

**SECONDARY SCHOOL HEADTEACHERS' ATTITUDES TOWARDS
GUIDANCE AND COUNSELING IN PUBLIC SECONDARY
SCHOOLS IN KISII DISTRICT, KENYA**

**UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION**

BY:

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DECLARATION

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

A handwritten signature in black ink, appearing to read 'Dorcas Nyaema', written over a horizontal dotted line.

Dorcas Nyaema

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

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DEDICATION

This study is dedicated to my son Ernest Kamanda Mokaya, my daughters Fide Moraa, Michelle Kemunto and Clara Mongina.

ACKNOWLEDGEMENT

I am greatly indebted to my supervisor and coordinator, Department of Educational Administration and Planning, Mr. Edward N. Kanori for his suggestions, criticism, comments and his constant encouragement throughout the period of this research project.

Gratitude goes to my parents Mr. & Mrs. James Nyaema for their endless and immeasurable support throughout my course.

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LIST OF ABBREVIATIONS

G&C	Guidance and Counseling
MOEST	Ministry of Education Science and Technology
SPSS	Statistical Packages for Social Sciences
TSC	Teachers Service Commission

ABSTRACT

Upon the headteacher is invested the weighty responsibility of running and controlling the school, and the task of ensuring the success of the school programmes rests squarely on him/her. His attitudes towards such a programme greatly determine its success. The study examines the attitude of headteachers towards the recently introduced guidance and counselling (G&C) programme in the secondary schools in Kenya today.

In this research report, sufficient literature is first reviewed to highlight the key concepts regarding the G & C programme, its trend, importance and prevalence in the selected schools with a view of highlighting the problems that could be attributed to headteachers' attitude towards the programme implementation in the Kenyan secondary schools today.

Primary data was gathered and analyzed to provide respondent opinions on the characteristic and magnitude of the problem under investigation after which the findings are discussed and conclusions drawn.

The research findings are presented in descriptive statistics with recommendations to help the key G & C programmes implementation authorities and other stakeholders in making it popular, workable, and sustainable in not only the sampled secondary schools in Kisii District, but through out the republic.

CHAPTER ONE

INTRODUCTION

1.0 BACKGROUND TO THE STUDY

The development of guidance and counseling began in Europe and the United States of America at the close of 19th century and gathered momentum in the 20th century with varying approaches (Republic of Kenya, 1996). George Merrill in 1885 at the California school of mechanical arts in San Francisco USA, started it all by providing counseling for job placement. Weaver followed him in 1912 by introducing guidance services to New York City schools. According to Durojaiye (1990), though it is claimed that guidance and counseling have always been part of African heritage, their formalization and integration in the formal education system only began in the late fifties.

The handbook for schools, *Guidance Counselors* (Republic of Kenya, 1973) defines guidance as the process through which the individual child is helped to develop his mental abilities, aptitudes, interests and other personal dynamics and counseling as the process of establishing a relationship between a counselor and client/counselee with a view of helping the counselee to understand his/her problems in relation to his /her thoughts, feelings, and behaviour in order to make informed choices of action.

The Kenya Development Plan (1979-83) stressed the need for teachers responsible for guidance and counseling to have their workload reduced and the timetable re-organized to enable them have time to deal with career inquiries and personal problems of learners (Republic of Kenya, 1979).

Since the running and controlling of the school is their core function, the headteachers view G & C programme as an added function requiring work planning and special compensation in Kenya today. The headteacher is usually presented with many school administrative responsibilities including serving students through provision of health services, maintenance of discipline and ensuring proper growth and development of the children (Campel et al. 1968; Munavu, 1988) among others. As such, the failure or success of the G & C programme solely stops with him, although according to Gitonga (1991), there is adequate provision for delegation of some responsibilities to other staff members. This research seeks to explore headteacher opinions on the nature and success of implementing G & C programme in the secondary schools in Kenya.

Lack of guidance and counseling programme in secondary schools has hampered professional development of many students due to inappropriate career choices (Daily Nation, 23rd June, 1998). On the relationship between educational guidance and subject choice the paper revealed that majority of secondary school students are inappropriately placed in terms of their stated talents, interest and career. These students therefore end up joining other levels of education without proper career choice, which lead to low level of motivation in their work place in the future. This is highly contributed by the negative attitude that the headteachers have towards guidance and counseling programme

Kibe (2004) says that lack of training in guidance and counseling has too brought about negative views towards the counseling programme by teacher counselors.

Teacher counselors feel that they are incompetent in offering the services making headteachers to recruit outsiders to offer these services. Report of the Presidential working party on education and manpower training for the next decade and beyond (Kamunge report march, 1998) recommended that guidance and counseling be established in all schools and be seen as an integral part of the educational programme. Therefore the negative attitudes that the head teachers have towards this programme make them not to implement these recommendation because they view cognitive skills as being more important than even those aspects which relate to the development of desirable character and values

1.1 STATEMENT OF THE PROBLEM

The report of the National Committee On Educational Objectives and Policies in Kenya, 1976, also referred to as Gachathi report, emphasized the importance of guidance and counseling in the education system, especially its role in the totality of the youth's growth and development. The report further stressed the importance of guidance and counseling in reducing conflicts between students and their parents regarding choices of education and training and various careers (Republic of Kenya, 1976). In spite of its perceived importance, according to Gitonga (1991), the guidance and counseling programme in Kenya Secondary Schools is compounded by many problems such as limited time for guidance and counseling, inadequate training for counseling personnel, lack of parental involvement and support amongst others. Wanjohi (1990) in a study done in Nyeri district attributed the programme failures to the negative views held by the headteachers who are the key implementers of the programme. Wanjohi suggests that teacher counselors should not be overloaded in the teaching duties in order for them to

adequately serve as counselor in their respective schools although he laments that in spite of such recommendations, headteachers have continued to assign teacher – counselors full teaching load, leaving them with little time to guide and counsel leading to the development of negative attitudes among the headteachers towards the G & C programme.

Further more, seminars and workshops on guidance and counseling meant to educate secondary school counselor teachers are rarely organized in Kenya, (Daily Nation 23rd August, 2002). But Kibe (2003) views the whole problem to emanate from school administration attitude towards the programme and therefore suggest attitude change as the only solution to give more practical support to counseling services offered by the concerned teachers.

The Ministry of Education Science and Technology's Annual Report 2003 singles Kisii District as one of the areas with poorly established guidance and counselling programmes in secondary schools (Republic of Kenya, 2003) because headteachers in the area place more emphasis on teaching programmes and performance than on guidance and counselling programmes. The misfortune of such prioritisation has been reflected on the number of indiscipline and drop out cases observed in the district (D.E.O Kisii, personal communication, May 23rd 2004). There is also increased truancy and drug abuse among students.

Kisii District like many other districts in Kenya has been recently affected by rampant student strikes. For instances in 2003 there were 40 cases of strikes reported. Academic

performance has also declined for example Cardinal Otunga high school used to be among the top 50 nation wide in the Kenya Certificate of Education (Daily Nation 31st May 1991) but due to banning of corporal punishment students do not put more emphasis on academic. There is also high drop out rate especially for girls due to early pregnancy cases (D.E.O Kisii, Personal communication, May 23rd 2004). This study prescribes guidance and counseling as the only solution to the above problems.

1.2 PURPOSE OF THE STUDY

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The purpose of this study was to investigate the attitudes of headteachers towards guidance and counselling programmes in public secondary schools in Kisii District as reflected by their perception of the guidance and counselling activities in their schools. It focused on variables that are known to determine attitudes towards G&C programmes such as, age, gender, experience and training along with any other emerging factors regarding implementation of guidance and counselling in their schools. As such the study therefore sought to identify any other factors that affect the headteachers attitudes towards the guidance and counselling programmes in schools.

1.3 OBJECTIVES OF THE STUDY

The general objective of the study was to establish the prevalent attitudes of secondary school headteachers in Kisii District towards guidance and counselling and the major determinants of such attitudes. Specifically the study sought to achieve the following objectives:

1. To assess the secondary school headteachers' attitude towards guidance and counselling in their schools.

2. To determine the relationship between the headteachers' attitudes towards guidance and counselling and specific personal qualities of Sex, age, experience, education and professional qualifications
3. To identify other constraints facing headteachers' in relation to implementation of guidance and counselling programmes in their schools.
4. To suggest ways of improving adoption and implementation of guidance and counselling programmes in Kisii district.

1.4 RESEARCH QUESTIONS

The study was guided by the following research questions:

- a) Is there a relationship between a headteacher's attitude towards guidance and counselling programme and his administrative experience in his current school station? The same relationship was sought between the following
 - i) Their gender
 - ii) Their age
 - iii) Teaching experience
 - iv) Administrative experience
 - v) Level of formal education
 - vi) Level of professional training
- b) Do the headteachers' attitude towards guidance and counselling programmes vary according to the type and category of school they are heading?
- c) What constraints do headteachers face in adopting and implementing guidance and counselling services in their schools?

- d) In what ways can adoption and implementation of guidance and counselling programmes be improved and enhanced in Kisii District?

1.5 SIGNIFICANCE OF THE STUDY

The study will be useful to secondary school principals in the district and Kenya in general in their endeavour to adopt and implement guidance and counselling in their schools. It will also be useful to planners and policy makers in the guidance and counselling in the Ministry of Education Science and Technology, as it will provide a review of the headteachers' role in the programmes. This will help overcome obstacles that the programmers face related to the headteachers' attitude. Other stakeholders involved in the provision of guidance and counselling services will also find the data useful as a source of reference as well as guide to assist them in their work. The generated literature will also be of significance to other researchers and scholars in advancing the discipline of guidance and counselling as well as education institutions administration.

1.6 LIMITATION OF THE STUDY

The main limitation of this study is that the research stems from the concept of attitude, which is often difficult to define and possibly measure with perfect degree of accuracy. Therefore despite all the necessary measures taken to ensure validity, this turned out to be a limitation to the reliability of the findings. Lack of adequate resources (time and money) also constrained the study in some way. Proper quantitative and qualitative techniques were however applied to as much as possible to control this limitation. Although the study investigated a whole republic problem, it had to be narrowed down to

cover only one district for the sake of scope and manageability so as to be completed within the given limited period.

1.7 DELIMITATIONS OF THE STUDY

The study dealt with the public secondary schools in Kisii district only. The research questions targeted the headteachers only hence students and teacher counsellors were not contacted. Analysis and conclusions from the study were based on this sample only.

1.8 BASIC ASSUMPTION OF THE STUDY

The study was based on the following assumptions:

- a) That the respondents would co-operate and give honest reliable data;
- b) That all the school headteachers had adequate information about guidance and counselling for their specific secondary schools and were willing to volunteer information for the research;
- c) That all the secondary schools in Kisii District had teacher counsellors at the time of the research;
- d) That there existed guidance and counselling departments in all secondary schools in Kisii District at the time of the research.

1.9 ORGANIZATION OF THE STUDY.

The study is organized into five chapters. Chapter one deals with general introduction to the study, statement of the problem, purpose of the study, objective of the study, basic assumption of the study, limitation of the study, determination of the study and definitions of significant terms. Chapter two covers the literature review under the following sub themes, concepts of altitude, concept of guidance and counseling, nature of indiscipline in schools, head teaches and discipline in secondary schools, factors that may hinder students from setting guidance and counseling as perceived by headteacher and role of guidance and counseling in alleviating indiscipline in secondary schools. Chapter three describes the methodology of research design, target population, sample size and sampling procedures, research instruments, validity and reliability of instruments, data collection procedure and data analysis. Chapter four presents a detailed analysis of data generated from fieldwork research findings and discussion of the findings. Chapter five summarizes discussion of findings, conclusions, recommendation and suggestions for further research.

1.10 DEFINITION OF SIGNIFICANT TERMS

Counselling: Help given to students through talking to assist them identify Problems interfering with their normal development and guide them in solving these problems.

Teacher-Counsellor: Teacher officially assigned the responsibility of counselling Students.

Attitude: A positive or negative pre-disposition towards something, a Phenomenon, person etc revealed through the way somebody thinks, feels, perceives or behaves towards that phenomenon, person or something etc.

Guidance: Information given to students to assist them to make their decisions on educational and vocational matter.

Category of schools: Refers to the grouping of schools as either boarding or day.

Type of school: Refers to grouping of a school as either mixed or boys only or girls' only school.

Headteacher: Refers to the principal in public secondary school / Entrusted by the teachers' service commission as an agent to run a school.

CHAPTER TWO

LITERATURE REVIEW

The literature review in this study was gathered under the following subtopics: the concept of attitude, concept of guidance and counseling, nature of indiscipline in schools, headteachers and discipline in schools, factors that hinder the success of guidance and counseling, the role of guidance and counseling in schools, sociological theories and hypotheses.

2.0 CONCEPT OF ATTITUDE

According to Kerlinger (1973: 483) attitude can be defined as an organized predisposition to think, feel, perceive and behave towards a referent or cognitive objective. According to Triandis (1971: 11) the study of one's attitude is a complex puzzle and therefore the definition of attitude is given from a clear understanding of the concept in which it will be obtained. Koul (1984) also defines attitude as a personal predisposition that impels an individual to react to an object, situation or proposition in unfavorable or favorable ways.

The above definitions indicate that attitudes play a great role in an individual's tendencies, towards or away from a new concept if given a chance. Comparing the definitions we can come with four areas of agreement about attitudes. First, attitude can be seen as the predisposition to respond to an object rather than the actual behaviour toward that object. Secondly, any alteration of strongly held attitude requires a little bit of pressure. Thirdly, attitudes leads to consistency in behaviour, that is, as a latent variable it gives rise to consistency among various manifestations whether they are verbal expressions about an object, expressions of feelings about the object and approach or

avoidance of the object. Also, attitude has a directional quality. It can be deduced that attitude connotes preference regarding outcome and evaluation of objects as positive, neutral and negative depending on the attitude held.

There are several ways in which attitudes are acquired. According to Triandis (1971) citing All ports (1954: 5) firstly it is through association, that is, the attitude one has as a result of the home one is brought up in or the kind of friends one associates with. Secondly, attitude acquired through direct exposure to the object, which is usually intense in nature and very difficult to change. Lastly, through a traumatic experience, for example a student who has been physically assaulted will in future have a negative attitude towards the use of corporal punishment as a parent or a teacher.

Though according to Best and Khan (1989: 79) it is difficult to describe and measure attitude, it can be inferred from the people expressed opinions that can be obtained from the use of questions or reaction to statements. Hence, headteachers' attitude can be effectively got through the use of a questionnaire and from their responses, in which one may infer or estimate their attitudes or what they really believe.

It is also good to recognise that attitudes cannot only be acquired but can also be changed, modified and developed in ones life. This can be done through four main ways: force, legislation, information or mass media or lastly direct experience with source of attitude. Attitudes developed serve purposes to an individual such as helping one to adjust to a situation, avoid unpleasant truth about them and lastly protect one's esteem.

Based on the above literature, it is save to argue that the cadres of headteachers in secondary schools who have for years persistently used other forms of managing indiscipline in their schools such as corporal punishment, suspension and expulsion among others have acquired their preferences for these methods of managing indiscipline through either socialisation by their predecessors in their current and previous schools or direct experiencing of these disciplinary methods in their schooling life. To this type of persons, the introduction of guidance and counselling accompanied by the banning of corporal punishment will be obviously met with some natural resistance.

According to Collins (1996:215), age is a major barrier to attitude change and any attempt to change values in the aged is relatively slow. This author argues that older people are relatively rigid and less able to adopt new ideas or even learn new skills. This leads to the question: are headteachers' ages a factor that could be affecting the introduction of guidance and counselling in schools? It is therefore the interest of this researcher to establish whether there is a relationship between the headteachers' age and teaching experience and their attitude towards guidance and counselling as a tool for managing indiscipline.

2.1 CONCEPT OF GUIDANCE AND COUNSELLING

These two terms are generally used interchangeably though they have different meaning. Counselling is defined by Tattum (1986) a helping process, which depends on the development of a relationship between people, which is sufficiently supportive to enable one of these people (the student as client) to explore aspects of his life more freely and to arrive possibly at more adequate ways of coping. On the other hand Guidance is defined

by Barki and Mukhopadyoy (1989:2) as the assistance made available by qualified and trained persons to an individual of any age to help him/her to manage his / her own life's activities, develop his / her own points of view, make his / her own decisions and carry his / her own burden. From the definition of counselling we can deduce that counselling is a personal, intimate, private and confidential affair. It involves a client seeking the help of a counsellor and deals with personal aspects of guidance that demands highly specialised skills. Its focus is on emotional disturbance and behaviour problems.

Guidance, however, is less personal and less intimate, it is more public, informative and meant to instruct. Guidance is actually a process of helping individuals to understand themselves and their world so that they can utilize their potentialities. It is then safe to say that counselling is part of guidance but the basic objective of both is to develop a client's own capacity for decision making and problem solving rather than handing a client a ready made solution.

The nature of counselling as being personal, intimate, private and confidential is itself a stumbling block to headteachers especially where the issue of different genders arise. How comfortable are male headteachers with female students while sharing their very personal problems and at the same time with the female headteachers and their male students doing the same? It is of concern to this researcher to establish if a relationship exists between headteachers' gender and the attitude towards guidance and counselling as a tool for managing indiscipline.

In the Kenyan context where our cultural practices still have a bearing on population, it is of interest to establish if matters of sexuality in counselling the students can be openly addressed especially where age difference exist and also difference sexes are involved in this counselling context.

2.2 NATURE OF INDISCIPLINE IN SCHOOLS

There are many types of maladjusted children in secondary schools in general. Common symptoms exhibited range from untruthfulness, truancy, cruelty, bullying, cheating, stealing and other forms of disorderly behaviour (Blairs 1975: 90). Indiscipline is not a recent phenomenon but an over the years problem. Indeed indiscipline can be closely linked to adolescents as they exhibit problems that can be simply identified as indiscipline problems (Makinde 1987: 17). The Daily Nation, 19th June 1996: 12 reported how truancy as a discipline problem lowers education standards in Mombasa.

According to Williams (1974: 12) there are three undesirable forms of behaviour. Firstly, the violation of general standards of morality and integrity and this includes stealing and lying. Secondly, the transgression against authority, defiance and insubordination and lastly the violation of general school regulations, which includes truancy, tardiness, irregularity in attendance, cruelty, roughness and fighting in school.

Ayieko (1988: 8) identifies six forms of indiscipline. First, the self-destructive behaviour expressed by the students, which involves drinking alcohol, smoking, and abusing drugs. Secondly, the destruction of school property such as burning of school building or deliberately was destroying the windows and the furniture. Thirdly, strikes and boycott

of classes. Fourthly, bullying other students, especially new students. Fifthly, pregnancy among girls, which is the biggest challenge to the girl-child in schools. Lastly truancy, theft, defiance of authority and rowdiness which are problems experienced nearly in every school.

The nature of indiscipline exhibited in schools is a form of maladjustment, which does not require the deterrent approach (Griffins, 1994: 12). Where he says (“headteachers should embrace constructive punishment which will aim at instilling values and change of behaviour rather than fear achieved through corporal punishment”) but guidance and counselling approach which enables the students to acquire new values, make right choices and overcome their failures positively. The nature of indiscipline experienced probably determines the methods of managing it. Then it is interest of this researcher to establish the various forms of indiscipline experienced in Central Division Machakos District, that have probably hindered the headteachers from this region from embracing guidance and counselling as exhibited in the aftermath of the Kyanguli incident where corporal punishment was found to have been in practice despite official ban in 1992.

2.3 HEADTEACHERS AND DISCIPLINE IN SECONDARY SCHOOLS

The soundness of discipline in any school depends largely on the headteacher’s policy. It is the headteacher who sets the standards he expects and the rest follow suit, that is, both teachers and students. Griffins (1994: 1) attributes unrest in schools to poor administrative capacities of headteachers. He argues that the universities inadequately prepare their graduates on better ways of running schools. Their graduates are further posted to schools, which have been poorly managed, and when in future they take over as

heads they practice the same poor management, which they have always known, leading to a vicious cycle of unrest.

The role of headteacher is indeed crucial for the success of guidance and counselling in his or her school. Smith et al (1955: 26) observes that without his approval and continued support, any service will 'wither on the vine' because teachers and pupils sense and frequently adapt the school administrator's attitude towards any service in the school.

The nature of administration is also very instrumental in either enhancing or discouraging school programmes. If a headteacher for example has adopted an autocratic leadership style where power is centralised in the headteacher and those led have minimal or no say about matters that affect them, then, guidance and counselling cannot survive as it only blossoms where the importance of delegation is recognised. This is, the headteacher realises the importance of teacher counsellor and gives freedom for his operation without the headteacher feeling threatened and risking his enormous powers being usurped.

The problem with autocratic leadership style does not only end with lack of delegation but also extends to making of schools rules for the students without their consultation. This is confirmed by Gitonga (1999: 33) who notes that

"schools rules are made by the headteachers, deputy and members of teaching staff without involving the students. The non-involvement of students has to do with the dominant traditional cultural values, which promoted the notion that children have no useful ideas to offer to adults and the teacher is seen as the ultimate authority".

This can literally be directly related to the highhandedness students have always accused their administration especially when they go on rampage, as decisions seen to be made elsewhere and implemented in their school.

Then, it is the interest of this researcher to establish whether a relationship exists between the headteacher's administrative experience and his attitude towards guidance and counselling as a tool for managing indiscipline in secondary schools.

2.4 FACTORS THAT MAY HINDER STUDENTS FROM SEEKING GUIDANCE AND COUNSELLING AS PERCEIVED BY HEADTEACHER

The successful use of guidance and counselling service by students can only happen if the obstacles that may hinder them from seeking assistance are eliminated. The aspects that were of concern in this research were headteachers' attitude towards teacher counsellors, nature of guidance and counselling and lastly students' background.

The view students' hold towards guidance and counselling is important. It is common knowledge that students previously thought that guidance and counselling was for those with problems, deviants, those displaying character disorders and the academically weak. However, nowadays the students' fraternity is much more presumed to be informed due to the wide availability of the mass media, which is both entertaining and educative.

Headteachers' attitude towards teacher counsellors has been a major obstacle to guidance and counseling. Wanjohi (1991:70), notes that headteachers view teacher counsellors as

quasi administrators and advisors who were busy with discipline and clerical duties. Students can easily interpret this negative perception as lack of importance of guidance and counselling, a fact earlier observed by Smith et al (1955: 26). This is perceived misunderstanding between headteacher and teacher counsellor, which can lead to more problems for the students.

However, this situation should never arise in school because the duties of headteachers are explicitly defined in guidance and counselling as those selecting competent and committed teacher counsellors, a guidance committee to co-ordinate the programme, gather and avail relevant information about students and define areas of responsibility for teacher counselors (Republic of Kenya, 1977: 3). This demarcation of duties is clear enough not to cause misunderstanding or deter students from seeking support from guidance and counselling within the school. Guidance and counseling is private and confidential, a fact highlighted by Carl Rogers (1951: 158).

The Kenyan society is experiencing tremendous growth in education leading to crisis of numbers. This has brought about congestion in schools especially in urban schools. The increased numbers put pressure on school resources making headteachers to prioritise school funding to areas thought to be useful which definitely relegates guidance and counselling to be bottom of the list. This is confirmed by the Kyanguli fire tragedy final report by Ndeti (2002: 5) who notes that counselling never existed physically or in practice.

Students' background determines their future behaviour and at the same time help-seeking behaviour. This aspect has been created by the traditional approach of discipline using punishment. A fact confirmed by Foucault (1979: 152) who notes that discipline was based on the idea that the child/offender is naturally bad and that this bad behaviour could be controlled through punishment, hence, punishment acted as a deterrent in order to scare the culprit. This leads to the question: How does the previous experience of punishment affect students' perception of guidance and counselling base on value system?

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Perceived lack of guidance and counseling programme in secondary schools has hampered professional development of many students due to inappropriate career choices (Daily Nation, 23rd June, 1998). On the relationship between educational guidance and subject choice the paper revealed that majority of secondary school students are inappropriately placed in terms of their stated talents, interest and career. These students therefore end up joining other levels of education without proper career choice, which lead to low level of motivation in their work place in the future. This is highly contributed by the negative attitude that the headteachers have towards guidance and counseling programme

Kibe (2004) says that lack of training in guidance and counseling has too brought about negative views towards the counseling programme by teacher counselors. Teacher counselors feel that they are incompetent in offering the services making headteachers to recruit outsiders to offer these services. Report of the Presidential working party on education and manpower training for the next decade and beyond (Kamunge report

march, 1998) recommended that guidance and counseling be established in all schools and be seen as an integral part of the educational programme. Therefore the negative attitudes that the head teachers have towards this programme make them not to implement these recommendation because they view cognitive skills as being more important than even those aspects which relate to the development of desirable character and values.

Among the critical challenges headteachers face in secondary schools is indiscipline often linked to the turbulent adolescent stage the students are undergoing (Makinde, 1987). The psychosocial changes accompanying that stage create problems related to indecision, uncertainty, ambiguity, conflict and instability among others. These lead to delinquency, drug abuse, and other forms of deviance. Therefore headteachers' needs to have positive attitudes towards guidance and counselling because it is the only solution to these volatile stages of the students.

More strongly especially the government in curbing adolescence related problems in schools has advanced guidance and counselling. The banning of corporal punishment has left schools with guidance and counselling as the key strategy alongside minor forms of punishment (Daily Nation, 21st July 2001). In many cases guidance and counselling was an ad hoc affair depending on availability of willing teachers (Republic of Kenya, 1976).

The performance of any programme as a disciplinary strategy in any school rests with the headteacher whose attitude towards it is very critical. As the school administrator, his acceptance of the programme and dedication to it determines its success because teachers

and pupils sense and adopt the head's attitudes and sense of priority towards the programme (Smith et al 1955).

Guidance and counselling programme in Kenya is faced with a myriad of problems such as time, resources, training and parental involvement. Headteachers, being at the centre of the programmes' implementation then must play a critical role in addressing these problems. The role is made effective or difficult depending upon the headteacher's personal attitudes towards the programme. These dispositions are building upon the headteachers' attitudes towards the programmes. Observed failure and success of the programmes then in a school can be attributed to the negative or positive attitudes the headteacher bears towards the programme. Cole (1996) asserts that an administrator's attitude towards any programme undertaken by an organization is a key determinant of the ultimate outcome of the programme and its goals. As such, the failure or success of guidance and counselling as school a programme rests with the headteacher's attitude towards it.

The frequency of indiscipline cases in the country in general reveal among others, a failure of the guidance and counselling programme. As such since a clear link exists between the headteachers' attitude towards programmes and their performance, there is need to establish whether the failure of guidance and counselling programmes in Kisii has any connection with the headteacher's attitudes. Since the Ministry of Education provides limited support to teacher counselors, the headteachers' attitudes becomes even more important in determining its programmes success.

2.5 THE ROLE OF GUIDANCE AND COUNSELLING IN ALLEVIATING INDISCIPLINE IN SECONDARY SCHOOLS

Indiscipline in secondary schools basically arises from personal and psychological needs, hence counselling should aim at satisfying these needs and eradicate the associated problems such as peer influence, maladjustment and drugs which notes “discipline problems are usually associated with actions but most actions are as a result of feelings. (Republic of Kenya 1977: 6). Stopping an unacceptable action may do nothing to help the feelings that produce it. Students need to be encouraged to recognise the relationship between their feelings and their actions. Often talking over ones feelings with an understanding adult will obviate the need for acting out.

The implication of the above is that punishing a student for unacceptable behaviour may not be a solution as it does not eliminate the response but only temporarily suppresses them. This is even reinforced by Mbiti (1977), in Wandeo (2002: 4), who says, “Punishment produces fear, resentment and hostility”. This possibly explains why corporal punishment has born no desirable behaviour and the reason even for its banning in all learning institutions by the Ministry of Education Science and Technology (Daily Nation, 25th July 2001: 23.)

Tattum (1989: 17) notes that, Counselling had become something of a remedy for disruptive and violent behaviour in British schools. In other words, there is research evidence that counselling produces positive results even with difficulty students. This reinforces the reason why guidance and counselling should be embraced, as a way of managing school indiscipline in Kenya now that corporal punishment is no longer in use. According to (Ayieko, (1988); Mwika, (1996) as cited by Gitonga (1991: 6) guidance and

counselling is reported as the most preferred and most effective method of maintaining school discipline as compared to the use of corporal punishment, suspension and expulsion. Ayieko’s study established that guidance and counselling is used more frequently than punishment as shown in Table

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

Source: Gitonga (1991: 46) quoting Ayieko (1988: 42)

The good thing with using guidance and counselling is that it’s a preventive measure of bad behaviour. Tattum (1866: 169) observes counselling recognises the situations in which individuals are likely to be disruptive or the first signs of disruptive behaviour and acting quickly in a preventive way if possible, to stop influencing others in the group. A vigilant teacher counsellor will spend time around the school observing particular pupils and will provide opportunities for informal counselling. This may be through having a few words inquiring about the situation at home, about health or state of mind and a check on school progress. This done keenly will be able to help students with disruptive behaviours.

The importance of guidance and counselling is in managing indiscipline in schools; as it does not only improve behaviour, but also prevent disruptive behaviour, support school policies. This is through students’ conformity to school standard Headteachers need to be able to define and clarify the objectives of counselling, be fully informed of what the

programme entails and lastly be able to realize the importance of integrating guidance and counselling in the management of their school discipline.

Whereas the above studies of (Ayieko, 1988; Tattum, 1989; Wanjohi, 1990; Wandeo, 2002) have suggested the adoption of guidance and counselling in managing discipline, few studies have focused on the reasons why these programme is not embraced by headteachers, hence, this researcher looks at reasons why this programme has not been embraced. Gitonga's(1999) study found out its failure of adoption was based on lack of concerted efforts of teachers, parents and society, lack of time and nature of appointments of personnel in the programme by the headteachers based on age, religious inclination and willingness to participate in school counselling.

CHAPTER THREE.

RESEARCH METHODOLOGY

This section presents the methodology used in carrying out the study. It covers the research design, target population, sample size and sampling procedures, research instruments, validity, reliability of instruments, data collection procedure, and data analysis.

3.0 RESEARCH DESIGN FOR THE STUDY

The study engaged an ex-post facto design which studies a phenomenon long after it has taken place. The researcher is therefore not in position nor has ability to control the variables under investigation. For this research, the design was deemed appropriate because the headteachers' attitudes have already been formed and as such the researcher would not in anyway control the responses, they were only to be observed but not elicited. Thus, they were not open to manipulation by the researcher making the ex-post facto design as suggested by Kerlinger (1986) and Tuckman (1978) appropriate.

3.1 TARGET POPULATION

The target population of study refers to the group of subjects investigated in relation to the problem under study. They are the sources of data intended to achieve the study's objectives (Kerlinger, 1986). The study was carried out in Kisii District in Nyanza province, Kenya including all 97 public secondary schools in the district. The study targeted all the 97 headteachers of these schools.

3.2 SAMPLE SIZE AND SAMPLING PROCEDURES

A sample is a representative fraction of the targeted population from which data is collected to enable conclusions and generalizations that apply to the whole population (Kothari, 2002). Krejcie and Morgan in Mulusa (1988) table for sampling was applied, which gives definite sample sizes for given population sizes. As such the sample size of the 97 headteachers for this study was taken to be 54. However, to minimize the standard error, this was increased to 60 secondary schools. These cases were chosen through multi-stage cluster sampling – Three clusters based on school type emerge: mixed schools, girls only and boys only schools. Each was assigned the following quotas: mixed 30, boys only 20, and girls only 10. This was because the number of each type of school varied proportionately in the district. All girls' only secondary schools were 10 and therefore all headteachers were included. All boys' only secondary schools were 20 and therefore all headteachers were included. For gender balance all mixed secondary schools headed by female headteachers were 5 hence all of them were included. To get the remaining 25 headteachers from 62 remaining mixed secondary schools, simple random sampling was used. In the actual study the clusters were represented as follows: All mixed secondary schools 28, boys only secondary schools 16, girls only secondary schools 6.

3.3 RESEARCH INSTRUMENTS

Questionnaires were the only research instrument used. This had three sections. Section A contained items to gather biographical data while section two comprised of a 40 item Likert scale to gauge their attitudes. Lastly section C contained open-ended items meant

to gather data related to problems, constraints and opinions of the headteachers related to guidance and counselling in their schools.

3.4 VALIDITY OF INSTRUMENTS

Validity is accuracy and meaningfulness of inferences, which are based on research result. The validity of the questionnaire in this research was established by carrying out a pilot study where 10 headteachers from the neighbouring Gucha district with similar characteristics to those in Kisii district administered the questionnaires. Some, which were found ambiguous, unclear or found irrelevant, were replaced or modified appropriately to ensure validity.

3.5 RELIABILITY OF THE INSTRUMENTS

Reliability is a measure of degree to which a research instrument yields consistent results or data after repeated trials. The split-half method was used to test for reliability of the instruments. This is where the questionnaire was divided into two halves (even and odd numbers) and then Pearson Brown's Prophecy Formula used to calculate reliability. Best (1998) suggests that any score above 70% is adequate for the reliability of the instrument; hence the level of acceptance will be 0.7. However the calculated reliability was 0.95 hence the instrument was found to be very reliable for the study.

3.6 DATA COLLECTION PROCEDURE

The researcher administered the research instruments after acquisition of the relevant research permits from the Ministry of Education science and technology and the District

Education Office, Kisii notified. Letters specifically addressed to the chosen headteachers were dispatched prior to questionnaires administration.

The questionnaires were collected between two and seven days. In some cases they were completed on the spot, which was highly encouraged due to high chance of reliability and honesty in terms of instant responses that reveal attitude than those emerging after long reflection. However some respondents failed to return them after the seven days and several reminders and school visits. Several reasons were given such as busy time of the term the study took place and the examinations around the corner. As shown in the next section though, there was adequate return for the study.

3.7 DATA ANALYSIS

The data was cleaned, coded and entered into the Statistical Packages for Social Sciences (SPSS) computer programme to commence analysis. Simple descriptive statistics were used to analyse descriptive data while inferential statistics were used to answer research question 1 – 3. Particularly, the chi-square statistic was used to establish any relationship between the specified variables in question one and two while the discussions of averages and frequencies were employed for the other questions. Clarifications and Discussions of the results were utilized to elucidate the findings further since the study mainly employed qualitative techniques.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter analyses and presents the findings of the study as per the data collected using the headteachers' questionnaires from public secondary schools in Kisii District.

The questionnaires were pre-tested and its validity established at 0.95.

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4.0 QUESTIONNAIRE RETURN RATE

Of the 60 sampled secondary school headteachers, 50 of them fully and correctly filled the questionnaires administered to them. Therefore the questionnaires return rate was 83.3%, which was very adequate for the study.

4.1 BACKGROUND DATA OF RESPONDENTS

Percentages and frequencies were used to describe the biographical details of the respondents. The biographic details included age, gender, and education level and headship experience. The table below summarizes the gender distribution of headteachers who participated in the study as respondents.

Table 1: Gender distribution of headteachers (N = 50)

Sex	Frequency	Percentage
Male	45	90.0
Female	05	10.0
Total	50	100.0

Though intended to include both gender on an equal basis, the data revealed that, there are very few female headteachers in the district. Therefore only five were included in the

study who were purposively selected. The males comprised 90% of the respondents while females were only 10%. The findings showed that, the gender disparity is an issue in the leadership of secondary schools in the district.

4.1.1. Age Distribution Of Teachers

The respondents were asked to indicate their ages. From the responses given, the following clusters were made and the final age distribution was as shown below.

Table 2. Age distribution of respondents N=50

Age in years	Frequency (F)	Percentage (%)
Below 35	4	8.0
36-40	21	42.0
Over 40	25	50.0
Total	50	100.0

From the above results, it emerged that majority of headteachers in the district were over forty years (50%) while the ones aged between 36 and 40 years took 42% of the respondents. The small number 8.0% - aged below 35 years showed that in the district, not many heads are young. This can be explained by the fact that to be a appointed or promoted to headteacher position one needs experience as a teacher normally of over ten years.

4.1.2. Education Levels of Headteachers

The study sought to investigate the levels of the headteachers’ formal education in the district. The respondents were therefore asked to indicate their highest levels of formal education as summarized in the table below.

Table 3: Headteachers' Distribution based on Academic Qualifications (N=50)

Academic Level	Frequency (F)	Percentage (%)
College (diploma)	4	8.0
University (degree)	46	92.0
Total	50	100.0

From the above results, it was established that majority of the headteachers (92%) were university graduates. Only minority (8.0%) were diploma holders all of who were aged over forty. It can be concluded that, headteachers in the district are generally highly educated and academically qualified.

4.1.3. Headteachers' Professional Qualifications

Table 4: Headteachers' Distribution according to professional qualifications (N=50)

Professional Qualification	Frequency (F)	Percentage (%)
Graduate (Degree)	46	92.0
Diploma (SI)	4	8.0
Total	50	100.0

The professional qualifications of the headteachers took the same patterns as their formal education. It emerged that all the diploma holders were SI teachers while all the degree holders are graduate teachers. However depending on experience and other accomplishments, there were variations within these categories in terms of seniority and salaries. Many were reluctant to disclose their exact status, which range from headteacher I to various principal grade designations. These however were more of promotional levels than professional qualifications.

4.14 Experience Of Headship

The respondents were asked to state the length of time they have been heads. Their responses were categorised into four clusters and the distribution was as shown below:

Table 5. Headship experience N = 50

Time in years	Frequency	Percentages
0 – 2	7	14.0
3 – 5	30	60.0
6 – 10	9	18.0
Over 10	4	8.0
Total	50	100.0

Majority (%) of the heads were quite thoroughly acquainted with the various school and administrative roles and activities. The study revealed that, they were competent in responding to the other aspects of the study.

4.1.5. Type Of School Headed

The headteachers were required to state the type of school they headed. There are three types of schools studied: mixed, boys only and girls only. This is revealed in table 6

Table 6: Type of school N = 50

Type	Frequency	Percentages
Mixed	28	56.0
Boys only	16	32.0
Girls	6	12.0
Total	50	100.0

Multi-stage cluster sampling according to the school type ensured that there was a fair and proportionate representation of all school categories in the study.

4.2 **EXISTENCE OF GUIDANCE AND COUNSELLING DEPARTMENT IN SCHOOLS**

The study sought to establish the existence of Guidance and Counselling services in the districts public secondary schools. From the onset, the study found that out of the 50 schools, only seven (14%) did not have guidance and counselling departments. The rest, 86% had the G&C departments.

Table 7: Existence of guidance and counselling departments N = 50

Responses	Frequency	Percentages
Yes	43	86.0
No	7	14.0
Total	50	100.0

It is worth noting that all the single sex schools had a Guidance and Counselling department but a third of the mixed schools did not. It is also noted that there was no discernible relationships between the duration of headship and the existence of such a department.

4.2.1. **Teacher in Charge of Guidance and Counselling**

When the 43 who had the departments were asked whether the school had a particular person in-charge of Guidance and Counselling, the majority (94.3%) of the participants answered in the affirmative. While a minority (4.7%) had no teacher in-charge. The latter indicated that teachers were assigned such duties in an ad hoc manner when and where the need arose. In other words, the study established that in these schools everybody was assumed to be a counsellor at given times hence the department existed as an amorphous entity within the school. The other 94.3% had specific assigned teachers who were also

departmental heads. Most of these teacher counsellors were also in charge of other related activities in the school such as the pastoral programmes, discipline and general student welfare.

4.2.2. Appointment of Head of Department

Those schools which had specific teachers for guidance and counselling were further asked to state who had given them the mandate to be in-charge of Guidance and Counselling department. The headteachers reported as summarised below:

Table 8: Appointment of Head of Department N = 41

Time in years	Frequency	Percentages
TSC	2	4.9
Head-teacher	36	87.8
Volunteered	3	7.3
Total	41	100.0

Only a scant 4.9% of persons in-charge of Guidance and Counselling was recognised by the employing body- Teachers Service Commission as being qualified enough to handle Guidance and Counselling programs. The rest (95.1%) were appointed by the school or volunteered to do the work and by extension did not probably have any requisite qualifications or if they did were not yet confirmed by their employer.

4.2.3. Factors Contributing To Lack Of Guidance And Counselling Departments in The schools.

The seven headteachers (14%) who had no Guidance and Counselling department were asked to indicate the reasons as to why they did not exist. Various reasons were advanced and the major ones were:

- a) Lack of a qualified teacher to handle it - 100%
- b) Absence of material resources to do the job - 57.1%
- c) Reluctance to perform the duty by teachers - 42.9%
- d) Guidance and Counselling is not necessary in the school-28.5%

Though no recognised department existed to co-ordinated the Guidance and Counselling programmes, none of these headteachers felt that the reason for this could be perceived irrelevance of Guidance and Counselling in their schools.

4.3 TRAINING IN GUIDANCE AND COUNSELLING

The study sought to assess the level of training of guidance and counselling teachers in the district by finding out the number and nature of training available in the schools. The findings are presented as follows.

4.3.1. Training Of Person In-charge Of Guidance And Counselling

The headteachers were required to indicate whether the person in-charge of guidance and counselling in their schools had received training in Guidance and Counselling. Their responses revealed:

Table 9: Training of Person in-charge of Guidance and Counselling N = 41

Time in years	Frequency	Percentages
Not trained	34	82.9
Trained	7	17.1
Total	41	100.0

Guidance and counselling programs in schools is hampered by among others inadequate or lack of training for counselling personnel.

4.3.2. Necessity of Training in Guidance and Counselling

Despite the high prevalence of untrained personnel manning the Guidance and Counselling programmes in schools all the headteachers of the schools with untrained persons in charge agreed that training in Guidance and Counselling was very necessary – a sentiment also echoed by Kibe (2004).

4.3.3. Headteacher's Contribution In Ensuring Training Of Person's In-Charge Of Guidance And Counselling

The headteachers whose schools had no trained personnel in-charge of Guidance and Counselling but also felt that training was necessary were asked to indicated whether they had sent their persons to any in-service course. They indicated as abridged below:

Table 10: Headteacher's support of in-servicing Guidance and Counselling. N = 34

Response	Frequency	Percentages
Have not sent him/her for in-servicing	30	88.2
Have sent him/her for in-serving	4	11.8
Total	34	100.0

Only few headteachers (11.8%) actively supported Guidance and Counselling programmes in their schools as far as sending persons in charge of Guidance and Counselling for in servicing. This could be attributed to among others, the negative attitudes held by headteachers towards Guidance and Counselling programme that was apparent during informal discussions between the researcher and the school administrators on the place of Guidance and Counselling in schools.

4.3.4. Level Of Training In Counselling Skills

The study sought to find out what level of training in counselling skills according to the headteachers, a teacher counsellor should attain in order to competently carry out his/her duties. Their opinions are as recorded in Table11 below:

Table 11: Appropriate Qualification in Counselling Skills N = 50

Level	Frequency	Percentage
Post-graduate	3	6.0
Graduate	7	14.0
Diploma	16	32.0
Certificate	9	18.0
Doesn't matter	15	30.0
Total	50	100.0

Though Guidance and Counselling is very vital to learners' growth and development, more than a quarter of headteachers (30%)in the study, though charged with the overall duty of ensuring the realisation of this goal, had no definite opinion of what level of training a teacher counsellor should attain. Only 20% felt that Guidance and Counselling in a school was crucial enough to be manned by those with graduate and postgraduate qualifications in counselling. The low expectations in relation to training levels of

guidance and counselling teachers revealed the low opinion most of them held towards the departments/programmes. Many felt and said so during discussions that anybody, any teacher, can be guidance and counselling head hence no need for any special training.

4.4 GUIDANCE AND COUNSELING DEPARTMENTS IN SCHOOLS AND THEIR ACTIVITIES

This section deals with guidance and counselling departments and other related factors therein including appointing body of head of departments, awareness and utilisation of guidance and counselling services by students, effectiveness of Guidance and Counselling department along side other emerging pertinent issues studied.

4.4.1. Awareness Of Guidance And Counselling Programmes among Students

The table below presents data on the person(s) who had created and nurtured awareness of Guidance and Counselling to students in the schools studied in the district. The teachers (62.0%) had numerous opportunities to interact with students were mainly instrumental in making their charges aware of Guidance and Counselling services in their schools. In 26.0% of the instances, the headteachers played a key part in advocating for Guidance and Counselling while outsiders invited to give talks in schools were also responsible for promoting awareness of guidance and counselling services in the schools.

The table below summarizes these:

Table 12: Guidance and Counselling among students N = 50

Creators(s) of awareness of Guidance and Counselling to Students	Frequency	Percent-age
Headteacher	13	26.0
Entire staff	21	42.0
House teacher	-	-
Class teacher	10	20.0
Speakers invited to school	6	12.0
Total	50	100.

4.4.2. Use Of Guidance And Counselling By Students

Asked whether students made use of the Guidance and Counselling service in the school, the majority 78% said that they did while only 22% admitted that their students did not take advantage of the existing services.

4.4.3. Programme Of Activities Of Guidance And Counselling Department

Up to 52% of headteachers reported that, the Guidance and Counselling departments in their school had a drawn up programme of activities, while 48% said that their departments did not. Through informal discussions with the researcher, it emerged that the Guidance and Counselling activities took place in the latter were decided upon when either need or opportunity arose for example when a certain deviant behaviour became rampant, or when resource persons came to visit the school.

4.5 EFFECTIVENESS OF GUIDANCE AND COUNSELLING SERVICES

Questioned on how they rated their Guidance and Counselling departments, the headteachers' opinions were quite varied. Majority of the schools (68.0%) had Guidance

and Counselling departments that were of average effectiveness. It is noted, that 6% of department deemed very effective especially in girls' only schools. None of the headteachers rated their department under taking Guidance and Counselling responsibilities in schools as ineffective, even in the 4% of the schools, that did not have a person in charge of Guidance and Counselling activities were arguing that the programme was average.

Table 13 summarises the findings.

Table 13: Effectiveness of Guidance and Counselling Department N = 50

Response	Frequency	Percentage
Very effective	3	6.0
Effective	7	22.0
Average	34	68.0
Ineffective	6	4.0

4.5.1. Frequency Of Discipline Related Problems In Schools

Some of the ineffective departments were in schools that claimed to experience fairly frequent discipline related problems. The findings are summarised in table14 below. The study sought to determine how frequent the incidences of discipline related problems were in the three months preceding the study:

Table 14: Frequency of Discipline related problems

Frequency	Frequency	Percentage
Once per term	8	16.0
Once per month	11	22.0
Once per week	10	20.0
Only once recalled	2	4.0
None at all	19	38.0

The incidences of discipline related problems were few and far between as evidenced by 16% and 22% of headteacher who reported that they had such experiences only once and thrice per term respectively. However, 38.0% had no problems as far as discipline is concerned. The 20% of schools with Guidance and Counselling departments boasting above average effectiveness (see table 13) were among those schools with no discipline problems.

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4.5.2. Preferred Gender of Guidance and Counselling Teacher

The headteachers gave indications of their preferred gender when recommending a Guidance and Counselling teacher for appointment. From the table below, all headteachers of girls’ schools preferred female teachers to handle Guidance and Counselling issues while in most mixed schools any gender would do. Like the girls’ only schools, the boys’ only schools in the main were more biased towards male teachers.

Table 15: Preferred Gender of Guidance and Counselling Teacher

Gender of Guidance and Counselling Teacher	School type							
	Mixed		Boys		Girls		Total	
	F	%	F	%	F	%	F	%
Male	6	12.0	13	26.0	-	-	19	38.0
Female	4	8.0	-	-	6	12.0	10	20.0
Doesn’t matter	18	36.0	3	6.0	-	-	21	42.0
Total	28		16		6		50	100.00

4.6 PROBLEMS FACING GUIDANCE AND COUNSELLING IN SCHOOL

The headteachers were asked to identify challenges facing the adoption and running of guidance and counselling services in their schools as well as the gravity these problems presented to their schools.

This is summarised below in Table 16.

Table 16: Main Problems Facing Guidance and Counselling services N = 50

Response	1		2		3		4	
	F	%	F	%	F	%	F	%
Lack of school administration support and capacity	7	14	12	24	31	62	-	-
Failure/ reluctance to volunteer information	21	42	20	40	4	8	5	10
Time factor/ tight demanding school schedules	23	46	16	32	11	22	-	-
Lack of professional training / and capacity among G&C	28	56	12	24	10	20	-	-
Lack of confidence in G&C by students and general school	12	24	22	44	16	32	-	-
Lack of facility and resources for G&C duties	21	42	8	16	21	42	-	-
Gender of Guidance and Counselling teacher	7	14	5	10	35	70	3	6
Teaching load on teachers assigned G&C duties	20	40	17	34	13	26	-	-
Role conflict on teachers assigned G&C duties	14	28	26	52	10	20	-	-
Attitude of students and general school towards G&C	4	8	18	36	28	56	-	-

More than half of the headteachers (62%) denounced lack of administrative support as a main problem to counselling. Major problems areas were failure to volunteer information by student (82%), role conflicts of teacher counsellors (80%) and huge teaching workload that left little time and energy to dedicate to Guidance and Counselling (74%).

Key:

- Serious problem (1)
- Not a problem (3)

- Minor problem (2)
- Don't know (4)

4.6.1. Perceptions Of Guidance And Counselling In School

To gauge their attitudes towards various issues in Guidance and Counseling, the headteachers were asked to indicate whether they agree or not on the issues raised in Guidance and Counseling against a scale: -

Key:

Strongly agree (1)

Agree (2)

Strongly disagree (3)

Neutral (4)

Table17: Headteachers Perceptions of Guidance and Counseling Program N = 50

Issue	1		2		3		4	
	F	%	F	%	F	%	F	%
Every school should have programme	50	100.0	-	-	-	-	-	-
Link students and teachers	26	52.0	24	48.0	-	-	-	-
Avenue for solutions to student problems	27	54.0	23	46.0	-	-	-	-
Teacher in charge	5	10.0	35	70.0	3	6.0	7	14.0
Discipline	28	56.0	22	44.0	-	-	-	-
Professionalism	8	16.0	23	46.0	8	16.0	11	22.0
A viable option for chronic indiscipline cases	16	32.0	23	46.0	6	12.0	5	10.0
Others/insignificant benefits	23	46.0	24	48.0	3	6.0	-	-
Does not work	6	12.0	16	32.0	28	56.0	-	-
Gradual	24	48.0	18	36.0	8	16.0	-	-

Generally, the headteachers’ perceptions towards Guidance and Counselling in their schools were quite positive. They all strongly agreed that Guidance and Counselling was a good programme and that it was imperative that all schools should have it. However, they were largely of the opinion that since Guidance and Counselling presents some challenges, it should be gradually introduced in schools (84%). It emerges that 16% strongly disagreed the teacher in charge had displayed professionalism in counselling while 22% abstained a positive or negative comment. Probably this stemmed from the headteachers lack of training or experience in Guidance and Counselling.

4.6.2. Functions Of Guidance And Counselling Programme

The respondents were asked to indicate what they viewed as crucial functions of Guidance and Counselling programme as they applied in their schools. Majority of the headteachers indicated that they viewed the departments as charged with the role of ensuring that the services of guidance and counselling were quite popular and accessed by the students -80 %. This was closely linked to the assertion that the departments were also supposed to inform students about the G&C activities and services in the school and as such enlighten them on their role 78%.

Other functions included school philosophy development (52%), school goal setting and clarification (62%), as well as situating guidance and counselling within the large school functions and goals (62%). Training of teachers and facilitating collection of monitoring information in schools were also seen as part of the functions of the departments.

The table below summarises these:

Table 18: Functions of Guidance and Counselling Programme N = 50

a)	Setting goals for overall school guidance and counselling	62%
b)	Developing school philosophy for all members	52%
c)	Defining the nature, role and place of the guidance and counselling services within the school activities and goals	62%
d)	Assist in popularising and recruiting other members of staff to G&C activities	80%
e)	Appointing of relevant G&C committees in schools	48%
f)	Organising the G&C services and in-school training of other teachers Informing students about the G&C	54%
g)	Activities and services Facilitating collection of relevant	78%
h)	Information	34%

4.6.3. Non- involvement Of Headteachers In Guidance And Counselling

The following reasons were given as to why headteachers did not get involved in the co-ordination of Guidance and Counselling activities in their schools.

Table 19: Reasons for non-involvement by heads in G&C

a)	Too many administrative duties	78%
b)	Sole responsibility of G&C teacher	12%
c)	No Other available teachers for the work	10%
d)	Had no relevant knowledge	20%
e)	Had no relevant experience	14%
f)	Role Conflict (discipline, administration, guidance and counselling	8%

Majority indicated that their administrative duties did not leave them any time to participate in the guidance and counselling activities in their schools – 78%. However discussions revealed that many of these were not even interested in participating hence the workload only provided an excuse. Other reasons advanced included attempts to delegate and give autonomy to the involved teachers and saw the work as sole responsibility of these teachers; lack of relevant capacities and role conflicts that are likely to arise if they were involved in the activities.

4.6.4. Non-attendance Of In-service Course In Guidance And Counselling

The following were reported as the reasons why teachers in-charge of Guidance and Counselling in their schools do not and have not attended in-serving:-

Table 20: Reasons of G&C teachers' non-attendance of training

a)	Lack of Time	50%
b)	Not Interested	20%
c)	Waste of schools' limited funds	12%
d)	No resource /sponsorship	78%
e)	Training not necessary	19%
f)	Distance from training venues	16%
g)	Poor publicity of courses held	22%

Lack of sponsorship and resources (financial) in schools to enable them attend was cited as the major reason by 78% of the headteachers while 50% indicated that the involved teacher were too busy to be released to attend such courses and training whenever they were held. Others (12%) expressed negative attitudes by indicating that the training was often a waste of school funds and unimportant. Asserted that the teachers themselves were not interested in attending the trainings.16%cited long distances between their schools and the training venues.22%were never aware of the course whenever they were held since they were poorly publicised- 22%. In all the reasons advanced weighed more against the heads' attitude towards the necessity of the training in guidance and counselling

4.7 WAYS OF IMPROVING GUIDANCE AND COUNSELLING IN SCHOOLS

The respondents were required to give ways in which the adoption and implementation of Guidance and Counselling Programmes can be improved and enhanced. These were among the most popular;

Table 21: Ways of improving Guidance and counselling in schools N = 50

a)	Selecting competent and trained teachers to be in-charge of the programme	36%
b)	Establishing a vote head for G & C programs	58%
c)	Administrative support of G & C Programs	64%
d)	Reduced teaching load for teacher counsellors	56%
e)	Sensitising headteachers on the importance of G & C	16%
f)	Giving incentives to teacher-counsellors like being recognised by TSC & MOEST	72%
g)	Frequent training of teachers in G & C	52%

Motivation of guidance and counselling teachers through incentives and recognition by the ministry and employer was established from the response as the most effective way of improving and sustaining the adoption and establishment of the departments in schools in the district- (72%). This was closely linked to the suggestions that the involved teachers be given lighter workloads in teaching (56%) and at the same time schools establish adequate and working support systems to assist and constantly enable them (64%). These were envisioned, could make it possible for teachers involved to work, if they are also appointed competently and based on merit (36 %)

4.8 INTERPRETATION AND DISCUSSION OF THE RESULTS.

The underlying objectives of all the research questions were to establish the general perceptions and attitudes of headteachers towards Guidance and Counselling Programmes in secondary schools in Kisii district. While the data analysis above has already given detailed explanations and summaries of the headteachers towards the guidance and counselling in their schools, the research questions will summarize the major issues established.

4.8.1. Relationship between the headteachers’ attitude towards Guidance and Counselling programmes and his/her administrative experience

From the study, 60% of the respondents had headed the schools for between three and five years while 26% had six or more years experience and only 14% had two years or less worth of experience. It emerged that there was no discernible relationship between the headteachers’ attitudes towards Guidance and Counselling programmes and his/her administrative experience in the current station as all of them (100%) strongly agreed that it was a good programme that all schools should have and that it was indispensable it provided solutions to students’ problems. They also were of the opinion that those providing this crucial service should attain a certain level of qualification in counselling skills. To fully establish the absence of any relationship between the attitudes and administration experience, a hypothetical relationship was assumed. The chi square test was used to test it. The results were as follows:

Table 22: Relating headteachers’ experience and attitudes towards guidance and counselling

Correlation Coefficient Value	0.03
No. Of Cases	50
Probability Value (P)	0.58
Significance Level	0.05

The test results led to the acceptance that there is no significant relationship between the headteachers’ attitude towards G & C programmes and his/her administrative experience. The relationship was found to exist at the significance level of 0.05. Even the potential correlation was at 0.03, which is negligible.

4.8.2 The headteachers' attitude towards Guidance and Counselling depend on the type of school they are heading

Slightly more than a half of them (56%) headed mixed schools and 32% and 12% headed boys and girls' schools only. As far as the significance of Guidance and Counselling programme was concerned all the headteachers were in agreement, that the programme is necessary. However, it was noted that all single sex schools had guidance and counselling department and this may be attributed to the headteachers' positive attitude towards guidance and counsellor. Seven out of the 28 mixed schools did not have such a department. The reasons given ranged from the school being too young, no facilities or trained personnel and the few teachers available were greatly occupied with teaching activities. There is no time to spare for the department; but all felt that such a department is essential if the services were to be streamlined.

As above, a relationship was hypothesised for testing to establish whether any relationship exists between the school category and the heads' attitudes. Stated as a null hypothesis, the chi-square test revealed that no significant relationship exists between them. Though the correlation coefficient was slightly higher than the one between their attitude and experience, it nonetheless similarly shows no significant connection. The chi square test is summarised below:

Table 23: Relating headteachers’ school and attitudes towards guidance and counselling

Correlation Coefficient Value	0.08
No. Of Cases	50
Probability Value (P)	0.38
Significance Level	0.05

Thus, generally it was deduced that the category of school bore little influence on the headteachers’ attitude towards guidance and counselling.

4.8.3 The headteacher’s attitude towards their schools Guidance and Counselling programmes

Many of the headteachers had a positive attitude towards the Guidance and Counselling programmes in their schools. This was evidenced by their rating of the effectiveness of Guidance and Counselling services in the schools; 88% rated them as of average or above average effectiveness. In addition, 56% strongly agreed that the Guidance and Counselling programmes in their schools have and can contribute to improving discipline among the students. This was further reinforced by another 56% who strongly disagreed with the perception that in their school, Guidance and Counselling does not work for most undisciplined students.

However, though a good programme the headteachers were sceptical about the abrupt manner in which Guidance and Counselling replaced other forms of discipline. An overwhelming 84% felt that Guidance and Counselling as a disciplining measure needed to be gradually introduced in schools as the challenges it presents are numerous. This widespread feeling may be the cause of the negative attitude towards Guidance and

Counselling as evidenced by headteachers not sending the person's in-charge of Guidance and Counselling for in-servicing even though many of them (the headteachers), had been heading the schools for years or more.

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4.8.4 Constraints headteachers face in adopting and implementing Guidance and Counselling services in their schools

The headteachers were faced with a myriad of problems the most serious being lack of capital or sponsorship to finance the activities of the Guidance and Counselling programme (78%). This shortage led to lack of essentials like a well-equipped room for Guidance and Counselling and inability to cater for teachers' training needs in Guidance and Counselling.

Another serious problem encountered by 56% of headteachers was lack of professional training among teacher counsellors; a further 24% reported this as a minor problem but a problem nonetheless. In the main, teacher counsellors are unqualified and the repercussions of this could be negative attitude towards G & C and offering sub-standard services as claimed by Kibe (2004).

The roles of the teachers are many and he/she has to find the time for Guidance and Counselling, which presents a problem, as most stakeholders in education are concerned with the cognitive development of the learner. The prevalent unconcern for the effective domain has relegated Guidance and Counselling to the back burner with many teachers reluctant to take on additional responsibilities that are at least recognised as important. Thus headteachers cited lack of time (78%) and reluctance to perform counselling duties by teachers (42.9%).

A factor that does not present a problem currently but could pose as a more significant constraint at a later date was the gender of the teacher-counsellor as recognised by 24.0% as a potential impediment.

4.8.5 Opinion on how adoption and implementation of Guidance and counselling programs can be improved

A large majority of headteachers (72%) attributed the prevalent lack of training of teacher counsellors to lack of clear policies within the MOEST and TSC with regard to G & C. Consequently, they urged the TSC to put in place incentives that would encourage training and maintaining of a motivated counselling staff (72%). Such incentives could include recognition by TSC through increased remuneration and opportunities for professional development.

All administration in education beginning with MOEST, TSC, school Board of Governors and sponsors were urged to support G & C in schools by establishing a vote head for G & C programmes (58%) and by coming up with clear policies and objectives on training in implementation and evaluation of the G & C programmes.

A further 16% suggested headteachers and other teaching staff to be sensitised as to the importance of G & C and its contribution in the overall success / achievement of the learner. With concrete support from policy makers, the headteachers foresaw a smooth adoption and implementation of G & C programme, as it would not be recognised as a very vital school activity.

4.9 SUMMARY OF DATA ANALYSIS

Despite the significance of Guidance and Counselling in solving student's problems and enabling them make informed choices, it was found out that the headteachers attitude towards Guidance and Counselling was wanting. Some schools did not even have a G & C department and in some instances where the departments existed, there was no programme to help towards achieving the objectives for which the department was established. Other problems presented included few trained teacher counsellors, inability or reluctance of headteachers to send such teachers for in-service courses, reluctance of the teachers to shoulder counselling responsibilities and the lethargy of policy makers to improve G & C programme in schools. However, corrective measures to these and more challenges were put forward. Amongst them was more concerted effort by all stakeholders towards improving G & C in schools. From the findings, the research questions posed were satisfactorily answered.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 SUMMARY

The headteacher is vested with the weighty responsibility of running and controlling the school, and the task of ensuring the success of the school programmes rests squarely on him/her. His attitudes therefore towards any programme will greatly determine whether they come to function effectively and efficiently in the required time span or not. The study delved into the attitudes of headteachers towards guidance and counselling one of the most exigent programs in secondary schools today.

Sufficient literature was reviewed to show that G & C of the young and impressionable has been in existence since the beginning of reason but that despite its lengthy history, it is still being faced with manifold problem. It also shows that some of these problems could be attributed to the headteachers' attitude towards G & G.

Data was gathered through a detailed questionnaire and selected discussions with some of the respondents and other relevant stakeholders in the course of the fieldwork. The questionnaire was pre-tested and its validity established at 0.95. The Spearman Brown Prophecy formula was used to calculate reliability. In addition, information emanating from consultation and advice mainly from the supervisor was incorporated to increase the validity and reliability of the instrument before administering it to respondents.

The questionnaires return rate was 83.3%, which was considered quite adequate for the purposes of the study. Frequencies and percentages were employed in data analysis while the chi square statistic was sparingly used to test hypothesised relationships. The summarized research findings are as follows:-

5.0.1 The relationship between the headteachers' attitude towards Guidance and Counselling programme and his/her administrative experience in the current station.

The relationship between the headteachers' attitude towards G & C programmes and his/her administrative experience in the current station was non-existent or negligible at most for none, even the ones with the least or the most administrative experience claimed not to discern the significance of the programme or not have a desire to see it function more effectively.

5.02 The relationship between the headteachers' attitude towards Guidance and Counselling Programmes and the Type of school headed

Single sex school heads portrayed slightly more positive attitudes towards Guidance and Counselling than males of mixed school, as it is in these schools that G & C departments existed and where the departments were rated as effective. A quarter of the mixed schools had not established a department – a proof of disregard for G & C.

5.0.3 The general headteachers' attitude towards headed school's Guidance and Counselling Programmes

Majority of the headteachers' attitude towards G & C programme in their schools was positive. It however emerged that the positive attitudes could have been more rampant or has further reaching effects if the introduction of G & C in schools had been gradual.

5.0.4 The Constraints headteachers' face in adopting and implementing Guidance and Counselling in their schools

The most pressing problem was the lack of capital to finance G & C activities which include sponsoring teacher-counsellors for in-servicing, having adequate physical facilities for G & C, paying resources persons for counselling sessions and general implementation of the program.

5.0.5 Recommendations of enhancing adoption and implementation of Guidance and counselling in Kisii District

Major solutions proposed included drawing up of clear policies by the MOEST and TSC with regard to training in and implementation and evaluation of G & C in schools, establishing a vote head for G & C programmes and sensitising all concerned about the centrality of G & C to student growth and development.

5.1 CONCLUSIONS

From the findings, the following conclusions were arrived at. First, that the headteachers' attitude towards G & C in schools was positive. However, a very constrained budget and lack of support from the teaching staff and significant others created feelings of resentment that could account for the pockets of disinterest in and poor performance of G & C programmers in schools.

Secondly, that the grave duty of implementing the program was further made more difficult by educational authorities that expected too much of the G & C programme yet they contributed too little to its successful implementation. This was evidenced by lack of

official recognition of teachers who, in addition to their other roles, took up the responsibility of providing counseling services.

Thirdly, that the G & C programme is a discipline measure could have engendered a more positive attitude in the headteachers' if they had been initially involved in the decision-making related to its adoption, in piloting and evaluation of its viability. The abruptness in which G & C was adopted, the edicts of numerous charters on the rights of the child notwithstanding, has made the teaching fraternity to feel as if G & C is not their child to take care of and worry over.

Fourthly, that the school community and the surrounding should be made aware of the significance of G & C. This will go a long way to enabling teachers acquire a positive attitude towards the programme, encourage students to seek the services and further ensure that the rest of the community generously gives of its energies and finances to guarantee its success.

Moreover, the responsibility of educating the young is not vested only on the school and the teacher, the headteachers' sometimes-apatetic attitude towards such a crucial program is a reflection of the wider society's indifference towards the needs of its progeny. Thence, there is an urgent need for an evaluation of general societal and specific community values in order to ensure adoption and design of relevant and context specific G&C programmes in schools. Such will guarantee the participation and acceptance by all.

Lastly, it was concluded that headteachers' attitude towards G & C in schools was positive, but constrained budget and lack of support from the educational authorities like MOEST and TSC contributed too little to its successful implementation.

5.2 RECOMMENDATIONS

From the findings of the study, the following recommendations were made:-

- i) The headteacher is just a spoke in the wheel that is the educational system. He therefore requires the co-operation of the other (spokes) specifically the TSC if the G & C programme is to be run effectively.
- ii) The society in general should invest more time, resources and creativity in ensuring that the needs of the young are catered for. The school is already burdened with so much and while G & C is important, professionally trained counselors installed in the school should carry out the bulk of it.
- iii) A resource or advisory centre should be established in every educational zone to provide centralized services to the surrounding schools and communities. This would go a long way in changing people's attitudes towards G & C and increasing the relevant needed skills at the local level.
- iv) Headteachers should undergo a thorough training in G & C as some of them still cling to the old practices of physical punishment and are unaware of the benefits that can be derived from G & C. This training would be aimed at informing and dissipating negative attitudes towards G & C. As leaders in society, such training would empower them in making informed decisions and influencing behaviour change among other members of society.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

Based on the findings of the study, there are areas that need to be studied in order to improve headteachers' attitude towards G & C. these included the following:

- i) Investigation of the possibility of closer co-operation between MOEST, TSC, schools and other important bodies in ensuring the success of G & C programmes. This co-operation could take the form of forming district panels in which representatives of each body could contribute to policy making.
- ii) There is need to investigate the viability of a training programmes tailored towards addressing the needs of headteachers as far as G & C is concerned. This would seal any existing knowledge gap and empower headteachers to take charge of G & C programmes in their schools.
- iii) Ways and means of “de-stereotyping” counseling as a preserve of the demented and those with little ability to cope with life’s challenges should be investigated. This would ensure that G & C is accorded the resources and respect it deserves as a corrective measure by teachers, headteachers, students, parents, school boards and ministries of education.
- iv) There is need for a comparative study or replication of this study in other districts. Such would generate generalizations that could inform policy and decisions and sustain further academic interest and debate.

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Appendix 1:

HEADTEACHER'S QUESTIONNAIRE

The headteachers' attitudes towards guidance and counseling of students in schools.

Tick the most appropriate answer

We would like you to share your opinion with us by taking a few minutes to answer the questions below. There is no right or wrong answer so you do not have to discuss or consult with a friend. You also do not need to write your name since the information you give will be treated with strict confidence.

1. How long have you headed this school?

- a) 0 – 2 years []
- b) 3 – 5 years []
- c) 6 – 10 years []
- d) Over 10 years []

2. Is the school

- | | |
|----------|---------|
| a) Mixed | [] |
| b) Boys | [] |
| c) Girls | [] |

3. Does your school have a guidance and counselling department?

Yes []

No []

If your answer to question 3 above is NO answer question 4 if YES go to question 5

4. The following are some of the reasons that may contribute to lack of guidance and counselling in any school. Please tick the reasons that apply to your school

- a) Lack of qualified teacher to be in charge []
- b) Absence of material resources to carry out the job []

- c) Reluctance to perform the duty by teachers []
- d) Guidance and counselling is not very necessary in the school []
- any other reason(s) please specify

.....

.....

.....

5. Does guidance and counselling have a person in charge?
- Yes [] No []

6. Who appointed him/her?

- a) T.S.C []
- b) Headteacher []
- c) Volunteered []

7. Is the person in charge of guidance and counselling trained?
- Yes [] No []

8. If NO, do you think training in guidance and counselling is necessary?
- Yes [] No []

9. If your answer in question 8 above is YES, have you sent him/her to any in service course?
- Yes [] No []

10. Who created awareness of guidance and counselling to students?

- | | |
|-----------------------------|-------------------------|
| a) Headteacher [] | b) Entire Staff [] |
| c) House Teacher [] | d) Class Teacher [] |
| e) Speakers from out [] | |

Any other specify

.....

.....

11. Do the students make use of the guidance services in your school?

Yes []

No []

12. Does guidance and counselling have a programme for its activities in your school?

Yes []

No []

13. In your opinion, how do you rate the guidance and counselling department?

a) Very effective []

b) Effective []

c) Average []

d) In effective []

e) Totally ineffective []

14. In the last three months, how many times did your school experience any discipline related problems?

a) Once per term []

b) Once per month []

c) Once per week []

d) Only when I had a problem []

e) Not at all []

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15. When you consider consulting guidance and counselling teacher, what gender would you prefer?

a) Female []

b) Male []

c) Doesn't matter []

16. In your opinion, what level of training in counselling skills would you consider a teacher counselor to be?

a) Post graduate []

b) Graduate []

c) Diploma []

d) Certificate []

e) Doesn't matter []

17. In your opinion, what are the main problems facing the counseling department in your school? Tick appropriately.

Key

- 1. Serious problems
- 2. Mirror problem
- 3. Not a problem
- 4. Don't know

		1	2	3	4
1	Lack of school administrative support				
2	Failure to volunteer information by students				
3	Time factor				
4	Lack of professional training among teacher counselors				
5	Lack of confidentiality				
6	Lack of facilities (office, furniture, stationery etc)				
7	Gender of the teacher counselor				
8	Teaching work load				
9	Role conflict (teacher/counselor)				
10	Counselor's attitude towards students				

18. In your opinion, how do you respond to the following perceptions about the guidance and counseling in your school? Tick appropriately.

Scale used:

Key

- 1. Strongly agree
- 2. Agree
- 3. Strongly disagree
- 4. Neutral

		1	2	3	4
1	It is a good programme in schools, a must for all				
2	It plays as link between students, school and parents				
3	It provides solutions to students problems				
4	Teacher in charge is good teacher, dedicated to work				
5	Has and can contribute to improving discipline among students				
6	Teacher in charge has displayed professionalism and training in counseling				
7	Students with indiscipline cases need sympathetic and understanding handling through guidance and counselling				
8	Schools need to embrace other forms of discipline beside guidance and counselling				
9	Guidance and counselling does not work for most indiscipline students.				
10	Guidance needs gradual introduction in schools since it presents a number of challenges.				

19. Below is a list of the functions of guidance and counselling programme as provided by schools. Tick as many as possible those that apply to the programme in your school.

(a) Setting long & short terms goals for guidance & counselling	()
(b) Holding staff meetings for the purpose of developing a philosophy for guidance and counselling	()
(c) Defining guidance and counselling services in school	()
(d) Identifying staff members to assist in guidance and counselling	()
(e) organising in services training in guidance and counselling for teachers	()
(f) Appointing a guidance and counselling committee	()
(g) Informing students about the programme for guidance and counselling	()
(h) Making arrangements for collection of educational and occupational information	()

20. The following are some of the reasons that make headteachers not to be involved in co-ordination of guidance and counselling activities which of them apply to you.
- a) Too many administrative duties ()
 - b) It is the work of the teacher in charge of guidance and counselling ()
 - c) There are enough teachers to do the work. ()
 - d) Lack of knowledge about what entails guidance and counselling ()
 - e) Lack of experience in administration ()

Any other, specify _____

21. The following are some of the reasons why the teacher in charge of guidance and counselling do not attend in service courses, which one(s) apply, to your guidance and counselling teacher?

- a) Lack of time for training due to too much time needed in class work ()
- b) Teacher in charge of guidance and counselling is not Interested ()
- c) Waste of funds since the service are not used by students ()
- d) Lack of sponsorship ()
- e) Training is not necessary ()

Any other specify -----

END

Thank you for co-operating

APPENDIX 2:

LETTER TO THE RESPONDENTS

Dorcas Nyaema
University of Nairobi
Department of Educational
Administration and Planning
P. O. Box 92
KIKUYU.
13th September 2004

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Dear Sir/Madam,

**RE: A QUESTIONNAIRE ON THE HEADTEACHERS' ATTITUDES
TOWARDS GUIDANCE AND COUNSELLING**

I am a postgraduate student in the University of Nairobi pursuing a Master of Education Degree in Educational Administration and Planning and currently carrying out a research on headteachers' attitudes towards guidance and counselling as indicated above. Your contribution in the study will be significant in highlighting problems facing guidance and counselling.

Kindly respond to all items as truthfully as possible and to the best of your knowledge. All responses will be treated in confidence and are just for the purpose of this study. Do not write your name on the questionnaire attached.

Thank you.

Yours faithfully

Dorcas Nyaema