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**THE USE OF PARTICIPATORY PROCESS IN THE PROVISION OF
GUIDANCE AND COUNSELING SERVICES IN PUBLIC SECONDARY
SCHOOLS IN NAIROBI PROVINCE**

BY

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**A research project submitted in partial fulfillment for the degree of Master
of Education in Educational Administration and Planning.**

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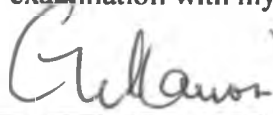
DECLARATION

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



Tsuma Jenipher Emeti Panyako

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



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DEDICATION

I wish to dedicate this work to my dear husband who always encouraged me to complete this course.

His counsel inspired me to work even harder.

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ACKNOWLEDGEMENT

My first acknowledgement goes to God who has given us the gift of life and good health. Special acknowledgment to the University of Nairobi who admitted me for this course. I acknowledge my Supervisor, Mr Kanori whose assistance and criticisms have born sweet fruits. I wish to acknowledge all the lecturers who taught me, my husband who was there for me at all times the children; Joy, Blair and Marvelous who gave me a humble time whenever I wanted to go to the library. Last but not least are my friends who kept on encouraging me by all means.

ABSTRACT

The main purpose of this study was to investigate student and teachers involvement in guidance and counseling programme in public secondary schools in Nairobi Province.

A sample of two hundred and four students, ninety teachers and nineteen headteachers filled in questionnaires that contained items on team spirit in guidance and counseling programme. Frequency tables and descriptive statistics were used to analyse and present data. The data collected was evaluated by analysis of variants (ANOVA) and post Hoc tests were done to verify the level of significance. The results indicated that there was no significant difference between students rating of their participation in guidance and counseling as compared with age, sex, year of study and their knowledge of teacher counselor. There was however significant difference between students rating of their participation in guidance and counseling as compared to the knowledge of student counselors, training of peer counselors, trainers of peer counselor, frequency at which students seek for guidance and counseling services, knowledge of students about guidance and counseling, efforts made by teachers to offer services and efforts made by students to seek for guidance and counseling services. It indicated that no significant difference exists in participatory process in the provision of guidance and counseling services if age, marital status, sex, and type of school are considered. There was a significant difference between teachers rating of their participation in guidance and counseling as compared to the years of their stay in their current station, skills in guidance and counseling, the frequency at which students seek for guidance and counseling services from their teachers and size of school.

The study found out that the following factors influence use of participatory process in the provision of guidance and counseling:

- a. years a teacher has spent in a station
- b. skills a teacher acquired in guidance and counseling
- c. size of school
- d. knowledge of students about guidance and counseling
- e. training of peer-counselors
- f. trainers of peer-counselors
- g. consultative meetings a guidance and counseling department holds with the school.

More peer counselors to be trained irrespective of the school the student is coming from. All schools to have an equipped guidance and counseling department. Inspector of schools to ensure that the department is equipped as other departments and it exists practically. Teacher-counselors to have workshops frequently in order to acquire necessary skills in guidance and counseling. Parents should not be left out, they should guide and counsel their children.

Suggestions for further study are:

- a. a survey to be done on parents involvement in guidance and counseling programmes.
- b. a comparative study on rural versus urban, teacher's attitudes towards guidance and counseling.
- c. find out students and teachers rating of their involvement in guidance and counseling in private schools
- d. find out factors leading to lack of equipping guidance and counseling departments in Kenyan schools.

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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
BA	Bachelor of Arts.
BEd	Bachelor of Education.
BSc	Bachelor of Science.
BOG	Board of Governors.
GC	Guiding and Counseling
HIV	Human Immune Virus
KCSE	Kenya Certificate of Secondary Education.
MOEST	Ministry of Education Science and Technology
MED	Masters in Education.
MSC	Masters in Science.
NGO	Non governmental Organizations
PGDE	Postgraduate Diploma in Education.
SCAD	Students Campaign Against Drugs.
SD	Standard Deviation
TSC	Teachers Service Commission
VCT	Voluntary Counseling And Testing Centers.
YAK	Young Associates of Kenya Counselors.

CHAPTER ONE

INTRODUCTION

1.1 Background Information

A school carries on an organized life of its own as a social group within the wider society around it (Spens Report, 1938). The Spens Report (1938) suggests that the school should have a social structure on the democratic model as the use of the words 'consenting and co-operating parties' would imply. The report describes practical methods for the training of boys and girls for life. The training is in a free community by the education, which 'encourages initiative and the shouldering of responsibility from the earliest years'.

Drucker (1968) drew attention to the complexities of management when he divided the tasks that face any manager into two specific parts. In the first part, the manager has the task of creating a true whole that is larger than the sum of the parts. This means a productive entity that turns out more than the sum of the resources as put into it. The second specific task of the manager is to harmonize decisions and actions of immediate and long-range future.

Kimani (1982) carried out a study of the school-community relationship in primary schools in Githunguri division in Kiambu district. The purpose of the study was to analyze the nature of problems encountered by heads in the area of school-community relationship. The study involved thirty schools selected

randomly from Githunguri division. Information was collected by questionnaire, data analyzed by simple descriptive statistics and percentages. Findings were that ninety percent of the heads felt that it was necessary for them to involve the community in the affairs of the school while only ten percent were uncertain. Morgan et al (1983) suggests that those tasks, which commonly face managers in a school setting can be, subsumed under four headings as:

Technical - those tasks, which are specific to the main purpose of the school. This is the education of its pupils. These will be concerned with the processes of teaching and learning.

Conceptual – those tasks concerning the control and administration of the school such as the staff deployment and management of resources.

Human relations – those tasks, which are related to the structuring of participation in decision-making, policy-making and staff development.

External relations -those tasks, which enable managers to control the flow of information into and out of the school and manage the legitimate interventions in the life of the school from parents, governors and others within the community.

Central to the technical management task in any school is the management of the curriculum. A second major technical task in secondary schools is the provisions of pastoral care. Structures for providing pastoral care and enabling schools to respond to the non-academic needs of pupils have grown and changed dramatically in recent years (Best et al 1980). The report of the National committee on Educational objectives and policies (Gachathi Report)

observed that the guidance and counseling services of the Ministry of Education was not being carried out effectively (Republic of Kenya, 1976). The report therefore recommended that head teachers should assign a member of staff to be responsible for guidance and counseling and be made to do it as one of their normal duties. Many schools have guidance and counseling departments with either Teachers Service Commission (TSC) appointed head of department or one appointed by the Board of Governors (BOG).

In any school, there are six administrative task (Campbell, Corbally & Nystrand, 1983). These are staff personnel, financial management, pupil personnel, curriculum choices, school community relations, and provision and maintenance of physical facilities. Pupil personnel entail all those services to students that supplement regular classroom instructions. Guidance and counseling is one of the services under pupil personnel. Other services include boarding, food, medical, security, motivating good behaviour and spirit of hard work through awards, recognition, maintenance of discipline and religious activities. The head teacher has to strengthen those programmes in his or her school to achieve the objective of the institution.

Gitonga (1999) in her study of secondary school head teachers attitude towards guidance and counseling programmes in Meru Central district, found out that ninety four percent of head teachers had positive attitude towards guidance and counseling both in public and private schools. Only five point nine percent were uncertain. Also ninety four percent of the respondents acted as counselors in their schools, although seventy two percent of the counselors

never attended seminars organized by guidance and counseling unit of the ministry of Education. She found out twenty eight percent attended seminars. Twenty nine percent of the head teachers were trained in guidance and counseling skills while seventy point six percent were not.

Gachathi Report (1976) recommended that head teachers and all teachers be trained in guidance and counseling and be made to do it as one of their normal duties. Okoth (2000), in her study of the effects of leadership styles on the performance in Kenya Certificate of Secondary Examinations (K C S E), recommended to strengthen guidance and counseling services in day and mixed schools, especially, so that the attitudes towards learning may change. She found out that those schools where guidance and counseling services are frequently used had better performance.

Reynolds and Sullivan (1979), in Docking (1980), carried out a research to find out pupils' perception of rules and authority in schools. Control strategies employed by the schools were classified into two categories. In the first category, is the incorporative strategy where schools incorporated the pupils and their parents into the organizations of the school. Pupils were encouraged to participate without explicit invitation from the teacher and to work in groups in classrooms. Outside lesson times, prefects chosen from the whole ability range carried out supervising duties.

In general participatory method in schools strengthen guidance and counseling services. Students with behaviour problems or other needs may be helped

through guidance and counseling at school by either the head teacher, the head of department in charge of guidance and counseling, any other teacher in the school, other heads of departments, or peer counselors. At home parents or guardians should also be guided on how to guide and counsel the adolescents (Cheston, 1979). In the second category, the general control strategy was coercive. Schools never involved pupils or parents.

Strong guidance and counseling programme is necessary in Kenyan schools where pupils encounter many problems such as alcoholism, drug abuse, sex perversion, pupils born out of wedlock, reading disabilities, orphaned by HIV/AIDS scourge, and lack of parental love coupled with care (Rono, 1989). It is through participatory process that strong guidance and counseling programmes are found in schools to protect future citizens.

1.2 Statement of the Problem

The Kamunge Report (1988) emphasized that guidance and counseling should be established in all schools and be seen as an integral part of the educational programme, complementing the instructional programme. A few districts have established guidance and counseling programmes in secondary schools (MOEST, 1998). The annual report of the Ministry of Education Science and Technology (1998) pointed out that the failure to establish guidance and counseling programmes was due to the fact that officials entrusted with the responsibility to establish these programmes are few and they give priority to teaching over counseling.

The Daily Nation (February 25, 2002) appreciates the efforts made by the TSC for appointing a number of teachers to be heads of guidance and counseling departments in secondary schools. Gitonga (1999) found out that only a few teachers are trained in counseling. This calls for teamwork so that the trained head of department can train his or her team indoors. This will increase the number of teacher-counselors in a given school.

The director of education, reminded the head teachers of schools that corporal punishment is illegal as it is sadistic and brutal (East Africa Standard, June 30, 2001). Also with the ban of caning effected in the year two thousand and one (2001), counseling is increasingly becoming very central to schools discipline system (Daily nation February 25, 2002). An established guidance and counseling department that is made up of a team of counselors will meet the needs of their adolescents (Polly, 1988).

In areas of academic and careers many qualified standard eight candidates miss good schools due to poor form one choice. Infact, the school goes for those who applied but with lower marks leaving highly qualified candidates. This is replicated at form four where many students make poor choices of courses to pursue at University (Daily Nation, February 4, 2002). This is an indication that many teacher-counselors are not well informed on schools or careers available, educational opportunities and requirements. Gitonga (1999) states that 'adolescence is a delicate period when boys and girls are faced with special needs and problems. When the needs of this age are not adequately provided for, the problems of indecision, uncertainty, ambiguity, conflicts,

ABSTRACT

The main purpose of this study was to investigate student and teachers involvement in guidance and counseling programme in public secondary schools in Nairobi Province.

A sample of two hundred and four students, ninety teachers and nineteen headteachers filled in questionnaires that contained items on team spirit in guidance and counseling programme. Frequency tables and descriptive statistics were used to analyse and present data. The data collected was evaluated by analysis of variants (ANOVA) and post Hoc tests were done to verify the level of significance. The results indicated that there was no significant difference between students rating of their participation in guidance and counseling as compared with age, sex, year of study and their knowledge of teacher counselor. There was however significant difference between students rating of their participation in guidance and counseling as compared to the knowledge of student counselors, training of peer counselors, trainers of peer counselor, frequency at which students seek for guidance and counseling services, knowledge of students about guidance and counseling, efforts made by teachers to offer services and efforts made by students to seek for guidance and counseling services. It indicated that no significant difference exists in participatory process in the provision of guidance and counseling services if age, marital status, sex, and type of school are considered. There was a significant difference between teachers rating of their participation in guidance and counseling as compared to the years of their stay in their current station, skills in guidance and counseling, the frequency at which students seek for guidance and counseling services from their teachers and size of school.

The study found out that the following factors influence use of participatory process in the provision of guidance and counseling:

instability, unpredictability, alcoholism, career muddle and unhindered heterosexuality may surface'. There are rampant cases of school dropouts, frequent strikes, truancy, alcoholism and drug abuse (Mworia, 1993). This calls for guidance and counseling services in schools to help individuals to be useful to themselves and the society at large (Makinde, 1987). That is the society is the central beneficiary of guidance and counseling and has to be incorporated in the programmes.

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Teachers in their post-classroom behaviour are supposed to do the marking socialize with the students, carry out guidance and counseling, research work from class discussion, and participate in community affairs (Matiru, 1989). They must be understanding and watch out the behaviour of students and provide assistance where necessary (Daily Nation, May 6, 2002). A workshop on staff development emphasized on student guidance and counseling, especially in the area of study habits. All teachers should develop empathy in the sense that they are able to understand the problems students have with the subject (Barbara, 1989). The essence of counseling is good listening and the reflection of feelings, which will encourage individuals to grow, to move forward. The suspected student of the Kyanguli tragedy confessed that he told his friends of his plan to burn one of the boy's dormitory so that the school could close early (Daily Nation, Friday May 10, 2002). Mwhila Boys' Secondary students burnt down the school, to avoid mock examination (Daily Nation, July 3, 2002). Teachers' presence encourage youngsters while also offering them individual counseling. Teachers should note that youngsters appreciate extra attention given (Lowe, 1988).

Teacher-counselor may lack adequate time to spend with his or her student clients because of time allocated to the programme (Daily nation, February 25, 2002). A team of counselors will minimize the problem of inadequate time allocated to the programme. The team will meet a number of student clients since the counselors are many in number and are trained. In the absence of teacher-counselor the guidance and counseling programme will continue as there is a team manning the programme (Polly, 1988).

This study intends to investigate use of participatory process in the provision of guidance and counseling services in public secondary schools in Nairobi Province. Specifically, the study assessed students and teachers rating of their involvement in guidance and counseling. It also determined whether age, sex, year of study, grade among others were factors influencing students and teachers rating of the use of participatory process in the provision of guidance and counseling services in public secondary schools in Nairobi Province.

1.3 Purpose of the study

The aims of this study were:

- a. To find out teachers and students rating of the use of participatory process in provision of guidance and counseling services.
- b. To find out factors influencing students and teachers rating of the use of participatory process in provision of guidance and counseling services in public secondary schools in Nairobi Province.

1.4 Objectives of study

The study aimed at the following:

- i. To find out students rating of the use of participatory process in provision of guidance and counseling services in their school.
- ii. To find out teachers rating of the use of participatory process in provision of guidance and counseling services in their schools.
- iii. To find out factors influencing students rating of use of participatory process in provision of guidance and counseling services in their schools.
- iv. To find out factors influencing teachers rating of use of participatory process in provision of guidance and counseling services in their schools.

1.5 Research questions

- a. Was there a significant difference between the use of participatory process in provision of guidance and counseling services as compared with sex, age, knowledge of student about – guidance and counseling, teacher-counselor and peer counselor?
- b. Was there a significant difference between use of participatory process in provision of guidance and counseling services as compared with students rating of their involvement and that of their teachers in guidance and counseling?

- c. Was there a significant difference between the use of participatory process in provision of guidance and counseling services as compared with sex, age, marital status, grade, experience skills in guidance and counseling and professional qualification of teachers?
- d. Was there a significant difference between the use of participatory process in provision of guidance and counseling services as compared with teachers rating of their involvement of their students and the head teacher?
- e. Was there a significant difference between the use of participatory process in provision of guidance and counseling services as compared with size and type of school?
- f. Was there a significant difference between use of participatory process in provision of guidance and counseling services as compared with teachers rating of the strength of guidance and counseling programme in their schools?

1.6 Significance of the study

The study was to add knowledge on guidance and counseling services in Kenyan secondary schools. It was also to help inspector of schools, head teachers, teacher-counselors and others who are relevant to education system to encourage participation of individuals to guide and counsel or to be guided and counseled.

1.7 Justification of the study

Gitonga (1999) attributes the failure of guidance and counseling programme to

factors such as:

- i. Failure of school administration to offer good leadership and support to programme.
- ii. Lack of trained school counselors
- iii. Personality of school counselors
- iv. Time allocated to programme
- v. Inadequate facilities
- vi. Teachers and students perceptions of guidance and counseling programme.

The programme is essential in schools. That is why the head teacher is expected to encourage the development of guidance and counseling committee as an advisory and policy recommending body (Shetzer & Stone 1966). The TSC also has in the recent past appointed some teachers to be heads of guidance and counseling departments in secondary schools, (Daily Nation, February 25 2002). The Kamunge Report (1988) emphasized that guidance and counseling services should start as early as possible in school lives to develop students in all ways. It should also provide for all students.

The Ministry of Education Science and Technology organizes seminars on guidance and counseling for the few teacher-counselors in schools (annual report of MOEST, 1998). The report pointed out that guidance and counseling programme were not established due to the fact that teacher-counselors give priorities to teaching over counseling. If the head of guidance and counseling department trains his or her team in his or her school, the problem of

inadequate time allocated for the programme will be minimal. Participatory process in the provision of guidance and counseling services will also lead to change of teachers and students perception of guidance and counseling programme. Lastly, more school-counselors will be trained to offer services in their schools without the MOEST spending more than they are on guidance and counseling programme. That is the heads of guidance and counseling departments will attend the seminars and train their teams in their respective schools. Teachers should know how to deal with the youth by directing their world of fantasy which leads to tragic levels into a realistic world through guidance and counseling. There is need for teachers to sharpen their negotiation skills and encourage positively the students despite the claim of hopelessness due to joblessness graduates (Daily Nation, May 6, 2002). Teachers regularly in teaching use closed questions and statement, which shape and influence the kind of response they wish to hear (Lowe, 1988). This study will provoke head teachers and teachers to acquire skills of open-questioning and non-conforming statements. Hence skills to guide and counsel students as they teach their subjects (Matiru, 1989) and exchanging experiences so that students can effectively understand themselves and other people.

1.8 Delimitation of study

Delimitations of the study are those purposeful and conscious actions to make the research manageable. This study therefore was delimited to forty-five public secondary schools in Nairobi Province. Forty schools were used in the

main study while five schools for pilot study (Krejcie and Morgan, 1970). Data was collected from forty-five head teachers because provision of guidance and counseling is considered to be a second major technical task for head teachers in secondary schools (Best et al 1980). Data was collected from three hundred and sixty teachers and three and sixty students in the forty-five schools. This was to enable the researcher analyze collected data in a short time.

1.9 Limitations of study

Limitations refer to drawbacks both theoretically and practically that the researcher has no control over. This study used quantitative design, a typical descriptive study which are concerned with assessment of attitudes towards the school curriculum, analysis of the state of the curriculum and demographic information (Borg and Gall 1989). The researcher cannot control independent variables. This is because their manifestations had already occurred or are inherently not manipulable. Therefore the independent variables could be scientifically controlled. The method, which was used in data collection, limits the researcher to this design (Gall and Borg, 1989). Descriptive statistics involve finding the mean, standard deviation and variability of scores for the sample. The data collected was analyzed statistically to verify the research questions.

Parents and guardians, supportive staff, members of Board of Governors (BOG), and other relevant bodies to school community did not contribute their valuable information because the period designated for research did not allow.

Financial constraints also curtailed the extent to which the study will have been stretched.

1.10 Basic assumptions

- i. Head teachers, teachers, teacher-counselors and students gave truthful responses of the items in the questionnaires.
- ii. Head teacher's participation in guidance and counseling affect the participation of teachers and students in guidance and counseling.

1.11 Definition of significant terms

Counseling refers to giving and taking of advice. In this study it is the help given to students through talking out to remove frustrations or problems that interfere with the student's normal development and learning in school.

Guidance refers to the process of advising, helping and giving of information to students to enable them to make meaningful decisions on educational and vocational matters.

Participation refers to taking part or a sharing in.

Participatory process refers to taking part or having a share in the course of doing something.

Supportive staff refers to other workers in the school-community such as the bursar, clerk, and secretary or typist.

Teacher-counselor refers to the teacher who is in charge of the guidance and counseling of students in a school.

Team refers to a group of individuals in a school working towards a common purpose.

1.12 Organization of study

Chapter one, presents background information, statement of problem, purpose, objectives, research questions, significance, reasons why study is done, delimitations, limitations, basic assumptions definition, of terms, and how the study is organized. Chapter two highlights information from prior researches related to this study. It covers participation, meaning and terms guidance and counseling, importance of guidance and counseling in Kenyan schools, head – teachers and guidance and counseling, team work and guidance and counseling, students and guidance and counseling teachers and guidance and counseling, lastly parents/guardians and guidance and counseling. Chapter three deals with research design, target population, sample and sampling techniques, research instruments, validity of instruments, reliability of instruments, procedure for collecting data and data analysis procedure. Chapter four presents the data, analysis of data and discussion of the findings. Chapter five give a summary of the findings, conclusion, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

This chapter covers literature review, which is organized under the following sub-sections: participation, meaning and terms guidance and counseling, importance of guidance and counseling in schools, head teachers and guidance and counseling, teamwork and guidance and counseling, students and guidance and counseling, teachers and guidance and counseling and parents/guardians and guidance and counseling.

2.1 Participation

From the tasks of a manager there are some tasks, which require group or joined efforts to be accomplished effectively. Joint effort allows a lot of knowledge and facts to be gathered very easily and quickly. This is the participatory process, which is very useful in any organization. Effective school management requires a structure that enables people to participate in the making of policies and the taking of decisions that affect their lives (Bell, 1992). When individuals are involved in the formulation of a plan or the analysis of a problem, their support for the project increases. Having had a hand in fashioning the outcome, they tend to get behind and support their own decision Gibson, (1991) in Drucker (1968).

Hughes et al (1985) analyses those tasks that a manager in a secondary school must carry out in providing professional leadership. The tasks include:

providing professional guidance to the staff, counseling pupils, counseling parents, teaching and curriculum development, acting as a spokes person on relevant educational matters, and involvement in external professional activities.

Kimani (1982) carried out a study of the schools community relationship in primary schools in Kiambu district. The purpose of the study was to analyze the nature of the problems encountered by head teachers in the area of school-community relationship. The study involved thirty schools selected randomly from the district. His findings were that ninety percent of the head teachers felt that it was necessary for them to involve the community in the affairs of the school, while ten percent were uncertain. The head teachers also indicated that there were a lot of problems that they encountered in their bid to involve the community in the affairs of the school. Most of them were of the opinion that those problems had either minimized their activities or even left them in a state of dilemma or confusion. Those problems were similar in all thirty schools in the sample. Among those problems was the general lack of cooperation from parents, both literate and illiterate. The degree to which the community was involved varied from school to school and not all head teachers involved the community in the various task areas of administration. Only forty percent of the head teachers involved parents in school routine. All of them stated that they only involved them in arranging for registration of pupils.

Obure (1987) carried out a survey of administrative problems encountered by head teachers of secondary schools in Nairobi province. The purpose of the

study was to examine administrative problems, which were faced by heads of secondary schools in Nairobi, in the processes of coordinating the activities and efforts of the non-teaching and teaching staff together with the pupils towards achievement of the national educational goals and objectives. The study covered secondary schools within Nairobi city council. Random selection was done. About eight schools were visited; two from each division, the then Eastern, Western, Northern and southern divisions. The main subjects of the study were head teachers of secondary schools. His findings were ranked in order of magnitude according to the extent to which the administrative problems were encountered in each of the schools. Seventy percent of administrative problems were encountered in these schools, and thirty percent of administrative problems had some solutions.

Muchiri (1998) in her study on participatory processes used by head teachers to enhance student discipline in public secondary schools in Nairobi province found out that ninety four point two percent of the heads involved parents and board members in disciplinary actions. Ayieko (1988) summarized the methods used in solving discipline problems. She found out that fifty two percent represent guidance and counseling method used in solving discipline problems. Head teachers who let indiscipline cases be dealt with in schools and also at home had their schools performing better (Muchiri, 1998).

The Daily Nation (May 6, 2002) reported a three-day teachers workshop in Nairobi, which advocated for conducive schools' environment where students may say something without fear or threat. If students expressed their feelings

freely, then many of the problems in schools would be gone. That is participatory processes have to be used to enable students perceive who they are and their importance to the society at large. This will be done through guidance and counseling.

2.2 The meaning and terms of guidance and counseling

Barki and Mukhopadyoy (1989) define guidance as the assistance made available by qualified and trained persons to an individual of any age to help him or her to manage his or her own life's activities, develop his or her own points of view, make his or her own decisions and carry on his or her own burden. Pattoson (1973) said that guidance is commonly applied when giving direction to help an individual who has a problem or is likely to have one. Guidance can be initiated by the counselor (Makinde, 1987).

Counseling is learning about self and about how that self relates to other people (Gilmore, 1973). It refers to the process of solving problems of normal everyday adjustments and these problems are solved at an intellectual level (Floyd, 1986). Award Concise English Dictionary defines counseling as a taking and giving of advice from or to somebody. Tattum (1986) defines counseling as a helping process which depends on the development of a relationship between people which is sufficiently supportive to enable one of these people to explore aspects of his or her life more freely and to arrive possibly at more adequate ways of coping. Counseling is not meant to instruct and the counselor does not express his or her own view and value to the client (Makinde, 1987).

According to Albukle (1976), in Eddy, Dameroon and Borland (1980) the broad objectives of counseling is to help the individual clear away the entangling and hampering tentacles so that a person can be what he really is and contribute more both to self and his or her fellows.

Whereas guidance is a process of helping individuals to understand themselves and their world so that they can utilize their potentialities, counseling is concerned with emotional disturbance and behaviour problems that demand highly specialized skills. In schools, guidance embraces the educational and vocational aspects.

Educational aspects is concerned with raising students educational standards to open vocational opportunities. That is, assisting students to select courses of study appropriate to their needs and interests and achieve academic excellence. Educational guidance also inculcates proper study habits, making good use of instructional resources and facilities and participating satisfactorily in curricula and co-curricular activities (Makinde, 1987). Counseling is a service incorporated in the guidance programmes. Lytton and Craft (1974), cautions teacher-counselors against dealing with the therapeutic counseling because the qualities of a counselor are: good personality traits, should prioritize the counselee's interests, should have ability to establish rapport with counselees, should have positive and intelligent attitude of life and people, should have a purpose to develop skills of problem solving, accepting, listening, responding, judging, valuing skills; and must have an understanding of one's scope, limits and limitations. A counselor should be clear about his or her own strengths and weaknesses.

2.3 Importance of guidance and counseling in schools

Eddy, Dameroon and Borland (1980) cited major objectives of guidance and counseling programmes as:

- i. to assist students to appraise their potentialities to learn
- ii. to enable students to explore their objectives and goals
- iii. to provide vocational counseling
- iv. to provide help to students with personal problems that hinder academic progress

There are three components of guidance and counseling in schools. The first component is educational guidance. This is where all activities related to students' adjustment to educational environment are involved. This consists of three components, namely, development of favorite setting, recognition of individual difference and the curriculum choices of students. The second component is vocational guidance. It primarily focuses on helping students answer the question, ' what shall I do in life?' it is critical because of dynamism in areas of technology, science and international relations coupled with high rate of unemployment. The third component is personal and psychological counseling. It aims at helping and assisting students, who show signs of personality maladjustment, anxiety, which is characterized by feelings of impending doom, total failure in the school system, annoyance, unhappiness and feelings of being misunderstood and neglected.

During guidance and counseling workshop for secondary school head teachers at Mombasa polytechnic, it was pointed out that punishment does not necessarily deter misconduct (Ministry of Education August 14th – 18th, 1978).

Organ and Bateman (1991) also noted that punishment never really extinguishes or eliminates response tendencies, but only temporarily suppresses them. These tendencies reappear with full force when the treat of punishment is removed. Guidance and counseling helps students realize who they are and the world around them.

2.4 Head teachers and guidance and counseling

Gitonga (1999) carried out a study of secondary school head teachers attitudes towards guidance and counseling programmes in Meru central district. Her findings were that ninety four point one percent of the head teachers had positive attitude towards guidance and counseling both in public and private schools. Only five point nine percent of the head teachers were uncertain.

Table 1

Ayieko (1988) summarized the methods used in solving discipline problems as:

Method	Percent
Guidance and counseling	52
Punishment	4
Punishment and counseling	40
Others	4

Source: Gitonga (1999) page 46

From Table 1 above, it is clear that the school, which uses guidance and counseling, solves half of their discipline problems (52%). The head teacher is expected to develop a committee on guidance and counseling to act as an advisory and policy recommending body (Shertzer and Stone 1966; Republic of Kenya, 1977). Although only twenty nine percent of the head teachers were trained in guidance and counseling skills and twenty eight percent attended seminars organized by guidance and counseling unit of the ministry of education, ninety four point one percent of the respondents acted as counselors in their schools (Gitonga, 1999).

Smith et al (1955), in Gitonga (1999) attributes the failure of guidance and counseling programme to the following factors:

- i. failure of school administration to offer good leadership and support to programmes.
- ii. lack of trained school-counselors.
- iii. personality of school-counselor.
- iv. time allocated to programmes.
- v. inadequate facilities.
- vi. teachers and students perceptions of guidance and counseling programme.
- vii. failure to have clear objectives for the programme.

The programme is essential in schools. According to the scheme of service for graduate teachers, the head teachers has the duties and responsibilities of guiding and counseling teachers, who will guide and counsel students (June 21, 2002, ministry of education vol. IV (12)).

2.5 Teamwork and guidance and counseling

Teamwork refers to a group of individuals working together towards some common purpose and, in so doing, achieving more than they could alone (Polly 1988). Interaction between the individual and the team may take place on the basis of one or more psychological contacts, which the individual may make, consciously or unconsciously between him/herself and the team. The interaction may be based on:

- a) Compliance, that is, the avoidance of some form of punishment or to gain some form of reward such as acceptance by the team. To the extent that the individual wishes to gain the reward or avoid the punishment she or he will comply with what the team is doing.
- b) Identification is the need to find support for some course of action, which the individual may wish to pursue and which she or he regards as being compatible with the activities of the team. The interaction may be based on rationality, on the recognition that the individual does not have to like the advice for this form of contract to be effective.
- c) Internalization. It is the belief that what the team is doing, or how it seeks to perform its functions, is worthy of support and participation.

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The latter is the strongest form of contract and the one, which is likely to generate the greatest commitment from the team members to the team itself. The teacher-counselor being team leader may have his or her team members to work together towards achieving the objectives and goals of the school. An effective team consists of a group of individuals working together in such a way that much of what they do depends upon and overlaps with the activities

of others. An appropriate aim for pastoral team may be to provide guidance and counseling for colleagues on developing their skills in pastoral and social life (Bell, 1992). In the absence of teacher-counselor the guidance and counseling programmes will continue as there is a team manning the programmes (Polly, 1988).

2.6 Students and guidance and counseling

Early involvement of students in making of decision, which, affect them, is good training for their future and that of their country (Mwiria, 1995). Mbae, (1994), attributes for democracy in the organizational structure of the school. Children lacking confidence in themselves and their own ability, for whatever reason, may cease to make any effort to succeed and, therefore, withdraw into themselves. Feeling hopeless, they do not believe that they have the ability to change their circumstances. This brings about a state of learned helplessness where there is a drift towards apathy, lethargy and towards depression (Seligman and Peterson, 1986). Students crave for recognition and indulge in any activity that will satisfy their needs (Daily Nation, Friday May 10, 2002). This calls for guidance and counseling to help clear away the entangling and hampering tentacles so that a person can be what she or he really is and contribute more both to self and to her or his fellows around. According to Muchiri (1998), students - teacher relationship should be improved and that schools should have councils whereby student together with their teachers discuss matters affecting the school and individuals.

2.7 Teachers and guidance and counseling

Providing guidance and counseling to students is one of the duties and responsibilities of teachers (ministry of education, vol. IV (12), 2002). Teachers should know how to handle the youth by directing their world of fantasy, which lead to tragic levels into a realistic world (Daily Nation, May 6, 2002). Teachers must be understanding and watch out the behaviour of students and provide assistance where necessary. For instance, the suspected student of the Kyanguli tragedy confessed that he told his friends of his plan to burn one of the boys' dormitory so that the school could close early (Daily Nation, Friday May 10, 2002). Mwiwila Boys' secondary students burnt down the school, to avoid mock examination (Daily Nation, July 3, 2002). If teachers have regular dialogue with students, they will understand their problems and help them before they rebel and engage in destructive acts (Daily Nation, May 8, 2002).

Teachers must change with times and avoid using outdated disciplinary methods in dealing with errant students (Saturday Nation, April 27, 2002). The Kamunge Report (1988) emphasized that guidance and counseling should be established in all schools and be seen as an integral part of the educational programme, complementing the instructional programme (Kamunge report 1988). Shertzer & Stone (1966) stated that guidance and counseling services are to develop students in all ways. It should start as early as possible in their school lives and it should also provide for all students.

Matiru (1989) states that teachers in their post classroom behaviour are supposed to do the marking, socialize with students provide guidance and counseling services, research work from class discussion, and participate in community affairs. A workshop on staff development emphasized on student guidance and counseling, especially in the area of study habits. All teachers should develop empathy in the sense that they are able to understand the problems students have with the subject (Matiru 1989). The essence of counseling is good listening and the reflection of feelings, which will encourage individuals to grow, to move forward.

Waihenya (1998), states that lack of guidance and counseling programmes in secondary schools has hampered professional development of many students due to inappropriate career choices. Osumba's study (1998) on the relationship between educational guidance and subject choice revealed that majority of secondary school students are inappropriately placed in terms of their stated talents, interests and career aspirations. Many qualified standard eight candidates missed national and good provincial schools, because of poor form one choice (Daily Nation, February 4th 2002). It is notable that the poor choices made by candidates at standard eight is replicated at form four where many students choose courses whose entry requirements they cannot meet. The vice chancellor of Egerton University, by then Professor Ezra Maritim complained that many students who qualified for university admission did not get their desired courses because of poor career choices (Daily nation, February 4th 2002). This means that teacher-counselors are not well informed on careers available, career requirements and educational opportunities.

Lytton and Craft (1974) noted that students with personal problems can be severe problem to school management and can have a disruptive effect on other children. It is upon teachers to join efforts with the management to help students achieve their aspirations as well as being moulded into useful members of the society.

2.8 Parents/guardians and guidance and counseling

Murphy, (1986) astutely notes that parents need to be involved in schools programmes if these programmes are to reflect the value systems of their clients and intense interaction can only take place in meaningful parent-teacher groups. According to Riedl (in Murphy, 1986), by and large, those administrators and teachers who have made efforts to bring parents back into the schools and classrooms have not only done the students a service, but themselves as well. Many factors determine the effectiveness of parental involvement in schools, but as Murphy (1986), emphasized, a critical one is the attitude of the school principal towards the concept of participation.

In a study by Lawrence & Steed (1989) in Jones (1989) involving eighty-five primary schools head teachers, found out that pupils were becoming more difficult to handle at an earlier age. However, the schools were not seeking to find fault with parents, but to provide support through more effective liaison in which schools could work to reduce disruptive behaviour. Jones (1989) states that parental liaison is identified as the most effective way.

Since times have changed, there is need to exchange experiences, so that the members of the society can effectively understand the adolescents. They should sharpen their negotiation skills and encourage positively the students despite hopelessness due to joblessness graduate (Daily Nation, May 8, 2002). Parents and guardians have to be incorporated in the programmes to tackle the issues of their children during the holidays for boarding schools and on daily basis for day schools.

CHAPTER THREE

RESEARCH METHODOLOGY

Worthern and Sanders (1998) defines research as a systematic inquiry aimed at obtaining generalisable knowledge by testing claims about the relationship among variables or by describing a generalisable phenomenon. This is where research design, target population, sample and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedure and analysis techniques are discussed.

3.1 Research design

This study employed quantitative design, a typical descriptive studies concerned with finding out 'what is' Borg and Gall, 1989). Descriptive studies are concerned with assessment of attitudes towards the school curriculum, analysis of the state of the curriculum and demographic information. It is characterized by systematic collection of data from members of a given population through questionnaires and interviews (Jean, 1988). The study was to find out team spirit in guidance and counseling programme in public secondary schools in Nairobi province. Data collected was analyzed statistically, by finding the mean, standard deviation and variability of scores for the sample. Frequency distribution tables and percentages give demographic information of the sample. The study correlate participation of teachers, head-teachers and students with provision of guidance and

counseling services in public secondary school in Nairobi Province. The researcher cannot manipulate independent variable such as age, sex, grade, and year of study among other. The data collected verified the set research questions.

3.2 Target population

This includes forty-five public secondary schools in Nairobi province. Five schools were used in pilot study while forty schools in the main study (Krejcie and Morgan, 1970). Forty-five head teachers, three hundred and sixty teachers including teacher counselors and three hundred and sixty student took part in the study. Head teachers contributed their information because with the ban of caning effected in the year 2001, counseling has increasingly become very central to a school discipline system (Ndungu, Daily Nation, February 25th 2002). Head teacher therefore, should be on the frontline to participate in guidance and counseling programme in their school.

Three hundred and sixty teachers and same number of students in forty-five schools gave information because they are members of the school community. In school guidance and counseling services are offered to encourage positively students despite hopelessness due to joblessness graduate (Daily Nation, May 8, 2002) Eight students and eight teachers were selected randomly from each school.

3.3 Sample and sampling procedures

A sample is a small part of the large population, which is thought to be representative of larger population. Krejcie and Morgan (1970), suggests a sample size of forty-five, as per table of random number for sampling. A sample of forty-five schools was adopted. Simple random procedure was used to select school. From the list the names of the schools were written on small pieces of paper. These pieces of paper were folded and put in a small basket and churned up. A person, not the researcher, was asked to pick out one of the folded pieces of paper. The name of the school contained in the piece of paper picked was written down, the piece of paper was folded again and returned to the basket then churned. This process was repeated until five schools were picked out. The five schools were for the pilot study. Forty pieces of paper that remained in the basket, the names of schools were written down separately and were the sample for the main study.

Five head teachers and forty head teacher who participated in the pilot and main study were chosen by name of school. Three hundred and sixty teachers were chosen by simple random sampling and stratified random sampling method. The researcher used lists of teachers in school registers to choose eight teachers from each school. Stratified random sampling is preferred where simple random sample turns out to be unrepresentative of the population while it caters for various data of the population so that each is included in the sample sufficient numbers (Jean, 1988). Thus responses can be divided into statements on the basis of such variables as age, sex, and level

of education depending on the focus of the study. Basically, stratification uses the researchers knowledge of the population in order to increase the representative-ness of a sample.

Three hundred and sixty students were chosen by simple random sampling. The researcher wrote numbers on small pieces of paper to represent students number in class register. These pieces of paper were folded and put in a small box. The class teacher picked out one of the folded pieces of paper. The name of the student corresponding to the number on the piece of paper was written down, and the piece of paper was folded again and returned to the box. This was repeated until the eight students were selected for the sample. These students were taken to an empty room and the researcher explained to them Her aim. She gave them questionnaires to fill.

3.4 Research instruments

There were three types of questionnaires. The head teachers questionnaire consisted of two parts. In part one, personal information such as gender, age, marital status, educational qualification, grade, experience as a teacher and as an administrator, skills in guidance and counseling and the years in current station. Type of school and years of guidance and counseling programme in the school were given. Part two sought for opinions of the head teachers on positive and negative aspects about guidance and counseling programme as far as participatory process in the provision of guidance and counseling is concerned. They were also to give possible suggestions to improve the negative aspects about the programme.

Teachers questionnaires consisted of three parts. Part one was on personal information, size of the school, type of the school and years of guidance and counseling in the school. Part two had nine items to rate teachers frequency and efforts they make towards guidance and counseling. Part three consisted of three items. That is the teachers opinions on positive and negative aspects of participatory process in provision of guidance and counseling services in schools and possible suggestions to improve negative aspects. Included among teachers are Heads of Departments of Guidance and Counseling.

Students questionnaires also consisted of three parts. Part one had seven items on personal information. Part two had four items while the last part sought students opinions on positive and negative aspects about participatory process in provision of guidance and counseling services in schools. Students were supposed to give possible suggestions on how to improve negative aspects. Questionnaires were used because many schools and respondent could be reached in limited time compared to interview. They are highly specific, easy to administer and are comparative (Jean, 1988). Questionnaires were sent to a source of data and were collected after some days, which enabled respondents to have time to synthesis the questions before they answered.

3.5 Instrument validity

The process of validation is when two or more people agree that theories put forward would be grounded in practice, hence are justified (McNiff, 1988). There are content and construct validity to be established in a questionnaire (Borg and Gall 1989). Instrument validity entails pre-testing to modify

ambiguous items and also necessitate addition of extra items or reduction of others to improve the quality of the instrument. Pilot study and findings were to verify the validity of the questionnaires as an instrument. Those respondents in the pilot study were not included in the main study.

3.6 Instrument reliability

For a test to be valid, it must be reliable. According to Borg and Gall (1989), the split half method is used to establish the coefficient of internal consistency. The method involves splitting the statements of a test into two halves, odd and even items. The scores of two subtests are computed for each individual and these two sets of score are correlated. The correlation obtained never the less represents the reliability on only half the test, and because reliability is related to the length of a test a correction must be made so as to obtain reliability of the entire test. To effect these corrections, the Spearman Brown Prophecy formula states that,

$$r_e = \frac{2r}{1+r} \text{ is applied.}$$

Where

r_e = the reliability of the original test

r = the reliability coefficient resulting from correlating the scores of odd statements with the scores of the even statements.

3.6.2. Pilot testing

This was for validation and verification of questionnaires as an instrument.

Those respondents in the pilot study were excluded in the main study. The students instrument reliability had an alpha value of 0.58. While that of teachers was 0.76. Instruments were fifty-eight and seventy six percent reliable. The instruments were reliable since the alpha value was higher than zero point five (Borg and Gall, 1989).

3.7 Data collection procedure

The researcher took questionnaires to schools. Those respondents who required some time to fill in the questionnaire were given one week for completion. The completed questionnaires were collected by the researcher for analysis of data.

3.8 Analysis of data

Frequency distribution tables, percentages means and standard deviations using scientific package for social science (SPSS) were used (Taylor, 1973). Descriptive studies are concerned with finding out 'What is ' (Borg and Gall, 1989). Descriptive statistics, which involve finding the mean, standard deviation, variability of scores for the sample, was employed. Kimani (1982) in his study, the school – community relationship in primary schools, used simple description, descriptive statistics and percentages to analyze his data. The study expressed participation in guidance and counseling as a percentage. Students and teachers rating of their involvement in guidance and counseling were worked out as mean scores. Analysis of variants (ANOVA) test and post

HOC test were done to verify the level of significance between mean scores on team work in guidance and counseling and any independent variable.

CHAPTER FOUR

ANALYSIS OF DATA AND DISCUSSION OF FINDINGS

This chapter presents frequencies to show students and teachers rating of their involvement in guidance and counseling. The study was also to investigate whether type of school, knowledge of students about guidance and counseling were factors influencing participatory process in the provision of guidance and counseling services.

4.1 Background information of respondents.

Two hundred and four students, ninety teachers and nineteen headteachers responded to the items in questionnaires. Analysis of data and discussion of findings were given in the following sub-topics;

- i. frequency tables for students and teachers who responded .
- ii. students and teachers rating of use of participatory process in provision of guidance and counseling services.
- iii. factors influencing students and teachers rating of use of participatory process in provision of guidance and counselling services.

4.2 Frequency tables for students and teachers who responded

Table 2

Sex of students and teachers

Sex	Percent
Students^a	
Female	53.70
Male	46.30
Total	100.00
Teachers^a	
Female	88.90
Male	11.10
Total	100.00

The values represent percentages of male and females who responded to items in the questionnaires.

^aStudents were 204

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^aTeachers were 90

More female students and teachers participated in the study than their counterparts. This could have been because most public schools in Nairobi are either girls or mixed, and majority of teachers in these schools are women.

Table 3

Student's year of study

Form	Percent
	Students^a
One	1.50
Two	35.30
Three	33.30
Four	29.90
Total	100.00

^aStudents were 204

Majority of students who responded were in form two. They were represented by 35.30%. The lowest percent was 1.50%, which represented form ones. This was because in some schools form ones had not reported while in other, teachers would have feared to involve them in that exercise.

Table 4

Students hearing about guidance and counseling, their knowledge of teacher counselors, peer counselors and the training of peer counselors.

Respond	Percent
Students^b	
Yes	95.10
No	4.90
Total	100.00
Students^c	
Yes	4.40
No	95.60
Total	100.00
Students^d	
Yes	76.00
No	24.00
Total	100.00
Students^e	
Yes	27.70
No	72.30
Total	100.00

^aStudents were 204

^bStudents was students hearing about guidance and counseling programmes.

^cStudents was knowledge of students on teachers who offer guidance and counseling services.

^dStudents was knowledge of students about peer counselors.

^eStudents was knowledge of students on the training of peer counselors.

Table 5

Place of hearing about guidance and counseling

Place	Percent
Students^a	
School	72.50
Church	4.40
Home	4.40
VCT	4.40
Media	1.00
Hospital	1.00
Youth Groups	1.00
Uncertain of place	10.80
Total	100.00

^aStudents were 204

Largest percent, 72.50 had heard about guidance and counseling in school.

Second largest percent, 10.80 of the students could not tell where they had

heard about guidance and counseling. Home and church gave 4.40% which implies that parents do not counsel children. Youth groups, hospitals and media were represented by the equal 1.00%.

Table 6

Trainers of peer counselors

Guidance and Counselor trainer	Percent
Teachers	39.80
NGO's	13.00
Peer through peer groups	29.30
Professional counselors	17.90
Total	100.00

^aStudents were 204

Main trainers of peer counselors are teachers. This is represented by 39.80%. Peers through peer groups such as SCAD and YAK among others are represented by 29.30%. Professional counselors and NGOs take 17.90 and 13.00% respectively. This means everybody is trying to participate in guidance and counseling.

Table 7

Age of teachers

Years	Percent
Teachers^a	
20 – 29	2.40
30 – 39	63.10
40 and above	34.50
Total	100.00

^aTeachers were 90

A large percent 63.10% of the teachers were in their thirties. A reasonable percent 34.50% were forty and above while only 2.40% were in twenties. Teachers who are in schools are mature and are supposed to know how to deal with young generation. They should try to reduce the gap of years between students and themselves, hence guide and counsel students.

Table 8.

Marital status of teachers

Marital status	Percent
Teachers^a	
Married	87.80
Single	10.00
Widowed	2.20
Total	100.00

^aTeachers were 90

From the table above 87.80% were married. A small percent of 10.00 were single while only 2.20% were widowed. This shows that there are mature and responsible teachers in schools.

Table 9.

Educational qualification of teachers

Qualification	Percent
Teachers^a	
BA/BSc with PGDE	8.00
Bed	68.20
MSc/Med	3.30
Diploma	20.50
Total	100.00

^aTeachers were 90

Bachelor of Education (BEd) graduates were represented by 68.20% followed by diploma teachers represented by 20.50%. The lowest percent was for those graduates in either Master of Science or Master of Education.

4.3 Students and teachers rating of use of participatory process in the provision of guidance and counseling services.

Table 10

Pattern of student's use of guidance and counseling services

Statement	Percent
Students^a	
Rarely	39.80
Often	42.80
Sometimes	11.90
Always	5.50
Total	100.00
Teachers^a	
Rarely	17.80
Often	24.40
Sometimes	31.10
Always	26.70
Total	100.00

^aStudents were 204

^aTeachers were 90

A large percent, 42.80 of students seek for guidance and counseling often, according to students rating. Only 24.40% seek for guidance and counseling

when teachers rating was considered. A reasonable percent, 39.80 of students rarely seek for guidance and counseling. This was contradicted by teachers rating where the smallest percent of students seek for guidance and counseling. A percent of 11.90 represent those students who sometimes seek for guidance and counseling as per student rating. Teachers rating for this response was 31.10%. Only 5.5% represent students rating of students who always seek for guidance and counselling. Teachers rating gave 26.70% of students who always seek for guidance and counselling services.

Table 11

Consultative meetings of guidance and counseling team

Statement	Percent
Students^a	
Always	22.80
Sometimes	34.70
Often	34.20
Rarely	8.30
Total	100.00
Teachers^a	
Always	9.40
Sometimes	37.60
Often	33.00
Rarely	20.00
Total	100.00

^a Students were 204

^a Teachers were 90

A large percent 34.70 represent students rating of consultative meetings which sometimes guidance and counseling team have with the school. Teachers rating was represented by 37.60%. Second largest percent for students rating was 34.20% while for teachers was 33.00%. This represented schools, which often enjoyed guidance, and counseling services. Students rating for always was 22.80% while teachers was 9.40%. They also differed in rating for rarely. Students rating gave it the smallest percent, 8.30% while teachers rating gave the third percent 20.00%.

Table 12

Efforts made by teachers on guidance and counseling programme

Statement	Percent
Students^a	
Very little	6.90
Little	13.90
Substantial	33.70
Great	45.50
Total	100.00
Teachers^a	
Very little	13.30
Little	24.40
Substantial	41.10
Great	21.20
Total	100.00

^a Students were 204

^a Teachers were 90

Teachers make great efforts to offer guidance and counseling services to students. This was represented by 45.50% of students rating while teachers rating was 21.30%. Students rated little and very little efforts teachers put in by 13.90% and 6.90% respectively. Teachers rated their efforts as little and

very little by 24.40% and 13.30% respectively. Substantial efforts made by teachers to offer guidance and counseling services was represented by 33.40% for students and 41.0% for teachers.

Table 13

Efforts made by students towards seeking for guidance and counseling services.

Statement	Percent
Students^a	
Very little	13.80
Little	23.30
Substantial	30.20
Great	32.70
Total	100.00
Teachers^a	
Very little	12.20
Little	22.30
Substantial	52.20
Great	13.30
Total	100.00

^a Students were 204

^a Teachers were 90

Teachers rated students great efforts to seek for guidance and counseling services by 13.30% though students rated themselves by 32.70%. Very little and little efforts were represented by 13.80% and 23.30% respectively using students data. Teacher's data represented very little and little efforts by 12.20% and 22.30% respectively. Substantial efforts were represented by the highest percent of 52.20% using teacher's data. Students rating represented substantial efforts by only 30.20%

Table 14

Guidance and counseling department meeting with students

Statement	Percent
Teachers^a	
Rarely	10.00
Sometimes	34.40
Always	45.60
Total	100.00

^a Teachers were 90

Guidance and counseling team often talked to students. This was represented by 45.60%. That school whose guidance and counseling department rarely talked to students or always talked to students was represented by the lowest percent of 10.00. Schools where guidance and counseling rarely talked to

students are supposed to be reminded of the need of guiding and counseling students.

Table 15

Efforts made by headteacher on guidance and counseling programme

Statement	Percent
Teachers^a	
Very little	5.60
Little	4.40
Substantial	62.20
Great	27.80
Total	100.00

^a Teachers were 90

Most teachers rated efforts made by their headteachers as substantial. This was 62.20%. Great efforts were rated by 27.80%, while 5.60% and 4.40% rated very little and little efforts made by headteachers towards participatory process in provision of guidance and counseling services. Many headteachers make efforts to ensure that students in their schools are guided.

Table 16

Structure of management of guidance and counseling department

Manager of guidance and counseling	Percent
Teachers ^a	
Teacher counsellor	50.00
Team of teachers and students	27.80
Team of headteacher, teacher parents and students	22.20
Total	100.00

^a Teachers were 90

Teacher counsellor managing the guidance and counseling programme in schools was represented by 50.00%. A team of headteacher, teachers, parents and students was represented by the lowest percent of 22.20. Guidance and counseling should be managed by all the headteachers, teacher-counsellors, parents and students.

4.4 Factors influencing students and teachers rating of use of participatory process in provision of guidance and counseling services.

Independent factors like sex, age, year of study, knowledge of students about guidance and counseling, knowledge of teacher counselors by students, knowledge of students-counselors and training of peer counselors were used to show if they influence teamwork in schools. F- statistics was computed to show the significant difference in teamwork and variables. ANOVA test was done to verify the level of significance between the variable.

Table 17

Sex of students and teachers as a factor influencing their participation in guidance and counseling programme.

Sex	Percent	
	Students ^a	Teachers ^a
	Male	Female
Mean	9.93	10.25
SD	2.35	2.56
	Teachers ^a	
Mean	16.70	17.80
SD	4.87	3.83

▪ Students were 204

▪ Teachers were 90

<u>F</u>	<u>P</u>
*0.82	*0.37
**0.68	**0.41

The results indicate that female students and teachers had a higher mean rating of guidance and counseling than their male counter parts. When an ANOVA test was computed, it showed that there was no significant difference between the scores on team work in guidance and counseling ($P > .05$) and so cannot be generalised for the entire population. The observed difference could be as a result of other factors.

Table 18

Age of students and teachers as a factor influencing teamwork in guidance and counseling programme

Age		11-14	15-16	16-17	17-18	Above 18
Mean	Students ^a	7.00	9.95	10.19	10.25	10.31
SD		2.64	2.40	2.01	2.95	2.02
Mean	Teachers ^a	20-29	30-39	40 and above		
SD		16.00	17.52	18.03		
		2.82	3.56	4.65		

^a Students were 204

^a Teachers were 90

F

P

*1.34

*0.25

**0.32

**0.72

Students who were above eighteen years had highest mean score in use of participatory process in the provision of guidance and counseling than those who were eighteen years and below. Teachers with forty and above years had the highest mean rating followed by those in thirties. When ANOVA test was computed, the results did not show significant difference ($P>.05$) between teamwork in guidance and counseling and age of students or teachers. Age therefore is not a factor influencing use of participatory process in provision of guidance and counseling in schools.

Table 19

Years of study of students as a factor influencing use of participatory process in provision of guidance and counseling services.

Form	One	Two	Three	Four
Mean	11.33	10.26	9.69	10.25
SD	3.05	2.27	2.48	2.63

▪ Students were 204

F _____ P _____
 1.16 0.32

Form one students had highest mean score on use of participatory process in the provision of guidance and counseling. The ANOVA test showed that there

was no significant difference ($P > .05$) between mean scores on use of participatory process in the provision of guidance and counseling and year of study of students. The observed differences cannot be generalised to the entire population.

Table 20

Student's awareness of guidance and counseling services, their knowledge of teacher counsellor, peer counsellor and training of peer counsellor as factors influencing their participation in guidance and counseling programme.

Response		Yes	No
	Students^b		
Mean		10.22	7.88
SD		2.39	2.97
	Students^c		
Mean		9.22	10.17
SD		2.58	2.46
	Students^d		
Mean		10.52	8.80
SD		2.38	2.28
	Students^e		
Mean		9.19	10.60
SD		2.64	2.23

Students^a was 204.

Students^b was student's awareness of guidance and counseling services.

Students^c was student's knowledge about teacher counselors.

Students^d was student's knowledge about peer counselors.

Students^e was student's knowledge about training of peer counselors.

<u>F</u>	<u>P</u>
*7.99	*0.00
**1.28	**0.26
***18.59	***0.00
****13.46	****0.00

Students who knew about guidance and counseling programmes had a higher mean score than those who did not know. Students who did not have knowledge of teacher counselors had higher mean score than those who knew. The ANOVA test showed a significant difference between the means scores on use of participatory process in provision of guidance and counseling and

- i. students awareness of guidance and counseling services
- ii. students knowledge of peer counselors
- iii. students knowledge of training peer counselors ($P < .05$). It however, did not show a significant difference between mean score on teamwork and students knowledge teacher counsellor ($P > .05$). Student's awareness of guidance and counseling, their knowledge of peer counselors and training of peer counselors are factors

influencing use of participatory process in the provision of guidance and counseling.

Table 21

Place of students hearing about guidance and counseling programme as a factor influencing teamwork in guidance and counseling.

Place	1	2	3	4	5	6	7
Mean	10.24	9.88	11.50	9.33	10.00	9.00	11.00
SD	2.51	1.61	1.41	1.93	1.41	2.82	1.41

Students^a were 204

1 – School

2 – Church

3 – Home

4 – VCT

5 – Media

6 – Hospital

7 – Youth Groups

F P _____

0.73 0.62

Home as a place of students hearing about guidance and counseling had the

highest mean score, followed by youth groups. ANOVA test showed no significant difference ($P>.05$) between the mean scores on participatory process in the provision of guidance and counseling and the place where students had heard about guidance and counseling. Place of students hearing about guidance and counseling is not therefore, one of the factors influencing teamwork in guidance and counseling.

Table 22

Trainers of peer counselors as a factor influencing team work in guidance and counseling

Trainer	1	2	3	4	5	6
Mean	11.41	7.66	11.33	10.63	13.00	11.33
SD	1.96	2.08	2.66	2.33	1.41	2.42

Trainer	7	8	9	10	11	12	13
Mean	9.61	11.66	10.25	8.00	11.66	14.00	11.00
SD	2.01	1.52	2.51	-	0.57	-	1.41

Students^a were 204

<u>F</u>	<u>P</u>
1.86	0.04

- 1 – Teachers
- 2 – NGOs
- 3 – Centres
- 4 – Peers
- 5 – Public organisations
- 6 – YAK
- 7 – Professional counselors
- 8 – Prefects
- 9 – SCAD
- 10 – GC committee
- 11 – CEE
- 12 – St Johns Ambulance
- 13 – Red Cross

From the table, St Johns Ambulance had the highest mean score, followed by public organisations as trainers of peer counselors. The ANOVA test, showed a significant difference between the mean score on use of participatory process in provision of guidance and counseling and the trainers of peer counselors ($P < .05$). Trainers of peer counselors is a factors influencing team work in guidance and counseling.

Table 23

Students use of guidance and counseling services as a factor influencing team work in guidance and counseling.

Statement	Rarely	Often	Sometimes	Always
Mean	8.41	10.81	12.04	13.20
SD	2.13	1.86	1.62	1.98

Students^a were 204

F_____ P_____

39.75 0.00

The ANOVA test showed a significant difference between means scores on use of participatory process in the provision of guidance and counseling and the frequency at which students sought for guidance and counseling services from their teachers ($P < .05$). Student's use of guidance and counseling services is a factor influencing teamwork in guidance and counseling.

Table 24

Students and teachers efforts as a factor influencing use of participatory process in provision of guidance and counseling.

Statement		Very Little	Little	Substantial	Great
Mean	Students ^a	6.84	8.66	10.35	12.27
SD		1.91	1.57	1.49	1.66
Mean	Teachers ^a	6.85	7.96	9.56	11.68
SD		2.41	2.08	1.87	1.71

Students^a were 204

Teachers^a were 90

F P

*86.01 *0.00

**49.63 **0.00

The table indicates that great efforts had highest mean rating of 12.27 for students and 11.68 for teachers. The ANOVA test showed a significant difference between them mean score on use of participatory process in provision of guidance and counseling and the efforts made by students and

teachers towards guidance and counseling. The observed differences can therefore be generalised to entire population.

Table 25

Teachers marital status as a factor influencing teamwork in guidance and counseling

Status	Married	Single	Widowed
Mean	17.87	15.77	18.50
SD	4.05	3.03	2.12

Teachers^a were 90

F _____ P _____
 1.18 0.31

The highest mean rating was for teacher who were widows. However, the ANOVA test showed no significant difference ($P > .05$) between the use of participatory process in provision of guidance and counseling and marital status. Marital status is not a factor influencing teamwork in guidance and counseling.

Table 26

Teacher's years of services as a factor influencing use of participatory process in provision of guidance and counseling services

Years	0 - 5	6 - 10	11 - 15	16 - 20	Over 20
Mean	15.33	17.00	17.76	16.91	19.52
SD	2.30	4.03	3.32	3.42	5.04

Teachers^a were 90

F P
1.50 0.21

Teachers who have served for over twenty years had the highest mean rating in use of participatory process in provision of guidance and counseling services. They were followed by teachers who had served between eleven and fifteen years. The lowest mean rating was for teachers who have served between zero and five years. The ANOVA test showed no significant difference ($P>.07$) between use of participatory process in provision of guidance and counseling and the years a teacher has served since his/her first appointment. The difference cannot be generalised to entire population, hence years of service is not a factor influencing teamwork in guidance and counseling.

Table 27

Provision of guidance and counseling by the team as a factor influencing participation of students and teachers.

Statement	Always	Sometimes	Often	Rarely
Mean	7.59	9.94	11.23	12.94
SD	2.00	1.88	1.84	1.81

Students^a were 204

<u>F</u>	<u>P</u>
46.81	0.00

The results of ANOVA test showed a significant difference ($P < .05$) between the mean score on use of participatory process in provision of guidance and counseling and the frequency at which schools meet guidance and counseling team. The observed differences therefore are result of participatory process in the provision of guidance and counseling services.

Table 28

Teachers professional grade as a factor influencing teamwork in guidance and counseling

Grade	1	2	3	4
Mean	16.23	17.62	19.04	16.75
SD	3.96	4.06	3.67	2.50

Teachers^a were 90

F P
1.64 0.18

1 – Graduate approved II

2 – Graduate approved I

3 – Senior graduate approved

4 – Approved others (diploma, special subjects, technical)

Senior graduate approved teachers had the highest mean rating in the use of participatory process in provision of guidance and counseling services. There was no significant difference ($P > .05$) between use of participatory process in guidance and counseling and professional grade. The mean difference cannot be generalised for the entire population since it was not significant at 0.05-error level.

Table 29

Years a teacher has spent in current station as a factor influencing his/her participation in guidance and counseling

Years	Less than 1	1 - 5	6 - 10	11 - 15	Over 15
Mean	15.23	17.35	18.10	20.41	18.25
SD	4.56	3.03	3.75	4.21	6.02

Teachers^a were 90

<u>F</u>	<u>P</u>
3.10	0.02

Highest mean rating in use of participatory process in provision of guidance and counseling is indicated by six to ten years a teacher has stayed in current station. ANOVA test showed a significant difference between the mean scores on participatory process in the provision of guidance and counseling services and years a teacher had stayed in current station. The results show that the years spent in a station is one of the factors influencing use of participatory process in the provision of guidance and counseling.

Table 30

Teachers educational qualification as a factor influencing team work in guidance and counseling

Qualification	BA/BSc with PGDE	BED	MSc/Med	Diploma
Mean	18.85	16.98	17.66	19.50
SD	5.49	3.75	0.57	4.21

Teachers^a were 90

F P
1.94 0.12

Diploma holders had the highest mean rating of use of participatory process in provision of guidance and counseling followed by teachers with BA/BSC. There was not significant difference between use of participatory process in guidance and counseling and qualifications. The observed differenced could be as a result of other factors.

Table 31

Years a teacher has spent as an administrator as a factor influencing his/her participation in guidance and counseling.

Years	0-5	6-10	11-15	16-20	Over 20	None of the above
Mean	16.76	18.85	22.00	20.00	17.00	17.38
SD	4.19	4.31	-	-	-	3.83

Teachers^a were 90

F P
0.77 0.57

Teachers who served as administrators for eleven to fifteen years had the highest mean rating of use of participatory process in the provision of guidance and counseling. ANOVA test showed that there was no significant difference between use of participatory process in guidance and counseling and years a teacher had served as an administrator ($P > .05$). The results cannot be generalised to entire population.

Table 32

Talks by guidance and counseling department as a factor influencing use of participatory process in provision of guidance and counseling services.

Response	Rarely	Sometimes	Once a week	Daily
Mean	11.25	16.48	18.66	20.00
SD	2.75	3.31	3.94	3.03

Teachers^a were 90

<u>F</u>	<u>P</u>
20.86	0.00

The table indicates that talks and meetings with guidance and counseling department on daily basis had highest mean rating followed by talks given on weekly basis. An ANOVA test showed the mean difference was significant at 0.05-error level and so can be generalised for the entire population.

Table 33

Skills teachers acquire in guidance and counseling through training as a factor influencing teamwork in guidance and counseling

Response	Yes	No
Mean	18.68	16.83
SD	4.14	3.63

Teachers^a were 90

<u>F</u>	<u>P</u>
4.64	0.03

Teachers who had trained in guidance and counseling had a higher mean rating than those who had not trained. Results showed a significant difference between use of participatory process in guidance and counseling at 0.05-error level of significance. It can be generalised for entire population that acquiring skills in guidance and counseling is a factor influencing use of participatory process in provision of guidance and counseling

Table 34**Size of school as a factor influencing teamwork in guidance and counseling**

Number of streams	One	Two	Three	Four	Five and above
Mean	13.25	17.70	15.95	20.00	17.94
SD	3.86	2.38	3.98	3.94	4.20

Teachers^a were 90

<u>F</u>	<u>P</u>
4.62	0.00

Schools with four streams had highest mean rating of use of participatory process in provision of guidance and counseling services. It was followed by schools, which have five and more streams. ANOVA test showed a significant difference between use of participatory process in guidance and counseling and the size of school that is, the larger the schools, the more the use of participatory process in provision of guidance and counseling services

Table 35

Is the type of school a factor influencing teamwork in guidance and counseling?

Type	1	2	3	4	5
Mean	19.57	17.25	18.15	17.76	15.71
SD	4.16	2.45	3.55	4.86	4.91

Teachers^a were 90

F P
1.88 0.12

1 - Boys boarding

2 - Mixed day

3 - Girls boarding

4 - Boys day

5 - Girls day

The table indicates that boys boarding had highest mean rating of team guidance and counseling. Girls' day had the lowest mean rating of use of participatory process in the provision of guidance and counseling services. Results showed that there was no significant difference between use of participatory process in guidance and counseling and type of school the

observed differences can not be generalised for entire population hence type of school is not one of the factors influencing team work.

Table 36

Age of guidance and counseling department in schools as a factor influencing use of participatory process in guidance and counseling

Years	5 and below	6 - 10	11 - 15	16 - 20	Over 20
Mean	17.25	17.20	18.20	19.87	18.25
SD	3.77	3.91	4.21	4.12	3.32

Teachers^a were 90

F P

0.80 0.52

The ANOVA test showed that there was no significant difference ($P > .05$) between use of participatory process in provision of guidance and counseling and years which guidance and counseling department has offered services to students in schools. The observed differences cannot be generalised for the entire population.

Table 37**Strength of guidance and counseling programme in schools as a factor influencing teamwork in guidance and counseling**

Statement	Weak	Moderate	Strong	Very strong
Mean	10.83	16.00	19.42	20.77
SD	2.71	3.20	2.72	3.76

Teachers^a were 90

<u>F</u>	<u>P</u>
20.86	0.00

Guidance and counseling programmes, which are very strong, had highest mean rating followed by those, which are strong. ANOVA test showed a significant difference ($P > .05$) between use of participatory process and strength of guidance and counseling department. These results can be generalised for entire population.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter gives summary, conclusions and recommendations for practice besides suggestion for further studies.

5.1 Summary

The study put into consideration rating of students and teachers involvement in guidance and counselling programme. It considered how students rated their involvement and that of their teachers in the programme. It also considered how teachers rated themselves, their head teacher and students in the programme.

Purpose of study was to find out teachers and students rating of the use of participatory process in provision of guidance and counselling services. Specifically the study investigated whether there was a significant difference between sex, age, year of study, knowledge of teacher or/and student-counsellor on student rating of use of participatory process in provision of guidance and counselling. It aimed at finding out whether there was a significant difference between years of teaching, sex, age, marital status, grade, professional qualification and skills in guidance and counselling on teachers rating of use of participatory process in the provision of guidance and counselling.

The data was analysed by ANOVA test to find out any significant difference between use of participatory process in provision of guidance and counselling as

compared with sex, age, knowledge of students about guidance and counselling, teacher-counsellor and peer counsellor. ANOVA test was computed to find out any significant difference in use of participatory process in provision of guidance and counselling as compared with years of experience, grade, sex, age, skills in guidance and counselling and educational qualification.

From the students sub sample, results showed that there was no significant difference between use of participatory process in guidance and counselling as compared with sex, age, year of study, place of students hearing about guidance and counselling and the knowledge of students on teacher-counsellor. It, however showed significant difference between participatory process in guidance and counselling as compared to the knowledge of students about guidance and counselling, knowledge of peer counsellors, training of peer counsellors, trainers of peer counsellors, the frequency at which students seek for guidance and counselling services, frequency at which school meet guidance and counselling team, efforts made by students to seek for guidance and counselling services.

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From teachers sub-sample, the results showed that there was no significant difference between participatory process in guidance and counselling as compared with sex, age groups, marital status, educational qualification, years in administration, type of school and the age of the programme in the school. It however, showed a significant difference between participatory process in guidance and counselling as compared with years in current station, skills in guidance and counselling, frequency at which the department is involved at

school, size of the school and the teachers rating of strength of the programme in the school.

5.2 Conclusion

This study used frequency tables to give the number of students and teachers who responded under the following headings: sex, students hearing about guidance and counselling, place where student heard about guidance and counselling, students knowledge on teacher and peer counsellors, and training of peer-counsellors. Teachers sample had the following headings for frequency tables: sex, age, and educational qualification. Frequencies were expressed as percentages.

There were frequency tables showing students and teachers rating of participatory process in guidance and counselling. These were given using the following headings; pattern of students use of guidance and counselling services consultative meeting of guidance and counselling programmes, efforts made by students on guidance and counselling, guidance and counselling departmental meetings with students, efforts made by head teacher on guidance and counselling and structure of management of guidance and counselling.

Research questions were answered by the findings after analysis of data. It was found out that there was no significant difference between use of participatory process in guidance and counselling as compared with sex, age, year of study, and knowledge of teacher counsellors by students. It was however, found out

that there was significant difference between use of participatory process in the provision of guidance and counselling as compared with knowledge of student about the programme, knowledge of peer-counsellors, training of peer counsellors and trainers of peer counsellors.

Question two was answered as follows: There was a significant difference between use of participatory process in the provision of guidance and counselling as compared with the student's rating of their involvement and that of their teachers.

In question three, the results were that there was no significant difference between use of participatory process in the provision of guidance and counselling with sex, age group, marital status, experience, grade, years in administration and educational qualification. It however, gave a significant difference between use of participatory process in the provision of guidance and counselling as compared with skills in guidance and counselling, years in current station.

In question four, there was a significant difference between team spirit as compared with teachers rating of their involvement and that of their students and head teacher in guidance and counselling.

Question five, the findings were that there was no significant difference between team spirit as compared with teachers rating of the strength of guidance and counselling programme in school.

Last but not least, were findings for question six. There was a significant difference between use of participatory process in the provision of guidance and counselling as compared with size of the school. There was no significant difference when it was type of school.

5.3 Recommendations

5.3.1 Recommendations for practice

These were made to teachers, parents, teacher educators, curricula developers, policy makers, charitable organizations, government bodies, non-governmental organizations, Ministry of Education and inspector of schools. Some students suggested exposure to positive aspects that would make them to emulate such characters who are prospering through correct means. Example: students need talks from ethical doctors, businessmen and women, engineers, nurses among others. Parents should talk to them to encourage them fulfill their dreams as teachers also teach.

Some peer-counsellors are not trained hence lack skills to advice their fellow students. It would be good for the people concerned to organize training of all peer counsellors irrespective of the school the student is coming from since most of the time, students are together in schools. There is need for teacher-counsellors to be trained to acquire necessary skills to assist students. Some students shy off during large group counselling sessions. They remain with their

problem hoping a fellow student will come up with similar case. Students should be sensitised to know importance of guidance and counselling.

Some schools do not have facilities for this department. Inspector of schools to ensure that the department is equipped in all schools in their district or province. Teacher counsellor to be reminded his or her role and their work load to be reduced. This is because, if students have many problems they will not concentrate, hence poor performance. This means teacher-counsellor plays a key part in life of students.

Some students shy off because some teacher-counsellors use abusive language and never keep student's problems confidential. Teachers should acquire skills in this area. Though the Ministry of Education organizes for workshops and seminars, very few teachers attend because some do not know when these are taking place.

Some schools treat this department on club level. Few students belong to it. It should be a department to assist all students in the school. Parents should be in cooperated in the life of their children and some avoid abusing teachers.

5.3.2 Suggestions for further study

This study was about rating of students and teachers in their involvement in guidance and counseling in public secondary schools in Nairobi Province, I would recommend:

- a. a survey on parents involvement in guidance and counselling programmes in primary schools of any division in Nairobi province.
- b. a comparative study on secondary school teachers attitudes towards guidance and counselling rural verses urban.
- c. find out students and teachers rating of their involvement in guidance and counselling in private schools.
- d. factors leading to lack of equipping guidance and counselling department in Kenyan schools.

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APPENDIX A

Letter of introduction to respondent

University of Nairobi,
Department of Educational
Administration & Planning,
Box 92, Kikuyu.

Dear Respondent,

**RE: A STUDY ON THE USE OF PARTICIPATORY PROCESS IN GUIDANCE
AND COUNSELING PROGRAMMES IN SCHOOL**

I am conducting a study on extent to which use of participatory process in guidance and counseling is practiced in guidance and counseling programmes in public secondary schools of Nairobi Province. The questionnaire attached is aimed at gathering information about your school.

Your response will be treated with great **confidentiality**. Therefore, do not provide your name, or the name of school in the questionnaire. Please, let the teachers and students from your school not to provide their names or name of school in their questionnaires. I request you to kindly attempt all the items in the questionnaires. Your positive response will be highly appreciated. Thank you.

Yours faithfully,

TSUMA J. EMETI.

- d. 16- 20 ()
 - e. Over 20 years ()
6. .Please indicate your grade
- a. Graduate approved (II) ()
 - b. Graduate approved (I) ()
 - c. Senior Graduate Approved ()
 - d. Principal Graduate Approved II ()
7. .How many years have you served as an administrator?
- a. 0 – 5 ()
 - b. 6 – 10 ()
 - c. 11 – 15 ()
 - d. 16 – 20 ()
 - e. Over 20 years ()
8. How many years have you served in your present station?
- a. Less than one ()
 - b. 1 – 5 ()
 - c. 6 – 10 ()
 - d. 11 – 15 ()
 - e. Over 15 years ()
9. Have you ever-trained in guidance and counseling skills?
- a. Yes ()
 - b. No ()

10. How long has the guidance and counseling programme been in your school?

- a. 0-5 ()
- b. 6-10 ()
- c. 11-15 ()
- d. 16-20 ()
- e. over 20 years ()

11. Indicate the type of your school

- a. Mixed day ()
- b. Boys boarding ()
- c. Girls boarding ()
- d. Girls day ()
- e. Boys day ()

Part 2

Please answer the questions below in the spaces provided

1. What aspects of your school do you consider positive about guidance and counseling programmes as far as teachers, students, parents/ guardians are concerned?

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2. What aspects of your school do you consider negative about guidance and counseling programme as far as teachers, students, parents/guardians are concerned?

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3. What suggestions can you give towards improving the negative aspects in your school about guidance and counseling?

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Thank you so much for your participation and cooperation.

APPENDIX C

Teachers questionnaire on the extent to which team spirit is used in guidance and counseling programmes in schools. All information obtained will be treated with much confidentiality.

Part 1

Please indicate the correct option as honestly and correctly as possible by putting a tick (✓) on the option.

1. Gender of the respondent: Male () Female ()
2. Age group 21-29 () 30-39 () 40 and above ()
3. Marital status: Married () Single () Widowed ()
Others specify
4. What is your highest educational qualification?
 - a. BA/BSc .(with P.G.D.E). ()
 - b. B.Ed ()
 - c. M.Sc, M.Ed ()
 - d. Diploma ()

5. How many years have you served since your first appointment as a teacher?

- a. 0-5 ()
- b. 6-10 ()
- c. 11-15 ()
- d. 16-20 ()
- e. Over 20 ()

6. Please indicate your grade

- a. Graduate approved (II) ()
- b. Graduate approved (I) ()
- c. Senior Graduate Approved ()
- d. Others (Diploma, special subjects, technical) ()

7. How many years have you served as an administrator?

- a. 0-5 ()
- b. 6-10 ()
- c. 11-15 ()
- d. 16-20 ()
- e. Over 20 ()
- f. None of the above ()

8. How many years have you served in your station?
- a. Less than one ()
 - b. 1-5 ()
 - c. 6-10 ()
 - d. 11-15 ()
 - e. Over 15 ()
9. How big is your school?
- a. One stream ()
 - b. Two stream ()
 - c. Three stream ()
 - d. Four stream ()
 - e. 5 and above ()
10. Indicate the type of your school.
- a. Boys boarding ()
 - b. Mixed day ()
 - c. Girls boarding ()
 - d. Boys day ()
 - e. Girls day ()
11. Have you ever trained in guidance and counseling skills ?
- a. Yes ()
 - b. No ()

- 12 How long has the guidance and counseling programme been in your school?
- a. 0 years ()
 - b. 1-5 ()
 - c. 6-10 ()
 - d. 11-15 ()
 - e. 16-20 ()
 - f. Over 20 ()

Part 2

From the statements below, there are no right or wrong answers. Some items may seem similar but each is different, so please answer each one without regard of the others. Decide which one of the following four responses; a, b, c, & d, best applies to your school and please tick (✓) against one of them.

1. How frequent do you attend guidance and counseling seminars or workshops?
- a. Rarely ()
 - b. Sometimes ()
 - c. Often ()
 - d. Always ()

2 .How frequent do you, as a school, involve guidance and counseling programmes?

- a. Rarely ()
- b. Sometimes ()
- c. Once a week ()
- d. Daily ()

3. How frequent do guidance and counseling, team meet with student?

- a. Always ()
- b. Sometimes ()
- c. Rarely ()
- d. Often ()

4. How frequent do students seek for guidance and counseling services from you?

- a. Often ()
- b. Rarely ()
- c. Always ()
- d. Sometimes ()

5. How frequent do you meet or organize talks on guidance and counseling in your school?

- a. Sometimes ()
- b. Rarely ()
- c. Often ()
- d. Always ()

6. How would you describe the efforts made by your head teacher about guidance and counseling?
- a. Very little ()
 - b. Little ()
 - c. Substantial ()
 - d. Great ()
7. How would you describe the efforts you make towards guidance and counseling in your school?
- a. Very Little ()
 - b. Little ()
 - c. Great ()
 - d. Substantial ()
8. How would you describe efforts made by students about guidance and counseling?
- a. Very little ()
 - b. Substantial ()
 - c. Little ()
 - d. Great ()
9. How have you managed to sustain guidance and counseling programme in your school?
- a. Teacher counselor runs the programme ()
 - b. Team of head teacher, teachers, students, and parents. ()
 - c. Team of teachers and students ()

10. How would you describe the guidance and counseling programme in your school?
- a. Strong ()
 - b. Weak ()
 - c. Moderate ()
 - d. Very strong ()

Part 3

Please answer the questions below in the spaces provided.

1. What aspect of your school do you consider positive about guidance and counseling programme as far as your head teacher, teachers, students, parents/guardians, are concerned? -----

2. What aspects of your school do you consider negative about team guiding and counseling as far as head teachers, teachers, students , parents /guardians are concerned?-----

3. What suggestions do you give towards improving the negative aspects in your school about guidance and counseling? -----

Thank you, for your cooperation and participation.

APPENDIX D

Students questionnaire on the extent to which team spirit is used in guidance and counseling programmes in schools. All information obtained will be treated with much confidentiality.

Part 1

Please indicate the correct option as correctly and honestly as possible by putting a tick (✓) on the option.

1. Gender; Male () Female ()
2. Age group; 11-14 () 15-16 () 16-17() 17-18 () Above 18 ()
3. State your form;

One ()	Two ()
Three ()	Four ()
4. Have you heard about guidance and counseling programmes?
 - a. Yes ()
 - b. No ()If yes, state the place.-----
5. Do you know of some teachers who do guiding and counseling?
 - a. No ()
 - b. Yes ()If yes, state the approximate number;
a) 2-3 b) 4 – 7 c) 8 –12 d) more than 12

6. Do you know of any student counselor?

a. Yes () b. No ()

If yes, how many? a) 1-5 () b) 6-10() c) 11-15 ()

d) 16 and above

7. Are peer counselors trained? a) No () b) Yes

If yes, by who?-----

Part 2

1. How frequent do you, as individual, seek for guidance and counseling services?

A- Rarely () B- Often ()

C- Sometimes () D- Always ()

2. How frequent do you ,as a school, meet with guiding and counseling team?

A- Always () B- Sometimes ()

C- Often () D- Rarely ()

3. How would you describe efforts made by the head teacher and teachers about guiding and counseling?

A- Very little () B- Substantial ()

C- Great () D- Little ()

4. How would you describe efforts you make towards guiding and counseling?

A- Very little () B- Little ()

C- Substantial () D- Great ()

Part 3

1. State any two aspects of your school about guiding and counseling, which you like most.

2. State any two aspects about guiding and counseling, in your school, which you do not like.

3. Give one suggestion towards improving the negative aspect you stated in (2) above about guiding and counseling in school.

Thank You For Your Participation And Cooperation.

APPENDIX E

PUBLIC SECONDARY SCHOOLS IN NAIROBI PROVINCE

1. KENYA HIGH SCHOOL
2. PARKLANDS ARYA
3. HURUMA GIRLS
4. MUSLIM GIRLS
5. MOI NAIROBI GIRLS
6. NGARA GIRLS
7. OUR LADY OF MERCY
8. PANGANI GIRLS
9. PRECIOUS BLOOD
10. STATE HOUSE GIRLS
11. ST. TERESA'S GIRLS
12. LANG'ATA HIGH
13. HOSPITAL HILL
14. ST. GEORGE'S SECONDARY
15. RUARAKA HIGH
16. KANGEMI HIGH
17. BURUBURU GIRLS
18. RUTHIMITU MIXED SECONDARY
19. NEMBU GIRLS
20. NILE ROAD
21. MAINA WANJIGI
22. KAMUKUNJI SECONDARY
23. KAYOLE SECONDARY

24. OUR LADY OF FATIMA
25. DANDORA SECONDARY
26. EMBAKASI GIRLS
27. RUTHIMITU GIRLS
28. KAHAWA SECONDARY
29. LENANA HIGH
30. NAIROBI SCHOOL
31. AQUINAS HIGH
32. DAGORETTI HIGH
33. JAMHURI HIGH SCHOOL
34. EASTLEIGH HIGH
35. HIGHWAY SECONDARY
36. PARKLANDS BOYS
37. PUMWANI SECONDARY
38. ST. TERESA'S BOYS
39. UPPER HILL SECONDARY
40. OFAFA JERICHO SECONDARY
41. MUTUINI SECONDARY
42. KAMITI SECONDARY
43. NAIROBI MILIMANI
44. UHURU SECONDARY
45. MUHURI MUCHIRI