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**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**  
**FACULTY OF ARTS**  
**DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK**

**TOPIC:**  
**INVESTIGATING THE CHALLENGES OF IMPLEMENTING**  
**GUIDANCE AND COUNSELING INTERVENTIONS IN MOUNT**  
**KENYA REGION.**

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## DECLARATION

This research proposal is my original work and has not been submitted for a degree to any other institution, college or university.

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## **DEDICATION**

I dedicate this work to all the teaching and non-teaching fraternity of all Teachers Training Colleges in East Africa.

## ACKNOWLEDGEMENT

This project came into reality due to enabling roles played by various individuals. First and foremost, I would like to thank God for keeping me alive and enabling me to complete this work successfully. I am very grateful to my supervisor for his professional guidance and support throughout the study.

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## ABSTRACT

The need for guidance and counseling as a practice has been documented worldwide. Diverse range of learning needs of young people requires an equally diverse range of G&C training provisions (UNESCO-2010). While many developing countries are now focusing on such programs as an important policy agenda, the specific ways by which Guidance and Counseling (G&C) can be practiced, the optimal settings where G&C can work in the education context and how successful such programmes have been remain largely undiscussed. Although various commissions have emphasized the importance of G&C in learning institutions (MoE, 2000), most of the existing studies focus on secondary and primary schools.

The study sought to assess the framework of guidance and counseling programs in teachers' training colleges in Kenya. Specific objectives focused on: the nature of the guidance counseling offered in teachers colleges; the support given by the administration; problem the tutors face when implementing the program; and the challenges college students face in G&C. The study may offer important information to curriculum planners at all educational levels to revisit the course content of the subject of G&C to offer enough provision in the syllabus. The study specifically examined three teachers colleges namely Kilimambogo, Murang'a and Thogoto College. The study employed descriptive survey research design, using a cross sectional survey design from a cohort of respondents. Target population included administrators, tutors and students of the respective colleges. Simple random sampling and purposive sampling techniques were used. The sample size was proportionately drawn to represent each of the three colleges. The sample size was 90 which constituted 42% of the total population of 214 tutors. Research instruments comprised a questionnaire, structured interview guide and focus group discussions. Data analysis was done by use of descriptive statistics and findings presented in frequency tables and charts. With respect to study, the response achieved was 72% of the target.

The study found that although set programs have been put forward, it is evident that gaps exist in the extent to which all parties involved are included. Overall, the implementation of effective G&C programs is still a work in progress. Drawing from the suggestions given, the study concluded that G&C programs need an effective approach and support; stemming from the hours allocated to G&C and training for guidance counselors. Recommendations were made based on the need for effective G&C including resources, training, administrative support and a guideline framework. The need for inclusive approach in training techniques is a critical component. The study identified certain gaps and therefore a study on how training affects the implementation of the effective G&C was recommended among other areas for future research.

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## **ABBREVIATION AND ACRONYMS**

APA -American Psychological Association

G&C: - Guidance and Counselling

GoK:- Government of Kenya

HoD: -Heads of Departments

KESSP-Kenya Education Sector Support Programme

MOE-Ministry of Education

PCA:- Person-Centered Approach

PCT:- Person- Centered Therapy (PCT)

SPSS:- Statistical Package for Social Scientists

TIVET:-Technical, Industrial and Vocational Education and Training

TTC: - Teachers Training College

UNESCO:-United Nations Educational, Scientific and Cultural Organization

## CHAPTER ONE: INTRODUCTION

### 1.1 Background to the Study

The need for guidance and counseling as a practice has been documented worldwide. A recent report by UNESCO (2010) indicates that the diverse range of learning needs of young people requires an equally diverse range of G&C training provisions: one that provides an entry-level pathway from school into a skilled job. Many developing countries are now focusing on such programs as an important policy agenda with adjustments to ensure that its focus is relevant and appropriate to the newly emerging economic circumstances (UNESCO, 2010). However, the specific ways by which G&C can be practiced, the optimal settings where G&C can work in the education context and how successful such programmes remain largely undiscussed. Furthermore, establishing G&C programs in schools and incorporating gender responsiveness in the context of G&C programs are vital to the achievement of larger key education objectives (UNESCO, 2009).

Different cultures around the world have historically benefited from the presence of counselors and mentors, both within the school system as well as within the society as a whole. According to Gysbers and Henderson (2001), these were typically tutors, administrative staff, parent volunteers and older peers within the school system and, in some cases, religious leaders in the society. However, as time went on, socio-political and economic conditions changed. Migration and urbanization presented new challenges by resulting in a sense of isolation among youth who lost traditional familial-social networks. These challenges required communities to define vocational trajectories and

systematize career pathways in the form of “guidance” for their youth. Over time, the need for professional, unbiased, confidential and private counseling in addition to such guidance strategies was recognized by many schools around the world (Gysbers & Henderson, 2001).

UNESCO has published a collection of papers on G&C in relation to Technical, Industrial and Vocational Education and Training (TIVET) (UNESCO, 2010). However, Hiebert and Borgen, 2002) argue that most of it appears to be general in nature, and makes remarkably little mention of the distinctive issues related to challenges especially in colleges. Guidance and counselling is an integral part of educational system, designed to address the physical, emotional, social, vocational and academic difficulties of students. This is to complement learning in the classroom and also enhance academic performance/achievements of students. With this in mind, this study will investigate the challenges tutors face when implementing guiding and counseling in their respective Training Colleges.

In the developed nations like United States, Japan and France, G&C began in the early years within the social reform movement and have made significant progress. Additionally, national resource centres for vocational guidance are established to share information, including businesses and social agencies, and improve counseling methods and materials (Christie, 2001). In Japan, the goal of high school counseling is to “help every student develop abilities of self-understanding, decision-making, life planning, and action-taking to be able to adjust in the career options he or she decides to pursue” (Watanabe-Muraoka, Senzaki, and Herr, 2001:101).

In Africa, the G&C movement is relatively new in the education system. In many countries, guidance services are still on a trial-and-error basis. The place of such services in African education systems is not yet well established (Bemak, 2000). On the same note, Lee (2001) notes that guidance services in schools have, for a very long time, been left in the hands of school teachers and tutors who are already over-loaded, and without training in the area of guidance and counseling. Recent developments in African education, especially the opportunity for free and universal education, have resulted in a new scale of problems in schools and the nations at large.

It is important to note that the nature of the guidance and counseling offered at the college level is important for the development of the individual student into an adult personality, intellectual and functional proficiency, discipline and confidence. Additionally, the kind of support given by the administration to the G&C program is essential. This is why the current study will investigate the challenges tutors face when implementing G&C programs.

Thogoto, Kilimambogo and Murang'a Teachers Training Colleges, where the current study focuses, have had many challenges related to G&C. To ameliorate the situation and facilitate the development and entrenchment of such programmes, Kenyan Institutions and Training Centres will require a critical analysis of the challenges college tutors face in implementing G&C. This is important because such an approach is planned to embrace process management other than just a programme that is introduced at peak times.

Consequently, a framework of guidance and counseling programme is essential for training colleges in Kenya.

## **1.2 Problem Statement**

In Kenya, the Government has currently started to devote improved attention to issues and resources for the promotion of guidance and counseling in schools and colleges. Yet such efforts, and the policies that go with them, have continued to be weak. For as far as the Government's commitment in the area of provision of adequate G&C are concerned, national aspirations and expectations have not matched the existing needs. For example the KESSP (2005-2010) document made it clear that up to today, there are no comprehensive guidance and counseling services yet in place (Wamocho, 2003). In this context, it needs to be noted that although a lot of textbooks and policy documents are presently available that emphasize the need for G&C in Kenya, none contains a chapter on the crucial matter of the framework plus the basic ingredients to make up the various aspects of a full-fledged G&C programme. It is against this background that the present study should be recognized as one that attempts to answer to a real existing need.

Guidance and counseling is one of the integral aspects of education in Kenya. Although various commissions (MoE, 2000) have emphasized the importance of G&C in learning institutions, most of the existing studies focus on secondary and primary schools. There is very limited research on Primary Tutors Training Colleges focusing on the challenges tutors face when implementing the Guidance and Counseling programs. The issues of availability of necessary resources, administrative support and the negative attitudes are understudied and form the fundamental basis for this study. Furthermore, counseling is



not taught as core subject but it is offered as a small unit under educational psychology. The fact that guidance and counseling is usually perceived as a service for people with social or personality problems is critical to examine; especially to evaluate challenges tutors face, negative perception and how this hinders the effort to deliver the service.

### **1.3 Research Questions**

- 1 How effective are the guidance and counseling programs offered at the college level?
- 2 What kind of support is given by the college administration to the G& C program?
- 3 What problems do college tutors face when implementing the G&C program?
- 4 What problem do college students face in G&C?

### **1.4 Objectives of the Study**

#### **General Objective**

To assess the framework of guidance and counseling programs in teachers' training colleges in Mount Kenya Region.

#### **Specific Objectives**

1. To assess the effectiveness of the guidance counseling offered in teachers colleges.
2. To examine the support given by the administration to the G. and C programs.
3. To establish the problem the tutors face when implementing the program.
4. To find out the challenges college students face in G&C.

### **1.5 Justification of the Study**

Considering the laudable aims guidance and counseling can achieve, there is still a challenge of addressing the lapses in provision of guidance and counseling in colleges (Oladele, 2000). In addition, the challenges faced by education policy makers by non-existence of intensive guidance and counseling programme in the Kenyan education are enormous. The present study may offer important information to the curriculum planners at all educational levels to revisit the course content of the subject of G&C to offer enough provision in the syllabus. The study may also offer indicators that can draw attention for guidance educators and counselors to be supported with appropriate trainings and professional development skills to meet the full and holistic needs of the profession.

The findings may help the prospective tutors with intellectual and professional backgrounds adequate for their assignment. In addition, it may challenge education planners and school administrators on their responsibility in providing adequate facilities for guidance and counselling services in order for students to receive quality guidance. It may also provide important information to the Ministry of Education in mainstreaming policy guidelines of G&C curriculum and program roll outs in colleges and other government ministries. To the government, the study may provide quality findings and a clear framework on how to support G&C services in colleges. Conclusively, the study will offer a platform for collaborative effort between policy makers, educators, school and college leadership, parents and community members to enhances guidance and

counseling programs and provide the most effective personal, social, educational and career development for students.

### **1.6 Definition of Terms**

**Academic (educational) guidance:** Assisting learners of all levels with knowledge and skills to face in curriculum-based topics, school learning and teaching.

**Counselling:** A number of procedures used in assisting individuals (counselees) in solving problems which arise in various aspects of their lives.

**Guidance:** A pathway or processes of helping people (students) make important choices that affect their lives, such as choosing a preferred life-style.

**School counseling:** The process of meeting the needs of students in several areas of development, such as academic, career, and personal.

### **1.7 Scope and Limitations**

Teachers training colleges in Kenya present a wide variety of guidance and counselling needs. The Colleges have experienced years of growth and the need for G&C owing to the growing numbers of students. The study will be carried out to examine the challenges tutors face in implementing G&C programs. The study will specifically examine the following key areas in relation to challenges of G&C within three teachers colleges namely Kilimambogo, Murang'a and Thogoto College. These will include resource, administration and negative perception. The study will be carried out within a time span of six months. Since the study will adopt a survey design, it might not be possible to address specific problems related to guidance and counseling in all educational training

institutions in Kenya. The researcher will however design relevant questions to avoid leaving out many details relevant to the study.

## CHAPTER TWO

### LITERATURE REVIEW AND THEORETICAL FRAMEWORK

#### 2.1 Literature Review

The literature review in this study is discussed under the following key themes; background information on G&C in Kenya; an overview of G&C, G&C policy and progress; ethical issues in G&C; student G&C services in a college setting; The contribution of college administration in G&C services and collaboration in G&C.

##### 2.1.1 Background Information on G&C in Kenya

The guidance and Counseling Unit in Kenya was created in 1970s, and the Ministry of Education staffed it with a team of professional qualified officers to oversee the implementation of the program. The unit was mandated to provide effective services to secondary schools and Teachers Training Colleges as well as in-service courses for primary school head-teachers in various districts. In addition, the unit developed a useful career guidance booklet for use when filling in career application forms (Education System Kenya Report, 2000). According to the Commission of Inquiry (1999), the once vibrant unit is no longer as effective as it used to be. The institutional and field staffs have nowhere to seek the necessary advice to help them in carrying out their G&C duties effectively. While conducting its inquiry, the Commission (1999) observed that a large number of learners in the education and training institutions were in dire need of G&C services. The commission recommended that G&C in education and training be offered by professionally trained and mature members of staff.

### **2.1.2 An Overview of Guidance and Counselling**

The idea of counseling has been there for many years (Collins, 1988). According to Ndondo (2004) the realization that one can be helpful to another by sharing insight, perspectives, understanding, warmth and acceptance is pervasive over the history of humans. Thus, the Biblical teachings indicate that every human being in some way is responsible for the welfare of all. Since Kenya's independence in 1963, Kenyan education has evolved in series of changes (GOK, 1976). Initially, guidance and counseling services were not emphasized in institutions of higher learning (GOK, 1999). Mutie and Ndambuki (2004) trace modern forms of guidance and counseling to very recent years. As explained by Biswalo (1996), the need for counseling services today could be due to the ever- growing complexity of the society and people have to learn how to cope with the upcoming challenges. There are increasing social, economic, personal and even educational challenges in the modern society. The unprecedented expansion of educational institutions and first generation learners create a number of psychological problems that are personal, vocational and social.

In United States of America, where counseling has its roots, Guidance Movement was started due to humanitarian concern to improve the rights of those people adversely affected by the Industrial Revolution of the mid to late 1800s (Gladding, 1988). People needed occupational guidance in order to cope with the challenges of life. As noted by McLeod (2000) the provision of counseling in a systematic way in educational settings in England was first developed in the mid-1960s partly as the process of rendering service to students who needed assistance in making decisions about important aspect of their

education choice of courses, careers or decisions regarding interests and abilities and choices in colleges.

In most African societies, there were various forms of social services that were provided for young people to enable them to grow into responsible and productive members of their community. They were socialized in the community through history, oral narratives, proverbs, riddles, songs and dances especially during initiations. The literature on formal guidance and counseling in African countries is rather scanty and traces the guidance movements in Africa back to the fifties in Nigeria and sixties in Botswana, Tanzania, Zambia and Swaziland (Biswalo, 1996). G&C was formally introduced in Kenyan institutions of learning in 1971 (Mutie & Ndambuki, 2004).

The expansion of higher education moves along with the modern advancement associated with changing life styles and complexities of life. Thus the students in educational institutions are searching, quite ardently for values that would give meaning to life after training. The students become disenchanted when they have difficulty relating their education to the rest of their lives. G&C services are, therefore, definitely very crucial in the colleges. These services need to be rendered in the best way possible in order to help students cope with modern life complexities and the various challenges that may affect their development of academic, social and personal competencies. It appears that total and enlightened commitment on the part of the university policy and decision makers is necessary for the G&C services to be effective.

Biswalo (1996) notes that higher educational institutions have a two-fold crucial responsibility: to nurture students who have varying abilities, capacities, interests and

unlimited potential; and to prepare these individuals to become effective functioning members of their changing societies. Moreover, Mutie and Ndambuki (2004) point out that most of the students in the colleges comprise of adolescents or young adults as well as adult students. Atwater (1988) argues that the adolescent stage of life is marked by emotional development that includes mood swings, enthusiasm, tenderness, cruelty, curiosity and apathy. It is marked with increase in crimes and delinquency.

Ndondo (2004), points out that some students engage in antisocial behaviour such as drug and alcohol abuse and irresponsible sexual behaviour, which leads to decline of moral integrity, because they lack knowledge on how to effectively spend and manage their leisure time. Moreover, as noted by Rivers (1994) those students introduced to alcohol with parental knowledge or consent, experienced fewer behavioural complications from their use of alcohol during their college years than did students who were introduced to alcohol without parental consent. Examination anxiety among students and poor conflict resolution also contribute to student disturbances (Biswalo, 1996). Consequently, these challenges among students' can result to disruption of learning, financial demands, material and other resource wastage. Effective counseling services need to be based on a complete understanding and acceptance of students' experiences. Thus effective G&C services are not only crucial for those students' who deviate from the norms, but for all university students (Mutie &Ndambuki, 2004). Therefore, all students would require G&C services in order to develop their academic, social and personal competencies. Effective G&C will enable them to deal with psychological problems they may experience and make rational decisions on how to solve or cope with the academic, social and personal challenges. In addition, such decisions would pave way for students'



appropriate interpersonal relationships and a healthy relationship with the university community. G&C is also a method of behavior change structured on departments like placement offices (Corey, 2001). These offices will be concerned with guiding students on vocations and job opportunities. It is, therefore, expected that G&C helps an individual to acquire skills and attitudes, which make him or her properly adjusted person in life situations.

### **2.1.3 G&C Policy and progress**

The government of Kenya recognizes that effective guidance and counselling services are essential in all educational settings (GOK, 2002). The Vice-Chancellor's Report (2000) recommends that the colleges need to establish independent mechanism for effective and timely handling of students' complaints and issues such as commitment to duty, accountability, transparency, unfairness, bias and sexual harassment. Further, colleges need to set services that will equip learners with skills that enable them to meet their growth and development needs for enhanced physical and psychological health (GOK, 2005). The acquisition of academic, social, and personal competencies by learners enhances the goal to attainment of vision 2030 by Kenyan institutions for being able to provide globally competitive quality education and training to her citizens thus contributing to the development of individual well-being. There is need to determine the effectiveness of G&C services in the colleges in order to examine their contribution to the development of students' academic, social and personal competencies, thus meeting the basic objectives of these services in higher learning institutions.

According to Nelson-Jones (1995) G&C is a psychological process because:

i. Goals of G&C have a mind component in them

ii. All G&C approaches focus on how people feel, think and act so that they may live their lives more effectively. Egan (2002), notes that the goal of G&C is to reduce psychological disturbances. The theories from which G&C goals and interventions are derived are psychological. One of the G&C goals is to help clients develop their competencies. Generally, counseling emphasizes the aspect of increasing clients' personal responsibility for their own lives Gleitman (1986). Therefore, counselors tend to be most effective when they enable clients to help themselves after the end of counseling. Thus the ultimate goal of G&C is self-helping so that clients become their own best counselors.

The Presidential Working Party on Education and Manpower Training for the Next Decade and beyond or what is referred to as the Kamunge Report (GOK,1988) emphasized that G&C was useful in helping individuals face the realities of life, identify talents, interests, needs and aptitude. According to the GOK (1999) large numbers of learners in education and training institutions were in dire need of G&C. The commission also pointed out that in view of the increase in ant-social behaviour, there was an urgent need to have adequate mature and professionally trained staff to handle students' G&C services in educational settings throughout the country.

Further, Mohanty (2003) points out that the increasing educational institutions are of many kinds and vocations as well as occupations are of different types. Thus the students counteract problems and situations in all walks and phases of life in education as well as

careers. Further, the HIV/AIDS pandemic is a great challenge to the country. Therefore, effective G&C services are necessary to help university students address and resolve specific problems, make decisions, cope with crisis, work through feelings and inner conflicts and improve interpersonal relationship, hence making life more satisfying and fulfilling. Different psychologists and scholars have expressed various meanings of G&C over the years. In many cases the terms G&C are often used interchangeably to mean the same thing especially in Kenyan educational institutions.

According to Makinde (1984) the term guidance has four components:

- i. Process: that guidance is not a single event but involves a series of actions or steps progressively moving towards a goal.
- ii. Helping: guidance involves aiding, assisting or availing.
- iii. Individual: this refers to a student or client in a particular setting.
- iv. Understanding oneself and his/her world.

Thus guidance is primarily concerned with individual behavioral processes and helping a client understand himself and his world. Mutie and Ndambuki (2004) assert that counseling service is the brain and heart of the guidance programme. Thus counselling represents a part of the total process of guidance which is helping individuals, achieve the self- understanding and self- direction necessary to make the maximum adjustment in a particular environment. Makinde (1984) indicates that guidance is really the body of psychotherapy while counseling is the soul or heart without which a self-understanding person cannot be produced. Ordinarily, G&C may be understood to mean consultation, discussion, deliberation, and exchange of ideas, advice or process of decision- making.

Corey (1991) holds that G&C is a service designed to help an individual to analyze himself/herself by relating his capabilities, achievements, interests and mode of adjustment to what new decision he has. According to Engelkes and Vandergoot (1982) G&C is an interactive process conjoining the counsellee who is vulnerable and needs assistance and the counselor who is trained to give this assistance. The goal is to help the counsellee learn how to deal effectively with himself and the reality of his environment. Ndong (2004) defines G&C as a process in which the counsellee having identified an emotional problem is helped by the counsellor to see his problem clearly until he is able to give himself advice considering his opinions, abilities and limitations in solving it. G&C is a face to face relationship in which growth takes place both in the counselor and counsellee.

According to Wango and Mungai (2007) G&C is a personal and dynamic relationship between two individuals; one older and more experienced and wiser and another younger, less experienced and less wise. The counsellee usually faces a problem for which he or she seeks help from the counsellor. Egan (1975) holds that G&C is the skilled and principled use of relationships that develop self- knowledge, emotional acceptance and growth. Thus, G&C denotes a relationship between a concerned person and another one with need. According to Sikolia and Lutomia (2002), G&C is the purposeful understanding of person so as to promote self- understanding in that person. Nengo (1999) points out that G&C is the process of helping an individual to accept and use information so that he can solve his present problem or cope with it successfully. Thus G&C helps an individual to accept an unchallengeable situation and not to be overcome

by the problem. Thus Mcquiness (1998) indicates that G&C does not primarily deal with the mentally ill but with normal individuals facing all the difficulties involved in family, work related and social life.

Manthei (1997) explains that the definitions of G&C should not be restricted to face-to-face work with clients. It is much more broadly based and includes a variety of other change agent, roles, activities and skills including consultation and training, family G&C, group work, social work, teaching, supervision and administration. As noted by Nelson-Jones (1995) people start to become clients when they seek help or begin to express their concerns to another person who is willing to listen, then clarify what is heard and help them find solutions using appropriate interpersonal skills. Therefore, G&C provides hope, healing and comfort thus the activity of G&C is usually described as the appropriate use of specific definable skills at each stage of the helping process.

Fuster (2002) points out the goals of G&C as facilitating behaviour change, enhancing coping skills, promoting decision-making, improving relationships and facilitating the client's potential. It is a personalized and individualized process for helping the individual to learn and acquire habits, skills, attitudes and interests which make him a normally adjusted being. Therefore, it is evident that the process and goals of guidance and counselling is to help the client move towards a greater level of self understanding and self-acceptance. The process of professional G&C involves a counsellor helping the client to develop an effective relationship that enables the client to work through difficulties. In most cases, the client's lack of clear-cut understanding of the nature of

G&C is a wide-spread source of inadequate readiness to attack the problem. The client needs to understand the limitations and possibilities of G&C (Mohanty, 2004).

Through mutual discussions, the client and counsellor clearly define the problem or goal and find out solutions or strategy to reach the objective. The counsellee gains confidence and skills to realize the desired goals or to solve the problem in a desired way. Nengo (1999) point out that positive outcomes in counseling are usually achieved in five to ten sessions. Therefore, G&C should be planned to be as brief and simple as possible. It is understood that most people who seek G&C have within themselves most of the resources for coping which counsellors can help them to identify and strengthen. In most cases people usually respond better to G&C when they feel some degree of sincerity, warmth, acceptance and empathy toward them from the counsellor's optimism and confidence about the resolutions of their problems. Moreover, the counsellor must be aware of his or her own expectations and should encourage clients to talk about their expectations for the G&C to progress. The majority of the clients expect guidance and counseling to produce personal solutions for them.

#### **2.1.4 Ethical Issues in G&C**

Ethics are moral principles adapted by an individual or group to provide rules for right conduct (Gladding, 1988). Ethics also involves making the right decisions of a moral nature about people and their interaction in the society. In the G&C field, there is a concern that counsellors behave in an ethical way. The profession of G&C is upheld and developed by well established professional associations such as the American Psychological Association (APA).

These associations have developed codes of ethics to protect the rights of clients and to monitor the profession. In Africa, the G&C professional is young and as such few African countries have come out with professionals' ethics drawn in terms of African values (Biswalo, 1996; Mutie & Ndambuki, 2004). Counsellors are aware of what their own needs are, what they are getting from their work and how their needs and behaviours influence the clients. It is essential that the therapists own needs are not be met at the client's expense. Counsellors also become aware of the boundaries of their competence and seek qualified supervision or refer clients when they recognize that they have reached their limit. They become familiar with the environments so that they can make appropriate referrals. Therefore if G&C services in the colleges have to be effective in development of students' academic, social and personal competencies, the service providers have to be guided by the ethical practice.

The counsellors realize that many problems of their clients are without clear cut answers and they accept the responsibilities of searching for appropriate answers. It is important, as noted by Corey (1991) that counsellors need to have some theoretical framework of behavioural change to guide them in their practice. Moreover, counsellors update their knowledge and skills through various forms of continuing education and research. They also avoid any relationship or dual relationships, transference or counter- transference with clients that are clearly of a threat to the therapeutic relationship and lead to their in effectiveness. Therefore, counsellors inform clients of any circumstances that are likely to affect the confidentiality of their relationship and any other matters that may negatively influence the therapeutic relationship.

Feltham and Horton (2005) indicate that counsellors are aware of their own values and attitudes, recognize the role that their belief system plays in the relationship with their clients and avoid imposing those beliefs on their clients. In addition, they inform their clients about matters such as goals of G&C, techniques and procedures that will be employed, possible risks associated with entering the relationship and any other factors that are likely to affect the clients' decision to enter therapy. They also act as role models to their clients. Thus they attempt to practice in their own life what they encourage in their clients. Further, counsellors realize that they carry their own cultural background to the counseling relationship. For instance, counsellors dealing with students in institutions of learning need to recognize the ways in which their clients' cultural values are operating in the counseling process.

As explained by Nisenholz and Peterson (1991), counsellors need to learn a process for thinking about and dealing with ethical dilemmas by realizing that most ethical issues are complex, even in a university setting. There is, therefore, the willingness to seek consultation as a sign of professional maturity. The counsellors should be aware that being a professional counsellor does not imply that one is perfect or super human. Therefore, counsellors should not conform to unsound judgment. In making an ethical decision, counsellors rely on personal values as well as ethical standards and legal precedents. They also consult with professional colleagues.

According to Gladding (1988), it is not enough that counsellors have an academic knowledge of ethical standards. They must have a working knowledge as well and be able to assess at what developmental level they and their colleagues are operating.



Therefore it is crucial that counsellors be informed about the state and legal decisions which affect the ways in which counselors work. Corey (1991) notes that counsellors are liable for civil and criminal mal practice suits if they violate clients' rights or societal rules. To protect themselves legally, counsellors have to follow the ethical standards of the professionals' organizations and operate according to recognized normal practices. As counsellors continue to develop as professionals, the ethical and legal aspects of G&C will probably become more complicated and enforcement of procedures will become stricter. This may occur especially when counsellors deal with issues of clients in expanding institutions affected by various complexities due to modern technology and advancement. However, ignorance of ethics is no excuse for counsellors in their practice. For G&C service to be effective in development of university students' academic, social and personal competences, the counsellors have to be guided by the ethical practice.

#### **2.1.5 Student G&C Services in a College Setting**

Effective G&C services assists, particularly university undergraduate students individually or in groups to develop academic, social and personal competencies that help them adjust to different situations and make appropriate decisions in life. As noted by Mutie and Ndambuki (2004), there is growing complexity in education, vocational and social structures in the country. Biswalo (1996) points out that for most students, the college years represent unique challenges. It is actually a time of significant personal growth and decision- making regarding one's values, interpersonal relationships, career and other life goals all within a stressful student academic environment. The problems often encountered by the students include: academics, interpersonal relationships and sexuality, family problems, financial challenges, self-identify issues, feelings of

loneliness, low self-esteem and depression or anxiety (Sikolia & Lutomia, 2002). As highlighted in the Vice- chancellor's Report (2000), when students face problems, they may express their dissatisfaction in any of the following ways: withdrawal, drug abuse, demonstrations, riots or anxiety. This makes provision of effective student G&C very crucial in a university setting.

Students in the educational institutions search quite ardently for values that would give meaning to life after college or training. As noted by Ndondo (2004) students may become disenchanted when they have difficulty relating their education or training to the rest of their lives. This makes guidance and counselling services vital in educational institutions which according to Fuster (2002), help individuals to understand and use personal opportunities they have. The university students' G&C services involve the way students grow and develop (Chandra, 2002). Makinde (1984) points out that there is need for the institutions to guide the young people about making right choices of the educational tracks they have to follow in order to realize their goals. Therefore working with university students effectively requires specialized knowledge.

Effective guidance and G&C services identify the problems of the individual students. According to Biswalo (1996), G&C in a university setting helps in the development of a healthy self- concept among the students. This self- concept paves way for tolerance and understanding among the students and relentless self-enhancement by individual students. As for the adult students this self – concept enables them to select the educational opportunities, which would most appropriately meet their specialized needs and interests. Therefore the purpose of the G&C services is to maximize and individualize the higher

education experience and help students find meaning and enjoyment in college experience. Thus, students are able to make a successful transition from community to institutional life and back again.

### **2.1.6 The Contribution of College Administration in G&C Services**

For college G&C services to be effective in assisting students to develop their academic, social and personal competencies, the support of the administration is vital. Moreover, for an educational system to succeed there is need for all role players and stakeholders to do their part. In an educational institution, the administration provides the necessary facilities and resources. Guidance and counselling services on the other hand are vital because they help the students to cope with life challenges in the university setting. Thus, Mohanty (2003) states that counsellors must function as institutional integrators so that student and university goals may be accomplished. The stakeholders of educational institutions including the Ministry of Education are aware of the need for students G&C services today (GOK, 1999). The government is, therefore, concerned and thus recommends guidance and counselling to feature in teacher education (Mutie & Ndambuki, 2004). The government report (GOK, 1999) points out the need for administrators in learning institutions to create and maintain the right atmosphere for co-operation and support of guidance and counselling with the aim of strengthening these services.

The counsellors can help to reduce uncertainty- facing educational institutions managers by relating their own needs and insights as individuals and as components of a counseling system to the administration. As noted by Mutie and Ndambuki (2004), the counsellor

serves as a consultant to members of the administration and teaching staff in the area of guidance and G&C by:-

- i. Identifying students with special needs and problems.
- ii. Evaluating the colleges G&C and guidance services. The counsellor can assist in securing materials and resources needed in G&C. In modern society, the spirit of the educational institutions to plan and use guidance and counselling services in the effective development and utilization of their respective human resources is evidently strong. As Biswalo (1996) notes, the colleges in Kenya, have made considerable progress in setting up administrative structures and programmes for provision of guidance and counselling services. However, as highlighted in the Vice- Chancellor's Report (2000), G&C services seem not to be making much impact in dealing with students' challenges in the higher learning institutions. Therefore, it appears that total and enlightened commitment on the part of policy and decision makers is necessary and needs to definitely surmount the problems that could be thwarting the G&C services. This would put guidance and counselling services on the right track in Kenyan colleges and assist the students to develop holistic growth that includes academic, social and vocational.

#### **2.1.7 Collaboration in Guidance and G&C**

Effective students' guidance and counselling services in the colleges require collaboration. This is because a counsellor cannot deal with all cases and he or she has to work with other counsellors and relevant professionals. Consultation refers to a professional service that uses knowledge of human behaviour and interpersonal relationships to help others become more effective in their roles. It is the giving and receiving of input from each other. Therefore, when counsellors experience problems or

need specialised information in working with a client, they may consult with other counsellors or other employees in the institutions. In addition, counsellors may want assistance from an expert during a particular phase of G&C.

According to Grubb (2001), provision of guidance and counseling services in any institution is complex but is especially difficult in colleges. Grubb asserts that the sheer variety of students in colleges is challenge enough, since older students with some experience in the labor force and seeking to change careers need different services from those required by traditional-age students coming from high schools (Healy & Reilly, 1989). Many are first-generation college students, with little information from their families about progress through higher education. Despite their apparent importance, guidance and counseling have often been surrounded by controversy. Clark (1960) blamed counselors for moderating the ambitions of students with low levels of academic skills and then directing them toward vocational programs. Advocates for low-income and minority students often charge that counselors treat such students as incapable, view their ambitions as unrealistic, and steer them toward lower-status programs and shorter certificate programs.

Within colleges, guidance and counseling often appear to be peripheral and relatively isolated. Occupational faculty often charge that counselors direct students toward academic programs without knowing about the employment and transfer benefits of occupational alternatives. Similarly, those trying to establish new and innovative programs often complain that counselors are either ignorant of or hostile to their efforts.

Finally, students themselves seem to have low opinions of guidance and counseling (Grubb, 2001).

Baker's (1998) survey of students in four colleges revealed that satisfaction was much lower for student services than for other dimensions of the colleges (including instruction, which ranked the highest). The quality of career planning and placement services was rated even lower than other student services. Unfortunately, given the importance of guidance and counseling, there has been relatively little research, either by individuals concerned with community colleges or by those who examine guidance and counseling issues. Based on Keim's survey and the research by Coll and House (1992), counselors spend a majority of their time on academic or college counseling, advising students about the courses and credits required for various credentials and for transfer. They spend slightly less time on personal counseling, on issues such as health, substance abuse, and family problems. Finally, both surveys indicate that they spend much less time roughly half as much as on academic counseling on career counseling. The relative lack of time for career counseling means that experimenters, or those with "misaligned ambitions," may receive much less attention than students with relatively clear goals (Grubb, 2001).

In the developed economies, social structures and social and personal values continue to change and become more diverse. Gysbers and Henderson (2000) point out those emerging social groups are challenging established groups, asking for equality. People are on the move too, from rural to urban areas and vice versa, and from one region of the country to another in search of economic, social and psychological security. All of these

changes are creating complex challenges for students as they anticipate the future. A rapidly changing work world and labor force; violence in homes, schools, and communities; divorce; teenage suicide; substance abuse; and sexual experimentation are just a few examples of the complex challenges students face today (Gysbers, 2001). They are not abstract aberrations. They are real and have and will continue to have substantial impact on the personal/social, career, and academic development of students (Gysbers & Henderson, 2000). As these and other changes are taking place in society, many organizations and groups of interested and involved individuals are providing programs and services at national, state, and local levels to help students deal effectively with these complex challenges. Within the education community, school counselors have been and continue to be in the forefront of efforts to assist students to respond to these complex challenges through their work within the structure of comprehensive guidance and counseling programs in school districts across the country (Gysbers & Henderson, 2000).

## **2.2 Theoretical Framework**

The theoretical framework of this study will be derived from two theories: The Person-Centered Therapy as a theory of guidance and counseling by Carl Rogers (1951) and the behaviour therapy by Skinner (1953).

### **2.2.1 Person-Centered Therapy.**

Person-centered counselling was developed by Carl Rogers (1951), an American psychologist and counselor. Rogers made many important contributions to the literature on counseling and psychotherapy, spanning five decades (e.g., Rogers, 1942, 1951, 1961,

1980). According to Rogers' grand conception, humans have the inherent (almost magical) capacity to grow in a positive direction and to realize their full potential, if they are (lucky enough to be) nourished by the unconditional love and understanding of significant others.

Rogers' own emphasis and distinctive 'non-directive counselling' became visible with the publication of his book, *Counseling and Psychotherapy: Newer Concepts in Practice* (Rogers, 1942). By the early 1950s, non-directive counselling became known as 'client-centered therapy', particularly after the publication of *Client-Centered Therapy: Its Current Practice, Implications and Theory* (Rogers, 1951). Later, the term 'Person-Centered Approach' was adopted when it was shown that the theory and philosophy of counselling could be transferred to other settings where people's growth and development were of central importance in education (Merry, 1995; Barrett-Lennard, 1998).

This person-centered therapy stresses the need for:

- Emphasizing the central role and importance of the counselling relationship itself as a significant factor in promoting change.
- Describing 'the person' as resourceful and tending towards actualization of potential.
- Emphasizing and developing the central role of listening and empathy in counselling and other relationships.
- Using the term 'client' rather than 'patient' to signify respect for the person coming for help and to acknowledge his or her dignity.



- Making sound recordings of counselling interviews for the first time and using them to learn about the counselling process.
- Engaging in scientific research and encouraging others to do so.
- Making the counselling process more democratic and encouraging non-psychologists and non-medical people to become counselors.

Person-centered counselling is also known as client-centered counselling, and more generally as the Person-Centered Approach. The PCT refers to a particular set of attitudes and values, and a philosophy that can be applied to any setting where people's personal growth and development is of concern (Rogers, 1957). An approach, in this case, is a *way of being* in situations that is based on certain attitudes and values. The application of person-centered values and attitudes to counselling is generally known as 'client-centered' or 'person-centered' counselling, which does have a theory of personality and change and has been subject to a good deal of research. It is the application of a set of values and attitudes known as the PCA to a specific situation (guidance and counselling) that this study is all about (Corey, 2001).

College tutors should guide and counsel their students. The importance of this is the immediate action taken for negative/wrong actions. Therefore, understanding the nature of the G&C offered at the college is of importance. Similarly, support given by the administration to the G&C programs plays a central role and importance of the counselling relationship and is a significant factor in promoting change. However, problem the tutors face when implementing the program are sparsely documented especially at the college level. Issues of boundaries seem to create much concern,

confusion and defensiveness, particularly among trainees or newly trained counselors. It is right that counselors should have a deep appreciation for the protected nature of the counselling encounter. For example, Mobley (2005) says that very rarely is it appropriate for counselors to become participants in the lives of clients, over and above the profound commitment they make to accompanying their clients on their unpredictable journeys into 'self' during the counselling hour. However, Mobley and Gazda (2005) point that the formalization of boundaries into a set of injunctions that prevent spontaneous acts of human kindness, understanding and love can only serve to place barriers between a hurting human being and one who is setting out to offer the opportunity for healing through a person-to-person encounter.

According to Patterson (1986), the client-centered theory, which originally implied that people seeking psychological assistance were treated as responsible clients with the power to direct their own lives, gradually extended its spheres into a variety of fields. Recently, Gaylin (2001) has shown how the principles of the Person-Centered Therapy (PCT) can be employed in family therapy and Warner (2001), in the USA, has been developing her approach to working with very seriously disturbed clients. Portner (2000) has described how the PCA can be used in caring for people with special needs, Leslie McCulloch (2002) has discussed the PCA in relation to work with 'antisocial personality disorder', and Zinschitz (2000) has shown how the PCA can be used with people with learning disabilities. It is with this support that the researcher grounds the study on this theory.

This theory has a weakness in that it does not clearly state some of the methods that can be specifically adopted to deal with the challenges in implementation of G&C programs. There is a tendency for some practitioners to give support to clients without challenging them (Patterson, 1986). On this issue, it is important to note that Rogers encourages caring confrontations (Rogers, 1980). Another limitation of the PCT is the way some practitioners become 'client-centered' and lose a sense of their own personhood and uniqueness. Moreover, Patterson (1986) asserts that some counselors may limit their response and counseling style through empathetic listening.

Despite this weakness, the study is grounded on this theory because it has succeeded in many scopes: it has made possible the empirical study of highly subjective phenomena. It recognizes and values the whole person; encourages people to believe that they have potential, which with the counselors' help may be recognized and developed; it fosters greater self-reliance within the person. In addition, it is a particularly safe model of counselling because it emphasizes staying with clients as opposed to getting ahead of them with interpretations, advice or judgments, and most importantly, it encourages the self-development of the counselor (Rogers, 1965).

The person-centered theory has also helped bring some change in the methods of education at every level (Rogers, 1980). In addition, the theory has been one of the factors bringing change in concepts of industrial leadership, social work practice, nursing practice and religious work. Sanders (2000) suggests ways in which approaches that have emerged over the last thirty years or so could be included under a general person-centered umbrella so that differences and commonalities can be recognized and clarified

Conclusively, this theoretical framework fits the study because it explains the need for effective G&C practices. The person-centered theory will be supported by behaviour therapy as described below.

### **2.2.2 Behaviour Therapy.**

Behaviour therapy as a theory of G&C was developed by Skinner (1953), and emphasizes peoples' cognitive dimension and offers various action-oriented methods to help them take definite steps to change their behaviours. The behaviour theory was grounded in a deterministic philosophy; rejects the notion that we are free agents who decide on our own destiny; and contends that our behaviour and personality are determined by both past and present events in the objective world; not by internal influence. Skinner's view of controlling behaviour is based on the principles of operant conditioning, which rest on the assumption that changes in behavior are brought about when that behaviour is followed by a particular kind of consequence (Skinner, 1979). Skinner had an entirely different view from Rogers'. He believed that human nature was neither good nor bad; it was simply a product of the environment. The organism, human or otherwise, learned according to the predictable principles of operant conditioning. The challenge to society is to engineer the environment so that individuals develop in directions that are socially desirable (Skinner, 1953).

The behaviour therapy as a theory contends that learning cannot occur in the absence of some kind of reinforcement, either positive or negative. According to Skinner (1976), actions that are reinforced tend to be repeated, and those that are discouraged tend to be extinguished. Since this study investigates challenges tutors face when implementing

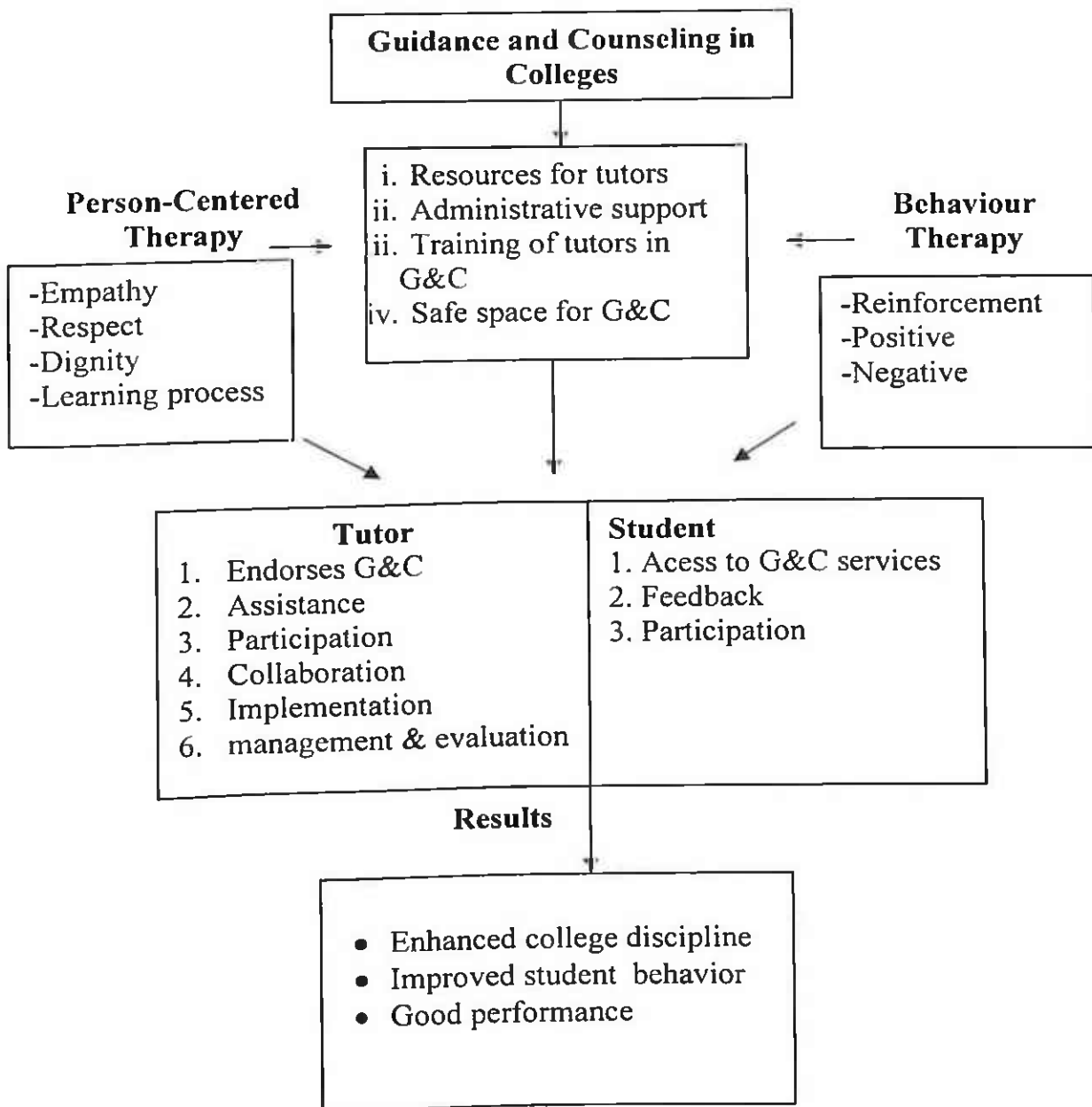
G&C programs, this theory is relevant to this study in many ways: First, tutors may use behaviour therapy as an effective tool in handling student cases like anxiety disorders, depression and sexual disorders (Sharf, 2004). The therapy also emphasizes on research and assessment, which is critical in counseling.

One central limitation of the behaviour therapy is that it deemphasizes the role of feelings and emotions in the therapy process. On this note, Skinner argues that since counselors deal with feelings, this is not a challenge. Another limitation is that the therapy ignores the important rational factors in therapy; and does not provide insight; as it may involve control or manipulation of the therapist (Day, 2004). According to Sharf (2004), behaviour theory focuses on current influences on behaviour as opposed to historical determinants. They also emphasize observing overt behaviour change as the main criterion by which treatment should be evaluated, and rely on basic research as a source of hypotheses.

Despite the limitations behaviour therapy is diverse with respect to not only basic concepts but also to techniques applied in coping with specific problems. The theory is therefore important for the present study because it highlights clear guidelines on counseling, and focuses on specifics and their systematic way of applying counseling techniques. In addition, the theory is critical since it behavior therapy stresses 'doing' as opposed to mere talking about problems and gathering insights. Therefore, counselors (tutors) may have many behavioral strategies to assist clients (students) in formulating a plan of action for changing behaviour.

### **2.3 Conceptual Framework**

The conceptual framework of this study is based on the concept that; a comprehensive counseling and guidance program is developmental by design and includes sequentially presented activities and responsive services that address student growth and development for all students, through college. Collaborative in practice, the G&C approach should therefore focus on the attainment of student competencies in three areas: personal/social, academic, and career. A comprehensive program is not a random selection of services. It is a program based on standards, benchmarks, and grade-level competencies. Therefore, an effective implementation of G&C program will require support from students and tutors, resources and addressing the challenges. The guidelines given by Skinner (1953) and Roger (1951) are key elements in providing a comprehensive G&C program.



**Figure 1.1** Figure showing conceptual frame work

Students in colleges need guidance and counseling to enable them to be productive participants in society. However, such counseling must be broadly planned and organized to cater for the varied interests of all involved. To achieve this goal, there is need for

support from administration and resources needed for developing such a comprehensive guidance and counseling program. In addition, an analysis of the actors that limit the implementation of effective G&C programs is critical. An effective G&C program would help individuals to understand themselves in relation to their needs and the demands of their environment so that, ultimately they would be able to live effective life and develop into responsible citizens. It is perhaps against this understanding that Rothney (1976) pointed out that a group which has received guidance has better academic records, are better satisfied with their school experiences, are progressive in their employment activities and satisfied with their lives.



## CHAPTER THREE: RESEARCH METHODOLOGY

### 3.0 Introduction

This chapter present the various steps that facilitated the carrying out of the study to satisfy its objectives. These steps include the research design, research site description, target population, sampling size and sampling procedure, method of data collection, data analysis and operational definition of key terms and variables.

### 3.1 Rresearch Design

Ngau and Kumssa (2004) describe research design as the way a study is planned and conducted; the procedures and techniques employed to answer the research questions. A research design therefore entails choosing subjects who participate in the study, techniques and approaches for collecting data from the subjects and the procedure for collecting the information. This study employed descriptive survey research design, using a cross sectional survey design from a cohort of respondents from three selected colleges namely: (Kilimambogo, Muranga and Thogoto Teachers College).

The design was most suitable in this study since it involved measuring of the variables about challenges faced by tutors in relation to implementation of G&C programs. In descriptive survey design, the researcher describes peoples responses to questions about a phenomenon or situations with aim of understanding the respondents perceptions from which truism is constructed. The survey design was an efficient method of collecting original data from a wide range of respondents and provided an opportunity for the researcher to collect systematic information. In addition, the research design was

applicable for this study because it allowed the use of mixed method to collect data. The design will also allow the researcher to reach a wide population of respondents and to scan a wide field of issues.

### **3.2 Research Site Description**

The study targeted three Teachers Training Colleges: Kilimambogo, Murang'a and Thogoto training colleges in Mount Kenya Region. These were specifically considered for this study because of the diversity of the residing population, the vulnerability of the college to student issues particularly socio-economic.

**Kilimambogo Teachers Training College:** Is located along the Kilimambogo-sabuk-Tala-Kangundo road. Approximately 1.5 Kilometres off the Thika-Garissa highway. The college was started in 1913 by **the** Holy Ghost Fathers as an outpost of Kalimoni Catholic Mission. It is sponsored by the Catholic Church, under the Archdiocese of Nairobi. It has seven Academic Departments namely; Education, Languages, Mathematics, Science, Social Science, Creative Arts and ICT. The college has approximately 350 graduates per year.

**Murang'a Teachers Training College:** Is located along the 65km north-east of Nairobi and 25 km from Thika Town. The college was started in 1961 by the Kenyan Government. It has approximately 315 graduates per year.

**Thogoto Teachers Training College:** Is located 8 Kilometers from Nairobi City in Kikuyu, Kiambu County. The college was started in 1900 and currently has 300

graduants per year. 307 total for second years. Tutors are 67 (47 female and 20 male tutors).

### **3.3 Target Population**

Mugenda and Mugenda (2003) define population as an entire group of individuals' events or objects having common observable characteristics. Kothari (2004) further adds that the target population is the total number of respondents in the total environment of interest to the researcher. For the purpose of this study, the target population comprised students, administrators and tutors of the respective colleges (Kilimambogo, Muranga and Thogoto Teachers College).

#### **3.3.1 Unit of analysis and unit of observation**

One of the most important ideas in a research project is the unit of analysis. The unit of analysis is the major entity that the researcher seeks to analyze in the study. A unit of analysis is the most basic element of a scientific research project. That is, it is the subject (the who or what) of study about which an analyst may generalize. In this context, the unit of analysis; (which was used for your measurement included the different teachers colleges sampled for the study while the units of observation comprised students and tutors.

### **3.4 Sample Size and Sampling Procedure**

The quality of any research is influenced by the appropriateness of methodology, instrumentation and suitability of the sampling strategy that has been adopted (Manion et

al., 2001). An ideal sample should be large enough so that the researcher can be confident, within specified limits that a different sample of the same size if drawn using same procedures can give approximately similar results (Wiersman, 1995).

Purposive sampling was used to select the three colleges ( Kilimambogo, Muranga and Thogoto). Kilimambogo and Thogoto are the oldest colleges in Kenya with very high student population. Both colleges were started as missionaries: Kilimambogo was started by the Catholic White Fathers while Thogoto was under the Church of Scotland (the present Presbyterian Church of East Africa). Murang'a is a new college. Therefore, the considerations for these colleges give a holistic approach in terms of curriculum and various aspects related to guidance and counseling problems.

In the three colleges indentified, a list of respondents was obtained from the Principals office. Using this list as the sampling frame, simple random sampling technique was used to select this group. The sample size was then proportionately drawn to represent each of the three colleges as shown in Table 3.1. The sample size of 90 teachers constitutes 42% of the target population of 214 tutors.

Kilimambogo College has a total of 80 tutors. 38.1% which gave a sample size of 34 tutors. Muranga College comprises of 60 tutors at 28.6% gave a sample of 26 tutors. In addition, Thogoto College had 67 tutors, at 33.3% gave a sample size of 30 tutors. this

gave total sample of 90 tutors as shown in Table 3.1. This constitutes to 42% of the population.

**Table 3.1 Description of target population and sample size by college**

College	Target population	Percent of target population (%)	Total Sample Size
Kilimambogo	80 Head of G&C- Principal/ Deans	38.1 1 1	34
Muranga	60 Head of G&C- Principal/ Deans	28.6 1 1	26
Thogoto	67 Head of G&C- Principal/ Deans	33.3 1 1	30
<b>TOTAL</b>	<b>214</b>	<b>100%</b>	<b>90</b>

### 3.5 Research Instruments

Mutai (2000) defines instruments as tools by which data are collected. According to Mugenda and Mugenda (1999), a researcher needs to develop instruments with which to collect necessary information. The researcher developed and administered questionnaire, interview guide and focus group discussions to collect data. This triangulation enabled the researcher to obtain a variety of information on the same issue; to use the strengths of each method to overcome the deficiencies of the other method; to achieve a higher degree of validity and reliability and to overcome the deficiencies of single- method studies.

According to White (2000) questionnaires generate data in a very systematic fashion. Questionnaires will be used in the study because they produce quick results; they can be

completed at the respondents' convenience; they offer great assurance of anonymity among other advantages. On the other hand, Best and Kahn (2001) view the interview as superior to other data collection instrument in that it creates rapport between the respondents and the researcher. Personal interviews were conducted. An interview is called personal when the interviewer asks questions face-face with the interviewee (Owens, 2005). The main purpose of focus group research is to draw upon respondents' attitudes, feelings, beliefs, experiences and reactions in a way in which would not be feasible using other methods (Morgan & Kreuger 1993).

### **3.6 Method of Data Collection**

After selecting the sample, the next stage was to gather information directly from students, tutors and departmental heads. The researcher sort for a letter from The Department of Sociology to go and carry out the research. Three instruments of data collection that were employed included, self-administered questionnaire, focus group discussions and in-depth interviews. In particular, two sets of questionnaires were designed and administered to tutors randomly chosen from a cross-section of the population. The questionnaire was divided into four sections based on the research objectives. The in-depth nature of the interviews were administered to college principles and HoDs to allow for obtaining additional information that would otherwise not have been captured with the use of questionnaires only. Focused group discussions were conducted with a small but representative sample of conveniently chosen samples of students with different backgrounds.

### 3.7 Data Analysis

The data collected in this study was entered, edited and analyzed by use of descriptive statistics. According to Babbie (2004) quantitative analysis is the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect. According to Mugenda and Mugenda (1999), descriptive methods have the advantage of summarizing measures, which are used to condense raw data into forms that supply information efficiently.

Quantitative data collected using questionnaires was coded and entered and analyzed using a computer Statistical Package for Social Scientists (SPSS) program. In presenting the study's findings, frequency tables and charts with varying percentages were used. As for the results of interviews and focused group discussions, qualitative technique was used to present the findings. This involved a critical assessment of each response and examining it using thematic interpretation in accordance with the main objectives of the study and was presented in narrative excerpts within the report.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRATATION .**

#### **4.0 Introduction**

This chapter gives the result of the study. This study derived data from two main sources, namely; primary and secondary data. The primary data comprised field research, using the questionnaires. The questionnaires were distributed among three colleges: Kilimambogo, Murang'a and Thogoto training colleges. The study was also strengthened by comprehensive review of related literature, which provided understanding on the challenges in implementation of guidance and counseling. Both the primary and secondary data yielded adequate and valuable information which is mutually complementary. The data from the field were analyzed and presented in cross tabulation, frequency distributions and percentage.

#### **Response rate**

The total number of targeted respondents was 90. In the field research, the questionnaires were given to the entire 90 respondents. Out of this number 65 responded. With respect to study, the response achieved was 72% of the target. Although the field research did not meet the 100% response, the data collected was still within the descriptive research in which 10% of the population is usually adequate provided the central limit theorem rule is met (Kothari, 2004), and therefore attains the necessary validity. With respect to study, the response achieved was 72% of the target. In certain circumstances, the reported results are based on fewer cases due to the fact that some respondents did not answer all the questions. In other words, the results indicate the percentage of the actual respondents to a particular question rather than the percentage of the total sample. With respect to the



## **CHAPTER FOUR**

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descriptive results, in situations where both or one of the tools were used, the results from the questionnaire are reported first followed by those from the interview. In a few cases, the results from the questionnaire and interview are combined for convenience of their presentation.

The analysis of results are presented and discussed based on each research question.

#### **4.1 Profile of the Respondents**

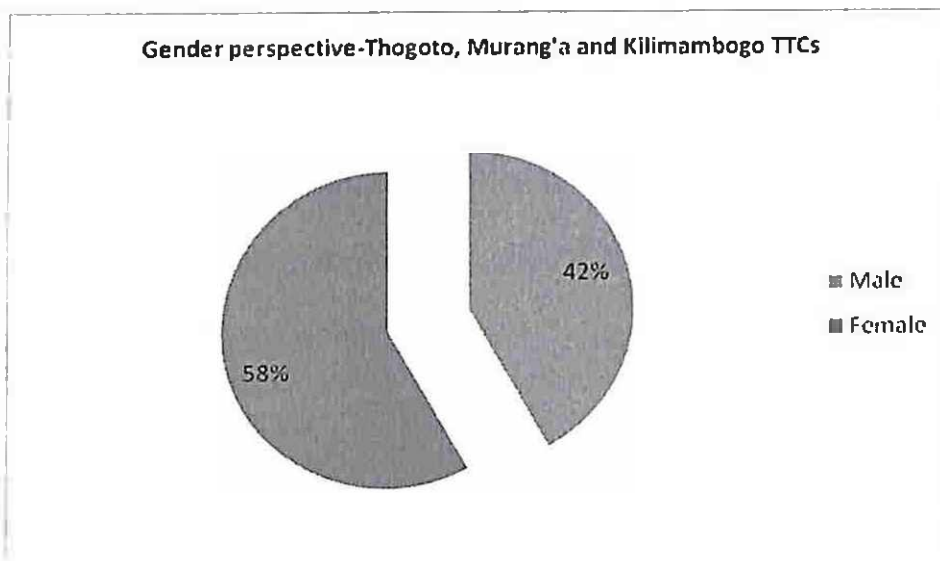
The general information of interest in the study focused on: Gender; Age bracket; Highest level of education; Training experience in G&C and Duration of service as a tutor in the college.

These factors are considered important as they were employed as moderators to the study's objective concerning challenges in implementation of guidance and counseling in colleges in Kenya. The findings are discussed in the sub-sections below:

##### **4.1.1 Gender**

The study sought to establish the gender of respondents. Respondents were thus asked to indicate their gender. Data were collected, analyzed and the findings summarized and results are presented in Figure 4.1.

**Figure 4.1: Gender**



The results in Figure 4.1 indicate that 58% of were female while 42% were females. The gender aspect had a key implication on the study, given that G&C. The gender aspect is critical to this study and moving forward, incorporating gender responsiveness in the context of G&C programmes in college education may be vital to the achievement of larger key education objectives. As such, counseling and guidance experts are increasingly emphasizing the need for programme planning and evaluation in improving the effectiveness of programmes and accountability of counselors.

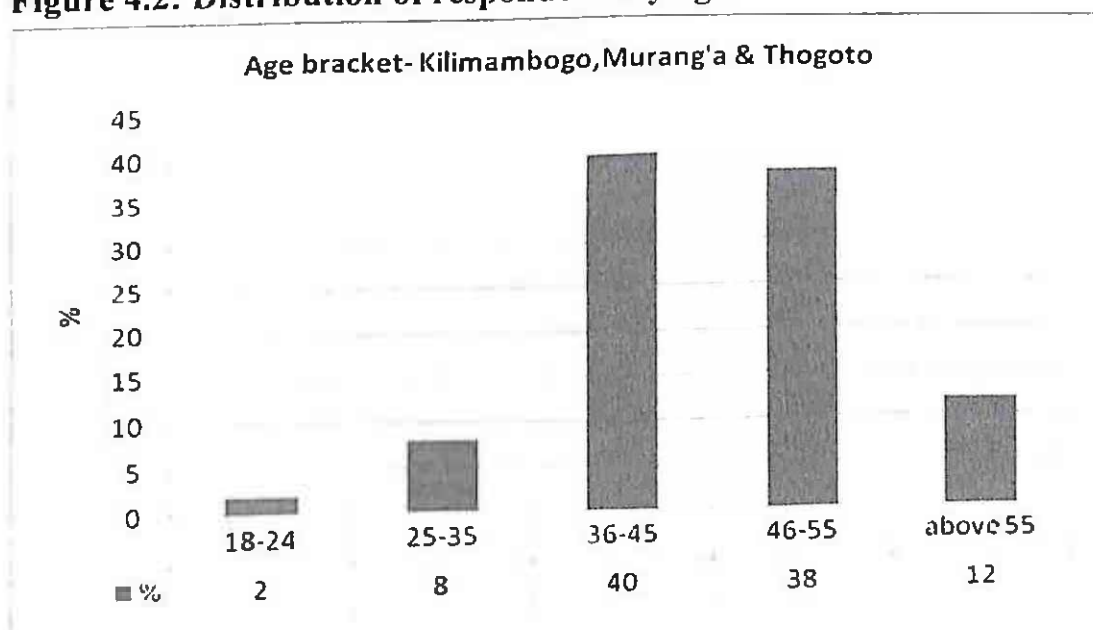
In establishing carefully planned counseling and guidance programmes in post-primary education, the idea of gender responsiveness is critical. Gender-responsive programming promotes greater equity by (1) ensuring that the overall needs and interests of both boys and girls in post-primary schools are met, (2) effectively incorporating life skills-based strategies for preparing the next generation to make “life-career” decisions, (3) closing potential achievement gaps between the sexes and (4) ensuring access to programmes for upper-level education/college/university-readiness (Raghavan, 2009). Future studies may

thus consider strategically integrating gender responsiveness into counseling and guidance practices in schools; particularly in post-primary education. This can contribute to institutionalizing gender mainstreaming in the education system as a whole, and also to achieving and promoting further gender equality in the process of learning/teaching and in education outcomes, either academic or vocational.

#### 4.1.2 Age Bracket

The study sought to find out the respondents' age. Data on the same were collected, analyzed and the findings presented in Figure 4.2 below.

**Figure 4.2: Distribution of respondents by age**



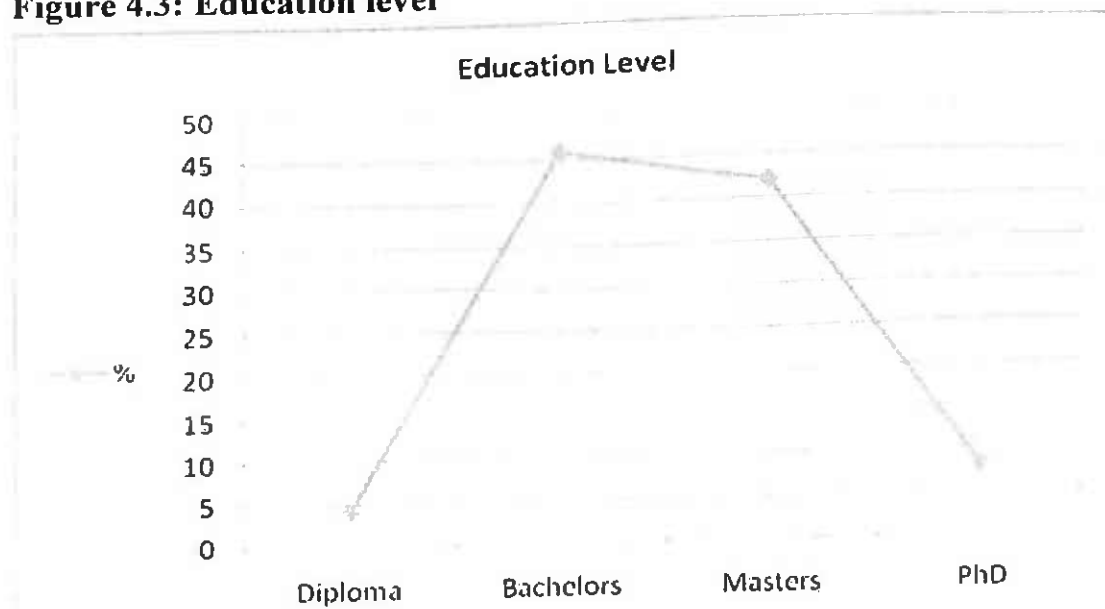
The results in Figure 4.2 indicate that those in the age bracket of 18-24 years were 2%, 25-35 years were 8%, 36-45 years were 40% and those between 46-55 years were 38%. The study established that 12% were aged between 56 years and above. Overall, majority are aged between 36-55 years. Although reports such as United Nations Population Fund

(NFPA-Kenya, 2012) indicate that seventy-five per cent of Kenya's population is less than 30 years of age; it appears that age distribution in the colleges selected for the study differs significantly. In line with implementation of G&C programs, the age distribution is of value in the process of meeting the needs of students in several areas of development, such as academic, career, and personal require experts at all levels. Experts agree that professional counseling programs should be "comprehensive in scope, preventative in design and developmental in nature and thus such a varying age bracket would also be important in terms of tutor experiences in life situations.

#### 4.1.3 Education Level

The study sought to establish the education level of the respondents. Data on this question were collected, analyzed. Figure 4.3 presents findings.

**Figure 4.3: Education level**



From Figure 4.3, education level of the respondents varied considerably. Master degree holders were 42%, and 46% with Bachelor’s degrees. Those with PhD s were 8% while 4% had Diplomas. The results indicated that majority of the college staff had quite a considerable educational background and had gained the requisite experiences to understand the study concept. The reason could also be associated with the fact that institutions are currently looking for professionals as a standard practice. In recent years, there has been a tremendous growth of both public and private educational institutions in Kenya. It appears many are taking advantage of these opportunities.

**4.1.4 Training experience in G&C**

The study sought to establish the training experience in G&C of the respondents. Data on this question were collected, analyzed and results are displayed in Table 4.1,

**Table 4.1: Training experience in G&C**

	YES	NO
Certified	45	55
Ongoing	20	75

The results in Table 4.1 indicate 45% agreed having some training in G&C although 55% disagreed. Only 20% indicated they are undergoing some training on G&C ac compared to 755 who declined. Training and development is important and involve change in skills, knowledge, attitudes, and or social behavior. To be able to meet up with the challenges

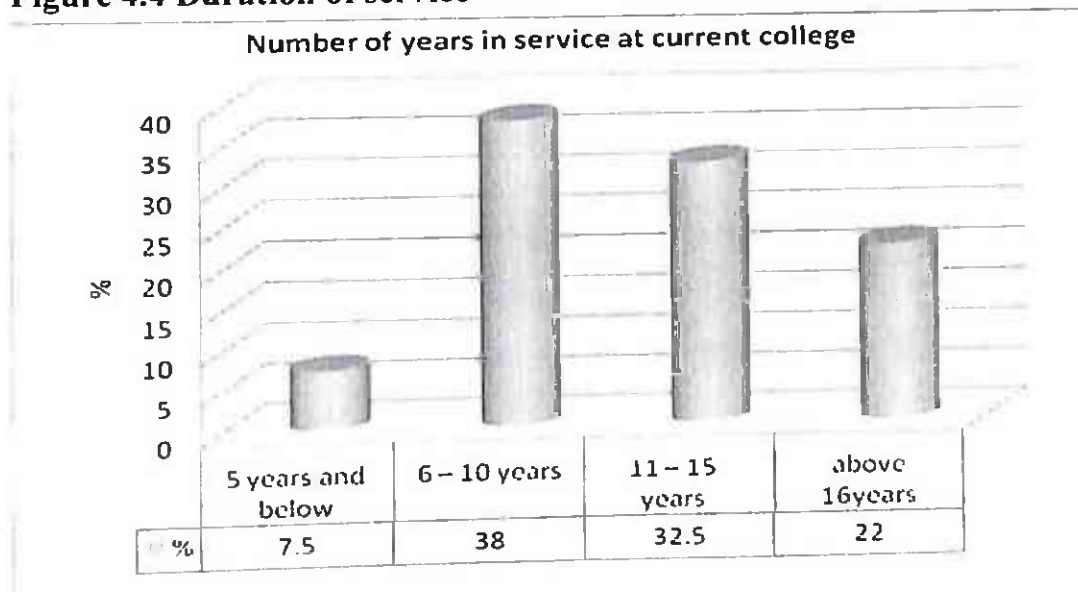
related to G&C, changes in the areas of capacity building are needed. Thus training gives premium to people with valuable skills, high levels of education and interaction skills. These skills and traits, according to Olayode (1999), could only be developed through higher education that is international in outlook. The resultant challenge is the need to internationalize the curriculum to meet with the dictates of globalization as far as G&C is concerned. It could be that the tight schedule to meet course work may limit tutors' time to seek training in G&C programs.

From the results, it is clear that training experience in G&C is still a work in progress and points to the need for a guideline, sequentially structured to reflect the counseling needs of students in tertiary institutions. G&C have “moved from a single vocational counselor in schools to an organized programme that focuses on content (core competencies that all students can acquire) organizational framework (structural components and programme components) and resources (human and political)” (Gysbers & Henderson, 2000). Given that several changes have taken place in the evolution of G&C programmes in schools and colleges around the world, training is relevant.

#### **4.1.5 Duration of service as a tutor in the college**

The researcher in this question sought to find out duration of service of respondents in their current college. Data on this question were collected, analyzed and results are displayed in Figure 4.4.

**Figure 4.4 Duration of service**



From the results in Figure 4.4, majority (38%) had served for 6-10 years in their current college; 32.55 for 11-15 years while 22% above 16 years. Only 7.5% had been there for less than 5 years. The results indicate majority had knowledgeable experience of their duties and roles and college issues. The results agree with a study by Lewis (1999) indicating that length of service greatly determines the extent and nature of employees attitudes toward the various sub-components of organizational programmes.

## **4.2 Effectiveness of Guidance and Counseling Offered**

### **4.2.1 Effectiveness of G&C**

Respondents were asked to indicate their level of agreement with the statements in the table below: a three point Liker scale was used. Data on this question were collected, analyzed and results are displayed in Table 4.2.



Key: Strongly agree- SA; Agree- A; Neutral- N; Disagree- D; Strongly disagree- SD.

**Table 4.2: Effectiveness of G&C**

Statement	A	N	D (%)
The government provides opportunity and support for successful G&C programs in our college.	18	12	70
We have set programs within our college that allows for effective G&C services.	58	20	22
There are clear benchmarks for successful G&C that are followed by all Tutors and students	42	28	30
The policy on G&C is effective and inclusive.	35	40	25

**Source: Author**

From Table 2.2, on whether the government provides opportunity and support for successful G&C programs in colleges, 70% disagreed, 18% agreed while 12% remained neutral.

On the other hand, 58% agreed that college have set programs that allow for effective G&C services, 22% disagreed whereas 20% were neutral. On whether there are clear benchmarks for successful G&C, 42% agreed, 32% disagreed while 28% remained neutral. Concerning the issue of policy on G&C and if is effective and inclusive, 35% agreed, but majority remained neutral while 25% disagreed.

From the results, it appears that not many are in support with government effort and support for successful G&C programs in colleges.

Although set programs have been put forward, it is evident that gaps exist in the extent to which all parties involved are included. There is a call for policy development and implementation of G&C. Moreover, given the changing trends, using the internet as a tool to provide “cyber counseling” and guidance pathways to college students need to be enhanced as observed during the interviews. Overall, the findings reveal that even though progress is being made towards increased G&C, it does not necessarily translate into current opportunities for students. It could be that more emphasis have been put on other measures and thus limited initiatives to provide national policy or advocacy efforts related to G&C. While researchers and policy makers continue to emphasize the need for providing national structures and frameworks in order to steer career counseling programmes, the results point out that implementation of G&C in colleges has not achieved fully desired results.

Results also indicate that the policy on G&C is not that effective and inclusive. As such, comprehensive guidance and counseling programs (CGCPs) are vital in providing services and support to assist all students be successful academically, socially, and with critical career development outcomes.

The strong cultural emphasis on academic achievement has also fueled the need for structured counseling and guidance programmes in the region. In a “whole school approach,” career education is viewed as the essence of the Affective and Career Education (ACE) programme that should be provided to all the students. The ACE evolved from the Pastoral Care and Career Guidance programme that was introduced in the 1980s. The ACE covers five key areas for developing life skill competencies: personal effectiveness, interpersonal effectiveness, effective learning, transition to work,

and fostering a caring community. However, some other concerns such as better teacher training, greater gender responsiveness, and an equitable bridging of the gap between college work and offering G&C are critical. External factors could also be attributed to the gaps within the area of clear benchmarks for successful G&C. Economic trends in a country; specific needs from within educational and cultural systems can also influence counseling and principles of psychology, but from the school system (Pope, Musa, Singaravelu, Bringaze & Russell, 2002).

#### 4.2.2 Importance of G&C

The study further sought information on the importance of G&C and how this influences implementation of the programs. Data on this question were collected, analyzed and results are given in Table 4.3.

**Table 4.3: Importance of G&C**

<b>Statement</b>	<b>% rating</b>
Shaping behaviour	68
Career path	55
Instill discipline	42
Goal setting	20
Education performance	52
Emotional conflict resolution	65

From the results in Table 4.3, G&C can offer many advantages including shaping student behavior (68%), emotional conflict resolution (65%), career path (55%), instilling

discipline (45%), educational performance (52%) and goal setting (20%). Most students encounter challenges beyond the scope of teachers' awareness at some point during their school careers. In experiencing such dilemmas, many students develop the adaptive coping skills that help them navigate life's difficult experiences. Despite the natural coping ability that most students exhibit, their teachers can be ill-equipped to provide proper guidance counseling. In the way that students adapt, change and grow through the process of learning from outcomes and mistakes, guidance counselors should also assess their outcomes in order to better guide their students.

From the interview results, one respondent noted:

*G&C is critical in countering drop-outs. Some students do not complete college education and the problem is becoming an increasingly more difficult. As a trained Counselor, I am in a unique position to assist such students with career guidance and help them establish meaningful goals including the completion of a basic education.*

The above statement indicates that through the support and role-modeling that is provided by fully engaged parents, teachers, and other concerned adults, college students are able to learn how to manage challenges. Learning to deal with challenges empowers them to overcome obstacles and seize opportunities. In some cases, a student's adaptation to adult figures and role models appears to be a type of mirroring, though in other cases, it is more goal-oriented or self-directed (Scarborough and Luke, 2008).\

Another respondent was quoted saying:

*Teen pregnancy continues to be a societal concern. Counselors are often the liaison with community and parents that work to prevent student pregnancy and assist with students who do become pregnant cope.*

It is important to note that drugs, including alcohol and tobacco, continue to be a serious problem for youth. Despite national efforts to eradicate these problems, many students still find their way to drug abuse. Counselors are trained to understand the effects of different drugs and can assist with interventions or community referrals. The counselor is also essential in developing substance abuse prevention programs in colleges (Bemak, 2000).

College violence also range in form and thus Counselors have training to assist teachers and students in cases of violence and to establish violence prevention programs. Counselor leadership in making teasing and bullying unacceptable school behaviors is a powerful way to provide a safer and more inclusive environment for students. Tolerance of diversity is an important goal in a multicultural society. With new emerging political trends in Kenya, counselors help all students to be accepting of others regardless of sex, age, race, sexual orientation, culture, disability, or religious beliefs. Another important aspect is terrorism which is becoming an increasingly difficult problem in the world of the early twenty-first century. Young people are affected, directly and indirectly, by both massive and small-scale acts of terrorism. Counselors are able to ascertain the extent to which a student or teacher may be adversely affected by terrorist acts. In these cases the

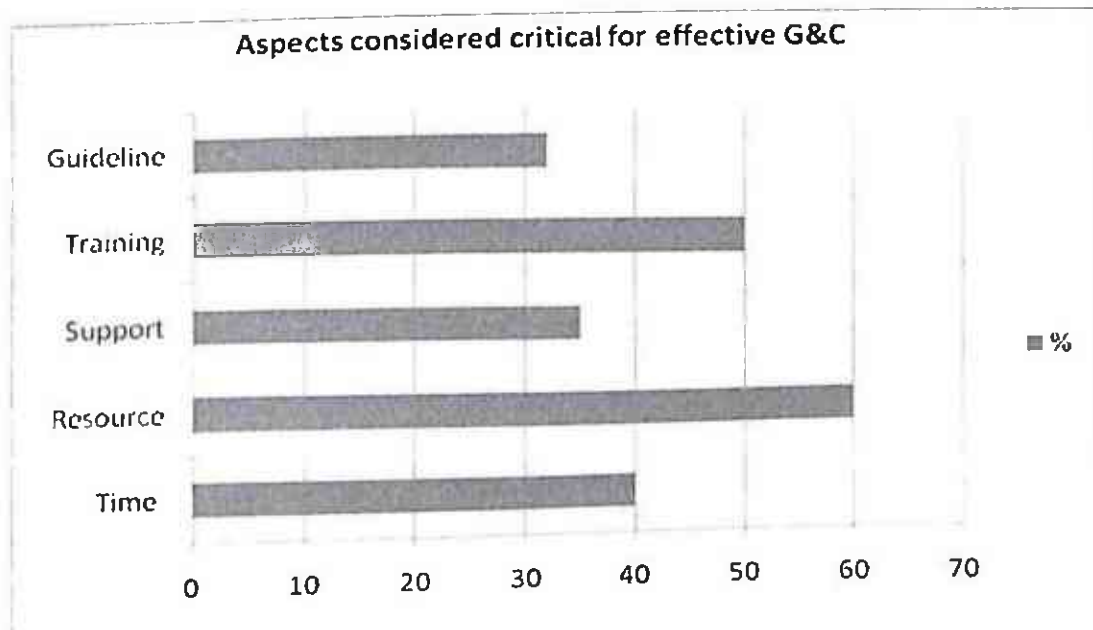
counselor can either intervene or direct the person to more intensive interventions (Burnham, & Jackson, 2000).

### 4.2.3 Requirements for effective G&C

The Person Centered Counseling Theory by Carl Rodgers (1940) focuses on factors that influence guidance and counseling programme namely availability of resources, time allocation, curriculum for guidance and counseling, training of the counseling teachers and their work load.

The study sought to find out requirements for effective G&C. Data on this question were collected, analyzed and results are given in Figure 4.5.

**Figure 4.5 Critical aspects for effective G&C program**



Results from Figure 4.5, a number of aspects were considered as important in implementation of an effective G&C program. These include resource (60%), training (50%), administrative support (35%) and a guideline framework.

The increased importance being placed on guidance and counseling makes sense on many levels. By being available, school counselors are used as a resource and in becoming accepted; they are free to focus on student needs that may not have surfaced during basic instruction or supervision. The level of G&C implementation by colleges contains various factors; Awareness, Personal, Management, Impact, and Collaboration and adoption by these schools occur to varying degrees (Scarborough & Luke, 2008). From the results, resource scored high (60%); which indicates the need for more facilities to enhance implementation of G&C programs. Trying to ascertain how to best deal with such aspects and how to best help a student who need additional help is one of the most significant ways in which G&C can be most effective.

### 4.3 Administration role in G&C

#### 4.3.1 Administrative support on G&C

**Table 4.4: Administrative support on G&C**

Statement	A	N	D (%)
Administration ensures team formation in all our G&C schedules.	40	30	30
Departments share information on G&C programs	32	48	20
Administration conducts public awareness on G&C issues.	35	50	15
We have sound rules and thus high accountability in G&C programs.	50	25	25
All members of staff are familiar with G&C trends and values.	65	22.5	12.5

Guidance and Counselling is recognized as one of the key elements of the guidance programme in post -primary schools. Therefore, administrative support can play a critical

role on implementation of G&C programs. From the results in Table 4.4, 40% agreed that administration ensures team formation in all our G&C schedules, 30% were neutral while another 30% declined. On whether departments share information on G&C programs, 32% agreed, 48% neutral whereas 20% disagreed. On whether administration conducts public awareness on G&C issues, only 35% agreed, 50% were neutral while 15% disagreed. 255 who disagreed and remained neutral. Conversely, 50% agreed having sound rules and thus high accountability in G&C programs as compared to 25% who decline and were neutral. Moreover, 65% agreed that all members of staff are familiar with G&C trends and values. However, 22.5 remained neutral while 12.5% disagreed. Clear indication from the results is that departmental sharing of information on G&C programs and public awareness on G&C issues are still a work in progress.

Although results reveal that all members of staff are familiar with G&C trends and values (65%); team formation in all G&C schedules has not fully been achieved (40%). The diverse needs of students may require specific counselling expertise and school counsellors recognize their boundaries of competencies by providing only those services for which they are qualified by training or experience.

The administration fulfills a primary role as far as G&C implementation is concerned. Collaboration within departments as well as public awareness on G&C issues in the best interest of students is a key activity of school counsellors. It is evident that Teachers Training Colleges Guidance and counselling services need to be part of a broader delivery system designed to enhance the success of all learners. While the school counsellor establishes and maintains an ongoing professional, collaborative relationship

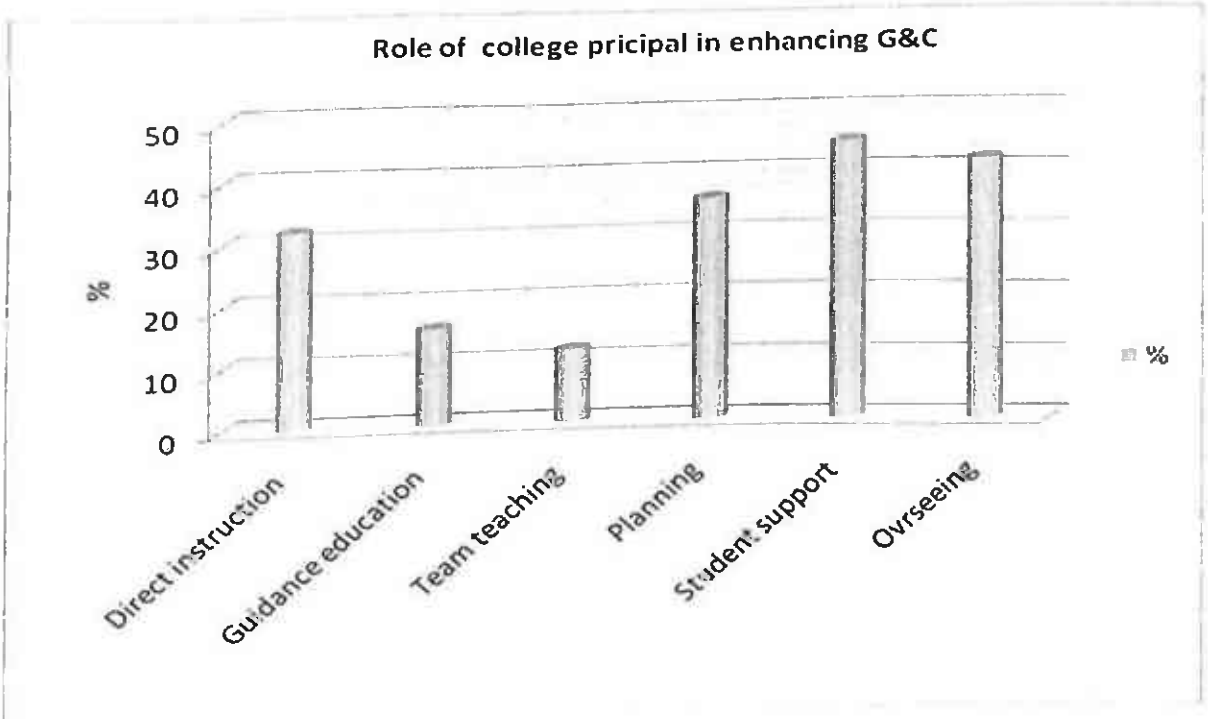


with school staff and other departments and all tutors who work with students in the college is important. At the same time, information sharing adherence to appropriate guidelines for confidentiality can be essential in the implementation of G&C programs. This development process means that the administration gives support by identifying needs, implementing and monitoring programs, as well as adjusting plans based on the developmental needs of students.

**4.3.2 College principal role in enhancing G&C programs**

The study sought to establish role of college principal enhancing G&C programs. Data on this question were collected, analyzed and results presented in Figure 4.6.

**Figure 4.6 College principal role in enhancing G&C**



From the results, it was found that College principal role in enhancing G&C programs includes overall student support (45%), overseeing programs (40%), direct instruction

(30%), planning (38%), guidance education (15%) and team teaching (10%). In implementation of G&c programs, school heads can serve a dual role of educator (through guidance education activities) and counsellor (through counselling services) merging when the counsellor is involved in prevention work.

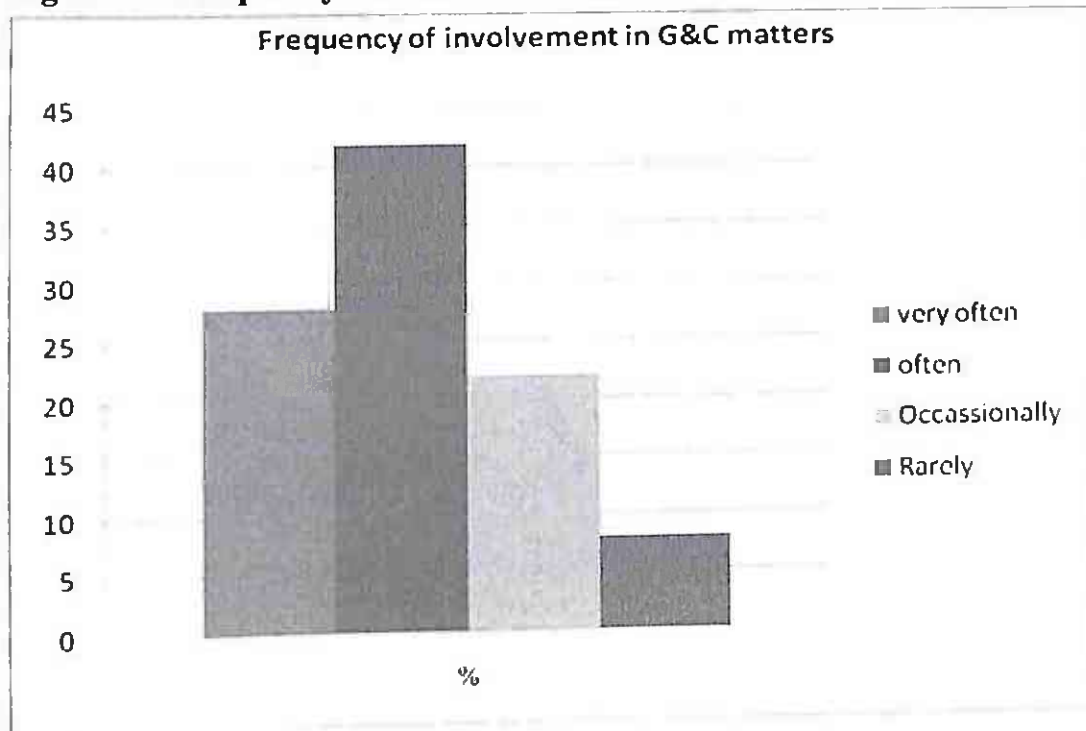
As a result of such interrelationships, the entire team thus supports the integration of guidance and counselling services to address school and community needs. Moreover, the school head can play a critical role in the development of a comprehensive, developmental guidance and counselling program with their school Counselor to meet the needs for their context and specific college population. This development process includes identifying needs, implementing and monitoring programs, as well as adjusting plans based on the developmental needs of students. Regular evaluation of the plan and its implementation are important to ensure the college and community is being served.

#### **4.3.1 Frequency of involvement in G&C matters**

The study sought to establish role nature of involvement of administration in G&C programs. Data on this question were collected, analyzed and results presented in Figure

4.7.

**Figure 4.7 Frequency of involvement in G&C matters**



Regarding the nature of involvement, 42% said often, 28% said very often, 22% said occasionally while 8% said rarely. These findings can be explained by the fact that each guidance and counseling strategy is effective in handling specific situations and that not all situations can be dealt with using only one strategy. Group guidance and counseling is more effective in handling problems common to all learners (Hayes, 2001).

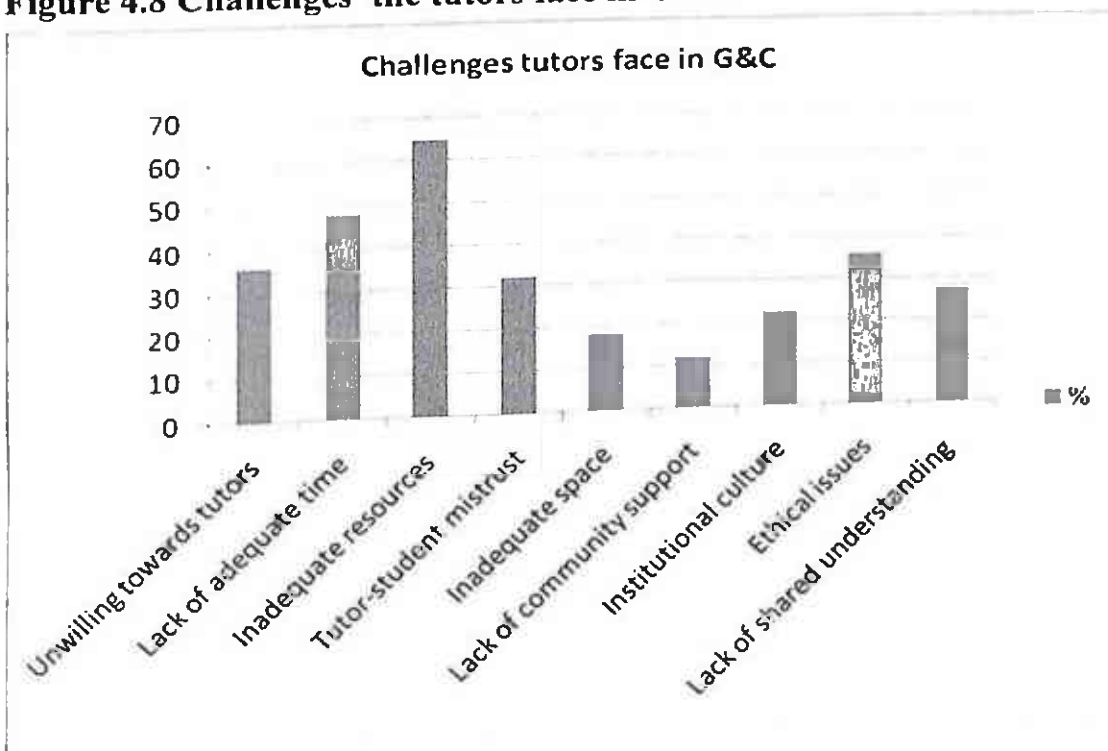
Individual guidance and counseling, on the other hand, is more effective in handling personal challenges such as coping with stress, loss of relative, subject difficulty, and other family related issues and may also play a factor to the extent of engagement. In such situations, learners cannot easily open up to a group for fear of being exposed. For example, whereas learners with high self esteem would feel comfortable to air out their challenges in a group setting, timid and shy learners will not. Over use of one strategy,

therefore, means that other aspects of guidance and counselling are neglected and likely to contribute to student-tuotr interaction and engagement (Kasigwa & Bagaya, 2013).

#### 4.4 Problems the tutors face when implementing the program

The study sought to establish the challenges tutors face when implementing G&C programs. Data on this question were collected, analyzed and results presented in Figure 4.8.

Figure 4.8 Challenges the tutors face in G&C



Guidance and counseling is an important tool for achieving discipline through which school aims and objectives are attained. While conventional literature indicates that effective guidance and counseling leads to improved academic performance, builds self confidence and total development of learners; its implementation is faced by a number of challenges.

From the results in Figure 4.8, inadequate resources (65%); Lack of adequate time (48%); Ethical issues (36%); Lack of shared understanding (28%); low moral due to unwilling towards tutors (36%) are some challenges experienced. Moreover, the aspect of tutor-student mistrust (325) and cultural aspects (22%) appear to hinder effective implementation of G&C programs in Teachers Training Colleges. The results agree with interview response:

*A significant number of tutors are unwilling towards being assigned responsibility of being counselor which is a big hindrance towards effective implementation of guidance and counselling programmes in our college.*

*Although the college has special rooms for guidance and counselling, the lack of awareness information to the students is a hindrance to its proper implementation. Bear in mind too that not all tutors are well trained in matters of guidance and counselling.*

From the interview results, tutors commented on the importance of their service being accessible to students, which meant that trust was an integral part of their provision, along with providing a caring and listening service. Comments from over a quarter of counsellors interviewed supported the notion that to provide this type of service, and one that offered a range of appropriate therapies and programmes, a trained and qualified guidance counsellor was needed. Through appropriate training, these counselors felt that they had the skills to effectively meet the needs of students, their parents and college staff.

On the other hand, the interview results revealed effective crisis management was invaluable being able to meet the needs of students quickly and appropriately, and make the right call about the intervention or counselling needed.

Respondents commented on the supportive relationships they had within the school administration and teaching staff. Support for guidance and counselling was integral to the school culture, and a shared understanding meant that students received the same message about the importance and normalcy of guidance and counselling. However, the vital need for the service to be confidential and for students, parents, and staff to understand this revealed certain gaps which was a contributing factor the implementation of G&C. All of these aspects integrate to provide an effective guidance and counselling service that supports student wellbeing.

Nearly three-quarters of respondents commented that a lack of time was their greatest challenge, including those who had teaching loads and no administrative support. They said that students' increasingly complex mental health needs and the effects of economic hardships with low socio-economic communities meant there was more demand for their time. This teamed with low resourcing meant they were not able to work proactively or safely.

From the results, one respondent commented:

*There is a lack of shared understanding in the college and community about the role of guidance and counselling. Even with an office available, I think the lack of confidential spaces to meet, and appointment processes, rigid timetabling structures, and a lack of tutor-student trust are issues we are struggling with.*

*Compromised confidentiality due to accessibility issues and administrators feeling they need to know details is still a challenge.*

Indeed, the above statement indicates that such challenges combined with a lack of student awareness of counselling, and issues of trust and stigma may mean that some students who need guidance and counselling were not accessing it. It was evident that counsellors the diversity of tutors role and the expertise needed to support students' complex problems and situations needed to be rewarded. Counsellors reported that they were increasingly dealing with overwhelming home and community problems. A few counsellors commented that they did not have access to good professional learning and development, and some were paying for it themselves. There were also comments from some counsellors that the biggest challenge facing them was the lack of support from, or accessibility to, external agencies that they referred students to.

The results are in concur with a recent study by Ondier (2012) which concluded that that the current guidance and counseling regime falls short of expectation and recommended reduced workload and further training of the counseling key resource teachers. A significant point is that even with limited resources, advocacy efforts can focus on the formation of focus groups that emphasize G&C programs within student social interactions. In this context, peer groups comprised of both sexes can be structured to provide support for other students, even when the colleges have limited resources. Owing to the awareness of the role that guidance and counseling plays in the nation's educational system vis a vis national development, these challenges need to be addressed.

As noted by one respondent:

*It is difficult especially where you have to choose between providing classroom work to combat high level of literacy and taking extra time in guidance and counseling students. There is need for a clear framework, since the depth and breadth of understanding varies within the different sectors depending on engagement with the framework in our day-to-day activities.*

Principals who were interviewed made comments about challenges that were similar across colleges with guidance counsellors. The greatest challenge was the increasing and diverse workload facing guidance counsellors, and the increasingly complex needs of students and the wider community. Linked with this, was the challenge of a lack of funding for dedicated staffing to cope with this increasing workload and complexity. A few respondents said this lack of funding meant that guidance and counselling at their college was less proactive than they would have liked, which meant that they were reacting to students' issues once those issues had become more complex.

As noted by one principal during the interview:

*The G&C tutors are not proactive; they tend to wait for students to go to them. Since substance abuse (alcohol) is the biggest challenge here, all forms available such as assembly, church services, official functions need to be avenues to counsel students.*

It was also noted that a lack of society or community support for young people that meant there was a perceived stigma attached to seeing a guidance counselor. One administrator interviewed also highlighted the difficult to get effective and experienced guidance counsellors who had the skills to cope with the diversity and complexity of issues facing young people today. The aspects of providing good guidance and



counselling that college heads found to be the most effective in their schools were related to their approach. Those interviewed stressed the importance of having a shared understanding throughout the college about student wellbeing and about how this understanding aligned to their wider college valued and goals.

The response from focus group discussion also revealed gaps in the implementation of G&C programs.

Students noted:

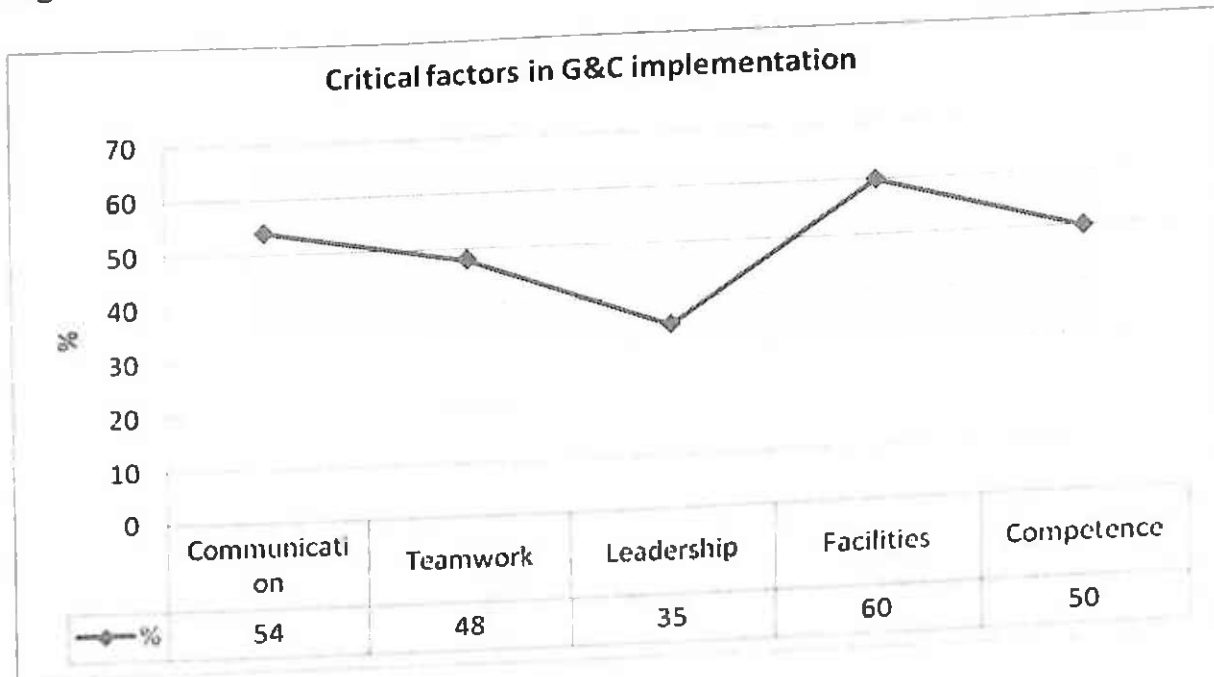
*We have few role models and this creates a negative attitude for us as students to seek for G&C services. On the other hand, the fear of students to raise their concerns is a challenge.*

The challenges mentioned highlight the need for adequate resourcing of guidance and counseling, such as appropriate staffing, relevant and up-to-date professional knowledge, and access to specialist services and agencies, so that colleges may better respond to the increasing diversity and complexity of issues facing youth

#### **4.4.4 Essential factors in G&C success**

The study sought to establish essential factors in G&C success. Data on this question were collected, analyzed and results presented in Figure 4.9.

**Figure 4.9 Essential factors in G&C success**



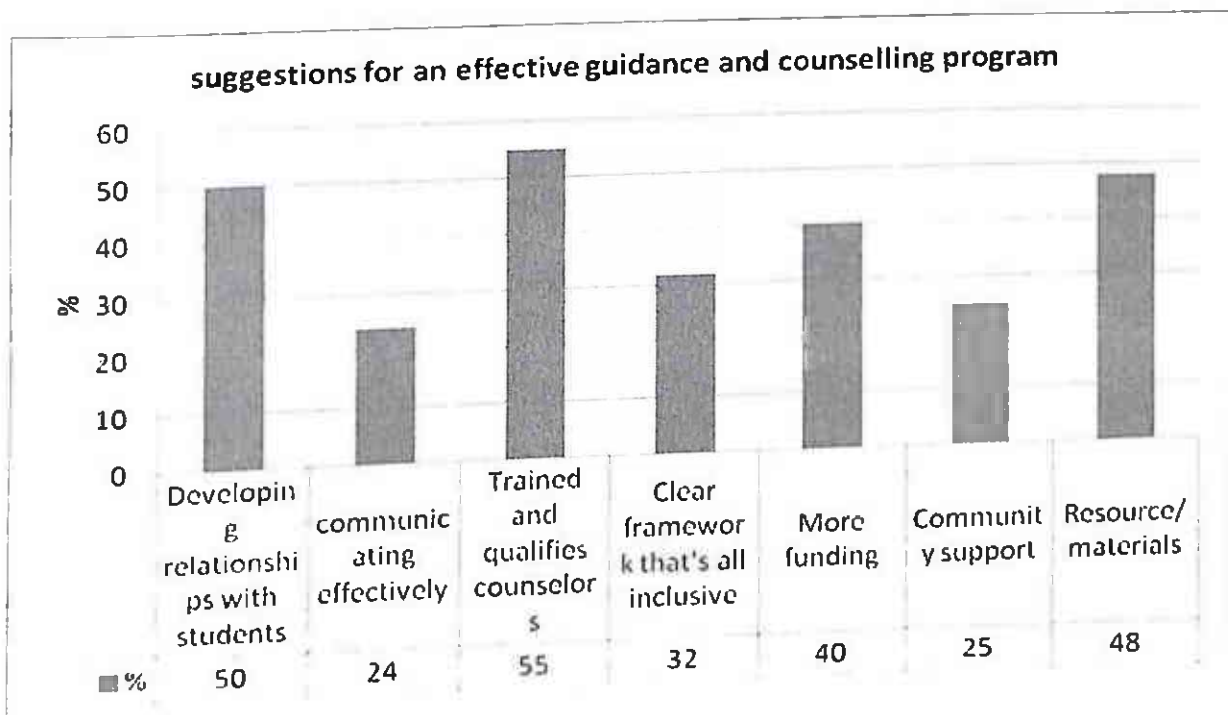
From the results (Figure 4.9), critical success factors for effective G&C include facilities (60%), communication (54%), competence/ training (50%), teamwork (48%) and leadership (35%). For any learning institution to achieve its goals, facilities' are critical. However, the implementation of G&C requires that communication, teamwork and competence are part of the process. Research literature has indicated a link between guidance and counselling services and discipline. For example, Simatwa (2012) attributed the high levels of student unrest in Kenyan secondary schools to ineffective guidance and counselling services among other reasons. The study revealed that 50% and 25% of the prefects and teachers respectively considered guidance and counselling services as a waste of time and only meant for learners with mental illness. A 2010 study by Ajowi and Simatwa found similar findings. They reported numerous incidents of disciplinary problems in Kisumu District, Kenya and posited that the major contributing factor was

lack of effective proactive measures such as guidance and counselling. These findings support the results by Lam (2000) critical factors such as communication and training were important standards that set pace for appropriate G&C.

#### 4.4.5 Suggestions for effective G&C

The study sought to suggestions for implementation of effective G&C. Data was analyzed and results presented in Figure 4.10.

**Figure 4.10 Suggestions for effective G&C**



A number of suggestions were put forward on effective implementation of G&C programs. It is important to note that among the many suggestions, having a trained and qualified counselor scored the highest (55%), followed by developing strong tuor-student relationship (50%). Nevertheless, other suggestions important include more funding for

resources on G&C programs, community support, clear framework and clear communication channels within the G&C programs.

From the interview results, respondents suggested that having the right staff providing guidance and counseling was the most important aspect. These staff needed to have the appropriate knowledge and professional development, be accessible to students, be respectful of students, and be seen as trustworthy by students and staff. As one respondent was quoted:

*I believe it is important that those who provide guidance and counseling know and use a variety of counselling methods. The world is changing and our approach to student well-being in the colleges is an essential aspect; being aware of G&C services and the ability to communicate effectively needs strengthening.*

The findings agree with a study by Osere (2012) indicating that guidance and counseling is still struggling to find its feet, as many still do not believe that a specialist is needed for guidance and counseling.

One principal noted during the interview:

*A more collective approach is needed where G&C is taken as a concern by all administrators, tutors sand students. Moreover, G&C should have a head in every college recognized by TSC and not under the shadow of Dos office.*

From the focus group discussions, students expressed the need for more sensitization on issues of G&C.

*It is ok but more sensitization and availability of counselors should be stepped up. They should also broaden the G&C programs. The college should arrange for seminars to expose students to G&C programs.*

Drawing from the suggestions above, is clear that G&C programs need an effective approach and support; stemming from the hours allocated to guidance and counseling and teaching for guidance counselors. It is also evident that qualifications and professional membership of guidance counselors is critical. Moreover, policies and procedures surrounding employment decisions, complaints, ethical practices, and conflicts of interest relating to guidance and counseling require attention. While self review regarding students' access to good guidance and counseling is necessary, more campaigns are needed to boost students' access to good guidance and counseling.

The results and comments raised above also point to a lack of trust and confidence among students in their G&C tutors. In such cases, administrative support can be fundamental in helping good working relationships; both with staff, students and parents and community as well as with external agencies to ensure effective practice and challenges relating to G&C are adequately addressed.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary, conclusions, recommendations and suggestions for further research based on the results of the study. The findings were thematically based on the objectives of the study.

#### 5.1 Summary

The general objective of this study was to investigate the challenges of implementing guidance and counseling programs in teachers' training colleges in Kenya.

Specific objectives were:

- 1 To identify the nature of the guidance counseling offered in teachers colleges.
- 2 To examine the support given by the administration to the G and C programs.
- 3 To establish the problem the tutors face when implementing the program.
- 4 To find out the challenges college students face in G&C.

The profile of the respondents focused on: gender; age bracket; highest level of education; training experience in G&C and duration of service as a tutor in the college. The gender aspect was a critical factor in the study. The female representation was high as compared to male. Women have a more interest in guidance and counseling than men. The response rate also revealed women were more willing to participate in the study than men. While the age bracket varied considerably, the study revealed that majority were qualified in terms of education level with Masters and Bachelors degrees. However, training experience in G&C of the respondents revealed scored low. Majority who cited

having training had acquired through seminars and workshops an indication that professionally trained counselors were

From the results, it is clear that training experience in G&C is still a work in progress and points to the need for a guideline, sequentially structured to reflect the counseling needs of students in tertiary institutions. G&C have “moved from a single vocational counselor in schools to an organized programme that focuses on content (core competencies that all students can acquire) organizational framework (structural components and programme components) and resources (human and political)” (Gysbers & Henderson, 2000). Given that several changes have taken place in the evolution of G&C programmes in schools and colleges around the world, training is relevant.

On the effectiveness of G&C programs; the Likerts scale results revealed some gaps in relation to government support. While a significant number agreed that the college had set programs that allow for effective G&C services, there appears to be loopholes on clear benchmarks for successful G&C implementation (32% disagreed while 28% remained neutral). The study revealed that the policy on G&C is still a work in progress.

The importance of G&C cannot be underscored as seen from the findings of the study. They range from shaping student behavior, emotional conflict resolution, career path to goal setting. The study established that the requirements for effective G&C to be resources, training, administrative support and a guideline framework. However, it is important to note that resources scored highest. Administration role in G&C was also found to play a major role implementation of G&C programs. The study revealed that

efforts have been made to ensure team formation in G&C schedules. However, sensitization on G&C issues within the colleges is ineffective, an issue that was also raised by students during focus group discussions. On the same note, the study established that the college principal can enhance G&C programs by taking charge through direct instruction and planning.

Although the study revealed the frequency of involvement in G&C programs to be improving; the nature of involvement owing to the challenges raised is questionable. It appears that majority lack morale. The lack of monetary gains makes most of them reluctant to take up the responsibility. Essential factors like communication, leadership and commitment were found critical in implementation of G&C programs. From the suggestions made in the study, the need for more counselors, training, facilities and enhancing tutor-student trust are critical.

## **5.2 Conclusions**

Though guidance and counselling has been institutionalized in Kenya's educational and training systems, the results reveal a number of factors still militate against its functional operations. It appears that whereas efforts have been made; the directives at college level are not very effective in many areas. Where they exist, counsellors in most schools have no clear-cut roles to perform in the college counselling programmes they are to implement. Even so, counselling is still presented in most colleges as a supplementary function, subject to administrative attitude and acceptance.



The views of students and their parents can form a platform towards effective implementation of effective G&C programs. Concern expressed by some respondents well as guidance counsellors in the focus groups that the students and their parents were not included in the implementation process.

While conventional literature has highlighted differences in the perception of counselling by guidance counsellors among principals, guidance counsellors, young people and their parents, the study reveals the need for professional development to ensure that they work with models of best practice in line with their code of professional ethics. Moreover, collaboration among tutors, students and across departments is essential for a successful implementation of G&C programs.

A limitation of the current study is that it was not possible to compare the perceptions of the guidance counsellors and the stakeholders with those who choose to use, or not to use the service, namely the students and their parents. However, of particular important was the issues which students present to guidance counsellors for counselling be monitored on an ongoing basis so as to inform the course content of initial and continuing development education courses.

### **5.3 Recommendations**

Recommendations made in this section were derived from the conclusions about the study findings as presented in the previous section and focus on the direct interventions. It is the view of the researcher that the recommended solutions could help implementation of effective G&C programs in colleges and other learning institutions in

Kenya and beyond. In effect, the following suggestions were made after research findings and discussions:

- 1 **Support:** There is need for college administrators to identify local needs and resources for counseling and guidance. The need for gender responsiveness right from this stage cannot be over-emphasized. In some cases, college principals feel threatened to adopt practices from other institutions and prefer their own-grown programs which may not be effective in the long run. Therefore, College Principals should be trained in G&C to better understand what it entails so that they don't feel threatened from borrowing best practices from other institutions.
- 2 Organisational capacity plays an important contribution in any program implementation process. There is need for college heads to enhance decision-making process, change management and culture change in colleges to ensure that service delivery relating to matters of G&C are well coordinated and effective. At the same time, appropriate institutional structures that ensure school counselors who often have teaching and other responsibilities that take time away from their school counseling tasks are restructured.
- 3 **Training:** The significance of G&C in Teachers Training Colleges can be achieved through appropriate institutional measures that ensure that tutors and students, including the community work towards a common interest. Therefore, colleges should create mechanisms that enhance trust while implementing G&C programs.

Moreover, there is need for implementing a more holistic approach to building awareness and training on the importance of G&C in these colleges.

- 4 **Policy:** The study highlighted a number of challenges faced in the implementation of guidance and counselling. G&C should be properly funded to ensure its effectiveness. Moving forward, the government and education stakeholders should come up with initiatives to improve access to facilities and equipment to ensure effective G&C programs in all colleges. Existence of plans for availability of safe spaces and physical settings for the programmes, as well as access to quiet and private spaces for counseling sessions for both male and female students is needed.

#### **5.4 Suggestions for Further Research**

The researcher recommends key areas as follow-ups to the current study. In effect, the following suggestions were made after research findings and discussions:

- While cultural aspects were not within the scope of this study, findings suggests further studies to examine how institutional/college culture impacts on the implementation of Guidance and Counseling programs.
- The need for inclusive approach in training techniques is a critical component. The study identified certain gaps and therefore a study on how training affect implementation of the effectiveness of G&C is required.

- It is clear that the concept of implementing G&C in relation to challenges and barriers may vary across colleges. However, it appears that many institutions have not fully shifted much from the traditional techniques to modern ones. This is also an area of further research to establish why, while there is a clear framework on G&C, the application of is still very limited.

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## APPENDICES

### APPENDIX I: RESEARCH INSTRUMENTS

#### QUESTIONNAIRE FOR TUTORS

My name is George Kombo, a student at the University of Nairobi. I am undertaking a study on “Investigating the Challenges in Implementation of Guidance and Counseling in Primary Tutors Colleges in Kenya.” The information provided will be used for academic purposes only. Please assist through contribution of information towards this study by answering these questions.

#### SECTION 1: General Information

Please mark with an (x) or (tick) in the box with the appropriate response. Mark one box only.

1. Gender

Male  Female

2. In which age bracket can you be categorized?

18 – 24  25 – 35   
36 – 45  46 – 55  56 and above

3. Highest level of education attained.

Certificate  Diploma   
Bachelors  Masters  Others (specify) \_\_\_\_\_

b.). Do you have any past experience/ educational qualification in G&C?

Yes  No

If Yes: what level

Certificate  Diploma   
Bachelors  Masters  Others (specify) \_\_\_\_\_





**PART III: Support Given by the Administration**

6. Please indicate your level of agreement with the statements in the table below:

Use: **Strongly agree- SA; Agree- A; Neutral- N; Disagree- D; Strongly disagree- SD.**

	1- SA	2- A	3- N	4-D	SD
<b>Statement</b>					
Administration ensures team formation in all our G&C schedules.					
Departments share information on G&C programs					
Administration conducts public awareness on G&C issues.					
We have sound rules and thus high accountability in G&C programs.					
All members of staff are familiar with G&C trends and values.					

7. Whom do you collaborate with when offering guidance and counseling services in your college e.g. Traditional leaders, nurses etc.

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8. What role should the college principal play in enhancing college G&C programs in your college?

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9. How often do other colleagues, especially HoDs and Principal get involved in G&C matters in your college?

Very often [ ] Often [ ] occasionally [ ] rarely [ ]

10. In your opinion, do you think involving other departments and members of staff has helped eliminate conflicts and enhance effective G&C in your college?

Yes [ ] No [ ]

11. Give a reason for your answer above:

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12. Has your college administration created new strategies to steer successful G&C services?

Yes [ ]      No [ ]

If your answer is yes: List some of them:

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**PART IV: Problems the tutors face when implementing the program**

Statement	1-SA	2-A	3-N	4-D	SD
<b>Collaboration</b>					
We work with other tutors and HoDs towards a common interest in G&C.					
We always make sure we follow G&C ethics when dealing with students issues.					
We often have forum to discuss with our colleagues in other departments on issues pertaining to G&C.					
The administration does not seem to recognize the field of G&C.					
Collaboration among Tutors and students on G&C has so far improved.					

13. What problems do you encounter in this area of G&C?

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14. Which guidance and counseling materials should you have to effectively offer the Services?

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15. Can you comment on the time your college guidance counselors or yourself presently dedicate to guidance and counseling?

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16. If you were to offer G&C training sessions, mention 5 most important training needs you would want addressed during the training sessions?

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17. Indicate the two most important human factors that you consider essential in G&C success. (focus your college)

- i. Communication
- ii. Teamwork
- iii. Leadership
- iv. Facilities
- v. Competence
- vi. Commitment

18. Suggest three ways in which G&C can be effectively developed in your college?

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**Thank you for your participation**

## INTERVIEW SCHEDULE FOR PRINCIPALS

1. What is your general view concerning G&C in your college and in Kenyan institutions at large?
2. What are the factors that can enhance successful G&C in your college?
3. What are the factors contributing to inefficiency in G&C in your college?
4. Do you think the government has developed clear benchmarks for successful G&C programs in colleges. Give reason?
5. Mention the main issues/concerns/problems you believe students face/encounter which can be addressed by a school guidance and counseling program.
6. How should the school address the above concerns?
7. What barriers do you think your tutors or college face in trying to offer effective guidance and counseling services?
8. Do you help other students who have problems/concerns? Or do you approach some students with your problems/concerns? If yes, are you confident in assisting them or are they confident in assisting you?
9. What suggestions could you give to enhance G&C?

**Thank you for your participation**

## **FOCUS GROUP DISCUSSION SCHEDULE TRAINEES**

1. What is your general view concerning G&C in your college?
2. What areas do you feel needs to be improved to enhance successful G&C in your college?
3. What are the factors contributing to inefficiency in G&C in your college?
4. Is your college administration doing enough to support G&C programs?
5. Are you confident to seek for G&C in your college or outside college? Give reason (s).
6. Do you think the government has developed clear benchmarks for successful G&C programs in colleges? Give reason(s)?
7. What are the challenges you experience when seeking for G&C?
8. What suggestions could you give to enhance G&C in your college is successful?

**Thank you for your participation**

## APPENDIX II: TIME SCHEDULE

ACTIVITIES	YEARS 2012- 2013							
	December – 2011 to January 2012	Jan 2012	Feb- March 2012	April	May- June	July	August- September	December
Proposal Writing/ Presentation								
Data collection- continued literature review, interviews and observations								
Data analysis								
Project writing and submission for examination								
Graduation								

### APPENDIX III: BUDGET

ITEM	PRICE PER UNIT	TOTAL COST
Travel expenses		9,000
Stationery		15,000
Typing & photocopying		12,000
Binding Expenses		7,500
Air Time		3,000
Miscellaneous		5,000
Laptop an internet		45, 000
<b>Total</b>		<b>Ksh 96,500</b>