

**CHALLENGES FACING TEACHERS IN IMPLEMENTING GUIDANCE
AND COUNSELING PROGRAMME IN PUBLIC SECONDARY SCHOOLS
IN KIKUYU DIVISION IN KIAMBU DISTRICT, KENYA**

ELIZABETH K. NGUMBI

**UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION**

**Research Project Report Submitted in Partial Fulfillment for the
Requirements of the Degree of Master of Education in Educational
Administration and Planning, University of Nairobi**

2004

University of NAIROBI Library



0501425 3

DECLARATION

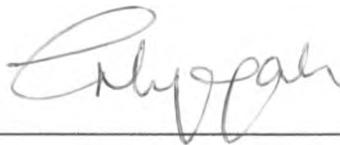
**This research project report is my original work and has not been presented
for a degree in any other university**



Elizabeth K. Ngumbi

**UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION**

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



Dr. Grace M. Nyagah

Lecturer

**Department of Education Administration and Planning
University of Nairobi**

DEDICATION

With much nostalgia and gratitude, I dedicate this work to my late mother Agather Mbeni and father Bernard Ngumbi, who guided, supported, challenged and encouraged me up the education ladder. God bless their souls.

ACKNOWLEDGEMENTS

With heartfelt appreciation, I wish to acknowledge the following people whose input has contributed immensely into this work.

Dr. Grace Nyagah, my supervisor for her professional and academic guidance, her time, patience and encouragement which inspired and enriched this academic pursuit.

The University of Nairobi, Department of Educational Administration and Planning for giving me the opportunity to study.

My dear friends Lucy, Kadoro, Charity (Yumu), Susan, Mulwa, Doro, Jacinta, Mark, Shiru and Mboje who were so keen that I did not give up along the way. You compelled me to finish in time.

Many thanks to my family members, for their love, support, prayers and the peaceful environment you gave me. All my sisters: Albina, Christine and Maggi and families: their calls, encouragement and best wishes are all recognized and appreciated. I wish to thank Pauline, Angeline and their families, who cherished this dream and gave regular pocket money. To all my brothers particularly for their visits and support, may God bless them.

Many thanks go to Njeri for her assistance in typing and editing of my work. I wish her God's blessings.

Many thanks to Kikuyu campus librarians especially Susan.

My appreciation also goes to the headteachers and teachers, Kikuyu Division for their cooperation as I collected the data.

Above all the Most High God, Father of all wisdom and knowledge with whom nothing that is, could have been.

TABLE OF CONTENTS

Content	Page
Title Page	i
Declaration	ii
Dedication	iii
Acknowledgements	iv
Table of Contents	v
List of Tables	viii
List of Figures	ix
List of Abbreviations	x
Abstract	xi

CHAPTER ONE

INTRODUCTION

Background to the study	1
Statement of the problem	5
Purpose of the study	7
Objectives of the study	7
Research Questions	8
Significance of the study	8
Delimitations of the study	9
Limitations of the study	10
Basic assumptions of the study	10
Definition of significant terms	10
Organization of the study	12

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction	14
The Concept of Guidance and Counselling	14
Historical Overview of Guidance and Counselling (G&C)	15

Training of Teachers in Guidance and Counselling Skills	17
Administrative Support of Guidance and Counselling Programmes	23
Role of Guidance and Counselling in Schools	32
Student Attitudes Towards Guidance and Counselling.....	38
The impact of effective guidance and counselling services in facilitating the Teaching-learning process.....	43
Conceptual Framework.....	44

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction.....	48
Research design.....	48
Target Population	48
Sample and Sampling Procedure	49
Research Instruments.....	51
Validity of the Instrument.....	53
Reliability of the Instrument	53
Data Collection Procedure	54
Data Analysis Techniques	55

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

Introduction.....	57
Questionnaire Return Rate.....	57
Biographical Data of Respondents.....	57
Category of Schools	61
Answers to Research Questions.....	61
Pre-service Training	62
In-service Training	63
Training Levels of the G&C Teachers in G&C skills	64
Summary of Data Analysis.....	81

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study82
Conclusions.....85
Recommendations of the Study87
Suggestions for Further Research89

BIBLIOGRAPHY90

**UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION**

APPENDICES

APPENDIX A - Introduction Letter to Headteachers94
APPENDIX B - A Letter to the Respondents.....95
APPENDIX C – Authorization Letter.....96
APPENDIX D - Questionnaire for Headteachers97
APPENDIX E - Questionnaire for Teachers105

LIST OF TABLES

Table	Page
Table 1: Public Secondary Schools in Kikuyu Division	50
Table 2: Gender Distribution of Respondents	57
Table 3: Age Distribution of the Respondents.....	58
Table 4: Marital status of Respondents	59
Table 5: Academic Qualifications of Respondents.....	59
Table 6: Respondents' Duration of Teaching in Current School.....	60
Table 7: Category of Schools that Respondents Were Drawn From	61
Table 8: Frequency of In-service training of G&C teachers	63
Table 9: Highest Level of Training Achieved by G&C Teachers in G&C skills	64
Table 10: Number of G&C Teachers in School.....	66
Table 11: Number of lessons taught by G&C teachers per week	67
Table 12: Time allocated for G&C in schools	68
Table 13: Headteachers and Teachers Views on the Tasks that Require Administrative Intervention.....	70
Table 14: Availability of G&C Resources.....	72
Table 15: Results of the Headteachers and Teachers' Attitude Test towards G&C Services	74
Table 16: Action Taken by Employer after Teachers Trained in G&C Skills	77
Table 17: Length of Time that G&C Services had Existed in Schools.....	78
Table 18: Other Challenges Faced by Teachers in Implementing G&C in schools	79
Table 19: Recommendations for Improving G&C Implementation by the Respondents	80

LIST OF FIGURES

Figure	Page
Figure 1: Relationships between different groups of people and their roles in G&C in Schools.....	45

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
DEO	District Education Officer
EFA	Education for All
G&C	Guidance and Counselling
HIV	Human Immune-Deficiency Virus
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examinations Council
MoE	Ministry of Education
MoEST	Ministry of Education, Science and Technology
RE	Religious Education
SEE	Social Education and Ethics
TSC	Teachers Service Commission
UNESCO	United Nations Educational Scientific and Cultural Organization

ABSTRACT

Guidance and counseling (G&C), has been identified as an important aspect in Educational and Training institutions, by many countries in the world, owing to its internationally recognized role of improving all aspects of quality education. Although G&C programme has existed in the Kenyan learning institutions since the 1970s, these institutions still experience problems that are expected to be prevented and even solved through the programme.

This study endeavored to find out the challenges teachers face while implementing the G & C programme in public secondary schools. To begin with, it aimed at investigating how well the G & C teachers were skilled, finding out how well schools were equipped with G & C facilities and how the G & C departments were supported by the school administration. In addition, the study sought to determine the attitude of teachers towards G & C services and identification of other challenges that the G & C programme faced in secondary schools. Finally, ways were suggested in which these challenges could be overcome.

Research questions were formulated in line with the above objectives. The literature reviewed delved into the concept of guidance and counseling, its history and the importance of training of teachers in guidance and counseling skills. The G & C programmes administrative support, its role in schools, the students' attitude towards G&C service and the impact of G & C in facilitating the teaching

and learning process were also explored. The incisive review has helped ground the study and has been utilized to ascertain the findings of the study.

The research design employed was ex-post facto. A sample of 60 teachers and 10 headteachers from Kikuyu Division was arrived at through proportionate stratified sampling of schools and purposive sampling of teachers. Instruments used in the study were teachers' and head teachers' questionnaires to collect data and their validity was established as adequate. Data from the questionnaire was analyzed and interpreted using descriptive statistics, in particular frequencies and percentages.

From the findings it was established that the G & C teachers did not have adequate G & C skills and lacked sufficient administrative support, especially on financial provision to run the programme effectively. Additionally, challenges such as lack of motivation of teachers and inadequate time to render G & C services. The study further established that in spite of teachers having a positive attitude towards the G & C programme, its ability to boost the teaching and learning process and improve discipline among students was wanting.

The study identified remedies to address these challenges. These included: provision of resources and funds toward G&C programmes in schools, initial training and in servicing of G&C teachers, motivation of G&C teachers, creating time for G&C programme in the school timetable and involving all stakeholders in G&C issues.

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

1. A more comprehensive G&C curriculum should be incorporated in pre-service courses for all teachers to ensure that they are fully trained counselors as well as regular in servicing for practicing G&C teachers in schools.
2. G&C departments should be adequately staffed and G&C be allocated adequate time in the school timetable to enable teachers to comfortably handle their clients without overstressing into their free time.
3. Funds be deliberately allocated to the G&C department, and where possible parents and community-based organizations be involved.
4. Recognition and motivation be provided for the G&C teachers.
5. Counseling referral centers manned by the Ministry of Education be made accessible to schools.

From the study the following areas were recommended for further research.

- There is need to investigate how Guidance and Counseling influences the students' performance.
- An evaluation of different G&C curricula offered by different colleges for harmonization purpose.
- A similar study in an urban setting for purpose of comparison.
- An investigation on the viability of Guidance and counseling resource centres which could also act as referral centres for schools.

CHAPTER ONE

INTRODUCTION

The first chapter highlights the background and statement of the problem under study, purpose, objectives, research questions, significance, delimitations, limitations and basic assumptions of the study. The significant terms are also defined.

Background to the study

Guidance and Counseling (G&C) is a human activity (Galloway, 1991). Throughout history, the counseling practice has evolved to what is now generally referred to as counseling psychology. Guidance and Counseling is a component of counseling psychology, which according to Reilly, (1995) was adopted by American schools to make their education more effective. Reilly continues to say that G&C was adopted in schools to assist learners develop their own beliefs and values that ultimately lead to an informed social consciousness, emotional and intellectual commitment to an improved society. These he says are variables, which are not measured by current evaluation procedures utilized in schools. UNESCO (1995) notes that many countries in the world (Kenya included) have identified the importance of G&C in Educational and Training institutions, owing to its internationally recognized role of improving all aspects of quality education.

According to MoEST (2000), the Ministry is charged with the responsibility of maintaining the educational standards. The division that is responsible for this

duty is the Inspectorate, which is headed by the Chief Inspector of Schools (CIS). This is the division that ensures effective implementation of all school programmes including guidance and counseling. The section has guidance and counseling unit (sub-section), which supervises guidance and counseling services in educational institutions. This unit first published a career guide for career advisors in 1971. The guides were revised in 1973 and 1977 (Republic of Kenya, 2001). In these two editions, stress was laid on advising students on career choices in secondary schools. In the 1977 edition, guidance and counseling services were also tailored to assist learners with development and educational issues in all educational institutions, secondary schools included.

According to MoEST (1973), guidance and counseling is the process through which the individual student is helped to develop his or her mental abilities, aptitudes, interests and other personality dynamics. United Nations Educational Science and Cultural Organization (UNESCO, 1995) that, guidance and counseling helps learners to develop in three dimensions, that is, Personal and Social, Educational/Academic and Vocational guidance. For a teacher to well explore the three factors, he or she should be equipped with guidance and counseling skills through pre service and in-service in order to assist learners in these areas.

The presidential working party in Education and Manpower Training for the next decade, (Republic of Kenya, 1988) noted with great concern that most school programmes tended to over emphasize the cognitive aspect of education rather

than the effective aspect which is related to development of desirable character and values. The report recommended that guidance and counseling should develop an all-round learner, who will do well in academics and later, be a respectful and responsible citizen. This is possible if teachers will be well set to undertake the challenge, but a good environment is necessary in schools to support them socially and materially. This could be done in terms of providing them with the necessary resources, giving them time as well as ensuring that they are well skilled in the guidance and counseling discipline. With all these at their disposal, effective implementation of guidance and counseling programmes public secondary school is possible.

Republic of Kenya (1997) stressed the need for teachers who are responsible for guidance and counseling to have their work load reduced and the time table re-organized to enable them to have time to deal with career enquiries and student personal problems. Researchers point out that the provision of guidance and counseling services should be an on going process due to the dynamic nature of society. The changing environment has impact on learners' behaviour, which in turn affects the teaching/ learning process, (Gitonga, 1999).

Buku reporting for The East African Standard, March 2nd 2004: 2, quoted the best student in KCSE from the Coast Province, Hurunany Zaheer Abbassa, who said, "Hard work, being focused and being disciplined are the secret of success".

Wallace and Adams (1991) argue that the process of education should be organized in such a way that first it should enlarge student's knowledge,

experience and imaginative understanding. They continue to say that the students' awareness of acceptable morals; values and capacity of enjoyment will be enhanced. Formal education will thus enable the learners to become active participants in the society and responsible contributors to it after completion. Relatives, parents, teachers and church organization need to enhance openness, understanding and role modeling to supplement school efforts in guiding the youth. Proper guidance is the solution to peer pressure, truancy, violence and poor performance in school.

Effective guidance to the youth in schools will help in demystifying gender stereotypes in education and in careers (Gachathi Report, 1976). For instance a report on Kenya Certificate of Secondary Examinations (KCSE) results by Kinuthia in the East African Standard of March (2004: 7) states that gender gap is still wide in KCSE performance. According to Kinuthia, despite the on-going efforts to seal the gender gap, more boys than girls sat for last years KCSE and maintained dominance in mathematics and sciences. He continues to say that boys flopped in the languages and art-oriented subjects while girls prospered in them.

According to Mutie and Ndambuki (1999) and EFA (2000), secondary school teachers have been prepared through teacher training programmes to assist students to develop socially acceptable behavior or modify their unacceptable behavior in order to promote effective teaching and learning processes and ensures high standards in education. Through guidance and counseling activities,

the teachers are also expected to help the pupils to explore and resolve difficult thoughts, clarify conflicting issues they face as they grow, discover alternative ways of managing themselves their relationship and make decisions about the best course of action in different situations. Although the teacher training programmes are meant to equip the teachers with adequate skills in guidance and counseling the behavior exhibited by many school students show that they do not seem to receive adequate help and many of them fall victims to socially unacceptable behavior at an early age.

Statement of the problem

Despite the introduction of Guidance and Counseling (G&C) programmes in early 1970s, cases of indiscipline among them school strikes, drug and substance abuse, bullying, property destruction, cheating in examinations and loss of life in Kenyan secondary schools are on the increase. Republic of Kenya (2001) points out that school discipline is an issue of the public, schools and educational concern. The Task Force report outlined that two hundred and fifty (250) secondary schools in Kenya experienced student unrests in the year 2000 / 2001.

MoEST (2000) pointed out that the G&C Unit in the ministry was not able to effectively assist teachers in the field. Moreover, the inability was blamed on the cost of fieldwork, number of schools in the country and much office work among other reasons. As a result, G&C teachers are not receiving the support they require in order to help them serve learners better. Gitonga (1999) holds the view

that centers need to be set at district levels all over the country, where teachers can seek advice on counseling cases beyond their ability in schools.

Other than the training of teachers on G&C skills, Oketch and Ngumba (1991) cite physical facilities as a factor that may affect the success of any school programme. They further claim that the availability or lack of the above, may mean life or death of a school programme despite its importance to the teaching and learning process. Likewise, if G&C programme in public secondary schools lacks the necessary facilities, it is likely to fail.

Generally, research has proved that guidance and counseling brings about behaviour change to clients. On the contrary, despite the fact that secondary schools have teachers assigned the role of guiding students, school strikes and other anti-social practices among students in the country seem to be on the increase. An article in the *Daily Nation* of 26th Sept., 2001:8 reported that between May and August 2001, 80 schools experienced unrests countrywide. Among them was Alliance Girls High School in Kikuyu Division, Kiambu District where girls protested an allegation that some of their colleagues were on drugs. A report from the District Education Officer (DEO) Kiambu revealed that 12 schools went on strike in the district in 2003. Among them, 3 were from Kikuyu Division. A case in point is Kirangari High School in Kikuyu Division, which went on strike on 24th June, 2003 citing the length of second term. The students burned down heads of department offices and a dormitory. The damage was estimated at Ksh. 2.5 million. In addition, an article in the Kenya Times of

16th June, 2001: 2 by the Kenya National Examinations Council (K.N.E.C.) outlined that a number of schools countrywide cheated in the Kenya Certificate of Secondary Examinations (K.C.S.E). Among those that cheated in Kiambu District was Kikuyu Day Secondary School in Kikuyu Division. This is a strong pointer and a reason to do an investigation as to why there seems to be a gap between the G&C teachers' practice in Kikuyu Division and the expected results of change of behavior among students in schools.

Findings by Gitau (2000) indicate that the learners are not benefiting from counseling services provided in the schools since their problems seem to persist It is therefore important to find out if there are any challenges that teachers in public secondary schools in Kikuyu Division face in offering G&C services. If some light is shed on these challenges, measures could be taken to better G&C services in public secondary schools.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Purpose of the study

The purpose of this study was to investigate the challenges that teachers faced in implementing Guidance and Counseling programme in public secondary schools in Kikuyu Division in Kiambu District.

Objectives of the study

The study aimed at achieving the following objectives:

1. Determine whether secondary school teachers are equipped with guidance and counselling skills.

2. Assess the extent of the head teachers' support of guidance and counselling programme in secondary schools.
3. Identify the resources available to teachers in the implementation of guidance and counseling programme in public secondary schools.
4. Establish the teachers' attitudes towards guidance and counselling services.
5. Identify other challenges facing guidance and counselling programme in public secondary schools.

Research Questions

1. What guidance and counseling skills do public secondary school teachers have to enable them implement guidance and counseling programme?
2. To what extent does the head teacher support the guidance and counseling programmes in secondary schools?
3. What resources are available to teacher(s) in the implementation of guidance and counseling programmes in public secondary schools?
4. What is the attitude of teachers towards guidance and counseling services?
5. What challenges does guidance and counseling programme face in public secondary school in Kikuyu Division?

Significance of the study

It was hoped that the study would set a stage for the need to strengthen counseling services in secondary schools. The students who are in their adolescent stage of life are faced with a lot of issues that need urgent attention of the counselors. Of great concern is the present HIV and AIDS pandemic, which is

a danger to the youth. Other challenges include personal and social academic and vocational/career issues. Policy makers and care-givers need to prepare to meet these needs. However, challenges that teachers face while rendering guidance services may act as a stumbling block. Training, availability of resources and time allocation are seen as very key to achieving good results. MoEST (2003) argues that the availability of resources is perhaps the most constraining factor to educational quality. An understanding of teacher challenges in offering guidance services would certainly help in alleviating them for the better. The findings of this study are hoped to help curriculum specialists in developing curriculum materials to assist students and teachers with information on guidance and counseling issues. The researcher also hopes that the findings of this study will sensitize teachers and policy makers in the Ministry of Education to be aware of any gaps in the actual provision of guidance and counseling programmes in secondary schools. Methods of solving any problems would be adopted to better the services in schools as well as reduce student problems as they go up the education ladder and concentrate more on academic issues.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Delimitations of the study

The study was delimited in scope. It specifically concentrated in public secondary schools in Kikuyu Division, Kiambu District of Eastern Province of Kenya. The district had characteristics common with most peri-urban districts in the country. Nevertheless, caution should be exercised in generalizing the results obtained to all other parts of the country due to the unique features of the district. The questionnaire targeted headteachers and G&C teachers who were involved in

implementing the G&C programme in schools. However, this study left out the students, who probably would give vital information that may assist in the alleviation of challenges that teachers encounter in guiding services.

Limitations of the study

The major limitation to this study was the respondents who may have given socially acceptable responses to avoid offending the researcher (Mulusa, 1988). The resultant responses may be less valid and reliable. This was overcome by the researcher through giving an assurance of confidentiality to the respondents thus minimizing the effects of this limitation.

Basic assumptions of the study

The study was based on the following assumptions:

1. The secondary school headteachers and G&C teachers would give accurate responses to the items in the study.
2. Teachers experienced problems in rendering guidance and counselling services in their respective schools.
3. All public secondary schools had operational guidance and counselling departments.

Definition of significant terms

Administrative support: This is the school principal or administrator recognizing and assisting where possible both

ideally and materially the guidance and counselling department personnel.

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

Certificate of participation: Refers to a certificate given to participants after a days', one to two weeks seminar or workshop on a given area of study.

Client: Refers to that student who needs the services of a counselor to be able to understand him/herself.

Counseling: Refers to a process in which the helper expresses care and concern towards the person with a problem to facilitate that person's personal growth and positive change through self-understanding.

Counselor: Refers to that particular teacher who is officially recognized and working in a secondary school concerned with assisting students with their needs and problems.

Drug abuse: Refers to intentional use of drugs for another purpose other than that for which it is intended.

Educational/Academic guidance: Refers to the process of helping an individual in planning a suitable educational programme and making progress in it.

Personal and social guidance: Refers to help given to individual to know how to behave in consideration towards other people to understand himself, know how to get on with others, learn manners and etiquette, time activities, practice social skills, develop family related relationships and understand social roles and responsibilities.

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

Vocational guidance: Refers to a process of helping an individual to choose an occupation, prepare for it, and enter into it and progress in it.

Organization of the study

The study was organized into five chapters.

The first chapter highlighted the background and statement of the problem under study, purpose, objectives, research questions, significance, delimitations, limitations and basic assumptions of the study. The significant terms were also defined. Chapter two tackled the literature review which included the concept of guidance and counseling, its history, training of teachers in G&C skills, the programmes' administrative support, its role in schools, the students' attitudes towards guidance and counseling, its impact in facilitating the teaching and learning and a conceptual framework.

The third chapter covers the research methodology that was employed. This is discussed under the research design, target population, sample and sampling procedures, research instruments, the validity of the instruments, data collection and data analysis techniques. Chapter four presents with data analysis and discussion of the research findings while the last chapter focuses on the summary of the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The review focuses on the concept of Guidance and Counseling (G&C), its historical background, the training of teachers on G&C skills, school support, the role of G&C in schools, teachers' attitude and other factors that scholars view as having an effect on G&C in secondary schools.

The Concept of Guidance and Counselling

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Cottle (1993) asserts that counselling is a psychological process by which a professional person helps a relatively normal client explore, understand and accept behaviour so that future behavioural choices can be made, particularly those of educational or vocational nature. According to Jones (2000), guidance and counselling is a relationship between two individuals: the counsellor and the client. Guidance and counselling is a continuing process concerned with determining and providing for the developmental needs of 'learners' (Mutie and Ndambuki , 1999). Guidance is considered a life- long process that involves helping individuals both as part of a group and at the personal life.

Makinde (1993) bring out the difference between guidance and counselling. According to him, guidance is the body of psychotherapy while counselling is the heart of psychotherapy. While counselling is initiated by the counsellor, guidance is initiated by the client.

Guidance is knowledge based and deals with facts, principles, methods and cognition while counselling is effective, value oriented, it deals with perception, motivation, needs and feelings. Makinde adds that guidance is less personal and less intimate. It is usually structured and more public while counselling is more personal, intimate and less structured. It is interpersonal, private and confidential. Moreover, guidance is informative and didactic while counselling is largely emotional and less didactic.

Historical Overview of Guidance and Counselling (G&C)

According to Mwamwenda (1995), Guidance and counselling as used today evolved in the United States of America in the 1900s, although the rigorous thinking in this direction had started earlier. It prompted from the awareness of social problems plaguing America and practical attempts to solve them. Guidance and counseling thus emerged and developed as an American product. Adesina & Ogunsaju (1984) argue that, America was founded on the principles of human rights and the rights of individuals to the 'goodies' of life. Giving equal opportunity to all people in America was the philosophical base upon which G&C was founded.

Adesina and Ogunsaju further noted that a few people in Africa have claimed that G&C among the African people has always existed. They argue that African practitioners have always helped individuals to solve their problems from time immemorial. In Nigeria for example, indigenous Babalawa (among the Yoruba) were practitioners of guidance, as well as the Nganga and Omufunmu in

Tanzania and Uganda respectively (Makinde, 1993). The practice of guidance and counselling was also found in other African countries.

While it is fair to credit the skills of the African society for satisfying their clients psychologically, it is doubtful if these people do more than advising their clients and telling them what to do. Actions of clients were mostly induced by fear and threats of impending danger or death. This concept of problem solving is not new in Africa but G&C in the modern sense of helping the individual and involving him/her and his/her endowments to help him/herself, is new. However, in spite of the fact that the picture of a trained counsellor as we know it today was vague, many African countries have realized the importance of G&C services in schools and colleges.

In Kenya, G&C was formally started in schools in the 1970s as a result of the 1967 and 1968 careers conference reports to cater for vocational guidance (Republic of Kenya, 1976). The programme in secondary schools was started to cater for all students with social, personal, psychological, educational and vocational problems (Republic of Kenya, 1976).

However, the G&C programme in Kenya has not made much impact due to the myriad of problems facing its implementation (Gitonga, 1999). Reasons given include the fact that Kenyan schools have very few reference books on G&C while trained personnel in this area are few or not available at all. Most school administrations do not give the necessary support required to run the programme,

hence lack of resources in majority of Kenyan schools is a major block to the programme's success. Where the programme exists, its role is not quite valued and is therefore not included in the school timetable. Mutie and Ndambuki (1999) maintain that generally due to G&C personnel being overloaded with normal teaching load and learners' attitude towards the programme, it has not made much headway in our schools.

Training of Teachers in Guidance and Counselling Skills

In traditional African societies, counsel was given in various forms. The most common according to Wanjohi (1990) was advice giving and sharing of wisdom. Guidance and counselling was necessary in African societies to deal with every day problems that people faced. The family and the clan under the leadership of a council of elders ensured that the less privileged such as orphans and the elderly were taken care of. Wanjohi argues that during initiation, adolescents were guided well on matters of sex, marriage and responsibilities, while in seclusion by their initiation sponsors and other elders. After initiation, most people were considered adults, and counselling at this stage was mainly directed towards any deviant behaviour such as laziness, infidelity and rape and done by the council of elders.

Counselling in traditional African societies ensured preservation of the society, its moral values, obligations and culture for the continuation of a stable community (Mwamwenda, 1995). With the coming of the modern society and disintegration of the traditional counsel, Kenya is more than ever before in need

of trained personnel to provide the important services of guidance and counselling. Most parents seem to be extremely busy to guide child. The only option, it seems, is to have schools providing the services, before the society completely loses its morals and values. There is an urgent need to introduce and support guidance and counselling services in schools and colleges so as to meet the varied needs of students, administrators, the whole education system as well as the larger society.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Mutie and Ndambuki (1999) in their study of 3000 secondary schools in the country, report that only 1,000 have guidance and counselling heads of department posted to those schools by the Teachers Service Commission. Teachers need skills to be able to manage anxiety and stress in learners which prevents concentration and effective work (UNESCO, 1995). The attitude of teachers is very necessary here as caring teachers will help reduce tension and stress in learners through games and sports. Exercises in form of running, playing soccer and netball also help reduce stress. The bottom line is, teachers need skills to enable them to do all this.

In academic / educational counselling (UNESCO, 2000), teachers need skills to identify all sorts of students – the gifted and talented, low achievers, the handicapped and the delinquents who should be assisted to plan their educational progress. This calls for an appraisal of the educational needs of a particular student and preparation of a cumulative record for him/her.

The provision of vocational guidance in educational institutions has been necessitated by the complex changes that are taking place in the society and in the world. Automation and recession, for example, have forced many people into early retirement and retrenchment, resulting in unemployment. The high rate of technological change has also created problems in occupational choices. Students have limited knowledge of the various occupations and they need to be assisted to have realistic career expectations.

Teachers need skills in computers and business management so as to assist students prepare themselves properly in self-employment. Many learners experience problems in their vocational development. They include lack of knowledge of their own aptitudes and interests, lack of realism, indecisiveness and inflexibility. They may also lack occupational information and problem-solving skills (Mutie and Ndambuki, 1999). The major objective of vocational counselling is to assist the student in integrating the information about him/herself and the occupational world and evolving a plan for career development.

Personally and socially, learners may encounter a lot of problems such as emotional conflicts, anxiety, frustrations, fears, poor self-concept, indecision, alcohol and drug abuse, unwanted pregnancies, HIV/AIDS, delinquency, suicide, poor interpersonal relationships or inability to change their maladaptive behaviour as cited by Hendrikz (1986).

To curb the spread of HIV/AIDS in schools, teachers are required to teach about this disease from an early age to better equip the children with the knowledge, attitudes values and skills that will help them to protect themselves and remain uninfected (EFA, 2000). Teachers need to be aware of the factors that cause stress in school children such as family problems, boredom, indiscipline where they fear punishment, feeling inferior and others. Many adolescents are seriously confronted with facts about themselves and their backgrounds that cause a lot of tension and conflicts. According to Galloway (1990), individuals may survive in a threatening environment by moving against others, thereby becoming competitive and seeking to surpass others in school work, business or any other area of life. The individual may withdraw from others or use any other defence mechanism to cope with the pain and frustration.

Mwamwenda (1995) pointed out that adolescence is an important stage for the development of self-esteem, a positive self-image or self-evaluation. Teacher-counsellors need skills to help students alleviate the factors that are related to lack of self-understanding and not accepting the self. Teacher-counsellors need knowledge in self-awareness to understand and appreciate themselves in order for them to be in a position to help students manage stress.

Brama (1973) asserts that guidance and counselling should not be carried out by anybody else other than professionally trained persons. To him, if guidance and counselling is dealt with by untrained personnel, they are likely to harm their clients. This is supported by Patterson (1971), and Herman, et al (1974), who

state that, for an individual to work with another or others in a helping relationship, there is need for specific skills in guidance and counselling. Wahome (1989), while presenting a guidance and counselling paper in a seminar remarked that 'most teacher-counsellors, head teachers included, have no training for the job except probably for the course they took during their undergraduate or diploma training.'

Durojaiye, (1990) seems to support the fact that there is lack of trained personnel in G&C, when he argues that though teacher training institutions in Africa offer educational psychology, it does not relate to the African social and cultural setting, hence is not suitable for the African child. Since educational psychology concerns itself with all the aspects of a child's growth and development, those manifested at home, in the neighbourhood and at school, they affect the child's response to school learning. He therefore recommends that the principle of educational psychology should help in finding solutions to learning problems by using suitable methods and materials that are related to the learner's African background.

According to UNESCO (2000), many children go to school without knowing what they are supposed to do, and leave school without any idea of what type of job or careers they should follow. The duty of helping them focus on a given career falls on the G&C teachers. As such, Makinde (1993) refers to such teachers as multi-faceted professionals. The better informed they are of the details

of the different careers and professions; the better they will be at the services which they are called upon to give.

A school's guidance and counselling programme should have educational and orientation talks to clarify issues such as school rules. An article in 'Lifestyle' on *The Sunday Nation* of May 11th, 2003:3, explains how Form One students are orientated in schools by Form Four Students, who through guidance and counselling have completely shunned the perpetual habit of bullying.

Hendrikz (1986) advises that the youth should know what working for their living means, how to apply for work, employer needs of qualities such as integrity, punctuality, honesty and loyalty. Career talks, conferences and tours to industries should be included in the guiding and counselling programmes, and, according to Hendrikz, should be done by professionals. Other issue that should be dealt with in G&C programmes should include budgeting, hire purchase, credit buying and insurance. According to Jones (2000), the above outline is good, but unfortunately, most schools lack the physical facilities, material resources, time and proper management of guidance and counselling programmes.

In an interview, the principal of Alliance High School in *The Sunday Nation* May 11th (2001:12) admitted that with the ban on corporal punishment, the managing of schools got challenging. However, he said that the attitude of guidance and counselling programme by teachers and students alike was changing and the

school was embracing the programme in its attempt to maintain its good academic programme.

There is need for other schools to borrow a leaf from such institutions as Alliance High School and have trained teachers in guidance and counselling. This will go a long way in assisting students in personal, social, educational, vocational and psychological needs, which if not well checked, will affect students', behaviour and performance and the overall national educational objectives. However, there is no empirical evidence to show the status quo. This study intends to provide such empirical evidence.

Administrative Support of Guidance and Counselling Programmes

In the school setting, the G&C service is inherently an entity of a large organisational system, which has two additional components – the administrative and the instructional components. They all contribute to quality education for each individual student. The school head teacher more than any other person, is responsible for ascertaining that the students gain from these entities. Kebeya (1989), pointed out that a good administrator has the duty of defining the duties to be performed by the G&C personnel, competencies required for each, selecting the most competent personnel available, and providing them with the materials that they require, helping them to develop good working relationships and encouraging their growth on the job.

Consequently, the role of the administration in the G&C programme is perceived against this setting as suggested by Kebeya. The school head teacher performs the following roles in implementing and facilitating a G&C programme in a school. First and foremost, he/she has a responsibility to recognize the need for and the importance of a comprehensive G&C programme (Shertzer and Stone, 1966). In addition, the school head must be seen to be interested, supportive and encouraging in the operation of the G&C services. Informed administrators and active leadership is critical for the success of the programme. The school administration can show leadership and support to the programme by recognizing and utilizing the counsellor, providing time and facilities and providing a conducive atmosphere for G&C.

**UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION**

The administration is also responsible for creating among school staff members, students and the community an awareness of the need for G&C services. This means that the head teacher has to make it clear to the staff, students and parents what the programme entails. According to Gutch and Accorn (1970), the success of the G&C programme depends on a state of readiness of the school staff to accept, contribute to and utilise the service. It also follows that unless the students are made aware of the purpose and importance of G&C services, they are likely not to utilise such services (Moser, 1963). The head teacher also has to erase the misconception by some parents that G&C is an invasion of their privacy and that of their children, hence, the attempt by parents to sabotage its development even though their children need counselling (Makinde, 1993). Kilonzo (1980) states that one of the constraints that G&C programme in Kenya

suffers from, is lack of parental involvement and support. The inability to gain support for the programme or to maintain and increase such support once it has been gained can be a real hindrance to the development of G&C services in schools. Kilonzo suggests that parents' support could be solicited through parent bulletins, parent-teacher associations, parent workshops and school magazines. The school administration, therefore, has a duty to persuade parents to take G&C services positively and seriously.

Where the school counsellor is not appointed by the Teachers Service Commission (TSC), the head teacher is charged with the responsibility of appointing one. Besides, the head teacher appoints a school guidance committee from among the staff comprising of five to eight members (Republic of Kenya, 1976). The head teacher is expected to encourage the development of the committee as an advisory and policy recommending body (Shertzer and Stone, 1966; Republic of Kenya, 1976). When selecting teacher-counsellors, head teachers are expected to look for certain qualities or attributes. The personality of the counsellor is the most critical variable in the counselling relationship. Patterson (1971) identifies other attributes which include interest in student welfare, willingness to serve others, devotion to study, competence, one who can inspire the confidence of students and the support of fellow staff members and a good working knowledge of the school norms, values and traditions of the people.

Mbiti (1974) asserts that since the head teacher cannot do everything, it is necessary for him/her to delegate certain responsibilities to other teachers. After he/she identifies staff for G&C that is professionally prepared and defining, clarifying and allocating responsibilities to them, there should be no fear in delegating the actual responsibility for the actual operation of the programme. This, Mbiti says, is not surrender of power or control, but the one performing the particular duty does it on behalf of and under the authority of the head teacher. This is because if anything goes wrong, the head would be asked since he/she is accountable. However, regular advisory meetings are necessary for instructions, evaluation and reporting with the teachers concerned and the head teacher. Moser (1963) points out that the head teacher must play his/her role of maintaining a controlling interest in the work of the guidance staff. Reilly (1995) maintains that empowered teachers tend to feel a sense of ownership in their schools' successes and failures. Reilly also adds that such teachers who operated in a leadership role were more satisfied with their careers, which leads to higher job involvement.

Oketch and Ngumba (1991) have stated that a school head has to view G&C as an important aspect of the education and development of a youngster. Therefore, he/she will be vigilant in providing professional personnel, time and facilities to do the job. In this respect, the school administration has to provide adequate time by arranging the teaching schedule and non-teaching duties of the teacher-counsellor so that adequate time and acceptance of the programme will be realized. The counsellors have to be available to their clients both physically and

mentally. Unfortunately, the issue of time is the major constraint to G&C programmes. A study by Amukoa (1984) found out that none of the twenty-one schools in his study had a period set aside for counselling. Amukoa established that 90% of the teacher-counsellors felt that time available for counselling was not adequate.

Wanjohi (1990) in his study in Nyeri district established that teacher-counsellors had little time to attend to the needs of students. Lack of adequate time therefore was a major hindrance to the success of G&C programme. It is a prerogative of the school administration to provide free time to teacher-counsellors.

It is the duty of the school administration to provide materials, equipment and facilities such as office, filing space, forms for securing data from students, individual folders to contain counselling notes, shelves for books, filing cabinets, notice board, desks/tables and chairs. The head teacher has to recognize the importance of privacy and confidentiality for the counselling relationship by providing a room or office. Kilonzo (1980) points out that effective counselling is not performed in the presence of others. However, Kilonzo asserts that in Kenya, facilities and materials for the G&C programme are inadequate. Some schools especially the newly established ones, lack extra rooms where students and counsellors can speak privately. Rithaa (1996) in a study on the quality of G&C services highlighted the need for a room for private counselling. It is unlikely that a client will reveal his or her deepest, most personal problems in the presence of staff members or students.

The school administration is responsible for gathering occupational, vocational and educational information of students from the teachers by observation and watching student behaviour in and out of class, in different situations and from academic performance (Kebeya, 1989). Educational and vocational guidance is based on a thorough knowledge of the students' problems, progress and potential. Sometimes, some students may need to be referred to outside agencies for further help or counselling. It is therefore the administrator's responsibility to work closely with teacher-counsellors to avail this information on vocational, educational and counselling referral agencies related to where they are situated and the services they provide.

It is upon the school administrator to build relationships with community professionals and then provide interaction between students, teachers and professionals. This can be done by organizing workshops, seminars and talks at school or invite professionals to describe their work in informal sessions in schools. Such activities expose students to useful personalities in future and existing professionals which they can join thereafter, hence start working towards achieving them. Rithaa (1996) maintains that unless G&C services are developed in harmony with the total educational programme of the school, students and teachers will not cooperate. The school head has therefore to programme G&C activities within the school calendar every term. He/she has also to budget sufficient amount of funds to adequately support the G&C programme (Gutch and Alcorn, 1970). They are of the view that evaluation of the programme is key to gauge the successes and failures, a duty that the school head cannot delegate.

Therefore, periodic appraisal of the G&C programme should be continuously carried out for its improvement and effective functioning.

Wanjohi (1990) maintains that the G&C services will flourish only when the administration recognizes and supports the objectives and activities of the programme. He summarises the leadership role of the head teacher in the G&C programme by quoting Spencer (1969) who says that:

If the school director of guidance can be looked upon as the 'quarter-back' of the guidance team, then the principal is the coach of the team. He does not play all the positions, but he has the ultimate responsibility if the team loses.

Therefore, when the head teacher sets the 'tone' or provides the organizational climate in which G&C programme can propagate, success will be realized. Wanjohi notes that it is the head teacher's obligation to see that the school has G&C services. In secondary schools where the head teacher does not support the service, there is very little response from the students.

Adesina and Ogunsaju (1984) on secondary education in Nigeria point out that there are instances in Nigerian secondary schools where the guidance officers fail to receive the cooperation of the headmaster. In other schools still, some guidance counsellors see themselves first and foremost as teachers in the school rather than as counsellors. Their teaching assignment affects their effectiveness as guidance officers in the school. Their complaints about lack of important resources in their guidance departments are also commonly reported.

Makinde (1993) says that it requires a guidance worker of personal strength and conviction to set about in a purposeful way to inform the administration of the need for an organized guidance programme. Makinde continues to state that some school principals are not too clear about the role of guidance counsellors. Some principals and their deputies consider counsellors as threats to their authority. This then depicts lack of support to the guidance programme and to the teacher-counsellor.

A seminar paper by Kebaya (June, 1989) indicated that administrators hold a more unfavourable view of the counselling programme than do counsellors. Administrators fear that some of their powers are being usurped by the guidance counsellors. However, Makinde (1993) assures that this should not be the case because there is a clear line demarcation between the guidance office in school and the principal's. Such fears are a pointer that principals in some schools give little support if any to G&C teachers. If they do the guidance themselves, they forget the fact that many guidance activities depend not solely on what individual persons do, but on cooperative efforts and the goodwill of the school administration.

Wanjohi (1990) noted that in secondary schools where the head teacher supports G&C by having a positive attitude towards the services, there is very good response even from the students on these services. He adds that the head teacher's support is critical as it influences the attitude of those others involved either as recipients as in the case of students, or as promoters as in the case of

teachers. The students and the teachers emulate the example set by the head teacher. If they feel what they are doing lacks support of the head teacher, they may not take it seriously, ignore or abandon it altogether.

Tattum (1989) observed that G&C improves school administration in that it does not only deal with disruptive behaviour of students which interferes with the smooth running of the school; but also takes preventative measures against unpleasant situations which may occur later. Gitonga (1999) holds the view that drug use among students in all its varieties – legal, semi-legal and illegal – needs far more investigation on how it has caused indiscipline among learners in educational institutions.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Mwamwenda (1995) maintains that despite the important contribution school guidance and counselling can make to the social, academic and personality development of African school age children, it does not feature as an important aspect of the curriculum in most African countries. Mwamwenda further states categorically that no school system in Africa can claim to provide quality education when the majority of its pupils have no access to G&C as an integral component of their curriculum. Unfortunately, this has been, and is still the case in many African schools due to lack of awareness of the importance of G&C as well as the acute shortage of personnel with the required qualifications and experience.

Hendrikz (1986) notes that teachers fear, spending too much time on non-examinable programmes such as G&C at the expense of covering the syllabus of the examinable subjects. Hendriks further states that one of the more serious problems which quite often affects secondary school students, is that of disillusionment and boredom. Students develop a feeling that they are being expected to learn what is not relevant to their immediate interests. This leads to low learner motivation which can have long-term harmful effects.

Role of Guidance and Counselling in Schools

The need for formal guidance and counselling in Kenya is recognized now more than ever before. G&C is important in many areas such as helping the youth understand themselves and to know their abilities and skills. In addition, G&C helps in the total development of the student. The emphasis on intellectual development through teaching alone cannot help in the total development of the students. Theodore, as quoted by Kamuyu (2001) said that to educate a person in mind and not in morals is to educate a menace in the society. Methods need to be evolved to help students understand themselves and teachers to understand the students (Mutie and Ndambuki, 1999).

Guidance for students will help them harmonise their abilities, interests and values, thereby enabling them to develop their potential fully. Self knowledge helps one to formulate realistic life goals and plans. Total development of a student is vital because individual differences are then expected, accepted,

understood and planned for. All types of experiences are also organized to contribute to their total development.

Guidance helps impart decision-making skills – Everyone makes decisions daily. Some decisions are more important than others. Some are so important that they require thought, study and investigations before a decision is made while others are automatic (Kilonzo, 1980). According to MoEST (1999), education system in country has done little in the way of educating students in decision-making skills and self-appraisal. The formal education system has not equipped the individual with skills and qualities required by the economy.

MoEST further notes that through G&C, students are enabled to make proper choices – At the end of secondary education, there usually are three options open to the students:

- i) Entering the work force
- ii) Taking vocational courses
- iii) Proceeding to university

As they make these decisions, the students will need help. The choices they make at this stage will influence their future and they need to know what they are capable of and what they are not capable of doing.

Services offered by the G&C teachers help students make adjustments to the situation in school and at home, students have to face different situations both at home and in school, which if not tackled properly, could lead to problems of

adjustment. The task force on student discipline and unrest in secondary schools (Republic of Kenya, 2001) was informed that there is a disparity between home and school environment, for example, diet and habit restriction.

Guidance offered in schools supplement parent efforts of guidance at home – Many students come from families that are not able to provide for their guidance needs adequately. There is also a gap in the range of sympathetic adults who could be turned to in times of need. Adult brothers and sisters and other relatives in the traditional set up used to fill this gap.

Guidance personnel in schools help in identifying and motivating the disadvantaged lot. UNESCO (2000) asserts that students from the disadvantaged section of the society have their own problems and needs. Students who are physically challenged for example, the hearing-impaired and the non-sighted students need counselling so that they can accept themselves and realize their full potential.

Some poor students may not even be given enough pocket money to meet their needs at school. Such students sometimes experience difficulty in adjustment with their peers, teachers and environment. They may find it difficult to communicate, make friends and benefit from the classroom and other extra-curricular activities available. Such students, if not guided properly may resort to unethical means of 'survival' such as getting money from 'sugar-daddies' and 'sugar-mummies'. With the HIV/AIDS scourge biting into the society, students

have not been spared. Those who have been affected and infected need love, guidance and counselling.

Orientation of new students – G&C helps new students to adjust and fit into new environments. This is very crucial for Form One students who have totally different experiences. Brama (1973) point out that students find themselves in strange environments, surrounded by strange people who expect them to behave like them (older students). Students from some rural primary schools may have difficulties communicating as some primary schools still communicate in vernacular. Such students need G&C to help them gain confidence and enlighten them so that older students do not take advantage of the newcomers' naivety. Educational guidance helps students to develop good study habits, good examination techniques and helps them know how to prepare for interviews.

Guidance and counselling ensure proper use of time spent outside the classroom. The manner in which students spend their non-class hours clearly affects their success in achieving both academic competence and personal development (Wanjohi, 1990). This is the best time for peers to influence one another. G&C help students appreciate good values and become principled enough to stand their ground whenever storms from peer pressure rage. Simiyu, (2002) noted that a crucial factor consistent with good performance was the student's discipline. This is reflected in an organized study timetable, which an individual student draws for proper managed and organized time after the school hours for their private study.

Eshiwani (1983) noted that many schools lost school learning hours at the start and end of term. This could account for many failures in the national exams due to lack of syllabus coverage.

The holding power of schools could be enhanced through G&C – There are some students who are in school but if left to them, would not have attended school. They are doing it for their parents. Special guidance can make the school attractive for them so that they can continue with their education. Schools are experiencing a high dropout rate due to teenage pregnancies, drug abuse, cultural practices like early marriages and child labour among other reasons. Students need to be counselled about such problems. Learners who are willing to come back to school after such a discontinuity also need counselling in order to stand above social stigma and develop their full potential.

Alleviation of stress – Adults imagine that students lead stress-free lives because the parents and guardians are meeting their needs. This is far from the truth. Students have a lot of stress emanating from unsteady family, conflicts between themselves, teachers and their parents. Studying is stressful. The 8-4-4 system of education is burdensome. The curriculum is too wide and there are many books to be read (and carried home for the day scholars). G&C helps students cope with academic pressure and any other form of stress.

Guidance and counselling programmes assist students to develop and accept an integrated picture of themselves and their roles in the society. They need to test

their concepts against reality so that they can be of satisfaction to them (Durojaiye, 1990) and to the society of which they are a part. School systems have a role of inculcating into the learners a feeling that they are part of the larger community and that is where they ultimately belong.

Since independence, one of the main objectives of education has been to promote cohesion and co-existence. Schools need to nurture students who will respect other people and their property. Respect is a virtue that should be inculcated through G&C in schools.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Minimizing incidences of indiscipline – Discipline is an important factor of excellence in school performance. It is an open secret that without proper discipline, success cannot be achieved. Educational institutions in Kenya have been faced with an increasing number of instances of student unrest. These have been characterized by violence, wanton destruction of property and even death. Some have been tragic like the St. Kizito Mixed Secondary School incident of 1991 when 19 girls died and the tragic Kyanguli in 2001 when 68 students died. This has prompted the setting up of investigation committees to check the anomaly. Indiscipline cases and riots to not only cause loss of property and life, they also disrupt and waste a lot of school time, hence a high possibility of the school performing poorly in examinations. Many schools which appear top in national exams have less student unrests and may be a pointer that G&C programmes in such institutions are taken seriously.

Adolescents are helped to master some skills which they will need to run their adult lives successfully – Adolescents need to know something about what working for their living means, how to find and apply for work and the qualities sought by employers such as integrity, punctuality, honesty, loyalty, and others. Hendrikz (1986) says that this is important in order to enable the youth to decide on the sort of work they will seek. They need to know not only what sort of jobs exist, but also what each one entails, the sort of skills and qualifications needed, the demands it makes on the worker and the nature of the work itself and the lifestyle likely to develop from it. Hendrikz adds that preparation for vocational choice in the wider sense is a matter, at first, for group and class guidance and should form part of the basic curriculum of the school such as a regular programme of visits, discussions, films and talks by professionals, which at least the students in the final year should attend. According to Hendrikz, financial matters such as budgeting, hire purchase, credit buying and insurance should also be included. Maintenance of good health, civic responsibilities of all individuals, responsible sexual behaviour and ultimate parenthood should not be overlooked in the G&C curriculum. This will help young people make well-informed choices, both before and after they have left school.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Student Attitudes Towards Guidance and Counselling

Brama (1973) maintains that factors exist that may dictate one's willingness to seek for help or advice in G&C. He says that unless a person is ready for counselling, it is difficult to work with him/her. The counsellor, Brama says, cannot create this readiness; it must come from within the person. Indeed, it is a

widely held view that successful counselling of necessity involves some degree of voluntary client participation. Patterson (1974) emphasized that how a client perceives counselling may serve as a barrier to the process. A person's prior experiences in or out of counselling and generally held beliefs in a group may influence his/her attitude towards G&C services.

According to Cottle (1973), if a person has had a poor prior counselling experience, his/her attitude towards counselling and seeking help will most likely tend to be negative, compared to one who had a good experience, who will most likely view the process positively. Chances are that good experiences are likely to be repeated. For one, without a prior counselling experience, what he/she hears from friends or personal beliefs may influence them positively or negatively (Gitau, 2000).

Presence or lack of confidentiality could also influence students' help seeking patterns in a school setting (Galloway, 1990). This is because confidentiality in education setting is however associated with a dilemma that involves the teacher-counsellor who is accountable to school authorities and other teachers. If students are aware of this, then they will not go to seek help. The setting of the G&C office, especially if shared by a team of teachers, will determine how willing the students are in seeking guidance.

On gender lines, Gladding (1992) pointed out that there seems to be a distinct difference in psychological help seeking tendencies between men and women, as

two-thirds of all clients seeking psychological help are female. Researchers hypothesize that one possible reason why men are more hesitant to use counselling services is adherence to their traditional gender role. This role is characterized by instrumentality, strength, aggressiveness and emotional inexpressiveness (Good and Dell, 1989). They continue to say that people with a masculine gender role orientation are less likely to experience an interest in seeking counselling than those with a feminine gender role orientation. This is because feeling sad or depressed and asking for help regarding these feelings are often viewed as unmanly, hence men hide their feelings.

Reilly (1995) discovered that students have a commonly held belief that only those learners with problems such as poor performance and family related problems should see a counsellor. Those without problems or are bright in class should not seek counsellor's help. A study by Adesina and Ogunsaju (1984) in Nigeria on the degree of counselling needed by individual students with various kinds of problems found out that sixty-two percent of the students in secondary schools felt that those who were bright and performing well in school did not need counselling and that it should be reserved for those who displayed character disorders.

Hendrikz (1986) maintains that the attitude of the teacher who is planning and presenting the guidance programmes can be an important factor in their success and failure. A teacher who is reluctant and not convinced that such programmes are of value inevitably conveys these feelings to his class, many whom will begin to agree with him. Both teacher and student need to be convinced of G&C's

purpose and importance, especially those who are heavily committed to obtaining good results in their school leaving examinations. Some students think G&C is a useful addition to the curriculum for the less academic but not for the rest, with predictable results.

All students in secondary school need guidance in making subject and course choices, which have to be made by and for the students. It is the responsibility of the G&C teacher to ensure that decisions are made in the best interest of each individual, based on individual's abilities and needs, plus considering its demand in the job market.

**UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION**

Creemers (1994) found out that the quality of instruction and teacher behaviour contributes to school programme's effectiveness. He points out that teachers set the time framework for many school activities such as lessons and G&C as well as organize the school environment and provide, initiate and continue the guidance process. If by any chance their attitude towards the programme in question is not favourable, less will be done. For the success of the G&C programmes in schools, all teachers need to have a positive attitude towards the programme.

Gitonga (1999) found out that G&C may or may not succeed in a school depending on the head teacher's attitude towards it. Gitonga further says that when head teachers act as counsellors, they lack time to effectively do the job due to their other administrative duties, which are equally demanding time wise.

Student-teacher relationship is seen by Education for All (EFA, 2000) as a factor that may influence proper implementation of G&C programmes in schools. This is because within education, G&C personnel are individuals who are first teachers, and second, counsellors and are not expected to be evaluators. If they become evaluators, their relationship with students who are their clients will be affected negatively. They differ from other teachers and administrators as well as from parents in this respect. EFA (2000) continues to say that they are not responsible, as are other teachers, for seeing that children meet standards of achievement in given areas. Consequently, those directly responsible for G&C should establish relationships free from threat and unrestricted in scope, relationships which will facilitate individual growth and development.

Galloway (1990) maintains that role conflict may be experienced when teachers are also counsellors in schools, a situation which may block successful implementation of G&C programmes. Instead, social workers or professional counsellors could be hired as counselors by schools on full-time basis. According to Galloway, teachers are excessively preoccupied with discipline and classroom control, overlooking the personal and social welfare of each individual student. Teachers are seen as insensitive to students' strengths, preferring to dwell on problems, which may be transitory. They are seen as intolerant of cultures different from their own, expecting children to conform to their own expectations and values. Galloway further points out that confronted with such facts, teacher-counsellors may also find it hard to refer themselves as counsellors for they risk creating role confusion, both for students and teachers. This means

a teacher will change to a counsellor and a student to a client and such changes may be confused when the two are relating; hence lack of freedom or confidentiality.

The impact of effective guidance and counselling services in facilitating the teaching-learning process

Trained G&C teacher will be in a position to train peer educators in schools. Peer education programmes aim to help young people increase their confidence, knowledge and skills in relation to their sexual development, health issues etc. the importance of peer education is that people are more willing to listen to and follow advice from their peer-those similar to themselves in age, back ground and interests. If they are given some basic training and support, students can carry out a range of educational activities with their peers. According to Wallace (1991) although pupils should be given a chance to make mistakes and learning from their experiences, teachers and other community members should always be there to help the reflect upon their behaviour, intentions and consequences.

Creemers (1994) noted that as long as a child remains within his own cultural environment he seems generally well able to maintain positive feelings about himself. He further argues that feed back in the form of verbal and non-verbal communication provides reinforcement (both positive and negative) for behaviour and information about oneself. Since students revolve around the home and school environments, they are bound to receive feedback from all community members hence the importance of this collaboration. Trained teacher will be alert

and sensitive to the many ways the process of growth and development reveals itself something that creates a good working relationship with learners and their behaviors.

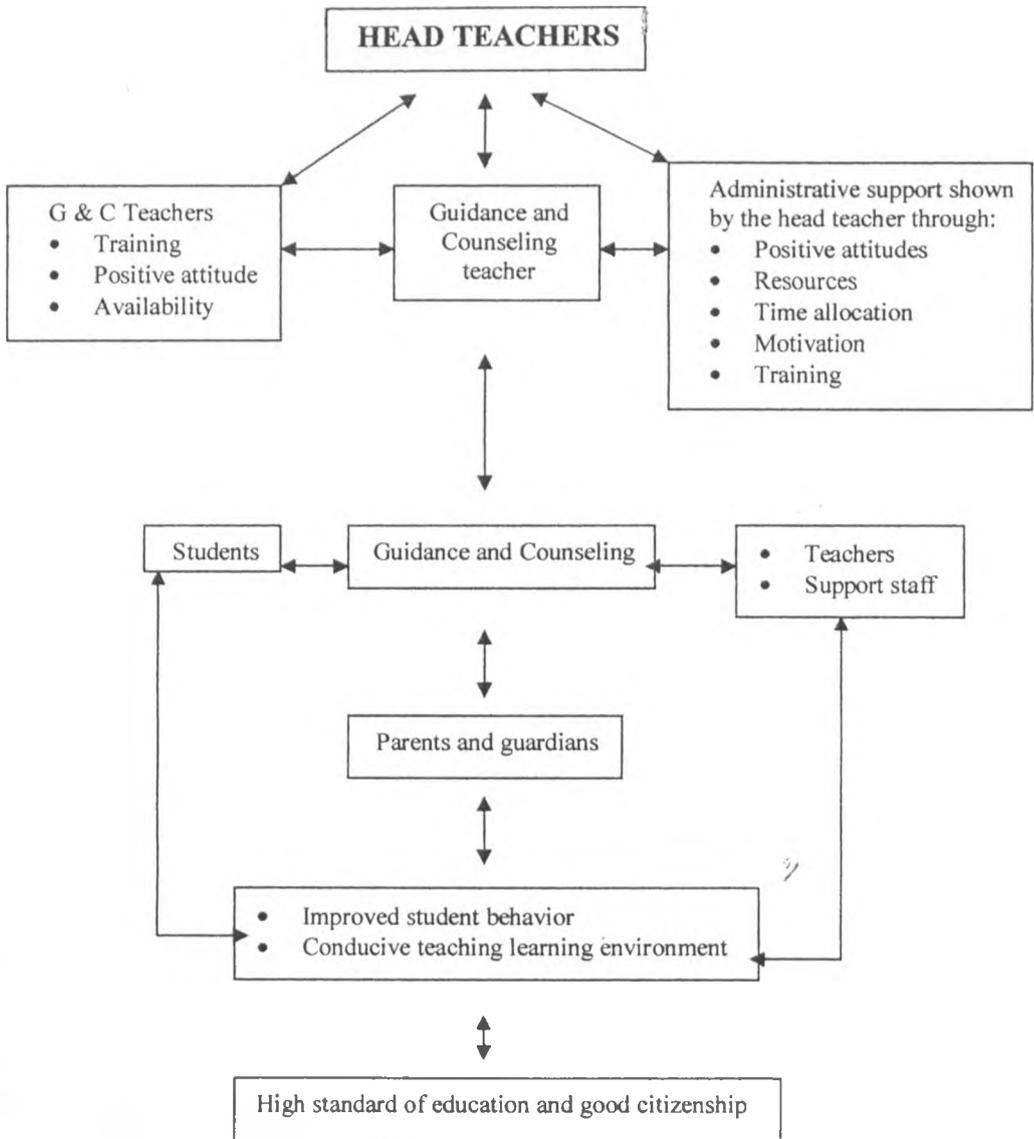
As MoEST (1999) notes, for teachers to effectively guide students, they need training to acquire the needed skills in guidance and counseling, a positive attitude, sacrificing their time to help students, and being there willingly as opposed to being forced. Teachers need the necessary support from schools, home and the community as a whole. Physical resources are also very necessary for effective implementation of G&C in secondary schools.

Conceptual Framework

School programmes need joined or communal effort for their success. Guidance and counselling programmes in public secondary schools too need not only group effort but also an enabling environment for them to be effectively implemented. The figure below illustrates how the school community group action in the implementation of G&C determines high standards of education and good citizenship of the students in schools.

Conceptual Framework

Figure 1: Relationships between different groups of people and their roles in G&C in Schools



The above figure describes the kind of relationship between various groups of people who make up the school community and their role in making the G&C programme implementation effective. The model proposes that the head of a

school is the real head of G&C programme. However he/she should delegate it to a G&C teacher and support it in terms of initiating its activities, resources, time allocation, motivation and giving G&C teachers' time to attend in-service courses and seminars to gain skills for their growth in the job.

The school head through the G&C teachers organizes, plans and implements the programme targeting its usefulness to the students. The G&C teacher has a duty of undertaking courses relevant to the discipline if not qualified and attending seminars and workshops to brace him/herself with new methods in the area. This teacher should also have a positive attitude towards guiding students as well as being available to serve them when needed. In order for G&C services to be effective, the school administration should provide adequate resources.

From the G&C teacher, the service reaches the students who should support it through consulting with their teachers in that department. Other teachers should also guide or refer cases to the G&C teachers. Generally, all teachers and support staff should act as role models to learners in the schools and report cases that need the attention of a G&C teacher. Together with parents and guardians, teachers can find it easy to help students effectively since they will not be seen as intruders to students' privacy.

The joined efforts of all school stakeholders will result to improved student behavior, which is useful to both the students and the school staff (teachers and support staff). Improved student behavior will give rise to a conducive teaching

and learning environment, which in turn will result to high standards of education and good citizenship. It should be noted that this cycle could start from down or up for feedback.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter was concerned with the research methodology under the following subtopics: the research design, target population, sample and sampling procedures, research instruments, data collection and analysis.

Research design

The study adopted an ex-post facto design. Best and Kahn (2001) point out that ex-post facto design is used when it is impracticable and unethical to arrange occurrence and an analysis of past events or of already existing conditions may be the only feasible way to study causation. This design was appropriate since challenges facing Guidance and Counseling were phenomena that were already in existence and as such could not be manipulated by the researcher. Teachers responded to the questionnaires based on what they had experienced regarding G&C in their schools.

Target Population

The target population of this study consisted of headteachers and teachers in all public secondary schools in Kikuyu Division, Kiambu District. According to the Republic of Kenya (2002), Kikuyu Division has a total of 24 public secondary schools with a population of 477 teachers of whom 194 are male and 283 females. To collaborate the opinion of the teachers, the 24 head teachers in the division were also included in the target population.

Sample and Sampling Procedure

For descriptive studies, ten percent of the accessible population is enough for a sample (Fraenkel and Wallen 2000; Mugenda and Mugenda 1999). Therefore ten percent of the 477 teachers in Kikuyu Division was 47 teachers which was increased to 50 (to reduce the sampling error according to Mugenda and Mugenda, 1999). Ten (10) headteachers of all the sampled schools were automatically included in the sample making a total of sixty (60) respondents. Regarding gender, 23 of all the respondents were male while 37 were female.

The teachers were from the schools that had been sampled using proportionate stratified sampling of schools based on the number of schools in each of the 4 zones in Kikuyu Division. These zones are: Thogoto, Kabete, Karai and Muguga. From Thogoto and Kabete zones / strata which have 8 and 7 schools respectively. Karai has 5 while Muguga has 3 schools. Therefore 3 schools were selected from Kabete and Thogoto, 2 schools were selected from Karai and Muguga Division to make a total of 10 schools. The table overleaf shows the number of schools.

Table 1: Public Secondary Schools in Kikuyu Division

Zones	Boarding	Mixed Day	TOTAL
Karai	1	4	5
Muguga	0	3	3
Kabete	2	7	9
Thogoto	3	4	7
TOTAL	6	18	24

Source: DEO's Office Kiambu District 2003

From each school, 6 teachers were purposively sampled. The teacher sample was made of the headteacher, the acting or appointed head of G&C department, the discipline master and 3 classroom teachers: one from the lower forms (Forms 1-2) and the other 2 from the senior forms (Forms 3-4). To ensure gender balance, purposive sampling was used to select classroom teachers. The total number of respondents from the 10 schools was sixty (60). This sample composed of 50 G&C teachers and 10 headteachers.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

The headteachers were sampled so as to give information pertaining to the administrative support of G&C programme in the school since they are the school managers. The school heads also oversee the implementation of school programmes and releases teachers to attend relevant courses and seminars. They are key in any programme in the school. The G&C teachers are in-charge and responsible for coordinating the G&C activities in the school. Purposive sampling

approach was used to obtain the sample of the discipline master and classroom teachers because they were very key in handling and referring the students who need assistance to the G&C teachers and can tell if the programme is helpful to students in the school or not. They too are counselors since they guide students in corroboration with the G&C department members.

Research Instruments

Data pertaining to the administrative support of G&C programme, resources, G&C teachers training and other challenges in public secondary school in Kikuyu Division was gathered through the use of headteachers' and teachers' questionnaires.

Headteachers' Questionnaire

The questionnaire was divided into 3 sections. The items in section one sought background information of the respondents such as age, gender, and experience in teaching of the headteacher.

The second section was used to elicit information related to the headteachers' views on G&C in the school. The information involved the administrative support to G&C in terms of resources and time, training of the G&C teachers and other challenges that faced the effective implementation of the programme in the school. It also used closed ended questions for a discussion especially on the situation of G&C in secondary schools.

The third section was a Likert scale, which required the respondent to Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), or Strongly Disagree (SD) with statements concerning G&C in schools. It solicited information on the attitudes of the headteachers and teachers on the G&C services in schools for instance the value they attached to G&C and how the administration could get involved to improve on it. Lastly, open-ended questions were used to seek information on challenges facing G&C and ways of improving the service in secondary schools.

Teachers' Questionnaire

The first section of the teachers' questionnaire sought their background information. The second part consisted closed ended questions on the teachers training, attitude, support, and resources. For the third section, the Likert Summated rating method was used. Each statement was followed by five responses that were: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) or Strongly Disagree (SD), to collect data about the teachers' attitude towards G&C services in schools and the value they attached to it. It also used open-ended questions, which solicited for in-depth information from the respondents to supplement discussion on the difficulties experienced in handling the G&C programme in secondary schools and ways of improving it. Suggestions on ways and means of overcoming the problems that the teachers faced were also sought.

Validity of the Instrument

To enhance the validity of the questionnaire, a pre-test was conducted on a population similar to the target population. The objective of this was to assess the clarity of the instrument items so that those that failed to measure the variables that they were intended to were modified or discarded completely, and new items added (Mulusa, 1988).

Mulusa (1988) further recommends that about 10 cases, which represent the target population in all the major aspects, should be used in a pre-test. Therefore three schools randomly selected were used since in all ways they can provide the recommended cases in each category. Public secondary schools from Kikuyu Division, which were not in the sample, were used. Validity was further improved by getting expert advice from the supervisor.

Reliability of the Instrument

The split-half method was used during the pre-test in order to establish the internal consistency of the instrument (Roscoe, 1969). This involved splitting the instrument into two: one half of even-numbered items and the other of odd-numbered items. The correlated results' value provided the internal consistency of one half, that is, the degree to which the two halves of the test were equivalent or consistent in terms of items. The coefficient was obtained through Pearson Product Moment formula. To obtain the full reliability of the instruments, the Spearman-Brown Prophecy formula was used.

Reliability of entire test $R_e = \frac{2(\text{reliability of 0.5 test})}{1 + (\text{reliability of 0.5 test})}$

that is: $R_2 = \frac{nr}{1 + (n-1) r_1}$

Where:

R_2 = corrected reliability

r_1 = Uncorrected reliability

n = number of parts

($n = 2$)

(Tuckman, 1978)

The scores of the instruments were established to be 0.92 and 0.96 for the G&C teachers' and headteachers' questionnaires respectively hence regarded reliable for the study.

Data Collection Procedure

First, a research permit was obtained from the Office of the President and then from the Permanent Secretary, Ministry of Education Science and Technology, a copy of which was presented to the District Education Officer (DEO) Kiambu District. The DEO further issued a clearance letter authorizing the researcher to visit the zones and then identified schools in the district.

The researcher visited the sampled schools both at pilot and main study. The researcher then established a rapport with both the headteachers and the sampled teachers. All the respondents were assured of confidentiality and security. To ensure cooperation, the researcher explained to the teachers the significance of the study and their participation. The questionnaires were left for filling to be collected on an agreed date later, after about a week.

Data Analysis Techniques

Analysis of the data commenced with editing and inspecting data pieces in order to identify spelling mistakes and any other wrongly answered or un- responded to items. The data was then classified according to age, gender and work experience, training in guidance and other emerging variables to make analysis easy. Data was analyzed to answer the research questions using descriptive statistics particularly percentages and averages (mean). Ten (10) items ranked on a five-point Likert scale were analyzed using scores assigned to each item. The positive items were scored by the following key:

Strongly Agree (SA)	= 5 points
Agree (A)	=4 points
Undecided (U)	= 3 points
Disagree (D)	= 2 points
Strongly Disagree (SD)	= 1 point

For the negatively stated items, the key was reversed so that

Strongly Agree (SA) = 1 point

Agree (A) = 2 points

Undecided (U) = 3 points

Disagree (D) = 4 points

Strongly Disagree (SD) = 5 points

The scores were then added up to obtain the measure of attitude of the headteachers and teachers (Nyaga, 1997). The maximum score possible was therefore 5 points per item x 10 items = 50 points, representing extremely positive attitudes. On the other hand, the lowest score was equal to 10, that is, 1 point per item x 10 items, representing perfectly negative attitudes. A perfectly neutral attitude level was represented by a score of 30, that is, 3 x 10.

Attitudes were therefore classified as positive, neutral, or negative. The attitude score for the various ratings were as follows:

<u>Score</u>	<u>Attitude Rating</u>
10 – 29	- Negative (N)
30	- Neutral (Ne)
31 – 50	- Positive (P)

The non-ranked items were arranged to identify opinions and views of both headteachers and teachers towards the implementation of guidance and counseling programme in secondary schools.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

Introduction

This chapter analysed and presented findings of the study based on the data collected using headteachers' and G&C teachers' questionnaires.

Questionnaire Return Rate

Out of the sampled respondents, all the 50 teachers and 7 out of 10 headteachers duly filled the questionnaires. The questionnaire return rate therefore was 100% for the teachers and 70% for headteachers. On average, the return rate was 85%, which was regarded as adequate for the study.

Biographical Data of Respondents

Table 2: Gender Distribution of Respondents

Gender	Head teachers		Teachers		Total		
	F	%	F	%	F	%	%
Female	4	57.1	32	64.0	36		63.2
Male	3	42.9	18	36.0	21		36.8
Total	7	100.0	50	100.0	57		100.0

F- Frequency % -Percentage

The table shows that there were more female headteachers than male, 57.1% compared to 42.9% while there was also a higher number of female G&C teachers (64%) than male G&C teachers (36%) who participated in the research. In total, 36 female and 21 male teachers took part in the study. This is a true

reflection of the gender disparity in Kikuyu Division where 194 secondary school teachers are male and 283 are female. Based on Gladding (1992)'s report, one would expect more female students to seek guidance and counseling services compared to male students due to their socialization, since there were more female than male teachers in the division.

Table 3: Age Distribution of the Respondents

Age in years	G&C Teachers		Headteachers	
	Frequency	Percentage	Frequency	Percentage
21 – 30	8	16.0	1	14.3
31-40	34	68.0	4	57.1
41- 50	6	12.0	2	28.6
Over 50	2	4.0	-	-
Total	50	100.0	7	100

The age of the teachers as indicated in Table 13 above shows that they have been in the profession long enough to have interacted with the G&C programme and are therefore aware of the challenges facing it.

The varied age distribution of teachers in schools ensures a wide range of experiences amongst them and the students have a chance to freely choose who to confide in and share their personal problems in respective schools. This is in line with views by Gitau (2000), that the age of a G&C teacher may negatively or positively influence students' tendency to seek guidance services in schools.

Table 4: Marital status of Respondents

Marital Status	G&C Teachers		Headteachers	
	Frequency	Percentage	Frequency	Percentage
Married	42	84.0	6	86.0
Single	7	14.0	1	14.0
Widowed	1	2.0	0	0.0
Total	50	100.0	7	100

Table 4 shows that 84% of G&C teachers and 86% of headteachers were married. This means that majority of the G&C teachers are community leaders who can be looked up to counsel others in the society. This echoes Adesina and Ogunsajo (1984), who observed that the marital status of an individual influences their acceptability and respectability as counselors. However, both single and widowed teachers are also given the responsibility of G&C as indicated in the table.

Table 5: Academic Qualifications of Respondents

Highest level attained	G&C Teachers		Headteachers	
	Frequency	Percentage	Frequency	Percentage
M.Ed	2	4.0	0	0.0
B.Ed	35	70.0	7	100.0
BA / BSc & PGDE	3	6.0	0	0.0
S1/Diploma	10	20.0	0	0.0
Total	50	100.0	7	100.0

As indicated in Table 5, the study found out that a high number of G&C teachers (70%) and all the headteachers who participated in the study were Bachelor of Education (B.Ed.) holders. The academic levels of the respondents were evidence that they were professionally qualified and had received basic training in G&C during pre-service training. This is an advantage in the implementation of the G&C programme in the schools.

Table 6: Respondents' Duration of Teaching in Current School

Length of time in years	G&C Teachers		Headteachers	
	Frequency	Percentage	Frequency	Percentage
One year and below	9	18.0	2	28.6
2-4 years	17	34.0	3	42.8
5-7 years	13	26.0	2	28.6
Over 10 years	11	22.0	-	-
Total	50	100.0	7	100.0

Generally, the G&C teachers had been in their current stations long enough to have been familiar with the students and their problems. The students therefore should have had no difficulties confiding in them all other factors held constant. Seventy percent (70%) of the headteachers had been in their stations for over two years, a period considered by the researcher as adequate to master the G&C programme in schools.

As indicated in Table 5, the study found out that a high number of G&C teachers (70%) and all the headteachers who participated in the study were Bachelor of Education (B.Ed.) holders. The academic levels of the respondents were evidence that they were professionally qualified and had received basic training in G&C during pre-service training. This is an advantage in the implementation of the G&C programme in the schools.

Table 6: Respondents' Duration of Teaching in Current School

Length of time in years	G&C Teachers		Headteachers	
	Frequency	Percentage	Frequency	Percentage
One year and below	9	18.0	2	28.6
2-4 years	17	34.0	3	42.8
5-7 years	13	26.0	2	28.6
Over 10 years	11	22.0	-	-
Total	50	100.0	7	100.0

UNIVERSITY OF NAIROBI
EASTAFRICANA COLLECTION

Generally, the G&C teachers had been in their current stations long enough to have been familiar with the students and their problems. The students therefore should have had no difficulties confiding in them all other factors held constant. Seventy percent (70%) of the headteachers had been in their stations for over two years, a period considered by the researcher as adequate to master the G&C programme in schools.

As indicated in Table 5, the study found out that a high number of G&C teachers (70%) and all the headteachers who participated in the study were Bachelor of Education (B.Ed.) holders. The academic levels of the respondents were evidence that they were professionally qualified and had received basic training in G&C during pre-service training. This is an advantage in the implementation of the G&C programme in the schools.

Table 6: Respondents' Duration of Teaching in Current School

Length of time in years	G&C Teachers		Headteachers	
	Frequency	Percentage	Frequency	Percentage
One year and below	9	18.0	2	28.6
2-4 years	17	34.0	3	42.8
5-7 years	13	26.0	2	28.6
Over 10 years	11	22.0	-	-
Total	50	100.0	7	100.0

Generally, the G&C teachers had been in their current stations long enough to have been familiar with the students and their problems. The students therefore should have had no difficulties confiding in them all other factors held constant. Seventy percent (70%) of the headteachers had been in their stations for over two years, a period considered by the researcher as adequate to master the G&C programme in schools.

Category of Schools

The school categories that participated in the study are shown in the table below:

Table 7: Category of Schools that Respondents Were Drawn From

Category of School	Teachers		Headteachers		Total	
	F	%	F	%	F	%
Mixed	26	52.0	3	42.8	29	50.9
Boys only	11	22.0	2	28.6	13	22.8
Girls only	13	26.0	2	28.6	15	26.3
Total	50	100.0	7	100.0	57	100.0

F = Frequency

Table 7 shows that 50.9% of the respondents came from co-educational institutions while 49.1% came from single sex schools. Teachers from the various categories of schools have varied experiences and challenges as they carry out their G&C duties. The varied experiences and challenges of the G&C teachers enriched the study.

Answers to Research Questions

The next part of the chapter comprises the analysis of the responses obtained from headteachers and teachers as they reacted to the questionnaires. The responses are organized according to research questions.

To what extent are teachers in public secondary schools trained to enable them to implement the G&C programme?

To answer the above research question, respondents were asked to respond to the items below:

- Pre-service training of G&C teachers
- In-service training of G&C teachers
- Levels in G&C training of G&C teachers

Pre-service Training

On pre-service training of G&C teachers, the respondents were asked to indicate whether they had any pre-service training in G&C. Ninety four percent (94%) responded in the affirmative. This confirms that an overwhelming majority of secondary school teachers undergo some form of G&C training during their pre-service training courses when probed further on the nature of pre service training, 82% of the teachers indicated that G&C was only offered as a course unit within the education courses. Similarly, all the participating headteachers confirmed that G&C teachers in their schools had had very basic training yet training is fundamental for effective implementation of G&C programme in schools. However, the study established that this training is so rudimental that it does not adequately equip them with the requisite knowledge, skills and attitudes to handle some of the emerging issues affecting students. This finding concurs with Gitau (2000) whose findings indicate that G&C teachers in schools have limited training and hence lack the necessary skills. Thus, the lack of adequate training poses a challenge to the effective implementation of the G&C programmes,

because it can be detrimental to the counselee UNESCO (2000). UNESCO further argues that if guidance and counseling is done by untrained personnel, it is likely to harm the client.

In-service Training

On the in-service training of G&C teachers, the researcher sought to investigate the frequency with which the G&C teachers in Kikuyu Division were in-serviced.

The responses are as shown in the table below:

Table 8: Frequency of In-service training of G&C teachers

Frequency of in-service training	Head teachers		G&C teachers	
	Frequency	Percentage	Frequency	Percentage
Regularly	1	14.4	1	2.0
Occasionally	2	28.6	20	40.0
Never	4	57.0	29	58.0
Total	7	100.0	50	100.0

As indicated in Table 9, only one headteacher stated that the G&C teachers in their schools were in-serviced regularly while 4 of the headteachers stated that teachers in their schools had never been in-serviced at all. However, more than half (58%) of the G&C teachers had never attended an in-service course. UNESCO (1995) stipulated that in-service training of teachers in G&C skills is essential to effectively handle the three dimensions of counseling which are: personal, academic and vocational guidance. From these findings, it is apparent

that lack of in servicing among G&C teachers was a challenge, which hindered the implementation of G&C programme in Kikuyu Division.

Training Levels of the G&C Teachers in G&C skills

On the training levels of G&C teachers in Kikuyu Division, respondents were asked to indicate their highest level of training in G&C skills. The findings are tabulated below:

Table 9: Highest Level of Training Achieved by G&C Teachers in G&C skills

Highest level achieved	Frequency	Percentage
Certificate of Participation	14	66.6
Certificate Level	4	19.1
Diploma Level	3	14.3
Total	21	100.0

Of the 42% trained G&C teachers indicated in Table 8, Table 9 shows that majority (66.6%) had a certificate of participation, which is awarded after a one or two weeks' workshop or a seminar (this certificate does not imply any professional qualification), 19.1% had attained a certificate, which is the lowest level of professional qualification while only 3 had trained at diploma level. This indicates that in general, the training level for most G&C teachers in Kikuyu Division was depressingly low. This is in line with Wahome (1989), in whose paper 'Training Counselors for effective practice', remarked that a most teacher

counselor, headteachers included, have no training for the job except probably for the course they took during their undergraduate or diploma training.

What support does the administration give to the G&C Programme in public Secondary Schools?

Administrative support of G&C programme was got through the following factors:

- Staffing of the G&C department
- G&C teachers' workload
- Time allocation for G&C
- Financing of the G&C programme
- Administrative intervention in some G&C related roles

To determine the administrative support of G&C programme in public secondary schools in Kikuyu Division, teachers were asked to provide information regarding the number of G&C teachers, G&C teachers' workload, time allocated for G&C, financing of G&C activities and administrative intervention in some G&C related roles in their schools. The findings are summarized in Tables 10 to 14 as follows:

Table 10: Number of G&C Teachers in Schools

No. of Teachers per school	Frequency	Percentage	Cumulative percentage
1	41	82.0	82.0
2-4	7	14.0	96.0
5 and above	2	4.0	100.0
Total	50	100.0	

In all the schools visited, there was at least one teacher in charge of G&C. However, the G&C department in most schools was found to be understaffed as indicated in Table 10 above with 82% of the G&C teachers reporting that their schools had only one G&C teacher. This was contrary to Government's recommendation that besides the teacher appointed to be in charge of guidance, a school guidance committee comprising of 5-8 members should be appointed by the headteacher from among the staff (MoEST, 1999). This posed a big challenge to the effective implementation of G&C programme in Kikuyu Division. It appears that the headteachers in the division have not adhered to this recommendation, which may render the G&C programme ineffective.

Table 11: Number of lessons taught by G&C teachers per week

Number of lessons	G&C teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
Below 20	15	30.0	1	14.2
20 – 25	29	58.0	3	42.9
26 – 30	5	10.0	3	42.9
Above 30	1	2.0	-	-
Total	50	100.0	7	100.0

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Table 11 indicates that majority of G&C teachers taught 20 lessons and above. Responding to an open-ended question, teachers indicated that a workload of 20 lessons per week was too heavy for teachers involved in G&C. Such teachers are in a situation that could result in an overworked G&C teacher with barely any time or energy to do an effective job in G&C. Furthermore, the headteachers were negative about making any special arrangements for a lesser workload for G&C teachers. They cited the Curriculum Based Establishment (CBE) policy employed by the Teachers Service Commission and the wide 8-4-4 curriculum, which has many lessons and much time is required to adequately cover the syllabus.

On time allocation, the findings are as illustrated overleaf:

Table 12: Time allocated for G&C in schools

Time allocated	G&C teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
One lesson per week	17	34.0	2	28.6
Two lessons per week	5	10.0	1	14.3
Lunch break	32	64.0	5	71.4
Between 4 – 5 pm	20	40.0	4	57.1
Any time of need or during a crisis	43	86.0	6	85.7

N= 50 teachers N= 7 headteachers

Table 12 reveals that, 34% of G&C teachers and 28.6% of headteachers reported that their schools allocated one lesson per week for G&C on the timetable while only 10% of G&C teachers and 14.3% of headteachers indicated having two lessons allocated. Lunch break and the hour between 4 and 5pm, which is after lessons, were quite popular as reported by both groups of respondents. When need arose and especially during a crisis, 86.0% of G&C teachers and 85.7% of headteachers reported that they would guide students. This means that even those who indicated having one lesson or two would also use lunch break and the hour between 4 and 5 when need arose. All schools guided students during crisis. Generally, this means that inadequate time for G&C programme in secondary schools in Kikuyu Division was a challenge. This confirms Gitonga's (1999) finding that time is a resource that affects effective and efficient implementation of G&C services in schools and if not allocated adequate time, the programme

suffers. The study findings also tallied with Wanjohi (1990) that lack of adequate time is a major hindrance to the success of the G&C programme in schools.

On financial support, the teacher respondents were asked to indicate whether their school administration supported the G&C departments financially. A few teachers, (18%), indicated that they were financed while 82% were not. On the other hand, out of the seven (7) headteachers, 57.1% reported that they financed the G&C departments in their schools. To smoothly run any programme, some financial support is necessary and therefore G&C programme in schools should not be an exception. If financial constrains are experienced, teachers struggled to keep the G&C activities on the move or would be grounded if money required is not forthcoming. For instance, teachers lamented that their schools lacked money to equip the department, organize for workshops and hire resource persons, which would improve the implementation of the programme. The financing of G&C programme was therefore identified as a challenge in Kikuyu Division.

On the administrative support, the respondents were asked to indicate their opinion on whether they required any administrative intervention in playing some tasks in order to improve the G&C programme's implementation in their schools. Their responses have been tabulated on Table 13.

Table 13: Headteachers and Teachers Views on the Tasks that Require Administrative Intervention

Task	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
1.Provision of up to date G&C information on career choice	39	68.2	15	26.3	1	1.9	2	3.6	0	0
2.Liaising with the parents and guardians of G&C clients	32	56.1	21	36.8	3	5.3	1	1.8	0	0
3.Assigning G&C teachers fewer teaching lessons	26	45.6	24	42.2	2	3.5	3	5.3	2	3.5
4.Allocating G&C time on the Timetable	19	33.3	26	45.6	5	8.8	4	7.0	2	3.5
5.Educating students on the importance of G&C services	30	52.6	24	42.1	2	3.5	1	1.8	0	0

N= 57 respondents

According to Table 13, 94.5% of the respondents indicated that up-to-date information on career choices needed to be made available in the G&C department. In addition, another 92.9% maintained that the administration had the duty of liaising with the parents and guardians of G&C clients when necessary. An overwhelming majority of the respondents (94.6%) viewed educating students on the importance of G&C services as very vital thereby agreeing with Moser (1963) that unless students are made aware of the purpose and importance of G&C services, they are likely not to utilize it. In addition, Kilonzo (1980) stated that among other constrains that G&C programme in Kenya suffered from, was

lack of parental involvement and support. Parental involvement in G&C matters tally with Kilonzo's view that school administration has the duty of persuading parents to take G&C services positively and seriously. However, 10.5% of the respondents felt it was not necessary for the administration to allocate for G&C on the timetable. Generally, it is apparent that G&C teachers in Kikuyu Division were in need of administrative support in order to make the G&C programme more effective in schools.

What resources are at the teachers' disposal for implementing G&C programme in public secondary schools in Kikuyu Division?

To establish the availability and adequacy of G&C resources in schools, the respondents were asked to indicate whether some selected resources existed as listed bellow:

- Physical and material resources
- Financial support for G&C department

Information was sought on the kind of resources that were available in schools for G&C use and how adequate these resources were. This data was computed in Table 14:

Table 14: Availability of G&C Resources

Resources	G&C teachers		Headteachers	
	Frequency	Percentage	Frequency	Percentage
Reference Materials	21	42.0	6	86.0
Recording Materials	19	38.0	4	57.0
G&C Office	18	36.0	4	57.0
Video Tapes	9	18.0	3	42.0
Hired video tapes and resource persons	15	30.0	3	42.0
None	6	12.0	1	14.0
	N = 50 teachers		N = 7 headteachers	

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

It is evident from Table 14 that those resources that got the highest percentage were reference materials such as books and magazines as indicated by 42% and 86% of the G&C teachers and headteachers respectively. It is therefore evident that schools had adequate resource materials without which proper implementation of G&C programme would be impossible. The finding show that not all the sampled schools had a G&C office, a facility which Rithaa's (1996) findings indicated that lowers the quality of the service since it is unlikely that a client would reveal the deepest and most personal problems in the presence of staff members or students. Respondents also reported putting in use hired videotapes and invitation of resource persons as shown on the table above. It is worth noting that one school had no G&C office. In fact, the G&C teachers reported that they met their clients under a tree. Generally, lack of adequate

physical and material resources was not a challenge in most schools in Kikuyu Division.

A further probe on resources was made to find out how adequate the available G&C resources were. A fairly large number of respondents (60%) stated that the available resources were inadequate while 14% said they were adequate. The remaining 26% postulated that resources were fairly adequate.

As stated earlier under the administrative support, the financial support for G&C departments in public secondary schools in Kikuyu Division was not adequate and as a result, it was not possible for them to be sufficiently equipped. These findings confirm those of Kilonzo (1980) who asserted that in Kenya, facilities and materials for the G&C programme were inadequate and such was the case that existed in schools of Kikuyu Division.

Teachers Attitude Towards G&C Services

What is the attitude of teachers towards G&C services?

To answer this research question, items listed below were used to measure attitude:

- Likert items on attitude
- Willingness of G&C teachers to take up G&C roles
- Value attached by teachers to G&C in schools

To establish the attitude of teachers towards G&C programme in the schools, the headteachers and G&C teachers were asked to give their views and opinion on several Likert items concerning the programme and the value attached to G&C services in their schools. The responses are outlined below:

Table 15: Results of the Headteachers and Teachers' Attitude Test towards G&C Services

Range of Scores	Category of Attitude	No. of Respondents	% of Respondents per Category
10 – 29	Negative	2	3.5
30	Neutral	3	5.3
31 – 50	Positive	52	91.2
Total		57	100.0

Mean Score = 80.7

SD = 1.8

Minimum Score = 10

Maximum Score = 50

✓

Table 15 gives a summary of the attitude scores obtained by the teachers and headteachers. The results indicate that 91.2% of the respondents in the sample had positive attitudes towards G&C services while 3.5% had negative. A further support to the findings is the large number of respondents, (52 out of 57) who strongly agreed with the statement that, "Guidance and counseling is essential in secondary schools." Fifty (50), which is 87.7% also strongly agreed with the statement "there is need to intensify G&C in schools." In general, teachers in

Kikuyu Division had positive attitude towards G&C programme. As Hendrikz (1986) maintains, the attitude of a teacher who is planning and presenting G&C programme is an important factor in the success or failure of the programme.

Teachers' willingness to take up G&C roles

On their willingness to being assigned guidance roles, 70% of the teachers stated that they were willing to be assigned G&C roles. Of the 70% respondents who were positive, a further probe was made to find out what motivated them to becoming counselors. The response was that among other reasons, they enjoyed helping their learners to become responsible citizens, understand themselves and improve on their performance. Others enjoyed helping students to make good career choices, improve on discipline, stop drug abuse and reduce school strikes and their related evils. In addition, there were those who wished to curb immorality among school going youth, improve student-teacher and child-parent relationships and help students with personal problems.

Given that more than half (70%) of the G&C teachers in Kikuyu Division were willing to be assigned G&C roles in their schools, positive attitude was inferred from them towards the programme. This means that teachers' attitude towards G&C programme was not a challenge in the division.

Value attached to G&C by teachers in schools

Among the indicators that were used to measure teachers' attitude towards G&C services was the value attached to G&C by teachers in schools. Teachers were

asked to give their opinion on the effectiveness of G&C services in helping to promote the teaching and learning process. A majority of the teachers were of the opinion that it instilled discipline in the learners thus helping them to appreciate the value of hard work. In addition, it helped the learners to understand themselves and become responsible as they handle the challenges of the adolescent stage. Discipline was seen as important because it is a major pillar in dictating performance. Majority of the respondents (87%) viewed G&C programme as an important tool in enhancing discipline in secondary schools in Kikuyu Division. However, it was pointed out that G&C on its own was not adequate in maintaining high levels of discipline. Suggestions made by the respondents to help in the maintenance of discipline include: Involvement of parents in issues of discipline concerning their children to keep them informed of any changes in behavior. Schools could introduce a reward system where disciplined students receive tokens of appreciation.

What other challenges do teachers face while implementing G&C programme in public secondary schools?

To answer this research question, respondents were asked to state challenges that teachers faced while implementing G&C programme in schools. The challenge that featured prominently from the teacher respondents was lack of motivation of the teachers trained in G&C. To elicit this information, teachers were asked to indicate the action their employer took in recognition of the certificates they were awarded after attending G&C courses. Their responses were as outlined in Table 16:

Table 16: Action Taken by Employer after Teachers Trained in G&C Skills

Action	Frequency	Percentage
Promotion	1	4.8
Salary increment	(1)	(4.8)*
No action	18	85.7
Others	2	9.5
Total	21	100.0

* Figure repeated

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Out of the 21 who had trained in Table 16 above, 85.7% of the teachers reported to have had attendant certificates that are usually given after one or two weeks of attending a seminar or workshop. Unfortunately, TSC did not recognize such certificates since the workshops and seminars are not organized on behalf of TSC. Only one teacher reported to have been promoted and also received a salary increment. It was also observed that only a few (9.5%) used their certificates for other reasons such as attaching them when applying for promotions, either to the next job group, headship of department or school headship. In essence, failure to recognize training efforts by the employer means lack of motivation to the G&C teachers. Lack of motivation among G&C teachers who had acquired G&C training was reported in Kikuyu Division.

To probe further on the challenges, teachers were asked to indicate the length of time G&C had existed in their schools. The findings are tabulated in Table 17 overleaf:

Table 17: Length of Time that G&C Services had Existed in Schools

Length of time in years	Frequency	Percentage	Cumulative
	(F)	(%)	percentage
Less than one years	5	10.0	10.0
1-3 years	9	18.0	28.0
4-6 years	8	16.0	44.0
7-9 years	5	10.0	54.0
10 years & above	23	46.0	100.0
Total	50	100.0	

Table 17 shows that a fairly large number of the teachers (54%) reported that G&C programme existing in their schools for less than 10 years while 46% indicated that they had the programme in their schools for 10 years and above. Therefore, it would be expected that the programme was well established, appreciated, supported and well staffed. Despite the existence of G&C programmes in schools in Kikuyu Division for three years and above, its inability to maintain discipline and evade strikes. According to Republic of Kenya (2001), cases of school unrests were still common in Kiambu District, Kikuyu Division included.

In addition, other problems that teachers faced while implementing G&C programme in secondary schools are listed in Table 18:

Table 18: Other Challenges Faced by Teachers in Implementing G&C in schools

Problem	%
i) Lack of a clear line between role of G&C teacher and discipline master	52.6
ii) Lack of co-operation from other teachers, students and parents	49.1
iii) Lack of professionalism among G&C teachers, e.g. lack of confidentiality	35.0
iv) Lack of referral centers where all acute counseling cases in schools Could be dealt with	28.1
v) Lack of other methods of behaviour change to complement G&C	26.3
vi) The role of G&C in schools not being well understood by stakeholders and in some cases misinterpreted as intrusion into students' affairs	22.8
vii) Poor management of the G&C department in schools	10.5

N= 50 teachers

The table above shows that the highest percentage (52.6%) reported that there lacked a clear cut between the role of a G&C teacher and the discipline master in their schools. Other problems that featured prominently were lack of cooperation from other teachers, students and parents (49.1%) and lack of professionalism among G&C teachers. Only a small percentage (10.5%) reported poor management of G&C departments in schools as a problem. These challenges impacted negatively on the implementation of the programme because there was no harmony between G&C teachers and other stakeholders such as the clients, the parents and teachers in general.

Remedies to the challenges facing the implementation of the G&C programme in schools.

The study investigated into ways of improving the implementation of the G&C programme. According the headteachers and teachers, the following were identified in Table 19 below.

Table 19: Recommendations for Improving G&C Implementation by the Respondents

	Remedy	%
i)	Adequate training of G&C teachers	70.2
ii)	Availing resources to enhance G&C programme in schools	50.6
iii)	Involving all stakeholders in G&C issues to appeal for their cooperation	49.1
iv)	Motivation of G&C teachers e.g. promotions, lesser workload, special allowances and sponsorships to attend workshops and in-service courses	35.0
v)	Deployment of professional counselors in schools	28.1
vi)	Allocating and creating time for the G&C programme in schools	26.3
vii)	Sensitization of headteachers and all other stakeholders on the importance of G&C services in schools	22.8
viii)	Strengthening peer counseling clubs in schools	19.3
ix)	Giving G&C department a vote head to economically empower it in running its activities	10.5

N = 57

The study identified ways of addressing these challenges. These included: initial training and in servicing of G&C teachers recommended by 70.2% of both the headteachers and teachers, provision of resources and funds toward G&C programme in schools, motivation of G&C teachers, creating time for G&C programme in the school timetable and involving all stakeholders in G&C to

appeal for their cooperation. In addition, strengthening peer counseling clubs and giving G&C a vote head were also recommended.

Summary of Data Analysis

The data analysis identified the various challenges faced by teachers in the implementation of G&C programme in public secondary schools in Kikuyu Division. Among the key findings, most teachers were not adequately equipped with G&C skills and even where training had been done, it was too rudimentary. In- service training of G&C teachers was found inadequate. Administrative support was wanting especially in areas that needed headteachers' intervention. Schools in the division were fairly well equipped with G&C facilities, other than G&C offices. Teachers' attitude towards G&C was positive (91.2%) while the rest were negative or neutral.

Other challenges facing G&C teachers included: lack of a clear cut between the roles of the G&C and discipline teachers, lack of motivation, lack of cooperation from other teachers, students and parents and inadequate personnel. Suggested ways of addressing these challenges included: provision of resources and funds toward G&C programmes in schools, initial training and in servicing of G&C teachers, motivation of G&C teachers and creating time for G&C programme in the school timetable. Indeed, from the findings the research questions posed were satisfactorily answered.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

Today the G&C programme aims at helping students to develop in three dimensions: personal, social, educational / academic and career guidance. Moreover, guidance was placed in the hands of teachers in order to enable them help learners go up the education ladder without problems emanating from the three dimensions hence enhance their performance.

Despite the fact that the G&C programme has been in existence in Kenya and specifically in Kikuyu Division, incidents of students' unrests in secondary schools were persistent. It is in this light that this study was conducted to establish the challenges faced by teachers in implementing G&C programme in secondary schools in Kikuyu Division. Aspects focused on included the training of G&C teachers in G&C skills, availability of resources, administrative support, attitude of teachers towards G&C services and other challenges impeding on the implementation of the G&C programme and their remedies.

Related literature reviewed focused on the following aspects: concept of guidance and counseling, historical overview, training, administrative support, role of G&C in schools and the impact of effective guidance. The factors were summarized using a conceptual framework. Using an ex-post facto design, the study involved a sample of 50 G&C teachers and 10 headteachers. Of these

respondents, 50 G&C teachers and 7 headteachers duly completed the questionnaires. The research questionnaires used were tested and established as reliable (at 0.92 and 0.96 for the G&C teachers' and headteachers' questionnaires respectively). Using Pearson Product Moment correlation coefficient, reliability was established. In order to get a more accurate value, the Spearman Brown Prophecy formula was applied. In addition, consultation and advice mainly from the supervisor was incorporated to increase the validity and reliability of the instruments before issuing them to respondents. Using percentages and frequencies, the gathered data was analyzed to answer the research questions and thus achieve the study's objectives. The following were the results:

On the extent to which G&C teachers in public secondary schools were trained to enable them implement G&C programme, the study found out that G&C teachers were professionally and academically qualified. An overwhelming majority (94%) of the G&C teachers reported that they had undergone some basic form of training during their pre-service course. However, 82% reported that the training was only a single unit in the education course. In addition, three quarters of these teachers never attended any in-service training to acquire skills in guidance, placing the programme in the hands of under qualified teachers and consequently leading to its poor implementation. In general there is need for more training to equip the G&C teachers with more skills and competencies in order to keep abreast with the ever-changing needs that call for modern methods in guidance and counseling.

The study made an enquiry about the school administrative support given to G&C programme. Most (82.0%) respondents reported that the staffing of the G&C departments was inadequate since they had only one G&C teacher. This was contrary to the government recommendation of having 5-8 members in the G&C committee in a school (MoEST, 1999). Inadequate time for G&C programme in secondary schools in Kikuyu Division was a challenge, concurring with the ministerial findings that time is a resource that affects effective and efficient implementation of G&C services in schools and if not allocated adequate time, the programme suffers. The G&C teachers were in need of financial and administrative support of the G&C programme, challenges that may have rendered the G&C programme ineffective.

The study sought to find out the availability of resources that were at the teachers' disposal for implementing G&C programme in public secondary schools the division. The findings indicate that generally, schools in Kikuyu Division had reference and recording materials. However, they lacked G&C offices and videotapes. This means other than offices and videotapes; resources were not a major challenge to the implementation of the G&C programme in the division.

Information was gathered about the teachers' attitude towards G&C services. The study established that almost ninety percent (91.2%) of the two sets of respondents (headteachers and teachers) had positive attitudes towards G&C programme. More than half of the teachers were willing to take up the counseling roles in

schools while both headteachers and teachers were positive about the programmes' ability to promote the teaching and learning process in their schools.

Concerning other challenges that the study identified, 85.7% reported lack of motivation as the TSC did not recognize their certification after attending short courses on G&C. Persistent school strikes despite the existence of G&C services in schools for over three years or so was also reported. In addition, teachers lamented that there lacked a clear demarcation between the role of G&C teacher and that of discipline master while lack of cooperation from other teachers, students and parents was reported as a challenge. Other challenges that were cited include lack of professionalism and a referral center among others.

The study identified ways of addressing these challenges. These included: provision of resources and funds toward G&C programmes in schools, initial training and in servicing of G&C teachers, motivation of G&C teachers, creating time for G&C programme in the school timetable and involving all stakeholders in G&C to appeal for their cooperation.

Conclusions

From the findings, several conclusions were arrived at:

First, the study revealed that teachers in Kikuyu Division required training in G&C skills. The training of teachers is imperative because as all the headteachers and G&C teachers reported, it equipped them with the skills to handle all sorts of

student related problems. Therefore, teachers handling G&C in schools should undergo training either through pre-service or in-service.

Secondly, it was established that schools in Kikuyu Division had fairly adequate resources for G&C departments other than offices and videotapes. This means that resources were not a major challenge in the implementation of G&C programme. However, there was need to equip the G&C departments with electronic facilities.

Thirdly, the study found out that the difficulties faced by teachers in implementing G&C programme in the division were compounded by inadequate administrative support with the headteachers making no deliberate effort to support the implementation. Majority (82.0%) of the teachers reported having only one teacher in the G&C department. They also cited being overworked, lack of time and finances to run the programme. This points to a discrepancy between the ministries' policy and the practice in schools. This calls for a more pragmatic approach in G&C programme implementation, which requires a more deliberate move to staff the G&C departments and allocate time for G&C.

Fourthly, the G&C teachers in the division were found to have positive attitude (91.2% of all the respondents), towards the G&C programme in schools. This was evidenced by teachers' willingness to take up the G&C roles in their schools and being positive about the programme's ability to improve the teaching and learning process in schools. The G&C programme would benefit from the

positive teachers' attitude, which should be taken advantage of to improve its implementation.

Lastly, challenges reported by G&C teachers in implementing G&C programme in schools included lack of motivation of the trained G&C teachers and lack of co-operation from the administration, other teachers, students and parents. In addition, teachers reported that, G&C required more support for its potential to be fully exploited in curbing student related problems in schools. Among the remedies recommended were: adequate training of G&C teachers, equipping the G&C department with resources to enhance G&C programme in schools, motivation of G&C teachers in terms of promotions, lesser workload and involving all stakeholders in G&C issues.

From these findings, it is evident that the G&C programme is facing a myriad of challenges, which are hindering its effectiveness despite its potential. If such challenges were alleviated, the programme would go a long way in alleviating learner problems and school strikes among others.

Recommendations of the Study

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

1. The MoEST should to step up pre-service and in-servicing courses for G&C teachers in schools to improve their skills for implementing G&C programmes. The teacher training colleges need to come up with a more

comprehensive curriculum for all teachers to be fully trained counselors before they leave college. Other bodies such as KIE and KESI can also assist in the training of G&C teachers. These courses will enable teachers to address emerging issues in G&C and expose them to G&C related problems as well as keeping them up-dated with new developments in the area.

2. Headteachers should ensure that funds be deliberately allocated to the G&C department, and where possible parents and community-based organizations be involved. The funds can be used to provide and equip G&C offices to make ensure conducive environment for offering G&C services. Where funds are lacking, parents and community-based organizations could help in putting up G&C offices and electronics such as televisions, video decks and tapes on different topics that can be of help to the youth.
3. Headteachers should facilitate working together with teachers, parents and student to make G&C programme a success. This could be through organizing meeting and ensuring liaison with all stakeholders. This will solve the role conflict between G&C and discipline.
4. The MoEST through TSC should ensure G&C is given special consideration when posting teachers to schools. This would ensure that schools have at least a trained teacher in the area. This will go along way in motivating them to perform their duties with commitment.
5. The MoEST together with partners should put up in each district a counseling referral center manned by the ministry and with a pool of

counselors, psychologists, psychiatrists, lawyers and doctors for consultations when required by schools. This would help G&C teachers in handling cases that need more than counseling.

Suggestions for Further Research

From the study the following issues are recommended for further investigation:

1. There is need to investigate how Guidance and Counseling influences performance among students. This would shed some light on the difference in performance between those students who seek counseling and those who do not.
2. There is need to carry out a study on the differed G&C curricula offered in differed colleges. This would enable the identification of the most suitable one and implement it in all colleges with a view to streamlining the course.
3. A similar study can be carried out in another division in another district preferably in an urban setting for purpose of comparison.
4. There is need to investigate the viability of guidance and counseling resource centers which could also act as referral centers for schools. Schools could use them to refer acute counseling cases.
5. An evaluation of the existing G&C curricula offered by different colleges needs to be carried out with a view to identifying areas that need review for harmonization purposes. This will help in coming up with a streamlined and uniform curriculum that befits the African social values.

BIBLIOGRAPHY

- Adesina, S. and Ogunsaju, S. (1984). Secondary Education in Nigeria. Ile-Ife: University of Ife Press.
- Amukoa, E.F. (1984). Need For Serious Counseling In Kenyan Schools. Unpublished post diploma in Education Thesis, Kenyatta University.
- Best, J. and J.V. Kahn, (2000). Research in education (7th ed.) New Delhi: Prentice Hall of India.
- Brama, L.M. (1973). The helping Relationship: Process and Skill, Cliffs, N.J. Prentice-Hall.
- Cottle, W.C. (1993). Beginning counseling practicum. New York, Brune and Stratton.
- Creemers, B.P.M. (1994). The effective classroom. London, Cassell Inc.
- Durojaiye, M.O. (1990). Psychological guidance of the school child. Ibadan: Evans brothers.
- Eshiwani, G.S. (1983). The socialization of girls and its effective on their academic achievement in Rurambi Division Kakamega District. M.A. Thesis, University of Nairobi.
- Frankel, J.R. and Wallen, N. (2000). Research in Education. 4th ed. New York: McGraw Hill.
- Galloway, D. (1990). Pupil welfare and counselling. London, Longman.
- Gitau, R.W. (2000). A study of the students' attitudes towards seeking guidance and counseling services in secondary schools in Kikuyu Division. Unpublished M.Ed project, University of Nairobi.
- Gitonga, P.K. (1999). A study of secondary school headteachers attitude towards guidance and counseling programme in Meru Central District. M. Ed. Thesis, University of Nairobi.
- Gladding, S.I. (1992). Counseling: A comprehensive profession (2nd ed.) New York: Macmillan Publishers.
- Good, G.E. and Dell, D.N. (1989). Male and Gender Role conflict: Relations to help seeking men, Journal Of Counseling Psychology.

- Gutch, K.U. and Alcorn, D. (1970). Guidance in action: ideas and innovations for school counsellors. West Nyack: Parker Publishing co. Inc.
- Hendrikz, E. (1986). Introduction to Educational psychology. London: Macmillan publishers.
- Herman, J., J. Perters, and B. Shertzer, (1974). Guidance: A programme development and management (3rd ed). Columbus: Charles E. Merrol Publishing co.
- Kamuyu, C.K. (2001). The role of peer influence in drug Abuse Among the Youth. Unpublished M.Ed Project, Kenyatta University.
- Kebeya, S.O. (1989). The role of teachers and administration in school counseling. Seminar paper on G & C in Kenya, Kenyatta University.
- Kilonzo, G. (1980). The purpose of guidance and counseling in schools in Bureau of Education and Research, (Eds) Educational research development. Nairobi: Bureau of Educational Research.
- Makinde, O. (1993). Fundamentals of Guidance and Counseling. London: Macmillan Publishers.
- Mbiti, D.M. (1974). Foundations of school Administration. Nairobi: Oxford University Press.
- MoEST. (2003). Report of the Sector Review and Development. Nairobi: Government Press.
- _____. (2000). Education for all (EFA) in Kenya: A National handbook for 2000 and beyond. Nairobi: Government Press.
- _____. (1999). Totally Integrated Quality Education and Training (TIQET) Koeh Commission. Nairobi: Government Press.
- _____. (1973). Careers guidance: A manual for Career advisors and reference for secondary school students. Nairobi: Government Printer.
- Moser, L.E. (1963). Counselling and Guidance and exploration. Nairobi: Oxford University Press.
- Mugenda, M.O. and A.G. Mugenda, (1999). Research methods: Quantitative Approaches. Nairobi: Acts Press.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

- Mulusa, T. (1988). Evaluating Education and Community Development Programmes. Nairobi; CADE University of Nairobi Press and Deutsche Stiftung, Fur international Entwicklung.
- Mutie, E.K. and P.K. Ndambuki, (1999). Guidance and Counselling for schools and colleges. Nairobi: Oxford University Press.
- Mwamwenda, T.S. (1995). Educational psychology: An African perspective. (2nd ed.). Durban: Butterworth publishers (pty) ltd.
- Nyaga, G.M. (1997). Pupils Performance and Attitudes Towards Arts and Crafts in Kenya's 8-4-4 Education System in Embu District. Unpublished Ph.D Thesis, University of Nairobi.
- Oketch, E. and Ngumba, W. (1991). Psychology: Principles of guidance and counseling. Nairobi: College of Education and External studies.
- Patterson, C. H. (1974). Relationship counselling and psychotherapy. New York: Harper and Row.
- Reilly, D.H. (1995). How to have successful schools. Lanham: University Press of America, Inc.
- Republic of Kenya. (2002). Report of the Sector Review and Development. Nairobi: Government Printer.
- _____. (2001). The Presidential Task Force on school strikes in Kenya. Nairobi: Government printer.
- _____. (1997). Development Plan 1979 – 1983. Nairobi: Government Printers.
- _____. (1988). Report of the Presidential Working Party On Education and Manpower For the Next Decade and Beyond. Nairobi. Government Printer.
- _____. (1977). Handbook for schools Guidance counselors. Nairobi: Jomo Kenyatta Foundation.
- _____. (1976). A Report of the National Committee on Educational Objectives and Policies (Gachathi Report). Nairobi: Government printer.
- Rithaa, W. (1996). An investigation on the quality of guidance and counseling services in Ndagani secondary school. Unpublished M.ed Project, Kenyatta University.
- Roscoe, J.J. (1969). Fundamental Research Statistics. New York: Holt Rinehard and Winston Inc.

- Shertzer, B. and S.C. Stone, (1966). Fundamentals of Guidance. Boston: Houghton Mifflin Co.
- Simiyu, P.C. (2002). Students' Performance in CRE in KCSE and Attitudes towards CRE in Lelan Division of West Pokot District. Unpublished M.ed Project, Kenyatta University.
- Tattum, D.P. (1989). Disruptive pupil management. London: David Fulton Publishers.
- Tuckman, W. (1978). Conducting Educational Research (2nd ed). New York: Harcourt Brace Jovanovich.
- UNESCO. (2000). Guidance Module 1. Botswana.
- UNESCO. (1995). Guidance and Counselling for school age Girls. Windhoek: Namibia.
- Wahome, L. W. (1989, June). Training counselors for effective practice. Paper presented at a seminar on Guidance and Counselling in Kenya, Kenyatta University.
- Wallace, B. (1991) Thinking Actively in a Social Context. (TASC) Project in Press. Journal of South African Higher Education.
- Wanjohi, K. (1990). A study to investigate perceptions of the role of the counselors in secondary schools in Nyeri. Unpublished M.ed Thesis, Kenyatta University.

Newspapers References

- The Daily Nation. September 26th, (2001:8).
- The East African Standard. March 2nd, (2004:2).
- _____ March 2nd (2004:7).
- The Kenya Times. June 16th, (2001:8).
- The Sunday Nation. May 11th, (2003:3).

APPENDICES

APPENDIX A

INTRODUCTION LETTER TO HEADTEACHERS

Elizabeth K. Ngumbi
University of Nairobi
Department of Educational Administration and Planning
P.O Box 92
KIKUYU

The Head teacher,
_____ Secondary School

Dear Sir/Madam,
RE: A QUESTIONNAIRE ON THE GUIDANCE AND COUNSELLING
PROGRAMME IN SECONDARY SCHOOLS.

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

I would be grateful if you could answer truthfully the questions in the questionnaire and also share your experiences with me. Your responses will be treated in confidence. **No Name is required from the Respondent or Institution.**

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

Thank you in advance.

Yours faithfully,
Elizabeth K. Ngumbi

APPENDIX B

A LETTER TO THE RESPONDENTS

Elizabeth K. Ngumbi
University of Nairobi
Department of Educational Administration and Planning
P.O Box 92
KIKUYU

Dear Sir/Madam,

RE: A QUESTIONNAIRE ON THE GUIDANCE AND COUNSELLING
PROGRAMME IN SECONDARY SCHOOLS

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

I would be grateful if you could answer truthfully the questions in the questionnaire and also share your experiences with me. Your responses will be treated in confidence. **No Name is required from the Respondent or Institution.**

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

Thank you in advance.

Yours faithfully,

Elizabeth K. Ngumbi

APPENDIX C

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Telegrams: "EDUCATION", Nairobi
Telephone: MOEST 11/001/34C 187/2

When replying please quote

Ref. No.
and date



10600 HOUSE "B"
HARARIE 2004
P.O. Box 30140-10108
NAIROBI

Elizabeth Kaluki Ngumbi
University of Nairobi
P.O. BOX 30197
NAIROBI

Dear Sir

RE: RESEARCH AUTHORISATION

On the basis of your application for authority to conduct research on "Challenges facing Teachers in Implementing G & C Programme in Public Secondary Schools", this is to inform you that you have been authorized to conduct research in Kiambu District for a period ending 31st December, 2004.

You are advised to report to the District Commissioner and the District Education Officer Kiambu District before embarking on your research project.

You are further expected to submit two copies of your research report to this Office upon completion of your research project.

Yours faithfully

A handwritten signature in black ink, appearing to read "B. O. Adewa".

B. O. ADEWA
FOR: PERMANENT SECRETARY

Cc
The District Commissioner
Kiambu District

The District Education Officer
Kiambu District

APPENDIX D
QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is divided into 3 sections. Please complete each section as instructed. Do not write your NAME or any other form of identification on the questionnaire. All the information in this questionnaire will be treated in confidence.

SECTION I

Please indicate the correct option applicable to you as honestly as possible by putting a tick (✓)

1. State your gender.

Male ()

Female ()

2. In which age bracket do you belong?

a) 20-25yrs () c) 31-40yrs () e) 51 years and above ()

b) 26-30yrs () d) 41-50yrs ()

3. What is your marital status?

a) Married () c) Single () e) Separated ()

b) Widowed () d) Divorced ()

4. How many years have you served as a teacher?

a) 1-5 () c) 11-15 () e) Over 20yrs ()

b) 6-10 () d) 16-20 ()

5. For how long have you been a headteacher?

- a) Less than one year () c) 5-7yrs ()
b) 2-4yrs () d) Over 10yrs ()

6. For how long have you been a headteacher in your current station?

- a) Less than one year () c) 5-7yrs ()
b) 2-4yrs () d) Over 10yrs ()

SECTION II

Please place a tick (✓) against the response of your choice for the questions listed below.

7. How long has G&C been in existence in your school?

- a) Less than one year () d) 7-9yrs ()
b) 1-3 yrs () e) Over 10yrs ()
c) 4-6 yrs ()

8. a) How many G&C teachers are there in your school?

- i) None () ii) One ()
iii) Two () iv) More than two ()

b) How many G&C teachers in 8 a) above are Teachers Service Commission (TSC)

appointed?

- i) One () ii) 2-3 () iii) 4-5 () iv) Over 6 ()

9. a) What time does your school set aside for G&C teachers to guide students?

Tick as applicable to you.

- i) One lesson per week () ii) Two lessons per week ()
iii) At lunch break () iv) Between 4 –5 ()
v) During a crisis ()
vi) Any other, please specify _____

b) Do you consider the time allocated in 9 a) above adequate for the service?

Yes () No ()

Please explain your

answer _____

c) What is the average number of lessons per week for the teacher(s) handling G&C?

- i) Below 20 () iii) 26-30 ()
ii) 20-25 () iv) Above 30 ()

d) Do you make any special arrangements for G&C teachers to have a lesser workload compared to other teachers in the school?

Yes () No ()

If Yes in 9d) above, please specify _____

10. a) Have G&C teachers in your station undergone pre-service training in Guidance skills?

Yes () No ()

Please specify the type of training _____

b) How often do teachers in your school attend in-service courses on Guidance and Counseling?

- i) Regularly () iii) Rarely ()
ii) Occasionally () iv) Not at all ()

11. a) Please indicate the resources that your school has for Guidance and Counseling? Tick as many as are applicable to you.

- i) Special/ private room ()
ii) Recording materials (e.g. files) ()
iii) Video tapes ()
iv) Reference materials (e.g. books, magazines) ()
v) Others, please specify
-

b) For the resources in 11 a) above, please indicate whether they are:

- i) Adequate () iii) Inadequate ()
ii) Fairly adequate ()

c) Are the financial resources allocated to the G&C services sufficient in your school?

- i) Sufficient () iii) Insufficient ()
ii) Satisfactory ()

Please give reasons for your answer in 11c) above

12. a) In your opinion, how effective are the Guidance and Counseling services provided in your school assist in promoting the teaching and learning process?

- i) Effective () iii) Ineffective ()
ii) Fairly effective ()

b) Are teachers in your school willing to be given G&C duties?

Yes () No ()

If Yes, give reasons _____

c) If No, what reasons do they give? Please, tick as many as are applicable.

- i) Not qualified ()
- ii) Much workload ()
- iii) Emotional entanglement with clients ()
- iv) Inappropriate time allocation ()
- v) G&C consumes teachers' free time ()
- vi) G&C compromises precious teaching time ()
- vii) G&C is not necessary ()
- viii) Others, please specify

SECTION III

Please use the key provided to answer the questions below:

Key

Often (O) Some Times (ST) Rarely (R)

STATEMENT	O	ST	R
1. Lack of confidentiality of the counselor hinders students' tendency to seek G&C services.			
2. How often do Students in your school visit the guidance and counseling office to consult?			
3. When Students seek counseling services, they willingly open up.			
4. Students in my schools consult a counselor as a last resort.			

Use the key below to indicate your opinion or feelings towards the items that follow in relation with your school put a tick (✓) in the column with the response that best describe your views.

KEY

Strongly Agree (SA)

Agree (A)

Uncertain (U)

Disagree (D)

Strongly Disagree (S.D)

STATEMENT	SA	A	U	D	SD
1. Guidance and counselling (G&C) services are essential in secondary schools					
2. G&C programme need to be intensified in secondary schools.					
3. Guidance and counseling teachers need to be trained in guidance and counseling skills.					
4. Guidance and counseling teachers who are trained in the discipline perform better guidance and counseling roles in secondary schools.			✓		
5. Without proper guidance and counseling skills, G&C programmes cannot be successful in secondary schools.					
6. Teacher counselors should be assigned few teaching lessons to have time to guide students.					
7. Counselling time need to be allocated on the school timetable.					
8. It is important for the students to be educated on the importance of guidance and counseling services in schools.					

9. It is the duty of the school administration to providing up-to-date educational and occupational materials to the guidance and counseling department.					
10. It is the duty of the school administration to liaise with parents and guardians of G&C clients when necessary.					
11. Guidance and counseling helps to inform students about vocational opportunities.					
12. Guidance and counseling assists students in self-understanding.					
13. Guidance and counseling compromises students' discipline.					
14. Guidance and counseling improves the discipline of students.					
15. Guidance and counseling is only for students with anti-social behaviour.					
16. Guidance and counseling is an interference with students' private lives.					
17. Female teachers are more successful in counseling than male teachers in my school.			2		
18. All secondary school teachers are potential counselors so they should be involved in G&C.					
19. Invitation of resource persons to schools for G & C purposes enhances the Programme.					
20. The provision of referral services for acute counseling cases is required in schools.					

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

21. What are the challenges that face G&C programmes in schools?

22. What do you think can be done to improve G&C services in schools?

Thank you for your co-operation

APPENDIX E

QUESTIONNAIRE FOR TEACHERS

This questionnaire is divided into 3 sections. Please complete each section as instructed. Do not write your NAME or any other form of identification on the questionnaire. All the information in this questionnaire will be treated in confidence.

SECTION I

Please indicate the correct option applicable to you as honestly as possible by putting a tick (✓)

1. State your gender.

a. Male ()

Female ()

2. In which age bracket do you belong?

a) 20-25yrs ()

c) 31-40yrs ()

e) 51 years and above

()

b) 26-30yrs ()

d) 41-50yrs ()

3. What is your marital status?

a) Married ()

c) Single ()

e) Separated

()

b) Widowed ()

d) Divorced ()

4. How many years have you served as a teacher?

a) 0-5 ()

c) 11-15 ()

e) Over 20yrs

()

b) 6-10 ()

d) 16-20 ()

5. For how long have you been a teacher in this school?

- a) Less than one year () c) 5-7yrs ()
b) 2-4yrs () d) Over 10yrs ()

SECTION II

Please place a tick (✓) against the response of your choice for the questions listed below.

7. a) How long has G&C been in existence in your school?

- i) Less than one year () iv) 7-9yrs ()
ii) 1-3 yrs () v) Over 10yrs ()
iii) 4-6 yrs ()

b) How many G&C teachers are there in your school?

- a) None () b) One ()
c) Two () d) More than two ()

c) How many G&C teachers in 7. b) above are Teachers Service Commission (TSC) appointed?

- i) One () ii) 2-3 () iii) 4-5 () iv) Over 6 ()

8. a) How many lessons do you teach per week?

- i) Below 20 () iii) 25-30 ()
ii) 20-24 () iv) Above 30 ()

b) What time do G&C teachers in your school guide students? Tick as many options as applicable to you.

i) One lesson per week () iii) Two lessons per week () iv) From 4 - 5 pm ()

ii) At lunch break () v) During a crisis ()

vi) Others, please specify _____

c) How adequate is the time allocated for G&C?

i) Adequate () ii) Fairly Adequate () iii) Inadequate ()

9. a) Have you undergone pre- service training in G&C skills?

Yes () No ()

Please specify the kind of pre-service that you have undergone _____

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

If your answer is No in question 9. a) above, how often do you attend G&C in-service training?

i) Regularly () ii) Rarely () iii) Occasionally ()

iv) Sometimes () v) Not at all ()

b) Please specify the level of training? ?

i) Certificate of participation () iv) Degree level ()

ii) Certificate level () v) Masters level ()

iii) Diploma level ()

c) How did your employer recognize your G&C certificate in 9 c) above?

i) Promotion to next job group ()

ii) Salary increment ()

iii) Letter of appreciation ()

iv) Not recognized ()

v) Others, please specify _____

10. In your opinion, has the guidance and counseling programme provided in your school helped in promoting the teaching and learning process?

Yes () No ()

If Yes,

how _____

If No,

why _____

11. a) Are you willing to be assigned Guidance and counseling duties in your station?

Yes () No ()

b) If Yes, give reasons _____

c) If No, why? Please tick appropriately.

i) Not qualified ()

ii) Much workload ()

iii) Emotional entanglement with clients ()

iv) Inappropriate time allocation ()

v) G&C consumes teachers' free time ()

vi) G&C compromises precious teaching time ()

vii) G&C is not necessary ()

Others, please specify _____

12. a) Please indicate the resources that your school has for Guidance and counseling use?

Tick as many as are applicable to you.

- i) Special/ private room ()
- ii) Recording materials (eg files) ()
- iii) Video tapes ()
- iv) Reference materials (e.g books, magazines) ()

Others, please specify _____

b) For the resources in 12 a) above, please indicate whether they are :

- i) Adequate ()
- ii) Fairly adequate ()
- iii) Inadequate ()

c) Are the financial resources allocated to the G&C services sufficient in your school?

- i) Sufficient ()
- ii) Satisfactory ()
- iii) Insufficient ()

Please give reasons for your answer in 12c) above

SECTION III

Please use the key provided to answer the questions below:

Key

Often (O) Some Times (ST) Rarely (R)

STATEMENT	O	ST	R
1. Lack of confidentiality of the counselor hinders students' tendency to seek G&C services.			
2. How often do Students in your school visit the guidance and counseling office to consult?			
3. When Students seek counseling services, they willingly open up.			
4. Students in my schools consult a counselor as a last resort.			

Use the key below to indicate your opinion or feelings towards the items that follow in relation with your school put a tick (✓) in the column with the response that best describe your views.

KEY

Strongly Agree (SA)

Agree (A)

Uncertain (U)

Disagree (D)

Strongly Disagree (SD)

STATEMENT	SA	A	U	D	SD
1. Guidance and counselling (G&C) services are essential in secondary schools					
2. G&C programme need to be intensified in secondary schools.					
3. Guidance and counseling teachers need to be trained in guidance and counseling skills.					
4. Guidance and counseling teachers who are trained in the discipline perform better guidance and counseling roles in secondary schools.					

5. Without proper guidance and counseling skills, G&C programmes cannot be successful in secondary schools.					
6. Teacher counselors should be assigned few teaching lessons to have time to guide students.					
7. Counselling time need to be allocated on the school timetable.					
8. It is important for the students to be educated on the importance of guidance and counseling services in schools.					
9. It is the duty of the school administration to providing up-to-date educational and occupational materials to the guidance and counseling department.					
10. It is the duty of the school administration to liaise with parents and guardians of G&C clients when necessary.					
11. Guidance and counseling helps to inform students about vocational opportunities.					
12. Guidance and counseling assists students in self-understanding.					
13. Guidance and counseling compromises students' discipline.					
14. Guidance and counseling improves the discipline of students.					
15. Guidance and counseling is only for students with anti-social behaviour.					
16. Guidance and counseling is an interference with students' private lives.					
17. Female teachers are more successful in counseling than male teachers in my school.					

18. All secondary school teachers are potential counselors so they should be involved in G&C.					
19. Invitation of resource persons to schools for G & C purposes enhances the Programme.					
20. The provision of referral services for acute counseling cases is required in schools.					

21. What are the challenges that face G&C programmes in schools?

22. What do you think can be done to improve G&C services in schools?

Thank you for your co-operation