the difference in attitude between public and private schools could be due to differences in management and administration of these schools.

Importance of Guidance and Counselling services to the school

The fourth objective of the study was to establish ways in which guidance and counselling services were beneficial to the running of the school.

The headteachers highlighted various ways in which guidance and counselling has assisted in the running of the school. These are set out in order of importance on Table 19. Each of them is explained thereafter.

Table 19: Ways in which guidance and counselling is important in the running of the school

Importance of Guidance and Counselling the school	N	Percentage
1. Reduces indiscipline in school	35	68.6
2. Makes students aware of themselves	23	45.1
3. Improves academic performance	18	35.3
4. Helps headteacher to know and understand students	11	21.6
5. Improves teacher/student relationship	10	19.6
6. Guides students on career choices	5	9.8
7. Control of drug abuse	3	5.9

Note: Multiple responses were allowed.

Reducing Indiscipline

From Table 19, the results of the study clearly showed that reducing indiscipline is the most prominent; where indiscipline refers to strikes, truancy, disobedience, bullying, rudeness and general wrong doing. This finding is in agreement with Ayieko's study (1998) and Mwika's (1996). Tatum (1986) had also noted that counselling had become a 'cure all' for

disruptive and violent behaviour in British schools. One of the respondents wrote that “guidance and counselling is the contemporary method of managing students of today”.

Students are aware of themselves

Guidance and counselling has enabled students to understand and appreciate themselves. Guidance and counselling has fostered personal responsibility and enriched mannerism. It has also helped students to cope with personal, psychological and social problems. Through guidance and counselling, students have been able to set attainable goals and be confident with themselves. Thus, the school runs smoothly because students are at peace within themselves. This finding goes hand in hand with the objectives set by the Guidance and Counselling Unit and highlighted in the handbook for schools guidance counsellors.

Improvement in academic performance

Improvement in school and individual performance was cited as another benefit of guidance and counselling services to the school. Reasons given were that there are less punishments to waste students time, students are made to know why they are in school and so they acquire positive attitude to school work.

Improved Teacher/student relationship

This was identified as another way in which guidance and counselling helps in the running of the school. Through guidance and counselling, communication between teachers and student is improved. According to Little (1970) communication is the life -blood of any organisation/ institution. Moreover, through guidance and counselling, students receive the desired recognition, understanding and channel of making their needs and grievances heard. This in turn prevents any likely signs of disruptive behaviour. Teachers too are able to understand their students.

Helps Headteacher to know and understand students

The school administrator is able to run the school because through guidance and counselling he/she is able to know and understand students' socio-economic background. One respondent stated that "it has helped the administrator to understand why some students behave the way they do; times it is a reaction of what is going on within them".

Guides students on career choices

Through guidance and counselling, students are able to make career/occupational choices. They are informed of the careers available in the market, requirements of each career and then advised according to students' ability and interests. Vocational guidance helps students to understand

themselves in relation to the world of work.

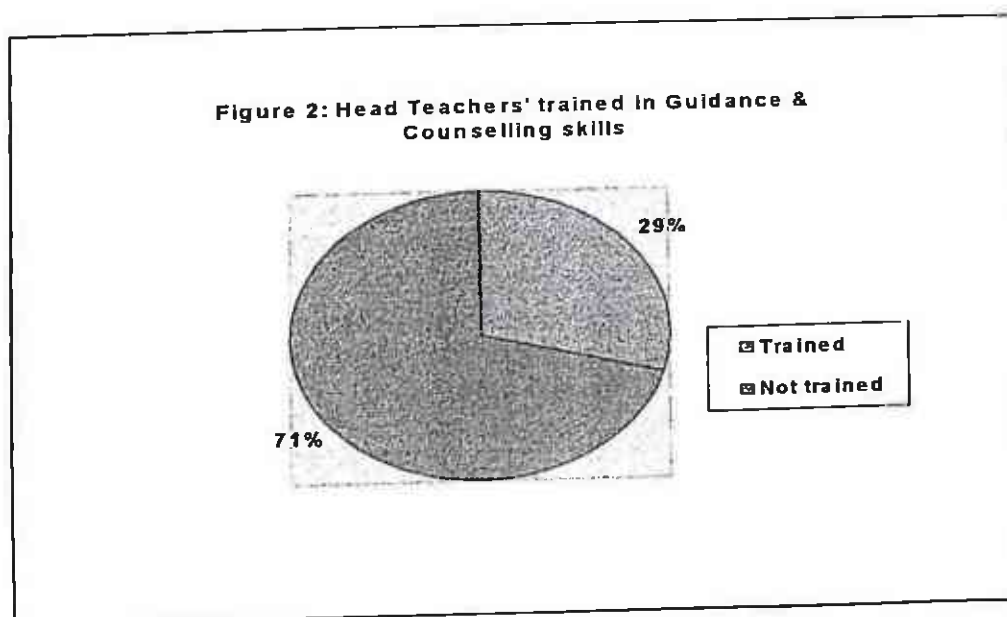
Control of drug abuse

Drug abuse has become a real menace in secondary schools today. Unfortunately only 5.9% of the respondents indicated that guidance and counselling helps in controlling the abuse of drugs. This does not necessarily mean that guidance and counselling cannot control drug abuse, but the problem lies on availability of required skills to control drug users or would be drug abusers.

Training of Headteachers in Guidance and Counselling Skills

The study in its fifth objective sought to establish whether headteachers are trained to guide and counsel students. Figure 2 presents the percentage of headteachers trained against those that are not trained.

Figure 2: Headteachers trained in guidance and counselling skills

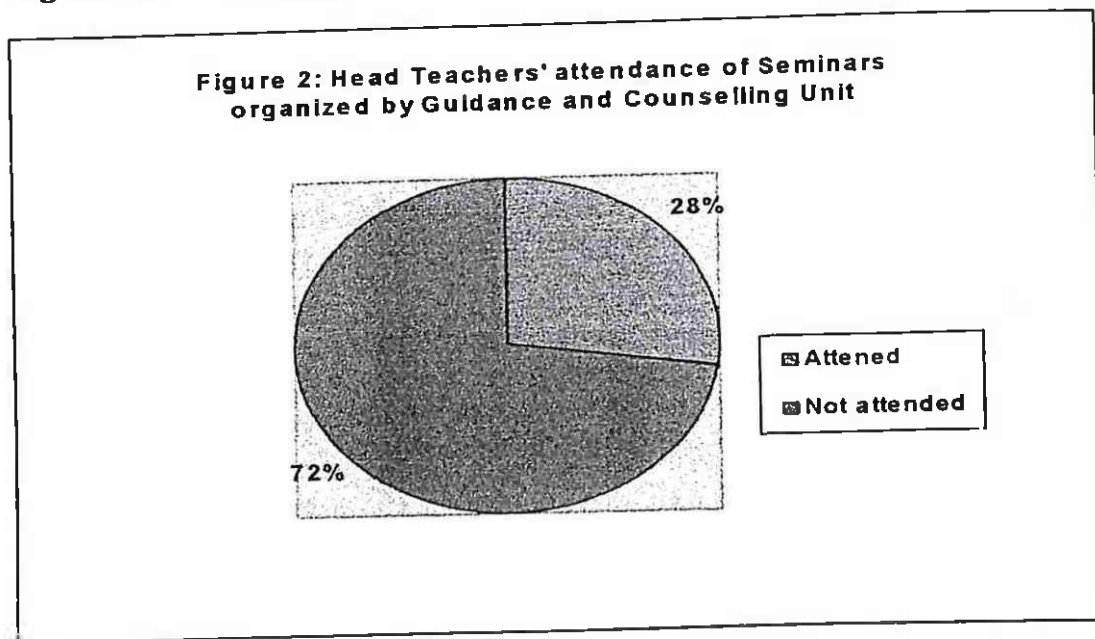


The study revealed that only 15 (29.4%) of the headteachers were trained in guidance and counselling skills; 70.6% were not trained. This is a very small number considering that 94.1% of the respondent acted as counsellors in their schools. Moreover, this conflicts with one of the principles of guidance and counselling that: guidance and counselling should be carried out by professionally trained personnel, (Barki and Murkpodyay, 1989). These findings concur with the views expressed by Wahome (1989) and Tumuti (1989) that headteachers and teacher-counsellors have no training for the job except probably for the course they took during their

undergraduate or diploma training. This was the same concern expressed by the respondents themselves; and reported by Aduda (1997) that schools provide inadequate counselling services mainly because counsellors lack training and therefore adopt conservative approaches where they give instructions to students rather than words of counsel. Dadey and Harver (1991) stated that training has many advantages over trial and error apprenticeship.

The researcher further attempted to find out whether headteachers attended seminars/ workshops organised by the Guidance and Counselling Unit of the Ministry of Education. Figure 3 presents the results obtained.

Figure 3: Headteachers' Attendance of Seminars organised by G and Counselling Unit



The most unfortunate finding was that a majority of the headteachers, 72.5% had never attended any seminar organised by the Guidance and Counselling Unit of the Ministry of Education. Unfortunate because the Guidance and

Counselling Unit is responsible of organising seminars, workshops and inservice courses for headteachers and counsellors to update them on the developments in counselling in order to cope with changing times, yet little is seen or known of them. These results are in agreement with sentiments expressed by Kilonzo (1980) that the Guidance and Counselling Unit hamper effective development of guidance and counselling services. Only 4 out of 32 headteachers with administrative experiences of less than 1-10 years had attended such a seminar. Table 20 gives details of headteacher's training in guidance and counselling against their administrative experience.

Table 20: Training of Headteachers in guidance and counselling by their Administrative experience

Administrative Experience in Years		Trained	Training Not trained	Total
Less than 1	N	N=2	N=2	N=4
1	%	3.9%	3.9%	7.8
1-5	N	N=6	N=11	N=17
	%	11.8%	21.6%	33.4
6 -10	N	N=3	N=8	N=11
	%	5.9%	15.7%	21.6
11-15	N	N=2	N=5	N=7
	%	3.9%	9.8%	13.7
16 - 20	N	N=0	N=4	N=4
	%	0%	7.8%	7.8
Over 20	N	N=2	N=6	N=8
	%	3.9%	11.8%	15.7
Total	N	N=15	N=36	N=51
	%	29.4%	70.6%	100%

The results on Table 20 shows that majority of the respondents in all

administrative categories were not trained to guide and counsel. However, in all administrative categories except in 16 -20 years category, there were some respondents who were trained. It was therefore difficult to confine training to certain period of time. In an attempt to find out who trained these headteachers, the respondents in answer to the open-ended questions revealed that they were mainly trained by private organisations such as Amani Centre, Oasis Counselling Centre, Family Planning Association of Kenya and the Catholic Church. The fact that majority of the headteachers with varying administrative experiences had not been trained in guidance and counselling skills, probably explains why majority of them (70.6%) indicated that they were not adequately informed about the objectives of guidance and counselling programme in secondary schools.

Still on the issue of training, majority of the respondents (98%) indicated the need to be trained in guidance and counselling skills. They stressed that their training in guidance and counselling was absolutely necessary and overdue. Since most of the headteachers did not seem to know what guidance and counselling entails in entirety, indeed, they should be given comprehensive training of a reasonable duration so that all essential areas of the programme can be covered. Using one of the open-ended items of the questionnaire, the following were given as the main reasons why headteachers require training,

- (1) to handle students problems
- (2) to initiate and encourage guidance and counselling in their schools.

- (3) to guide and support teacher - counsellors and the guidance and counselling department in general, and
- (4) To handle parents and teachers.

Results of Testing the Hypotheses

The one way analysis of variance (ANOVA) was used to test significant differences in headteacher's attitude towards guidance and counselling in relation to their age, teaching and administrative experience. Analysis of variance was also used to test for significant difference between headteacher's attitude in schools of different sexes. The 0.05 level of significance was used to accept or reject each of the hypotheses. A t-test of two independent samples was used to test significant differences between headteachers attitude towards guidance and counselling and headteachers sex; headteachers attitude towards guidance and counselling in schools of different categories; headteachers training in guidance and counselling and their attitude towards the programme; and headteachers training and the success of the programme. Results for the tested hypothesis catered for objective two, which sought to establish whether headteachers personal qualities influenced their attitude towards guidance programme.

Hypothesis 1b

H₀: There is no significant difference between headteachers attitude towards guidance and counselling and the headteachers' age.

H₁: The age of the headteachers' has a significant effect on their attitude towards guidance and counselling.

The results of analysing this hypothesis are presented on Table 21.

Table 21: Analysis of variance for headteachers attitude towards guidance and counselling by their age.

Source of Variances	DF	Sum of squares	Mean of squares	F ratio	Fp10
Between groups	4	.1258	0.0315	.5364	.7097
Within groups	46	2.6977	0.0586		
Total	50	2.8235			

Critical value =2.59

The critical value obtained in the tables was 2.59. The critical value of 2.59 exceeded the F-ratio of .536. Therefore, the null hypothesis was accepted. This indicated that there was no significant difference between headteachers attitude towards guidance and counselling and their age. Headteachers in all age categories of 21-30, 31-40, 41-50 and over 50 depicted similar attitudes. The effect of age was not statistically significant. Therefore, the alternative hypothesis was rejected.

Table 22 presents the mean score.

Table 22: The mean score and standard deviation of headteachers' attitude towards guidance and counselling by age

Age category	N	Mean	SD
21-30	5	3.80	.447
31-40	17	3.94	.242
41-50	23	3.95	.208
Over 50	5	4.00	.000
Total	50	3.94	.23

As Table 22 indicates, the mean score for the respondents increases as

their age increases. For example, headteachers of age category 21-30 years have a mean score of 3.80 which is the lowest, while headteachers of over 50 years of age have a mean score of 4.00 which is the highest. However, headteachers of the various age groups indicated a positive perception towards guidance and counselling in that their mean score showed that they were in agreement with the attitude items set.

Hypothesis 1c

H₀: There is no significant difference between headteachers attitude towards guidance and counselling and their teaching experience.

H₁: Headteachers' teaching experience does influence headteachers' attitude towards guidance and counselling.

Table 23 shows analysis of variance for headteachers' attitude towards guidance and counselling.

Table 23: Analysis of variance for Headteacher's attitude towards guidance and counselling and their teaching experience

Source of variation	Df	sum of squares	meanof squares	F-ratio	F-prob
Between groups	5	.2872	.0574	1.018	.4178
Within groups	45	2.5364	.0564		
Total	50	2.8235			

Critical value = 3.24.

In Table 23 the computed F-ratio of 1.018 was smaller than the critical value of 3.24; the null hypothesis was thus accepted. This indicated that there was no significant difference in headteacher's attitude towards guidance and counselling influenced by their teaching experience. Any difference is due to

chance and therefore not significant. The null hypothesis tested stated that there was no significant difference between headteachers attitude towards guidance and counselling and their teaching experience. The alternative hypothesis that headteachers teaching experiences influenced their attitude towards guidance and counselling was rejected.

In Table 24 the mean score and standard deviation of headteachers' in guidance and counselling is presented.

Table 24: The mean score and standard Deviation of Headteachers' attitude in guidance and counselling by teaching experience

Teaching Experience	N	Mean	SD
1-5	2	4.000	.000
6-10	11	3.81	.404
11-15	11	4.00	.000
16-20	7	4.00	.000
21-25	10	3.90	.316
Over 25	10	4.00	.000
Total	51	3.94	.237

By looking at the means in Table 24 headteachers of differing teaching experiences showed a positive perception towards guidance and counselling in that their mean score indicated agreement to the attitude items. Though headteachers with teaching experience of 6-10 years and 21-25 years showed a slightly lower mean, the difference was too low to be of any significant value.

Table 25 gives details of analysis of variance for headteachers' attitude towards guidance and counselling and their administrative experience.

Table 25: Analysis of variance for Headteachers' attitude towards guidance and counselling and administrative experience

Source of Variation	DF	Sum of squares	Mean squares	F-r	FP
Between groups	4	.3463	.0866	1.3457	.2709
Within groups	38	2.4444	.0643		
Total	42	2.7907			

critical value = 2.61.

The computed F-ratio of 1.345 was smaller than the critical value of 2.61. This led to the acceptance of the null hypothesis that stated that: there was no significant difference between headteacher's attitude towards guidance and counselling and their administrative experience. In essence, this indicated that the population means are equal. Thus, the differences were due to chance or sampling error and not due to different administrative experiences. Table 26 presents the means and standard deviation of headteachers' attitude towards guidance and counselling and their administrative experience.

Table 26: The mean score and standard deviation of Headteachers' attitude towards guidance and counselling and their administrative experience

Administrative Experience	N	Mean	SD
Less than 1	4	3.75	.500
1 - 5	18	3.94	.235
6 - 10	10	4.00	.000
11 - 15	7	4.00	.000
16 - 20	4	3.75	.500
Over 20	8	4.00	.000
Total	51	3.91	.257

According to Table 26 the average mean was 3.91. Headteachers with administrative experience of less than 1 year and 16 - 20 years had a mean score of 3.75 which was slightly below the overall mean of 3.91. Tables 26 also indicates that headteachers with few years of administrative experience, that is 5 years and below were rated lower in their attitude towards guidance and counselling. Headteachers who have stabilized in their administration were rate higher in their perception of guidance and counselling with the exception of 16 - 20 years category. This could probably be explained by the fact that none of the headteachers in this category had been trained in guidance and counselling skills.

Hypothesis 2b

- H₀:** There is no significant difference between headteachers attitude towards guidance and counselling in schools of different types.
- H₁:** Headteachers in schools of different types have differing attitudes towards guidance and counselling.

In Table 27, analysis of variance for headteachers' attitude towards guidance and counselling in schools of different types is presented.

Table 27: Analysis of variance for Headteachers attitude towards Guidance and counselling in schools of different types

Source of variation	sum of squares	Mean	squares	F-r	F-p
Between groups	2	0.0896	.0448	.7867	.4611
Within Groups	48	2.7339	.0570		
Total	50	2.8235			

Critical value = 3.20.

Table 27 shows that critical value of 3.20 was greater than F-ratio of .787. This indicated that there was no significant difference in headteachers attitude towards guidance and counselling by the type of school. Headteachers in girls' schools, boys schools and mixed school depicted no significant difference in their attitude towards guidance and counselling. Therefore, the null hypothesis was accepted and the alternative hypothesis rejected.

Results of t-tests

A two- sample t-test was used to test hypotheses Ho1a, Ho2, Ho3 and Ho4. A two-tailed t-test hypothesizes the mere existence of a difference than a direction of difference. In a two-sample t-test, the assumption of the null hypothesis is $H_0: \mu_1 = \mu_2$. And the alternative hypothesis: $H_1: \mu_1 \neq \mu_2$. The test was at the 0.05 level of significance. The hypothesis was accepted when the P-value exceed $\alpha = 0.05$

Hypothesis 1a

- H₀:** There is no significant difference between headteachers attitude towards guidance and counselling and the headteacher's sex.
- H₁:** Headteachers of different sexes have differing attitudes towards guidance and counselling.

Table 28 shows t-test results of headteachers' attitude towards guidance and counselling by sex.

Table 28: t-test for Headteachers' attitude towards guidance and counselling by sex

Variable	N	Mean	SD	SE Mean	F	P
Public schools	37	3.945	.229	.038	.210	.649
Private schools	14	3.9286	.267	.071		
Mean Difference = .0174						

According to Table 28 P value of .649 exceeds $\alpha = 0.05$. This led to the acceptance of the null hypothesis which stated that there was no significant difference in headteachers attitude towards guidance and counselling by their sex. This implied that the sex of the headteachers did not influence their altitude towards guidance and counselling. Thus, the alternative hypothesis was rejected.

Hypothesis 2a

H₀: There is no significant difference in headteachers' attitude towards guidance and counselling in schools of different categories.

H₁: Headteachers in schools of different categories have differing attitudes towards guidance and counselling.

The results of this hypothesis are presented in Table 29.

Table 29: t-test for Headteachers attitude towards guidance and counselling in schools of different categories

Variable	N	Mean	SD	SE of Mean	F-r	P-r
Public school	36	3.9722	.167	.028	9.043	.004
Private school	15	3.8667	.352	.091		
Mean Difference = .1056						

From Table 29 it is evident that the P-value .004 is less than $\alpha=0.05$. For this reason, the null hypothesis was rejected. This implied that headteachers from public and private schools differed in their attitude towards guidance and counselling. The alternative hypothesis was accepted.

Hypothesis 3

H₀: There is no significant difference between headteachers training in guidance and counselling and their attitude towards guidance and counselling

H₁: Headteacher's attitude towards guidance and counselling is influenced by their training in guidance and counselling skills.

Table 30 shows t-test results for headteachers' attitude towards guidance and counselling and their training in guidance and counselling skills.

Table 30: t-test for Headteachers' attitude towards guidance and counselling and their training in guidance and counselling skills

Variable	N	Mean	SD	SE of Mean	F	P
Trained	15	4.000	.000	.000	6.341	.015
Not trained	36	3.916	.280	.047		

Mean difference = .0833

Table 30 revealed that P - Value .015 was less than $\alpha=0.05$. This

indicated that training of headteachers in guidance and counselling skills influenced their attitude towards guidance and counselling. The null hypothesis was rejected and the alternative hypothesis was accepted.

Hypothesis 4:

H₀: There is no significant difference between the success of guidance and counselling programme and headteachers training in guidance and counselling.

H₁: The success of guidance and counselling programme is influenced by the training of the headteacher in guidance and counselling skills.

Table 31 shows the results of this hypothesis.

Table 31: t-test for headteachers' training in guidance and counselling skills and the success of the programme

Variable	N	Mean	SD	SE of Mean	F	P
Successful	15	1.2667	.458	.118		
Not Successful	36	1.2778	.454	.076	.026	.873

Mean Difference = .0111

In Table 31 the results revealed that P-value.873 was greater than $\alpha = 0.05$. This led to the acceptance of the hypothesis. The results on table therefore indicated that the training of headteachers in guidance and counselling skills had no significant effect on the success of guidance and counselling programme. The alternative hypothesis was rejected. However, this does not mean that training is unnecessary; it implies that there are many other factors such as student and parental support, time, and qualities of the

counsellor that contribute to the success of the programme. Training alone may not be the answer to a successful guidance and counselling programme.

Problems encountered by Headteachers in the Guidance and Counselling Programme

The final objective of the study was to identify the problems headteachers encounter in their endeavour to initiate and develop guidance and counselling services in their schools. A summary of the major constraints are presented on Table 32. The problems are classified into 8 categories since some are closely interrelated. Each problem is further explained.

Table 32: Frequency and percentages of problems encountered by Headteachers in the Guidance and counselling Programme

Headteachers problems in Guidance and counselling	Frequency	percentage
Student related problems	32	62.7
Parents related problems	18	35.3
Lack of trained personnel	15	29.4
Inadequate facilities	14	27.5
Failure to keep confidentiality	14	27.5
Lack of commitment by Teacher Counsellor	13	25.5
Lack of adequate time	8	15.7
Lack of role models	4	7.8
Cultural practices	4	7.8
Gender factor	3	5.9
Inability to deal with drugs	4	7.9

Note: Multiple responses were allowed

Student related Problems

Student related problems were cited as the main problems encountered by headteachers in their endeavour to develop the guidance and counselling programme. The study established that students are generally unwilling to

admit that they had problems; they refuse to open up and become very unco-operative. Students had the wrong notion of what guidance and counseling was about. They were even afraid of being seen with the counselling teacher or in the counselling room. In short, students displayed negative attitude towards guidance and counselling. These findings concurs with Wanjohi's (1990) and Amukoa's (1984) findings that students preferred holding to their problems than share them with the headteacher or teachers. One headteacher lamented that "students are not free to come and share their personal problems with me". Hamblim (1983) wrote that in one school a visit to the counsellor was referred to as 'going to the shrink'. Students viewed counselling as a service for the deviants and therefore feared being labelled as nutcases (p2). Moser (1963) pointed out, guidance and counselling programme cannot flourish if it does not gain the support of the students by way of utilizing the services.

Parent related problems

Parent related problems featured as the second major hindrance to the guidance and counselling programme. This agrees with Aduda's (1997) report that "Educationists say that parents are to blame for failed counselling programme'. Parent related problems ranged from:- parents failure to guide and counsel their sons and daughters; parents over protecting their children; parents failure to be co-operative to discuss problems affecting their children; to parents assumption that guidance and counselling is an invasion of student

lives and family information. One headteacher lamented that 'parents do not tell the truth about their boys' while another stated that 'parents fail to appreciate that counselling is important'. This agrees with Aduda's (1997) statement that 'reports abound of parents who have quarrelled with teachers who tried to pry into the lives of their children while counselling. Therefore such parental attitude does not augur well with those who advocate for guidance and counselling. On the other hand, 96% of the headteachers were of the opinion that parental support is critical for the success of guidance and counselling programme. These findings also agrees with the writing of Jacobson et al (1954) that lack of parental involvement and co-operation can be a real hindrance to the development of guidance and counselling services in schools.

Failure to keep confidentiality

Lack of confidentiality in the counselling relationship was cited as another real hindrance in the development of guidance and counselling services in schools. The respondents indicated that some teachers were unprofessional in that they broke confidential information shared by students. For this reason, the students could not trust the teachers and therefore could not use the services provided by the guidance and counselling department.

Lack of trained personnel

The results of the study also indicated that lack of trained personnel was another hindrance to the development of the guidance and counselling programme. Headteachers and their teachers were hardly trained to guide and

counsel. The headteachers indicated that even when some students were referred to them, they felt inadequate to deal with them due to lack of training. They particularly cited inadequacy to handle problems related to immorality and abuse of drugs. One headteacher put it that "I am not a trained counsellor. If I am trained I would know all the aspects and can handle the problems more easily". Another headteacher lamented that "none of my teachers is trained or well informed about the counselling and guidance services". These findings agree with Kilonzo (1980) who states that counsellors feel incompetent to deal with psychological and social problems because they are not trained.

Lack of commitment on part of teachers

Another revelation was that teachers and in particular teacher counsellors, lacked interest and commitment in carrying out guidance and counselling duties. Teacher-counsellors lacked commitment because:-some of them were not officially appointed to that post by the T.S.C; they lacked training thus they felt inadequate and uninformed; and the job was too demanding and they received no incentives inspite of their efforts. Moreover, some teachers regarded guidance and counselling as the job for the head and the deputy headteacher. Therefore lack of interest and commitment lead to ineffective counselling.

Lack of adequate time

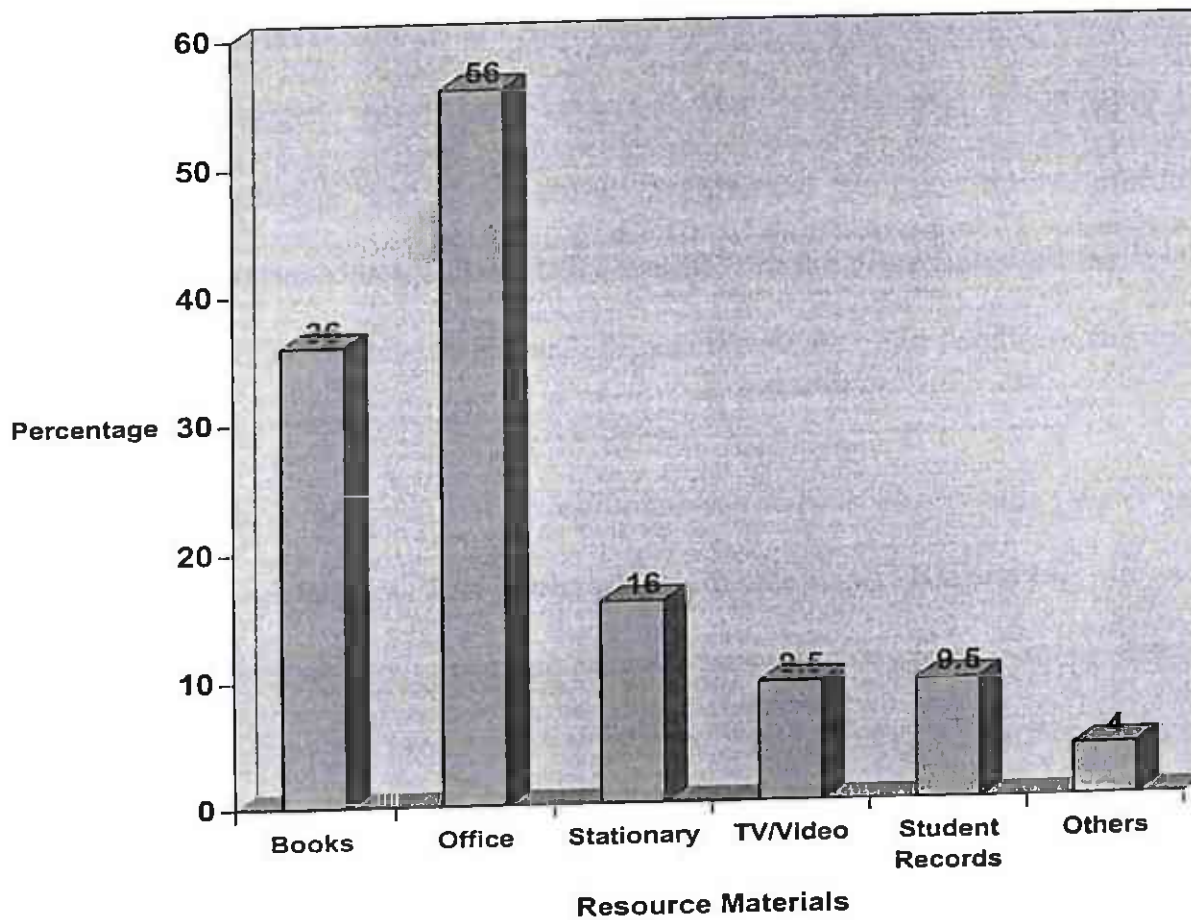
Guidance and counselling demanded a lot of time that is not easily available. The study established that few schools had specific time allocated

for this purpose. The respondents stated that they found it absolutely difficult to set specific time for guidance and counselling due to tightness of the 8-4-4 system of education. The 8-4-4 education system was launched in Kenya in 1985. It consists of the first 8 years of primary education followed by four years of secondary education and four years of University education. In addition, guidance and counselling was in itself a tedious exercise, yet majority of the teacher counsellors were timetabled like other teachers. In most schools individual counselling was done according to the availability of the teacher-counsellors. Tumuti (1989) and Wanjohi (1990); had also established that guidance and counselling received limited time, because teacher counsellors were assigned full-teaching load.

Inadequate facilities

The headteachers lamented the lack of resource materials and facilities such as books, pamphlets, video cassettes, stationery and an office for use in the guidance and counselling department. They stated that lack of appropriate materials and information hampered the development of the programme. Headteachers and teachers were not well versed on certain topics. In particular, headteachers pointed out that vocational materials rarely got to schools on time to be used effectively by the teachers and students. Asked to indicate what facilities they had provided to the department, 15.6% of the headteachers had not provided any. Figure 4 shows the facilities provided and reveals the inadequacy of these facilities.

Figure 4: Facilities Provided for Guidance and Counselling



Lack of role models

Lack of role models was cited as a problem especially in those schools in the interior of the district. The headteachers felt that lack of role models from within the community affected the success of the programme. This was closely linked to cultural practices and gender factor. Headmasters heading girls schools and mixed schools found it extremely difficult to counsel girls in their

Suggested solutions to constraints facing the guidance and counselling programme

The study solicited general suggestions from the headteachers on how the guidance and counselling programme could be improved. It also sought to establish specifically, the role that headteachers could play to make the guidance and counselling programme function more effectively. These suggestions are discussed separately in the preceding sections.

Ways in which the school Administrator can facilitate the success of the programme

This item of the questionnaire focused specifically on ways in which headteachers can enhance guidance and counselling in schools. The headteachers suggested various ways in which they themselves can help in making the programme effective. These are listed in order of importance.

Provision of facilities.

Facilities such as an office, chairs, desks, reference books, stationery, files student records should be provided. The headteachers indicated that by providing such facilities, guidance and counselling was likely to succeed.

Headteachers support.

Headteachers should show their support to the programme by being a member of the team. The headteachers indicated their intention to be personally involved in the programme by showing initiative and interest. They also

indicated that they need to show appreciation and encouragement to those others involved.

Training of teachers-counsellors

The respondents stated that where possible, they would encourage the training of teacher-counsellors by allowing them to attend seminars/workshops on guidance and counselling. They also showed their willingness to finance such training. Infact, some stated that so far it is the schools that have been paying for the training of their teacher-counsellors.

Invitation of Resource-persons

Headteachers could enhance the effectiveness of the guidance and counselling programme by inviting resource persons to their school. The headteachers stated their willingness to support the teacher-counsellor by identifying and inviting professional speakers who were better versed in certain topics.

Reducing the teaching load

As noted previously, headteachers regarded guidance and counselling a tiresome exercise. It was particularly difficult when handled by a teacher who was teaching a full load. It was their desire to lessen the teaching load of teacher-counsellors in order to manage the guidance needs effectively.

Educating students

The study revealed that students were not educated on the purpose and importance of guidance and counselling. It further revealed that students were ignorant of what counselling was all about and for this reason they depicted

teacher-counsellors in order to manage the guidance needs effectively.

Educating students

The study revealed that students were not educated on the purpose and importance of guidance and counselling. It further revealed that students were ignorant of what counselling was all about and for this reason they depicted unfavorable attitude towards it by being unco-operative and reluctant to open up to the teacher-counsellors or headteachers. Therefore, the headteachers stated the need to educate the students on the purpose and importance of guidance and counselling.

Involvement of parents in guidance and counselling

The results of the study revealed that parent related problems were the major hindrances to the success of the programme. Due to their ignorance on what guidance and counselling was all about, most parents did not co-operate with the headteachers in the guidance and counselling process. Headteachers hoped to make it their duty to educate parents on the need for and importance of guidance services.

General suggestions

The following suggestions were raised by headteachers on how to improve guidance and counselling programme on a broader scale and resolve the constraints cited.

Training of teacher-counsellors.

The headteachers were of the opinion that teacher counsellors should receive thorough training so that they would be competent and confident while

handling student problems. Though private organizations conduct training, most schools cannot afford to finance their teachers' training. Therefore, the headteachers appealed to the Ministry of Education to organize training and provide financial support for the same. They also suggested that teacher training institutions and universities need to revise their curriculum and put more emphasis on counselling psychology

Refresher seminars and workshops

The headteachers suggested that refresher seminars and workshops for both teachers, and teacher-counsellors should be organized on regular basis to update them on current issues pertinent to guidance and counselling techniques.

Training of Headteachers

Considering the fact that the most difficult students are referred to headteachers, therefore, headteachers require training in guidance and counselling skills. They particularly indicated their inability to handle drug abuse and problems of sex abuse. They also stated that some students do not require punishment but understanding and guidance. The headteachers therefore, called upon the Ministry of Education through the Guidance and Counselling unit to ensure that headteachers were trained. They also suggested that the seminars/workshops should be of reasonable duration for them to grasp the techniques of counselling.

Involvement of professionals

The headteachers were of the opinion that professionals should be

involved in the guidance and counselling programme. Professionals in different fields would enlighten students on career choices, act as role models and speak confidently on issues related to their field. The respondents further suggested that there ought to be full time professional counsellors in school whose sole duty would be to guide and counsel.

District Co-ordinators

The headteachers called upon the Ministry of Education to appoint counsellors to be stationed at the district headquarters. These counsellors would act as co-ordinators and inspectors of the programme. Moreover, the difficult cases would be referred to them.

Provision of Resource Materials

Provision of resource materials such as reference books, pamphlets, videotapes and other correspondence materials relating to choice of careers should be made available. The respondents made other suggestions that cannot be ignored even though they were brought out by a minority. These were making guidance and counselling a compulsory coursework for every teacher before leaving teacher-training colleges, making guidance and counselling compulsory in all schools, allowing for exchange programmes in the guidance and counselling department between schools and having officially appointed teacher-counsellor by T.S.C who are remunerated for services offered for motivation purposes.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the findings of the study, and presents conclusions and recommendations for improvement of guidance and counselling. Also included in this chapter are suggestions for further research.

Summary

The purpose of this study was to investigate the attitude of headteachers towards the guidance and counselling. A number of research objectives were set to guide the collection of the needed information. The objectives were six in number. The first objective was concerned with the attitude of headteachers towards various aspects of guidance and counselling services in schools, for example, the need for guidance and counselling in schools, the role of headteachers in the programme, headteachers' attitude towards the role of teacher counsellor and the need for parental and staff support. The second and third objective dealt with the effect of headteachers personal qualities on their attitude towards guidance and counselling; and how the type and category of the school influenced their attitude. The other objectives were importance of guidance and counseling in the running of the school, training of the headteacher in guidance and counselling skills and problems that hinder the development and provision of such services. In order to investigate these issues, four null hypotheses with sub-parts were

formulated.

These were:

- Ho1:** There is no significant difference in headteachers attitude towards guidance and counselling in relation to: headteachers' sex, age, teaching and administrative experience.
- Ho2:** There is no significant difference in headteachers' attitude towards guidance and counselling in schools of different categories and of different sexes.
- Ho3:** There is no significant difference in headteachers' training in guidance and counselling skills and their attitude towards the guidance and counselling programme.
- Ho4:** There is no significant difference between headteachers' training in guidance and counselling skills and the success of the programme.

The review of related literature focussed on the concepts of attitude, guidance and counselling; objectives and scope of the programme in schools, role and training of headteachers in guidance and counselling and benefits of guidance and counselling in the running of the school. The literature review provided guidelines and laid the background for this research.

The study was conducted in Meru Central District, encompassing both public and private secondary schools. The study involved a total of 51 secondary school headteachers. Random sampling was used to select six schools from the mixed school category whose headteachers participated in

the pilot study. Otherwise all other headteachers in the district were eligible respondents.

Data collection was through a questionnaire with both closed and open ended questions incorporating an attitude scale. The data gathered was analyzed by use of t-test and one way analysis of variance. Frequencies and percentages were calculated to draw some inferences related to the variables investigated. Information that could not be quantified was subjected to content analysis.

Findings

The findings of the study were presented in accordance with the research objectives. The conclusions reached were based on the findings made. The following is a brief summary of the findings of the study.

Headteachers attitude

The study revealed that majority of the headteachers had favourable disposition towards guidance and counselling programme. Their attitude was favourable since 96.1% strongly recognized the need for guidance and counselling services in schools. Their positive disposition was noted through their appreciation of the importance of guidance and counselling to the individual student and the school, with 62.7% being strongly in favour. Moreover, about 72.6% of the headteachers indicated their willingness to be directly involved in guiding and counselling students.

There was no significant difference between male and female attitudes

towards guidance and counselling. Moreover, headteachers teaching and administrative experiences did not show any significant differences in headteachers attitude.

Training of Headteachers

The findings showed that headteachers lacked training in guidance and counselling. Only 29.4% of the headteachers had received training in counselling skills. The majority (70.6%) had never been trained. Another 72.5% had never attended any seminar or workshop organised by the guidance and counselling unit of the Ministry of Education. Lack of training contributed to their feelings of inadequacy and incompetence in guidance and counselling.

Headteachers and the objectives of Guidance and Counselling

The results of the study also revealed that majority of the headteachers was not clearly informed about what guidance and counselling was all about. A significant number (45.1%) of headteachers were not conversant about the objectives of guidance and counselling programme in secondary schools; another 25.5% were uncertain and only 29.4% appeared to be informed.

Importance of Guidance and Counselling in the running of the schools

The study established that guidance and counselling was considered important in the running of schools. It was considered as the contemporary way of helping students to come to terms with their personality, social, psychological, educational and vocational needs. In particular, 68.6% of the respondents indicated that guidance and counselling played an important role

in reducing individual and mass indiscipline in schools; thus facilitating the smooth running of the schools.

Personal, Educational and Vocational guidance

The results of the study clearly indicated that vocational guidance took the third priority as opposed to personal counselling and educational guidance.

The headteachers cited delayed or lack of vocational materials and lack of information on occupational requirements.

Success of the programme in the schools

Majority of the respondents (78.4%) was of the opinion that guidance and counselling programme was not successfully implemented in schools.

Only one headteacher regarded the programme as very successful in his school, while 47.1% indicated that guidance and counselling was fairly successful and 15.7% indicated that it was not successful at all.

Time allocated for guidance and counselling

The study established that time for guidance and counselling services was an issue to be resolved. This is because respondents were divided in their opinion as to whether time for counselling purposes should be specifically allocated in the timetable or not. About 33.3% were against allocating specific time in the timetable, 11.8% were undecided while 54.9% were for specific time in the timetable. The results of the study further revealed that time for guidance and counselling purposes in various schools depended on a number of factors such as: availability of teacher - counsellor, availability of students and the urgency of the matter. About 31.4% had not allocated time

for guidance and counselling purposes at all.

Students knowledge of guidance and counselling services

The study's findings indicated that students were not well informed about the importance of guidance and counselling services in schools. In about 58.8% of the schools, the students were not informed or educated on the importance of guidance and counselling services. Only in 31.4% of the schools were the students conversant with the purpose and importance of guidance and counselling.

Results of the formulated hypotheses

H 1a

There was no significant difference between headteachers attitude towards guidance and counselling and their sex.

H 1b

Headteachers' age did not influence their attitude towards guidance and counselling .

H 1c

There was no significant difference between headteachers attitude towards guidance and counselling and their teaching experience.

H 1d

Headteachers' administrative experiences did not have any effect on their attitude towards guidance and counselling.

H 2a

Headteachers in schools of different categories had differing attitudes towards guidance and counselling.

H 2b

There was no significant difference between headteachers' attitude towards guidance and counselling in schools of different sexes.

H 3

Training of headteachers in guidance and counselling skills influenced their attitude towards guidance and counselling.

H 4

The training of headteachers in guidance and counselling skills had no significant effect on the success of the guidance and counselling programme.

Problems facing guidance and counselling

Finally, the study established that the guidance and counselling programme faced many constraints. Top on the list was student-related problems (62.5%). Such as wrong notion of what guidance and counselling was all about and unwillingness to open up. This was followed by parent related problems which was cited by 35.3% of the respondents. Lack of trained personnel was the third major problem cited in 29.4% of the schools.

Conclusions

Based on these findings it was concluded that headteachers' attitude towards guidance and counselling was not influenced by their personal

qualities such as age, sex, teaching and administrative experiences.

It was also concluded that training of headteachers in guidance and counselling skills was not only essential but urgent since majority of the headteachers (70.6%) were not trained. Furthermore, the results indicated that training has a significant effect on the headteachers attitude towards guidance and counselling.

The findings of the study led to the conclusion that guidance and counselling services were not given the seriousness that it deserved. In virtually all schools, resource materials and facilities were inadequate if not lacking. For example, student records were availed in only 9.5% of the schools; and only 36% of the schools had reference books; and stationery was only availed in 16% of the schools. Moreover, time for guidance and counselling was not specific, it depended on the availability of the teacher - counsellors, and in 56% of the cases, students were not all aware of what guidance and counselling was about.

The findings of the study led to the conclusion that headteachers (68.6%) regarded guidance and counselling as a contemporary way of dealing with discipline issues. Another 45.1% appreciated its importance to students in making them aware of who they are and being able to cope with their personality deficits. In about 35.3% of the schools, the headteachers attributed the improvement of student and school academic performance to guidance and counselling services.

Recommendations

In light of the findings and conclusions of the study, the following recommendations were made:

1. Headteachers should be trained and oriented in guidance and counselling objectives and techniques through regular inservice courses, workshops and seminars. It was further recommended that the courses should be of reasonable duration so that the headteachers should learn comprehensively matters pertaining to guidance and counselling. These recommendations were made in view of the fact that:-
 - Only 29.4% of the headteachers were trained while the majority (70.6%) was not trained.
 - About 45.1% of the headteachers were not conversant with the objectives of guidance and counselling programme and another 25.5% were not sure of their stand. Only 29.4% were conversant.
 - Moreover, 92.1% of the respondents were of the opinion that training in guidance and counselling contributed to positive attitude towards the programme. As Triandis (1971) stated, attitudes are learned. Therefore, training of headteachers was considered crucial in enhancing their attitude and development of the programme.
 - The respondents who were trained attended short courses, which

lasted, between one and two weeks. The training of headteachers was therefore strongly recommended because headteachers bear the ultimate responsibility of the welfare of the student both spiritual and temporary while in school.

2. It is recommended that the Guidance and Counselling Unit of the Ministry of Education should play a more prominent role in training, advising, co-ordination and evaluating the guidance and counselling programme. This recommendation is based on the fact that a mere 27.5% of the headteachers had attended seminars organised by the Guidance and Counselling Unit. Infact 72.5% of the respondents were not even aware of its existence.
3. It is further recommended that during training, the headteachers and their teacher counsellors should be made to realize the need to educate other people especially students and parents about the purpose, and importance of guidance and counselling in order to counter the unfavourable attitude held by such groups. It was clear from the headteachers themselves that their students were not educated on what guidance and counselling was about. It is therefore recommended that efforts should be made to persuade students and parents to take guidance and counselling seriously.
4. It is strongly recommended that District co-ordinators of the guidance and counselling programme should be stationed at District Education Headquarters for co-ordination, inspection, evaluation and referral of

guidance activities and cases. This recommendation is made because, 78.4% of the respondents stated that guidance and counselling was not successfully implemented, and some student problems were beyond headteachers competence, for example, problems of drug abuse. This same recommendation was made way back in 1988 by the Report of the Presidential Working Party on education and Manpower Training for the Next Decade and Beyond. Since guidance and counselling has become inevitable in schools today, it is important that this recommendation be implemented. If this is not done, the success of guidance and counselling service will remain forever elusive. It is also recommended that the guidance and counselling committees in schools should be strengthened.

5. Resource materials such as reference books, career guideline booklets, videotapes and other correspondences should be made available in schools. Schools should also buy videotapes on guidance and counselling from the Kenya Institute of Education. It was very clear in the results of the study that vocational needs were not sufficiently met. This was attributed to lack of proper career guidelines from the Ministry of Education and link between schools and the Univesity Admissions Board to enlighten teachers on the constant changes in University entry requirements. Once more the Guidance and Counselling Unit is called upon to deal with the issue of resource materials.

6. Finally, the study recommended that the role of the teacher - counsellor should be spelt out clearly. As revealed in the study, only 47% of the respondents were clearly informed about the role of the teacher - counsellors. The rest were not conversant with teacher - counsellor's role or were not sure. Moreover, it was established that counselling is a tiresome and demanding task. Therefore, it should be clearly spelt out the maximum number of lessons such teacher counsellors should handle in order to spare time and energy to serve the students. The headteachers were not sure how to allocate such time.

Suggestions for further Research

Taking into account the limitations and delimitations of this study, the following suggestions were made for further research.

1. Thorough research be carried out on headteachers involvement in guidance and counselling by using a wider sample and larger area in order to get findings which could be generalized. This may help in efforts to develop guidance and counselling programme in schools thus meeting student needs.
2. Further research be conducted on students perception of how headteachers handles student educational, vocational and psychological needs.
3. A comparative study on students vocational, educational and

psychological needs in an urban and rural setting.

4. A comparative study on headteachers' administrative tasks, in an attempt to find out which areas headteachers lay emphasis.
5. Further research be conducted on the use of guidance and counselling services in minimizing abuse of drugs in schools.

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APPENDIX A**A LETTER TO THE RESPONDENTS**

Purity K Gitonga
University of Nairobi
Dept. of Educational Administration & Planning
PO Box 92
KIKUYU

20th June 1998

Dear Sir/Madam

**A QUESTIONNAIRE ON THE GUIDANCE AND COUNSELLING
PROGRAMME IN SECONDARY SCHOOLS**

I am carrying out a research on the above topic, in order to gather information which will improve the guidance and counselling programmes in secondary schools.

I would be grateful if you could answer truthfully the questions in the questionnaire and also share your experiences with me. Your responses will be treated in confidence.

Kindly complete all sections of the questionnaire. Your input and support towards this research is very important towards enhancement of guidance and counselling programme in the country.

Thank you.

Yours faithfully

Purity K Gitonga

APPENDIX B

QUESTIONNAIRE FOR THE HEADTEACHERS

This questionnaire is divided into three sections. Please, complete each section as instructed. Do not write your name on the questionnaire or any other form of identification. All the information in this questionnaire will be treated in confidence.

Section I

Please respond to each item by putting a tick () next to the response applicable to you.

1. Please indicate the category of your school
 - public school ()
 - private school ()

2. Please indicate the type of school.
 - Girls school ()
 - Boys school ()
 - Mixed school ()

3. What is your gender?
 - Male ()
 - female ()

4. What is your age? _____ years

5. What is your highest academic qualification.
 - Diploma/SI education ()
 - Approved Teacher Status ()
 - University graduate (B.Ed) ()
 - BA/Bsc with P.G.D.E ()
 - Masters degree (M.ED) ()

6. For how long have you been a teacher?

_____ years _____ months.

7. How long have you been a secondary school headteacher?

_____ years _____ months.

8. Please indicate the size of your school.

- Single streamed ()
- Double streamed ()
- Triple streamed ()
- Four streamed ()
- Five streamed ()
- Above five streams ()

9. For how long has your secondary school been in existence?
 _____ years

Section II

Use the key below to indicate your opinion or feelings towards the items that follow. Put a tick (✓) next to the response that best describes your opinion. Indicate what you believe rather than what you think you should believe.

- Strongly Agree (SA)
- Agree (A)
- Uncertain (U)
- Disagree (D)
- Strongly Disagree (SD)

Statements	SA	A	U	D	SD
Need for Guidance and Counselling in Schools					
10. Guidance and counselling services are essential in secondary schools					
11. Students in my school need guidance and counselling services					
12. Guidance and counselling programme need to be intensified in schools					
Importance of Guidance and counselling services to students					
13. Guidance and counselling assists students in self-understanding					
14. Guidance and counselling improves discipline in my school					

Statements	S A	A	U	D	S D
15. Guidance and counselling is not only useful to students with learning difficulties					
16. Guidance and counselling is also meant for bright students					
17. Guidance and counselling helps students to cope with personal problems					
18. Guidance and counselling helps students to cope with personal deficits					
19. Guidance and counselling informs students about educational opportunities					
20. Guidance and counselling informs students about vocational opportunities					
21. Guidance and counselling is not an invasion of students private lives					
Role of headteacher in the programme					
22. Headteachers are responsible for fostering a conducive environment for guidance and counselling					
23. It is the responsibility of headteachers to initiate guidance and counselling services in a school					
24. It is important for the headteacher to educate students on the importance of guidance and counselling services in the school					
25. Without the support of the school head, guidance and counselling programme cannot succeed					
26. Without the leadership of the school head, guidance and counselling programme cannot succeed					
27. It is the responsibility of the headteacher to provide up-to-date educational material to the guidance and counselling department					

28. It is the responsibility of the headteacher to provide up-to-date occupational material to the guidance and counselling department					
29. Headteachers are to liase with community professionals and invite them to give lectures to students					
30. Headteachers should be involved directly in guiding and counselling students					
31. Headteachers are to liase with parents of problematic students					
Training of Headteachers in Guidance and Counselling Skills					
32. Headteachers need to be trained in guidance and counselling					
33. Headteachers with training in guidance and counselling have a positive view towards guidance and counselling services in schools					
34. Guidance and counselling programmes are not successful because headteachers lack training in the discipline					
35. The success of the counselling programme is dependent upon a trained counsellor					
Role of teacher-counsellor					
36. Headteachers are clearly informed about the role of the teacher-counsellor					
37. Personal attributes of the teacher-counsellor are necessary for effective guidance and counselling relationships					
Teacher-counsellor should be assigned few teaching lessons in order to have time to guide and counsel students					
39. Teacher-counsellor should not be assigned other responsibilities besides teaching, guiding and					

counselling students					
Support of other people needed					
40. Parents support is needed for guidance and counselling services to succeed in schools					
41. It is important that all staff members participate in guiding and counselling students					
Time					
42. Guidance and counselling require specific time allocated in the school time-table					
Room					
43. The guidance and counselling department should be provided with a private room /office for counselling purposes					

I.

Section III

1. Do you act as a counsellor in your school?

Yes ()

No ()

a, Are students in your school well informed on the importance of guidance and counselling services?

Yes (.....)

No (.....)

b, Do you consider the guidance and counselling programme to be successful in schools?

Yes (.....)

No (.....)

2. a) Have you have been trained in guidance and counselling skills?

Yes ()

No ()

b, If yes, can you please specify:

the organisers

the length of the course.....

c) How many times have you attended a seminar or workshop organised by the Guidance and Counselling Unit (Ministry of Education)?
.....

d) What are your views concerning training of headteachers in guidance and counselling skills?
.....
.....
.....
.....
.....

3. Briefly comment on time allocation for guidance and counselling services in your school?
.....
.....
.....
.....

4. i) Do you consider the guidance and counselling programme in your school successful?
Yes ()
No ()

5. What facilities have you provided to the guidance and counselling department in your school?
.....
.....
.....
.....
.....
.....

APPENDIX C

List of Schools in the District

Public secondary schools**Boys only**

1. Abothuguchi Secondary School
2. Kaaga Boys High School
3. Kanyankine High School
4. Kibirichia Secondary School
5. Meru High School
6. Mikumbune Boys Secondary School
7. Mucheene Boys Secondary School
8. Mutitu Boys Secondary School
9. Nkubu High School
10. Thuura Boys Secondary School
11. Ontulili Boys Secondary School

Girls Schools only

1. Giaki Girls Secondary School
2. Gikumene Girls High School
3. Gakuuni Girls Secondary School
4. Kaaga Girls High School
5. Kathera Girls High School
6. Kibirichia Girls Secondary School
7. Kinjo Girls Secondary School
8. Muthira Girls Secondary School
9. Mulathankari Girls Secondary School
10. Nkabune Girls Secondary School
11. Nkuene Girls Secondary School
12. Nyagene Girls Secondary School
13. Ruiga Girls Secondary School
14. Ruiiri Girls Secondary School

15. St. Marys Girls' High School
16. Uruku Girls Secondary School
17. Yururu Girls Secondary School

Mixed Schools

1. Chugu Secondary School
2. Gaitu Secondary School
3. Gikurune Secondary School
4. Githongo Secondary School
5. Igandene Secondary School
6. Kathera Technical Secondary School
7. Katheri High School
8. Kithirune Secondary School
9. Keeru Secondary School**
10. Kiangua Secondary School
11. Kiirua Secondary School**
12. Kirige Secondary School
13. Kithangari Secondary School
14. Kithatu Secondary School
15. Miruriri Secondary school
16. Munithu Secondary School
17. Muutiokiama Secondary school
18. Mwanganthia Secondary School
19. Naari Secondary School**
20. Ndagene Mixed Secondary School
21. Ndagene Mixed Secondary School**
22. Nthimbiri Secondary School**
23. Ukuu secondary School**

Private- Boys

1. Igoji Boys' Secondary School
2. St. Dominicas Secondary School
3. St. Joseph's Micheka Secondary School
4. St. Martins Secondary School
5. St. Pius X Seminary Secondary

Private – Girls

1. Angelic Girls Secondary
2. Consolata Girls Secondary School
3. Kinoro Girls' Secondary School
4. Meru Girls Commercial Secondary School
5. Mujwa Girls' Secondary School
6. Timau Girls' Secondary School
7. St. Angelic Girls' Secondary School
8. St. Theresa's Girls' Secondary (Riji)

Private - Mixed

1. Central Tutorial College
2. Mwalimu Boarding Girls' secondary
3. Sawa Sawa Academy

** Schools used for pilot study