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FACULTY OF ARTS

DEPARTMENT OF SOCIOLOGY

**MANAGING GUIDANCE AND COUNSELING INTERVENTIONS IN
PUBLIC SECONDARY SCHOOLS IN NAIROBI**

**A Research Project Paper Presented In Part Fulfillment Of Requirement for
Masters of Arts Degree In Sociology With Specialization In Counseling.**

UNIVERSITY OF NAIROBI
COLLECTION

BY

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JUNE 2007

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DECLARATION

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DEDICATION

**Affectionately
dedicated to my
children, Faith, Emma,
and Grace. You encouraged
me to balance motherhood with studies;
Always keeping me on my toes listen to you;
then books. To my dear husband and friend
Joel Kaluai; our experiences together as I
unleashed my potentials for excellence,
you supported financially
and morally;
Your effort
to crown me
with what is
essential in life, As
we all focused to the finishing
line, God's grace was sufficient for us all.
Special dedication to all teachers who have
devoted their time guiding the youth in learning institutions.**

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LIST OF ABBREVIATIONS AND ACRONYMS IN THE STUDY

NACC	-	National AIDS Control Council
AIDS	-	Acquired Immune Deficiency Syndrome
HIV	-	Human Immuno deficiency Virus
TSC	-	Teacher's Service Commission
MOEST	-	Ministry of Education, Science and Technology
LEA	-	Learning Education Assistants
EBD	-	Emotionally Disturbed Student
TIQET	-	Totally Integrated Quality and Training
PCA	-	Peers Counseling Services
PTA	-	Parents' Teachers Association
BOG	-	Board of Governors

ABSTRACT

The main objective of this study was to find out how management of guidance and counseling interventions were carried out in public secondary schools in Nairobi Province. With the banning of corporal punishments in education institution as a means of correcting behaviour by the MOEST in 2001; guidance and counseling has become a necessary tool to deal with discipline in school. The world changing trends of life, Free Primary Education and the effects of HIV/AIDS calls for education institutions to have well managed guidance counseling services to deal with the affected, infected, orphans, the disadvantaged students and the influx of students in the schools. Therefore, the study was to find out how teacher counselors in public secondary schools were coping with this scenario. The study was conducted in 39 public secondary schools from 8 administrative divisions; that is: Embakasi, Kamukunji, Starehe, Westlands, Dagoretti, Langat, Kasarani and Makadara, The targeted group in the study was one teacher counselor from each of the public secondary school. All categories of secondary schools were included. A non probability sampling technique was employed. Closed and open –ended questioners were used. Observation method was used and discussions were held with individual headteachers in their respective schools. Although guidance and counseling was necessary in all public secondary school; the following results and conclusions were reached:

- Guidance and counseling teachers were overworked. Time to carry out guidance and counseling was not allocated. The role of the teacher counselor was not clearly known.
- Extra- curricular activities were important to enhance guidance and counseling; however, lack of time and resources such as, playing fields were limited.
- Although headteacher are custodians of guidance and counseling, they lacked training skills to handle students' needs. There is need for the MOEST in conjunction with the P.T.A. to design better ways of dealing with students needs in guidance and counseling interventions in public secondary school.

CHAPTER ONE

INTRODUCTION

1.1 Background

The Provision of Free Primary Education in Kenya has made way for large numbers of students from various social and economic backgrounds to gain entry into all levels of learning institutions. These students require well managed departments on guidance and counseling to assist the students on their social, personal, and academic issues. This increasing number of the students in schools has over burden the classroom teachers, and the school management with more responsibilities. One of the main responsibilities of the school management is to guide and counsel the students in their personal and academic matters. This creates harmonious learning and teaching atmosphere in the school.

The effects of world globalization with foreign culture have influenced the behaviour of students both in urban and rural secondary schools. This has led to development of immoral practices that require guidance and counseling from the school administration and the parents. Such immoral practices in school include violence, drug abuse, and homosexuality to name a few. Some of these problems the students experience are beyond the classroom teacher intervention. (Makinde 1994: 9) Most of these problems facing the students are caused by the environmental factors outside the school. As much as the school management to tackle these problems, it is difficult because guidance and counseling in public secondary schools is done haphazardly without any legal frame work and the schools management is not empowered by the Ministry of Education to deal with family issues affecting the students. Even students who have been affected by the family instability and sometimes parent's irresponsibility are seen as deviant by the school management. Guidance and counseling services in the public secondary schools are not readily available to assist the students in their problems.

The parents have left their counseling responsibility to the teachers.

Most parents are 'busy' in pursuing other issues in order to cope with life. The influence of the mass media with least guidance and counseling intervention from the parents has led to drastic changes in the moral behavior of students in schools.

Therefore, the responsibility of guidance and counseling has now been left on the shoulders of the classroom teacher who is overburdened with classroom work. The parents see their role as that of providing the basic needs for the child; while the teacher and moulds the child. (Bennaars 1993:59)

Lack of guidance and counseling at home and in schools has left many students with no room to have their problems to be listened to. Thus, indiscipline cases have escalated on yearly basis. According to the Daily Nation, 23rd August 2003 the country experienced 150 riots per year with the highest record in 1999 of 280 cases. The daily nation, October 10th, 2001 students of Kericho Boys High school on rampage, destroyed property and raped their teacher. Such an incident shows that the students may have projected on their teacher because they had certain grievances that had not been listened to. . This incident remains vivid in the minds of most teachers without any persuasive reason why and how students turned against one who guided and cared for them. Female teachers feel the fear of attack especially in boys' boarding schools. Then, who is to be blamed for such uncouth students' behaviour? The parents expect the school administration and the teachers to do the counseling to the students. On the other hand, the school administration expects the parents to counsel their children without any reservations. These are imaginary guidance and counseling expectations from the parents and the school administration in public secondary schools have resulted to lack of responsible and committed forums to listen and solve students' problems before they result into strikes, destruction of property and demonstrations.

According to a survey carried out by a Task Force on Students' Discipline and unrest in Secondary Schools in Kenya 2001:24, had the following recommendations on Guidance and counseling management: the Heads of guidance and counseling in public should have post graduate qualifications experience in guidance and counseling; better remuneration and a conducive environment to meet with students. The task Force also noted that the Parents Association should assist the teachers and the administration in the guiding and counseling of students in public secondary schools. This joint participation would create a harmonious "family" understanding on the needs and requirements of students in public secondary schools. However, since these recommendations have not been implemented, the possibility of more and more ugly incidents are inevitable

According to Kenya National HIV/AIDS strategic Plan NACC 200-2005, most death occur between the ages 25-35. Assuming the incubation period is nine ten years, there is all possibility that the infections occur in the teens and early 20's. Therefore, it is important for the ministry of education to train teacher counselors in public secondary schools on HIV/AIDS and other problems that are a threat to students. Such guidance and on students would enable them to cope with challenges in life.

Other cases of great threat and awe were witnessed from Eastern Province. According to a report on Daily nation 13th July, 1991 at St. Kizito mixed school (later changed the name to St. Cyprian). Boys invaded the girls' dormitory and violently raped a number of them. In the melee that followed, 19 girls lost their lives. Such a disaster is an indication that both boys and girls lacked respect, love, and appreciation of each others' sex. The boys lacked any guidance and counseling on how to approach the opposite sex.

At Kyanguli secondary school in Machakos District, 67 students burned to death others received injuries when some students set the dormitory on fire. According to investigation done on this case; Daily nation 12th March, 2001:29, the administration lacked the proper machinery to intervene on the students' problems.

Lack of guidance counseling intervention in secondary schools promotes lack of understanding between the students and the school administration.

Other ugly incidents took place in various parts of the country including national schools such as Lenana, Alliance and Nairobi school were reported on Daily Nation 31st May, 2000:15. The students demonstrated against their headteachers high hardness and failure to listen to the student's problems. At Nyeri high school, another incident where a hostel cubicle belonging to four prefects was set on fire. According Daily Nation Correspondent; May 31st 2000:15, the cause of such anger among students may have been lack of adequate guidance and counseling intervention on students' problems. The students also felt dissatisfied with administrative procedures of dealing with students' affairs.

In view of the above incidents, professional guidance and counseling teachers are required in public secondary schools to deal with traumatized teachers, students and parents. (Child 1986:427) Counseling intervention is supposed to build a mutual relationship between the students and the school administration. This will enable the students to cope with day to day problems both at home and at school.

There is a need for guidance and counseling by the school counselors because of the following reasons. The banning of the corporal punishment in schools has left the teachers with no other viable alternative but, doing counseling to enhance harmonious teaching environment. This is a directive from the ministry of education that the teacher and the head teachers should not use corporal punishment on students. According to the director of education Naomi Wangai, Daily Nation, June 14th 2001, corporal punishment is sadistic and inhuman. Now, the teacher counselors have a heavier responsibility to counsel deviant cases that would have required corporal punishment instead of counseling.

Secondly, the impact of HIV/AIDS has left many children orphans, parent's relatives and friends who are sick. The students too are vulnerable to the disease. This requires teachers who are committed to guidance and counseling in order to create awareness to the students on the pandemic.

However, unless students are provided with professional counseling on such personal problems, the teaching environment may not be conducive to both the teacher and the student. Students who are affected and infected by the HIV/AIDS pandemic require to be identified for the purpose of being assisted and counseled.

Thirdly, the Task Force on Students Discipline and Unrest in Public secondary schools 2001, made its further clear on the importance of guidance and counseling in school to curb unrest and violence. As early as 1964, the Ominde Commission on Education in Kenya recommended the importance of guidance and counseling in any educational institution. (Mutie 1999:120) concurs with Ominde Report, when he says that guidance and counseling should be integral part of education for student because of problems such as HIV/AIDS, rapid development in science technology and changing pattern of life.

The Gacathi Education report 1976, lamented that guidance services in schools have been left to teachers who are not trained and yet they have other heavy duties to attend to in school. It recommended expansion of guidance and counseling for all students, teachers and parents.

Although Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Republic of Kenya 1988 6:19) noted with concern that, Guidance and Counseling is an important aspect of learning; Secondary school curriculum developers have not allocate any official hours for teacher counselors to meet the students. The Presidential Education Party also recommend that the teacher counselor be equipped with guidance and counseling skills through pre-service and in-service to assist learners at all levels. Another Education commission chaired by Dr. Davy Koech; Totally Integrated Quality and Training, (1999 6:12) recommended that guidance and counseling in education and training institutions be offered by professionally trained and mature members of staff. Students possibly to be counseled on gender parity.

The above government recommendations have not been seriously implemented by the ministry of Education Science and Technology.

The teacher counselors are not professionally trained to handle the students' academic and psychological problems. Minimal evaluation on guidance and counseling is done by the ministry. The general assumption that all teachers can be counselors has marred the true meaning of guidance counseling interventions in secondary schools. The frequent ugly incidents of strikes, property destruction, rape, loss of human life has created feelings of uncertainty among students life in the institutions. Such problems are the indicators of lack of professional guidance and counseling intervention to the students by the administration.

1.2 PROBLEM STATEMENT

The role of a Teacher counselor has not been legally defined by the Ministry of Education to empower the teacher counselors to interact with students, parents or guardians. According to earlier study done in Nairobi province, by Wandeo 2002 on the attitude of the headteachers on Guidance and Counseling; some head teachers do not provide good reception of Guidance and counseling. Such heads of institutions see guidance and counseling as waste of time. Even teachers appointed by Teachers Service Commission as teacher counselors, provide minimal or no guidance and counseling services because they are overloaded with lessons and other responsibilities in their schools. The responsibility of the teacher counselors has been seen as mysterious by some teachers, head teachers as well as parents. The teacher counselors are suspected of gossiping with students about the school administration. Some parents too, look at the teacher counselors like intruders in family private matters. Hence, this being the case in many schools; there is no meaningful guidance and counseling that goes on in public secondary schools. As a result, guidance and counseling teachers are not appreciated by the community they work for or their employer.

Lack of guidance and counseling in public secondary schools leaves many students at crossroads on what career or opportunities that may be available for employment or training in the country.

Some teacher who would be willing to assist the students in guiding and counseling are not trained, hence lacks the confidence.

Recently, guidance and counseling in secondary schools has gained a lot of attention from the Ministry of Education, Science and Technology and the public at large. This sudden awareness is as a result of general unrest in education institutions has destroyed property, loss of humane life and learning time wasted. This is a loss not only to the government but the parents and students.

The banning of corporal punishment in schools by the ministry of education in 2001; has left the teacher with no other alternative to deal with indisciplined students but, to infer guidance and counseling interventions. This creates a harmonious learning environment.

Many students in public secondary schools complete this level of education without any idea of what type of jobs or careers to follow. From the recent correspondence of the Daily Nation June, 31st 2004 "students robbed off university admission" Many headteachers failed to submit their students' University application forms. This means these students could be considered for University entry. One is left wondering why the schools administration denied the students such opportunities. It is likely that such schools lack guidance and counseling facilities supposed to deal with such important matters. .

Finally it is important to set up proactive means of guidance and counseling to guide the students to make reasonable decisions when dealing with their school administration (Mbiti 1974: 24) Guidance and counseling helps students to develop a sense of belonging and understanding This enables the students to view the school as their home hence as members of a 'family'.

The head teachers are given the mandate to delegate guidance and counseling responsibilities to all teachers, and appoint a teacher to coordinate guidance and counseling programmes in the school. (Manual for heads of secondary school 1987:42).Such teachers, so appointed, are usually humbled and frustrated by the challenges they encounter when dealing with counseling interventions. Not all teachers can be counselors.

Although the teachers may have studied child psychology in college, this does not equip them with adequate tools to enhance effective guidance and counseling to students on their academic and personal problems. However, even when these teachers are appointed by Teachers' Service Commission as teacher counselors, they are not motivated by their employer.

The universal Primary Education and the 8:4:4 system of education in Kenya has brought many innovations into school life. This requires more time from the teacher to do assessment for larger classes of students. Counseling interventions may not be effective in large classes of 40-50 students; with little or no time left to listen to students' personal problems. Although the above factors have led to indiscipline among students in public secondary schools; the administration and the teachers have few sanctions to apply for misbehavior in order to change the attitude of students.

Research Questions

1. What is the role of teacher counselors in guidance and counseling interventions towards students in public secondary schools in Nairobi Province?
2. What is the attitude of headteachers towards facilitating a conducive environment for guidance and counseling in public secondary schools in Nairobi province?
3. What resources are there at the teacher counselors' disposal to manage guidance and counseling in public secondary schools in Nairobi Province?

Broad Objective

To explore how guidance and counseling interventions can be effectively managed in public secondary schools Nairobi Province.

Specific Objectives

1. To evaluate the specific roles of teacher counselors in guidance and counseling interventions in public secondary schools
2. To examine the attitude of the head teachers in creating conducive environment for guidance and counseling in public secondary schools
3. To determine the resources that are available to enhance guidance and counseling interventions in public secondary schools

JUSTIFICATION

From the many researches done in the field of guidance and counseling in public secondary schools; none of these studies have explored the challenges of the teacher counselors in their responsibilities on guidance and counseling interventions in public secondary schools. Most of these previous studies have focused on the problems the students under go due to lack of proper guidance and counseling in their institutions. All teachers in the school are assumed capable of guidance and counseling.

This study will be an opener to the teachers, parents, B.O.G. and other stakeholders that adequate guidance and counseling can be done by a professional who is well equipped in psychology and psychiatry. This means, the study will find out if the role the teacher counselor could be separated from that of a class teacher. Hence, a teacher counselor though a professional teacher per se, is involved in only guiding and counseling the students.

The findings of this study will also be useful in providing information to the personnel involved in making decisions and formulating educational policies such as the permanent secretaries in the ministry of Education Science and Technology (MOEST) and Directors of Education.

Other stakeholders such as the church, administrator and the parents will also find the information useful as they debate on how guidance and counseling should be done in their schools.

The study may also add to the world of knowledge in guidance and counseling services in Kenyan and act as a spring board from which other researchers can carry out further investigations in the field of guidance and counseling in other educational institutions in the country.

This study may also shed some light on how the MOEST by reviewing the two Education Act: chapters 211 and 212 to empower the teacher counselor through the assistance of social workers, to identify and assist students who have family related problems such as: child abuse, negligence of the parents on the child, incest, drug abuse and emotional stress.

CHAPTER TWO

LITERATURE REVIEW

The literature review in this study is discussed under the following themes: the concept of guidance and counseling, the roles of teacher counselors, the roles of head teachers and the resources available to enhance guidance and counseling intervention.

2.1 THE CONCEPT OF GUIDANCE AND COUNSELLING

The Kenya Ministry of Education, (Republic of Kenya 1977:14) defines guidance as a continuing process concerned with determining and providing for developmental needs of the learners. The ministry of education has appointed some teachers in public secondary schools as Guidance and counseling teachers. These teachers are referred to as student counselors, career masters/mistress or guidance and counseling teachers. The number of teacher counselors is usually one or two in a school, assisted by other members of the staff. Where the ministry has not appointed the teachers, the head teachers have the mandate to do so

Guidance:

Guidance movement had its origin in Europe and U.S.A. It is a new concept in Africa. Guidance can be defined as a process, of organized set of specialized services established as part of the school environment to promote the academic development of students and assist them towards; a realization of their potential. (Downing 1968:9):

Guidance means to guide, assist aid or lead. Guidance unlike counseling it deals with facts, methods and reasoning out. It is less personal and intimate, structure and more public. It is usually initiated by the counselor. (Downing 1968:13)

These services are provided in the school Programme with aim of helping students to achieve the educational objectives. This is to assist the students perform well academically (Downing 1968:14)

Guidance is the process of helping an individual understand himself and his world (Makinde1994:41) Guidance and counseling is concerned with developing the potentials which would enable the student to cope with the challenges of life with determination. Guidance may take place when students voluntarily go to see the teacher counselor or they may be referred. Sometimes activities may be organized on group basis such as career talks, workshops, how to form and sustain relationships, pass examinations,, importance of sports and motivating the students on how to relate with God. Such integrated approach of guidance results in good performance and stable personalities These activities are offered by the teacher counselor, subject teachers, pastors and parents when invited to do so.

Guidance has the following important elements: counseling, placement, information services, pupil appraisal and a follow up. These elements are supposed to provide knowledge to students to enhance better performance in academic work. Guidance is less personal. It can be done in a group or individuals. The counselor initiates it. (Makinde1994:50). Intervention for the students' problems takes place when the students are referred to the counselor. Sometimes guidance may be organized to be carried out on group basis; such as career talks, conference, seminar, with a common theme to be learnt.

These services are proactive in the sense that they educate the students on how to prevent problems that may hinder them from academic progress.

From the above definitions of Guidance, it is clear that most of the activities that take place in school are forms of guidance. However, in Kenyan public secondary schools, most of the programmes are focused to academic performance of the students. The success of these guidance programmes depends on the planning and organization of the headteacher in the school administration. The co-operation and understanding of the staff members is also vital.

In America and Britain, Guidance services are seen as important educational programmes. Besides the guidance of the teachers in class, the school designs other specialized services such as: group work, skills, and modeling, participating co-curricular activities, games and athletics which provide students with opportunities for training in responsibilities and leadership (Griffin 1996:77) Besides helping the students to release stress, these activities provide the students with opportunity to shape their personal behaviour and widen their outlook outside the class. (Downing 1968:230).

However, many heads of public secondary schools regard students' leisure time as dangerous and as waste of time. Although in some public secondary schools the head teachers would like the activities to take place, facilities to run them are not available (Mutie 1999:12)

Counseling

Personal counseling grew in Britain particularly out of increasing number of emotionally and social maladjusted children. Counseling is a confidential service offered by the school through guidance and counseling department where a student with a problem is confidentially assisted to look at possible courses of action to solve their problems and the effects. It usually takes by way of face-to-face discussion between the counselor and the counselee. Counseling may also take place in small organized groups of students with similar problems. However, individual intervention takes place when the problem motivates the student to seek out for help of the teacher counselor. The teacher counselor assists the student to see the problem very clearly and allow the student to come up with a personal plan of action.

(Downing 1968:13) quoting (Krumboltz) defines counseling as all activities a counselor undertakes in effort to help a client engage in those type of behaviour which will lead to resolution of the client's problem. This is the kind of concept accepted by many school headteacher in Kenya. That is any teacher who has the interests of the students at heart can do counseling.

However, teachers may have the interest of students but lacks the commitment to do counseling. (Downing 1968:131) quoting (Glanz 1964:93) defines counseling as "an open ended, face to face, problem solving situation within which a student has problems which cannot cope with, looks for help from a professional worker who is qualified and experienced in various problems.

This definition indicates that counseling is more personal, intimate, less structured, deals with motivation, needs and individual feelings. It is initiated by the client. This definition is clear to the point that counseling should take place with the help of a qualified and experience counselor. The head teacher delegates the duty of counseling to the teachers without considering their experience and commitment.

The study will find out if the teachers feel competent to do counseling when they are not qualified and certified as professional counselors.

Administrative support is of considerable importance in providing guidance and counseling in public secondary school. The head teacher controls and manages all activities in the school.

(Blandford 1998:85) confirms that a teacher counselor in America and Britain is a qualified psychologist/psychiatrist who works with members of a team of counselors such as: Education Welfare worker; Educational Psychology Service, Peer Meditation and School Outreach just to name a few. (Siann 1998:3) and (Blandford 1998:117) agree that the classroom teacher is not well equipped to deal with guidance and counseling activities as well as do the teaching. Students who are mentally disturbed are guided and counseled out of the classroom to allow learning to proceed without much interruption. Hence, in Britain and America, the classroom teacher is not to be blamed for indiscipline of students because there are other supportive systems that may have failed to propel the students' good conduct.

Counseling can be summarized as:

An Interacting process between a counselee who needs assistance and a counselor who is trained and educated to give assistance to a counselee who is ready, to deal effectively with himself and the reality of his environment.(Makinde 19994:44). In a school situation, a student seeks help from the teacher counselor, in order to understand himself and how to cope with the problem bothering him. Therefore, the aim of counseling is to help the student to see the problem very clearly and come up with a personal plan of action. The counselor merely helps the student to make decision. The counselor uses skills to help the student explore the problem and think of possible solutions or alternatives and their consequences. Counseling may be done as one to one basis or in groups of limited sizes (Farrant 200:260).

Intervention on the student problems occurs when the problem motivates the student to seek out for help. Hence a school needs to have a programme where a counselor sets a particular time for consultation. To maintain the relationship with the student, the student must feel comfortable talking to the counselor and be confident of being assisted. For this process to go on, the counselor should have the following skills. A good listener, pleasant and warm personality, sympathizes without showing pity, honest, inspiring, confident, and concerned about other peoples problems, be dependable and be flexible on feelings and views of the students. Good mental health is attained and the students are also motivated towards greater improvements in schoolwork; insights are gained, emotional barriers to learning are minimized and judgments are sharpened.

According to a study carried by Campell in the University of Minnesota on students who had received counseling in high school; indicated that such students improve in grades, are involved in social activities, better responses to tests, scores adjustment on positive trend; changes in self perception and awareness or specific interest about life. (Mwamwenda 1989:45) supports Campell ideals on the importance of counseling to students. Through guidance and counseling the students develop positive perception about themselves and other people.

Effective guidance and counseling services programmes are determined largely by the amount and the quality of participation by the teacher counselors and the headteacher. Non-teaching personnel, custodians, bus drivers, Janitors, guest speakers, also have influence on the students' behaviour. Their participation strengthens the role of guidance and counseling in the administration of the school.

Both guidance and counseling services are mainly offered by teachers devoted are full-time to counseling besides teaching responsibilities. It has been indicated that the role of the teacher counselor is enormous and demanding. This can easily lead a teacher to a "burn out" which may affect the teaching. According to Downing 1968:52 the teacher should be well trained and remunerated for the services offered. He also explains that a teacher cannot participate as a counselor but can be a member of the guidance services team. This means, that there is a division between the work of the teacher and that of the counselor; though they have areas of shared efforts. Hence, effective teachers cannot avoid being counselors. The teacher further support counseling team by making appropriate referrals to other institutions and professionals.

Guidance and counseling must receive support within the school and the community. For example the teachers and the parents should be in total support of the programmes.

When some of the Head teachers in the secondary school do not officially communicate to the students and parents about the school activities guidance and counseling may not receive the support it deserves from the community and the parents.

The attitude of the Head teacher and the teachers towards Guidance and counseling varies from one school to one. This is because each school has its own style of offering the guidance and counseling services. Some schools can hardly afford even the bare minimum of materials required for the services.

Teachers who are responsible for conducting guidance activities within the school should be well qualified and experience. These qualities are not available.

The constraints of time and lack of training for teachers causes the shortfall of guidance and counseling Programme in the school.(Durojaiye 1990:73)

In Britain and America, teacher counselors are trained in psychology and psychiatry. In some school institutions involvement of learning Education Assistants (LEAs) is provided to assist the teachers and the teacher counselors to control and manage students, who are unruly, abused and those who have low academic achievement. (Durojaiye 1990:74) Such institutions help those students who fail to cope with the school work without putting much stress on the classroom teacher. From numerous studies carried out in Kenya, the class room teacher is overloaded with class responsibilities besides guidance and counseling.

2.2. THE ROLE OF THE TEACHER COUNSELLORS

The title of a teacher counselor refers to an ordinary class teacher, who has been trained to impart knowledge to the student. (Ministry of Education 1973:9)

The teachers' role is ill defined and is opened to a variety of interpretation. Hence, an additional title of a counselor has made the teachers role more complicated to define and put boundaries from other organizational responsibilities in the school. (Taylor 1969:43). The government policies and social changes in the society has raised a great need to broaden the teachers role in the secondary school education therefore, the teachers role is complicated and conflicting. Although some roles are compactable, teachers in public secondary schools in Kenya are overburdened with responsibilities and heavy teaching load.(Lutomia 1999:34)

A teacher counselor in a public secondary school in Kenya deals with students aged between 12-19 years, this age is described by many scholars as delicate when young start to develop ability to choose a course of life from childhood to adulthood. Therefore, a classroom teacher is expected to understand the students' physical and psychological needs. (Siann 1980:211) The teacher counselor is thus expected to assist the students to over come the emotional and psychological problems; which may interfere with their learning abilities.

However, the role of the teacher counselor is fused with the responsibilities of teaching. This leaves the teacher counselor at cross roads; as to which of the two responsibilities requires more attention.(Taylor 1969:57)

In Kenya the role of a teacher counselor has been met with a lot of criticism from various quarters of the society. When the parents discuss the failures of their children in school and after; they attribute them to lack of guidance and counseling in school (Mwamwenda 1998:458)

The government policies and social changes in the society have raised a great need to broaden the teachers' role in the secondary school education, therefore; the teacher's role is complicated and conflicting. The two roles have been fused together to make learning conducive for students; parents, easier for teachers and the administration.

The role of a teacher in Africa may be different from teachers elsewhere in the world. In America and Britain there is the difference between a teacher and a counselor. The teacher's major commitment is instructing the students on whatever to do academically, whereas the counselor provides specialized services using tools and techniques necessary to guide and counsel the students.

However, even with availability of guidance and counseling services in the schools, the involvement of all the staff, parents and the community members is important for guiding and counseling the students. (Durojaiye 1990:41)

The role of teacher counselor has been met with a lot of criticism from the parents and the public because of the indiscipline and unrest that is found the Kenyan public Secondary schools. Although the efforts of the teachers are geared towards the production of a skilled, socialized, disciplined and informed student; all the failures of the students are blamed on the teachers. The parents and other members of the society rest of the society who have immensely contributed to the growth of the students do not bear the blame. A survey carried out from the Britain and America on students' guidance and counseling indicated that students in the adolescent age continue to need the reassurance of their parents than that of the teachers. (Palmer1997:261)

The Ministry of Education Science and Technology has not set in place any procedural ways on how the teacher or the administration is supposed to deal with guidance and counseling interventions in the schools. The headmaster by the virtue of his position is responsible of setting proper management of guidance and counseling and the eventual intervention in the school. Most secondary schools in Africa lack the focus on the proper methods of effective guidance and counseling interventions; because many head teachers put more emphasis on academic result than the moral behaviour of the students. (Mwamwenda 1998:457).

The teacher counselor provides a favorable environment for students to confide in by listening and guiding the students on how to make individual decisions.

Limitation Counselor

A school counselor is faced with many challenges in the course of their work. Some of them lack support from other members of staff. The subject of guidance and counseling being new in the education system, some teachers, parents, and administrators think that it does not deserve serious investment in personnel and resources. (Makinde 1983:38) Whatever the case, the teacher counselor works in a complicated undefined procedure. Although guidance and counseling requires a lot of time, to listen to the students' problems this time so spent not compensated for in any way.

Not every teacher can be a counselor. Counseling requires time, commitment to listen keenly to problems of the students. The constraints of time are considerable even to the teachers who are devoted to counseling interventions process. For example, if a teacher counselor takes an average of thirty minutes everyday listening to students' personal problems in a class of 40 students, the total number of hours so spent would likely be an equivalent to three working days. Who pays for the over time? In America, England and Wales teacher-counselors who have contracts with the education institutions are paid according to the time spent with the students. (Makinde 1984:200).

Singling out Canada, as one of the developed countries, in 1978, a starting salary of a counselor was \$8000 and \$9000 depending on the university training acquired by the counselor. In most places, working conditions are controlled by a working agreement. This is further supported by (Blandford 1998:78) that the teacher does not do the work of the counselor although both of them belong to the same team of local education association which provides for students both academic and counseling services (LEAs).

In respect to the above, the teacher counselors in Kenya are overworked and their salaries are not commensurate to responsibilities. Hence, this study will find out what motivates the teacher counselors. Are education qualifications necessary for carrying out guidance and counseling services in public secondary schools?

In 1997, Education Act was enacted in England to allow high schools to prepare for students behavioral support group - Emotionally Disturbed Students (EBD), these are professional psychiatrist, psychologist working with the parents and teachers to control disturbed student. The group also treats and makes referrals of such students to other specialist. Such arrangement relieves the teacher who has more time to teach than attending to the students' psychological needs. This makes the schools more of learning institutions than counseling centers. (Child 1997:427) the teacher-counselor should be a specialist in psychology and psychiatry in order to deal with disturbed students. Hence, it is important for this study to find out how teachers in Kenya, untrained in psychology and psychiatry deal with traumatized students. This makes the school to be more of a learning institution than a counseling center.

The counselor may find a hostile environment while dealing with problems of students. However, some teachers behavior may be said to be unprofessional for example, some teachers are violent; sexually abuse the students, rape and give punitive punishments. Interventions, on such cases, may be a cause of threat to the lives of the teacher counselors. This also indicates that some teachers are indisciplined and they have abdicated their roles as counselors. (Griffin: 1996:47).

A study carried out in Western Kenya on student- teacher love relationship in secondary schools, confirmed that some teachers are not in the classroom for the well being of the students. (Lutomia 1995:51). The teacher put personal interest before those of the students.

According to researches carried out by Wotuku 2002 and Waundo 2001, Laikipia and Makadara respectively, the personality of the teacher counselor greatly contributes to the effectiveness of students' response to guidance and counseling. A teacher counselor with high self esteem is more approachable by students.

Some students and parents do not appreciate teachers offering guidance and counseling. They feel this is intruding of private lives of family. (Durojaiye 1997:67). This is a clear indication that both parents and students require to be educated on the importance of guidance and counseling in school. Just like the students, most parents especially in the urban; they judge teachers by their physical looks. To avoid such prejudice judgment on the teachers by the parents and students, school management should have a full time teacher counselor who is non teaching staff. Sometimes such counselors who do not belong to the staff in a school make great impact in guidance and counseling than one who teachers the students (Blandford 1998:80)

Secondary schools in England and America have established team of counselors taking care of students' need in the classroom, lunch hall, home-school visits and other social services that the students are involved in. In case a student is not coping well with the class counselor; he may try another counselor for assistance. This gives both teachers and students a chance to concentrate on class work without open bias against each other (Taylor 1969:52) According to Taylor, teachers see their roles as diffused or restricted to various aspects of their work which are not in line their professional qualifications.

2.3. THE ROLE OF HEADTEACHERS IN ENHANCING GUIDANCE COUNSELLING INTERVENTIONS

According to a research carried out on the attitude of head teachers in guidance and counseling in Meru Central,(Gitonga 1999:29) in public secondary schools; the study found out that the attitude of the headteacher towards guidance and counseling was paramount. The attitude of the headteacher can negate or promote the development and the sustenance of guidance and counseling programmes in the school. The head teachers are implementers and facilitators of any Programme, services or activity in the school. Therefore the head teacher's office is the nerve centre of the school activities.

It is important for the headteacher to create awareness on the need for guidance and counseling services to the staff, students and the parents.

Unless in public secondary schools where the TSC has not appointed the H.OD. on guidance and counseling the headteacher appoints one of the teachers to coordinate guidance and counseling programmes in the school.(Republic of Kenya1977:16) The headteacher also delegates responsibilities on guidance and counseling to other teachers who are ready to be committed as patrons of students' welfare activities such as: club patrons, housemasters, Games master and class teachers. Class teachers are appointed r to manage students on discipline, academic guidance and general welfare. Headteacher ascertains that the students gain from these teachers who are appointed as patrons. As a good manager, the headteacher provides the teachers and the teacher counselor with the necessary materials that the personnel requires. (Durojaiye 1996:68)

The headteacher organizes for open forums for teachers and students to exchange ideas on the way forward in their academic endeavors.

Visiting counselors should be invited to give encouraging talks to students to break the monotony of the school counselors talking to the students. Socialization of girls and boys from different schools should be encouraged for students to exchange ideals on academic, positive games and sports activities (Griffin 1996:77)

Visiting and open days for parents, friends and relatives enhances the feeling of being cared for; reduces the stress. It also provides some opportunity for the parents and the teachers to discuss the academic work of the students'. It is evident that the collaboration of the parent and the school management in various school activities enhance children with behavioral problem to experience more consistency and contentment in the school. (Griffin 994:166).

Although many heads of institutions regard leisure as dangerous and waste of time, many students discover their talents during this time. Socialization of students should take place within the school and outside (Downing 1969:260). Other activities include dramatization, study tours, community social activities, library, participating in writing the school magazine.

However, these activities are not taken seriously in some institutions. The administration fear students may learn deviant behavior when they visit other schools in the event of participating on such activities (Griffin 1996:79)

When parents are involved in school programmes this unites the school community to tackle any problems facing the school and to create harmony. According to studies carried out in Nairobi on the attitude of the head teacher towards guidance and counseling, (Waudu 2001:14) showed that the head teachers have a poor perception on guidance and counseling. The head teachers, who are supposed to be the custodians of guidance and counseling in the school, pay least attention to guidance and counseling programmes. Therefore, many teacher counselors do not have a counseling room, time to carry out guidance and counseling; or even time to meet the parents. This denies the students the knowledge and the activities to assist the students in guidance and counseling. Precisely, guidance and counseling is then left to the teachers with least management from the head teacher.

Administration should reward the "spotted students who have been found doing well for the community. For example students who have served the school community with diligences, smart, hardworking.

Other resources are involving charitable organizations to support the disadvantaged students and their families, working hand in hand with Local Education Association to guide and counsel families and students who are not doing well as per the education policy (Blandford 1998:180).

Other heads of institutions have misconception that guidance and counseling is an invasion of the students' and parents' private lives. Such head teachers have negative attitude towards the teacher counselors.

Head teachers organize for open forums for students and teachers where they can exchange ideas (Griffin 1996:91). These meeting known as Barazas in some schools create a conducive atmosphere to brain storm and iron out bothering issues among students and teacher. Although guidance and counseling programmes are supportive to the effective running of public secondary schools; one wonders why the head teachers may not be fully support the programmes (Blandford 1998:80)

However, from a previous research carried out on guidance and counseling; (Wotuku 2002 University of Nairobi) head teachers are appointed to the post of school manager, without any formal training in school management. Therefore, issues on guidance and counseling may not seem to be important to them. Some head teachers are tackling the problem of guidance and counseling in the following ways:-

- Opening the school for parents so that they can discuss about their children to their teachers. This helps the teachers to clear up with the parents any misunderstanding that might be there
- Welcoming the Teachers Parents Teachers Association to provide guidance and counseling to the school community (Farrant 2000:251).

A study done in Britain, on the causes of problems within the administration and teachers in public secondary schools, indicates that the head teachers were the source of the problem (Taylor 1969:68).

The head teachers had interests that were not of paramount importance to the teaches and the welfare of the student.

RESOURCES AND ACTIVITIES TO ENHANCE GUIDANCE AND COUNSELLING

Students should be kept busy at all times; an idle mind is the devils' workshop. Participation in sports and games create responsibility and discipline among the students. Co-curricular activities such as: club activities, games and sports add value to the students' personality. These co- curricular activities help the students to be relieved of the days' stress and seek on how to explore on their talents and abilities. However, some head teachers may deny the students this free time and engage them in academic classroom teaching. Lack of co- curricular activities among students leads to stress and irritability. Some head teachers discourage students' socialization with students from other schools and grouping fearing that this would cause strikes and unpleasant learning environment.(Griffin1976:79)

The interaction of students should include the opposite sex to provide a healthy socialization among the students.(Downing 1968:260)

Visiting and open days in schools are important to students because they feel love and cared for. On such occasions the parents are also invited to see the academic performance of their children. This creates a bond between the parents and the school administration.

Another important activity in the school is the Prize Giving Day when the administration rewards the 'spotted', and those who have excelled academically. Such awarded students include students who have worked diligently, smart and well behaved

In Britain and America public schools, charitable organizations are invited to support the disadvantaged students and their families, working hand in hand with the Local Education Association. The organizations guide and counsel the families and students as per the education policy and also provide basic needs (Blandford1998:125)

Peer Counseling Support (PCS) is important among secondary school students. Some of the adolescents' problems that students would fear to discuss with teacher counselors can be discussed by the Student Peer Counselors.

The peers are in a mature stage to understand the problems of their age mates, hence may provide guidance to their colleagues. (Blandford 1998:125)

Although teacher counselors are resourceful to students' guidance and counseling needs; even as models of students; they may a source of evil and embarrassment to the students and the parents when their ethical morals are questionable.

The Parents Teachers' Association and the members of Board of Governors give guidance and counseling talks to the students when they are invited in school to do so.

THEORETICAL FRAMEWORK

This study will be based on four theories that are related to human behaviour change when the task undertaken is positively or negatively rewarded.

THE ROLE THEORY

Talcot Parsons on the assumptions of the system theory; saw the society as a model presented by systems and individual persons as actors or role players. (Ritzier 1997:243) The actor's position or status is set by the society. The actors are trained to fit in their roles. The role theory concerns how individuals behave, they feel and behave as they play their roles in the society. As actors their self esteem is modeled by the spectators. Other people around them should respond to their actions by appreciating them. . The actors thus, should know the value of the role in comparison with those of others (role partners). Actual behaviour in a role may or may not conform to the expectations of the spectators. Every role has set standards and norms of conduct to enhance role interactions in the system.

The system may not function smoothly if some role players do not meet their role demands in the system.

This may happen because of:-

- a) How the individual player perceives his or her role and how people expect the occupant of the role to behave may cause conflict.
- b) Or when the role is over loaded the individual actor is not able to cope with several roles at the same time, though these roles are essential to the player's task.
- c) When the role is too demanding yet the value is not worth.

When the roles are not adequately defined, stress, insecurity and loss of self confidence can come about. The more the roles are explicit and specific, the expectations attached to the role are easier to confirm to. (Bennet 1997:127)

According to (Hale 1990:20) Parson's basic assumption on the system theory in relation to this study reflects the relationship of the Ministry of Education Science and Technology and the society as a system. The society sees the teachers as the actors. The teachers are socialized to the norms in the value of education in the society. Teachers are paid for the role play. However, the system has not been working adequately because the actors; that is, the teachers have not met the education objective on guidance and counseling. This is because the teachers are overloaded with responsibilities and their roles in education are not adequately defined.

The roles of the teacher and that of the teacher counselor have been fused. Lack of proper description of the job to the teachers interferes with the self-roles of guidance and counseling interventions to the students. This leads to over working of teachers, which may lead to 'terminal burn-out' and sometimes duplication of responsibilities among the teachers(Alschulel 1984:10) The school Board of Governors (B.o.G) and the Parents Teachers Association (P.T.A.) who are the managers of the school institution, may lack the knowledge on how guidance and counseling is done in the in the school.

When the roles are defined, that is, between teaching and guidance and counseling, organizing, planning, directing and controlling of the responsibilities in guidance and counseling would be easier to the headteacher and the teachers.

Therefore, the role theory sees that there is a need to motivate and define the teachers' roles in education.

However, Parson assumes that the actors are passive recipients in the social system. Teachers are least expected to bargain on their salaries, conditions of work, yet much is required of them. Again the teachers are expected to play their roles; keep to their norms and values without any room to digress irrespective of the circumstances.

Hygiene Theory of Motivation

Fredrick Hertzberg extended the work of Maslow and developed a specific content theory of motivation. This theory is also referred to as Hertzberg's two factor theory. From his findings on what kind of things on the job made workers dissatisfied and what things made them satisfied, Hertzberg concluded that people have two categories of needs. These needs are independent of each other and affect the behavior of people in different ways:-

The first category of needs describe peoples' working environment. They prevent job dissatisfaction. These included-policies, administration supervision, working condition, inter personal relations, money, status and security. These factors are related to the conditions under which a job is performed. They produce no growth in the out put capacity.

The second category of need is the motivators. They motivate people to superior performance. They are seen as satisfying factors; they include achievements, recognition for accomplishment, challenging work, increased responsibility, growth and development. They increase in ones total out put capacity. Hertzberg carried out this motivational study to find out the attitude of qualified professional and managerial staff.

From such findings, this research has the following implications:

- Teacher counselors can be motivated through restructuring the range of duties, design and change of the environment in which the duties are done.
- Provide them with direct, clear regular feedback on their work to create feelings of accomplishment.
- Providing teachers with training facilitate would enable them to develop virtues such as: a positive self-esteem confidence to enable them to guide and counsel the students..

Therapy Reality /Choice Theory

This therapy was developed by William Glasser in 1962 (Corey 2001:228) The therapy rests on the idea that human beings choose their behaviour, hence they are responsible for what they think, do, and feel. Human behaviour is purposeful, internally motivated; thus, we choose our destiny and what we want to do. Human beings are responsible of what to choose. Human behaviour is geared to fulfilling humane basic needs. Therefore, every behaviour that a person undertakes is always the best in an attempt to satisfy the basic needs such as, survival, love, belonging, power, freedom, and fun. The body system monitors the feelings to determine the efforts put to satisfy the basic needs.. If the behaviour is unable to acquire the basic needs, alternative behaviour should be learnt in order to acquire the basic needs.

According to Glasser, behaviour is made up of four inseparable but distinct components: acting, thinking, feeling, and physiology. Acting and thinking are the most important because they steer the behaviour. When the basic needs are not met, human behaviour may not be pleasant. However, unpleasant behaviors such as: addiction to drugs, violence, psychosomatic disorders, may be used at a time to get what the person wants. This means, that a person may be involved in a frustrating relationship; in order to meet certain basic needs. For example a person may pretend to be physically disabled in order to seek attention and even beg.

Such frustrating behaviour act as a means of closing the gap between what the person wants and what is available.

Hence, frustrating behaviors may help earn the required needs.

When the needs are met, a person feels accepted, worthy, belonging and responsible. Glasser goes on to show that when good behaviour is not rewarded, unpleasant irresponsible attitudes may result.

The aim of this therapy is to:

- Provide conditions that will help clients to develop psychological strength to evaluate their present behaviour.
- If the behaviour does not meet the needs; acquire more effective behaviour.
- People are personally responsible for what they are. For example a person may engage in unrealistic behaviour in order to avoid work; or claim that the work is stressful and unworthy.

This theory is applicable to the guidance and counseling managers in public secondary schools. The managers are the teachers, head teachers, the teacher counselors and the members of the school community. They all understand that guidance and counseling is time consuming. Yet, they may participate in it fully aware that there is no payment for the services offered. As a result, teacher counselors may also complain of guidance and counseling task as stressful, depressing and unworthy. Teacher counselors work extra hours fully aware that they are overworked. Why should they be focused on unsatisfying relationship? Why should they not change the situation instead of complaining, blaming and criticizing the employer? Teacher counselors and other public secondary school guidance and counseling managers choose to take up These 'stressful' and unsatisfying relationships as away of retaining their jobs and a hope for imaginary promotions.

According to Glasser, such complaints from teacher counselors, turns out to be the best behaviour to keep the 'burn out' in check and perhaps have an opportunity to ask for appreciation from the employer.

When the teacher counselors are not appreciated, they lack a sense of self worth, love and power in the society; which results to irresponsibility in guidance and counseling in public secondary schools.

Theory of Motivation

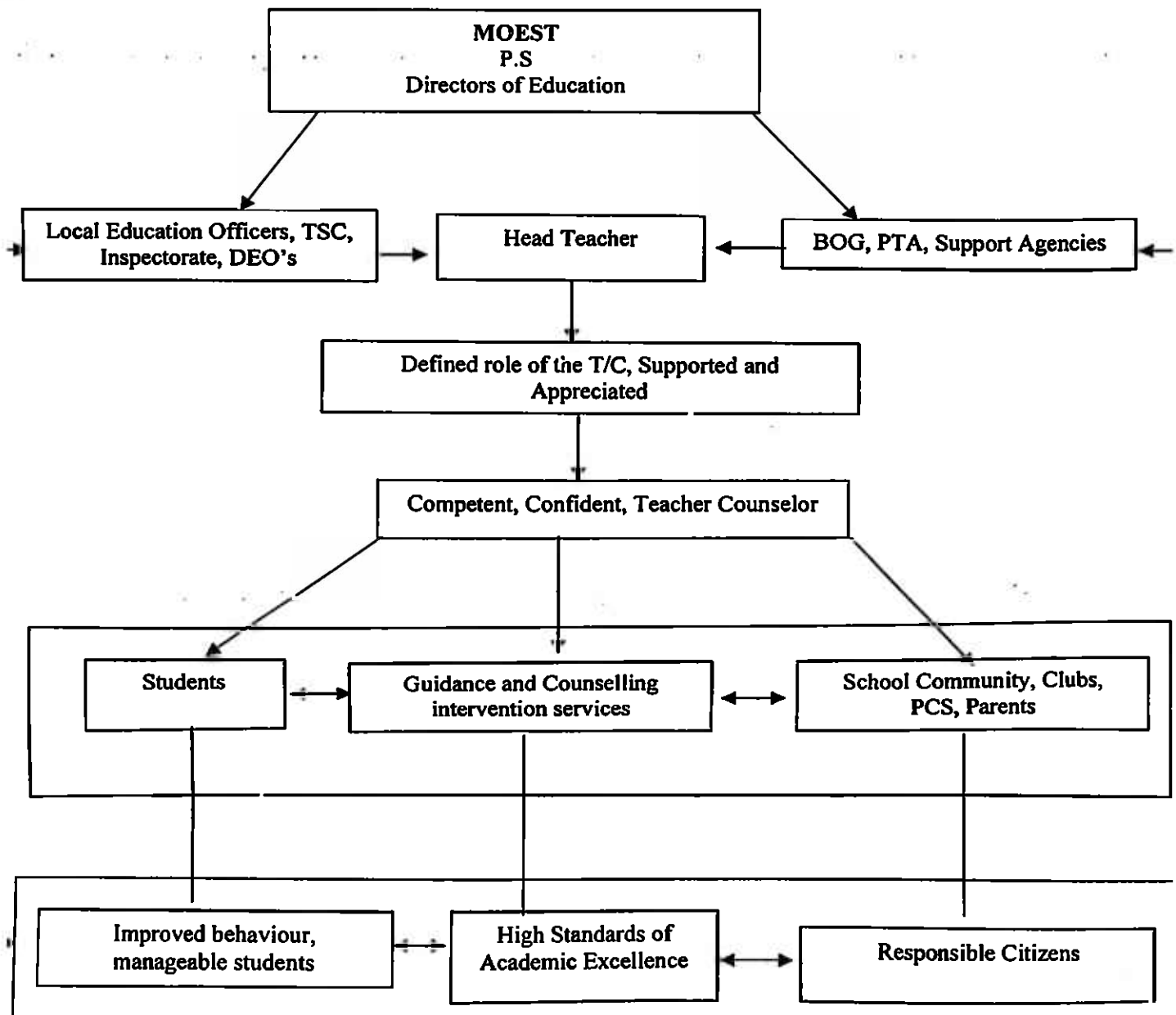
This theory was developed by a humanist psychologist, Abraham Maslow (1908-1970). Maslow believed that people are motivated to seek their personal goal that makes their lives rewarding and meaningful. He saw a human being as a "wanting" organism who rarely reaches a state of complete and total satisfaction. Maslow proposed that human needs are innate and are systematically arranged on an ascending level of hierarchy in priority. These needs are: physiological needs; safety needs: belongingness and self esteem and self actualization needs .A person who does not satisfy the basic level of these needs will not be concerned about the needs of higher level of the hierarchy. Hence, when the basic needs are unsatisfied, all other need becomes secondary. A person who is chronically hungry is not likely to strive to be committed to serious developmental issues.

In public secondary schools guidance and counselling may not be effective if the teacher counselors have not attained their goals such as: commensurate salaries; promotion; appreciation from school managers, the Ministry of Education, Science and Technology (MOEST) and the Parents Association.

When the teacher counselor goals are not attained, they may be frustrated and individual teachers engage themselves in aggressiveness, regression and resignation. When the basic needs are attained, teacher counselors are likely to be motivated and may spend more time listening to students' problems that require guidance and counseling in the school. Motivation among the teacher counselors enhance guidance and counseling among the students leading to excellent academic performance and harmonious learning environment.

2.6 CONCEPTUAL FRAME WORK

The conceptual framework for the adoption in the study is here below presented.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter highlights the methodology that was used in the research. The research was conducted in Nairobi public secondary schools. The researcher personally visited 39 out of 46 public secondary schools in the province. Problems that were encountered in carrying out the research have also been mentioned in this chapter.

3.1 Site Description

The study was conducted in Nairobi; capital city of Kenya. The city has a population of more than 2 million inhabitants (National Census, Republic of Kenya 1999; Appendix; 9). Nairobi city is characterized by urban socio-economic problems such as: poor housing, insecurity in transport, theft, drug abuse, child abuse, illicit brew and unemployment. These problems are of great challenge to student, parents and teachers in one way or another. However, the city has better education facilities compared to public secondary schools in the rural areas. Although the best performing public secondary schools are from the city; teacher and the administration have to fight a battle over negative urban influence to craft the good results from the students. The teachers and the head teachers just like other members of working class in city; experience the socio-economic hardships. Nearly one million inhabitants in the province have attended secondary and university level of education.

3.2 Site Selection

The researcher purposively selected Nairobi Province since it has a metropolitan population. The province also has the best placed education institutions. The province is the headquarters of both international and national education institutions.

Therefore, it was necessary to find out how teachers in public secondary schools mould the characters of students to cope with socio – economic problems and influences from the urban environment. The researcher also wanted to find out the challenges the teachers counselors and the head teacher experience in their efforts to impart education to cosmopolitan students. Frequent student's unrest in education institutions also made the researcher interested to find out how guidance and counseling is carried in public secondary schools. The district was also convenient to the researcher in terms of accessibility and financial constrains.

3.3 Unit of Analysis

The unit of analysis in this study was teacher counselors. The head teachers as agents of Teachers Service Commission and representative of the MOEST were interviewed. The researcher administered the questioners to the teacher counselors. The study attempted to find out from the head teachers how the available resources could be improved to provide better guidance and counseling services in the school.

3.4 Sampling Procedure

The study specifically employed non probability sampling technique. Although the province has 8 administrative divisions; that is: Embakasi, Kamukunji, Starehe, Westlands, Dagoretti, Langata, Kasarani and Makadara; some divisions have only one or two public secondary schools. Most of these schools are located within an average of one kilometer from each other. Hence the teacher counselors have similar experiences and challenges. This technique was also necessary to take care of the non respondents in the study. The researcher selected respondents from all the administrative divisions of the province without considering the category of schools. Some of the divisions have only day schools.

The study focused on 39 teacher counselors as respondents and 33 head teachers.

3.5 Data Collection methods and Research Instruments

The study utilized primary, secondary and observation methods of data collection. The researcher personally administered the questionnaires to the teacher counselors. In-depth discussions were held with the head teachers.

3.5.1 Primary Data.

Primary data was both quantitative and qualitative, Qualitative data was used to make general comparisons between two or more variables in the study.

a) Structural interviews

Closed and Open-ended questionnaires were administered to the teacher counselors. In most of the open ended questions, probing was necessary to capture personal feelings and understanding about guidance and counseling issues. The information sought from the respondents was based on how guidance and counseling services are provided in the school.

b) Unstructured interviews

The researcher administered unstructured interviews to the head teachers. In this study, the head teachers are considered more conversant with the guidance and counseling services in their schools. The head teachers were interviewed to show how guidance and counseling is carried out in their schools. These unstructured interviews were used to allow the respondents provide individuals opinion on the topic under study.

Secondary data

This was obtained from books, magazines and journals. The following magazines were consulted;

Pavement Guidance and Counseling; A Series for Effective Administration by M. Ochieng Owiro 1997. pg 17

Education Insight; for quality information, education and communication published image books , Oakland media services Ltd, Nairobi. October 2004 pg 4

Teachers Image Vol. 6 2004 Quarterly magazines of teachers services Nairobi.

JOMO KENYATTA MEMORIAL
LIBRARY

Observation

The researcher spent more than one month visiting public secondary schools in the province. This enabled her to observe the respondents in their schools environments. The researcher also observed the effects of surrounding environment around the school on guidance and counseling in the institutions. Most of the secondary school's compounds were encroached by growing slums and kiosks.

3.6 Data Analysis

After the field work, quantitative data was coded and analyzed with the use of Statistical Package for Social Science computer programmed (SPSS). Descriptive statistics were applied to organize and summarize the data through the use of frequency distribution tables and charts. Qualitative data consisted of the respondents' views and opinions. Through the use of the chi-square statistical technique, was used to test the hypothesis.

3.7 Problems Experienced in the field.

The researcher experienced many problems in this study. Some public secondary schools in Nairobi province are away from the main highways, hence transport charges are high. Some respondents took many weeks to fill the questionnaires. This made the researcher travel to the schools three to four times to pick the questionnaires. Others respondents could not accept to be interviewed before they sought authority from the school management. The researcher had to visit some schools severally hoping to meet the head teacher or deputy who were out of school most part of the day. In some schools, the teacher counselors were not willing to give their responses in case this would affect their relationship with the administration. They had to be reassured that their responses would be held in strict confidentiality. A lot of time was also wasted by some teacher counselors who inquired as to who had sponsored the research project. Despite all the odds, the researcher ensured that the data collected were of good quality, reliable and valid.

3.8 OPERATIONALISATION OF KEY TERMS

Guidance and Counseling Intervention: this term refers to the process whereby a person is helped to understand his or her problems in order to be able to cope with them. It takes place in a classroom or group setting a student is referred, or a student voluntarily goes to see a teacher counselor.

Teacher counselor refers to that particular teacher in public secondary school who besides teaching is recognized officially to help students with certain needs. These needs could be, vocational, academic and psychological. In some schools these teachers are appointed by the head teacher or the teachers' Service Commission. A teacher counselor does not need to be trained.

School Activities refers to all students' activities which kept them busy after school hours, as a part of extra-curriculum. Such activities include: Games, sports, lectures, conferences discussions, invitation of external speakers, debates, film show, career demonstrations, arranging plant tours etc.

School resources these are clubs, bulletin boards, vocational library, pamphlets, Peer counselors, counselors office and necessary office equipment such as telephone and lockable cabinets.

Guidance and counseling management: This entails the carrying out of the school activities and programmes the school administration has put in place in order to assist the students to understand and nurture their academic abilities, individual potentialities and capabilities for their own self guidance.

The headteacher is the custodian, controller of all the programme activities which enhance guidance and counseling in the school. The good will of the headteacher towards carrying out of guidance and counseling services in school determines the success of guidance and counseling programmes in the school.

The teacher counselor in a public secondary school assists the headteacher in arranging for the guidance and counseling services in the school; also guides and counsels the students; liaises with the discipline master, games master, class teachers; peer counselors, and members of the B.O.G., P.T.A. for effective coordination in the provision of guidance and counseling services to students.

The objective of planning for guidance and counseling programmes in the school is to carry out programmes that suit the needs of the students and the conditions of the school and the community.

HYPOTHESIS

1. The effective management of guidance and counseling intervention depends on the role of the teacher counselor.
2. There is a relationship between the school activities, resources and the management of guidance and counseling intervention.
3. There is a relationship between the attitude of the headteacher and the management of guidance and counseling in public secondary schools.

Hypothesis	Type of Variable	Study Variable	Variable Indicators
I	Independent	Role of the Teacher Counselor	<ul style="list-style-type: none"> • Teaching load per week • Types of student's needs • Other responsibilities assigned
	Dependent	Time allocated for Guidance and Counseling	<ul style="list-style-type: none"> • Official time allocated for Guidance and Counseling • Time allocated for other responsibilities in the school
II	Independent	Availability of sports, games and other activities in the school	<ul style="list-style-type: none"> • Student positive behaviour change • Student attendance to extra curriculum activities
	Dependent	Time allocated for extra curriculum activities	<ul style="list-style-type: none"> • When extra curriculum activities take place • Need for extra curriculum activities by the school, students and parents
III	Independent	Attitude of the Head teacher towards guidance and counseling	<ul style="list-style-type: none"> • Discussion with the teacher counselor • Rewarding of the teacher counselor • Provision/ resources • Availability of guidance and counseling programmes in school
	Dependent	Time allocated for guidance and counseling	<ul style="list-style-type: none"> • Methods used to deal with guidance and counseling needs • Number of students guided by the teacher counselor per week • Response of students towards counseling

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter is a highlight of the field findings of the study. The study objectives and research questions form the basis of this data analysis. The units of analysis consist of the Head teachers and the teacher counselors as managers of guidance and counseling in public secondary schools in Nairobi. The two units of analysis were tabulated separately except in cases where a comparison between the two has been necessary. The units of analysis in the study referred to 39 teacher counselors and 33 head teachers. The data was analyzed under the following subheadings:

- Demographic characteristic of teacher counselors
- Categories of public secondary schools
- Demographic characteristics of head teachers
- Professional training of teacher counselors in guidance counseling
- Training institutions attended by teacher counselors
- Duration of training of teacher counselors
- The role of the teacher counselor in guidance and counseling in public secondary schools.
- The perceptions about the teacher counselor in public secondary schools.
- Problems experienced by the teacher counselors
- Role conflict between teaching and guidance and counseling and solutions
- Methods used to motivate teacher counselors by the head teachers
- School Activities that enhance guidance and counseling in the school
- Attitude of the head teachers towards guidance and counseling
- interventions in the schools
- Policy guidelines from the MOEST for teacher counselors and head teachers
- Testing hypothesis

4.1 Demographic characteristics of the Teacher counselors

4.1.1 Age and gender of the teacher counselors

The study observed that 80% of the teacher counselors were female. This implies that female teachers are more inclined to provide guidance and counseling services. As mothers, the female teachers would like to listen to the students' needs and assist where necessary. The data also seems to support that male teacher counselors are fewer because most of the public secondary schools in Nairobi province are girls' based. Hence majority of the teaching staff in the urban schools are female. Majority of the teacher counselors were above 40 years of age. This further implies that long teaching experience and age was one of the criteria used to appoint teacher counselors. The table below shows the age and gender of teacher counselors.

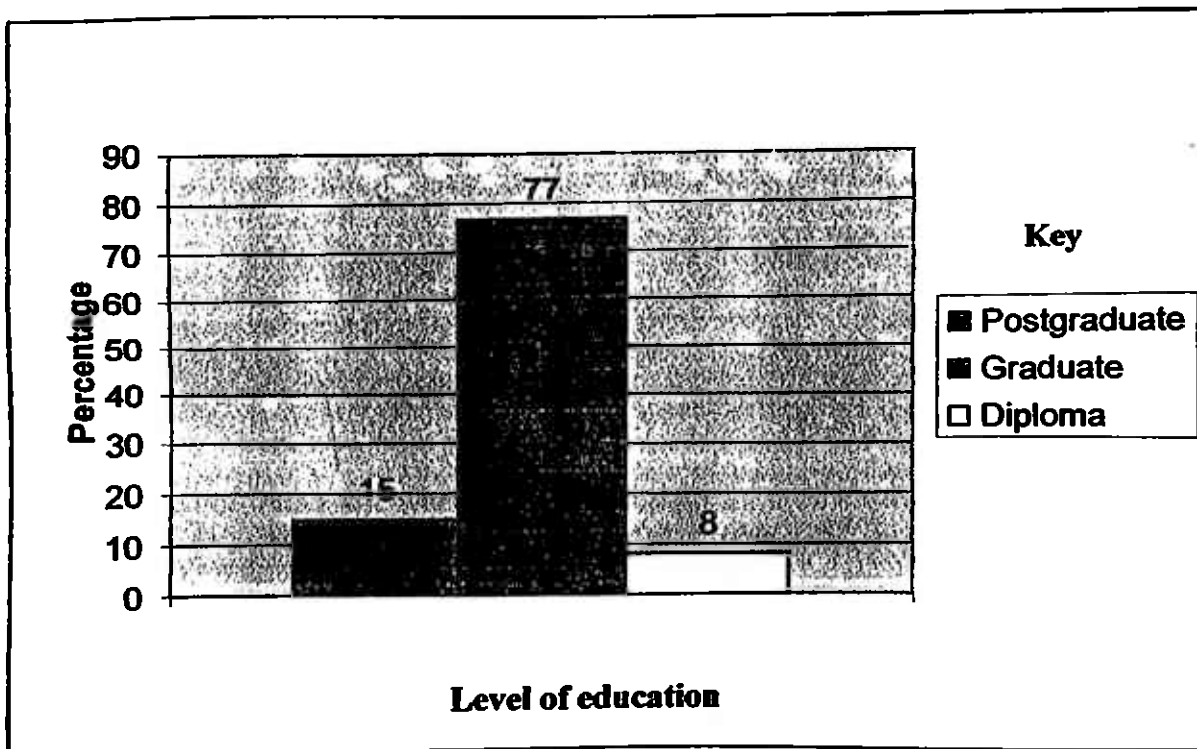
Table 1: Distribution of teacher counselors by Age and Gender.

Age	Sex		Total
	Male	Female	
31-35	1 (16.7)	5 (83.3)	6
36-40	2 (20.0)	8 (80.0)	10
41-45	2 (28.6)	5 (71.4)	7
46-50	3 (42.9)	4 (57.1)	7
51-55	- -	3 (100)	3
Non response	- -	6 (100)	6
Total	8 (20.5)	31(79.5)	39

4.1.2. Education level of teacher counselors

With regard to the education level of teacher counselors, the study showed that 77% of teacher counselors were graduates, 15% were post graduates while 8% were diploma holders. Although majority these teacher counselors were of high level of education, only a few were trained as professional counselors. However, their level of education also indicated that the teacher counselors were aware that guidance and counseling was paramount in achieving commendable results from the students. The table below shows the percentage distribution of teacher counselors by their level of education.

Figure 1: Percentage distribution of teacher counselors by level of education.



4.1.3 Categories of Public Secondary Schools

The analysis showed that 36 % of the public secondary schools in Nairobi province are mixed day schools; while 28% teacher counselors were from boys and girls boarding secondary schools. The analysis also shows that majority of the teacher counselors are stationed in mixed day secondary schools. It appears that mixed day schools had more students' needs to be dealt with than in boarding schools. The table below shows the distribution of the teacher counselors and the categories of schools where they were dispensing their guidance and counseling services.

Table 2: Category of schools and distributions of teacher counselors in percentages

Category of schools	Teacher counselors	percentages
Mixed day schools	14	35.9
Mixed boarding schools	1	2.6
Boys boarding	4	10.3
Girls boarding	7	17.9
Boys day schools	6	15.4
Girls day schools	7	17.9
Total	39	100.0

4.2 Demographic Characteristics Of Head Teachers

4.2.1 Age and gender of head teachers

The study observed that 67% of the head teachers in the province were female. This was because most of the public secondary schools in Nairobi are girls' based schools. 55% of the female headteachers were above 40 years of age. This suggests that female head teachers appreciated the role of guidance and counseling in their schools.

This further implies that long teaching experience forms the basis of managing guidance and counseling. The table below summarizes the age and gender of the head teachers.

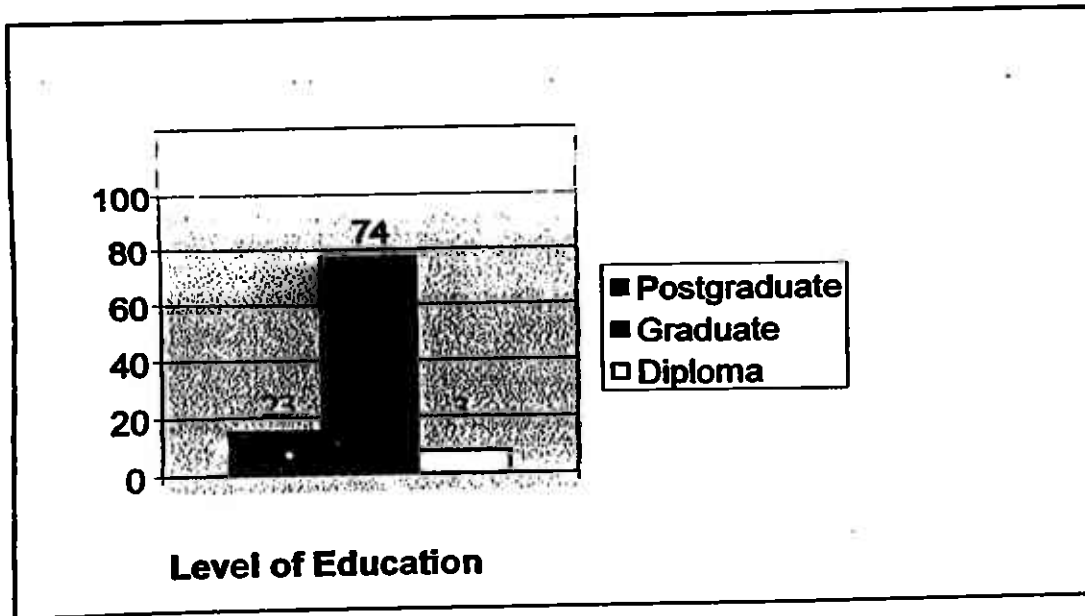
Table 3: Distribution of head teachers by age and gender

Age	Sex		Total
	Male	Female	
36-40	2 (66.2)	1 (33.3)	3
41-45	4 (36.4)	7 (63.6)	11
46-50	3 (27.3)	8 (72.7)	11
51-55	2 (40.0)	3 (60.0)	5
Non response	-	3 (100)	3
Total	11 (33.3)	22 (66.7)	33

4.2.2 Education level of head teachers

The study found out that 74% of the head teachers were graduates; 23% postgraduates; while only 3% were diploma holders. It appears that high level of education was a requirement to be appointed as a head teacher. This further suggests that, head teachers are aware of educational and moral values to be imparted to students. Hence, it implies that head teachers are endowed with heavy responsibility of managing the schools. With the removal of the cane as a tool for discipline, the head teachers cannot overlook the importance of guidance and counseling in the management of their schools. The head teachers' level of education has been illustrated below

Figure 2: Percentage distribution of head Teachers by the level of education



4.3 Training of Teacher Counselors and Head Teachers in Guidance and Counseling

It was found necessary to find out whether teacher counselors and head teachers were professionally trained in guidance and counseling. The researcher was also interested in finding out where and how long their training took. The study observed that, although the head teachers were custodians of guidance and counseling programmes in public secondary schools; majority of them were not trained in guidance and counseling. When the teacher counselors were asked whether they felt competent in guiding and counseling students; 80% indicated that they were not professionally prepared to handle students' needs.

Consequently, lack of professionalism in guidance and counseling implies that teacher counselors lacked self esteem in their work, appreciation from their colleagues and the community they served. Although 20% of the teacher counselors indicated that they were competent; however, their impact may be minimal.

4.3.1 Training Institutions attended by the Teacher Counselors

The table below shows the training institutions the teacher counselors had attended. The data shows that only 16% of the teacher counselors were trained through the MOEST initiative. This implies that although there is a need to train teacher counselors for secondary schools, MOEST trained a small number as compared to other training institutions and facilitators. 84% of the trained teacher counselors had found sponsorship from their churches and NGOs. Hence, it seems that majority of the teacher counselors were sponsored by their respective institutions to meet the students' needs in their schools. It also appears that the training received by teacher counselors was not of the same standard since the teacher counselors received training from different institutions which do not have a common curriculum. The table below shows the teacher counselors' training institution attended and the percentages distribution of teacher counselors.

Table 4: Distribution of teacher counselors' training institutions

Training Institutions	Number of teachers	percentage
Workshops Organized MOEST	6	15.5
Amani Counseling Centre	7	17.9
NACADA	9	23.0
Churches/ NGOs	3	7.1
Kenya polytechnic	6	15.6
Kenya Institute of Professional Counselors	4	10.2
University	4	10.2
TOTAL	39	100

4.3.2 Duration of training for teacher counselors

The table below shows that only 36% of the Teacher counselors had received training for more than 1 to 4 years training; whereas, 64% of the teacher counselors did not have adequate training since; they trained for less than the stipulated period of six months. This implies that the teacher counselors were not adequately equipped with guidance and counseling knowledge; hence, their responsibilities as teacher counselors may not have been taken seriously. The table below shows the training institutions and the duration the teacher counselors took to be trained.

Table 5: Teacher counselors' duration of training in guidance and counseling

Duration of training	Frequency	Percentage
Days (1 -5)	2	5.1
Weeks (1 -3)	19	48.7
Months (1 -3)	4	10.2
Years (1 - 4)	14	36.0
Total	39	100

4.4 Role of Teacher Counselors in Public Secondary Schools

According to this study, the teacher counselors in public secondary schools had been allocated other roles besides teaching and guidance and counseling in their schools. Other roles included: class teacher, club patron, duty master, housemaster/mistress, just to name a few. These roles are overlapping; hence are likely to cause role strain to the teacher counselor; who would like to do the best in all the roles to please parties concerned. Guidance and counseling is a process that requires the teacher counselor to have ample time to listen to the students' needs and attend to them promptly.

Counseling process may take so much of the teacher's time; depending on the students needs at hand. In case the parents/guardian of a needy student have be summoned to school; the teacher counselor may spend much time discussing the student's needs with the guardian/parent. Hence, the effectiveness of the teacher counselor is determined by the time available to carry out guidance and counseling and other roles assigned by the administration.

4.4.1 Time allocated for guidance and counseling

The study showed that 87% of teacher counselors did not have time allocated to them on the school time table to address different counseling issues confronting the students in the school. This implies that, teacher counselors had to look for their own free time; to meet the students' needs. This further implies that students may not be aware when their teacher counselor could be available. It seems that the remaining 13% of the teacher counselors met the students during lesson time. Hence, due to lack of time most teacher counselors prefer group counseling to one- to-one guidance and counseling. When the teacher counselors were asked whether they were officially allocated time to carry out were officially allocated time to carry out guidance and counseling according to the students' needs; 67% of them indicated that there was no adequate time for guidance and counseling.

4.4.2. Common cases/needs teacher counselors dealt with in public secondary schools

According to the study, the students are faced with many needs that require the intervention of school management. However, the following are the common students' needs that the teacher counselors often deal with in their schools. The source of these problems/needs is mainly the family or the school environment. Hence, some of the needs they require the summoning of the parent/guardian to the school.

According to the study, some of the common needs the teacher counselors highlighted were: theft, drug abuse, and reporting to school late. The teacher counselors had the following responses on these common needs:

Case (a) Theft in schools

Theft was a common case that was reported by 79% of the teacher counselors. It is a case that required a lot of time to investigate, guide and counsel the students concerned. Sometimes, such cases required the attention of the parents. Hence, the teacher counselors required a lot of time to summon the parent/guardian of the student. Such cases require a lot of time to guide and counsel.

Though such cases are rampant in public secondary schools, the teacher counselors had no official time to deal with them. 10% of the teacher counselors disagreed that theft was common problem that was dealt with in the schools. However, the response from the majority of the teacher counselors implies that theft is a common social problem that took much time to provide solutions through guidance and counseling office. The table below shows how rampant theft was in public secondary schools.

Case (b) Drug abuse in public secondary schools

According to the study drug abuse seems be common in public secondary schools. 76% of the teacher counselors agreed indicated that drug abuse disrupted learning. This implies that, teacher counselors spent a lot of their time guiding and counseling the students on drugs abuse. To identify individual drug abusers among students may take a lot of teacher counselors' time. According to this study, some of the students abusing drugs are likely to be referred for treatments by the teacher counselors. This further implies that, a teacher counselors required time to recommend, inform the parents/guardian and organize for the students' referral. The table below shows the distribution of the teacher counselors' response on drug abuse as one of the common need to be attended to.

Case (c) Students reporting to school late

Lateness in reporting to school especially in Day Schools; interfered with the learning process. This is caused by the environmental factors where the student comes from. For the teacher counselor to find out the cause of constant lateness to school required summoning the parent/guardian of the student on appointment. To get enough time, during the teaching hours was difficult. However, it was necessary for the teacher counselor to do it. The study showed that 82% of the teacher counselors spent much of their time guiding counseling students who are perpetually late to school. Despite the commuting constrains in the urban, lateness to school may have many Implications.

The teacher counselors' responses indicated that theft, drug abuse, school lateness interfered with the learning process and consumed much time to guide and counsel as shown on the table below.

Table 6: Common cases/needs of Students

	Case (a)	Case (b)	Case (C)
Response	Theft	Drug abuse	School Lateness
Agreed	31 (79.4)	30 (76.9)	32 (82.0)
Disagreed	4 (10.3)	6 (15.3)	7 (18.4)
Non-response	4 (10.3)	3 (7.8)	-
Total	39 (100)	39 (100)	39 (100)

4.4.3 Number of students guided and counseled per week.

It was found necessary to find out how much time the teacher counselors spent in guidance and counseling. The teacher counselors were asked to indicate the time they spent with a student on various needs by showing: maximum time – 60 minutes; minimum- 10 minutes and average-37 minutes. The study established that 95% of the teacher counselors spent about 37 minutes on average to guide and counsel one student. This shows that for a teacher counselor to have a maximum of 60 minutes for guidance and counseling was rare; since the teacher counselor was expected to perform other roles in the school.

On the other hand, 10 minutes minimum period for counseling was short to establish rapport with the needy student; articulate counseling skills for effective guidance and counseling. The study also established that, when time was available; the teacher counselor would guide and counsel 30 students in a week that is an average of 5 students per day and a maximum of 800 students in a group counseling session for one hour.

This implies that when a teacher counselor guided and counseled 30 students in a week at an average estimated time of 37 minutes per student the total time spent in a week by the teacher counselor specifically rendering counseling services is equivalent to two working days i.e. 18 hours. During the interview with the headteachers on this subject, there were indications that there was need to create more time for the teacher counselors to enhance guidance and counseling services in the school. Group counseling was the easier choice to save time; even though it was not the best strategy to specifically meet individual needs of the students.

Interviewed on how much time was available for the teacher counselors; to carry out guidance and counseling, most of the headteachers had the following to say...

"The teacher counselors were overloaded with teaching lessons and other assigned responsibilities in the school. This means that the teacher counselors did not have enough time allocated to guide and counsel students as expected. Hence, without any official allocation of time, the teacher counselors spent much of their free time trying to meet the needs of students in their schools."

On this subject, other headteachers were quoted saying:

"To have a conducive learning environment the teacher counselors should create time after classes to guide and counsel students."

This means, for the teacher counselors to create ample time to provide guidance and counseling services, they had to deny themselves their free time to meet the needs of their students. In fact, one of the headteachers had this to say, on time allocation:

“The coverage of the academic syllabus was paramount; hence allocating time for guidance and counseling services on the school time table would interfere with the learning process.”

The table below shows the time the teacher counselors are likely to use in guidance and counseling.

Table 7: Estimated time for guidance and counseling students per week

Estimated time (Minutes)	Actual time spent (minutes) per student	Number of students per week	Total time per week
Average (30-50)	37	30	18 ½ hours
Minimum (10-20)	10	1	30 minutes
Maximum(60-above)	60	800 (group counseling)	80 minutes

4.4.4. Teaching Load of the teacher counselors per week

Most of the public secondary schools time table has 9/8 lessons in a day; each taking 40- 45 minutes. Hence, total number of lessons in a week would be 40-45. To show how many lessons the teacher counselors were taking; they indicated: maximum number of lessons as 28-31 per week; average 18-27 lessons; minimum as 17 lessons and below.

The study showed that the maximum number of teaching lessons a teacher counselor was assigned per week was 30; that is an average of 6 lessons of 40-45 minutes in a day. The minimum number of lessons allocated was 17 lessons per week.

The table below shows that 41 % of the teacher counselors had been allocated a maximum teaching load of more than 28 lessons per week.

This implies that teacher counselors with maximum teaching load of 28-31 lessons; hardly had time to meet the needs of students in guidance and counseling. In Day Schools, the teacher counselor has fewer hours because the working hours end earlier than the Boarding School.

This leaves the teacher counselor with less time to attend to guidance and counseling needs of the students. A teacher counselor in a boarding school may extend evening hours to address guidance and counseling needs of the students. The table below summarizes the estimated teaching lessons of a teacher counselor in a week.

Table 8: Distribution of teaching lessons of the teacher counselors per week.

	Actual no. of Lesson taught per week	No. of teacher counselors	Percentages
Average (18-27)	26	12	30.8
Minimum (17- below)	17	11	28.2
Maximum (28-31)	31	16	41.0
Total		39	100

4.4.5. The teacher counselors' ability to cope with the students' needs

According to the study, 66% of the teacher counselors indicated that they were unable to cope with the students' needs because of lack of time in school. Most of the head teachers supported that the teacher counselors were unable to cope with other school routine activities. For example, the teacher counselors could not meet deadlines in marking the students' assignments.

Although 34% of the teacher counselors agreed that they were capable of rendering guidance and counseling services in addition to teaching, most of them were from schools where the teaching load was low. This further shows that teacher counselors used different methods of guiding and counseling; created own time when to see the students.

The table below shows the teacher counselors' responses when asked to indicate whether they were able to cope with students' needs or not.

Table 9: The teachers' responses on coping with students' needs.

Response	Number of teacher counselors	percentage
Yes	10	34.5
No	20	65.5
Total	30	100

4.4.6. Why all teachers cannot act as teacher counselor

It was considered necessary in this study to find out whether teaching was synonymous with guidance and counseling in the teaching profession. To this respect, the study observed that 74% of the teacher counselors responded that teaching was not synonymous with guidance and counseling. This implies that carrying out the role of a teacher counselor was not automatic.

On this regard, some head teachers had this to say:

"The role of the teacher counselor could be simply carried out by any teacher in the school"

While other headteachers were of the view that:-

"All teachers could not be teacher counselors because not all teachers have the talents and the willingness to listen to the students' needs."

There are issues such as drug abuse, lack of basic needs, theft, poor academic performance that require qualified specialist in psychology and psychiatry.

On the other hand; not all teachers, for example may have time to summon the parents / guardian to the school to discuss matters related to their children. According to this study, teacher counselors gave reasons why all teachers could not be teacher counselors: lack of commitment, lack of patience, lack of training, and others do not see the need to providing counseling services.

Many teachers fear being associated with guidance and counseling because they see it as mysterious and non profitable.

The table below shows the responses of teacher counselors when they were asked to indicate the possibilities of all teachers in their schools willing to become teacher counselors. The above discussion shows that, many teachers would cover their syllabuses with least knowledge of students' needs related to guidance and counseling.

Table: 10: Possibilities of all teachers in the school becoming teacher counselors

Response	Number of teachers	Percentage
Yes	10	25.6
No	29	74.4
Total	39	100

4.5. Perceptions about Teacher Counselors

It was considered necessary in this study to find out how the teacher counselors were rated by their colleagues and the school community at large. A positive perception would motivate behaviour while a negative perception may discourage and affect the self-esteem of the teacher counselor. In public secondary schools the teacher counselors are basically teachers who are assigned other overlapping roles that mar the effectiveness of guidance and counseling. These roles created conflicting expectations and demands that do not earn appreciation from the colleagues and even the employer. However, to avoid reproach, some teacher counselors work tirelessly to meet the expectations of their roles. This implies that role conflicting was imminent; especially between teaching and guidance and counseling.

4.5.1. Role conflict between being a teacher and teacher counselors

From this study it appeared that 90% of the teacher counselors experienced role conflict in their work. Besides teaching; the teacher counselors are allocated other roles that cause role strain to them. The teacher counselors' roles are not defined. The teacher counselors' efforts are torn between two demanding responsibilities. That is teaching, guidance and counseling and other assigned roles in the school. This further implies that the role of guidance and counseling may be neglected for effective teaching. Perhaps the teacher counselors find it ironical when they scold the students for poor academic performance in class, and later summon them for guidance and counseling

According to this study 10% of the teacher counselors may not have experienced role conflict perhaps because teaching and guidance are undertaken simultaneously without any particular assignments. The table below shows the responses of the teacher counselors when they were requested to indicate whether they experienced role conflict between teaching and guidance and counseling in public secondary schools.

Table11: Responses on whether there was role conflict between teaching and guidance and counseling

Response	Number of teacher counselors	Percentages
Yes	35	89.7
No	4	10.3
Total	39	100

4.5.2. Suggested solutions to the role conflict of a teacher and teacher counselor

The head teachers are the representatives of the MOEST in public secondary schools. Hence, it was in this respect the researcher had to find out how best the head teacher could solve the role conflict of being a teacher and a teacher counselor. Majority of the head teachers were of the opinion that the roles of both the teacher and the teacher counselor were not professionally defined.

According to the study, teacher counselors suggested that role conflict could be resolved through different ways as indicated in table 14 below. The opinions of the head teachers however, showed that there was need for the MOEST to provide trained teachers on guidance and counseling. These varying opinions showed that some schools lack basic facilities to provide counseling services hence role conflict is unavoidable. From the foregoing observations therefore, it seems that school managements are at crossroads on how to provide effective guidance and counseling interventions their schools.

Table 12: Suggested Solutions to the role conflict between being a teacher and a Teacher counselor

Suggested solutions	Number of teacher counselors	Percentages
Recruit fully trained teacher counselors	9	23.0
Counseling teachers to take counseling only	4	10.2
Reduce teachers work load	5	13.0
Have separate room for counseling Provide group counseling	5	13.2
To provide counseling after school teaching time	5	13.2
Recruit more teacher on counseling	3	7.0
Have independent counseling department in the school	3	7.0
None	5	13.2
Total	39	100

4.5.3. Problems experienced by head teachers from teacher counselors

Further discussion with the headteachers on the role conflict of the teacher counselor and the overlapping roles; the researcher found that the headteachers had problem with the teacher counselors. The teacher counselors lacked time to guide and counsel the students as expected. Other problems that were cited include:-lack of interest in guidance and counseling, inability of the teacher counselor to complete assignments; teacher counselors overloaded with teaching lessons, inadequate means of appreciating the teacher counselors for their services and lack of policy guidelines on how to provide guidance and counseling services to the school community.

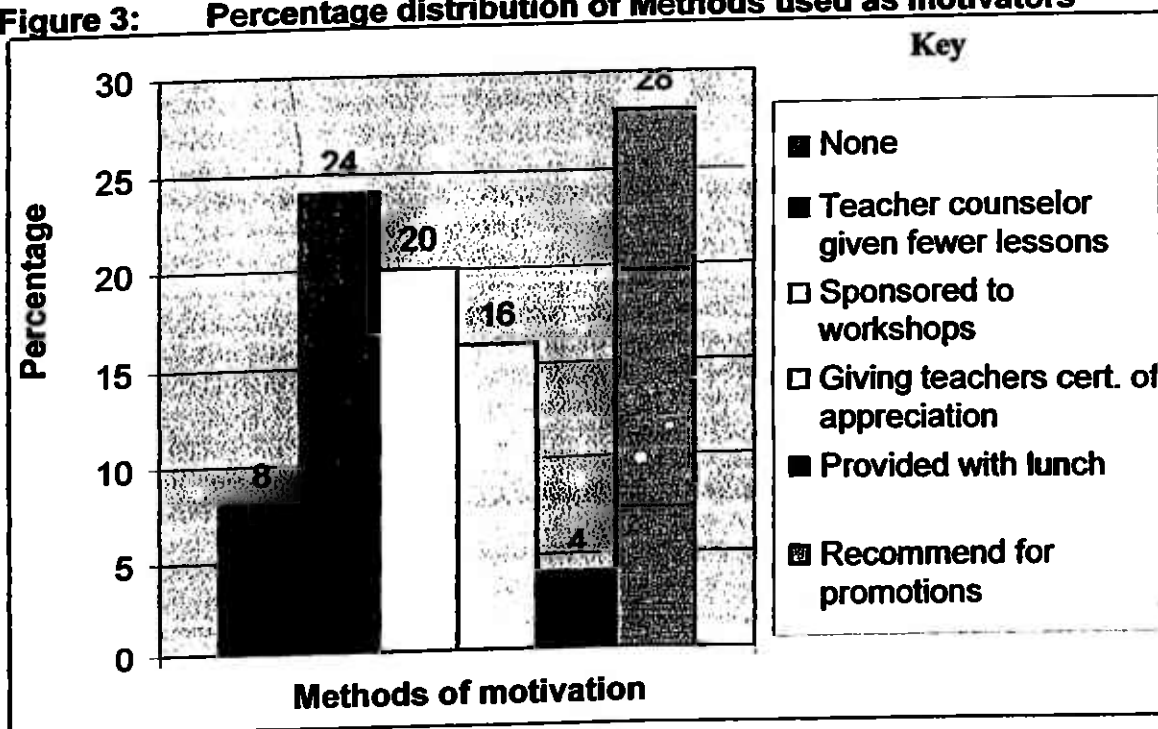
4.5.4. Methods used by headteachers to motivate teacher counselors

Whenever human behaviour is motivated, there is a high probability of positive change in the behaviour. The researcher wanted to find out whether the teacher counselors received any kind of motivation from the school management.

The headteachers interviewed on this subject, they had the following comments to make; motivational rewards towards teacher counselors were determined by the economic ability of the school; other headteachers accepted that rewards that they awarded the teacher were not attractive to make the teacher counselors proud of their work or even to attract other teachers to become teacher counselors. Many headteachers said that many teachers were not willing to provide guidance worthy and counseling services since the responsibility had no rewards that were worthy.

This implies that the head teachers provided 'rewards' that would be said to be the teachers' rights. Such 'rewards' included; recommendations for promotions, provision of lunch in the school, sponsorship to workshops, awarding certificates of appreciation and allocation of fewer lessons. The figure below gives a summary in the percentages of the methods used by the head teachers to motivate the teacher counselors.

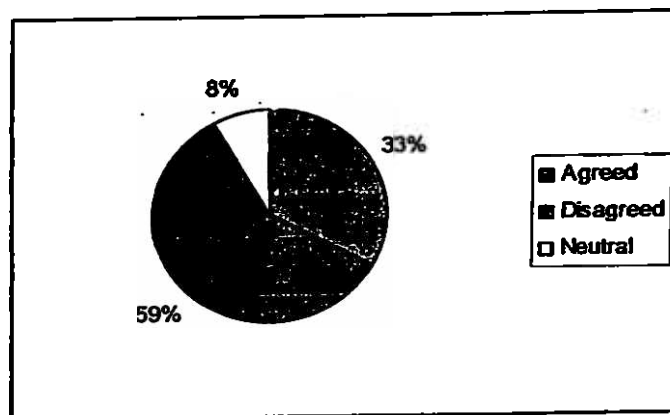
Figure 3: Percentage distribution of Methods used as motivators



4.5.5 Appreciation of teacher counselors by other teachers

It was considered necessary to find out whether the teacher counselors were appreciated by their colleagues. Their appreciation was a sign of competency and a source of self esteem in their work. The study observed that 59% of the teacher counselors were not appreciated by their colleagues, while 33% of the teachers' counselors showed that there was appreciation. Lack of appreciation implies that roles of teacher counselors were not understood by their colleagues. This further implies that, lack of appreciation made the teacher counselors lose the stamina of their mission; leading to ineffective guidance and counseling. The chart below gives a summary of a teacher counselor's feelings on whether they were appreciated by their colleagues.

Figure 4: Teacher counselors' Responses on how they were appreciated by their colleagues



4.6 Activities in School That Enhance Guidance and Counseling

Some school activities are programmed to take place quarterly or annually. However there are activities that take place daily after school hours. These are extra- curricular activities that keep the students busy after the normal classroom hours.

Such activities include: games, sports regular outing, inviting students from other schools, 'barazas' Prize Giving Day, inviting speakers and library services. These activities help the students to release mental stress, develop emotional stability, mental fitness and by extension, it reduces the number of students who would be seeking guidance and counseling in the school.

Some public secondary schools invite credible speakers to speak to the students on various topics that are beneficial to the students. Barazas are school based forums between the teachers and students to openly discuss each others weaknesses and strength in their pursuit for excellent results. To cater for guidance and counseling cases that are beyond the teacher counselors' ability; referral of students to specialists such as: psychologist, psychiatrists and pastors was necessary.

4.6. 1. Availability of games, sports and other school activities

According to this study, about 95% of the teachers counselors encouraged the idea of the availability of sports and games/ other activities in the school; to enhance guidance and counseling among students. The study also observed that although some public secondary schools had no fields for soccer and other sports activities, indoor games are held in high regard. The table below shows the opinions of teacher counselors on whether the availability of sports, games and other activities were of value to guidance and counseling of students. Those teacher counselors who strongly agreed and agreed were the majority. This shows that availability of sports and other activities was recommended by the teacher counselor because they complement guidance and counseling.

Table 13 The teacher counselors' opinions on the importance of sports, games and other activities in guidance and counseling.

Response	Number of teacher counselors	Percentages
Strongly agreed	22	56.4
Agree	15	38.4
Neutral	1	2.6
No response	1	2.6
Total	39	100

4.6.2. Regular outing for students /inviting other schools for academic forums

Socializing of students plays a major role in developing a positive self-esteem in the personality of the students. According to this study, 95% of teacher counselors agreed that both outings and inviting other schools for competitions enhanced guidance and counseling. Students in boarding schools look forward to an outing to release the academic stress and also to socialize with students from other schools.

The table below shows how teacher counselors' opinions on the importance of school activities such as: outings and invitations to other schools for academic forums.

Table 14: Importance of Regular outings and invitations among students

Teacher counselors opinions	Regular student outing	Inviting/ invited other students for academic forums
Strongly agreed	6 (15.4)	19 (48.7)
Agreed	15 (38.5)	18 (46.1)
Disagreed	12 (30.8)	1 (2.6)
Strongly disagree	1 (2.6)	-
Neutral	3 (7.7)	-
No response	2 (5.1)	1 (2.6)
Total	39 (100.0)	39 (100.0)

4.6.3 Invitation of speakers /parents/guardians on special occasions

Invitation of speakers/parents/guardians on special occasions to speak to the students enhanced guidance and counseling interventions in public secondary schools.

Over 90% of the teacher counselors agreed that such invitations are important to the students. Students get the opportunity to learn from members of the community. It is from such speakers like - professionals, pastors, businessmen; from whom the students may pick their future careers and mentors.

The presence of the parents or guardians on Prize Giving Day enhances the bond of the parents and the students. 49% of the teacher counselors strongly agreed that invitation of speakers to address students on various motivating issues and inviting parents /guardians on special occasions enhance guidance and counseling among students.

The table below shows the responses of teacher counselors on the importance of inviting speakers and the presence of parents / relatives during special occasions in the school.

Table 15: Invitation of speakers, parents/guardians on special occasions

Responses	Activities	
	Parents/relatives invitation	Speakers invitation
Opinions of teacher counselors	Number of teacher counselors	Number of teacher counselors
Strongly agreed	19 (48.7)	31 (79.5)
agreed	18 (46.2)	5 (12.8)
Strongly disagreed	-	1 (2.6)
No response	2 (5.1)	2 (5.1)
Total	39 (100.0)	39 (100.0)

4.6.4. Holding 'barazas'/ stocking the library

'Barazas' enhance academic performance of students and motivate teachers to improve on their academic focus. According to the study, 54% of the teacher counselors strongly agreed that 'Barazas' enhanced the guidance and counseling among students.

The students also develop foresight into their academic performance and a reading culture in their lives. 51% of the teacher counselors indicated that availability of library materials acted as a source of knowledge academically and morally to the students. This implies that students could acquire guidance and counseling knowledge from books on their own.

The table below shows the responses of teacher counselors on the importance of school 'barazas' and stocking the library with relevant materials in relation to guidance and counseling.

Table 16: Holding 'barazas'/ stocking library

Responses	Activities	
	Library stocking	'barazas'
	Number of teacher counselors	Number of teacher counselors
Strongly agreed	20 (51.3)	21 (54.0)
Agreed	18 (46.1)	16 (41.0)
No response	1 (2.6)	2 (5.0)
Total	39 (100)	39 (100)

4.6.5. Referral of students to specialists enhance guidance and counseling

Some students' needs that are related to psychological disorders would require expertise skills and knowledge outside the school. Therefore, such cases when referred to specialists such as; psychologists, psychiatrists or pastors would then save time of the teacher counselor to concentrate on teaching. 74% of the teacher counselors indicated that specialists were needed to deal with cases that were beyond the reach of a teacher counselor. The table below shows the responses of the teacher counselors on the importance of referral cases to specialists.

Table 17 Referral of students to specialists

Responses	Teachers counselors	Percentages
Agree	29	74.3
Strongly disagree	8	20.5
No response	1	2.6
Strongly agree	1	2.6
Total	39	100

4.7. Attitude of the Head Teachers on Guidance and Counseling

The attitude of the head teacher on guidance and counseling was assessed by examining availability of guidance and counseling facilities in the school; the concern of the future development of guidance and counseling in the school; the responsibility assigned to the teacher counselors by the headteachers and how the headteachers made evaluation of guidance and counseling in their schools. When the headteachers were interviewed on the future development of the guidance and counseling facilities in the school, the head teachers had different ways of doing that. Such improvement would be in:

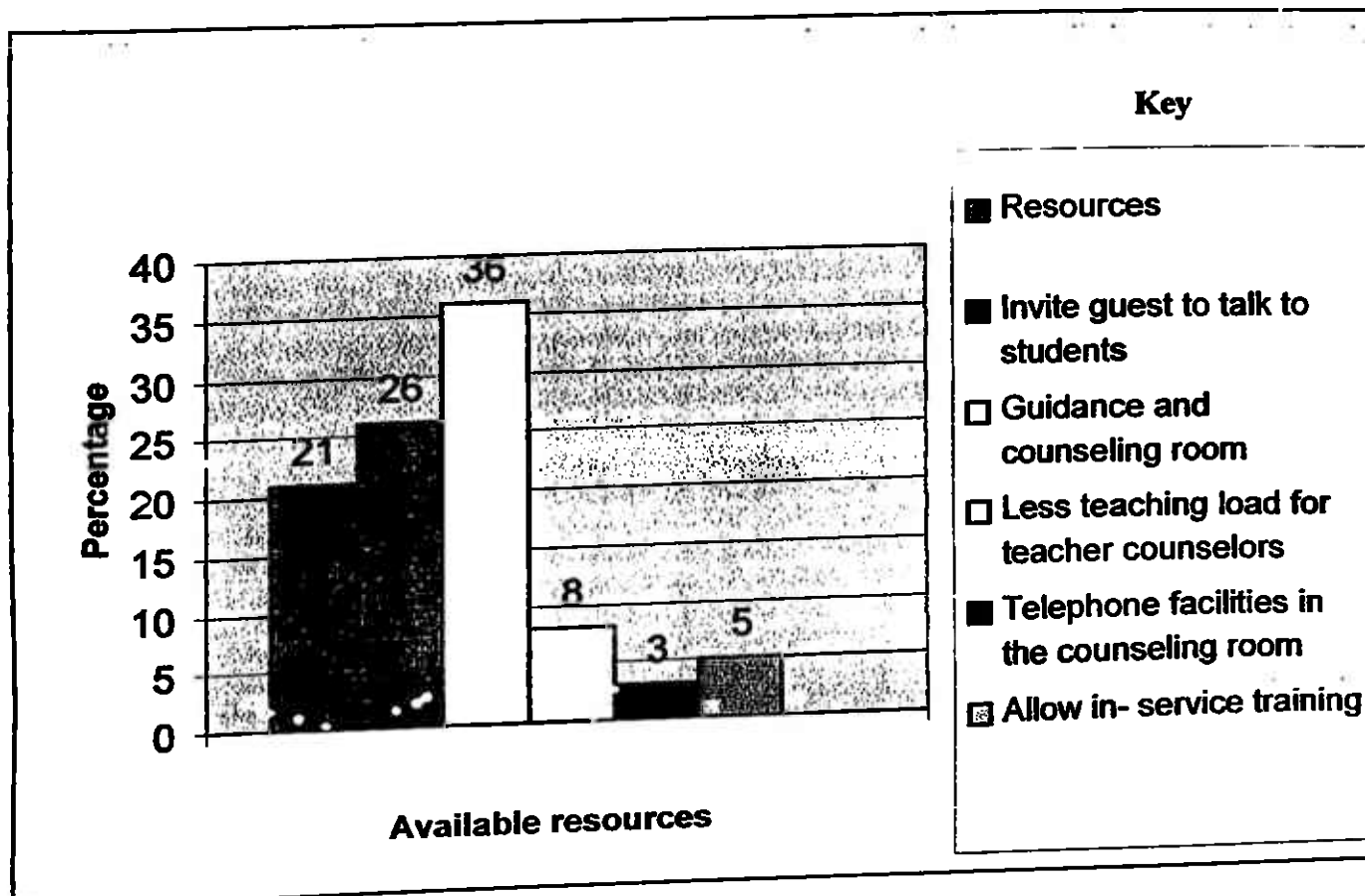
Availability of guidance and counseling office in the school: created confidentiality in guiding and counseling the students in the school. This also enabled the student to know where and possibly when to meet the teacher counselor. The office would be used to store the necessary materials for guiding and counseling the students.

- Other headteacher were willing to assign a lesser teaching load to the teacher counselors in their schools. With a less teaching load the teacher counselors would have time to listen and meet the students' needs promptly. A lesser teaching load for the teacher counselors would enable the headteacher to officially assign the teacher counselor to deal with prevailing counseling issues in the school. Such arrangements would portray guidance and counseling as relevant tool to deal with students' and recognize the teacher counselor as an authority in guiding and counseling the students.

- **Some headteachers felt that inviting credible guests to talk to the students,** enhanced guidance and counseling in the school. Guests would reinforce the ideals imparted to students on the importance of education and moral growth.
- A few of the headteachers had **telephone facilities fitted** in the guidance and counseling offices. This means the teacher counselor could easily get in touch with the parent/guardian of the students and coordinate guidance and counseling matters in the in and outside the school.
- **The appointment of more teacher counselors in the school** was also observed as means expanding human resource to enhancing guidance and counseling. Such appointments; perhaps took place through the request of the headteacher to the TSC as a result further establishment of the school. However, this would mean the number of students in the school also increased to warrant the increased number of teacher counselors.
- Through the interview it was observed that the headteachers **recommended a few teacher counselors for in –service courses.** This motivated the teacher counselors to carry out guidance and counseling with confidence. They also acquired knowledge which enabled them to handle students' needs more adequately.

The figure below shows in percentages the above discussed various resources and improvements set in place by the headteachers to enhance guidance and counseling their school.

Figure 5: Resources put in place to enhance guidance and counseling.



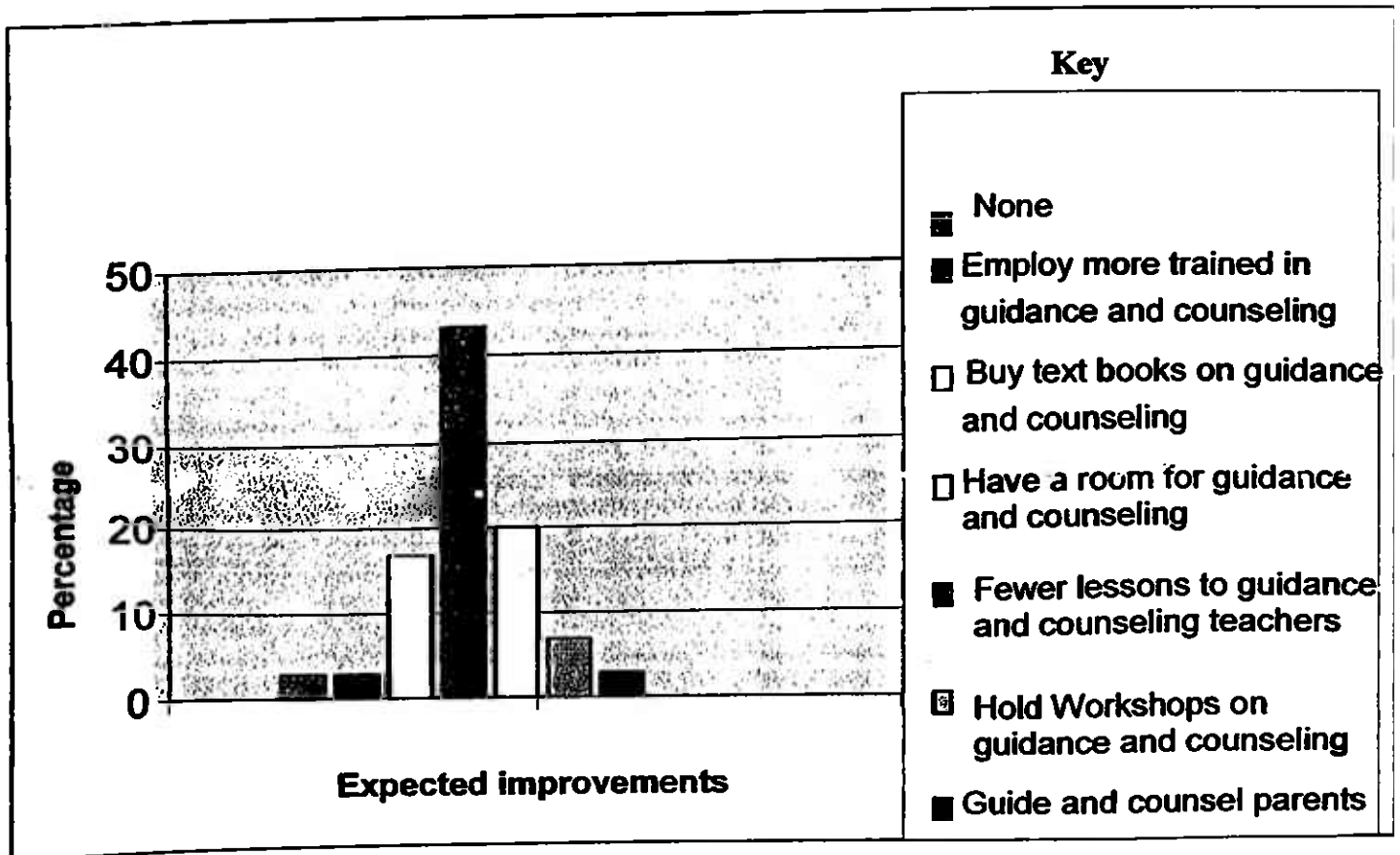
4.7.1 Some guidance and counseling improvements suggested by the headteachers.

Following interviews with the headteachers and the opinions of the teacher counselors, the following improvements on guidance and counseling were in focus, in public secondary schools. 43% of the teacher counselors suggested that trained teacher counselors would be employed; while 7% would attend workshops and 18% would buy books on guidance and counseling to stock the library.

4% of teacher counselors suggested that they would guide and counsel the parents on the students' needs; while 8% would have guidance and counseling office, 20% suggested that they would like to have fewer teaching lessons.

The table below shows the future focused improvement on guidance and counseling services by headteachers in public secondary schools in Nairobi. ..

Figure 6: Improvements head teachers would like to put in place to better guidance and counseling services.



4.7.2. How head teachers evaluate guidance and counseling in their schools

The researcher found it necessary to find out from this study how head teachers as representative of the MOEST evaluated guidance and counseling performance in their schools. Despite the fact that majority of the head teachers are not trained in guidance and counseling, they evaluated the achievements of guidance and counseling in their schools.

The methods they use for evaluation vary from one school to another. According to the teacher counselors responding on this subject; headteachers used such methods as discussed below.

(a) Observation of student behaviour change

It was necessary for the headteachers observed the students' behaviour change after counseling because positive behaviour of a student means less stress to the administration and also a possibility of improving academically. Effective management of guidance and counseling interventions in the school should present a behaviour change. Well behaved students are the pride of the headteacher, teacher and parents. Positive behaviour change means that the students are focused to pursue their endeavors in the academic life; uphold the good name of the school and create harmonious learning environment.

(b) Observation of academic performance

Inconsistent academic performance of a student indicates that the student experiencing problems that are interfering with the learning. A student who previously had been obtaining high marks or positions in class; suddenly drops requires guidance and counseling. It is important for the headteacher and the teacher counselor to find out the cause of such performance. On the other hand, the academic performance of students who had received guidance and counseling should improve.

(c) Observing discipline trend A headteacher would watch discipline trend of certain classes or forms during a certain time of the year. The trend behaviour may be caused by events such as:-Examination fever, presence of uninvited visitors, lack regular basic requirements in the school; or when the students' needs are not meet. Group counseling would be applied to sensitize the students on the implications of discipline trend in the school.

(d) Keeping record of attended cases

Some schools keep students' behaviour appraisal record card to be used any time the student has been seen by the guidance and counseling teacher. The nature of the student need provided is listed down. To find out how the student behaviour has been; the record card is recalled by the headteacher. Hence, the progressive behaviour of a student may be noted over a period of time.

(e) Weekly meetings with teacher counselor

A few headteachers arrange to meet the teacher counselor to find out the type of guidance and counseling needs of the students and how they have been meet. Hence, this calls for the teacher counselor to furnish the headteacher with the highlights of the week. This prepares the headteacher on what common issues to guide the school on.

The table below shows the observation methods used by headteacher to evaluate the effects of guidance and counseling on the students.

Table 18: Percentage distribution of teacher counselors' views on evaluation methods for guidance and counseling used by Headteachers.

Evaluation method	Teacher counselors	Percentages
(a) Observing students' behaviour	17	43.6
(b) Observing academic performance	14	35.9
(c) Observing discipline trend	1	2.6
(d) Keeping records of attended cases	4	10.2
(e) Having weekly meetings with guidance and counseling teachers	1	2.6
(f) no specific method used	2	5.1
Total	39	100

4.7.3. Policy guidelines from the MOEST for teacher counselors and headteachers

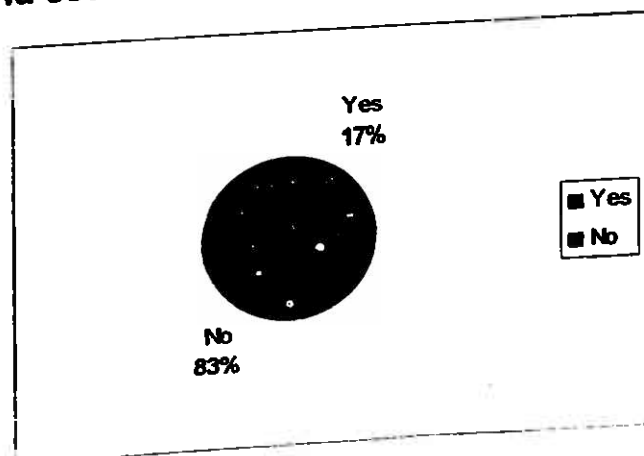
It was necessary to find out whether the headteachers and the teacher counselors had any legal guidelines on how to operate guidance and counseling in public secondary schools. The awareness of Democratization and The Human Rights Activists in the country; requires that the headteacher and teacher counselors be informed on the extent to deal with the students' family/ personal issues.

The data analysis showed 83% of the teacher counselors were aware there was no policy guidelines on how to carry out guide and counseling in public secondary schools. This implies that, both the head teachers and the teacher counselors set their own guide lines on how to carry out guidance and counseling in their school.

This further seems, to suggest that dispensing of guidance and counseling services has no uniformity in public secondary schools. Hence, it is likely that guidance and counseling in public secondary schools in Nairobi is carried out haphazardly.

The chart below shows the concern of the teacher counselors on whether they had policy guidelines on how to carry out guidance and counseling in public secondary schools.

Figure 7: Teacher counselors' responses on policy guideline from MOEST in Guidance and counseling



4.8. Hypothesis Testing

This section deals with testing of hypothesis used in the study as follows:

1. Effective management of guidance and counseling depends on the role of the teacher counselor.
2. There is a relationship between the school activities, resources and management and the management of guidance and counseling.
3. There is a relationship between the attitude of the head teacher and the management of guidance and counseling.

4.8.1 Hypothesis 1: Effective Management of Guidance and Counselling depends on the role of the teacher counselors.

Variables tested would show acceptance or rejection of the hypothesis

Across tabulation of the following variables was done;

1. Time allocated on the time table for the teacher counselor to carry out guidance and counseling.
2. The roles of the teacher counselors in enhancing guidance and counseling

The table below shows the two variables tested in hypothesis 1:

Table 19: The independent and dependent variable in hypothesis I

Hypothesis	Independent variable	Dependent variable	Indicators
The roles of the teacher counselor	Role of the teacher counselor	-Time allocated for guidance and counseling	-Teaching load allocated to teacher counselors -other responsibilities assigned to the teacher counselor

Table 20: Teacher Counselor' Roles and Time Allocated

Teachers counselors' roles	TIME ALLOCATED				
	Responses	Strongly agree	Agree	Disagree	Strongly disagree
Yes		2 (5.1)	2 (5.1)	1(2.6)	
No		23(59.0)	8(20.5)	1(2.6)	
Total		25(64.1)	10(25.6)	(2.6)	2(5.1)

Chi square value = 3.749 Significant at 0. 05 level with probability of 3 degrees of freedom.

The above were responses from teacher counselors when asked

- whether they experienced role conflict between teaching and carrying out guidance and counseling services to the students
- Whether there was time allocated on the time table to carry out guidance and counseling services.

There is a relationship between time allocated for guidance and counseling and the roles of a teacher counselor. The three frequency distribution cells shows that majority of teacher counselors accepted that there was role conflict between guidance and counseling and there was no time allocated for guidance and counseling. Therefore the null hypothesis is rejected. The two variables are independent of each other; hence time is required for guidance and counseling. Time is required to attend to all the roles.

As such, teacher counselors lacked enough time to carry out guidance and counseling. On the other hand the teacher counselors suffered the conflict of being teachers and at the same time teacher counselors. The efforts of the teacher counselors were torn between guidance and counseling and teaching.

4.8.2 Hypothesis II: There is a relationship between school activities, resources and the management of guidance and counseling.

The following two variables were cross tabulated to find out whether they had relationship in guidance and counseling.

Variables

- i. Sports games activities enhanced guidance and counseling in the school:
- ii. Time allocated on the time table to carry out guidance and counseling.

Table 21: The dependent and Independent Variables Hypothesis II

Hypothesis II	Independent Variable	Dependent Variable	Indicators
	Availability of sports, games and other activities to enhance guidance and counseling	Time allocated for activities	-Students' positive behaviour change -students' attendance to extra – curricular activities

For games and other school activities that enhance guidance and counseling in the school to take place; extra time is required. Whereas, some schools extra-curricular activities are paramount; other schools have traditions of neglecting such activities to the disadvantage of the students. Hence, time is the key factor in availing extra- curricular activities in the school. It was thus, necessary in this study to find out how teacher counselors rated the importance of extra- curricular activities. The teacher counselors were asked:

- Whether the availability of sports, games and other school activities would enhance counseling in their schools.
- Whether there was time allocated on the time table to carry out guidance and counseling to the students.

When the teacher counselors were asked to indicate the importance of extra curricular activities in their schools, the responses were shown by indicating; strongly agreed, agreed or neutral.

Table 22: Extra curricular activities by time allocated

Time allocated on the time table for extra –curricular activities				
Availability of	Responses	Yes	No	Totals
sports and games and activities that enhance Guidance counseling	Strongly agree	1(2.6)	21(55.3)	22(57.9)
	Agree	3(7.9)	12(31.6)	15(39.5)
	Neutral	1(2.6)	-	1(2.6)
Total		5(13.2)	33(86.6)	38(100)

The chi square value = 8.643 Significant at 0.05 levels with 2 degrees of freedom

The frequency distribution table shows that at 2 degree of freedom, that there is a relationship between the time allocated and extracurricular activities. The calculated chi square value 8.643 is bigger than the critical value. Therefore, the null hypothesis is rejected. Although majority of the teacher counselors indicated that school activities were there; they also strongly agreed that there was no time allocated for the flow of these activities. Without proper planning of the school calendar, time may not be there for extra- curricular activities. School administrations may know the importance of extra- curricular activities. School students' needs; however, they consider these activities as expensive, unworthy and a luxury to the students.

4.8.3 Hypothesis III: There Is A Relationship Between The Attitude of The Head Teacher and The Management Of Guidance and Counseling.

The following are the variables tested on

- i. Time allocated on the time table to carry out guide and counseling
- ii. The head teachers" contributions towards guidance and counseling and counseling in the school.

Table 23: Dependent and Independent Variables

Hypothesis	Independent variable	Dependent variable	Indicators
Attitude of the head teacher towards guidance and counseling in the school	Resources available for guidance and counseling in the school	Time allocated for guidance and counseling	-Discussion with teacher counselor -allocation of guidance and counseling resources -Appreciate teacher's counselors.

The attitude of the head teacher towards guidance and counseling in the school was determined by the contributions the headteacher made towards guidance and counseling in the school. The headteacher is a representative of the MOEST, hence, this office the school determines how guidance and counseling is carried out. This means that, the attitude of the headteacher is measurable by examining how the teacher counselors are guided, number of lessons and whether there are facilities the headteacher has put in place to enhance guidance and counseling. However, the two major variables are: **time** available for the headteachers to consult with the teacher counselors and the **resources** that had been put in place to enhance guidance and counseling. These two variables were measured using the indicators as shown above.

Hence, the teacher counselors were asked:

- Whether there was time allocated for guidance and counseling,
- Whether there were resources available to enhance guidance and counseling in the school.

The respondents were asked to indicate whether- Strongly agree, Agree, Disagreed, Strongly disagree and Neutral. The following is a cross tabulation of the two variables to find out whether there is relationship between the attitude of the headteacher and the time allocated for guidance and counseling.

Table 24: Testing hypothesis III

Time allocated on time table to do guidance Counseling	Resources available to enhance guidance and counseling						Total
	Response	Strongly agree	Agree	Disagree	Strongly Disagree	Neutral	
Yes	-	-	4(10.3)	-	1 (2.6)	-	5(12.3)
No	-	3(7.7)	7(69.2)	2(5.1)	-	2(5.1)	34(87.2)
Total	-	25(64.1)	10(25.6)	2(5.6)	2(5.1)	2(5.1)	39(100.0)

The chi square value = 7.830 Significant at 0.05 with 4 degrees of freedom.

This means there is a relationship between the attitude of the head teacher and the time allocated for guidance counseling. The null hypothesis is therefore rejected because the two variables are independent of each other and the calculated chi square value is bigger than the critical values. The four cells frequencies show that there is a large difference between the actual and the expected cell frequencies.

The implication in this is that there was no official time allocated for discussion of guidance and counseling matters in the school. Although majority of the teacher counselors agreed that there were resources provided by the headteacher; no time was allocated for guidance and counseling in the schools.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This section is a summary of broad conclusions and recommendations following intensive analysis of the findings in the study. Policy issues emerging there from and implications for further research in the area studied herein have similarly been highlighted.

5.1 The Role of the Teacher Counselor on Guidance and Counseling Interventions in Public Secondary Schools in Nairobi Province.

- The study showed that the role of the teacher counselor was neither appreciated nor understood even by other teachers. This meant that the role of the teacher counselor was seen as mysterious; since the role had no specifications of assignments.
- The teacher counselor's role was not officially recognized by the MOE ST in terms of remunerations or job description. Then, who is a teacher counselor? The teacher counselors lacked adequate training in guidance and counseling to handle students' needs. Hence, many teachers feared being appointed to the responsibility of a teacher counselor.
- The teacher counselor was faced with limitations in dealing with students issues related to the family. For example, lack of basic needs, indiscipline, drug abuse, child abuse, incest, constant lateness in school are indicators that something is wrong in the family. However, even when these problems prevailing, the parents would deny that the student does not require any help from the teacher counselor. What is next? The teacher counselor neither the school administration is empowered by Education Act to report family issues affecting the student to the necessary authorities such as: the police, Children Department or the chief for necessary assistance.

- According to the head teachers interviewed on this subject; it was made clear that the teacher counselors were over worked and the number of students who needed their services were many compared to the number of teacher counselors available in public secondary schools.
- A further interview with the headteachers, on the role conflict of the teacher counselors and teaching; the study found out that due to personality differences, all teachers in the school could not act as teacher counselors contrary to the expectations of most headteachers.
- The issue of the conflicting role of teacher counselors has long theoretical implications to the education system and the society. The parents are 'busy' to guide and counsel their children on social and educational matters. Some other students who are orphans; having lost their parents through HIV/AIDS and other causes; may have nobody committed to guide and counsel them. Thus, lack of guidance and counseling especially during the age of adolescence would lead to many students dropping out of school; engage in drug abuse, developing disruptive behaviour, incest, and general moral decay.
- This would mean that the government would spend much of her resources in putting up rehabilitation homes and prisons to correct the behaviour that was not moulded during adolescence age. The MOEST has been charged with the responsibility of molding the characters of the youth in schools would bear the blame in future.
- Therefore, to take care of the situation, the MOEST assisted by the parents, P.TA, B.O.G. should seek ways of either hiring or employing full time professionals in guidance and counseling.
- The MOEST would also consider training teachers to carry out guidance and counseling in the schools without allocating any teaching load; or establish private institutes within the schools funded by both the parents and the government to deal solely with guidance and counseling of students.

This would separate the two roles of a teacher and teacher counselor; enhance harmonious learning environment and less stress for the teaching staff and the administration.

- The overloading of teachers with many responsibilities by the TSC and the MOEST leads to frustrations and discontentment among the teachers. This prompts the teachers to look for employment else where. This causes the country to loose its manpower to other countries.
- Teacher counselors indicated that the time they spent in guidance and counseling would be regarded as overtime; hence, should be paid for it. Unlike other professions where hours spent at work is commensurate to their salaries; the teacher counselors are over worked without any tangible reward of their work.
- The study found that there was a strong relationship between the role of the teacher counselor and the time allocated to carry out guidance and counseling in the school.

5.2 Activities put in place to enhance guidance and counseling interventions

School activities include all those involvements outside the classrooms where learning may not necessarily be directed by a teacher.

School activities in this study were considered paramount because they provide means of releasing learning mental fatigue through physical exercises outside the classroom. Therefore it was necessary for the researcher to find whether the activities enhanced guidance and counseling in public secondary schools.

The study found out that the teacher counselors were aware that availability of school activities such as sports, games, Open Day activities, clubs and inviting professional- speakers to address the students enhanced guidance and counseling in the school These activities enabled students to explore, exercise their talents and focus on the future achievements.

The researcher also observed that although many of the secondary schools had few acreage of land, every school had a playing ground. A few schools had swimming pools tennis courts, basket ball pitch; while where such facilities were not available, indoor games were practiced. Availability of these facilities enabled the students to take physical exercises which released their mental stress.

According to the study, most of the headteachers showed that physical exercises and schools activities were vital in developing talents and positive attitude towards learning. The teacher counselor felt that school activities such as holding 'Barazas' forums enhanced the students to develop self esteem and belonging.

It was evident from the study that the teacher counselors appreciated that there was need for school activities in the schools; but there was no time allocated for all the activities to take place.

Lack of time for the students to participate extra curricular activities would have long lasting implications on their physical and mental health.. Frequent psychosomatic illnesses would disrupt learning process; expenses incurred to treat them; leading to poor academic results in the school. When adolescence physical energy is not directed to constructive activities; it would be directed to malicious ideas and activities in the school. Planned school activities would enhance all students' participation and encourage unity and brotherhood in the school.

Some school activities such as visits to other schools for educational forums and competitions enable students to counter check their behaviour and discipline to enable them to be appreciated by other students.

5.3 The attitude of headteacher enhancing guidance and counseling interventions

- The attitude of the headteacher was rated according to the resources available to assist in guidance and counseling in the school.
- The headteachers are representatives of the MOEST in public secondary schools hence, were conversant with the education policies. According to the interview carried with headteachers, most of them were not trained in guidance and counseling. However, they were aware of the importance of guidance and counseling in their school.
- Although the headteachers were aware that the teacher counselor required ample time to attend to the students' needs; they had no powers to relieve the teacher counselors of their teaching load. Definitely, the headteacher would prefer the teacher counselor to concentrate on teaching subjects that bear the accountability of the students' academic results.
- The study also revealed that the headteachers experienced difficulties with the teacher counselors; who lacked time to guide and counsel the students or failed to mark the students' assignments on time.
- Most of the headteachers provided guidance and counseling rooms to the teacher counselors. They also sponsored the teacher counselors for in-service courses in guidance and counseling
- In evaluating the impact of guidance and counseling in the schools the headteachers made observation of behaviour among students who had been receiving counseling at the school. Mostly, well behaved students are likely to do better academically than the indisciplined students who had not received any guidance and counseling.
- This study found that some headteachers put a lot of resources to improve on guidance and counseling in their school and they are focusing to make further improvements in the future.

- The study also revealed that majority of the headteachers were not trained in guidance and counseling. However, the headteachers had positive attitude towards guidance and counseling in their schools. The attitude of the headteacher towards guidance and counseling was of vital importance in the school. According to the study most teacher counselor discussed guidance and counseling matters with the headteacher. However, time being the determining factor; the discussion may be very limited since the teacher counselor was supposed to in class teaching or attending to other responsibilities in the school.
- The study observed that the headteachers hands were tied; on how to motivate teacher counselors to work effectively since the mandate on curriculum and enumeration of the teacher counselors was with the MOEST and the TSC.
- The position of the headteacher as a custodian of guidance and counseling programmes may have social and economic implication to the MOEST and the society. Majority of headteachers were not trained in guidance and counseling hence, as much as they would like to have well moulded students in their schools; their knowledge on how to handle students' needs may be minimal. Coupled with the administrative duties in the school, the headteachers' contributions towards guidance and counseling may be limited. Hence, the management of guidance and counseling was ideally left to the teacher counselors. As discussed above, the teacher counselors too were having other responsibilities to attend to. Consequently, the students' needs are not attended on time; resulting to strikes, destruction of property, loss of life, time wastage, all this leading to poor academic results. Failure to mould the students morally interferes with their personality as future citizens. This means for the country and the families to bank on responsible generations a firm guidance and counseling interventions in school would be vital. Hence, according to the findings of the study, a recommendation to withdraw the office of guidance counseling from the office of the headteacher would be important.

This would enable headteacher to deal with administrative matters of the school. An independent office dealing with only matters related to the students' needs would be established within the school. This would allow the parents/ guardians have more time to find out from the established office about their children. The students will also have time be listened to and their needs sorted out on time.

5.4 Recommendations

The study findings suggested a number of strategies to improve on guidance and counseling interventions in other secondary schools in the country

- Guidance and counseling teachers should be professionals in this area of guidance and counseling, this would create self esteem in handling students' needs. The teacher counselor should be well remunerated perhaps on a separate package to compensate of their time they spend dealing with guidance and counseling issues.
- The teacher counselor should involve the students in guidance and counseling. The peer counselor should be well trained to assist in identifying the needs and the needy students to the teacher counselor. This would enable the teacher counselors to be aware of cases of drug abuse and other forms of indiscipline in the schools. This strategy would create a sense of belonging to the students when dealing with guidance and counseling students.
- The teacher counselor should have time to see the students in the environment outside the class, for example during games; other activities or perhaps visit them in their homes through the invitation of the parents/guardian.
- It would save time and money if the school administration, P.T.A and the B.O.G. in a combined effort should employ or hire professionals such as psychologists and psychiatrists. The specialist on regular basis would examine students whose needs are beyond the knowledge of the teacher counselors in the school.

This would create an independent department on guidance and counseling with least assistance from the teaching staff and the administration.

- The MOEST should reinforce the importance of extra- curricular activities in the school curriculum. This would enable those students who are not academically smart to excel in other areas; which would boost their morale and belonging. This would also reduce the number of students in need of guidance and counseling.
- Parents should be fully involved in guidance and counseling of their children. Most of the students' needs should be discussed with the parents/ guardian. When this is done the teacher counselor would be working with a combined effort to assist the students.
- The MOEST should provide a legal frame work on guidance and counseling. This will enable the teacher counselors to know the limitations of dealing with students' family, health and matters arising from religious beliefs. For example cases of incest, child abuse, lack of basic needs, dysfunctional families or death of a parent /guardian are too sensitive to for the school administration to dig out the details in order to assist the needy student. The teacher counselor may feel afraid to discuss with the student some matters without the knowledge of the parents. In any case some parents and families would suspect the teacher counselor to be a gossip.
- The MOEST should consider paying teacher counselors for the time they spend in dealing with the students' needs. This would motivate other teachers desiring becoming teacher counselors in their schools.
- The MOEST should be explicit on the role of a teacher counselor in public secondary schools. There are many roles the teacher counselors are involved besides teaching. According to the study, some of these different roles could be handled by other non- teaching professionals.

- Guidance and counseling should be an independent department in the school to deal with students' needs. Government public services such as; dispensaries, mobile libraries, water and sewage systems should be brought closer to the school institution. Lack of these services causes stress to the students prompting more cases of students requiring guidance and counseling.
- Guidance and counseling department should have officials from the children's department, provincial administration, psychiatrist, psychologist and Parents Teachers Association. Such officials would form a Board to deliberate on students' serious cases such as drug abuse, desertion from home or school, theft, robbery, dealing with orphans, incest and child abuse. These kinds of arrangement would allow the teachers to concentrate on their teaching.

5.5 Areas of future research

- The researcher only looked at teacher counselors Nairobi public secondary schools. A similar study would be carried out in other districts and provinces in the country.
- It is only five years ago since guidance and counseling was considered as a vital tool to curb indiscipline instead of corporal punishment in public secondary schools. Hence, since then, the schools administrations have been implementing this as a policy. However, ideals have been ranging on returning the 'cane' to save the child. Perhaps in a few years, comparative study should be carried to show how effective guidance and counseling has been as compared to the past years when corporal punishments prevailed in the schools. Such a study would reveal how the teacher counselors have been committed to guidance and counseling and teaching in their schools.

- A future study with a methodology of using the samples of parents, members of P.T.A., B.O.G and the public would provide a wider viewer of the role of the teacher counselor and the headteachers as managers of guidance and counseling in public secondary schools.
- A comparative research study on guidance and counseling management in rural Kenya schools and urban schools would be worthwhile. This would show the effects socio- economic constrains on the commitment of teacher counselors in rendering guidance and counseling services to their students
- Perhaps a study based on the role of the MOEST on guidance and counseling would be vital to clarify the unanswered question; who are teacher counselors in the management of guidance and counseling in public secondary schools?
- A future research on how the government grants on Constituency District Fund would assist in creating recreation facilities for youth and students to enhance guidance and counseling would be vital.

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APPENDIX I

QUESTIONNAIRE

Name of the School :

Questionnaire Number :

We would like to share your opinion with us by taking a few of your minutes to fill in the information according to the questions. Tick the most appropriate answer.

1. Sex Male Female
2. Age
3. What is your level of education/ training qualifications?
 Post Graduate Graduate Diploma
 Certificate
4. What are the terms of employment?
 Temporary Permanent
5. Specify the category of your Secondary school?
 Mixed day Mixed Boarding Girls Boarding
 Boys Boarding
6. What is the total number of teachers in the school?
7. What is the total number of students in the school?
8. How many of these teachers are trained as teacher counselor?
9. Do you have any basic training in guidance and counseling?
 YES NO
10. If YES, where were you trained in guidance and counseling
11. a) How long was your training in guidance and counseling?
b) How many In-service in guidance and counseling courses have you attended since you became a counselor in the school?
c) Who organized for these courses?_

12. What common needs and problems do you generally address as a counselor? In this school?

13. In the table below, please tick the frequency of the students' behaviour dealt with in your office. Use the scale

- SA - Strongly Agree
- A - Agree
- N - Neutral
- D - Disagree
- SD - Strongly Disagree

Students behaviour	SA	A	N	D	SD
a) Sneak out of the school					
b) Theft					
c) Drug Abuse					
d) Coming to school late					
e) Lack of basic needs					
f) Refusal to do home work					
g) Disrespect to teachers					
h) Fighting among students					
i) Noise making					
j) Disrespect to parents					
k) Sleeping in class					
l) Lack of response to bells					
m) Poor academic performance					
n) Lack of personal cleanliness					
o) Bullying					
p) Failure to socialize in school					
q) Lack of parental love					

15. What is the average number of students you guide and counsel per week?
16. How much time do you take on an average to counsel a student in any one session?
17. a) As a teacher counselor, is there time allocated to you in the school time table to do guidance and counseling? YES NO
- b) If NO, when do provide guidance and counseling to the students
18. How many lessons do you teach in a week?
19. Do you do group counseling? YES NO
20. If YES, how many students do you meet as a group on average?
21. How many times in a month does the teacher counselor officially meet a group of students for guidance and counseling?
22. What other services do you provide to the school?
23. a) Do you have any official policy guidelines/ circulars from the Ministry of Education Science and Technology (MOEST) on how to carry out guidance and counseling in interventions?
YES NO
- b) If YES, when was the last circular received in your school?

24. Please respond to the following perception about the teacher counselor by ticking the response that is most appropriate to you.

Scale to use

- SA - Strongly Agree
 A - Agree
 N - Neutral
 D - Disagree
 SD - Strongly Disagree

Perception about the teacher counselor	SA	A	N	D	SD
a) They are experienced in teaching					
b) They are members of Christian Union					
c) They are professionally trained in Guidance and counseling					
d) They have a low teaching load					
e) They guide students in career choices					
f) They give guidance and counseling to the parents, guardians, parents and fellow teachers					
g) They are appreciated by other teachers					
h) They discuss with the Head Teacher matters on Guidance and counseling in the school					
i) They experienced role conflict between teaching and counseling					
j) Their role are misunderstood by other teachers, parents and students					
k) They require motivation/ incentives					
l) They require to be paid overtime					

25. a) Are there incentives you receive from the MOEST/ administration to Motivate you as a teacher counselor? YES NO
- b) If YES, specify?

26. In your opinion, would the presence of the following facilities enhance adequate guidance and counseling intervention among your students?
Please use the following scale?

- SA - Strongly Agree
 A - Agree
 N - Neutral
 D - Disagree
 SD - Strongly Disagree

Activities	SA	A	N	D	SD
a) Availability of sports and games activities such as swimming, PE, football, indoor games etc					
b) Regular student's outing especially over the weekends					
c) Inviting speakers professionals such as doctors, lawyers, religious leaders to speak and motivate the students					
d) Inviting students from other schools for academic forums					
e) Inviting parents/ guardians and relatives on prize giving days					
f) The school to hold inter house competitions once every week					
g) Holding "Barazas" once every month touching on academic and moral behaviours of both the students and teachers					
h) Stocking libraries with magazines, books, pamphlets for students					
i) Use of mass media for important programmes for the youth					
j) Refer students to specialists e.g. psychologist and psychiatrist					

GUIDING INTERVIEW QUESTIONS FOR THE HEADTEACHERS

1. Sex
2. Age
3. What is your level of education/ training qualifications?
4. How many teacher counselor do you have in your school?
5. What criteria was used to appoint these teacher counselors to office?
6. a) Are you trained on how to guide and counsel students in your school?
b) If YES, how often do you refer the students to guidance and counseling teachers?
7. In your view, does guidance and counseling work for all students?
8. What resources have you put in place to improve guidance and counseling services in your school?
9. What other improvements would you like to put in place to enhance guidance and counseling interventions?
10. In what ways do you evaluate guidance and counseling interventions in your school?
11. a) In your opinion, are all teachers in your school able to act as teacher counselor?
b) If YES, specify
12. Is there any policy guideline from the MOEST to guide teacher counselors in their work?
13. a) In what ways do you motivate teacher counselors in your school?
b) Specify the type of rewards offered to them?
14. a) Are there cases of indiscipline that do not require guidance and counseling; perhaps requiring expulsion or suspension from your school?
b) If YES, Specify

15. a) Do you have problems from your guidance and counseling teachers?
b) If YES Specify
16. How do you address this problem?
17. Are these teachers able to cope with the number of students needs and provide guidance and counseling services?
- 18: a) In your opinion, is there role conflict between being a teacher and a teacher counselor?
b) If YES, do you solve such a problem in your school?
19. In your opinion, what should the MOEST do to avoid the role conflict?



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29th May, 2006

**TO WHOM IT MAY CONCERN
RE: HELLEN M. KALUAI – C/50/P/8351/01**

This is to confirm that the above named is a bona fide student in the Department of Sociology, University of Nairobi. She is currently pursuing a Master of Arts degree in Sociology, specializing in Counselling. She has completed her coursework and she is now embarking on her Research Paper.

Any assistance accorded to her will be greatly appreciated.

**CHAIRMAN
DEPARTMENT OF SOCIOLOGY**

**Dr. Paul N. Mbatia
Chairman, Department of Sociology**

MINISTRY OF SCIENCE & TECHNOLOGY

Telegrams: "SCIENCE TEC", Nairobi

Fax No.
Telephone No: 318581
When replying please quote
MOS&T 13/001/36C 407/2



REPUBLIC OF KENYA

JOGOO HOUSE "B"
HARAMBEE AVENUE
P.O. Box 60209-00200
NAIROBI
KENYA

20th June 2006

Helen M. Kaluai
University of Nairobi
P.O. Box 30197
NAIROBI

Dear Madam

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *'Managing Guidance and Counseling Interventions in Public Secondary Schools in Nairobi'*

I am pleased to inform you that you have been authorized to carry out research in Public Secondary Schools in Nairobi for a period ending 30th October 2006

You are advised to report to the Provincial Commissioner and the Provincial Director of Education, Nairobi before commencing your research project.

On completion of your research, you are expected to submit two copies of your research report to this office.

Yours faithfully


B. O. ADEWA

FOR: PERMANENT SECRETARY

Copy to:

The Provincial Commissioner – Nairobi
The Provincial Director of Education – Nairobi
The Principals, Public Sec. Schools - Nairobi

MINISTRY OF EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone: Nairobi 341666
When replying please quote



PROVINCIAL DIRECTOR OF EDUCATION
NAIROBI PROVINCE
NYAYO HOUSE
P.O. BOX 74629,
NAIROBI.

NP/GA/17/1

June 20, 2006.

All Principals
Public Sec. Schools
NAIROBI PROVINCE.

R

RE: RESEARCH AUTHORIZATION:

HELEN M. KALUAI - UNIVERSITY OF NAIROBI.

The above has been authorized to carry out research on Managing Guidance and Counseling Interventions in public schools in Nairobi; letter ref. MOS&T13/001/36C 407/2 dated 20th June 2006 from the Permanent Secretary Ministry of Education.

You are therefore requested to accord her the necessary assistance.

A handwritten signature in black ink, appearing to read 'Maina Macharia', written over a horizontal line.

MAINA MACHARIA
For: PROVINCIAL DIRECTOR OF EDUCATION
NAIROBI.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

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