

**STUDENT PERCEPTION OF
GUIDANCE AND COUNSELLING:
A CASE STUDY OF LORETO
SCHOOLS, NAIROBI.**

BY

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WILLIAM K. MWANGI
C/50/P/8866/2001

**A PROJECT SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR
THE AWARD OF THE DEGREE OF MASTERS
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(COUNSELLING).**

**FACULTY OF ARTS
DEPARTMENT OF SOCIOLOGY
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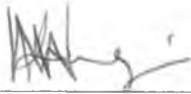


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DECLARATION

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




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DEDICATION

To my wife, Dorothy, with deep affection and appreciation for being my greatest source of inspiration and to my mother Wambui, for teaching me the importance of education.

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The completion of this study would have been a daunting task without the help and support of a number of individuals and institutions of whom I am highly grateful.

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I wish to thank my colleagues and classmates especially Peggy, who together we labored towards this worthy cause.

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I am highly indebted to the management of Loreto Schools, especially Loreto Convent Msongari and Loreto Convent Valley Road for their assistance during data collection.

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To all my friends and family members, I really appreciate your prayers and your never-ending support.

Above all, I am and will always be grateful to Jesus Christ, my saviour and friend for putting in me faith to believe that through Him I can do all things.

GLOSSARY OF TERMS

Adolescence: stage of maturation between childhood and adulthood. The term denotes the period from the beginning of puberty to maturity; it usually starts at about age 14 in males and age 12 in females. The transition to adulthood varies among cultures, but it is generally defined as the time when individuals begin to function independently of their parents.

Counselling: advice or guidance, especially as provided by a professional in a given field. In this case, done by the teacher counsellor to the student.

Drug abuse: Taking more than the recommended dose of prescription drugs such as barbiturates without medical supervision, or using government-prohibited substances such as marijuana, cocaine, heroin, or other illegal substances characterizes drug abuse. Many people also abuse legal substances, such as alcohol and nicotine.

Drug addict: a person who cannot stop taking harmful drugs or one who is dependent on harmful drugs

Gender: the quality of being either male or female.

Guidance: process of helping students to achieve the self-understanding and self-direction necessary to make informed choices and move toward personal goals. Guidance focuses on the complete development of individual students through a series of services designed to maximize school learning, stimulate career development, and respond to the personal and social concerns that inhibit individual growth (Burks and Steflre, 1979: 17).

Guidance and Counselling department: the department in the school that is charged with the responsibility of handling students' needs in both counselling and guidance.

Perception: process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Perception better describes one's ultimate experience of the world and typically involves further processing of sensory input (Foley, 2002:39).

ABSTRACT

The main objective of this study was to investigate students' perception of the guidance and counselling programme in two randomly selected Loreto Schools in Nairobi, Kenya. Specifically, the study sought to determine if students' perception of the guidance and counselling programme was affected by the teacher-counsellor's age, gender or the level of training in counselling skills. According to Foley (2002), perception is a process by which organisms interpret and organize sensation to produce a meaningful experience of the world.

The data used in the study were collected by means of in-depth interviews with the heads of guidance and counselling departments, and by means of interview schedules administered to randomly selected students, all of whom were female and in secondary school. Data obtained were analyzed using both quantitative and qualitative analysis techniques. The Chi-square test was used to show the degree of relationship between variables.

Among the main findings was that the age, gender and formal counselling skills of the teacher-counsellor had no significant relationship with the students' perception of the guidance and counselling programme in schools. That is, when students sought counselling services from a teacher-counsellor, whether the teacher-counsellor was male or female was not an issue. When seeking counselling services, students, according to the findings of the study, did not consider the age of the teacher as significant. Teacher-counsellors had different levels of formal training in counselling skills. The study showed that the teachers' level of formal training in counselling skills did not affect the students' perception of the guidance and counselling department in terms of their inclination to seek counselling services. Hence, other factors that could affect the students' perception of the guidance and counselling programme should be looked into.

The study also found that students consult more with their parents than with their teacher-counsellors. When facing emotional problems, students preferred to consult with their parents, especially in their first year in school. This was mainly because most of them had not become acquainted with their teacher-counsellors. It was established that students also

consulted their peers when dealing with emotional problems. Students, especially those who were not staying with a relative, sought counselling from their friends and classmates. These friends and classmates were within the same age-brackets as the students seeking counselling. This shows the significant role peers played in counselling.

The results obtained in this study have various implications for the effective provision of guidance and counselling services in Loreto Schools.~A strong relationship is essential among the students, the teacher-counsellors, other teaching staff and the school administration. There is need for provide adequate rooms and other facilities. The school should distinguish cases that require counselling and discipline and deal with them accordingly, and also encourage students to seek help through counselling. Fellow teachers needed to be supportive by providing guidance and counselling in their own way.

Based on the findings, the following recommendations are made so that the provision of guidance and counselling in schools can be enhanced: first, there is need to sensitize the students on the need to consult and seek counselling services from the teacher-counsellors. Second, the government and school administrators should explore the possibility of having school counsellors who will not have teaching responsibilities. This would enable counsellors to have more time for counselling. Third, peer counselling should be introduced in schools since some students often consult their friends and classmates. Fourth, schools should be well equipped with counselling materials such as books, magazines and videotapes; and should have adequate venues for better provision of counselling services.

Areas of further research include: first, a comparative study to establish the students' perception of guidance and counselling using more schools of both male and female students. Second, a comparative study of the effectiveness of guidance and counselling in schools with counsellors who are not teachers, and schools with teachers who double up as counsellors. Third, a study to find out if the curricula in teacher-training colleges and universities are geared towards producing teachers who are well equipped to deal with counselling issues in schools.

TABLE OF CONTENTS

DECLARATION.....	I
DEDICATION.....	II
ACKNOWLEDGEMENTS.....	III
GLOSSARY OF TERMS.....	IV
ABSTRACT.....	V
CHAPTER ONE: INTRODUCTION.....	1
1.1 BACKGROUND.....	1
1.2 PROBLEM STATEMENT.....	3
1.3 OBJECTIVES OF THE STUDY.....	5
1.4 SCOPE AND LIMITATIONS OF THE STUDY.....	6
CHAPTER TWO: LITERATURE REVIEW.....	7
2.1 INTRODUCTION.....	7
2.1.1 Meaning of Guidance and Counselling.....	7
2.1.2 Indiscipline and Adolescents.....	9
2.1.3 Causes of Unrest in Schools.....	13
2.1.4 Provision of Guidance and Counselling in Schools.....	17
2.1.5 The Role of Guidance and Counselling in Schools.....	19
2.2 THEORETICAL FRAMEWORK.....	23
2.2.1 Behavioral Counselling.....	23
2.2.2 Classical Conditioning.....	24
2.2.3 Operant Conditioning.....	25
2.2.4 Group Therapies.....	26
2.2.5 Client Centered Therapy.....	26
2.2.6 Perception.....	27
2.3 HYPOTHESES.....	29
CHAPTER THREE: METHODS.....	30
3.1 SAMPLING DESIGN AND SAMPLE SIZE.....	30
3.2 DATA COLLECTION.....	32
3.2.1 In-depth Interviews.....	32
3.2.2 Structured Interviews.....	33
3.3 INTERVIEW SCHEDULE:.....	34
3.4 DATA ANALYSIS.....	35
3.4.1 Qualitative Data.....	35
3.4.2 Quantitative Data Analysis.....	36
3.4.3 Operational Definitions of Variables.....	37
CHAPTER FOUR: DESCRIPTIVE ANALYSIS OF FIELD DATA.....	39
4.1 INTRODUCTION.....	39
4.2 FINDINGS.....	39
4.2.1 Distribution and Age of students.....	39
4.2.2 Religious Background.....	40
4.2.3 Whom the Students Live With.....	41
4.2.4 View of School Rules.....	41
4.2.5 Availability of Guidance and Counselling Department.....	42
4.2.6 Rating of Guidance and Counselling Department by the Students.....	42
4.2.7 Consultation for Guidance and Counselling Services.....	43
4.2.8 Those Consulted by Students When having Emotional Problem in Relation to Whom They Lived With.....	44
4.2.9 Number of Consultation Made By the Students in the Last Three Months.....	45
4.2.10 Preferred Gender of Teacher Counsellor By Students.....	46
4.2.11 Training in Counselling Skills of Teacher Counsellor.....	47

4.2.12 Preferred Level of Teacher Counsellor Training By Students	48
4.2.13 Perceptions about Teacher Counsellor	49
4.2.14 Main Problems Facing the Guidance and Counselling Department	53
4.3 QUALITATIVE ANALYSIS OF OPEN ENDED QUESTIONS.....	58
4.3.1 Roles of Teacher Counsellors and problems they face	58
4.3.2 Appropriateness of Conditions for Effective Counselling	58
4.3.3 Problems Experienced by the Counselling Departments.....	58
4.3.4 Conflicting Role of Professional Teacher as a Counsellor and as a Teacher	59
4.3.5 Suggested Solutions to guidance and counselling problems.....	60
4.3.6 Analysis of observation Checklist.....	60
4.3.7 Conclusion	61
CHAPTER FIVE: INFERENCEAL ANALYSIS OF FIELD DATA.....	63
5.1 INTRODUCTION.....	63
5.2 HYPOTHESIS TESTING	63
5.3 NON PARAMETRIC TESTS	64
5.4 SUMMARY	70
CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS	71
6.1 SUMMARY OF FINDINGS	71
6.2 CONCLUSIONS	74
6.3 RECOMMENDATIONS.....	75
6.4 AREAS OF FURTHER RESEARCH.....	76
REFERENCES.....	77
APPENDIX	83
LETTER OF INTRODUCTION TO HEADTEACHERS	84
INTERVIEW GUIDE FOR HEAD OF GUIDANCE AND COUNSELLING DEPARTMENTS.....	85
INTERVIEW SCHEDULE FOR THE STUDENTS.....	86

CHAPTER ONE:INTRODUCTION

1.1 BACKGROUND

In recent years, guidance and counselling has become a very important programme in schools, especially in secondary schools. This has been necessitated by the fact that students in secondary school are in their teenage years, a period known for its storm and stress. Adolescents face many problems which include: unwanted pregnancies, abortions, sexually transmitted diseases and infections, school drop outs, breaking of families, physical and psychological suffering, drug and substance abuse, HIV/AIDS, just to mention but a few.

Guidance and counselling was established as a corrective measure against rising cases of indiscipline in schools. Guidance could be traced to the early Grecian societies. This type of guidance was done through education. It was primarily for helping the individual to discover and use his/her full potential for his/her own good as well as for the good of the society. Traditionally, the grandparents assumed the role of counsellors. The main focus of counselling ranged from, ethics, religion, to marriage. There were no professional counsellors, though age was a determining factor. The responsibility to counsel and guide was left to the family unit. However, this is no longer the case. Many young people no longer seek counsel from the family, relatives or elders. The family unit has disintegrated too much, but more so in the West than in Africa. In a study done in America fifty years ago, families worked and ate together by necessity. Teenagers and parents spent many hours together; in the process, young people could not avoid observing and listening in on the adult world. These experiences laid a natural track for adolescents to enter adulthood (DeVries, 1994:40). The natural bridge from childhood to adulthood has been severely weakened all over the world by the forces of modernity.

Secondary school students come from diverse backgrounds. These varied backgrounds have influenced many students. Some students have had experiences that have negatively impacted their young lives. The severity and number of social, psychological, and

emotional problems students bring with them to school have increased dramatically in recent years. One only needs to examine current periodicals to realize the negative factors influencing secondary school students. Students carry all manner of weapons to school without the slightest notice from the teachers. An American youth counselor, Gauss (1999), quotes *The Denver Post* that reported the massacre at Columbine High School on April 21, 1999, where two students, armed with guns and bombs, opened fire killing fifteen people and wounding twenty eight others, while leaving thirty bombs that were later detonated by the police (Gauss, 1999:18). Recently, it was reported that three form-three students from Laikipia High School in Kenya were found with forty bullets stashed in a suitcase (Daily Nation, 2003). The bullets were discovered when one of the boys threatened to shoot another after a quarrel, and showed a bullet to intimidate him.

Sex-related problems have also become prevalent among girls in secondary schools. According to Collins (1980:226), adolescents often act out their problems in socially disapproved way. Excessive drinking, drug abuse, lying, stealing, violence, crime, 'gang' behavior, and other forms of delinquent behavior or rebellion give the adolescent a sense of power, a feeling of independence and a means of getting acceptance from peers. Fergusson (1988:21) reports that some ten thousand girls in Kenya drop out of school annually due to pregnancy alone. This sudden drop out causes a lot of loss because the revenue used on these students become a waste (Njau, 1993; Onyango, 1993). Sexually active adolescents are exposed to STDs including the dreadful Acquired Immune Deficiency Syndrome (AIDS).

All these problems have created a need for guidance and counselling in schools. Family Life Education has not achieved much, and not just in Kenya. Stanton and Jones (1993:58) also concurred that school-based sex education had failed. Roughly 80% of school districts in the United States offered some instruction on sex related topics. Data from numerous sources suggested that these education programs did not lead to changes in behavior, hence the introduction of guidance and counselling programmes in schools.

1.2 PROBLEM STATEMENT

Guidance and counselling programme is a service offered by a school to help relatively normal students to adjust to various environments in order to make behavioral choices to enable them function in their homes, schools and society. It is through guidance and counselling programme that a teacher-counsellor helps the students to cope with psychological, sociological and emotional changes that they encounter as they develop. It also enables the students to improve their self-confidence, self-acceptance, self-evaluation, self-motivation, self-discipline, self esteem and self control.

However, since the introduction and implementation of the guidance and counselling programme, students' indiscipline has not reduced if available statistics are anything to go by. In March 2003, it was reported at a head teacher's conference in Mombasa, that about four hundred thousand (400,000) students were drug addicts in both primary and secondary schools. Out of these, sixty thousand were girls (Nyassy, 2003:17). These figures are scary because it is a problem that is on the increase unless drastic measures are taken to curb the spread. Nyassy (2003:17) quoted the National Coordinator of Campaign Against Drug Abuse (NACADA), Joseph Kaguthi, as saying, "the number of girls abusing drugs is growing at an alarming rate and could surpass boys." Although Kaguthi did not give the rate it was apparent that drug and substance abuse is a major cause of indiscipline in secondary schools.

The students in secondary schools are in the adolescent stage of their lives. At this stage, they undergo many physical, emotional and psychological changes. This is a period in life which psychiatrist Nicholi (1978:519) has called, "the most confusing, challenging, frustrating and fascinating phase of human development." The teenagers go through a significant transition period, characterized first by a need to adjust to physical changes, second by the influence of great social pressure, and thirdly by the challenge of making life-determining decisions about values, beliefs, identity, careers and ones relationships with others, including those of the opposite sex. In urban schools, this is more complicated by the effect of the media and the peer group.

Blairs (1975:90-91) identifies a few common indiscipline problems exhibited by adolescents in schools ranging from untruthfulness, truancy, cruelty, bullying, cheating, stealing and other forms of disorderly behavior. According to Williams (1974:31), there are three undesirable forms of behavior. Firstly, the violation of general standards of morality and integrity, this includes stealing and lying. Secondly, the transgression against authority, defiance and insubordination and thirdly, the violation of general school regulations, which includes truancy, tardiness, irregularity in attendance, cruelty, roughness and fighting in school. These problems, among others have created a need for a strong guidance and counselling programme in schools.

The Ministry of Education in 1971 established the guidance and counselling unit. Two years later, *The Handbook for Schools Guidance counsellors* (1973) was released by the Ministry of Education. This book focused more on career guidance than student counselling. Individual schools and individual teacher-counsellors have been left to search for their own counselling materials and train their own staff.

Suffice it to say that still with the provision of guidance and counselling in Kenyan schools there is an assumption that guidance and counselling services can be offered by any trained teacher without the benefit of specific training in counselling. Then, does the training of the teacher counsellor affect the students' perception of the programme?

The issue of whether the counsellor is male or female is also emerging. Whenever two people work closely towards a common goal, feelings of friendship and warmth often arise between them. These feelings of warmth will always have a sexual component. Collins (1980:41) says that counselling often involves the discussion of intimate details, which would never be discussed elsewhere-especially between man and woman who are not married to each other. This could be sexually arousing to both the counsellor and the counsellee. There have been cases where teachers have had affairs with their students. More often than not, these affairs start from a helping perspective under the auspices of guidance and counselling. With this in mind therefore, does gender play a role in the relationship

between the counsellor and the client? Does the gender of the counsellor affect the student's perception of the guidance and counselling programme in school?

In contemporary society, peer groups have become an increasingly important context in which adolescents spend time. According to Steinberg (1993:154), teenagers spend far more time in the exclusive company of their peers than their counterparts did in the past. He adds that the adolescent actually spends more time talking to their friend each day than in any other activity. Students in secondary school spend more time with their peers than with their teacher-counsellors. In order to counsel an individual teenager, the dynamics of group counselling may be of use since the adolescent identifies more with his/her peers. Students are still plagued with a myriad of problems ranging from drug abuse, alcoholism, early pregnancies, HIV/AIDS, early school dropouts, peer pressure and conformity, among others. If the aim of the guidance and counselling department was to reduce the occurrences of such behavior, how far has it achieved its objective?

Guidance and counselling programmes were targeted at students. A lot has been heard from the teachers and parents and how they have been doing it; this study aims at getting the students view on the programme and see how best guidance and counselling can be made to be effective. Guidance and counselling literature locally available addresses issues that are not directly related to the students' perception of the guidance and counselling programme. There is need therefore to seek the students' perception of the guidance and counselling programme in schools. A lot of emphasis has been placed on implementation of the programme but not much has been done on how the students view the programme. The departments of guidance and counselling in schools have been strengthened but the questions remain on whether or not they have reduced the rising cases of indiscipline. Do the students know about the existence of guidance and counselling department in school? If they do, do they make use of the teacher counsellor? Is the use of the guidance and counselling department by students affected by their perception of it?

1.3 OBJECTIVES OF THE STUDY

The broad objective of this study was to find out student perception of guidance and counselling programmes in schools.

The specific objectives were:

1. To determine the relationship between the teacher-counsellors' age and students' perception of the teacher's counselling ability.
2. To determine if the gender of the teacher counsellor affects the students' perception of the guidance and counselling programme.
3. To determine whether the training of the teacher-counsellor affects the students' perception of guidance and counselling in school.

1.4 SCOPE AND LIMITATIONS OF THE STUDY

The study focused on the perception of secondary students towards guidance and counselling programme. The scope of the study was purposively limited to two girls' schools based in Nairobi.

The study considered variables such as the age, gender, and training level of the teacher-counsellor. Other variables that would have affected the students' perception of the guidance and counselling programme were not examined due to resource constraints.

Given the scope of this study, the findings cannot be generalized beyond Loreto secondary Schools. Since the study was only carried out among female students, the results may not be generalized to comparable boys' schools or mixed schools. Urban secondary schools and rural-based schools may perceive guidance and counselling differently. The study focused on urban schools. The results of the study may not be generalized beyond the particular urban schools that were studied.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This section deals with the review of the literature that is relevant to the area under study; That is, guidance and counselling. The review is based on various sources like books, government documentations and reports, unpublished research work, journals and magazines, newspapers and seminar papers among others. Encyclopedias together with the Internet have also proved to be valuable sources of information.

2.1.1 Meaning of Guidance and Counselling

Guidance and counselling is concerned with individuals' behavioral processes. However, the two terms can be looked at differently. Many authors have defined counselling differently though they all agreed on some basic facts. Kiriswa (1988:25), a renowned counsellor defines counselling as an enabling process designed to help an individual come to terms with his or her life as it is, and ultimately reach a greater maturity through learning to take responsibility and to make informed decisions for self.

Certainly, one of the most novel definitions of counselling is that of Krumboltz (1976:384), who states that "counselling consists of whatever ethical activities a counsellor undertakes in an effort to help the client engage in those type of behavior which would lead to a resolution of the client's problems". The definition ignores the professional training of a counsellor. A final definition is that of Burks and Steflire (1979:14) who define counselling as:

A professional relationship between a trained counsellor and a client. This relationship is usually person-to-person, although it may sometimes involve more than two people. It is designed to help clients understand and clarify their views of life, space, and learn to reach their self-determined goals through meaningful, well-informed choices and through resolution of problems of an emotional or interpersonal nature.

The definition captures professional training, relationship between the counsellor and the counselee and also the fact that it is a helping relationship.

Despite the many definitions of counselling, several elements are common. One of the notions is that the main aim of counselling is to help people make informed choices and act on them. The second element is learning. Learning is involved. The third notion that is common is that of personality development or generally behavior change. Counselling involves a relationship between two parties: the counsellor who must be trained on one hand and the client(s) or the counselee(s) who requires help. Therefore we can arguably view counselling as a relationship, as well as a process, and it is designed to help people make choices and resolve problems.

It is difficult to separate guidance from counselling. Makinde (1983:11) says that guidance aims at giving directions to the achievement of development tasks of infants and adolescents. Fruehling (2002) gives some light on educational guidance by asserting that "Educational Guidance is a process of helping students achieve the self-understanding and self-direction necessary to make informed choices and move toward personal goals. Guidance, a uniquely American educational innovation, focuses on the complete development of individual students through a series of services designed to maximize school learning, stimulate career development, and respond to the personal and social concerns that inhibit individual growth". Although guidance activities are usually associated with educational professionals known as counsellors, educational guidance is actually a cooperative enterprise involving the participation of teachers, administrators, other educational specialists, and parents. In schools, guidance programmes are organized as series of services. One service is academic planning. Counsellors assist students with curriculum and individual course selection. The Programme also is designed to help students who have academic difficulties.

Student appraisal is another guidance function. Standardized tests are administered to assist in appropriate academic placement, to assess academic achievement, to identify individual aptitudes, to explore vocational interests, and to examine personal

characteristics. Tests are used also to identify gifted students and those with special learning problems. However, this is not very common in Kenya because of logistics and financial difficulties and also shortage of qualified personnel. Other guidance services in schools include career development programmes to foster awareness of career alternatives, as well as the acquisition and dissemination of related information. Guidance is done by teachers, administrators, and families in coordinated efforts to help resolve specific student problems. If necessary, they can refer students to trained therapists for additional assistance.

There is a basic assumption that guidance and counselling services can be given by any trained teacher without the benefit of training in counselling. Teachers are expected to offer guidance and to counsel students. For effective counselling to occur, a lot of time is required. In some schools, teachers have classes with as many as forty students. With the classes and teachers changing every forty minutes, it is rare-if not impossible-for the average student to have any individual time to talk with his or her teachers. DeVries (1994:39) also makes the same observation when he says, "as a general rule, teachers simply do not have time for nondirective conversations with students. The majority of the - time teenagers spend in school is dedicated to isolated work alone and periodically with - peers." With the implementation of Guidance and Counselling programmes in schools, one wonders how and when it is supposed to be done. With the limitation of time and training of teachers, to what extent has guidance and counselling been effective in schools since its inception?

2.1.2 Indiscipline and Adolescents

The students in secondary schools are in the adolescent stage of their lives. At this stage, they undergo many physical, emotional and psychological changes. This is a period in life which psychiatrist Nicholii (1978:519) has called, "the most confusing, challenging, frustrating, and fascinating phase of human development." The teenagers go through a significant transition period, characterized first by a need to adjust to physical changes, second by the influence of great social pressure, and thirdly by the challenge of making

life-determining decisions about values, beliefs, identity, careers and ones relationships with others, including those of the opposite sex.

Guidance and counselling therefore is necessary to assist them with skills to cope and make a smooth transition to adulthood. The Ministry of Education in conjunction with the Teachers Service Commission has introduced and emphasized guidance and counselling in schools across Kenya. However, many questions still remain unanswered. For instance, how competent has the teachers been in dealing with student problems? Is the teacher counsellors adequately trained to handle the problems associated with the youth?

The students have been without proper guidance and counselling despite the recommendations of Davy Koech on education as quoted by Olela (2001:21), that a student with disruptive behavior should be offered professional counselling services within the school. Then, how effective have the guidance and counselling departments been in schools if the situation and student behavior is not positively changing? The problem raised here then becomes: despite the establishment of these guidance and counselling departments in schools, it seems that discipline in schools has not improved, if statistics on strikes and cases of drug and substances abuse is anything to go by. Students are still plagued with a myriad of problems ranging from drug abuse, alcoholism, early pregnancies, HIV/AIDS, early school dropouts, peer pressure and conformity, among others. If the aim of the guidance and counselling department was to reduce the occurrences of such behavior, how far has it achieved its objective? Has the department contributed to positive change of behavior among the students? To answer these questions, students' perception of the guidance and counselling programme is paramount. How do they perceive the programme?

Blair (1975:90-91), identifies a few common indiscipline problems exhibited by adolescents in schools ranging from untruthfulness, truancy, cruelty, bullying, cheating, stealing and other forms of disorderly behavior. According to Williams (1974:31), there are three undesirable forms of behavior. Firstly, the violation of general standards of morality and integrity, this includes stealing and lying. Secondly, the transgression against

authority, defiance and insubordination and thirdly, the violation of general school regulations, which include truancy, tardiness, irregularity in attendance, cruelty, roughness and fighting in school.

Other forms of indiscipline in schools as identified by Ayieko (1988:8) in Wandeu (2002:31) include:

1. Self-destructive behavior, which involves drinking alcohol and drug abuse.
2. Destruction of school property such as burning of school or deliberately destroying property.
3. Strikes and boycott of classes.
4. Bullying of other students and fighting.
5. Pregnancy among girls and high school drop out.
6. Truancy, theft, defiance of authority and rowdiness.

In summary indiscipline in schools does not just affect the students themselves but also the wider society. Indiscipline has resulted in ghastly strikes that have caused much damage to property both in school and out of school. The destruction has not been limited to property alone but also to the students themselves and at times occasioning in death. To comprehend the reasons behind indiscipline in schools, we have to focus at the developmental stage in which the students are: adolescence.

Jones and Meyer (2002:134) define adolescence as a stage of maturation between childhood and adulthood. The term denotes the period from the beginning of puberty to maturity; it usually starts at about age 14 in males and age 12 in females. The transition to adulthood varies among cultures, but it is generally defined as the time when individuals begin to function independently of their parents. During the period, the adolescent change physically, sexually, emotionally, intellectually and socially. These changes and the transition cause conflict within the individual and also his relationship to teachers, parents, peers and other members of the society. According to George and Christiani (1990:243),

Early adolescence is known as a critical and painful stage in human development. The drastic physiological changes of puberty cause a profound disequilibrium in the life of the adolescent. At the same time adolescents are confronted with a frightened new cluster of social role expectations that is often ambiguous and about which they may be ambivalent.

The adolescent finds himself or herself at a loss as the changes, conflicts and expectations occur. The peer expectations shape his/her behavior to a great extent. It is to be noted that as much as most authors have viewed adolescence period as being characterized by a myriad of problems, Myers (1986:98) argues that it is at this stage the adolescents develops ability to reason which give them a new level of social awareness and moral judgment. Myers (1986:102) quotes Erik Erickson (1963) who contends that every stage of life has its own psychological tasks. He refers to the adolescent stage as characterized by identity verses role confusion. Erik Erickson emphasizes that the adolescents' problems are there because of the identity crisis they go through during this period.

However, it would be erroneous to assume that all facets of adolescent behavior can be explained in terms of Erickson's identity concept. Nonetheless, the concept of identity crisis furnishes an excellent theoretical perspective from which to view the diversity of psychological problems displayed during this period of life. Most secondary school students fall under the bracket of adolescence. Therefore, they face these challenges together with the demand of academic excellence and the expectation of their parents and teachers. Collins (1980:224-226) identifies several issues that create these problems for adolescents: Physical changes, sexual fantasies, masturbation, interpersonal relations, identity and self esteem, uncertainties about the future and morals, values and religious conflicts. Other authors, Hjelle and Ziegler (1981: 143), have enumerated five main areas that have been associated with adolescents: the problem of vocational choice, conflict with parents, peer group membership, love relationships, and, alcohol and drug use.

Indiscipline among the youth is not just a national problem but also a global one. High schools have become so unsafe and have been infiltrated by teenage pregnancies, sexual

transmitted diseases, drugs and crime. Indiscipline in schools has been exemplified by the rising cases of strikes and riots. The adolescent finds himself or herself at a crossroad having to deal with internal and external pressures. The peer group influence plays a major role in the life of the adolescent. The media cannot be absolved from the indiscipline among the youth. According to the researcher's observations, television programmes and soap operas on Kenyan media have becoming both violent and sexual pervasive. The National Youth Survey (1998), a study undertaken by Daystar University where one of the research objectives was to 'gain understanding of factors that affect the youth such as environment, morals and the influence of drugs and mass media', shares some light on the issue. When respondents were asked to identify the main sources of information concerning sex, the five main ones were as follows:

Table 2.1 Sources of Information

Source of information	Percentage
Friends/classmates	25.2
Magazines	19.2
Video/TV/radio	11.9
Books	10.8
Parents/teachers	10.6
Total	100

Source: Daystar 1998:22

From the data, the peer group is the most important source of information followed by various facets of the media. It raises concern that the parents and teachers ranked a distant fifth. With the establishment of guidance and counselling departments in schools, the teachers were to play a leading role in the students' lives in disseminating information to protect the adolescents from receiving 'garbage information from unethical sources.'

2.1.3 Causes of Unrest in Schools

Social problems in secondary schools have led to an increase in strikes and unrest in our learning institutions. Some of the strikes experienced in the last five years have resulted in

death, tremendous loss of property, and undue psychological trauma. For instance, at St. Kizito Mixed School, nineteen girls died after they were attacked and sexually assaulted by their male colleagues. Further, sixty-eight students of Kyanguli Secondary School in Machakos died after a fire tragedy allegedly caused by the students. Muchemi (2001) said that in Central Province alone, 122 riot cases were reported within a period of one year. This he attributed to the rapid increase in drug abuse, devil worship, and alcoholism in the province. The increasing number of strikes and riots is also evidence of indiscipline in secondary schools. According to Nkinyangi (1981), riots can be said to be, "...any kind of student protests that may include a mild form of defiance, like refusing to answer the teacher's greetings to outright riots and violence involving the destruction of school property, to attacks on the school personnel and even to own colleagues."

Available statistics showing unrests/riots in Kenya can be very frightening considering the many unreported cases. It was recorded that between 1997 and 2001, the country experienced one hundred and fifty riots per year with 1999 recording the highest number of about 280 cases (Daily Nation, 23rd August 2003). These strikes and riots were just symptoms of underlying problems in schools. Most students have always blamed the administration for any school strike. However the effects of any strike may be far reaching so that the communities around the school are never at peace. Property destruction and inflicted injuries on the victims are just but a few of the problems associated with strikes.

It is unfortunate that in the last five years, the management of learning institutions have been on the spotlight. According to a Daily Nation columnist, Abagi (2001:17), schools have been rocked by strikes, destruction of property, child abuse, inefficiency and corruption among others while the teachers are preoccupied with academic performance at the expense of shaping students attitudes and behavior. In the recent past, there have been many cases of strikes in Kenya and the causes could be varied. The main causes are:

Most strikes occur because of poor management of the schools. The administration become too rigid and does not encourage dialogue with the students and openness. That rigidity mainly goes to the head teachers and to some extent teachers. Some teachers become so

unapproachable that students have no one to turn to. In such schools therefore, the students resort to strikes and riots as a means of protest.

Political interference in schools has also been mentioned as a cause of strikes. A good example is Kolanya High School in Teso District where students went on rampage and burnt a dormitory. The cause was reported as a disagreement between the Board of Governors and a local politician (Barasa, 2002:3).

Harshness and brutality of the teachers can also be said to be a major cause of unrest in schools. The behavior of some teachers in many occasions leads to strikes. This range from sexual harassment to corporal punishment. A case in point is in Nandi District at a school called, Chebisaas Secondary School, where a girl broke her collarbone after being beaten by a teacher. This kind of hostility from teachers has also contributed to this high rise of unrest in schools.

Drug abuse has been cited as a major cause of unrest in our learning institutions. At a meeting on the 15th March 2000 between the Kenya Secondary Heads Association officials and the Director of Education, the heads attributed the rising cases of violence to indiscipline among the students (Waihenya, 2001:8).

A Daily Nation columnist, Waihenya Kariuki (2001:8), attributes the rise in violence to drug abuse. He argues that drug abuse was rife in schools ranging from the usage of bhang, alcohol, cigarettes, cocaine and heroin. He even quotes a study entitled, Adolescent Drug Abuse in Kenya, as having given 92% of the youth aged between 16 and 26 as having had experimented with drugs as they grew up. It is such an astonishing percentage.

Generally speaking, the society cannot be absolved because what happens in the schools could be a reflection of what happens in the society. For instance, there have been strikes in many organizations not forgetting the teachers' strike. The students realize then that the only way to have their needs met is through a strike. According to the Chief inspector of

schools, "Increased case of violence among students is a reflection of the disorder and lack of discipline in the society," Waihenya (2001:19).

It should also be noted that some students come from dysfunctional homes thus affecting their behavior. Collins (1980:215) argues that at times it would appear that parents are severely disturbed or so concerned with personal problems and difficulties that they are unable to meet their children's needs effectively. The students lack proper parental guidance so they become deviant in schools and get caught up with various crimes that range from drug abuse to alcoholism.

The increase in teenage pregnancies has become one of the most serious challenges facing the country today. This trend cause early school dropout. As early as 1988, Fergusson (1988) reported that some 10,000 girls in Kenya drop out of school annually due to pregnancies. According to Collins (1980:237):

Every year, a large number of adolescents, mostly females between the ages of fifteen and seventeen, run away from home. Many of these people are frustrated at home and in school, lacking self esteem, subject to depression, unable to communicate with parents, and sometimes impulsive or having problems with peers.

With these rising cases of indiscipline in schools, what has been the role of the guidance and counselling departments? The guidance and counselling literature locally available address issues that are not directly related to how effective it has been. A lot of emphasis has been placed on the implementation of guidance and counselling in schools but not much has been done to assess how the student views or perceives the programme. The government in a bid to address the problem of school indiscipline sets up various commissions made up of top educationists mainly after a riot or a major disaster in a school. These commissions come up with their reports and make strong recommendations on the strengthening of the guidance and counselling departments in schools. In a head teachers meeting, a former Education Permanent Secretary while commenting on the rising

cases of indiscipline in schools, suggested that discipline can be instilled through the strengthening of the guidance and counselling departments in school (Wachira, 2001:17). However, a major loophole exists on whether or not the establishment of these departments has reduced school indiscipline. If they have reduced indiscipline, to what extent? On the other hand, if these departments have not contributed to any significant change of behavior, then another solution ought to be sought and not just strengthening the guidance and counselling departments.

There are many causes of unrests and indiscipline in schools. The blame cannot however be placed on one person or one institution. All the parties in schools should shoulder a considerable degree of blame that range from the society, students themselves, the peers, the media, the teachers, school administration, the parents and the religious organizations. What has been advocated for in management of indiscipline in schools is the provision of guidance and counselling. Tattum (1989: 17) see counselling as a remedy for disruptive and violent behavior in British schools. The research aims at finding out how far this has been achieved.

2.1.4 Provision of Guidance and Counselling in Schools

According to Duda (1996:23), there are very few schools in Kenya with good and well-organized guidance and counselling departments. The focus of most teachers in secondary schools is on career guidance and choice of subjects. When the Government through the Ministry of Education established the guidance and counselling department in 1971, the major aim was to provide guidance and counselling, not only in vocational areas, but also in social, psychological and emotional areas. However, since then, the focus has been more on career and vocational guidance. Literature on provision of guidance and counselling in our schools is scarce.

Duda (1996) conducted a research on guidance and counselling in secondary schools in Machakos Municipality. His work was more on the implementation and various methods used to disseminate information to students. He has however tried to show the problems associated with the provision of guidance and counselling like lack of personnel, time and

also workload among the teachers. Nevertheless, his work does not show the perception of the students to guidance and counselling and how it has contributed to or otherwise to change in behavior among the students. Most researches are concentrated on riots and the management of indiscipline through counselling but not on how the students feel about guidance and counselling programmes. Wambu (1989) also conducted a research on the provision of Christian pastoral care and counselling in the contemporary secondary schools in Kenya. His work centers on the provision of pastoral guidance and counselling. He has dwelled mainly on issues relating to adolescents and various approaches used to counsel them. Again his work does not answer the question of student perception of the counselling given and its contribution to change of behavior among students. Narramore (1960:133-159) devotes a whole chapter in his book on the psychology of counselling teenagers and how to counsel them. Like most scholars, his work does not touch on how the students perceive the guidance and counselling programme. It appears that most authors just offer recipes on counselling adolescents but never look back to assess how the students perceive these recipes.

Adolescent problems can be approached in two different ways: by counselling the adolescent and by helping the parent (Collins, 1980:229). In both cases the counsellor's competence in understanding the adolescent's world is paramount. Such a counsellor can have significant impact on the lives of the adolescents. This then, explains the need for professionalism in guidance and counselling in schools. According to Dr. Olela, a Kenyatta University lecturer, teachers lack adequate training to enable them handle indiscipline. University and teacher training colleges offer very little in guidance and counselling to those taking education courses (Olela, 2001:19).

Among the characteristics of a good counsellor, Collins (1980:14) emphasizes having adequate knowledge in the field of counselling. Mastery of the counselling skills contribute to a great extent to the effectiveness of the counselling process. However, the basic assumption in the provision of guidance and counselling in schools is that any teacher can offer guidance and counselling services without the benefit of training. Teacher training

institutions offer very little training in the field of guidance and counselling. The emphasis of the teacher training institutions is usually on the subjects of specialization.

Counselling is primarily a relationship in which one person, the helper, seek to assist another human being with the problems of living. This relationship must be a trusting one. The problem has been compounded by the fact that establishing a trusting relationship and to help the student recognize the need for counselling is the most difficult task (Collins, 1980: 229). Since the adolescent does not see the need for counselling, the teacher counsellor is seen as the parent's ally and resistance is present from the beginning. This greatly undermines the provision of guidance and counselling.

Since 1971, when the Ministry of Education established the guidance and counselling unit, it has rarely produced materials on guidance and counselling apart from the *Handbook for Schools Guidance Counsellors* (Ministry of Education, 1973), which was released in 1973. This book, however, focused more on career guidance and choice of subjects for specific careers more than the real provision of counselling. It is not a surprise that the manual erroneously defines counselling as, "simply involving the giving of advice and telling the individual student what occupations exist" (Ministry of Education, 1973:9). This definition would be more adequate if it was defining career guidance and not counselling. Apart from establishing the guidance and counselling departments, the Ministry has therefore done very little in the actual provision of guidance and counselling in schools. The individual schools have been left with the onus of training their staff through in-service courses. However, due to the workload and shortage of teachers, this has not been happening.

2.1.5 The Role of Guidance and Counselling in Schools

Guidance and counselling in secondary schools for a long time has been limited to vocational guidance and career guidance. Rickey (1990:9) argued that counselling may have begun in 1898 when Jesse B. Davis worked as a counsellor with High School students in Detroit. His work with these students' educational and vocational problems was a clear illustration of the early ties of counselling to vocational guidance.

In Kenya, the Ministry of Education took the role of guidance and counselling from the Ministry of Labor in 1971 (Republic of Kenya, 1977:14). The major aim being to provide guidance and counselling, not only in vocational areas but also in social, psychological, and educational areas. Currently, the Ministry of Education has placed great emphasis towards the establishment and training of teachers to handle these departments in schools. However, there are very few schools with well-organized guidance and counselling programmes. Most of the programmes in schools are based on career guidance and choice of subjects. The few that are even there are more often than not devoid of well trained personnel in the field of counselling

According to Ayieko (1988:42) as cited by Gitonga (199:46), guidance and counselling was reported as the most preferred method of maintaining school discipline compared to the use of corporal punishment, suspension and expulsion. Ayieko summarized his findings in the following table:

Table 2.2: Methods of Maintaining School Discipline

Method	Percentage
Guidance and counselling	52
Punishment	4
Punishment and counselling	40
Others	4
Total	100

Source: Ayieko (1988:42) in Gitonga (1999:46)

Ayieko (1988) did not in his study discuss how the students view the different methods of maintaining discipline in schools. His study focused on teachers. From his findings, guidance and counselling then played an important role in management and behavior correction in schools. Counselling can be used both as a preventive measure and also as a curative measure. It can be used to avert indiscipline while it can also be used to correct indiscipline among students. The study aims at establishing methods that are used by the teachers in guidance and counselling and how the students perceive these methods. In carrying out guidance and counselling in schools, what are the resources available to the

teachers? The resources may include time, office space, videocassettes, stationery and any other that may help in the dissemination of information pertaining to counselling.

Collins (1980:14) asserts that counselling seeks to stimulate personality growth and development: to help individuals cope more effectively with the problems of life, with inner conflict and with crippling emotions; to provide encouragement and guidance for those who are facing losses or disappointments; and to assist persons whose life patterns are self-defeating and causing unhappiness. The counselling process is not one sided.

Both the client and the counsellor should set goals. While the counsellor does provide some direction for the counselling process, both the counsellor and the client decide which goals should be pursued and how (Christiani 1990:8). According to the Ministry of Education (1973:9), the school guidance and counsellor is the person to whom students go to seek help whenever they have learning difficulties, problems of life and adjustment. However in today's schools, students see teachers as authority figures, as people who issue instructions, directions, and judgment. With that kind of attitude, teachers find it hard to assume the listening, accepting and understanding role of a counsellor.

The goal of counselling according to Stone (1966:142) is to effect change in behavior, which in turn will permit the recipient to live a more productive and self-satisfying life. Collins (1980:24-24) has outlined five main goals of counselling as follows: self-understanding, communication, learning and behavior change, self-actualization, and support. Christiani (1990:8) summarizes main goals of counselling as: facilitating behavior change, enhancing coping skills, promoting decision making, improving relationships, and facilitating the client's potential. . Setting goals is one thing while achieving them is another. The extent to which these counselling goals are achieved in our local secondary schools is a major issue. A school is more of a learning institution than a counselling center. The focus of all counselling goals is the achievement of personal effectiveness that is both satisfactory to the individual and within society's limitations (Christiani, 1990:8).

For goals to be effective, Krumboltz (1976:153-159) suggests three criteria for judging counselling goals:

1. The goals of counselling should be capable of being stated differently for each individual client.
2. The goals of counselling for each client should be compatible with, though not necessarily identical to, the values of his counsellor.
3. The degree to which the goals of counselling are attained by each client should be observable.

To achieve the above goals, the counsellor must work with individual students in order to help them see themselves as they are, accept themselves, know their potentials, and be able to deal with own problems and be able to make right choices. That however is not to be the case in a school situation because of the expected workload a teacher has to cover. The class teacher who usually assumes the role of the counsellor has also other duties including teaching together with extra-curriculum activities. The main focus of the school is academic excellence. The school may not create the needed counselling environment as has been stipulated by Froehlich (1958:16) who argues that a counselling environment should create a relationship in which an individual is stimulated to evaluate oneself, be open and be able to initiate a course of action in line with the choices made. Most students still see the guidance and counsellor as the teacher who is a disciplinarian thus affecting the counselling environment.

It is quite clear that many students being at their adolescence period go through many problems. Schools have been rocked by a myriad of problems from drug abuse, rape, theft, riots and strikes just to mention but a few. This is a paradox because the guidance and counselling departments were introduced in schools to manage or reduce the rising cases of indiscipline. Time has come for us to evaluate the perception of the students towards guidance and counselling departments. It is on these theoretical gaps that the research attempts to resolve. They include the effectiveness of the guidance and counselling in schools in managing indiscipline, the resources used by the teachers in disseminating information to the students and the gap between establishment of guidance and counselling department and the students' perception of the programme.

2.2 Theoretical Framework

According to Stone (1966:142), the goal of counselling is to effect change in behavior, which in turn would permit the recipient to live a more productive and self-satisfying life. This study is based on the various theories that help in changing behavior. According to George and Christiani (1990:109), theories by definition are formulations of the relationships or the underlying principles of phenomena that have been observed and verified to some degree. Theories therefore provide a systematic way of dealing with a problem. The problem of indiscipline in secondary schools can be addressed through various therapies. Myers (1995:555) outlines the main psychotherapies as: psychoanalytic, humanistic, behavioral, group and cognitive perspectives. In counselling, one may use either one or a combination of many therapies depending on the client's issues. This study focuses on behavioral, group and client-centered therapies and perception.

2.2.1 Behavioral Counselling

Although behavioral counselling is not closely identified with any single person, George and Christiani (1990:88) listed some of the proponents of the theory. Among them are, Wollpe and Lazarus (1966), Bandura (1969), Krumboltz (1969), and Thoresen (1977). Behavioral counselling is based on a learning theory called behaviorism. The focus is on overt and specific behavior. Behavioral therapists do not explore an individual's thoughts, feelings, dreams, or past experiences. Rather, they focus on the behavior that is causing distress for their clients. They believe that behavior of all kinds, both normal and abnormal, is the product of learning. By applying the principles of learning, they help individuals replace distressing behaviors with more appropriate ones. Typical problems treated with behavioral therapy include alcohol or drug addiction, phobias (such as a fear of heights), and anxiety. Because behavioral therapy can work through non-verbal means, it can also help people who would not respond to other forms of therapy. For example, behavioral therapists can teach social and self-care skills to children with severe learning disabilities and to individuals with schizophrenia who are out of touch with reality.

George and Christiani (1990:88) argue that behaviorists see maladaptive behaviors as being learned behaviors and as such they can also be unlearned. Desirable behavior can be reinforced while undesirable behavior can be eliminated. Basically then, behavior therapy attempt to help clients alter maladaptive behavior, learn the decision making process, and prevent problems by strengthening desirable behavior. This, according to George and Christiani (1990:91) is done by assessing the nature and extent of the problem, specifying counselling goals, choosing the most appropriate counselling strategies, and periodically reevaluating client progress to determine if the counselling has been successful. Thus behavioral counselling is essentially a process that focuses on changing the client's behavior by helping him to unlearn inappropriate behaviors and replace those with more desirable ones.

Behavioral therapists begin treatment by finding out as much as they can about the client's problem and the circumstances that surround it. They do not infer causes or look for hidden meanings, but rather focus on observable and measurable behaviors. Therapists may use a number of specific techniques to alter behavior. These techniques include relaxation training, systematic desensitization, exposure and response prevention, aversive conditioning, and social skills training

2.2.2 Classical Conditioning

One cluster of behavior therapies is derived from principles of classical conditioning. According to Myers (1995:283), classical conditioning is a type of learning in which an organism come to associate events. A neutral stimulus that signals an unconditioned stimulus begin to produce a response that anticipate and prepare for the unconditional response. Classical conditioning or respondent behavior is associated with the famous Russian physiologist, Ivan Pavlov (Hjelle and Ziegler 1981:197) who first discovered that respondent behavior could be conditioned. He observes that meat powder placed in the mouth of a hungry dog always evoked salivation. In that case, salivation is an unlearned response or unconditioned response while the meat powder is termed as unconditioned stimulus. Pavlov's great discovery was that if a previous neutral stimulus was repeatedly paired with the conditioned stimulus, eventually the neutral stimulus acquired the capacity

to elicit the unconditioned response when it was presented alone without the unconditioned stimulus. It appears from this theory that a major proportion of human behavior is composed of simple reflexes or conditioned responses.

2.2.3 Operant Conditioning

A major critic of Pavlov's classical conditioning is Skinner (1953:132) who though has borrowed a lot from classical conditioning argues that human behavior is not merely controlled by reflexes and spontaneous actions. According to Skinner (1953:132), most human social behavior is freely emitted because an active organism operates upon its environment, controlling the environment and being controlled by it. One of the most widespread and important types of learning is operant conditioning, which involves increasing a behavior by following it with a reward, or decreasing a behavior by following it with punishment. Unlike classical conditioning, in which the conditioned and unconditioned stimuli are presented regardless of what the learner does, operant conditioning requires action on the part of the learner. The term operant conditioning refers to the fact that the learner must operate, or perform a certain behavior, before receiving a reward or punishment. Myers (1995:283) defines operant conditioning as a type of learning in which behavior is strengthened if followed by reinforcement or diminished if followed by punishment. Through operant conditioning, subjects associate behaviors with their consequences. Thus, they become more likely to repeat rewarded (reinforced) behaviors and less likely to repeat punished behaviors.

Operant conditioning techniques has practical applications in many areas of human life. Parents who understand the basic principles of operant conditioning can reinforce their children's appropriate behaviors and punish inappropriate ones, and they can use generalization and discrimination techniques to teach which behaviors are appropriate in particular situations. In the classroom, many teachers reinforce good academic performance with small rewards or privileges while undesirable behaviors are punished.

2.2.4 Group Therapies

In group therapy, a number of people gather together to discuss problems under the guidance of a therapist. By sharing their feelings and experiences with others, group

members learn that their problems are not unique, receive emotional support, and learn ways to cope with their problems. Psychodrama is a type of group therapy in which participants act out emotional conflicts, often on a stage, with the goals of increasing their understanding of their behaviors and resolving conflicts. Group therapy generally cost less per person than individual psychotherapy. George and Christiani (1990:201) use the definition of George and Dustin (1988) who says that group counselling involves the use of group interaction to facilitate self-understanding as well as individual behavior change. While group therapy may not be appropriate as an intervening strategy for all clients, it has been used mainly in schools owing to the fact that students fall almost in the same age bracket and may be going through similar problems. When working in groups, counsellors meet many clients at the same time as opposed to individual counselling. As George and Christiani (1990:204) point out, the counselling group acts as a microcosm of society and provide an opportunity for the individual to experience peer pressure, social influence, and conformity as part of the group counselling experience.

2.2.5 Client Centered Therapy

Client centered or person centered therapy was developed by Carl Rogers in reaction to the traditional, highly diagnostic, probing, and interpretive methods of psychoanalysis (George and Christiani 1990:58). He emphasizes the importance of the quality of the relationship between the client and the therapist. The therapist or the counsellor facilitates the environment that would allow the client to move towards self-growth. Rogers believes that people, like other living organisms, are driven by an innate tendency to maintain and enhance themselves, which in turn moves them toward growth, maturity, and life enrichment. Within each person, Rogers believed, was the capacity for self-understanding and constructive change.

Person-centered therapy emphasizes understanding and caring rather than diagnosis, advice, and persuasion. Rogers strongly believes that the quality of the therapist-client relationship influences the success of therapy. He felt that effective therapists must be genuine, accepting, and empathic. A genuine therapist expresses true interest in the client and is open and honest. An accepting therapist cares for the client unconditionally, even if

the therapist does not always agree with him or her. An empathic therapist demonstrates a deep understanding of the client's thoughts, ideas, experiences, and feelings and communicates this empathic understanding to the client. Rogers believes that when clients feel unconditional positive regard from a genuine therapist and feel empathically understood; they would be less anxious and more willing to reveal themselves and their weaknesses. By doing so, clients gain a better understanding of their own lives, move toward self-acceptance, and can make progress in resolving a wide variety of personal problems (Sharf 2002: 180). A therapist or a counsellor is not limited to the use of one therapy; he can use a combination of many approaches. Many therapists consider their approach eclectic, which means they combine techniques from a number of theoretical approaches and often tailor their treatment to the particular psychological problem of a client.

2.2.6. Perception

Student perception of the guidance and counselling program is valuable. According to Foley (2002), perception is a process by which organisms interpreted and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin. Perception, on the other hand, better describes one's ultimate experience of the world and typically involves further processing of sensory input. In practice, sensation and perception are virtually impossible to separate, because they are part of one continuous process. Organizing raw sensory stimuli into meaningful experiences involves cognition: a set of mental activities that include thinking, knowing, and remembering. Knowledge and experience are extremely important for perception, because they help us make sense of the input to our sensory systems. The study aims at assessing the students' perception of the guidance and counselling programme in schools. How the students perceive the programme affects its effectiveness. Students' perception of the guidance and counselling programme may be influenced by the teacher counsellor's age, experience, gender, training, time of counselling and other factors.

It is difficult to explain why human beings behave the way they do without using theories. Different theories have been propounded to explain human behavior. The study focuses on selected theories that not only attempt to explain behavior, but those that can be used to affect or change undesirable behavior to desirable behavior. A gap exists between the knowledge of these theories and their applications in a school setting and how the students perceive the application of the theories. The study aims at filling such gaps.

2.3 Hypotheses

According to Kerlinger (1964:20), a hypothesis is a conjectural statement of the relationship between two or more variables. A hypothesis, he says, is always in a declarative form and relates either generally or specifically. The purpose of a hypothesis is to study explanations for certain facts and guide in investigation of others.

From the above literature review, the study was guided by the following hypotheses:

Hypothesis 1

There is no relationship between the teacher counsellor's age and the students' perception of the counselling programme.

Hypothesis 2

There is no relationship between the gender of teacher counsellor and the students' perception of the guidance and counselling programme.

Hypothesis 3

There is no relationship between the training of the teacher counsellor and the students' perception of the guidance and counselling programme.

CHAPTER THREE: METHODS

3.1 Sampling Design and Sample Size

According to Singleton et al (1988:137), sampling design refers to that part of the research plan that indicates how cases are to be selected for observation. The study made use of both probability and non-probability sampling techniques. According to Singleton et al (1988:137) probability sampling involves random selection. The main characteristic of probability sampling is that all cases in the population have a known probability of being included in the sample. Babbie (1995:150) sees probability sampling as the most respected and useful method of sampling. The non-probability sampling technique used was purposive sampling. This allowed the researcher to use cases that have the required information with respect to the study. For instance, the selection of Loreto Schools was done purposively.

The study was conducted in selected Loreto Secondary Schools in Kenya. The selection of secondary schools was done through non-probability sampling. This is used when a researcher is not interested in selecting a sample that is representative of the population (Mugenda and Mugenda, 1999:50). Since the study focused on behavior change among adolescents through guidance and counselling, the selection of secondary schools could be justified since students in secondary schools are at their adolescent stage. The selection of Loreto Schools in Kenya among all the secondary schools in Kenya was done purposively. Purposive sampling according to Mugenda and Mugenda (1999:50) is a sampling technique that allows a researcher to use cases that have the required information with respect to the objectives of his or her study. Loreto schools were selected since they have a similar administration. In Kenya, there are seven Loreto schools: Loreto Msongari, Loreto Limuru, Loreto Valley Road, Loreto Mombasa, Loreto Matunda (boarding), Loreto Matunda (day) and Loreto Kiambu. All Loreto Schools in Kenya are catholic based and religion plays an important role in the running of the schools.

Out of the seven Loreto schools, two schools were selected purposively: Loreto Msongari and Loreto Valley Road. The two schools were purposively selected owing to the fact that they are situated in Nairobi province. Nairobi being the capital city and the largest city of Kenya attracts a very large population of adolescents of various ethnic and economic backgrounds.

Sampling was therefore done in reference to the probability and non-probability techniques. Singleton et al (1988:138) observes that the general strategy is to identify important sources of variation in the population and then select a sample that reflects this. The target population comprised about six hundred and fifty students and about sixty teachers. This was the total population of students and teachers in both schools. The target population of the study consisted of students and teachers of the selected two schools: Loreto Convent Msongari and Loreto Convent Valley Road. Both schools admit only female students. The primary school students of both schools were excluded from the study since they did not have a guidance and counselling department and also due to the fact that many of the pupils were not in the bracket of teenagers. Both schools are situated in Nairobi. Loreto Convent Msongari is along James Gichuru Road off Waiyaki way. It has a population of about three hundred students and twenty-eight teachers. Loreto Convent valley Road is located along Valley Road and has a population of three hundred and fifty students and thirty two teachers. The sampled schools were treated as the units of analysis. The students and teachers in the sampled schools were treated as observational units.

According to Mugenda and Mugenda (1999:42), ten percent of the accessible population is enough especially where time and resources are restrictive. The study was based on a sample of eighty students from both schools. The sample size was necessitated by time, cost and effort. However, the sample size was a reasonable representative of the target population.

To achieve a desired representation from various students, stratified random sampling was used. In each school, the sample was stratified in four levels-from form one to form four. Thus, ten students were selected using a simple random sampling in every form in each school. In this method, each and every item in the population has an equal chance of inclusion in the sample and each one of the possible samples has the same probability of being selected. This was aimed at establishing if there was any variation in perception between those who have stayed in school for a long time and those who have not.

The individual student was the unit of analysis. An in-depth interview was conducted with the two heads of guidance and counselling teachers in the respective schools. This was to get the actual ages, training level of the teachers and the facilities available to enhance guidance and counselling in the school. These two teachers were also considered as the unit of analysis.

3.2 Data Collection

The study used two data sources: secondary and primary sources. These sources were important in that they availed information that was used for correlation and other comparison as revealed by the study variables. Being an exploratory study, primary data formed the core database. However, the researcher reviewed any other literature including current newspapers articles, books, journals, reports, etc.

The following techniques were used for primary data collection:

3.2.1 In-depth Interviews

This involved in-depth discussions that took the form of unstructured interviews on specific topics with the two heads of guidance and counselling departments in the two schools. According to Singleton et al (1988:137), unstructured interviews entails general objective, wide ranging discussions and individual questions that are developed spontaneously in the course of the interview. This method was used to interview the two

heads of guidance and counselling in both schools. The unit of analysis was the two heads of guidance and counselling in both schools.

The researcher used an interview guide for the two heads of Guidance and Counselling in both schools. The interview was done separately since the two schools are a distance from each other thus negating the possibility of the heads of guidance meeting and thus affecting their responses. The duration of the interview was approximately one hour. An observation checklist where the researcher observed the availability or otherwise of such things like office space, stationery, notices boards etc also accompanied the interview guide. There were some follow up questions that were not in the interview guide for the teacher counsellors. This was done for clarity purpose.

3.2.2 Structured interviews

The main research instrument used for data collection was a self administered interview schedule which was developed to establish the respondents perception of the guidance and counselling. The interview schedule was imperative since there was none that could be adopted. The questions were developed on the basis of literature reviewed for the study, the problem statement and the objectives of the study. The validity and reliability were verified by conducting a pilot study with thirteen students in form two in Loreto Convent Msongari. The students were selected randomly. The pilot study was conducted by the researcher. The purpose of the pilot study was also aimed at answering the following questions:

- How long would the students take to answer all the questions?
- Are there some questions that are ambiguous and need explanation?
- Are there some questions that the student would leave unanswered and why?

From the pilot study, the students were able to answer all the questions within thirty minutes. This was necessary so that the time can be set to be thirty minutes for answering the other questions for the study. The questions appeared explicit because students did not ask for clarifications so no major changes were made on the nature of the questions. However, their responses were not included in the final research sample.

3.3 Interview Schedules

The researcher sent a request letter to the principals of the two selected schools. The letter detailed the purpose of the study and the number of students required to answer the questionnaires. The need for a research assistant was paramount since all the students were to do the interview at the same time. The research assistant was briefed on how to conduct the interview schedules in the school:

- Introducing himself and the purpose of the interviews.
- Assuring the students that their responses would be treated with confidentiality.
- Making sure the students do not discuss their responses.
- Issuing and collecting the filled questionnaires from the students.

The teachers of the classes that were sampled were notified in advance through the deputy headmistress about the survey. They were very cooperative and with the help of the research assistant, the data was collected within a short time. The interview schedule was conducted on Thursday 24th June 2004 both schools. The survey was conducted during prep time so as not to interfere with the normal lessons. This was the procedure in both schools. The class teachers were also very helpful in the distribution of the questionnaires. Before the administration of the questionnaire, the students were briefed on their rights as study participants and informed that the exercise was voluntary. The need to give honest responses was emphasized. All the students with the exception of one student who failed to return a questionnaire complied and filled out the questionnaire. This explains the resultant number of questionnaires being seventy-nine as opposed to the intended eighty. The students were reminded not to write their names on the questionnaires as a way of emphasizing their anonymity and confidentiality.

The researcher used only one research assistant. This was due to the cost aspect. The researcher conducted the interview schedule in Loreto Convent Valley Road while the research assistant administered the questionnaires in Loreto Convent Msongari. In both schools however, class teachers were very helpful in gathering the students into their respective classes.

The interviews for the heads of guidance and counselling in both schools were conducted by the researcher since they needed follow-up questions and discussions. The teachers were a bit reluctant to divulge information especially on their training and educational background even after confidentiality was reassured. The issue of age was also quite problematic among the teacher counsellors at first. As opposed to the selected students, it was a bit difficult to organize an interview with the teacher counsellors because both of them had teaching and other school duties. The interview for the teacher counsellor in Loreto Convent Msongari was conducted during lunch hour on Friday 25th June 2004, as this was the only available time for her. In the course of the interview there were interruptions from students and other teachers thus affecting the flow of information. In Loreto Convent Valley Road, the Deputy Head Mistress was of great help in assisting the researcher to make an appointment with the head of guidance and counselling department. The interview was conducted on Monday 28th June 2004 after classes, that is between 4:00 PM and 5:00 PM. The fieldwork therefore began on the Thursday 24th June 2004 to Friday 28th June 2004.

3.4 Data Analysis

Data analysis is the process of bringing order, structure and interpretation to the mass of collected data. Both qualitative and quantitative data was analyzed. Qualitative data was obtained from the observation checklist and the teacher counsellor interviews. Quantitative data was obtained from the submitted questionnaires.

3.4.1 Qualitative Data

The data collected in the study underwent several processes including data organization, clustering, interpretation, and conclusion. Data organization entailed 'cleaning up' of data by selecting, simplifying and transforming the data that was in form of written field notes. This was done through processes such as selection, summaries or paraphrasing. This ensured that data was reduced to a comprehensive and manageable size. The aim of data

reduction was to shorten, sort, focus, discard and organize the huge amounts of data from the field in a way that the data could be used for giving preliminary conclusions.

Analysis also included drawing conclusions and verifications. This was where data irregularities, explanations, causal flows and propositions were discussed. Final conclusions were tested for their plausibility and conformability. The generalizations arrived at, at this stage was confronted with a formalized body of knowledge (theories).

3.4.2 Quantitative Data Analysis

This mainly involved data from the close-ended questions and the teacher counsellor interviews. Before processing the responses, the completed questionnaires were edited for completeness and consistency. The data was coded to enable the responses to be grouped into categories. Descriptive statistics was used to summarize the data. The purpose of descriptive statistics was to enable the researcher to meaningfully describe a distribution of scores or measurements using a few indices or statistics. The type of indices or statistic used depended on the type of variable in the study and the scale of measurement i.e. ratio, interval, ordinal or nominal. This was done through the correlation technique that was used to analyze the degree of relationship between two variables.

The study used the chi-square test. This was found to be the most suitable for the study because of its ability to test for independence and it can be used to indicate the extent of relationship between two variables (Mutai 2001:251). This showed the degree of the relationship between two variables ranging from negative one (-1) to positive one (+ 1). This statistic was referred to as the correlation coefficient. The bigger the correlation coefficient was the stronger the association between the two variables.

The next chapter shows the descriptive analysis of the field data. The results of the study have been tabulated to enhance their clarity. Frequency distribution tables and pie charts have also been used to show sample composition before further analysis is done.

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3.4.3 Operational Definition of Variables

Study variables according to Singleton (1988:72), are characteristics of units that vary, taking on different values, categories, or attributes for different observations while the dependent variable is the one that the researcher is interested in explaining and predicting.

Table 3.1: Variables and measurement of indicators

HYPOTHESIS	TYPE	VARIABLE NAME	INDICATORS
Hypothesis 1	Dependent	Perception of Guidance and Counselling Department	<ol style="list-style-type: none"> 1. Very effective 2. Effective 3. Average 4. Ineffective 5. Totally ineffective
	Independent	Age of the teacher counsellor	<ol style="list-style-type: none"> 1. Too old 2. Old 3. Average 4. Young 5. Too young
Hypothesis 2	Dependent	Perception of Guidance and Counselling Department	<ol style="list-style-type: none"> 1. Very effective 2. Effective 3. Average 4. Ineffective 5. Totally ineffective
	Independent	Preferred gender and Teacher Counsellor	<ol style="list-style-type: none"> 1. Female 2. Male 3. Doesn't matter
Hypothesis 3	Dependent	Perception of Guidance and Counselling Department	<ol style="list-style-type: none"> 1. Very effective 2. Effective 3. Average 4. Ineffective 5. Totally ineffective
	Independent	Training level of teacher counsellor	<ol style="list-style-type: none"> 1. Post graduate 2. Graduate 3. Diploma 4. Certificate 5. No training

The purpose of presenting an overview of the hypothesis testing procedure is primarily to impart understanding of the basic strategy in statistical inferences. According to Mutai (2001:164), hypothesis testing is a procedure used to conclude that the characteristics measured in a sample either agree reasonably well with the hypothesis or reject it. This was done after using a test statistic (the chi-square) that enabled the researcher to make

conclusions as shown in the next chapter. The independent indicators of hypothesis 1 and hypothesis 3 were found through the responses of the teacher counsellors while the other indicators were found through the responses of the sampled students. The students could not be in a position to know the actual ages and specific level of training of the teacher counsellors.

CHAPTER FOUR: DESCRIPTIVE ANALYSIS OF FIELD DATA

4.1 Introduction

This chapter specifically presents and descriptively analyses the data gathered from the heads of guidance and counselling departments and students in the two Loreto Convent Schools in Nairobi. This is presented in the form of tables, charts, frequencies and percentages where applicable. The data are split in various sub-headings and terminated by an overview of qualitative analysis of open-ended questions.

4.2 Findings

The student population that was included in the study was 12.1% of the total population of both schools. Each school has one head of the guidance and counselling department. Guidance and counselling teachers was between 31 and 37 years of age. The sample was stratified in all the levels of form one to form four on equal representation in every school.

4.2.1 Distribution and Age of students

Table 4.1: Ages of Students in years

Age	Frequency	%
14 Years	12	15.2
15 Years	17	21.5
16 Years	19	24.1
17 Years	20	25.3
18 Years	9	11.4
19 Years	2	2.5
Total	79	100.0
Average Age	16 years	

Source: Field Data

Students' ages varied between 14 and 19 years with age set of between 16 and 17 years being 24.1% and 25.3% of the students interviewed, respectively. Generally, this is the crucial developmental age group that normally requires a lot of counselling and guidance

as the adolescents. As earlier stated, the adolescent period begins at twelve years for girls and ends at about eighteen years when one is considered an adult.

4.2.2 Religious Background

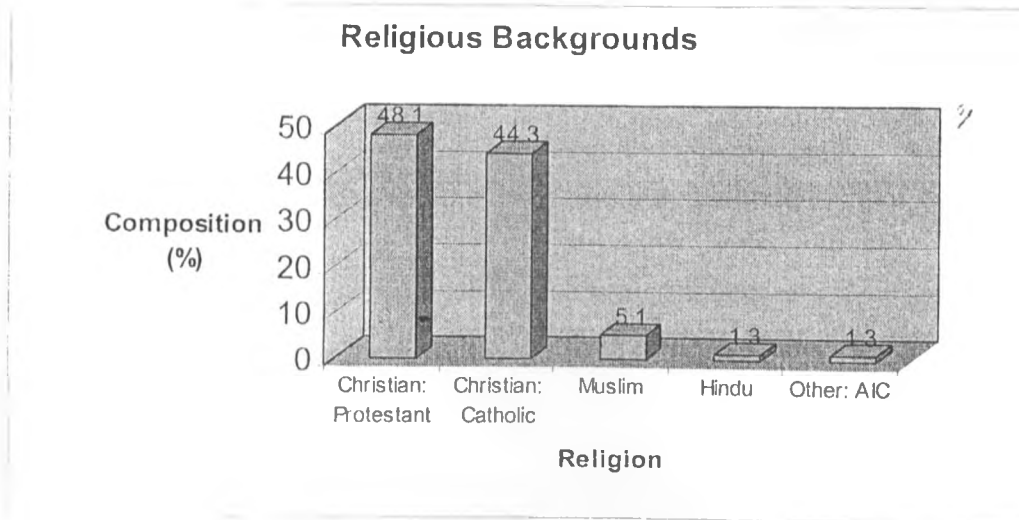
Table 4.2: Student's Religious Backgrounds

Religion	Frequency	%
Christian: Protestant	38	48.1
Christian: Catholic	35	44.3
Muslim	4	5.1
Hindu	1	1.3
Other: AIC	1	1.3
Total	79	100

Source: Field Data

The above table can also be presented in the form of a bar chart as shown below for easier interpretation:

Fig 1: Religious Backgrounds of Students



Both the table and the chart show that Christian students were the majority, being 94% of the all the students interviewed. This was followed by 5.1% Muslim and 1.3% the Hindu

religion while another 1.3% represented others. This is an indication that the students in both schools are mostly from a Christian background.

4.2.3 Whom the Students Live With

Table 4.3: Whom the students live with

	Frequency	%
Both parents	62	78.5
Single parent	14	17.7
Relative	3	3.8
Total	79	100

Source: Field Data

Students who stayed with both of their parents represented 78.5% of all the students interviewed, while 17.7% were under the care of single parents. Only 3.8% lived with relatives.

4.2.4 View of School Rules

Table 4.4: View of School Rules

Availability	Frequency	%
Very strict	20	25.3
Mild	46	58.2
Not strict	11	13.9
No response	2	2.5
Total	79	100

Source: Field Data

About 58%, forming the majority of the students, considered school rules as mild while 25.3% viewed the rules as very strict; and 13.9% considered them as not strict at all. Some 2.5% of the students remained undecided.

4.2.5 Availability of a Guidance and Counselling Department

Table 4.5: Availability of a Guidance and Counselling Department

Availability	Frequency	%
Yes	76	96.2
No	0	0.0
Don't know	3	3.8
Total	79	100

Source: Field Data

The students had been asked if they had a Guidance and Counselling department in their schools. Almost all students, 96% of them, were aware of the existence of guidance and counselling department within their schools. Just a few (3.8%) were not aware of the existence of the departments within their schools even though both schools had counselling and guidance departments.

4.2.6 Rating of Guidance and Counselling Department by the Students

Table 4.6: Students' Rating of Guidance and Counselling Departments

Rate	Frequency	%
Very effective	4	5.1
Effective	26	32.9
Average	35	44.3
Ineffective	9	11.4
Totally ineffective	4	5.1
No response	1	1.3
Total	79	100

Source: Field Data

Only 5.1% rated the guidance and counselling department as very effective. Another 32.9% considered the departments to be rather effective, while 44.3% of the students ranked the departments as average. On the other hand, 11.4% rated the departments as rather ineffective, while 5.1% considered the services of the department as totally ineffective. Only 1.3% did not respond, as they were neither sure about the effectiveness of their departments nor aware of the existence of the departments within their schools.

4.2.7 Consultation for Guidance and Counselling Services

Table 4.7: Those Consulted by Students When Having Emotional Problems In Relation to their Classes

Consultations	Form 1		Form 2		Form 3		Form 4	
	F	%	F	%	F	%	F	%
Parents	9	42.9	6	35.3	6	40	5	21.7
Any Teacher	0	0	0	0	0	0	0	0
Teacher-counsellor	3	14.3	1	5.9	1	6.7	4	17.4
Classmates	3	14.3	3	17.6	5	33.3	7	30.5
Religious Leader	0	0	3	17.6	0	0	0	0
Friends	3	14.3	1	5.9	1	6.7	2	8.7
Relatives	1	4.7	1	5.9	0	0	1	4.3
Telephone Counsellor	0	0	0	0	0	0	1	4.3
Prayers	0	0	0	0	1	6.7	0	0
None	2	9.5	2	11.8	1	6.7	3	13.1
Total	21	100	17	100	15	100	23	100

Source: Field Data

The students were asked whom they consulted with when having emotional problems in relation to their classes. Table 4.7 shows that students in form one consulted more with their parents (42.9%). At this level, most of them have not gotten acquainted with their peers and they have hardly known their teachers. Teacher-counsellor, classmates and friends follow with 14.3%. Considering the students' preference of friends and classmates, the teacher-counsellor does not seem to be a better preference compared with their peers. In form two, the consultation with parents decrease to 35.3% as the consultation with classmates increase. This indicates that with time, the students become acquainted with their friends. In form three there is an increase in the percentage of the students who consult with their parents (40%). At this level, a lot of career decisions are made in terms of subject selection. Parents are highly involved together with peers. This explains why consultation with classmates and friends account for 33.3% and 6.7% respectively. This together is equivalent to their preference percentage towards their parents (40%). Only 6.7% of the form three students opt to seek counselling from the teacher-counsellor. In

form four, the classmates and friends account for 39.2%. The role of peers at this level is still prevalent. Due to their career needs, 17.4% of the form fours consulted with the teacher-counsellor. This is because having been in school longer; they have known and gotten acquainted with their teachers. These findings show a high need of sensitizing the students on the need to seek guidance and counselling.

4.2.8 Those Consulted by Students When Having Emotional Problems In Relation to Whom They Lived With

Table 4.8: Those Consulted by Students When Having Emotional Problems In Relation to Whom They Lived With

Whom the students consulted	Whom the students lived with							
	Both Parents		Single Parents		Relative		Total	
	F	%	F	%	F	%	F	%
Parents	19	32.8	6	43.0	1	25	26	34.2
Any Teacher	0	0	0	0	0	0	0	0
Teacher Counsellor	7	12.1	2	14.3	0	0	9	11.8
Classmates	14	24.1	2	14.3	2	50	18	23.7
Religious Leader	2	3.4	1	7.1	0	0	3	3.9
Friends	7	12.1	0	0	0	0	7	9.2
Relatives	2	3.4	1	7.1	0	0	3	3.9
Telephone Counsellor	0	0	1	7.1	0	0	1	1.4
Prayers	1	1.8	0	0	0	0	1	1.4
None	6	10.3	1	7.1	1	25	8	10.5
TOTAL	58	100	14	100	4	100	76	100

Source: Field Data

From table 4.8, it is clear that students who stayed with both parents made use of a variety of counselling sources as opposed to those who lived with either single parents or relatives. From the students interviewed, 32.8% of the students living with both parents preferred to consult their parents. Students who lived with a single parent consulted more with the parent (43%) than with any other person. This is an indication that they are closer to their

single parent than to their teachers or their classmates. Such students appear to have developed trust with the parent they lived with. The single parent appears to take the responsibility of counselling the student. Only 7.1% of the students living with a single parent did not consult anyone as compared to 10.3% of the students living with both parents who did not consult with anyone. This percentage needs to be sensitized on the need to seek counselling.

From table 4.8, 50% of the students living with a relative consult with their classmates while 25% of them consult with their parent (s). The rest (25%) prefer not to consult with anyone. Such students appear not to have developed any confidence to seek counselling from their teacher-counsellors, friends, religious leaders and prayers. Those who had consulted telephone counsellors were those who lived with single parents while the least were those who lived with their relatives who had apparently consulted parents and classmates.

4.2.8 Number of Consultation Made By the Students in the Last Three Months

Table 4.9: Number of Consultations Made by the Students for Guidance and Counselling Within the Last Three Months

Rate	School		Form				Age Range	Total	
	School A	School B	1	2	3	4		Freq.	%
Once per Term	1	0	1	0	0	0	16	1	1
Once per Month	0	0	0	0	0	0	0	0	0
Once per Week	0	2	0	1	0	1	15 - 17	2	2
Only when with problem	8	2	1	2	2	5	14 - 18	10	12
Never	31	35	18	17	17	14	14 - 19	66	83
Total	40	39	20	20	19	20		79	100

Source: Field Data

About 84% of all students interviewed had not sought any counselling services in the last three months. Some 12.7% indicated that they had consulted for such services when they had a problem. Two students did once per week, while one student consulted once in the last three-month period. Of the 13 students (16.5%) who consulted at all during the period

came from both schools with almost equal numbers in all the forms. Two of these came from form one with one consulting once per term and the other only when with a problem. Three came from form two with one making consultations once a week while the rest only when with problems. Another two that came from form three only consulted when had problems while the six who had come from form four, one had made consultations once per week and the rest only when had problems. Nine out of the 13 students interviewed were from school A. This may imply that either the conditions for seeking guidance and counselling in school A are more favorable than in school B or that students in school A are more sensitized on the need to seek guidance and counselling.

A student who had made consultations once per term was aged 16 years and those who made consultations once per week were of the age range between 15 and 17 years, while those who only consulted when with problems were in the age range of 14 to 18 years. Students who never consulted were in the age range of 14 and 19 years. Apparently, none of the students had made consultations on a monthly basis.

4.2.9 Preferred Gender of Teacher Counsellor By Students

Table 4.10: Preferred and Actual Gender of Teacher-Counsellor

	Preferred gender of teacher		Actual gender of teacher	
	F	%	F	%
Male	5	6.3	10	58.8
Female	39	49.4	7	42.2
Doesn't matter	34	43.0	-	-
No-response	1	1.3	-	-
Total	79	100	17	100

Source: Field Data

Note: Information on actual gender of the teacher was obtained from key informants.

When the students were asked which gender of the teacher-counsellor they would prefer when seeking counselling, 49.4% preferred a female counsellor while only 6.3% preferred a male teacher-counsellor. From table 4.10, 43% of the students interviewed did not consider the gender of the teacher-counsellor as an issue when seeking counselling. In as much as only 6.3% of the students opted for a male counsellor, the actual percentage of male teacher-counsellors in the schools was 58.8%. This is higher than that of female teacher-counsellors (42.2%). Gender preference in seeking guidance and counselling services by the students was found to be a contentious issue with some preferring a female teacher-counsellor to a male one while the rest did not indicate to be influenced by gender consideration or were not able to decide in terms of gender and counselling.

4.2.10 Training in Counselling Skills of Teacher-Counsellor

Table 4.11: Students' Preference Regarding the Quality of Training in Counselling Skills of Teacher-Counsellors

Skill Levels	Frequency	%
Very well trained	50	63.3
Well trained	26	32.9
Average	1	1.3
Poorly trained	0	0.0
Very poorly trained	0	0.0
Don't know	2	2.5
Total	79	100

Source: Field Data

Students were asked about the level of training which they would like to see in their teacher-counsellor. The above table shows that over 63% of the students appreciated very well trained teacher-counsellors. Another 32.9% liked to have well trained teacher-counsellors. One (1.3%) of the students did not mind average training in counselling skills for the teacher-counsellors, and 2.5% were not aware on the issue. However, these opinions from the students did not reflect the actual skill levels of their own teacher-counsellors. According to table 4.12, most of the teachers are only trained up to certificate level.

4.2.11 Preferred Level of Teacher Counsellor Training By Students

Table 4.12: Students' Preferred Level of Training in Counselling Skills of Teacher-Counsellors

Levels	Preferred level		Actual level	
	F	%	F	%
Post Graduate	17	21.5	0	0
Graduate	39	49.4	1	5.9
Diploma	8	10.1	2	11.8
Certificate	11	13.9	11	64.6
No Training	2	2.5	2	11.8
No Response	2	2.5	1	5.9
Total	79	100	17	100

Source: Field Data

About 49% of the students preferred university graduate level of training in counselling skills for the teacher-counsellors, 21.5% of the students preferred post graduate (masters) level of training in counselling skills and some 13.9% of the students did not mind a teacher counsellor possessing a certificate level of training in counselling skills. Another 10% of the students preferred diploma level of training in counselling skills for the teacher-counsellors. Still a few students comprising 2.5% of the students did not indicate any care on the levels of training in counselling skills and another 2.5% did not attempt response to the issue. Despite the students' preferences, table 4.12 shows that most of the teacher-counsellors (64.6%) had only up to certificate level of formal training in counselling skills. About 11% had no formal training in counselling skills while 5.9% opted not to respond to the question. None of the teacher-counsellors interviewed had a post-graduate degree in counselling. While 49.2% of the students preferred a graduate teacher-counsellor, only 5.9% of the teacher-counsellors had attained that level of training in counselling. This may imply that the students may actually not be aware of their teacher-counsellors' level of training in counselling skills. However, there is need for training of teacher counsellors to be emphasized in school.

4.2.13 Perceptions about Teacher Counsellor

Table 4.13: Perceptions of Students About Their Teacher-Counsellors

Perceptions	Strongly agree		Agree		Strongly disagree		Neutral		No response		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
A good listener	52	65.8	16	20.3	3	3.8	6	7.6	2	2.5	79	100.0
Link between students, school and parents	18	22.8	23	29.1	8	10.1	28	35.4	2	2.5	79	100.0
Provides solutions to student problems	21	26.6	35	44.3	4	5.1	15	19.0	4	5.1	79	100.0
Good teacher, dedicated to work	49	62.0	15	19.0	2	2.5	10	12.7	3	3.8	79	100.0
Disciplines students	16	20.3	35	44.3	8	10.1	17	21.5	3	3.8	79	100.0
Professionally trained in counselling skills	26	32.9	23	29.1	3	3.8	24	30.4	3	3.8	79	100.0
Sympathetic and understanding	40	50.6	24	30.4	3	3.8	10	12.7	2	2.5	79	100.0
Guides students in subject choices	25	31.6	19	24.1	6	7.6	26	32.9	3	3.8	79	100.0
Gives counsel to other members of staff	9	11.4	13	16.5	7	8.9	42	53.2	8	10.1	79	100.0
Experienced in teaching	42	53.2	26	32.9	1	1.3	6	7.6	4	5.1	79	100.0
Total	298		229		45		184		34		790	
Cell representative	37.7		29.0		5.7		23.3		4.3		100	

Source: Field Data

The students were asked about their perceptions on various qualities that the teacher-counsellor had. The research revealed that the students had the following perceptions about the qualities of their teacher-counsellors as shown in table 4.13 above:

Good listening skills

About 65.8% of the students strongly agreed that their teacher-counsellors were good listeners, another 20.3% somehow agreed that their teacher-counsellors were good listeners, while 3.8% strongly disagreed that their teacher-counsellors were good listeners and 7.6% remained neutral. Generally, according to the above response, their teacher-counsellors had good listening skills, which is a prerequisite virtue for accurate understanding the problems as presented by the students.

Link between students, school and parents

About 22.8% of the students interviewed strongly agreed that their teacher-counsellors provided linkage between the students, school and the parents and another 29.1% somehow agreed that their teacher-counsellors provided linkage between the students, school and the parents. Some 10.1% of the student respondents strongly disagreed that their teacher-counsellors were able to provide effective linkage between the students, school and parents. 35.4% remained neutral. There was general agreement by the students that their teacher-counsellors played effectively the role of providing linkages between the students, school and the parents. This is necessary in ensuring that there is understanding among the parties and communication channels are well understood.

Provides solutions to student problems

Some 44.3% somehow agreed that their teacher-counsellors were able to provide solutions to students' problems, 26.6% strongly agreed that their teacher-counsellors were able to provide solutions to students' problems, while 5.1% strongly disagreed and 19% of the students remained neutral. The teacher-counsellors in the schools were found to be efficient in performing their role as they were providing solutions to the problems presented to them by the students.

Good teacher, dedicated to work

About 62% of the students strongly agreed that their teacher-counsellors were good and dedicated to work, 19% agreed somehow with the fact, while 2.5% strongly disagreed and 12.7% remained neutral. Their teacher-counsellors were generally good and dedicated to their work.

Disciplines students

Some 20.3% of the students interviewed have strongly agreed that their teacher-counsellors were good at disciplining students, 44.3% somehow agreed, while 10.1% of the students strongly disagreed with the fact that their teacher-counsellors were good disciplinary masters and 21% remained neutral. Their teacher-counsellors were able to instill discipline to the students.

Professionally trained in counselling skills

Some 33% of the students interviewed strongly believed that their teacher-counsellors were professionally trained in counselling skills, 29% agreed that their teacher-counsellors were somehow professionally trained, while 3.8% strongly disagreed and 30.4% remained neutral. Their teacher-counsellors in both schools were professionally trained and were therefore capable of performing their duties effectively.

Sympathetic and understanding

Over 50% of the students interviewed have strongly agreed that their teacher-counsellors were more sympathetic and have good understanding of their needs, another 30.4% somehow agreed, while 3.8% had strongly disagreed. Almost all their teacher-counsellors in these schools were found to have sympathy and understanding towards students' problems.

Guides students in subject choices

Some 32.9% of the students remained neutral about their teacher-counsellors providing guidance to students in subject choices, 31.6% had strongly agreed, while another 24.1% had somehow agreed and only 7.6% have strongly disagreed. The teacher-counsellors in

both schools also provided career counselling to the students in form of choosing their academic subjects.

Gives counsel to other members of staff

Only 11.4% of the students strongly agreed that their teacher-counsellors gave counsel to other members of staff, 16.5% somehow agreed with the fact, while 8.9% had strongly disagreed with the fact that their teacher-counsellors gave counsel to other members of staff and majority (53.2%) remained neutral. It was rather difficult to establish whether the role of their teacher-counsellors in providing counselling services to other members of staff was acceptable or not. This was because the majority of the students remained neutral as they were divided in their opinions. The few responses that were made were less significant to draw any conclusion on the matter.

Experienced in teaching

Some 53% of the students strongly agreed that their teacher-counsellors had experience in teaching, another 33% had somehow agreed, while 13% had strongly disagreed and 7.6% remained neutral. As established above about their teacher-counsellors having had professional training, it is worth confirming that their teacher-counsellors also have commendable experience in teaching as had been indicated by the majority of the students.

4.2.14 Main Problems Facing the Guidance and Counselling Department

Table 4.15: Students' Perception of the Main Problems Facing the Guidance and Counselling Department

Perceptions	Serious Problems		Minor Problems		Not a Problem		Don't Know		Blanks		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Lack of school administrative support	20	25.3	12	15.2	29	36.7	15	19.0	3	3.8	79	100.0
Failure to volunteer information by students	30	38.0	18	22.8	15	19.0	15	19.0	1	1.3	79	100.0
Inadequate Time	31	39.2	24	30.4	17	21.5	4	5.1	3	3.8	79	100.0
Lack of professional training of teacher counsellors	5	6.3	13	16.5	32	40.5	28	35.4	1	1.3	79	100.0
Lack of confidentiality	15	19.0	11	13.9	38	48.1	15	19.0	0	0.0	79	100.0
Lack of facilities (Offices, furniture, stationery)	12	15.2	6	7.6	48	60.8	11	13.9	2	2.5	79	100.0
Gender of the teacher counsellor	2	2.5	8	10.1	64	81.0	3	3.8	2	2.5	79	100.0
Teaching work load	11	13.9	17	21.5	24	30.4	27	34.2	0	0.0	79	100.0
Role conflict (teacher/counsellor)	7	8.9	15	19.0	28	35.4	28	35.4	1	1.3	79	100.0
Students not seeking help voluntarily	44	55.7	14	17.7	10	12.7	10	12.7	1	1.3	79	100.0
Counsellor's attitude towards students	7	8.86	6	7.6	48	60.8	16	20	2	2.5	79	100.0

Source: Field Data

Students were asked about possible problems that could be facing the guidance and counselling department. The research revealed varied problems affecting guidance and counselling department and how the students perceived and rated such problems as shown in the table above.

Lack of school administrative support

Some 25.3% perceived lack of school administration support to the guidance and counselling departments to be a serious problem, while 15.2% considered it a minor problem. Some 36.7% did not consider lack of administrative support to be one of the main problems facing the counselling departments in their schools. Lack of school administrative support to the guidance and counselling departments was found to be a serious problem that reduced the effectiveness to provide counselling services to the students. Lack of facilities such as counselling offices, furniture and stationery among others was considered to be a mild problem, though to some extent, hindered effective functioning of the guidance and counselling departments as was pointed out by the heads of departments. For instance, it was found that it was difficult for the students to find the counsellors as in the case of lack of a room for counselling. Teaching work load for teacher counsellors was not considered as a serious problem that could hinder the departments from providing effective guidance and counselling services to the students.

Failure to volunteer information by students

About 38% of the students perceived failure to volunteer information by students to the guidance and counselling departments within their schools as a serious problem, 22.8% as just a minor problem, 19% as not a problem at all and 19% remained undecided. At least majority of the students (60.8%) agreed that failure to volunteer information by the students was a problem while it was not a problem to a few students interviewed. Students' failure to volunteer information or failure to take initiative to seek counselling services voluntarily to the guidance and counselling departments within their schools was a serious problem that reduced the effectiveness to provide counselling services to the students. Most students never sought counselling services in the previous three months while occasionally, some sought counselling only when they had emotional problems. It

was also established that it was rare to seek counselling services as individuals but for group counselling the response was overwhelming.

Inadequate Time

About 39.2% of the students perceived poor and inadequate timing as a factor was a serious problem that reduced the effectiveness to provide counselling services to the students, 30.4% as just a minor problem, 21.5% as not to be a problem at all and 5.1% remained undecided. Over 69%, forming the major composition of the students interviewed indicated that inadequacy of time was serious problem experienced by the guidance and counselling departments. This fact was supported by the heads of counselling departments who pointed that lack of time to provide counselling was a major hindrance to effective counselling in schools since most of the time is devoted to academics.

Lack of professional training of teacher counsellors

Only 6.3% of the students perceived lack of professional training of teacher-counsellors to be a serious problem, 17% as just a minor problem, 40.5% as not to be a problem at all and 35.4% remained undecided. The response indicated that lack of professional training among the teacher-counsellors was not of a significant problem to the departments.

Lack of confidentiality

Only 19% of the students perceived lack of confidentiality among the teacher counsellors to be a serious problem, 13.9% as just a minor problem, 48.1% as not to be a problem at all and 19% remained undecided. Many students interviewed indicated that lack of confidentiality was not a problem at all even though a number of students also saw lack of confidentiality among the teacher-counsellors as a serious problem that discouraged students from seeking services of the guidance and counselling departments.

Lack of facilities (Offices, furniture, stationery)

About 15% of the students perceived lack of facilities such as counselling offices, furniture and stationery among others to be a serious problem, 7.6% as just a minor

problem, 60.8% as not to be a problem at all and 13.9% remained undecided. Lack of or inadequacy of counselling facilities within the departments was not a problem to hinder the students from seeking guidance and counselling services within their departments.

Gender of the teacher counsellor

Only 2.5% of the students perceived gender consideration in the selection of teacher counsellor to be a serious problem, 10.1% as just a minor problem, 81% as not to be a problem at all and 3.8% remained undecided. This meant that gender considerations in seeking counselling services was not a problem at all thus could not hinder the students from seeking guidance and counselling services within their departments.

Teaching workload

Only 13.9% of the students had perceived teaching workload for teacher-counsellors to be a serious problem, 21.5% as just a minor problem, 30.4% as not a problem at all and 34.2% remained neutral. Teaching workload in provision of counselling services was a slight problem as students who had indicated this were almost equal to those indicted by their opponents within their departments.

Role conflict (teacher/counsellor)

Only 8.9% of the students perceived the conflicting role among teacher counsellors as both teachers and counsellors to be a serious problem, 19% as a minor problem, 35.4% as a problem and 35.4% refrained from responding. This is an indication that most students found it difficult to relate to their teachers as both teachers and counsellors at the same time and were likely to affect more the utilization of the their teachers as counsellors.

Students not seeking help voluntarily

Some 55.7% of the students perceived that students not voluntarily taking initiative to look for counselling services in the departments was a serious problem, 17.7% as just a minor problem, 12.7% as not a problem at all, 12.7% remained undecided. Student's not voluntarily taking initiative in seeking counselling services was a serious problem thus hindered the effective service by the departments.

Counsellors' attitude towards students

About 8.9% of the students perceived Counsellor's attitude towards students to be a serious problem, 7.6% as a minor problem, while 60.8% as not a problem at all, 20% remained undecided. Counsellors' attitude towards students was a serious problem thus hindered the effective provision of service by the teacher-counsellors within the departments. Counsellor's attitude towards students was found not to be a serious problem that could discourage students from seeking services of the guidance and counselling departments or deter such teachers from providing better services to the students. However, to some extent, some students could not decide whether or not a counsellor's attitude towards students was a problem that discouraged students from seeking the services of the guidance and counselling departments or prompting teacher-counsellors not to provide better services to the students.

Summary

The students identified various problems facing the guidance and counselling programme in schools. The majority of the students interviewed (55.7%) considered students not seeking help voluntarily as a serious problem. Thirty nine percent of students interviewed considered lack of time as a serious problem. 38% of the students interviewed considered failure to volunteer information by students as a serious problem. Thus, from the students' perspective, the three main problems affecting the guidance and counselling departments are lack of time, students not seeking help voluntarily and failure by students to volunteer information. There is therefore a great need to sensitize the students on guidance and counselling and also to create more time for counselling in schools.

4.3 QUALITATIVE ANALYSIS OF OPEN ENDED QUESTIONS

This section provides qualitative analysis of textual data from the open-ended responses from the guidance and counselling department heads. The data presents their views on pertinent issues relating to student perception of guidance and counselling.

4.3.1 Roles of Teacher Counsellors and the Problems they face

According to the findings, the heads of guidance and counselling indicated that the teacher-counsellors had diverse roles such as guidance and counselling, creation of awareness among students and administration of discipline to the students. Apart from these roles, the students also expected the teacher-counsellors to deal with their private issues. Their staff colleagues also expected them to deal with all and every issues satisfactorily while the school administration expected them to assist the students to deal with problems affecting them.

4.3.2 Appropriateness of Conditions for Effective Counselling

Several conditions for counselling in the schools were found to inhibit the effectiveness of counselling in the departments. For instance, it was established that there was inadequate space to carry out counselling and guidance activities efficiently. The offices of the heads of departments served as the venues for counselling. Training in counselling and guidance skills was another factor identified to be crucial. It was established that the teacher-counsellors had basic training in guidance and counselling with qualifications ranging from basic counselling training to certificates. None of the teacher-counsellors including the heads of department had a post-graduate training in counselling.

4.3.3 Problems Experienced by the Counselling Departments

There were various problems that hindered the teacher-counsellors from executing their roles effectively. Such problems experienced included limitation in time to perform their tasks effectively. Such problems were disciplinary cases, unwillingness of the students to offer information voluntarily, failure of the students to seek counselling services on their own accord and lack of proper venues to offer counselling services to the students.

According to the heads of the guidance and counselling departments, some students only sought counselling on occasional periods and most of the time it was rare for individual students to seek counselling services except through peer groups which showed overwhelming response and participation. Some of the reasons that inhibited students from seeking counselling often were identified as fear, lack of confidentiality and trust, misunderstanding and misinterpretation of counselling as well as the belief that they were capable of handling their problems on their own.

Gender was found not to be a significant consideration among the students while seeking counselling services on general issues. However, depending on the nature of the problems the students had, gender had been considered while seeking counselling.

4.3.4 Conflicting Role of Professional Teacher as a Counsellor and as a Teacher

It was established that the conflicting dual role among the teacher-counsellors as both teachers and counsellors was a serious problem. According to teacher-counsellors, this fact hindered the teacher-counsellors from providing effective guidance and counselling services to the students even though some students viewed this as just a minor problem in serving the students. It was further found that the dual role of a teaching and counselling was causing conflict. This inhibited some students from seeking help since the same teacher in class knew more about her and as a result cause discomfort to the student. It was also pointed out that the student also had certain expectations of the teacher and not a counsellor and a fact that the teacher also doubled to be the counsellor was unrealistic.

It was also established that any teacher, whether trained in counselling skills or not, was expected to offer counselling services as they were perceived to possess vital experience and knowledge. Teachers were able to offer the counselling services in their own small ways except where the problems were too complex for them to handle. In the event that the teacher was unable to handle a case, he or she would refer students to the trained teacher-counsellor.

4.3.5 Suggested Solutions to guidance and counselling problems

In order to overcome these problems, considerations such as familiarity with the students and good personality were to be put in place as students also interacted freely with their teacher-counsellors who teach them as compared to other teachers. The personality traits crucial to providing effective guidance and counselling services to the students were identified to include patience, good listening skills and friendliness by the teacher-counsellors.

According to the heads of counselling and guidance departments in both schools, in order to offer guidance and counselling services effectively, it was necessary that each group of actors performed their roles appropriately. For instance students were required to create awareness amongst themselves, develop positive attitudes towards counselling as well as adopt peer counselling, a crucial technique to facilitate the exchange of information among the peers. The school administration was expected to distinguish between counselling cases and disciplinary cases and deal with such cases accordingly as well as provide appropriate and adequate facilities. The administrations within the schools were also expected to encourage students to seek help as much as possible. The teacher-colleagues were expected to take counselling positively and provide further assistance in counselling in their own ways.

4.3.6 Analysis of observation checklist

In both schools, the heads of departments were female teachers. Their ages were thirty-seven and thirty-eight. The students considered this age as average. In both schools, it was observed that there were notice boards. However, at the time of observation, there were no materials that related to counselling. In one of the schools, the notice board had students test grades while the other had posters and notices of upcoming events.

It was observed that both schools had offices for guidance and counselling heads. In both schools, the offices were ill equipped with only a table and two chairs. None had a telephone or counselling related books. In one of the schools, it appeared that the office

was hardly used. This maybe because it is situated far from the staff room and administration block. In Loreto Msongari, the researcher after observing a lack of counselling materials was told that such books were stored in the library for easy access by the students.

Most of the teacher-counsellors operate from the staff room and once in a while use the office only when need arises like when a student is being counselled. Since as indicated in the survey, most students do not seek individual counselling, the offices are hardly used. Teacher-counsellors on the other hand resort to group counselling which is conducted in classes or in the school hall.

4.3.7 Conclusion

In order to effectively offer guidance and counselling services by the departments, it was established that a strongly relationship was essential among the students, the teacher-counsellors, other teaching staff as well as the school administration. For instance, among the students, peer counselling needed to be encouraged. The school administration needs to provide adequate rooms and other facilities, distinguish cases that require counselling and discipline and deal with them accordingly and also encourage students to seek help through counselling. Fellow teacher colleagues need to be supportive by providing guidance and counselling in their own way. All the actors were useful in assisting the teacher-counsellors with their diverse roles. To some extent there was role conflict in the tasks of teachers doubling as counsellors and as teachers.

Several conditions for counselling in the schools were found to hinder effectiveness of counselling in the departments. These include, lack of adequate venue/rooms for counselling, lack of training, inadequate time, unwillingness of the students to offer information voluntarily, failure of the students to seek counselling services on their own accord. Some students only sought counselling on occasional periods and most of the time it was rare for individual students to seek counselling services except through peer groups due to fear, lack of confidentiality and trust, misunderstanding and misinterpretation of counselling as well as belief that they were capable of handling the

problems on their own. Gender consideration was not a significant problem among the students while seeking counselling services on general issues.

CHAPTER FIVE: INFERENTIAL ANALYSIS OF FIELD DATA

This chapter makes further inferences about relationships that exist between the various variables in the previous chapter. This makes use of analysis techniques such as Likert scale and Chi - Square X^2 Test. The three variables tested are:

1. Perception of age of a teacher-counsellor.
2. Perception of gender of a teacher-counsellor
3. Perception of the level of training of a teacher-counsellor

5.1 Hypothesis Testing

Statistical inference can conveniently be divided into two types as estimation and hypothesis.

Estimation deals with the estimation of population characteristics from sample characteristics (such as the population mean and standard deviation) while hypotheses testing is the process of setting up a theory about some characteristic of the population and then sampling to see if the hypotheses is supported or not. Hypotheses testing, alternatively called significance testing, are in many ways similar to the process of estimation. Random sampling is involved and the properties of the distribution of sample means and proportions are still used. Thus a hypothesis is some testable belief or opinion, and hypothesis testing is the process by which the belief is tested by statistical means.

There are only four possible results when we test a given hypothesis.

We accept true hypotheses – a correct decision.

We reject a false hypotheses- a correct decision.

We reject a true hypothesis – an incorrect decision (type 1 error)

We accept a false hypothesis – an incorrect decision (type 11 error)

5.2 Non parametric tests

The data are non-normal or contain extreme values or not enough is known to be able to make any assumption about the type of distribution. In such circumstances non-parametric or distribution free tests may be used. In addition, non parametric tests can be used on data ranked in some order as, for example when a parametric tests can be used on data ranked in some order as, for example when a respondent in a sample test is asked to rank their preferences for a group of variables.

An important example of a test which does not make any assumption about the distribution from which the sample is taken and hence is often classified as non-parametric is the chi – square (X^2) test.

The chi - square (X^2) test is an important extension of hypothesis testing and is used when it is wished to compare an actual, observed distribution with a hypothesized or expected distribution. The formula is

$$X^2 = \sum \frac{(O-E)^2}{E}$$

Where:

O = the observed frequency of any value

E = the expected frequency of any value

Hence the first hypothesis test is calculated from 78 students from the two schools since there was one 'no response' from a student.

And states:

H₀₁ There is no significant relationship between the teacher counsellor's age and the students' perception of the counselling programme.

The effectiveness of the teacher counsellor has been categorized into

- a) Effective
- b) Not effective and
- c) Average

These is from grouping very effective and effective into one and ineffective and totally ineffective into another group. While age falls into three categories namely old, young and average

Table 5.4 Actual Frequencies for Age Preference

	Old	Average	Young	Total
Effective	3	4 +17	8	32
Not effective	1	4+2	4+1+1	13
Average	1	24	8	33
	5	51	22	78

The first stage in the solution is to calculate the expected frequency for each category, which will then be compared with the actual frequency. The expected frequency in each cell of the table is found by apportioning the total of the age bracket in the ratio of the perception Effective; and not effective; and average i.e. 32:13:33. Thus, the results are as below.

Table 5.5 Expected Frequencies for Age Preference

	Old	Average	Young	Total
Effective	2	21	9	32
Not effective	2	8	4	13
Average	1	22	9	33
	5	51	22	78

The X^2 calculation can now be made

Table 5.7 Test for Age Perception among Students

Observed Frequency O	Expected Frequency E	O-E	(O-E) ²	$\frac{(O-E)^2}{E}$
3	2	1	1	0.50
1	2	-1	1	0.50
1	1	0	0	0
21	21	0	0	0
6	8	-2	4	0.50
24	22	2	4	0.18
8	9	-1	1	0.11
6	4	2	4	1.00
8	9	-1	1	0.11
		$X^2 = 2.9$		

The next step is to find the appropriate X^2 value from a chi distribution table. This is done by establishing V the degrees of freedom. This is found by multiplying the number of rows in the table less one, by the number of columns less one (1).

$$V = (\text{rows}-1) (\text{columns}-1)$$

$$V = (3-1) (3-1) = 4 \text{ degrees of freedom}$$

The value of the cut-off point of 4 degrees of freedom from the distribution table is 9.488 for 5% level and 13.277 for 1% level. As calculated value (2.9) is less than the table value we accept the hypotheses thus: it is TRUE that there was no significant relationship between the teacher counsellor's age and the students' perception of the counselling programme.

The second hypothesis stipulated:

H_{0 2} There is no significant relationship between the teacher counsellor's gender and the students' perception of the counselling programme.

The actual frequency is tabulated as below:

Table 5.11 Actual Frequencies for Gender Preference

	Female	Doesn't Matter	Male	Total
Effective	3+17	1+10	1	32
Average	15	17	2	34
Not Effective	4+1	3+2	1+1	12
	40	33	5	78

The ratio for calculating the expected frequency is 32: 34:12

Table 5.12 Expected Frequencies for Gender Preference

	Female	Doesn't Matter	Male	Total
Effective	16	14	2	32
Average	18	14	2	34
Not Effective	6	5	1	12
	40	33	5	78

The X^2 calculation can now be made

Table 5.13 Test for Gender among Students

Observed Frequency O	Expected Frequency E	O-E	$(O-E)^2$	$\frac{(O-E)^2}{E}$
20	16	4	16	1.00
15	18	3	9	0.50
5	6	-1	1	0.17
11	14	-3	9	0.64
17	14	3	9	0.64
5	5	0	0	0
1	2	-1	1	0.50
2	2	0	0	0
2	1	1	1	1.00
			$X^2 =$	4.45

The next step is to find the appropriate X^2 value from a chi distribution table. This is done by establishing V the degrees of freedom. This is found by multiplying the number of rows in the table less one, by the number of columns less one

$$V = (\text{rows}-1) (\text{columns}-1)$$

$$V = (3-1) (3-1)$$

=4 degrees of freedom

The value of the cut-off point of 4 degrees of freedom from the distribution table is 9.488 for 5% level and 13.277 for 1% level. As calculated value (4.45) is less than the table value we accept the hypothesis, thus: it is TRUE that there was no relationship between the teacher counsellor's gender and the students' perception of the counselling programme.

The third hypothesis stated:

Ho3 There is no significant relationship between the teacher counsellor's training and the students' perception of the counselling programme.

The actual frequency is tabulate as below

Table 5.8 Actual Frequencies for Level of Training Preference

	Postgraduate	Graduate	Diploma	Certificate	No Training	Total
Effective	2+9	2+13	2	4		32
Not Effective	2+1	2+1	1	2+1		10
Average	4	20	4	4	2	34
	18	38	7	11	2	76

The ratio for calculating the expected frequency is 32:10:34

Table 5.9 Expected Frequencies for Level of Training Preference

	Postgraduate	Graduate	Diploma	Certificate	No Training	Total
Effective	7	16	3	5	1	32
Not Effective	2	5	1	2	0	10
Average	9	17	3	4	1	34
	18	38	7	11	2	76

The X^2 calculation can now be made

Table 5.10 Test for Level of Training Perception among Students

Observed frequency	Expected Frequency			
O	E	O-E	(O-E) ²	$\frac{(O-E)^2}{E}$
11	7	4	16	2.29
3	2	1	1	0.50
4	9	-5	25	2.78
15	16	-1	1	0.06
3	5	-2	4	0.80
20	17	3	9	0.53
2	3	-1	1	0.33
1	1	0	0	0
4	3	1	1	0.33
4	5	-1	1	0.20
3	2	1	1	0.50
4	4	0	0	0
0	1	-1	1	1.00
0	0	0	0	0
2	1	1	1	1.00
		X² = 10.32		

The next step is to find the appropriate X^2 value from a chi distribution table. This is done by establishing V the degrees of freedom. This is found by multiplying the number of rows in the table less one, by the number of columns less one (1).

$$V = (\text{rows}-1) (\text{columns}-1)$$

$$V = (3-1) (5-1)$$

$$= 8 \text{ degrees of freedom}$$

The value of the cut-off point of 8 degrees of freedom from the distribution table is 15.507 for 5% level and 20.090 for 1% level. As calculated value (10.32) is less than the table value we accept the hypotheses thus: it is TRUE that there was no relationship between the teacher counsellor's training and the students' perception of the counselling programme.

5.3 Summary

This study established that all personal perceptions of the students towards a teacher-counsellor in terms of age, gender and level of training had no significant influence on the selection of counselling services. Hence other factors should be investigated to establish the real factors that influence students' perception towards a teacher counsellor. These could be availability of facilities such as office, desks, attitudes of teachers and students, counselling materials and resources among others. These factors if established to have a significant influence on student's perception would be useful to ensure that higher percentages of students make effective use of teacher-counsellors. This implies that the provision of more of such resources and varying of these factors can lead to positive perception not only towards a teacher counsellor but also guidance and counselling services in general.

CHAPTER SIX: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This section provides a summary of key findings of this study. Conclusions are drawn from the findings to explain the implications of the situation in guidance and counselling practice in the target schools. Relevant recommendations are then drawn from the conclusions and findings to provide strategies for the improvement of guidance and counselling in the schools. This chapter is split into four sub-headings, namely, summary of findings, conclusions, recommendations, and areas of further research.

6.1 Summary of Findings

- i) Teacher-counsellors' age and students' perception of the teacher-counsellor's ability.

It was found that the teacher-counsellors' age had no significant relationship with the students' perception of their ability. This implies that students were not significantly influenced by the age of a teacher-counsellor while seeking guidance and counselling services. The issue of age may not have been a problem because primarily guidance and counselling is established as a corrective measure against the rising cases of indiscipline in schools. It is aimed at helping the students discover and use their full potential. Traditional counselling was given by the society in general with a focus ranging from, ethics, religion, to marriage. According to table 4.7, most of the students consulted with their peers (classmates and friends) more than they consulted with their teacher-counsellors. This is exemplified by Steinberg (1993:154), who asserts that adolescents spend most of their time with their peers. The peers seem to be more understanding and become a source of identity.

It was established that there was no significant relationship between the student's perception and the gender of their teacher-counsellors. This was even confirmed 43% of the students who indicated that gender consideration was not a problem at all. The most important factor affecting students' perception was the level of confidentiality among the

teacher-counsellors. Since this was considered to be low, it discouraged students from seeking the services of the guidance and counselling departments.

- ii) The effects of teacher-counsellor's level of education and students' perception of the teacher-counsellor's ability:

It was established that there was no relationship between the teacher-counsellor's level of education and the perceptions of the students in relation to the training level of the teacher-counsellors. The students found the teacher-counsellors to be efficient in performing their role as they were providing solutions to the problems presented to them. This was due to the fact that they were all trained in basic counselling skills with years of experience in teaching. Krumboltz (1976:384) had earlier argued that the professional training of a counsellor does not significantly influence a counsellee to seek the services. This fact, however, contradicts characteristics of a good counselor. According to Collins (1980:14), a teacher-counsellor should be one with adequate knowledge in the field of counselling, where mastery of the counselling skills is essential to the effectiveness of the counselling process. There is also a basic assumption that any teacher can offer guidance and counselling services without the benefit of training.

- iii) The consequences of students' perception for the operation of guidance and counselling programmes:

There was varied perception on the part of students concerning guidance and counselling, depending on the problems experienced by the departments. This could be seen in students' failure to volunteer information or take the initiative to seek counselling services. This, according to the teacher-counsellors, was a serious problem that reduced the effectiveness of counselling services to the students. Most students had not sought counselling services in the previous three months; while some sought counselling occasionally when they had emotional problems. It was also established that it was rare to seek counselling services as individuals to avoid victimization or to conceal the identity of those whose problems were to be solved.

Generally, according to the above findings, the teacher-counsellors had good listening skills, which is a virtue required for accurate understanding the students' problems. There was also a general agreement by the students that their teacher-counsellors played effectively the role of providing linkages between the students, school and the parents. This is necessary in ensuring that there is understanding among the parties and communication channels are well understood.

The teacher-counsellors in the schools were found to be efficient in performing their role as they were providing solutions to the problems presented to them by the students. The teacher-counsellors were generally good and dedicated to their work and were able to instill proper discipline. This was due to the training that the teacher-counsellors had received. Not only were they capable of performing their duties effectively, they also had experience in teaching.

Almost all the teacher-counsellors in these schools had sympathy and understanding towards students' problems and also provided career counselling to the students to help in choosing their academic subjects. However, it was rather difficult to establish whether the role of the teacher-counsellors in providing counselling services to other members of staff was effective or not.

6.2 Conclusions

The results obtained in this study have various implications for the effective provision of guidance and counselling services in Loreto Schools. In order to effectively offer guidance and counselling services, it was established that a strong relationship was essential among the students, the teacher-counsellors, other teaching staff and the school administration. For instance, among the students, peer counselling needs to be improved and utilized because most students shy from seeking individual counselling from teachers. The school administration needed to provide adequate rooms and other facilities, distinguish cases that require counselling and discipline and deal with them accordingly and also encourage students to seek help through counselling. Fellow teachers needed to be supportive by providing guidance and counselling in their own

way. All the actors were useful in assisting the teacher-counsellors with their diverse roles. To some extent, there was role conflict in the tasks of teachers doubling as counsellors.

Although the study revealed that there was no significant relationship between the teacher-counsellors' level of training and the students' perception of counselling, training in counselling and guidance is very crucial in enabling the counsellors to offer effective counselling. The teacher training institutions offer very little training in the field of guidance and counselling with more emphasis being laid on the subjects of specialization. Apart from the basic counselling offered in the teacher-training institutions, guidance and counselling teachers should pursue further training.

Diverse problems such as limitation in time, disciplinary cases, unwillingness of the students to offer information voluntarily, failure of the students to seek counselling services on their own accord and lack of facilities to offer counselling to the students contributed towards reducing the effectiveness of counselling departments in the schools.

Age, gender and level of training among the teacher counsellors are essential factors in counselling. However, none of these were found to have a significant influence on the perception of students towards guidance and counselling. Hence, other factors should be studied to establish those that may influence students' perception of the guidance and counselling.

6.4 Policy Recommendations -

From the findings and the conclusions drawn from this study, the following recommendations may be made to the teacher-counsellors, school administrators and to the government in order to enhance the provision of guidance and counselling in secondary schools.

- a. Only a few of the students interviewed had sought counselling services. This is worrying because the service is aimed at the students. Therefore, the students should be more sensitized on the need to consult and seek counselling services from the teachers.
- b. The dual role of the teacher-counsellors as both counsellors and teachers had led to ineffectiveness in counselling. School administrators and the government should explore the possibility of having school counsellors who will not be doubling up as teachers.
- c. Lack of proper facilities and venues has also led to the ineffectiveness of counselling. As a result, schools should provide adequate venues for counselling that are easily accessible.
- d. Most teachers have only basic training in counselling skills. Training should be prioritized. Heads of department, for instance, should be holders of a post-graduate degree in counselling.
- e. Since some students sought help from their peers, peer counselling should be introduced in schools by training a few students in basic counselling skills.

6.4 Areas of Further Research

The study suggests various areas of further research, which would enhance guidance and counselling in secondary schools. These include: first, a comparative study to establish the students' perception of guidance and counselling using more schools of both male and female students. Second, a comparative study of the effectiveness of guidance and counselling in schools with counsellors who are not teachers, and schools with teachers who double up as counsellors. Third, a study to find out if the curricula in teacher-training colleges and universities are geared towards producing teachers who are well equipped to deal with counselling issues in schools.

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APPENDIX 1:LETTER OF INTRODUCTION TO HEAD TEACHERS

Mwangi K. William,
University of Nairobi, Faculty of Arts,
P.O.Box 30197.
Nairobi.

12th June 2004.

The headmistress,
Loreto Convent valley Road, ✓
P.O.Box 30258
Nairobi.

Dear Madam,

Re: Interview Schedule

I am a student at the University of Nairobi pursuing a postgraduate course in counselling. I am currently writing a project paper based on students' perception of guidance and counselling in Loreto Schools. I would wish to conduct a survey in your school on the 24th and 25th June 2004.

I would appreciate your assistance in facilitating the interview schedules with ten students from each form together with the head of guidance and counselling department.

All the information given will be treated in confidence.

Yours faithfully,

Mwangi W.K.

Mwangi K. William,
University of Nairobi, Faculty of Arts,
P.O.Box 30197.
Nairobi.

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The headmistress,
Loreto Convent Msongari,
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I am a student at the University of Nairobi pursuing a postgraduate course in counselling. I am currently writing a project paper based on students' perception of guidance and counselling in Loreto Schools. I would wish to conduct a survey in your school on the 24th and 25th June 2004.

I would appreciate your assistance in facilitating the interview schedules with ten students from each form together with the head of guidance and counselling department.

All the information given will be treated in confidence.

Yours faithfully,

Mwangi W.K.

INTERVIEW GUIDE FOR HEAD OF GUIDANCE AND COUNSELLING

SCHOOL: _____

1. As a teacher counsellor, what roles do you have in your school?
2. What problems do you face as you perform your role as a teacher counsellor?
3. What are the main considerations for a teacher to be appointed in the guidance and counselling department?
4. Are the conditions for counselling in your school appropriate for effective counselling? Explain.
5. What expectations do you feel are placed upon you as a teacher counsellor by:
 - a) The students
 - b) Your colleagues
 - c) The school administration
6. Have you had any counselling training? To what level?
7. How often do students seek you out as a counsellor?
8. What do you think inhibits students from seeking counselling services as often as possible?
9. Do you think from the students' perspective, the gender of the teacher counsellor matters when they are seeking counselling services?
10. Please tell me the ages of at least five members of your department.
11. Do the students consider the age of the teacher counsellor as they seek counselling?
12. According to your opinion, what would the following groups of people do to enhance counselling in school:
 - a) Students
 - b) School administration
 - c) Your colleagues
13. Do you think any teacher (trained or untrained) in counselling skills can offer counselling to students? Explain your answer.
14. Do you see any role conflict between the professional teacher as a counsellor and as a teacher? If so, what are some of the conflicts?

INTERVIEW SCHEDULE FOR THE STUDENTS

School:

Questionnaire number:

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

1. Please indicate your current age in years.

2. What class are you in this year?

- a) Form one
- b) Form two
- c) Form three
- d) Form four

3. What is your religious background?

- a) Christian: Protestant
- b) Christian: Catholic
- c) Muslim
- d) Hindu
- e) Other: specify _____

4. With whom do you live?

- a) Both parents
- b) Single parent
- c) Relative
- d) Other: specify _____

5. In your opinion, how do you view the school rules?

- a) Very strict
- b) Mild
- c) Not strict

6. Does your school have a Guidance and Counselling department?

- a) Yes
- b) No
- c) I don't know

7. In your opinion, how do you rate the Guidance and Counselling Department?

- a) Very effective
- b) Effective
- c) Average
- d) Ineffective
- e) Totally ineffective

8. Who do you consult when you have an emotional problem?

- a) My parents
- b) Any teacher
- c) Teacher Counsellor
- d) My classmates
- e) My religious leader
- f) Other: specify _____

9. In the last three months, how many times did you consult with the guidance and counselling teacher?

- a) Once per term
- b) Once per month
- c) Once per week
- d) Only when I had a problem
- e) Never

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

- a) Female
- b) Male
- c) Doesn't matter

11. In your opinion, in terms of age, a teacher counsellor should be:

- a) Too old
- b) Old
- c) Average
- d) Young
- e) Very young

12. In your opinion, in terms of training in counselling skills, the teacher counsellor should be:

- a) Very well trained
- b) Well trained
- c) Average
- d) Poorly trained
- e) Very poorly trained
- f) Don't know

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

- a) Post graduate
- b) Graduate
- c) Diploma
- d) Certificate
- e) No training

14. In your opinion, how do you respond to the following perceptions about the teacher counsellor in your school? Tick appropriately.

Scale used: 1. Strongly agree 2. Agree 3. Strongly disagree 4. Neutral

		1	2	3	4
1.	A good listener				
2.	Link between students, school and parents				
3.	Provides solutions to student problems				
4.	Good teacher, dedicated to work				
5.	Disciplines students				
6.	Professionally trained in counselling skills				
7.	Sympathetic and understanding				
8.	Guides students in subject choices		✓		
9.	Gives counsel to other members of staff				
10.	Experienced in teaching				

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

Scale used: 1. Serious problem 2. Minor problem 3. Not a problem 4. Don't know.

		1	2	3	4
1.	Lack of school administrative support				
2.	Failure to volunteer information by students				
3.	Time factor				
4.	Lack of professional training among teacher counsellors				
5.	Lack of confidentiality				
6.	Lack of facilities (offices, furniture, stationery etc)				
7.	Gender of the teacher counsellor				
8.	Teaching work load				
9.	Role conflict (teacher/counsellor)				
10.	Students not seeking help voluntarily				
11.	Counsellor's attitude towards students				

Thank you for taking your time to answer the questions.

CHECK LIST FOR OBSERVATION

(Tick appropriately)

SCHOOL: _____

1. The gender of the teacher counsellor: male [] female []

2. The actual age of the teacher counsellor _____

3. Actual educational level of the teacher counsellor _____

4. Actual training level of teacher counsellor in counselling skills.

No training []

Certificate []

Diploma []

Degree []

Post-Graduate []

Other _____

5. School setting:

a) Are there any notice boards? Yes [] No []

b) Do they have any counselling related materials? Yes [] No []

c) Is there an office for the guidance and Counselling department? Yes [] No []

d) If the answer to 3c is Yes, is the office stocked with?

• Stationery []

• Counselling books []

• Chairs []

• Desk []

• Phone []

• Any other _____

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