

**THE RELATIONSHIP BETWEEN THE LEVELS OF
PROFESSIONALISM AND EFFECTIVENESS OF THE TEACHER
COUNSELLOR IN STUDENT GUIDANCE AND COUNSELLING IN
SECONDARY SCHOOLS. A CASE OF NANDI NORTH DISTRICT.**

**UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION
FOR USE IN THE LIBRARY ONLY**

BY

JEPKEMBOI RUTH CHOGE

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF
EDUCATION IN EDUCATIONAL ADMINISTRATION**

UNIVERSITY OF NAIROBI

University of NAIROBI Library



0370269 3

2005

DECLARATION

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

R. Choge

Date *30-11-2005*

Jepkemboi Ruth Choge

This research project has been submitted for examination with my approval as university supervisor

G. Wanjala

Date *7-12-2005*

Dr. Genevieve Wanjala

Senior lecturer

Department of Educational Administration and Planning

University of Nairobi.

ACKNOWLEDGEMENTS.

I wish to acknowledge various people and institutions who made the completion of the project possible. I sincerely express my deep felt gratitude to all of them, though it is not possible to mention the names of all of them.

I would like to thank my supervisor Dr. Wanjala for her invaluable guidance in the writing of this project and fast responses in addressing all issues necessary for the successful completion of this work.

I give thanks to Mr. Tarus (Principal Kipsigak) and Mr. D. Ruto (Moi University) for their support and encouragement while working on the arduous task of research.

I am greatly indebted to the head teachers, teachers and students of Nandi North District who participated in the study through the interviews and completing the questionnaires.

Honour and glory be to God Almighty who gave me good health, wisdom, knowledge and courage to undertake this study.

May God bless you all.

J.R.C

2005

DEDICATION

To my grandmother, Clara Jemutwo Rop, for laying my academic foundation. My brother, Philip Kipchirchir who deferred his studies for my sake and to all academic warriors who conduct research to gather knowledge and offer realistic solutions to problems that challenge humanity.

ABSTRACT

This study investigated the relationship between the level of professionalism and effectiveness of the teacher-counsellors in students guidance and counselling in secondary schools, Nandi North District.

The study had five research questions which were of great significance in helping to discern the most important factors which operate in guidance and counselling activities so as to find out if the common assumptions that highly trained and professional teacher-counsellors is highly effective.

The methodology employed in this research was ex-post facto technique, with the use of stratified random sampling approach to identify schools and participants in the sampled schools.

The research instruments used were:-

- Interviews.
- Questionnaires.

From the analysis based on the research questions, the findings revealed that:-

1. There is a significant relationship between the level of professionalism and effectiveness of the teacher-counsellors in student guidance and counselling.
2. Majority of the teacher-counsellors are not trained in guidance and counselling.
3. The services offered by the teacher-counsellors in guidance and counselling include academic, vocational, health, spiritual and social guidance and counselling.
4. Most of the teachers do not keep any records and the few who keep have students attendance files, personal/background information files.
5. Other than the teacher-counsellors, parents, students, chaplains, peer counsellors, teachers, head teachers and their deputies play a significant role in guidance and counselling services.
6. There are many factors that are responsible for effectiveness of the teacher-counsellors other than training.

Recommendations were also made to the MOEST, head teachers and other administrators and the teacher-counsellors on the need to put in place workable schedules based on the findings to improve the level of professionalism and consequently effectiveness. They were also advised to provide well equipped guidance and counselling offices for easy co-ordination of guidance and counselling activities in secondary schools.

Basing on the large number of untrained teacher-counsellors under study, the researcher recommended further research as follows -

1. This study can be replicated in other districts.
2. A study of the barriers to effective guidance and counselling programmes in secondary schools.

TABLE OF CONTENT:

CONTENT	PAGE
Title page.....	I
Declaration.....	II
Acknowledgments.....	III
Dedication.....	IV
Abstract.....	V
Table of contents.....	VI
List of figures.....	X
List of tables.....	XI
Abbreviations.....	XII
CHAPTER ONE	
INTRODUCTION.....	1
1.0 Background to the Study.....	1
1.1 Statement of the Problem.....	5
1.2 Purpose of the Study	7
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Significance of the Study	7
1.6 Limitation of the Study	8
1.7 Delimitations of the Study	9
1.8 Basic Assumptions	9
1.9 Definitions of significant Terms	9
1.10 Organisation of the Study	11

CHAPTER TWO

LITERATURE REVIEW	12
2.0 Introduction.....	12
2.1 Historical perspective.....	12
2.2 The concept of guidance and counselling professional perspective.....	18
2.3 Theoretical approaches to counselling.....	22
2.4 Objectives of guidance and counselling in schools.....	25
2.5 Basic principles of guidance and counselling in schools.....	28
2.6 Guiding and counselling programmes in secondary schools.....	29
2.7 Basic skills in guidance and counselling.....	32
2.8 The guidance and counselling teacher (teacher counsellor).....	34
2.9 Areas of guidance and counselling.....	37
2.10 Research studies closely related to this study.....	39
2.11 Limitations of literature reviewed.....	43
2.12 Conceptual framework of the study.....	44

CHAPTER THREE

RESEARCH METHODOLOGY	46
3.0 Introduction.....	46
3.1 Research Design.....	46
3.2 Target Population.....	46
3.3 Sample Size and Sampling technique	47
3.4 Research Instruments.....	47
3.4.1 Instrument Validity and Reliability.....	48

3.6 Data analysis techniques.....	49
-----------------------------------	----

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION	50
--	----

4.0 Introduction	50
------------------------	----

4.1 Questionnaire and interview return rate.....	50
--	----

4.2 DATA ANALYSIS.....	50
------------------------	----

4.3 Research question (1).....	51
--------------------------------	----

4.4 Research question (2).....	54
--------------------------------	----

4.5 Research question (3).....	56
--------------------------------	----

4.6 Research question (4).....	59
--------------------------------	----

4.7 Research question (5).....	61
--------------------------------	----

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	66
---	----

5.0 Introduction.....	66
-----------------------	----

5.1 Summary of the study.....	66
-------------------------------	----

5.2 Summary of the findings.....	67
----------------------------------	----

5.3 Conclusion of the study.....	68
----------------------------------	----

5.4 Recommendations.....	68
--------------------------	----

5.5 Suggestions for further research.....	68
---	----

REFERENCES.....	69
-----------------	----

APPENDICES.....	73
-----------------	----

Appendix 1. Letter of introduction.....	73
---	----

2. Questionnaire for students.....	74
------------------------------------	----

3. Questionnaire for teachers.....	78
------------------------------------	----

4. Interview protocol for teacher counsellor.....	81
---	----

LIST OF FIGURES

FIGURE	Caption	PAGE
1: Conceptual framework of the study.....		44
2: Theoretical framework of the study.....		45
3: Theoretical framework of the study.....		46
4: Theoretical framework of the study.....		47
5: Theoretical framework of the study.....		48
6: Theoretical framework of the study.....		49
7: Theoretical framework of the study.....		50
8: Theoretical framework of the study.....		51
9: Theoretical framework of the study.....		52
10: Theoretical framework of the study.....		53
11: Theoretical framework of the study.....		54
12: Theoretical framework of the study.....		55
13: Theoretical framework of the study.....		56
14: Theoretical framework of the study.....		57
15: Theoretical framework of the study.....		58
16: Theoretical framework of the study.....		59
17: Theoretical framework of the study.....		60
18: Theoretical framework of the study.....		61
19: Theoretical framework of the study.....		62
20: Theoretical framework of the study.....		63
21: Theoretical framework of the study.....		64
22: Theoretical framework of the study.....		65
23: Theoretical framework of the study.....		66
24: Theoretical framework of the study.....		67
25: Theoretical framework of the study.....		68
26: Theoretical framework of the study.....		69
27: Theoretical framework of the study.....		70
28: Theoretical framework of the study.....		71
29: Theoretical framework of the study.....		72
30: Theoretical framework of the study.....		73
31: Theoretical framework of the study.....		74
32: Theoretical framework of the study.....		75
33: Theoretical framework of the study.....		76
34: Theoretical framework of the study.....		77
35: Theoretical framework of the study.....		78
36: Theoretical framework of the study.....		79
37: Theoretical framework of the study.....		80
38: Theoretical framework of the study.....		81
39: Theoretical framework of the study.....		82
40: Theoretical framework of the study.....		83
41: Theoretical framework of the study.....		84
42: Theoretical framework of the study.....		85
43: Theoretical framework of the study.....		86
44: Theoretical framework of the study.....		87
45: Theoretical framework of the study.....		88
46: Theoretical framework of the study.....		89
47: Theoretical framework of the study.....		90
48: Theoretical framework of the study.....		91
49: Theoretical framework of the study.....		92
50: Theoretical framework of the study.....		93
51: Theoretical framework of the study.....		94
52: Theoretical framework of the study.....		95
53: Theoretical framework of the study.....		96
54: Theoretical framework of the study.....		97
55: Theoretical framework of the study.....		98
56: Theoretical framework of the study.....		99
57: Theoretical framework of the study.....		100

LIST OF TABLES

TABLE NUMBER	TITLE	PAGE
1.3.1	The academic qualifications of the teacher counsellors.....	51
1.3.2	Qualifications of the teacher-counsellor in guidance and counselling.....	51
1.3.3	Teacher-counsellors experience as H.O.Ds.....	52
1.3.4	Teacher-counsellors present job groups.....	53
4.4.5	Students responses on guidance and counselling services offered in Secondary schools.....	54
4.4.6	Teachers responses on guidance and counselling services offered in secondary schools.....	54
4.4.7	Teacher-counsellors responses on guidance and counselling services offered in secondary school.....	55
4.5.8	Students responses on records kept by the teacher-counsellors.....	56
4.5.9	Document and resources study.....	57
4.6.10	Students responses on persons involved in guidance and counselling.....	59
4.6.11	Teachers responses on persons offering guidance and counselling services.....	60
4.7.12	Teachers response on students attitude towards guidance and counselling.....	62
4.7.13	Workload for the teacher-counsellors.....	62
4.7.14	Students response on time available to them by the teacher-counsellor.....	63
4.7.15	Time tables set aside for guidance and counselling programmes.....	63
4.7.16	Adequacy of guidance and counselling facilities.....	64
4.7.17	Confidentiality of the teacher-counsellors.....	64
4.7.18	Communication with the parents of the counselled student.....	64

LIST OF ABBREVIATIONS

B.O.G – Board of Governors.

HIV/AIDS – Human Immuno-deficiency Virus/ Acquired Immunodeficiency Syndrome

H.O.D – Head of Department.

KESI – Kenya Education Staff Institute.

M.O.E.S.T – Ministry of Education Science and Technology.

NAGADA – National Agency for campaign Against Drug Abuse.

P.A.C.T – Peer Approach Counselling by Teens.

T.S.C. – Teachers Service Commission.

CHAPTER ONE

INTRODUCTION

This chapter comprises the background to the study, the statement of the problem, purpose of the study, objectives, research questions, significance limitations delimitations, definition of significant terms and the organization of the study.

1.0 Background to the study.

The degree of attention given to Guidance and Counselling in the secondary school sector of education in the recent years has increased considerably and especially since the government banned corporal punishment in Kenyan schools. The ban was done through the Legal Notice number 56/2001 in response to the legal framework established in the Education Act (cap 211 of the Laws of Kenya).

The recent trends in the world concerning human rights, paved way to human rights activities that brought into focus the issue of corporal punishment as away of correcting errand students. It was as a result of this move and the government's desire to adopt a more humane and effective approach that laid emphasis on guidance and counselling.

Through the legal notice 56/2001, teachers were hitherto required to face the challenges of caring and protecting children from corporal punishment in schools. It viewed it as an example of acceptance and promotion of violence in society, against children. Hitting a child will not teach him or her nor contribute to learning and their intellectual development. It often sends the wrong signal and message that violence is an effective and legitimate means of controlling behaviour. (MOEST 2001).

However, there are still so many eruptions of indiscipline cases in secondary schools that have kept many people who are concerned with education wondering if real guidance and counselling takes place and in the right way.

Guidance and Counselling services are an integral part of any education system. In Kenya, teachers, parents, educational, religious and political leaders have realized the importance of such services in schools. Thus, different groups have used different forms to express their ideas on what should be done to meet this need. The Ministry of Education made its own contributions on it when it established the guidance and counselling unit in 1971, which issued among other materials, a manual entitled "A handbook for guidance counsellors" in 1977. The book enumerates various

responsibilities of heads of schools, school counsellors and career masters as far as counselling is concerned. (Republic of Kenya 1977).

In September 2001, the Ministry of Education Science and Technology constituted a task force to gather views and information from all stakeholders in education, causes of unrest and indiscipline in secondary schools, and make recommendations on actions to be taken to address the emerging issues. The task force carried out a country-wide research to establish causes of unrest, and some of the heinous acts committed by students where among others, the Kyanguli incident in Machakos where 68 students were burnt to death, St. Kizito in Embu where 19 girls died and Nyeri high school where 4 prefects were burnt to death. (Republic of Kenya 2001). This makes a list of cases that require professional Guidance and Counselling services.

Ball (1984) explains that the significant changes in patterns of employment and the drastic rise in the rates of unemployment, particularly amongst young people over the last decade, have presented a serious set of challenges to career practitioners. This is most particularly so, of career advisors or counsellors who have traditionally seen, job placement as the central focus for their work in a contrasting labour market. The size and scope of these challenges and their implications face the teacher counsellors who seek to keep a grasp of what is happening in the labour market and the societal settings.

At the core of good student academic performance is discipline, Education Act (1980), Legal Notice number (40/1972), the head teachers' manual (1975) clearly emphasizes that students' discipline and behaviour must conform to societal norms and expectations. Their conduct must be commensurate with their status as students. The teacher-counsellors have to deal with many people from very diverse backgrounds and in addition accruing challenges in the modern society. Hence, more than ever, this calls for serious Guidance and Counselling programmes in schools.

The need to provide handicapped children with the best educational services available led to the policy of integration in Kenya. According to Luseno (1991), integration emphasizes educating handicapped children in regular classrooms for part or all the school day, with the aim of allowing them to interact and learn with their peers as much as possible. He establishes that educating children in regular or normal classrooms could be beneficial to a certain point. Still, the nagging questions are;

1. How to put into practice integration.
2. How the students can be integrated effectively.

3. How school instructions can be adapted to meet the needs of these students

This is a special case that needs professional and effective Guidance and Counselling so as to enable the school create a good and conducive environment for learning to all students

Brouillet (1981) states that persons with learning difficulties often appear strangely different and are too frequently sheltered and cuddled. Most special education does little to improve this situation. But the secret to successful integration programmes is preparation of the learner and the learning environment. Luseno (1991) and Brouillet (1981) call for professional guidance and counselling strength.

The print media has been on the forefront highlighting issues affecting the education system in Kenya. A correspondent of Daily Nation Aduba (29/8/2001) reported that deaths from Aids threatened education. Teachers and students have been affected as the scourge takes its toll on the sector. It reported that about 18% of students in school and colleges are affected. The Education permanent secretary Professor Japheth Kiptoon reported that about 14% males and 13.5% females between 10 and 24 years were infected with Aids. This is the group in schools and colleges. He added that about 18 teachers died daily from the disease, which translates to 6,750 per year. That is more than the number of teachers in some districts like Butere-Mumias. Professor Kiptoon concluded by saying, "The challenge for us is to provide financial and psychological support for the orphans to cope with their loss and enable them to continue learning. We want to make teachers the principal agents of behaviour and modification for the campaign against the spread of HIV/AIDS and its impact on them, their families and the bulk of the youth". (Daily Nation 29/8/2001).

To reverse the trend and impact of the spread of the HIV/Aids pandemic, the Ministry of Education had to establish a unit to co-ordinate training and teaching on Aids in schools and colleges. Forty National trainers, eighty six Provincial and District co-ordinators were trained in the year 2001. (Musungu 2002).

Okwatsa (2002), establishes that students at the secondary school level were placed in a delicate period when boys and girls were faced with special needs and problems. When they were not adequately provided for, the problems of indecision, uncertainty, ambiguity, conflicts, unpredictability perhaps leading to delinquency, alcoholism, career muddle and heterosexuality, may surface.

An example of the above- mentioned occurrences were evident through the print media, by Daily Nation correspondent (20/9/2002) reported of a 13 year old girl infected with the HIV virus. It stated that a girl in 2001 over the August holiday and in a festive mood went to a disco. The girl reported

that her mother had died and she was left with her grandmother who left her exposed to the world around her. She soon succumbed to pressure from her admirers who used to take her to discos. She yielded to their sexual demands being ignorant about HIV/AIDS and fearing only pregnancy. She ended up contracting HIV. When informed, she almost committed suicide but a counseling therapy gave her hope.

Another article, reported in "The Standard" newspaper (13/1/ 2000) that students who are 'Matatu' joy riders were responsible for the rapid spread of HIV/AIDS and drug abuse among students. These are examples of compounded social and peer pressure.

Students on strike have in many instances protested against lack of entertainment, mismanagement by the board of governors and head teachers, high handedness of school administrators, harsh treatment, lack of freedom and failure to have their grievances listened to. Gitonga (1999) and Wahome (1999) state that strikes in school suggest that students have psychological, educational and social problems. They need to be helped to understand themselves and make appropriate decisions in solving them. In essence, Guidance and Counseling is vital in combating students' unrest.

Continued strike and unrest in schools, and poor performance in The Kenya Certificate of Secondary Education (K.C.S.E.) indicated that many teachers were inadequately prepared to deal with problems associated with the growing youth. ("Daily Nation" 22/7/1999: 8).

Linton and Craft (1971) notes that students with personal problems can be a severe problem to school management and can have disciplinary effects on other children.

In view of these cases and many others, the society wanted a conclusive method to arrest the situation, therefore leaving the school to play a big role in moulding the students into disciplined adults. In addition to producing good results that is enabling the students pass exams, schools should endow each student with self respect and proper pride in his or her own integrity and therefore reinforce their observation of norms of good conduct, not under compulsion or supervision. Hence, the teacher counsellor in each school has a duty to guide and counsel students.

Therefore, the main aim of the study was to discern the most important factors, which operate in guidance and counseling activities, so as to find out if the common assumption that a highly trained and professional teacher-counsellor is highly effective. Put in another way, it was to find out if the teacher counsellors in secondary schools do their work professionally and they were effective or not.

teacher counsellors in secondary schools do their work professionally and they were effective or not.

1.1 Statement of the problem.

There is need for Guidance and Counselling programmes to be designed to assist students develop and accept an integrated picture of themselves and their roles in society. Students should be assisted to map out their concepts against reality and actualise them so that they can be of satisfaction and benefit to them. This has to be done by the teacher counsellor in secondary schools.

Okoth (2002) acknowledges the fact that school counselling has made some advance in last decade, but has some distance to travel before the counsellor can legitimately be called a professional. He notes, "The majority of school counsellors still conceptualize themselves as student prodders, loose-end co-ordinators, administrators and wooden task performers". Such activity is still considered to be the core of the school counsellors' role and function. He states that there is a widespread insensitivity to the larger holistic dimensions of what the counsellor is and what he should be doing. Furthermore, he points out the reluctance to come to grips with theoretical issues that affect the operational aspect of the counsellors' existence. "Some invest themselves in acts which when viewed honestly, do not contribute significantly to the emergence of self-identify in students," maintains the author.

Lack of Guidance and Counselling programmes in secondary school, has hampered professional development of many students due to inappropriate career choices, (Waihenya 1988).

Osumbe (1998) in his study on the relationship between Guidance and Counselling and subject choice, reveals that the majority of secondary school students are inappropriately placed in terms of the stated talents, interests and career aspirations. He says secondary school students join institutions of higher learning without proper course choices leading to poor performance and therefore constant career changes in the university and working life.

On the same note, the Vice Chancellor of the University of Nairobi was quoted by the "Daily Nation" (June 1997) saying, "Lack of proper career guidance in schools is taking its toll on university admissions with about 1/3 (30,000) of nearly 100,000 students applying for university admission annually failing to get placement because of unsuitable subject combinations and career choices".

Okwatsa (2002) notes that the secondary school cycle is the middle of the three cycles of 8-4-4 system of education. It prepares learners for higher education, training as well as grooming them for

the world of work, and responsibility in the society. Therefore, the curriculum offered is broad-based and with a technical bias. This vocationalizing of learning programmes was intended to produce well-rounded school leavers who were useful to themselves, society and the nation. The system was geared toward developing skills for self-reliance, self and salaried employment. This is a task that can be accomplished through a facilitative process of guidance and counseling.

Okoth (2002) acknowledges that a student in secondary school, who is the adolescent, is precariously balanced between being a child and an adult, vacillating between one role and the other, his or her feelings are all mixed up. He or she wants to be treated as an adult but he or she is apprehensive about his or her ability to take on this role day in, day out. He or she is not ready to accept all the responsibilities of adulthood but he or she is sure he or she would like to have the pleasures of life. One day, he or she will be considerate and co-operative but on another, he or she appears to be unkind and thoughtless.

Okoth (2002) recognizes that, the more the adolescent feels that their maturity is underrated, the more rebellious they will be, and the more awkward will be their attempts to prove how grown up they are. They need for the opportunities to be independent when their experiences let them down and not ridicule or restrain. The adolescents only become independent by trying to be. The process of growth and development involves challenges of new experiences and trying the unknown and often will result in mistakes. Guidance and Counselling facilitates the development of independence by providing a permissive atmosphere in which adolescents explore new experiences, ideas and thoughts without fear of penalty and embarrassment.

Koffi (1991) concludes by saying, "our behaviour is influenced by our needs which impel us to do something that makes us restless until we are able to satisfy or reduce the tension caused by those needs. Human behaviour is purposive or is aimed at achieving something which helps in adjusting to the environment". Thus, he is calling for high level of professional and effective Guidance and Counselling.

The myriad of recognised Guidance and Counselling needs should have been minimised through proper Guidance and Counselling services by the teacher counsellors. Therefore, the study addressed itself to finding out if the teacher counsellors do their work professionally, the level of professionalism exercised and how effective they are in helping to solve the problems among their students in secondary schools.

1.2 Purpose of the study.

The purpose of this study was to establish if there is a relationship between the level of professionalism in the way a teacher-counsellor conducts Guidance and Counselling objectives of secondary schools.

1.3 Objectives of the study.

The objectives of this study were:

1. To determine the level of professional training and effectiveness of the teacher counsellor.
2. To identify the types of Guidance and Counseling services offered in secondary schools by teacher counsellors.
3. To find out the types of records kept by the teacher-counsellors for use in Guidance and counseling programmes.
4. To identify other persons involved in guidance and counselling other than the teacher counsellor.
5. To find out challenges faced by the teacher -counsellors in their departments

1.4 Research questions.

The research questions whose answers this study attempted to give were:-

1. To what extent does the level of professional training of the teacher-counsellor in guidance and counselling affect performance of counselling tasks?
2. What types of guidance and counselling services are offered in secondary schools
3. What types of records are kept by teacher- counsellors for use in their schools?
4. Who else apart from teacher-counsellors conducts guidance and counselling in secondary schools?
5. What are the challenges faced by the teacher-counsellors in their departments?

1.5 Significance of the study.

As mentioned in the introduction that there is need for professional and effective guidance and counseling in secondary schools. The purpose of this study was to find out if there is a relationship

between the level of professionalism in the way a teacher-counsellor conducts his or her duty and his or her effectiveness on the same.

The findings of the study are hoped to benefit educators, policy makers, teachers, teacher-counsellors, administrators head teachers and in particular and the learners. The research (study) identified the relationship between the level of professionalism and effectiveness of the teacher-counsellor in secondary schools from each group of sample. Appropriate steps would then be taken by the appropriate authorities to modify and even improve relevant aspects. For example, if a highly professional teacher-counsellor is highly effective in Guidance and Counselling, and it was also established that most of the teachers are not professionals, therefore not effective then there will be need for appropriate measures to be taken to rectify the anomaly.

The findings would assist the Ministry of Education, Science and Technology to establish training needs of secondary school teacher counsellors. The results will also be useful to the personnel of universities and teacher training colleges in providing information and imparting skills necessary in enhancing the success of Guidance and Counselling programmes in secondary schools and to teachers. As a result, the teachers may enter the teaching profession better equipped with skills which may lead to effective enhancement of student Guidance and Counselling programmes.

The results will also be used by the school administrators in enhancing guidance and counselling programmes for students in their school, which will in turn improve discipline and performance in the Kenya certificate of Secondary Education (KCSE).

1.6 Limitations of the study.

The study was confined to Nandi North district and the results may not be generalized to other parts of the country. The study used teacher-counsellors, teachers. (Head teacher included) and the students as the respondents to give information on the relationship between the level of professionalism and effectiveness of the teacher-counsellors in Guidance and Counselling programmes. The results may not be generalized to primary schools and tertiary institutions.

There was limited time to cover all the students and the teachers as some of the schools had started their end term examinations. However, the researcher had to move to other schools that had not started their examinations then revisited those who had started their examinations at a later date.

However, with careful approach, the problems were minimized. This was done through professional assurance that any information they advanced was treated with utmost confidentiality.

1.7 Delimitation of the study.

The study was basically concerned with the level of professionalism and effectiveness of the teacher counsellors in student guidance and counselling in secondary schools. The target population for the study is the teacher counsellors, teachers (head teacher included) and the students in secondary schools in Nandi North district.

Nandi North is a vast district with a population of 10,811 students and 661 teachers from 63 secondary schools. This shows that there are 63 heads of the guidance and counselling department and a guide number of teacher counsellors depending on the schools working committee.

In consideration of the vastness of the district, the study was delimited to 30% of each population group. That is, 30% of students' population, teacher population, teacher counsellors, and the student population.

1.8 Basic assumptions.

For the purpose of this study, the following assumptions were made:-

1. Guidance and counselling has been taken seriously in secondary schools.
2. Guidance and counselling is a professional source that needs highly specialized training.
3. Guidance and counselling programmes can only be effective when teacher counsellors are trained.
4. Guidance and counselling will improve student discipline and performance in career choice and performance.
5. The success of guidance and counselling programmes for students in secondary schools can only be enhanced when the entire school community is involved.
6. The head teacher, teacher, teacher-counsellors and students would give truthful and honest responses to the items in the study.

1.9 Definition of significant terms.

Counselling: refers to a process whose aim is to help persons who are mainly seen to be outside medical settings to help themselves by making better choices. It is a psychological process as a result of which a person's personality and behaviour is improved.

Guidance: refers to advice and information given to a person to enable him or her makes her or his own decisions.

Professionalism: refers to the required skills and qualities of members in any occupation.

Effectiveness: refers to the extent to which the set goals and objectives of a school programme are accomplished. As such effectiveness can be seen in relation to the quality, quantity, equity and equality, for example the guidance and counselling services given in a school.

Counsellor: refers to a helping professional, mostly a voluntary, specially trained.

Objectives: refers to formal statement of targets, which implies that some assessment in quantitative terms is possible or in other words they are valid criteria against which quantitative assessment can be made.

Skills: refers to proficiency and expertise in some activity. It is the ability to make and implement an effective sequence of choices so as to achieve the desired objective (For example if one has to implement the choices entailed in being a good listener, a counsellor needs to know when to interject and how to show keen interest in a counselee or client in order to encourage him or her to speak more). It also refers to an organized, co-ordinated activity in relation to an object or a situation that involves a chain of sensory, central and motor mechanisms to enable a counsellor achieve his or her objectives.

Teacher-Counsellor: is the title given to a teacher who is also in charge of guiding and counselling students in schools.

Client: refers to a person receiving help from a counsellor.

Counselee: a person receiving help from a counsellor.

Professional Counselling: refers to a unilateral relationship focused on solving the problems of a client. It is a formal relationship usually confined to specific times and places and carried out under predetermined schedule conducted by a suitable trained and qualified person, for the purpose of helping.

Teachers: refers to instructors in schools and colleges, graduates of certificate, diploma and university colleges whose duty is to impart knowledge, skills and attitudes so as to realize their national goals and aims of education as stipulated in CAP 212 of the Laws of Kenya.

Discipline: refers to training, especially to influence character, aimed at producing self-controlled, ordered behaviour and skilfulness. It is an act of controlling behaviour and it incorporates counselling.

Psychological counselling: refers to one's awareness of one's environment so as to identify and utilize the positive aspects which at the same time overcome troublesome aspects, in order to lead a happier and more productive life.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Motivation: refers to forces that energize, direct and sustain a person's effort. All behaviour except involuntary reflexes like eye blinks motivated.

Level of professionalism: refers to the standards or degree of the required skills and qualities of members of any occupation.

1.10 Organisation of the study.

The study is organized into five chapters as follows:

Chapter one comprises the background of the study statement of the problem, purpose, objectives, research questions, significance, limitations and delimitations of the study, definition of significant terms and the organisation of the study.

Chapter two consists of the literature review. The main sub-topics under consideration are the historical, development perspective of guidance and counseling, professional perspective, theories of guidance and counselling, research studies related to this study, limitations of the literature reviewed and the conceptual framework.

Chapter three constitutes the research methodology. The sub-sections of this part will be research design, target population, sample and sampling technique, research instruments, validity and reliability of the instruments, data collection procedures and data analysis techniques.

Chapter four is the analysis, interpretation of the data and summary of the findings in various forms within the research.

Chapter five is the summary, conclusion, recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW.

2.0 Introduction.

This chapter is devoted to a literature review related to the study. The main sub-topics under consideration will be the historical development, perspective, professional perspective, recent research, limitations and the conceptual framework of the study.

2.1 Historical perspective.

The Guidance movement, to which many authorities have given credit for the origin of counselling, started in the first decade of the 1900s when schools rapidly expanded in 1958 due to the large increase in government support. The purpose was to counter-balance the discrepancy in technology between the United States of America and the Soviet Union after the latter successfully launched sputnik 1 in 1957. The great technological demands brought about mental stress in the scientists, which necessitated counselling services. It was felt that since schools also required vigorous studies, counselling services were necessary. (Kariuki 1990.)

Tumuti (1985) explains that the introduction of the Western Culture into African societies has ushered in a process of change, with respect to indigenous cultural values within the African continent. One might view the process along a continuum. At one end of the continuum are such ethnic groups as the Samburu of Kenya, which hold strongly traditional African values. At the other end are such schooled African elites who have fully embraced western cultural values in their entirety. In between the extremes, are Africans who have adopted some western cultural values while retaining much of their own traditional African values. Tumuti (1985) says, on the whole, one must acknowledge that the African society is no longer the same. The contrast between the West and the African values highlighted reasons why formal guidance and counselling is necessary.

Castle (1966) states that guidance and counselling are indispensable ingredients of culture in traditional education system. Kenyatta (1978) says counselling services were readily available for those who needed them. Every grown up was a counsellor.

Presently, the extended family has been fragmented; counselling services in the traditional sense is no more. Rapid education, social and economic changes in the present modern African society and consequently the individualistic approach to life, from Western Culture is increasingly preferred to

the collective approach. Therefore, more than ever, guidance and counselling in African countries is recognized. (Tumuti 1985).

In Kenya, guidance and counselling in schools was started a few years before independence. This is because of the realization that independence was about to come and the young nation was to start preparing manpower for development and for this reason, vocational guidance was seen to be necessary. Kilonzo (1980) notes that at the end of 1962, the Ministry of Labour in conjunction with the Ministry of Education decided to provide vocational guidance with the help of career masters. This marked the genesis of guidance programmes in Kenyan secondary schools.

After independence, the goals of education as stipulated in various education reports and documents, aimed at helping the individual develop self knowledge and skills, his or her potential and equip him or her with knowledge and skills for responsibility in society. Guidance and counselling is one of the core functions of the ministry of Education Science and Technology.

Guidance and counselling activities and programmes are based on the following:

1. Recommendations by various education commissions and reports.
2. Students' aspirations and needs.
3. Ministry of Education issues of concerns.

The Kenya Education Commission report in Ominde (1964), in regard to guidance and counselling, recommends that children should be given courses of education and training best fitted to their needs, and provided with advice on careers and openings for employment.

From 1962 to 1967, a smooth and continuous guidance programme was being pursued. It unfortunately came to a halt in 1968 -1969 because the government was establishing machinery for Kenyanization of the private sector. Within the same period, the Ministry of Labour produced a pamphlet entitled, "Helping youth to choose a career", following a recommendation of 1967 careers conference (Republic of Kenya 1971). The pamphlet aimed at defining out where careers were available in the government, commerce and industry. It arranged for school leavers to get started on careers they could mostly succeed in.

In July 1971, the Ministry of Education of Kenya set up unit on Educational vocational guidance and counselling. Charged with the responsibility of introducing and promoting guidance and counselling in schools, the aim was to ensure that each individual student was put in a place where

he or she could contribute intellectually and constructively towards nation building and development. (Republic of Kenya 1976).

Prior to 1971, Guidance and Counselling services were mainly concentrated on career guidance based on voluntary efforts for those who felt motivated to provide it. It was not a requirement of regular duties of teachers. (Republic of Kenya 1976).

Republic of Kenya (1974) in its National development plan (1974-1978) recognizes that the section dealing with guidance and counselling at the ministry was carrying out works as diverse as dealing with problems of psychological maladjustment of pupils or students and running seminars on vocational guidance. It was hoped that the head teachers would arrange the time tables in such away that members of staff responsible for guidance and counselling would have ample time to deal with enquiries directed to pupils' career and personal problems.

Guidance and counselling started to cater for students with social, personal, psychological, educational and vocational problems. Following the inception of the guidance and counseling unit, a handbook for the school guidance counsellor was produced in 1971, revised in 1973 and 1977. The handbook enumerates the responsibilities of head teachers in guidance and counselling programmes. The head teacher was to ensure that the teacher counsellors and guidance committees coordinated the programmes in their schools. The 1977 edition emphasizes that head teachers by virtue of their positions, were responsible for guidance and counselling programmes in their schools. (Republic of Kenya 1977).

The National Development plan (1979-1983), Republic of Kenya (1983) recognizes that there was need to make guidance and counselling in primary and secondary school more effective. This was through strengthening the same unit at the Ministry through the appointment of professionally qualified officers responsible for coordinating and organizing workshops for teacher counsellors. It stressed that the subject should form part of teacher training curriculum in all teacher-training colleges and universities.

Republic of Kenya (1976) notes that guidance and counselling of pupils or students when properly done, plays an important role in enhancing the individual adaptability, as does academic schooling. However, it had been confined to career vocational guidance. Furthermore, it is dependent on voluntary efforts by some teachers who felt motivated to do it. The committee recommends that all teachers be trained in guidance and counselling and were required to do it as one of their normal duties. In this respect the committee recommended that: -

1. All teachers should take a compulsory course on guidance and counselling as part of their teaching subjects.
2. In- service courses on guidance and counselling should be conducted for practicing teachers.
3. All teachers should participate in guidance and counselling as one of their normal duties.
4. Guidance and counselling should be integrated with other topics such as careers, ethics, human relations, family life and sex education.
5. Parents and other competent members of the community should be involved in the provision of guidance and counselling services.
6. The heads of each educational institutions or departments were required to assign a member of staff to be responsible for ensuring that information on guidance and counselling is provided to all and that opportunities for individual guidance by teachers and parents are available at appropriate times.
7. Each institution should build up and use cumulative records of students' academic performance, home ground aptitudes, interests and special problems, to facilitate guidance and counselling.

Republic of Kenya (1988) emphasises that guidance and counselling was useful in helping individuals face the realities of life; identify talents, interests, needs and aptitude. It points out that some teachers had received in- service training on guidance and counselling.

The report recommended the following:

1. That teacher counsellors should be trained in guidance and counselling.
2. Each school should establish guidance and counselling programmes in the school. Further, the report proposes that guidance and counselling programmes be offered in school
3. Guidance and counselling services be decentralized to provinces and districts so as to enhance the provision of better services and close coordination of these services.
4. The introduction of social education and ethics as a subject in school curriculum so as to enhance the provision of guidance and counselling in schools.

Republic of Kenya (1999) noted that the guidance and counselling unit in the Ministry of Education provided very effective services in secondary schools and teacher training colleges as well as being able to conduct in-service courses for primary school head teachers in various districts. The unit developed a career guidance booklet 1999/2000 for use by secondary school students when filling in career application forms for university admissions. However, the commission did observe that a large number of learners in education and training institutions “was in dire need of guidance and counselling” it singled out learners infected or affected by HIV/AIDS who require professional guidance and counselling services not only for themselves, but also members of their immediate families.

The commission points out that in view of the increase in anti-social behaviour, there is an urgent need to have adequate and professionally trained staff to handle guidance and counselling in educational and training institutions throughout the country.

The commission recommends that a national programme be instituted for the professional training of teachers to handle guidance and counselling in educational training institutions and that it be offered by a professionally mature staff. In essence, the teacher counsellors should be professionally trained.

The commission, aware of the peer approach counseling by teens (PACT) in other countries. Points the need to institute peer counseling services in educational and training institutions throughout the country. The peer counsellors can be entrusted with the task of disseminating the knowledge, skills and attitudes they have learnt and acquired to the peers in the school and the community. It highlights the need to take cognizance of the successful stages of physical, emotional and mental development of these particular counsellors and that peer counselling should combine drama, music, Information Education and Communication (I.E.C.) materials and counselling. The commission recommends that peer-counseling services be established in all education and training institutions especially to combat HIV/AIDS. This can only be possible with the facilitation of a trained teacher counsellor in a learning environment.

The report of the task force on student discipline and unrest in secondary schools (September 2001) highly recommended that guidance and counseling in schools be strengthened by equipping teacher counsellor with knowledge and skills to perform their duties. In this regard it was recommended that the Ministry of Education Science and Technology establishes a strong guidance and counselling division within the ministry and equip it with personnel and facilities to coordinate and facilitate all activities pertaining to the same in the country. It recommends that pastoral care programmes be enhanced in all schools and trained religious personnel capable of relating the

teaching to moral implications handle it. Guidance and counselling and pastoral care should be strengthened to provide a strong foundation on moral values and spiritual growth. It also recommends that MOEST works closely with the National Agency for Campaign Against Drug Abuse (NACADA) to contain the problem of drugs and substance abuse in schools

The task force (September 2001), was informed that guidance and counselling teachers whenever appointed, were unable to meet the school expectations due to lack of relevant training and therefore recommended the following: -

- i. The Kenya Education Starr Institute (KESI) be revitalized in terms of resources and personnel to enable it meet the demands for management training for all educational institutions a line budget be drawn for the institute and that for sustainability, all training programmes offered by the MOEST be consolidated and conducted by KESI.
- ii. Training of guidance and counselling teachers be privatized.
- iii. Professionally qualified guidance and counselling teachers be identified and deployed to schools.

The task force noted the need to ensure an effective prefect system and the involvement of all students in the exercise, so as to ensure discipline and curb student unrest in schools as witnessed at Nyeri high school. The task force recommends the following:

- i. Prefects be orientated into their roles and responsibilities
- ii. Knowledge and skills on guidance and counselling be imparted to all teacher trainees at all levels of training.
- iii. Guidance and counselling be strengthened at the peer and teacher levels.
- iv. Peer counselling groups be set up in every school and be equipped with the knowledge and skills in guidance and counselling.
- v. Parents should be involved in counselling services in schools.
- vi. Students with disruptive behaviour should be offered professional services within the school
- vii. Disciplinary actions be handled by the Board of Governors (BOG).

The ministry therefore recognizes guidance and counseling as an essential and necessary service that must be offered to every learner. All secondary schools are expected to establish and sustain viable guidance and counselling programmes. In this regard, there is a teacher appointed to coordinate guidance and counselling programmes in schools. This is designated as head of department, and is appointed by the Teachers' Service Commission (TSC), or internally appointed by the head teacher. These teacher counsellors coordinate the guidance and counselling programmes assisted by guidance counselling teams or committees and ensure that this essential service is made available and accessible to all students.

2.2 The concept of guidance and counselling, professional perspective.

Professional guidance and counselling has been developed over along period of time from two very closely related fields of study, "guidance" and "counselling". Professional counselling, as it is known today, is a product of two kinds of historical development. The first of these is the vocational guidance movement and the second was mental health movement which merged with vocational guidance to form the present counselling profession (Tyler 1961).

The terms Guidance and Counseling have different meanings, though they generally used interchangeably. To fully understand professional guidance and counselling, a few factors pertinent to guidance and counselling as different fields of study needs to be considered.

Guidance.

The Kenya Ministry of Education, (Republic of Kenya 1977), defines guidance as a continuing process concerned with determining and providing for the developmental needs of "learners". Guidance is a life- long process that involves helping individuals both as part of a group and at personal level.

Mburu (2002) looks at it as a dynamic process through which a Child's emerging powers are channelled and nurtured into correct relations in different situations. It involves helping each individual adjust to his or her environment, develop realistic goals for him or her and improve his or her education.

Mutie and Ndambuki (1999), defines guidance as a process involving personal help and advice given by someone. This help is designed to assist people in deciding where they want to go, what they want to do, how to get their destination and how to solve problems arising in their lives. Thus, guidance does not solve problems but it promotes self-direction and self-growth.

Patterson (1977) defines guidance as a term referring to a broad area of educational activities and services, aimed at assisting individuals in making and carrying out adequate plans and achieving satisfactory adjustments in life.

According to Makinde (1987), guidance, unlike counselling, can be initiated by the counsellor. Guidance is more public, less personal, less intimate, informative and meant to instruct.

Okwasa (2002) defines guidance as assistance made available by competent counsellors to individual of any age to help him direct his own life, develop his own point of view, make his own decision and carry his own burden. It further defines guidance as that aspect of education which is concerned with helping pupils to become adjusted to their present situation and plan his or her future in line with his or her interests, abilities and social needs. Considering Okwasa's definition, guidance can be viewed as both a process and a service. As a process, guidance assists a student to make wise decisions, choices and adjustments in light of his or her potentialities and limitations and a realistic awareness and of the world around him or her. As a service, guidance provides information and assistance to students, teaches and makes judgments. Therefore Musungu (2002) asserts that guidance is basically instructional information- giving.

Mutie and Ndambuki (1999) identify four principles of guidance.

1. Guidance is concerned with the systematic development of the individual. This implies that in addition to academic assessment by teachers, the guidance should help individual students to systematically assess their different aspects of their development such as social adjustments and athletic ability.
2. Guidance is a continuous and sequential educational process. It thus should be provided throughout one's life. As the individual goes from home to school and into the society, there will be need for the parents, the teacher and later the community, to co-operate so that the individual is guided so as to acquire the right behaviour and values.
3. Guidance is not a compulsion or a prescriptive dominion. It is not making decisions for the guided, it is advice- giving, it is the guided who makes the choice of a career or course. The guidance counsellor first helps the client to make decisions or choices as intelligently and as wisely as possible.
4. Guidance does not mean pampering the client. It is an attempt to provide a more suitable programme for them.

This means that guidance in school setting is a process that is aimed at leading the individual to the achievement of desired goals in life. It is meant to equip the individual with knowledge and techniques that will enable him or her to identify and find ways of anticipating and solving problems.

In schools, guidance embraces the educational guidance and vocational aspects. Educational guidance is concerned with raising students' educational standards. This means inculcating proper study habits, making good use of instructional resources and facilities and participating satisfactorily in curricular and co-curricular activities (Makinde 1987). On the other hand, vocational guidance is the process of assisting any individual who possesses certain assets, abilities and capabilities to select from the many occupations, one that is best suited to him or her and to aid the person to enter and progress in it.

Counselling.

Tuiyot defines Counselling as a purposeful understanding and assistance given to a person so that he or she is able to handle his or her own problems. He further states that counselling is a person-to-person process in which a person is helped by another to increase his understanding and ability to meet his or her own problems.

Tattum (1986) quoting Carl (1951) defines counselling as "a helping process which depends on the development of a relationship between people which is sufficiently supportive to enable one of these people (the student as the client) to explore aspects of his or her life and more adequate ways of coping".

Musungu (2002) defines counselling as a healing process. According to the writer, a troubled person is helped to examine the situation, reach various options and make informed choices aimed at resolving or coping with the situation.

Counselling is reserved for more personal aspects of guidance that demand highly specialized skills. It is concerned with emotional disturbance and behaviour. Counselling is usually initiated by a client and it is intimate, personal, private and confidential it is not meant to instruct and the counsellor does not express his or her own view and values to the client (Makinde 1987).

Richard (1987) gives a number of ways to approach a definition of counselling, which helps to arrive at a composite definition.

- a) It is a relationship.

The emphasis here is in the quality of the relationship offered to the client characteristics of a good counselling, relationship is stated as a non-possessive, warmth, genuineness and a sensitive understanding of the client's thoughts and feelings.

b) It is a repertoire of skills.

This repertoire of skills both incorporates and goes beyond those of the basic relationship. These skills are interventions, which are selectively deployed depending upon the needs and state of readiness of clients. The interventions may focus on feelings, thinking and acting. It also includes consultancy. It may deal with some of the problems "upstream" with the system causing them. That is addressing the source of the problem of the client. For example, the home background rather than "down stream" with the individual client that is trying to help the client to solve the problem at hand (Richard 1987).

c) It emphasises self-help.

Richard (1987) says counselling is a process with the overriding aims of counselling clients to help themselves. Another way of stating this is that all clients to a lesser or greater degree, have problems in taking effective responsibility of their lives. The notion of personal responsibility of the client his or her recovery, is at the heart of the processes of effective counselling and self-help. Personal responsibility is the process of making the choices that maximize the individual's happiness and fulfilment upon solving their problems.

d) It emphasises choice

From (c) above, it is noted that throughout their lives, people are choosers. They can make good or poor choices. However, they can never escape the mandate to choose among possibilities. According to Richard (1987), counselling aims to help clients become better choosers. It focuses primarily on the choices required for positive transition or development of ordinary tasks, individual tasks and people, rather than on the needs of the moderately or the severely handicapped. Developmental tasks refer to tasks which people face at different stages of their lifespan. For instance, finding a life partner and developing an intimate relationship. Individual tasks represent the existential idea of people having to create their lives throughout their daily choices. This is done despite constraints in themselves, from others and from their environment. It focuses on problems of living. Counselling is primarily focused on the choices required for the developmental, transition and individual tasks of ordinary people rather than on the needs of the moderately to severely disturbed minority. Developmental tasks are tasks that people face at different stages of their life span

for example finding a partner developing and maintaining an intimate relationship, raising children and adjusting to declining physical strength. Individual tasks represent the essential idea of people having to create their lives through their daily choices. This is despite constraints in themselves from others and their environments.

e) It is a process.

Process here denotes movement flow and the interaction of at least two people in which each is being intervened by the behaviour of the other. Both the counsellor and the client can be in the process of helping each other. Most of it takes place during the sessions, sometimes even after contact is over. It begins as a process involving two people but ideally ends as a self-help process.

According to Mutie and Ndambuki (1999), counselling is the skilled and principled use of relationships, which develop self-knowledge, emotional acceptance and growth and personal resources. The overall aim of counselling is to make life more satisfying, counselling may be more concerned with addressing and resolving specific problems, making decisions, coping with crises, working through feelings and inner conflicts or improving relationships with others.

In brief, counselling is a service incorporated in the guidance programmes. All counselling is a part of guidance and all guidance work is not counselling. Guidance activities may precede, accompany or follow counselling. Essentially, guidance and counselling is more concerned with developing the client's own capacity of decision making and problem solving rather than handling a client ready-made solutions.

2.3 Theoretical approaches to counselling.

Counselling is in many ways a synthesis of approaches from related movements such as social casework, psychometrics, clinical psychology and psychotherapy. Although human difficulties appear to lie in specific areas for examples vocational, personal or mental difficulties it is the people who need help. Consequently the person, not the problem is the main focus of the counselling process. This applies even when the counsellor is using a behavioural approach which is specifically problem centred. (Okoth 2002).

To effectively help a person, it is important that the counsellor should analyse what is happening in the counselling sessions. Okoth (2002) says, the theories upon which the approaches to counselling are based, offer the conceptual tools to provide a framework for the counsellor's thinking. Although theories provide a frame work, it does not imply that they are rigid and inflexible; they are working

assumptions, which offer provisional ways of analysing and organising evidence in search of something better.

Theories help to explain, predict, evaluate and improve what happens in the counselling relationship and to answer such questions as "what is happening now?" "What accounts for this?" Using particular theoretical orientations with its underlying philosophical implications, each counsellor attempts to answer these questions with their own unique yet limited reception (Okoth 2002). Counselling practice is based on theories that are communicated through research and testing. The function of such theories is to help increase the understanding of human behaviour. How it comes about and how it may be changed. (Mutie and Ndambuki 1999). Although these theories differ in emphasis they all acknowledge; acceptance, rapport, the need for support, sum limits and the professional status of the counsellor.

Mutie and Ndambuki (1999:121-124) gave a summary of some of the theories advanced for counselling as follows.

a) Psychoanalysis: Sigmund Freud. (Mutie and Ndambuki 1999:121)

It stated that people are born evil and are driven by two major instincts, pleasure and aggression.

Human being are structured in such away that they are related to their environments through their levels of consciousness (ego states) namely id, (instinctual unconscious self). Ego (self promoting part of the person) superego. According to Freud "a lot of our life expectations especially negative emotions are locked in our id and only what is acceptable to the environment is allowed out."

Therefore, maladjusted behaviour is expressed through anxiety which is the threat of the id expressing itself without the control of the superego or when gratification of instinctual desires is derived and the person is forced to apply defence mechanisms.

In such a case the role of a counsellor is to analyse behaviour and interpret it for the client by uncovering the underlying motivation for unwanted behaviour softening the conscience to appoint where the self-gratification is acceptable, promoting self-gratification within the bounds of reality and social acceptability. Therefore, the client seeks counselling because his or her behaviour is unacceptable to the self or society (poor socialization) and the counsellor works with him or her until behaviour is acceptable.

b) Ego- psychology: Sullivan (Muties and Ndambuki 1999: 122)

The theory stated that human beings have the potential for both evil and good behaviour. Like Freud, he states that human is structured in three ego-states. However he emphasizes the ego as having the capacity for intelligent adaptive self guidance.

Maladjusted behaviour occurs when the ego is too weak to make proper behaviour related judgments resulting in unacceptable behaviour. Therefore, the role of a counsellor is to develop the ego potential by analysing and interpreting the ego-structure for the client so as to make proper behaviour related judgments hence acceptable behaviour.

c) Behavioural counselling: B.F skinner (Mutie and Ndambuki 1999:123).

Skinner noted that the individual is a victim of the environment. Behaviour is determined by external physical controls. Unwanted behaviour is acquired through wrong learning (conditioning) as one integrates with the environment one learns how to respond in a particular way. The environment acts as a stimulus which elicits a response from the individual. As this response is reinforced, and then the individual adapts to that pattern of responses, then proper learning takes place. If the environment is not conducive for proper learning, then wrong learning takes place.

Therefore, the role of a counsellor is to break the wrong behaviour through learning and re-learning of appropriate behaviour through positive reinforcement.

On the same note Okoth (2002) gave an example of students who discontinued their studies to illustrate this. By their behaviour such students show that they are not being reinforced by those influences which other students in school, or that the education reinforcement they are receiving is weaker than reinforcement coming from other resources. In such a case it is the job of a counsellor to discover what reinforces students "dropouts" and to make this reinforcement contingent upon learning. They make this provocative claim but "under appropriate environmental conditions, which man can create, almost anyone can be motivated to do anything."

(d) Client centred counselling: Carl Rogers (Mutie and Ndambuki.1999:124)

This theory, people are basically good, always fighting the forbidden environment to express their good striving for self-actualisation. Maladjusted behaviour dwells mostly on individual's feelings. What the individual needs is conditions of worth and encouragement to be able to express the good already within, either through verbalisation, feelings or behaviour. The condition of worth includes the values of warmth, genuine-ness and positive regard. Hence the role of a counsellor is to provide the conditions for worth.

(e) Development counselling approach:

Okoth (2002) quoting Tyler (1961) says that the approach aims to change behaviour in order to facilitate human development and is based on the assumption that human beings are capable of choosing the desired direction of their own development. Developmental counselling is educational and human personality develops in terms of a healthy interaction between the growing person and the environment.

Okoth (2002) gives a number of basic assumptions about the nature of developmental counselling in

a school situation.

- i. Students are not considered to be mentally ill, but capable of choosing goals, making decisions and generally assuming responsibility for their own behaviour and future development.
- ii. Developmental counselling is focused on the present and the future and is primarily concerned with where the client is going and not where he or she has been.
- iii. The student is the client not a patient. The counsellor is not an authority figure, but a partner of the student as they move toward mutually defined goals.
- iv. The counsellor is not morally neutral or immoral but has values, feelings and standards of his or her own. The counsellor does not impose these on students nor does she/he attempt to hide them.
- v. The counsellor focuses on changing behaviour not merely creating insights she/he is a helping person, a teacher, a consultant and confident as these functions are seen to be appropriate in meeting mutually defined goals.

Okoth (2002) concludes that developmental counselling is educational and is based on the assumption that human personality develops in terms of a mainly healthy interaction between growing person and the environment. It aims to maximise human freedom while recognising that such freedom is sometimes severely limited by reality and that few people are prepared to exercise that freedom.

2.4 Objectives of guidance and counselling programmes in schools

A student faces many difficult situations in today's life. He or she has to make wise choices in curricular and other activities, acquire basic study skills for optimum achievement and adjusts to his

or her peers, teachers and parents. He or she also has to live and store facilities in the institutions, hostels and dormitories with individuals from different economic and social backgrounds. The students have to try to secure adequate financial aid, adjust to heterosexual relationships and decide how to spend his or her leisure for optimum achievement and proper adjustment in these varied life situations.

Koffi (1972) states that there is an urgent need to introduce and strengthen the guidance and counselling services in schools and colleges so as to meet the varied needs of the students' administration and the whole of education system.

Koffi (1991) identifies the needs of children at home and in schools as factors which create an unstable personality which necessitates guidance and counselling. Those needs are classified into two main categories namely,

1. Physiological, biological or tissue needs
2. Psychological or socio-genetic needs.

Satisfaction or dissatisfaction of these needs determines whether people behave normally or not. These needs demand satisfaction and any frustration of such creates unstable personality. Therefore, the objectives of guidance and counselling are broad and vary with the situation, environment and to training.

Mutie and Ndambuki (1999:115). The basic objectives of guidance and counselling include the following

1. Help students gain insight into the origins and the development of emotional difficulties, leading to an increased capacity to take rational control over their feelings and actions.
2. Alter maladaptive behaviour.
3. Assist students move towards fulfilling their potential or to achieve an integration of previously conflicting parts of themselves.
4. Provide students with skills awareness and knowledge which will enable them to confront social inadequacies.

Mburu (2000) identifies these areas as follows:

- Help students understand the purpose of education and function of the school
- Choose curriculum according to abilities, interests, and aspirations.

- Acquire good study habits for academic success.
- Develop students' talents, interest so as to exploit their potential.
- Help students make choices, decision, plans and be goal oriented.
- Cope with peer pressure.
- Develop social or life skills to cope with others.
- Resolve conflict.
- Reduce or eradicate school dropout rates, truancy, absenteeism, insubordination, defiance to authority and rebellion.
- Teenage pregnancy.
- Curb School strikes and riots.
- Help students sort out Psychological problems like worry, stress, and hopelessness.
- Drug use and abuse.
- Sexual disorders e.g. lesbianism.
- Devil worship and fanaticism.
- Disaster preparedness.
- Learners with special needs

Koffi (1972) stated a number of objectives for guidance and counselling services in schools and colleges as follows: -

1. To help in the total development of the student.
2. To enable students to make proper choices.
3. To help students choose, prepare to enter and progress in a career.
4. To help the students in vocational development.
5. To help students make adjustments to the situations in school and at home.
6. To supplement the efforts at home.
7. To minimise the mismatch between education and employment and help in the efficient use of labour force.
8. To identify and motivate the disadvantaged.
9. To help check wastage and stagnation in schools.
10. To help ensure the proper use of time spent outside the classroom.
11. To increase the holding power of schools.
12. To make secondary and higher education successful.
13. To minimise the incidences of indiscipline.

In Kenya, objectives of guidance and counselling are to help all learners grow in self-understanding, develop their capabilities for making realistic career decisions, overcome any personal deficits and make optimal academic progress. (Kilonzo 1980). According to Okwatsa (2002) the provision of career or vocational guidance in educational institutions has been necessitated by great changes in our society and the worlds at large, and which has become more complex.

Automation and recession, for example, have forced many people into early retirement and retrenchment, resulting in unemployment. The rate of technological change and isolation of young people from possibilities for employment have created problems in occupational choices. Many students are not able to obtain informal exposure to a variety of occupations, nor can they easily obtain relevant data about them. Students have a limited knowledge of occupations and a narrow range of alternatives available to them. This ignorance leads to unrealistic career aspirations. (Okwatsa 2002). There is therefore need to assist students to have more realistic career expectations.

Today, as never before, there is need for very successful doctors, educationists, lawyers, technicians, engineers, writers, farmers, inventors, crafts people, business executives, to mention a few. It is essential that students in the educational institutions are helped and guided to take up courses and careers suited to their interests and aptitudes, so that they become efficient workers for optimum individual, social and national development. Guidance and counselling needs to be made a continuous activity. (Napier 1972).

2.5 Basic principles of guidance and counselling in schools.

According to Koffi (1991), guidance and counselling is primarily concerned with individual behavioural processes. This means the counsellor deals with the personal world of the individual in order to help him or her understand that internal world. This helps the individual gain better control over his or her own behaviour. Guidance and counselling relies on co-operation, the client should not be forced into a counselling relation.

Mutie and Ndambuki (1999), Guidance and counselling help the client to move towards a greater level of self-acceptance and self-understanding. Counselling should help the individual become more aware and realistic about their abilities and limitations. Counselling is client-centred, the needs of the client come first.

Hahn (1955) identified the following principles of counselling and classified them as broad basic principles:

1. Counselling is strongly dedicated to client self-realisation and self-direction.
2. It is basically for the development of client insights and understandings of the relations of self and environment.
3. Counselling is a structured learning situation.
4. Counselling methods must vary with the needs of the client.
5. Counselling is primarily a preventive, not a remedial process.
6. Counselling must be voluntary for the client.

In a school setting, Koffi (1991) identifies seven principles of Guidance and Counselling listed as follows:

1. Guidance and counselling is for all students.
2. Guidance and counselling is a programme for all ages.
3. Guidance and counselling must be concerned with all areas of student work.
4. Guidance and counselling is based upon recognition of dignity and work of the individual.
5. School guidance and counselling programmes must be relevant to students' needs and characteristics.
6. Guidance and counselling strives for co-operation and not compulsion.
7. Guidance and counselling is a co-operation service involving different groups.

2.6 Guidance and counselling programmes in secondary schools

According to Mutie and Ndambuki (1999:24), Guidance and counselling at school level includes educational, vocational, social life, moral life, health, personal and marital. Gitonga (1999) sees guidance and counselling in schools to embrace four components: educational, vocational, personal and psychological counselling.

The extent of the guidance and counselling depends on the resources of the school, the number of students and the educational facilities provided. Basically, in a school a qualified counsellor and guidance teacher, with active support of the head of the institution can run the programmes (Mutie and Ndambuki 1999). Since students, teachers and the community are unique in every school, the structure of each programme must be made to suit the needs of each institution.

Republic of Kenya (1977). The head teacher is expected to encourage the development of the committee as an advisory and guidance committee from among staff comprising of five to eight members. The school head, by the virtue of his position is responsible for the guidance and

counselling programmes in the school. He or she is the chief counsellor. The nature of his appointment requires that he or she assume the responsibility to provide guidance and counselling to the whole school.

Republic of Kenya (2000) and Kilonzo (1980) states that the head teacher has to provide material equipment and facilities such as an office, filing space, forms for securing data from pupils, folders to contain counselling notes, shelves for books, filing cabinets, notice boards, desks and chairs. The head teacher has to recognise the importance of privacy and respect for confidentiality of counselling relationships by providing a room or office.

Mutie and Ndambuki (1999) says arrangements should be made in every school to enlist the support of the parents and introduce to them the idea of guidance, for no programme can function successfully in a school unless parents are fully convinced of its utility. This is true especially of guidance for example; the importance of correct curricular choice by their children should be made clear to them.

Republic of Kenya (1977). Highlighted that each school has a functioning department of guidance and counselling headed by a teacher counsellor either appointed by the T.S.C. or the school head teacher and the timetable arranged in a way that allows room for guidance and counselling programs for the teacher counsellor. Mutie and Ndambuki (1999) add that the provision of the guidance programs must be made in the school timetable as well as in the budget. This is needed for carrying out minimum guidance activities, such as maintenance of cumulative records, arranging for career and orientation talks, screening of films or arranging of plant tours.

Mutie and Ndambuki (1999) give an outline of the guidance programmes for a secondary school:

a) Educational talks.

The counsellor or guidance teacher should arrange talks on simple education topics. The teacher with the help of members of the guidance and counselling committee or persons from outside the school can deliver talks on suggested themes, for example. Adjustment to the school, getting the best out of school education et cetera.

b) Orientation.

Such talks are meant to orient the students to the courses to be taken and to the facilities available in the school for example the library, laboratories, workshops, playgrounds, teaching personnel,

concessions or stipends and scholarships. Information should be provided to pupils concerning the school and the changing educational and occupational plane as much as possible

c) Career talks.

Providing details of a particular job is a must for good guidance programmes. Every career expert should have an outline of the career talk to be given and should prepare the talk well in advance. Such talks may cover careers open to those who leave school. Further topics that could be covered in career talks are self-employment schemes, entry into various services and methods of recruitment.

d) Career conferences.

These are group activities organised to provide occupational information of a preliminary and supplementary nature to a large number of students. In a career conference, several speakers belonging to different professions deliver talks about their own fields to students. For example, a successful doctor may give a talk on "medicine as a career" to a group of students interested in the medical line and a lawyer on "Law as a career" to another group interested in the field of Law.

e) Plant tours.

Visits to industries and commercial establishments provide the students with direct experience of the work and the physical environment in which it is done. The students should be prepared for it in advance so that they know what to look out for, the questions to ask and how to behave. A visit is more useful when followed by group discussions in which students talk about what they have seen, and exchange ideas. As many plant tours as possible may be arranged, depending on the resources and the time available to the school.

f) Screening of films and film-strips.

If followed by group discussions, it is a good method of disseminating information. Film-strip shows accompanied by a suitable commentary can also prove useful. The film can be obtained on loan from film distribution agencies.

According to Wango (2002), educational and vocational guidance is based upon a thorough knowledge of the students' problems, progress and potential. Sometimes, some students may need to be referred to outside agencies for further counselling. It is therefore the administrator's responsibility to gather information concerning counselling referral agencies related to where they are situated and the services they provide. Hence it is upon the teacher counsellor to build

relationships with community professionals and then promote interaction between students, teachers and professionals.

The effectiveness of the educational and vocational information service in schools depend largely on the systematic organisation, proper maintenance and regular use of the guidance centre. Ideally, the centre should be a large room equipped with filing cabinets, display racks, bulletin boards, tables and chairs where the materials can be maintained and displayed. The room can also be used for holding discussions, showing films and film-strips or for holding parent-teacher meetings. A part of it can be partitioned and used by the guidance counsellors for counselling purposes. (Mutie and Ndambuki 1999)

The development and effectiveness of the guidance and counselling programmes depend upon many conditions, varying from the inherent in the guidance and counselling situation, to the dealing with overall organisation and administration of the guidance and counselling programmes.

Global counselling centre (2002) attributes the failure of guidance and counselling programmes to the following factors: Failure of school administrators to offer leadership and support to the programmes, lack of trained school or teacher counsellors, personality of the school counsellor, time allocated to the programmes, inadequate facilities, teacher student perception of the programme and the failure to have clear objectives for the programmes.

According to Kebaya (1989) and Mutie and Ndambuki (1999), there is failure of the students to seek the help of the teacher counsellors on emotional and personal problems due to lack of private rooms or offices in schools. Most schools are so overcrowded that it may not be possible to secure independent accommodation, in such cases, the teacher counsellor has to do at the corner in the school library, the reading room, or the veranda. If this is not available, he or she may have to use his or her own classroom over school hours (Mutie and Ndambuki 1999).

Republic of Kenya (2001) recognises the use of peer counsellors in school guidance and counselling programmes to help sort out the problem of peer pressure and influence. Ideally every school in Kenya is supposed to have peer counsellors committee. However, Kariuki (2002) asserts that lack of peer counsellor's involvement hinders the success of the implementation of guidance and counselling programs in schools.

2.7 Basic skills in guidance and counselling.

Many children may not respond to talking in counselling sessions for a variety of reasons. In the African context, children are supposed to be submissive to authority. They may not have been

encouraged or allowed to express their feelings. Others may not have had the experience of an adult really listening to them and therefore may react with suspicion or resistance to the counsellor

Okoth (2002) writes that effective counselling is highly dependent on the skills and techniques used by the counsellor, though people can learn by reading, writing and talking about counselling. If they are to become counsellors, they are here to learn by doing. Trainees also need to develop their skills in practical groups prior to being allowed responsibility for their own students. There is no teacher like experience (Mutie and Ndambuki 1999).

All human beings have the opportunity to assist others be it in the role of a marital partner, relative friend or workmate. Just because people are available to help does not necessarily mean that they are helpful rather than retarding or harmful. The question then is, "what is effective help or counselling?", or to put it even more specifically, "what are the skills of effective counseling?" (Richard 2000).

Tyler (1961) asserts that the main skill a counsellor must develop is that of communicating his understanding of what the client is trying to express. It is usually not very difficult to respond to the content or factual details of a client's statement. It is the feelings that are hard to put into words. Yet it is the clarification of these feelings about the topic under discussion that is highly to be the greatest value to the client.

In addition, Mutie and Ndambuki (1999) states that some of the guidance and counselling skills include:

- Attitude.
- Listening.
- Confrontation.
- Verbal communication.

Okoth (2002) emphasises the basic communication skills where the counsellor uses discrete units of verbal, non-verbal or Para-verbal behaviour to help clients through their process of exploration, understanding and action. Okoth (2002) gives the most commonly used counselling skills as:-

- Attending.
- Active listening.
- Paraphrasing.
- Reflecting feelings.
- Questions.
- Clarification.

- Supporting.

Richard (2000) explains that through good listening, attending and showing receptiveness to the client, the counsellor exhibits the very important skills in counselling.

2.8 Guidance and counselling teacher (Teacher Counsellor).

According to Okoth (2002), the school counsellor's role concept is essentially an extension of his or her counselling view, which in turn is dependent upon his or her behavioural concept of man or his personality theory. But undergirding, this influence of the role concept is the counsellor as a person, his or her existential totality, his or her life style, his experiential pattern, his or her inner motivational force. Looking at the counsellor as a person, it is possible to understand the extent to which his personal and individual view of life influences what he does or does not in the name of counselling.

Counselling differs from many occupations in that its main tools are people. Counsellors and clients bring many characteristics into session and experience many thoughts and feelings during it. Counsellors are first of all people, secondly they are counsellors. They have their own weaknesses, strengths, fears, anxieties, doubts and uncertainties. All these can either hinder or facilitate their work with clients.

Okoth (2002) contends that Counsellors therefore must continuously engage themselves in self-exploration to be aware of themselves and how others affect them and the effect they have on others. The self-concept is one way that counsellors attempt to understand themselves.

Makinde (1987) states that guidance counsellors are multi-faceted professionals. The better informed they are of the details of different careers and professions, the better are the services they are called upon to give. Unfortunately, Aduda (1995) reported that schools provided inadequate counselling services because school counsellors lacked training. Aduda states that apart from educational psychology courses, most counsellors are not qualified in guidance and counselling. Observers argue that counsellors need to be appraised on the development in counselling to cope with changing times.

Gachathi (1976), Kamunge (1988) and Koech (1999) note the importance and effectiveness of guidance and counselling unit in secondary schools and recommend for the training of all practising teacher counsellors. In fact, they emphasise the integration of guidance and counselling with other topics like careers, ethics and human relations in education.

According to Gitonga (1999), training has a major advantage over trial and error apprenticeships, in that it helps to organise and discipline knowledge, which would otherwise be gained after prolonged and possibly wasteful experiences. For this reason, Mumo (2002) in her paper presented during a Kenya Education Staff Institute induction course for secondary school heads of departments informed the members that the government had embarked on a policy of appointing head teachers who had undergone a training course in management and in guidance and counselling. The T S C is keen in providing a paid study leave for teachers who wish to undergo further studies in management courses or guidance and counselling.

A vigilant teacher - counsellor will spend time around the school observing particular pupils and will provide frequent opportunities for informal counselling. A few words enquiring about the situation at home an enquiry about health or state of mind and check on school progress. This will in turn keep the administration informed of individual students' well-being.

The success of guidance and counselling services is dependent upon a trained counsellor. Lack of training makes teacher-counsellors feel inadequate to deal with psychological and social problems. One of the perennial fallacies related to guidance and counselling services is the assumption that every teacher is or should be a counsellor (Musungu 2002). She emphasises that guidance and counselling is a professional activity not to be carried out by anybody but should be taken up by professionally trained persons. If dealt with by others the chance of harming the interest of the affected persons will be more than one of helping them. To include other teachers in counselling, an in-service course in guidance and counselling should be provided. Therefore when teacher-counsellors are appointed on the strength of age and religious inclination and where they lack training and competence, the end result is that the career and counselling programme is haphazard and moribund.

To a large extent, the success of the guidance and counselling programmes depends upon the personal duties of the counsellor, and upon the appropriate use of specific guidance and counselling techniques. Makinde (1987) identifies some of the attributes of a good counsellor such as devotion to duty, high integrity, honesty, discipline and good knowledge of the school norms. Musungu (2002) states the attributes of good counsellor as, respect for religion, making disposition, ability to win confidence, patience, impartiality, honesty and sincerity. The nature of a counsellor as a person becomes very vital in counselling because of the intimate personal relationship that is essential for the success of the programme.

Mutie and Ndambuki (1999) noted the following as qualities of good counsellor.

- Self-knowledge
- Competence
- Good psychological health
- Trustworthiness.
- Honesty.
- Warmth.
- Patience
- Active responsiveness
- Strength even to say difficult things.

According to Okoth (2002) counsellors are supposed to model congruent behaviour, realness honesty, and appropriate self-disclosure. It is the counsellor's genuineness that the client is touched. Some of the qualities mentioned are: -

- A good listener.
- Warm, loving, peaceful and honesty.
- Dedicated and open spirited.
- Know and understand the healing process.
- Have faced and dealt with his or her emotional needs.
- Ability to accept others unconditionally.
- Ability to maintain a clear conscience.
- Ability to understand and apply spiritual principles of life.
- Ability to confront someone in view of the future benefit.
- Ability to role model and teach people purity of heart, mind and behaviour.
- Genuine, sincere and transparent.
- A perpetual learner.

Tyler (1961) states that the qualities most essential for counsellors are the basic attitudes that make it possible to accept and understand other people.

Unfortunately some of the teacher counsellors lack the qualities and characteristics essential for successful counselling relationship. Their values contradict with those of the client. Lack of confidentiality in counselling constitutes a real problem in many schools. The counselling relationship is a professional relationship in which the counsellor is ethically bound to confidentiality. (Hahn and MacLean 1955) Musungu (2002) noted that many young people may not wish to be involved with the school counsellor. They feel their confidential concerns cannot be respected with the school setting.

A student was quoted by the Sunday Nation (29/1998: 2) saying that "Teacher counsellors have no sense of confidentiality. Everything they discuss with students finds its way to everybody's ears.

The most annoying thing is that after guidance and counselling session, the other teachers look at students strangely in class". This breach of confidence is very disturbing.

The guidance and counselling programmes cannot flourish if it does not gain the support of the students by way of utilizing services provided. More often than not, students feel that guidance and counselling is for those students with problems, for the deviant, those displaying character disorder and for the weak academically.(Okoth 2002). Okoth maintains "it is necessary for the teacher counsellors to keep before the students the purpose of counselling, to keep reminding them that counsellors are available and to continue not only instructing them concerning the type of help given but also how to avail themselves to it."

According to Wanjohi (2002) there is need for the school to maintain good relationship with the community. It is from the community at large that referral service can be enhanced. Therefore, the teacher counsellor has a duty to enhance good community relation in order to successfully enhance guidance and counselling programmes. In conclusion, the teacher counsellor bears the ultimate responsibility for the success of guidance and counselling programmes in secondary schools.

2.9 Areas of guidance and counselling.

Six of the most important areas using guidance and counselling skills have been identified by Richard, Hahn and MacLean (1955), which to some good extent give room for individual need to be met.

1. Nurturing and healing.

Young people require emotional nourishment when growing up. They need to feel secure. This is not just physical but emotional security. It is called "a secure base". The provider of the secure base is called an "attachment figure". In order to encourage a secure base, there is need to encourage in the growing persons a need for emphatic understanding through being sensitively listened to by an attachment figure. Children not only learn to experience and acknowledge their own feelings, but also feel confident to engage in exploratory behaviour.

2. Problem Management.

Problem management counselling assists clients to make better choices in one or more problem areas in their lives. Clients tend to approach counsellors with specific problems, examples in real life include, communication problems, learning difficulties of pupils and students. Problem

management usually begins with an assessment. This is in order to understand the problem and set its goals.

1. Decision making.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

The aim of counselling process is to aid people in making better choices and in becoming better choosers. Decision-making can be viewed as a distinct area. In decision making counselling, the focus is on counselling clients to make one or more specific decision for example, in the occupational work it is concerned with the clients' decision in such areas as in choosing a job or career. Whether or not to accept redundancy or early retirement, counsellors need to be unbiased. Decision making counselling can help the client with particular decision and also impart self-help skills.

2. Crisis management

In crisis management counselling, clients feel that their coping resources are under great strain if not overwhelmed. They are often stuck in unproductive and repetitive patterns of thinking, living in state of heightened emotions and unable to view dispassionately the range of their choices. Crisis management requires the counsellors to make speedy assessment of situations including suicide risks by clients, clients coping resources, availability of support and whether medication, or hospitalization is desirable. Additionally counsellors are to work with clients on managing their problems at least to the extent of getting them through the worst of the crisis.

3. Support

Supportive counselling assists clients, who while not going through many crises, may nevertheless, consider extra support necessary to help them through an awkward phase. For example a new bright student admitted in form three from one school to another of different physical, social and academic set up, his or her performance in school can be affected. To the client just knowing that counselling was available might help. Such counselling may give them the opportunity to express and start sorting out their thoughts and feelings in a 'safe' environment. Ideally supportive counselling quickly puts client back in touch with their own strengths and resources, so they may feel and better able to cope with life and challenges on their own speciality in a new environment.

4. The life skills training.

Increasingly, it is recognized that counsellors need not restrict their activities to those who already have problems. Counselling can be used to conduct life skills training programmes that can be in any area in which people require skills, work, leisure, study, relationships and sexuality.

Life skills can also be imparted via counselling without going so far as to offer structured programmes in specific skills. For example, teachers can manage learning environments in such a way that pupils develop skills of self directed learning and group participation supervisors can supervise workers in such away that they develop both initiative and team work skills. Youth club leaders can run activities and programmes that have the side effect of helping young people develop autonomy and relationship skills.

Richard (1987) states that all these areas in which counselling skills can be used, need to be offered in a professional manner

2.10 Research studies closely related to this study.

The following is a review of literature closely related with the object of research in this study.

Kabaya (1987) in his work the main aim of the study was to determine how high school students perceive their problems and show they want their helper to aid them in personal, emotion and educational vocational problems.

He found out that for all variables, the ranking of the problem areas are different significantly. This indicated that the various groups perceived problems differently, on average schoolwork and educational vocational planning were the concerns of the students.

For personal emotional problems, both variables preferred on the average to seek help from parents, friends or from themselves, first before consulting the teacher counsellor, school teachers or the head teachers. For educational, vocational problems, the students preferred to seek help from the teacher counsellor, school teachers and the head teachers than from parents and students friends.

From the findings above, it is possible to suggest that before any help is given to the students their needs and concerns should be considered. It also shows that coordination between parents, teachers, students, teacher counsellors, school teachers and the head teachers is necessary if students were to be helped.

Although the study is related to the problem under study, it does not touch on either professionalism or effectiveness.

Gitonga (1999) in her study, of secondary school head teachers' attitude towards guidance and counselling. She says that head teachers are expected to have a strong interest of the welfare of the students both spiritually and temporal.

She established the following from her study: -

1. Head teachers' personal qualities of sex, age, leading and administrative experience had no significant effect on their attitude towards guidance and counselling.
2. The type of school had no effect on attitude of the head teachers towards guidance and counselling.
3. There was no significant difference between head teachers' attitude towards guidance and counselling and the training in guidance and counselling skills.
4. Head teachers were not adequately informed about the role of teacher counsellors.
5. Head teachers in majority lacked training in guidance and counselling skills and therefore felt incompetent to oversee guidance and counselling.
6. The data also showed that the ministry of education guidance and counselling unit was doing little to organize seminars and workshops to sensitise the head teachers on matters pertaining to the subject and finally she recommended for them to be trained in guidance and counselling skills so as to enable effective guidance and counselling in their schools.

Gitonga's recommendation is very close to this study, she recommends for the head teachers to be trained in guidance and counseling so as to enable effective guidance and counseling in their schools. This logically supposes that training the head teacher makes them professional and therefore effective.

Coming close to that, this research was set to establish the following:

1. If there is any direct relationship between professionalism and effectiveness in guidance and counselling.
2. If such trained teacher would necessarily conduct their guidance and counselling professionally or the skills merely end with the training course.

If both of the above questions are proved positive then it will enhance the need to spend funds urgently to train head teachers and counsellors professionally. Nevertheless Gitonga's study does not cover the study in question.

Kariuki (1990) investigated perceptions of the role of the counsellor in secondary school and it was found out that secondary school students, teacher counsellor and headteachers differed in their

perceptions of the role of counsellors specifically, there were significant differences between, headteachers and teacher counsellors, teachers and students, teacher counsellors and students

From the findings several recommendations were made which included the following

1. Encouraging parental guidance at home and before school and after start of formal education.
2. Training of guidance counsellors to promote the guidance programmes in schools.
3. Establishment of good guidance programmes which should be integrated in the school curriculum.
4. Encouraging and facilitating co-operation among teachers, career master and head teachers so that they can promote guidance performance in schools.

Implementation of these recommendations is likely to raise the level of awareness on the importance of guidance and counselling and the effectiveness of guidance counsellors in the achievement of the objectives of the guidance and counselling programmes of which the study in questions is aiming at establishing.

Ndungu (1995) studies guidance and counselling in Kenyan schools. The aim of the study was to establish the scope and effectiveness of guidance and counselling services in Kenyan secondary schools and also hindrances to effective guidance and counselling and how these services can be improved. In the research findings, it was established that students are counselled only after a negative problem arises. Higher classes (the form fours) benefited only on future careers and got very little on moral conduct.

Here, 'effectiveness' is not tested *par se*, the researcher assumes that the presence of a wider scope of guidance and counselling constituted effectiveness. She ended up concluding that very meagre services were offered and so this "lacked effectiveness".

Contrary to the study mentioned above, in this research, no real testing of the presence of effectiveness and professionalism was conducted.

Tumuti (1979) in the study of guidance and counselling needs for primary school pupils sought to delineate the guidance and counselling needs for primary school pupils in Kenya. From the findings, the author made the following conclusion:

1. The pupils had guidance and counselling needs in (a) academic (b) psychological areas contrary to expectations of the study, the lower class (standard v) indicated more problems than, the upper class (STD vii).
2. Girls were found to have more problems than boys
3. Pupils from rural areas indicated they had more problems than those of town and metropolitan areas.
4. The teachers believed the pupils had more guidance and counselling problems than the pupils themselves indicated.

Tumuti concludes by recommending for the establishment of guidance and counselling programmes in Kenya primary schools to cater for pupils needs. More research should be done continuously in guidance and counseling.

However, the researcher does not endeavour to study needs of secondary school students, which are at a different level in psychological, physical and the social aspect. He also do not take keen interest on professionalism and effectiveness of teacher counsellors in helping the students in their various guidance and counseling needs.

Muchiri (1998), Study of participatory processes used by head teachers to enhance student discipline in public schools. The purpose of the study was to examine the participatory process used by head teachers to enhance student discipline in public secondary schools in Nairobi Kenya. The writer sets out to identify the kinds of discipline cases among students in secondary schools in Nairobi province.

From the findings, Muchiri established that there are a myriad of discipline problems in schools which cannot be solved by the head teacher alone and at the same time they could be solved by all the members of school. She recommended guidance and counselling as one process to be used to enhance discipline among others.

Muchiri studied the extent of participation of students in school policy which is just one method to enhance discipline and is a solution to some of the problems students who seek guidance and counseling have. The study did not touch on the professionalism and effectiveness of the guidance and counselling teacher.

2.11 Limitations of the literature reviewed.

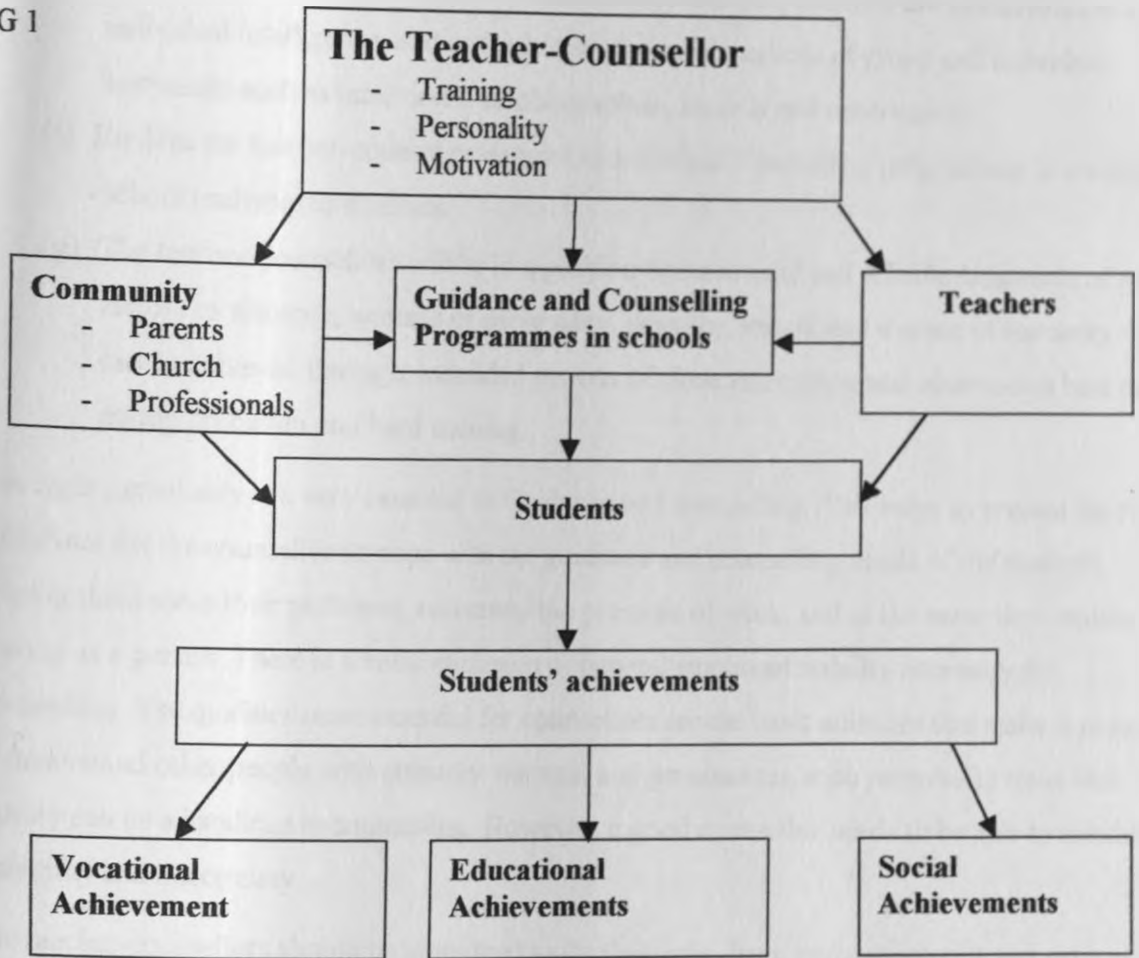
Most of the research done on guidance and counselling had Americans as subjects and being a more developed country in comparison to Africa and in particular Kenya, it is not likely that all the considerations would accurately reflect the nature of guidance and counselling in Kenya since Tyler (1961) advocated that guidance and counselling should depend on the needs of the school and the client. It therefore gives us a clear indication that the needs of a school in such a developed country are different from the needs of a school in a developing country.

An analysis of the theses that is part of this literature review, indicates that most of the writers carried out research on guidance and counselling needs, students' perception of their problems and their help seeking preference, head teachers' attitudes towards guidance and counselling in their schools and none of them touched on the level of professionalism of the teacher counsellors and their effectiveness.

Therefore, since a professional counsellor is said to be one trained and qualified in all the factors discussed above, this study (research) endeavoured to prove whether a counsellor who offers his counselling services in such professional manner is more effective in achieving guidance and counselling objectives.

2.12 CONCEPTUAL FRAMEWORK OF THE STUDY

FIG 1



This framework consists of the most essential requirements that can be attributed to the making of professional teacher counsellors in secondary schools. Though guidance and counselling dates back to the 1970s as a professional concept, it is a new phenomenon in Kenyan schools since teacher training emphasised on subject matter and teaching methods. At its initial stages of development, it is based on the self-motivated teachers to run its programmes.

A professional teacher-counsellor needs to go through rigorous training over a period of time qualifies. Training is necessary for the following reasons:

- It gives a counsellor proper professional orientation. This is realised in the professional ethics and the understanding of the administrative patterns within which Guidance and Counselling function.
- It enables the teacher-counsellor to garner and disseminate the right information
- It helps the teacher counsellor to acquire the necessary skills and techniques
- The teacher-counsellor will be able to understand their position in relation to the students and their needs in a fast-changing society.

- (e) It enables the teacher –counsellor to get a clear understanding of the principles essential for the interpretation of tests and evaluation of research, for example the administration of individual intelligence, and aptitude tests, informal methods of group and individual appraisals such as interviews, autobiographies, records and observation
- (f) Enables the teacher-counsellor design Guidance and Counselling programmes in secondary schools suitable to students.
- (g) The teacher-counsellors will be in a position to make valid and reliable judgments of such factors as sincerity, warmth of personality, empathy, insight and a sense of humanity. This can be achieved through, extended periods of close association and observation best made during probation and hard training.

The right personality is a very essential in Guidance and counselling. This helps to present the right guidelines for the counsellor to cope with the guidance and counselling needs of the students, helping them solve their problems, withstand the pressure of work, and at the same time remain healthy as a person. There is a basic minimum of general emotional stability necessary for counselling. The qualities most essential for counsellors are the basic attitudes that make it possible to understand other people with empathy warmth, and genuineness, such personality traits like rigidity can be a handicap in counselling. However, a good counsellor needs to be able to tolerate ambiguity and uncertainty.

The teacher-counsellors should be motivated to do their jobs. Both intrinsic interest and external motivation play significant roles in the efficiency and effectiveness of the teacher-counsellor. The external motivation is received through support from the school administration, staff, parents and students, whereas intrinsic motivation is from the personal interests and satisfaction from the curriculum preparatory to the profession and the love to help out people in problems. These will encourage the teacher counsellor to continue even in difficult situations.

The success of guidance and counselling programmes requires the collaborative participation of the parents, teachers, students, school administration and the professional community. These are groups that influence the subject directly and indirectly. Therefore, it is the role of the teacher –counsellor to co-ordinate and harmonize professionally the activities of the various groups. They should explain the role of each group and clearly outline the objectives of guidance and counselling programmes geared towards student achievements in the vocational, Educational and social outcomes, within and beyond the school period and boundaries.

The levels of professionalism of the teacher- counsellor will greatly influence his or her effectiveness. From a good counsellor, a client learns many things. Therefore, the outcome of the services of a professional teacher-counsellor are students' positive achievements.

CHAPTER THREE

RESEARCH METHODOLOGY.

3.0 Introduction.

In this chapter the researcher describes the design and methodology used for the study. The research design, target population, sample size and techniques, research instruments, data collection procedures, validity and reliability of the research instruments and data analysis are discussed.

3.1 Research design.

The design used in this study is ex-post facto. This is because the study required description of what had already happened. The characteristics of the design are non-experimental and deals with variables in a natural setting. Kerlinger (1973: 379) defines an ex-post facto as a system of empirical variables because their manifestations have already occurred or because they are inherently not manipulatable. The ex-post facto design is recommended for educational and social research, that is, most research problems, social and educational problems do not lend themselves to experimental enquiry (Kerlinger 1973: 392).

According to Cohen and Marion (1983: 67) descriptive research or "what is" involves the description, recording analysis and interpretation of conditions that exist. It involves some type of comparison or contrast and attempt to discover relationships between existing and manipulated variables. Therefore, according to Best (1970) descriptive research is concerned with "how", "what is", or "what exist" is related to some preceding event that has influenced or affected a present condition or event. Therefore, the type of design was applicable to the study.

3.2 Target population.

The study was carried out in Nandi North District. The district has 63 secondary schools of different category and status, with a population of 10,600 students and 661 teachers. The study covered 30% of the schools, student and teacher population.

3.3 Sample size and sampling technique.

From the 63 secondary schools in Nandi North district, all the schools could not be adequately covered within a given time hence the necessity of a sample. The essential requirement of any sample is that it should be as representative as possible of the population it is drawn from (Nachiamis 1994: 174).

A total of 18 schools from different divisions were randomly selected for the study. The schools

were selectively stratified according to category and status, for example, National, provincial and district schools. Then boys, girls and mixed schools and finally boarding day or both boarding and day schools.

The stratification sample used ensured that the population with different characteristics were represented in the sample. Simple random sampling helped to ensure that each school had equal chances of being selected.

From the 18 schools the teacher- counsellors who were departmental heads were interviewed. 18 head teachers from the identified schools together with 30% of the teachers per school completed the teacher questionnaire whilst 30% of the student population in each sampled school completed the student questionnaire.

From the 661 teachers in the district, 198 teachers selected from the 18 sampled schools, participated in the study. Random sampling was used within the school to get the participants.

The students who participated in the study were 3180 from a population of 10600 students in the district. 30% from each sampled school population were randomly selected per class with an equal distribution of both boys and girls in the case of mixed schools.

3.4 Research instruments.

Research instruments used were:

1. Questionnaires.
2. Interviews.

The Head teachers, teachers, teacher counsellors and students were the primary respondents. They were interviewed and requested to fill questionnaires. Other secondary sources were through documentary analysis of the guidance and counselling department. The documents included reports, guidance and counselling programmes, referrals made and students' academic records (report books).

The interview questions were for the teacher counsellor.

There were two sets of questionnaires, one for students and one for teachers, head teachers included. The one for students comprised twenty five items of both open and closed ended questions. The item tested on the general knowledge of the student, the level of professionalism and effectiveness of the teacher counsellor and students attitude towards guidance and counselling programmes in school. The questionnaire for the teachers consisted of twenty items both structured and none structured questions. The questionnaire tested on general knowledge of the teacher,

professional and effectiveness of the teacher counsellor in students' guidance and counselling programmes in schools.

3.4.1 Instrument validity

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

In this study, the instruments were rated in terms of how effectively it samples significant aspects of the purpose of the study. The items were assessed for face validity. All possible responses from the questions on each item supplied information to suggest whether the teacher counsellor was conducting his or her duty professionally or not. Whether he or she was effective or not. Questions whose response included responses that did not suggest presence or absence of the two variables (professionalism and effectiveness) of the teacher counsellor were omitted, unless they were intentionally designed to provide the necessary general information as stated earlier in this report.

The questionnaires were subjected to approval and amendment by a senior academic staff member of the University of Nairobi, Department of Educational Administration and Planning.

3.4.2. Instrument Reliability.

To test the reliability of the instruments, the researcher calculated the reliability coefficient and they were computed to be at ± 0.74 for the students' questionnaire and ± 0.69 for the teacher questionnaires, the instruments (questionnaires) were deemed reliable since the minimum for acceptance of reliability of questionnaires was set at ± 0.5 . (Kerlinger 1977: 445).

Despite the cautionary approach, the questionnaires and interview questions were pilot tested for any unlikely yet possible items, difficult or ambiguous.

Pilot testing was conducted in three schools: Samoei Boys, Our Lady of Peace Girls and Kabote Mixed School in Nandi South District. Stratified and random sampling techniques were applied to enable the researcher to get participants across the classes from form one to four.

The number of participants was as follows:-

Samoei Boys Secondary School with a population of 370 students, 111 participated, from Our Lady of Peace Girls Secondary School with a population of 260 students, 78 participated and from Kabote Mixed Secondary School with a population of 163 students of whom boys were 95 and 68 girls. Therefore, 28 boys and 20 girls participated. 3 teachers were interviewed and 12 teachers and head teachers completed the questionnaires.

An analysis of thee items showed that all items were easily understood. The researcher further asked the pilot respondents to comment on how easy or difficult to understand the items. The

additional open, closed and the interviewed questions helped to give a wider view of the various aspects of professionalism and effectiveness of guidance and counselling teachers.

3.5 Data collection procedures.

The researcher sought permission from the MOEST to carry out research in the identified area of study. The researcher personally administered the interviews and gave the questionnaires. The head teachers, teacher-counsellors, teachers and students were informed about the study and requested to fill the questionnaires. Instructions were clearly spelt out therein and the researcher personally clarified where necessary. The respondent were given adequate time to respond.

3.6 Data analysis techniques.

The collected responses were coded and arranged in a tabular form. Frequencies, percentages and proportions were calculated to facilitate inferential interpretation by the researcher. Other descriptive statistics used included mean, mode and standard deviation. In the analysis where there was significant relationship between the level of professionalism and effectiveness of the teacher-counsellor in student guidance and counselling, the researcher used statistical package of social science and drew conclusions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents and discusses the research findings. The data presented is in the form of tables showing frequencies and percentages. The Statistical Package for Social Science (SPSS) was used in the analysis of collected data. The figures in the parenthesis () represent percentages.

The data presentation is conducted under five main sections based on research questions of the study, namely:-

1. The level of professional training of the teacher-counsellor in guidance and counselling and effects on performance of guidance and counselling tasks.
2. Types of guidance and counselling services offered in secondary schools by teacher-counsellors.
3. Records kept by teacher-counsellors for use in the department.
4. Other persons involved in guidance and counselling in secondary schools, other than the teacher-counsellor.
5. Challenges faced by teacher-counsellors in guidance and counselling.

4.1 Questionnaire and interview return rate.

A total of 198 questionnaires were distributed to the teachers and head teachers included in the sampled schools out of which 163 were returned giving a return rate of 82.3%. A short fall of 7.7%. 3180 questionnaires were distributed to the students and 2866 were returned, giving a return rate of 90.1%, a short fall of 9.9%. The high return rate is attributed to the researcher having distributed and collected the questionnaires in person.

18 teacher-counsellors (H.O.Ds) were interviewed and a document and resource study was conducted in the departments of the sampled schools.

4.2 DATA ANALYSIS

This section starts by stating research questions and then systematically describing and discussing in detail the process to answer them.

4.3 Research question (1).

To what extent does the level of professional training of the teacher-counsellor in guidance and counselling affect performance of guidance and counselling tasks?

In order to answer this question, it was necessary to establish the level of training of the teacher-counsellors and relate them to their performance.

Through the interview protocol, the researcher wanted to find out from the teacher-counsellors their level of training, highest academic qualification and length of experience in guidance and counselling departments.

Table 4.3.1. The academic qualifications of the teacher-counsellors

Academic qualifications	Frequency	Percentage
B. ED	13	72.2
Dip.	5	27.8
Total	18	100.0

According to responses on the academic qualifications of the teacher-counsellors as indicated in table 4.3.1, majority 13 (72.2) of the Heads of Departments, guidance and counselling have Bachelor of Education qualification, 5 (27.8) are diploma holders. From this analysis, it can be concluded that majority (72.2) of teacher-counsellors in Nandi North are trained graduate teachers.

Table 4.3.2. Qualifications of the teacher-counsellors in guidance and counselling.

Qualifications / training in guidance and counselling	Frequency	percentage
Graduate	0	0
Diploma	0	0
KESI training (Induction courses)	3	16.7
1 – 5 day seminars	7	38.9
None	8	44.4
Total	18	100

In table 4.3.2 depicting qualifications of the teacher-counsellors in guidance and counselling above, revealed that 3 (16.7) teacher-counsellors have been trained by KESI through a two-week induction course in Guidance and Counselling. Seven (38.9) have attended 1 – 5 day seminar courses on issues pertaining to Guidance and Counselling and 8 (44.4) have never attended any course in

guidance and counselling. It is evident that most 15 (83.3) of the teacher-counsellors are untrained in guidance and counselling. The reasons given by teachers for not having attended any training ranged from head teachers not getting information on time to lack of money to send the teacher-counsellors for seminars. This concurs with Rono's (2000) views that, guidance and counselling had not been effective for lack of funds to train teachers in guidance and counselling.

From the interview, the teachers also revealed that from the onset of free primary education, KESI which is charged with the responsibility of training teachers had concentrated on training head teachers on school management especially in school finances, therefore temporarily leaving out other areas which include guidance and counselling.

Universities and teacher training colleges do not offer guidance and counselling as part of the teaching subjects, in any case the closer they come to it, is the offer of measurement and evaluation as a unit. (Gachethi 1976).

Table 4.3.3. Teacher-counsellors experience as Head of Department.

Length of service (years)	Frequency	percentage
0 - 2	9	50
2 - 4	6	33.3
4 - 6	3	16.7
6 - 8	0	00
Total	18	100

In response to the interview questions on the length of service of the teacher-counsellor as Head of Department, table 4.3.3 shows that 3 (16.7) teachers-counsellors have been H O Ds, guidance and counselling for more than 4 years and 9 (50) have served for less than 2 years, indicating that the majority 15 (83.3) have worked for less than 4 years. This could be because the emphasis on guidance and counselling was put in place after the government banned corporal punishment in Kenyan schools in 2001 through legal notice number 56/2001. This was also in line with the task force on student discipline and unrest in secondary schools (2001) recommendations that all secondary schools were expected to establish and sustain viable guidance and counselling programmes and a teacher appointed to coordinate the programmes in school. These teachers are designated as Heads of Departments and are appointed by the T.S.C. or internally by the B.O.G.

Table 4.3.4. Teacher-counsellors present job groups.

Job group	Frequency	Percentage
L	14	77.8
M	4	22.2
Total	18	100.0

Form table 4.3.4 above, it is shown that majority 14 (77.8) of the teacher-counsellors are in job group L whereas 4 (22.2) are in job group M. This is because the scheme of service dictates the promotion of teachers based on academic qualifications and length of service in the profession. The T.S.C. appoints teachers as Heads of Departments at job group 'M' and above.

From the data analysis, interpretation and discussions in this question, the following were the major findings related to the levels of training of the teacher-counsellors in guidance and counselling in secondary schools in Nandi North District.

1. A small proportion 3 (16.7) of teacher-counsellors have gone through a two weeks induction course in guidance and counselling.
2. Majority of the teacher-counsellors in the district have never attended any course in guidance and counselling.
3. There is no background training of the teachers in guidance and counselling at the university and teachers training colleges.
4. The teacher-counsellors who are also designated as Heads of Departments had a relatively short time of experience in guidance and counselling.
5. Majority of them 14 (77.8) are in job group L.
6. Majority of them 13 (72.2) had Bachelor of Education degree and 3 (27.8) are diploma holders.

From the findings above, it is evident that teacher-counsellors in secondary schools are not trained and have no experience in guidance and counselling.

KESI played a significant role in introducing guidance and counselling skills and knowledge to teacher-counsellors.

4.4 Research question (2).

What types of guidance and counselling services are offered in secondary schools?

Table 4.4.5. Student responses on Guidance and Counselling services offered in secondary schools.

Guidance and Counselling services offered	Frequency	Percentage
Choice of subjects for future careers	649	22.6
Social problems	593	20.7
Academics	1356	47.3
None	257	9.0
Others: spiritual, health	318	11.1

Table 4.4.6. Teachers responses on Guidance and Counselling Services offered in secondary schools.

Guidance and Counselling services	Frequency	Percentage	T. NO.	T. Percentage
Vocational	30	18.40	163	100
Academic	160	98.16	163	100
Social	104	63.80	163	100
Personal	99	62.74	163	100
Others: spiritual, health (medical)	60	36.81	163	100

Tables 4.4.5 and 4.4.6 above reveal that academic guidance takes the lead in the services offered to students by Guidance and Counselling teachers in secondary schools. 1356 (47.3) of the students and 160 (98.16) of the teachers ranked academic guidance and counselling as the highest.

From the students' responses in table 4.4.5, choice of subjects for future careers came second 649 (22.6) followed by social problems 592 (20.7), spiritual and health 318 (11.1) respectively. While 257 (9.0) of the students indicated that they have never attended any type of counselling.

According to the teachers' response in table 4.4.6, the reason why vocational counselling takes the least 30 (18.40) in relation to academic 160(98.16) is because in most schools it was revealed that the teacher in charge of careers is also a member of counselling committee hence can do both concurrently.

Reasons attributed to the high score in academic counselling 160 (98.16) and 1356 (47.3) are that - Academic Guidance and Counselling is in line with the core function of the school being academic, the professional qualification of the teachers who are masters in their subject areas and the current emphasis placed on the performance which has made teachers take a keen interest in their subject areas. This is also reflected in the table where class teachers and other teachers play a great role in guidance and counselling.

Whereas academic counselling takes the lead, medical (health) and spiritual counselling as indicated by 318 (11.1) students and 60 (36.81) teachers respectively ranks lower because the teacher-counsellors have no training in medical field and therefore limited in medical counselling. Some schools have nurses and chaplains or priests to help in spiritual matters as shown in table 4.5.10. Chaplains 624 (21.8) and others, nurses included 402 (14.0) respectively.

4.4.7. Teacher-counsellors responses on services offered in secondary schools.

Services	Frequency	Percentage	Percentage
Academics	18	100	100
Careers	10	55.6	100
Social	8	44.4	100
Medical / health	5	28.0	100

From the interviews conducted on teacher-counsellors, table 4.4.7. above reveals that 18 (100) offered academic guidance and counselling as a priority whereas most 13 (72.2) could not deal with psychological or health issues. This is because teachers have no training linking them to the health (medical) field hence teacher-counsellors have no experience.

From the data analysis above, the following findings were revealed in an attempt to answer research question. (2).

1. Academic, career, spiritual, social and health guidance and counselling services were offered by the teacher-counsellors in secondary schools in Nandi North District.
2. Academic guidance and counselling appeared the most emphasised type in all the sampled schools.
3. Two reasons were given by the teachers on the emphasis on academic counselling.
 - a). Teachers have very limited time for guidance and counselling hence provision of academic guidance and counselling is in line with the teaching that goes on.

b). Emphasis on excellence in academic performance drive teachers to emphasise academic guidance and counselling.

4. Health (psychological) counselling is rarely provided and the reason given was that teachers have no knowledge in medical field.

From the findings stated above, it can be concluded that -

- a). Teacher-counsellors are charged with the provision of several services in guidance and counselling.
- b). Other than the teacher-counsellor, other persons are actively involved in the provision of the services listed above. For instance, careers, spiritual or health are provided by careers teacher, priest or the nurse respectively.
- c). Academic guidance takes the lead because all the teachers are involved in their subject areas
- d). Teacher-counsellors are not professionally qualified in guidance and counselling.

4.5 Research question (3).

What types of records are kept by the teacher-counsellors for use in their schools?

The respondents were asked to identify the records kept by their teacher-counsellors in some of the questionnaire items, the following findings were revealed as reflected in the following tables.

Table 4.5.8. Students' responses on records kept by teacher-counsellors

Responses	Frequency	Percentage	C. Percentage
Files	418	14.6	14.6
Books	95	3.3	17.9
Paper	39	1.4	19.3
No Records	230	8.0	27.3
Others (No teacher for guidance and counselling)	82	2.9	30.2
No counselling attended.	2002	69.9	100.0

Table 4.5.8 above indicates that 2002 (69.9) students have never attended any formal personal guidance and counselling, 230 (8.0) indicated that some teacher-counsellors keep no records, 552 (19.3) indicated that teacher-counsellors kept their records either on a file, paper or a book.

Table 4.5.9. Document and Resources study.

ITEM	AVAILABILITY		
	Available	Not Available	T.T. Number
Documents / Resources	F/Percentage	F/Percentage	Percentage
Offices (Rooms / Guidance and Counselling Centre)	11 (61.1)	7 (38.9)	18 (100)
Reference books	2 (11.1)	16 (88.9)	18 (100)
Section in the library for guidance and counselling literature	00 (00)	18 (100)	18 (100)
Notice board for guidance and counselling announcements	00 (00)	18 (100)	18 (100)
Good general organisation of guidance and counselling department (filing, shelving, posters)	3 (16.7)	15 (83.3)	18 (100)
Students personal information files (confidential files / records)	2 (11.1)	16 (88.9)	18 (100)
Programmes (correspondence, time tables etc.)	2 (11.1)	16 (88.9)	18 (100)

From the document and resources study conducted in the 18 sampled schools, table 4.5.9. above revealed that majority 11 (61.1) of the schools have offices or rooms from where guidance and counselling activities are conducted. A slightly smaller proportion 7 (38.9) lacks this important facility. The slightly higher percentage of schools having the rooms or offices are inline with the MOEST recommendations, Republic of Kenya (2000) and Kilonzo (1980) that the headteacher has to recognise the importance of privacy and respect for confidentiality of counselling relationships by providing a room or office.

Almost all the schools 16 (88.9) have no reference materials or books and only 2 (11.1) have a few references which are usually kept by the teacher-counsellor in guidance and counselling office. All the schools under study had not reserved section in their school library for guidance and counselling materials or career literature for career counselling which students could refer to. This shows that students are not exposed to guidance and counselling materials and career literature apart from the face to face counselling they receive from their teacher-counsellors. It is necessary to have guidance and counselling centres stocked with newspapers, magazines, books, films and other relevant materials that can help students (Mutie and Ndambuki 1999).

On related issues all the 18 (100) schools checked had no notice boards set aside for guidance and counselling materials and announcements. However, teacher-counsellors revealed that they utilise the schools' assemblies to pass information to both the teachers and students. This shows that schools neglect the issue of placing guidance and counselling materials and announcements on the notice boards and yet issues and concerns about guidance and counselling are raised even in the print media very often.

In almost all the schools 16(88.9), Teachers-counsellors kept no records on students, for example, personal information files, academic records or health records while a small proportion 2(11.1) indicated that the departments kept students' information records.

On the general organization of the department, 3(16.7) of the schools had well organised offices, strategically placed, always opened with good filing, shelving and posters in place while 15(83.3) which include the 7(38.9) that had no offices or rooms and were operating from the staff rooms, which in most cases are congested, and lacked organisation, therefore, no privacy and confidentiality.

Regarding whether the guidance and counselling programmes had a timetable or not, majority 16(8.9) had no programmes organised and put on time table. In any case both teachers and students indicated that guidance and counselling takes place when a need arises. This reveals that guidance and counselling is done haphazardly in most schools. This really affects the effectiveness of the programmes or teacher-counsellor as MOEST (1977) noted that lack of specific time set aside for guidance and counselling was hampering the success of the programmes. It therefore advocated for specific times set aside for school timetable for guidance and counselling programmes.

Drawing from table 4.4.9, it can be concluded that the provision and organization of resources in guidance and counselling departments are still wanting and therefore there is necessity that schools implement on MOEST recommendations of the Wangai report (Republic of Kenya 2001), that required the head teachers to provide material, equipment and facilities such as an office, filing space, forms for securing data from the learners, folders to contain counselling notes, shelves for books, filing cabinets, notice boards, desks and chairs. Mutie and Ndambuki (1999) add that the provision of the guidance programmes must be made in the school time table as well as in the budget to facilitate guidance activities such as maintenance of cumulative records, arranging for career and orientation talks, screening of films or plant tours.

Drawing from the document and resources study, the following findings were highlighted.-

- a). Almost all the schools (88.9) have no reference material or books.

- b). Majority (88.9) of the teacher-counsellors kept no records on student's personal information
- c). On guidance and counselling programmes, 2(11.1) of the teachers had correspondence and time table records whereas 16(88.9) had no programmes, correspondence and time tables on records.

It can possibly, from the findings above be concluded that:-

- a). Majority of the teacher-counsellors in Nandi North District kept no records on students in their offices.
- b). 16 (88.9) of the teacher-counsellors had no reference materials or books.
- c). The general organisation of guidance and counselling departments are still wanting for even the available offices or rooms, quite a good proportion 15(83.3) had no files, shelves and even posters.
- d). However, most 11(61.1) of the schools in the districts had guidance and counselling services.

4.6 Research question (4).

Who else apart from the teacher-counsellors conduct guidance and counselling in secondary schools?

This research question aimed at finding out if there are other persons who are actively involved in guidance and counselling in secondary schools.

Table 4.6.10 Students response on people involved in Guidance and Counselling programmes in secondary schools.

Responses	Frequency	Percentage
Parents	2040	71.2
Class Teachers	1518	52.96
School Teacher Counsellor	2181	76.1
Friends	1221	42.6
Chaplain/Priest	624	21.8
Others-peer counsellors, head teacher, deputy head teacher, other teachers, and nurses.	402	14.0

Students were asked to give the people they would go to when in need of guidance and counselling. 2040 (71.2) indicated their parents, 1518 (52.96) indicated that class teacher, 2181 (76.1) indicated

the teacher-counsellor, 1221 (42.6) highlighted their friends, 624 (21.8) mentioned the chaplains and priests, whereas 402(14.0) indicated that the peer-counsellors, head teacher and deputy head teacher and other teachers and nurse also participated in Guidance and Counselling in schools. These findings from table 4.6.10 above imply that other students play a significant role in guiding and counselling their fellow students, that is students confide more in their friends since they share common problems and are open to one another which helps them to understand one another better than when they present their problems to adults.

Though a good percentage (42.6) contented that other students help in Guidance and Counselling, they are an inexperienced lot and may lack adequate knowledge on how to approach and solve the common problems facing them.

It is also clear that both school and parent community are involved in Guidance and Counselling.

Table 4.6.11 Teachers response on persons offering Guidance and counselling services in schools.

Response	Frequency	Percentage
Teacher in charge of guiding and counselling	55	33.742
Class teacher	44	26.994
Head teacher, Deputy head teacher	20	12.27
Others: priest, chaplain, peer counsellors	44	26.994
Total	163	100

When teachers were asked to give the most appropriate person to offer Guidance and Counselling in schools as reflected in table 4.6.11, majority 55 (33.7) indicated the teacher in charge of Guidance and Counselling, 44 (27) indicated class teachers, 20(12.27) indicated head teacher and the deputy head teacher, while another high proportion 44 (27) included the chaplain, priest and the peer counsellors. This is an indication that peer counsellors would function effectively and would go along away in helping solve some problems that students may not be free to “open up” to their teachers. It also reveals that the head teachers and the deputy who are in charge of discipline in the school play a crucial role in guidance and counselling. Therefore, it can be concluded that co-ordination between parents, teachers, students, teacher-counsellors, head teacher and deputy head teacher are necessary if the students were to be helped in guidance and counselling services.

From the interviews administered to the teacher counsellors, it was revealed that all the 18(100) schools do have a teacher in charge of careers.

It was revealed that the following persons take an active part in guidance and counselling in secondary schools other than the teacher-counsellors.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

a). • Parents

- Class teachers
- Chaplains
- Peer counsellors
- Teachers in guidance and counselling committee
- Students' friends (Students and none students).
- Other teachers in school.

b). It was also discovered that the head teachers and the deputy head teachers who are known to be in charge of discipline in schools played a crucial role as guidance and counselling providers.

c). Guidance and counselling committees are in existence but not functional in most schools.

It is clear from the findings indicated above that both the school and the parent community were involved in guidance and counselling programmes in school.

4.7 Research question (5)

What are the challenges faced by the teacher-counsellors in their departments.

The teacher-counsellors (H.O.Ds) and the rest of the teachers, head teachers included were asked to give the major problems that make Guidance and Counselling ineffective in their schools and the most common problems were listed as follows.

1. Lack of Guidance and Counselling facilities and resources (office, literature etc.)
2. Lack of adequate time for counselling students.
3. Incompetence of the teacher-counsellor.
4. Students negative attitude towards Guidance and Counselling (students do not seek for Guidance and Counselling services)

5. Lack of cooperation from the parents.
6. Head teachers not supportive
7. Lack of confidentiality of the teacher-counsellor (teacher-counsellor do not keep information private).

Table 4.7.12. Teachers' response on students' attitudes towards Guidance and Counselling.

Response	Frequency	Percentage	Totals
Positive	60	36.8	163 (100)
Negative	48	29.5	163 (100)
Do not know	22	14.22	163 (100)
Others (depends on the issue at hand)	33	19.02	163 (100)
	163	100	

According to the teachers, majority 60(36.8) of the students are positive towards Guidance and Counselling programmes. 48(29.5) showed that students are negative and 22(14.72) could not tell, while 33(19.0) indicated they could either be positive or negative depending on the type and form of guidance and counselling offered. The negative attitude toward guidance and counselling especially in relation to personal problems, could be attributed to the lack of confidentiality, whereas they could be positive if it is academic or if the guidance and counselling is in the form of career talks, plant tours or watching a film or video tapes which are more entertaining.

Table 4.7.13 Workload for the teacher-counsellor.

Lessons per week	Frequency	Percentage
13-18	0	0
20-22	4	22.2
22-22	0	0
22-24	2	11.1
24-29	10	55.6
29-32	2	11.1

Table 4.7.14 students' response on time availed to them by the teacher-counsellor

Response	Frequency	Percentage
Always	377	13.2
Sometimes	935	32.62
Rarely	1148	40
Never	406	14.2

According to table 4.7.13, it is revealed that majority 12(66.7) of the teacher-counsellors had lessons between 24-32 per week which gives no room for sufficient time for guidance and counselling in schools, whereas 4 (33.3) had between 22-24 lessons and at the same time one is supposed to attend to students even at individual level, which is still uncomfortable for a Head of Department.

The students' response in table 4.7.14 concurs with the challenges revealed in table 4.7.13, in that majority 1148(40) of the students said they are rarely given enough time to air their problems to the teacher-counsellor and 406 (14.2) strongly put it that they are never given enough time at all. However, a good proportion indicated that they are sometimes given time and a slightly small proportion indicated that they get enough time always.

From the two tables it is clear that every workload on the part of the teacher-counsellor is a hindrance to effective guidance and counselling.

Table 4.7.15 Specific timetables set aside for guidance and counselling programmes.

Responses	Frequency	Percentage
Programmes time tabled	13	16.7
Programmes not time tabled	15	83.3
Total	18	100

Teacher-counsellors were asked if guidance and counselling sessions were timetabled, and from the findings in table 4.7.15 above shows that 3(16.7) had their programmes timetabled whereas 15(83.3) had no time tables, meaning guidance and counselling programmes were haphazardly conducted depending on the need and availability of time.

Table 4.7.16 Adequacy of guidance and counselling facilities.

Facilities	Frequency	Percentage
Adequate	0	0
Not Adequate	18	100

From the interview, all 18(100) teacher-counsellors admitted that facilities for guidance and counselling in their schools were not adequate hence making them ineffective in their work.

Table 4.7.17 confidentiality of the teacher-counsellor.

Response	Frequency	Percentage
Always	22	13.50
Most times	26	16.0
Rarely	87	53.4
Not at all	28	17.18
Total	163	100

The teachers were asked to indicate the extent to which the teacher-counsellor in their schools keep information on clients confidential and as shown in the table 4.7.16 above, majority 115(70.6) showed that there is no confidentiality, 22 (13.5) indicated there is good standard of confidentiality and 36(16.0) shows that in most times they keep the information confidential. This could be the reason why students have a negative attitude towards guidance and counselling services.

Table 4.7.18 Communication with the parents of the counselled students.

Response	Frequency	Percentage
Always	10	6.13
Most times	20	12.27
Rarely	81	49.7
Not at all	52	31.90
Total	163	100

Table 4.7.17 above shows the responses from the teachers on communication between the teacher-counsellor and the parents of the counselled students, 81(49.7) said they rarely communicate unless it is very crucial like when a student cannot improve completely and may be on discipline cases that require suspension or expulsion. In most cases that are extreme, communication is done by either

head teacher or the deputy head teacher. 52(31.9) said there is no communication attempts made at all. From these findings it can be concluded that teachers-counsellors are not effective in their work.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.0 Introduction.

This study was ostensibly designed to find out the relationship between the level of professionalism and effectiveness of the teacher-counsellors in guidance and counselling in secondary schools in Nandi North District.

5.1 Summary of the study.

This study aimed at answering five questions that have great significance in guidance and counselling. These questions are restated below since they form the basis of the findings, conclusions and recommendations made in this chapter.

1. What extent does the level of professional training of teacher-counsellors in guidance and counselling affect performance of counselling tasks?
2. What types of guidance and counselling are offered in secondary schools by teacher-counsellors?
3. What types of records are kept by the teacher-counsellors for use in guidance and counselling in their schools?
4. Who else apart from teacher-counsellors conducts guidance and counselling in secondary schools?
5. What are the challenges faced by teacher-counsellors in guidance and counselling in secondary schools?

A research was carried out to get answers to this questions. The methodology employed involved use of ex-post facto techniques, using stratified, simple random sampling approach to identify the teachers and students within the sampled schools.

The data collected was then tabled and analysed showing the relevant variables necessary to answer the questions. Frequency counts were made to calculate percentages. Suggestions derived from teachers' responses to the open ended questionnaire items were used to answer research question five and the interview questions were to answer all the research study questions and give clarifications where necessary.

Further to this, independent research conducted and concluded in the literature review of this research project, provided worthy, yet independent findings to strengthen the conclusions and recommendations eventually drawn for the research questions.

5.2 Summary of the findings

From the discussions of the sub-section 4.3 to 4.7, the following is the summary of findings from the study:-

1. There is a significant relationship between the level of professionalism and effectiveness of the teacher-counsellors in student guidance and counselling.
2. Majority of the teacher-counsellors are not trained in guidance and counselling.
3. Relatively a good number of guidance and counselling services are offered by teacher-counsellors in secondary schools that are in line with the needs of individual students.
4. Majority of the teacher-counsellors kept no records on the students.
5. Other than the teacher-counsellors, parents, peer counsellors, chaplains, students' body, teachers, head teachers and their deputies play a crucial role in guidance and counselling programmes.
6. There are many factors that are responsible for effectiveness of the teacher-counsellors other than their professional levels. For instance, students' negative attitudes, inadequate time for guidance and counselling activities, lack of training of teacher-counsellors, lack of facilities, lack of support from the parents and school administration to mention but a few.
7. The general provision and management of facilities and resources is still wanting and the provision of an empty room is not enough to effectively run guidance and counselling activities in secondary schools.

5.3 Conclusion of the study

From the findings and discussions of the sub-sections 4.3 to 4.7 and the literature reviewed under the study, the following conclusions can be made:

- (1) There is a significant relationship between the level of professionalism and effectiveness of the teacher counsellor in student guidance and counselling
- (2) Majority of the teacher counsellors are not trained and therefore not effective in discharging their duties.

- 3) There are many factors that influence effectiveness of the teacher counsellor other than the levels of training.

Therefore there is an urgent need to train the teacher counsellors and to sensitise all the stakeholders in education on the need and importance of guidance and counselling so as to enhance the facilitation and success of guidance and counselling programmes in secondary schools.

5.4 Recommendations.

The findings and conclusions of this study are useful to the Ministry of Education, secondary schools head teachers and all people that they head other educational institutions and all teacher-counsellors. Some recommendations are made below for them to possibly adopt in order to improve the performance of the teacher-counsellors and the guidance and counselling departments.

1. Students should be educated and encouraged on the advantages of seeking guidance and counselling services.
2. There should be specified times and days when students are supposed to see their teacher-counsellors for guidance and counselling and be referred to on the school time table
3. The government (MOEST) should train teachers on guidance and counselling and deploy them to schools.
4. Already appointed teacher-counsellors should be trained and refresher courses be provided more frequently so as to inject new knowledge consistently to the teacher-counsellors.
5. Teacher-counsellors' workload should be reduced to give room for guidance and counselling programmes and activities.
6. Parents and the entire school community be sensitised on the importance and role of guidance and counselling programmes in schools.
7. Schools should provide well equipped guidance and counselling offices as guidance and counselling activities can be effectively co-ordinated and provided to the students.
8. Peer counsellors should be trained and their activities be monitored by teacher-counsellors.

5.5 Suggestions for further research.

The researcher recommends the following areas for further research as a result of the fact that a large number of teacher-counsellors under the study are untrained in guidance and counselling.

1. This study can be replicated in other districts.
2. Barriers to effective guidance and counselling programmes in secondary schools.

REFERENCES

- Aduda, D. (1995 Sept 22), "Schools provide inadequate counseling services": Daily Nation
- Aduda, D. (1997 June 21), "Career guidance in schools under fire": Daily Nation.
- Ball, B. (1984), Career counseling in practice, London. palmer press
- Best, W.J. and Khan, V. J. (1989), Research in Education, 6th ED, Englewood Cliff, New Jersey: Prentice Hall inc.
- Christensen, L. B. (1988), Experimental methodology, 4th Edition, Boston: Allyn and Bacon Inc.
- Cohen, L. and Marion L. (1983), Research methods in Education. London: Routledge
- Fraenkel, J. R. and Wallen, N. E. (1993), How to design research in Education, New York: McGraw – Hill.
- Gall, D.M. and Borg, R.W (1989), Educational research, New York: Longman, White plains
- Gitonga, K. P. (1999), "A study of secondary head teachers' attitude towards guidance and counseling programmes in Meru District", Thesis M.ED. Kenyatta University.
- Hann, M. E. (1955), Counseling Psychology, New York: McGraw Hill Book company Inc.
- Hills, P.J. (1991), Study courses and counseling problems and possibilities, second edition, Ghana: University of Accra.
- Jarold, I.T. (1991), Counseling strategies and objectives, Englewood: Prentice Hall inc.
- Johnpad, D.K. and Carl, E.T (1976), Counseling methods: New York: Stanford University.
- Kabaya, S. O. (1987), "High school students' perception of their problems and their help seeking preferences", Kenyatta University, MA. Educational Psychology thesis.
- Kariuki, W. (1990), "A study to investigate perceptions of the role of the secondary schools counsellor in s in Nyeri", Kenyatta University, MA. Thesis.
- Kenyatta, J. (1978), Facing Mount Kenya, Nairobi: Keny way Publishers.
- Kerlinger, F.N. (1973), Foundation of behavioural research, 2nd ED. India: Delhi.

- Kilonzo, G. (1980), *The purpose of guidance and counseling in schools*, Nairobi
Bureau of Educational research (Eds),
- Koffi, P. N. (1991), *Introduction of guidance for training in colleges*, 2nd edition Accra: Ghana Universities.
- Makinde, O. (1987), *Fundamentals of guidance and counselling*, London: Macmillan
- Mburu, W. (2002), "Introduction of guidance and basic skills in counselling", a paper presented during a KESI, National induction course in educational management at Lugulu. Unpublished.
- Moor, B. M (1972), *Guidance in comprehensive schools*. National Foundation of Educational Research in England and Wales.
- Moser, C. E. (1963), *Counseling and guidance exploration*, Englewood cliff, New Jersey: prentice Hall Inc.
- Muchiri, W.P. (1998), "A study of participatory process used by head teachers to enhance discipline in public secondary schools in Nairobi Province", University of Nairobi, M.ED thesis.
- Mugenda, O.M. and Mugenda, G.A. (1999), *Research methods in Education*. Nairobi: African Centre for Technology studies.
- Musungu, M. R. (2002), "Introduction to guidance and counselling", A paper presented during a KESI National induction course for secondary heads of Department (guidance and counseling). unpublished.
- Mutie, E. K. and Ndambuki, P. (1999), *Guidance and counseling for schools and colleges*, Nairobi: Oxford University press (E. Africa).
- Nation (1998 April), "Guidance and counseling teachers failing", "Sunday Nation".
- Nachiamis, C. F. and Nachiamis, D. (1990), *Research method in social sciences*, 4th edition, London : Edward Arnlid.
- Ndung'u, W. (1995), "Guidance and counseling in Kenyan Schools": Kenyatta University M.ED thesis.

- Okoth, G.S. (2002), *A Comprehensive Manual for Guidance and Counselling Teachers*. Nairobi: World Link Press Publishers.
- Okwatsa, N. E. (2002), "Career Guidance", A paper presented during a KESI National Induction course for secondary school heads of Department (Guidance and counseling).unpublished .
- Patterson, H.C. (1977), *An introduction to counseling in schools*, New York Harper and Row publishers.
- Republic of Kenya (1971), *Reference career guidance*, a manual for career advisors and secondary school students, Nairobi: Government printers.
- Republic of Kenya (1973), *Handbook for school guidance counsellors*, a manual for career references for secondary school students in Kenya, Nairobi: Government printers.
- Republic of Kenya (1974), *National Development plan 1974-1978 part1*, Nairobi: Government printers.
- Republic of Kenya (1974), *Development plan 1974 – 1978 part2*, Nairobi: Government printers.
- Republic of Kenya (1976), *Report of the National Committee on education objectives and policies (Gachathi report)*, Nairobi: Government printers.
- Republic of Kenya (1977), *A handbook for school guidance counsellors*, Nairobi: Jomo Kenyatta Foundation.
- Republic of Kenya (1979), *Development plan 1974 – 1983*, Nairobi: Government printers.
- Republic of Kenya (1988), *Report of the presidential working party on education and non-power training for the next decade and beyond. (Kamunge report)*, Nairobi: Government printers.
- Republic of Kenya (1994), *Development plan 1994 – 2006*, Nairobi: Government printers.
- Republic of Kenya (1999), *Total integrated quality education and training. (Koech report)*, Nairobi: Government printers.
- Republic of Kenya (2001), *The report of the task force on student discipline and unrest in secondary schools*, Nairobi: Government printers.

- Richard N. J. (2000), Guidance and counseling in practice, New York: Palmer press
- Tatom, D.P (1986), Disruptive pupil management, London: David Fulton publishers
- The Global counseling centre (2002), Guidance and counseling manual for schools and colleges: Global counseling career Kenya chapter, Kisumu.
- Tuiyot, M. (1999), "Guidance and counselling": A paper presented during heads of department in service course for Uasin Gishu District at Moi Girls Eldoret.
- Tumuti, S. (1985), "A study of guidance and counseling needs of primary school pupils of Gachuka sub-location Nyeri town and Nairobi city in Kenya", (Unpublished). A Doctoral dissertation Kenyatta University: Nairobi.
- Tyler, L. (1961), The work of the counsellor, 2nd Edition, University of Oregon, New York: Appleton century crops inc.
- Wachira, J. N. (1977), "Preparation of secondary head teachers and implications In their administrative performance", (unpublished) A Master of Education Thesis, Kenyatta University: Nairobi.
- Wahome, L.W. (1989), "Training counsellors' for effective practice", A paper presented at a seminar on guidance and counseling in Kenya: Kenyatta University.
- Wahome, T. (02/07/1999), "Students to benefit from anti-drug campaign", Daily Nation: Nairobi.
- Waihenya, K. (16/5/1988), "Lack of guidance blamed for poor career choices", Daily nation: Nairobi.
- Wango, G. M. (2002), "Guidance and counselling: Developmental stages in Kenya", A paper presented at a KESI National induction course in Educational Management for heads of department (Guidance and counselling) in secondary schools at Lugulu, Western Kenya. Unpublished.
- Voughton, T. D (1975), Concepts of counselling, London: Bedford Square Press of the National Council of social services.

APPENDICES

Appendix 1

Letter of introduction.

Jepkemboi Ruth Choge,
University of Nairobi C.E.E.S,
P.o Box 92,
Kikuyu.
20th Sept 2004.

Through: The Head teacher
.....

To

The teacher counsellor
.....

Dear Sir/Madam,

**RE: RESEARCH ON GUIDANCE AND COUNSELLING PROGRAMMES IN
SECONDARY SCHOOLS.**

I am a student in the faculty of Education, the University of Nairobi, carrying out the above-mentioned study.

This is meant to gather information to enhance guidance and counselling. I therefore kindly request you for an interview on the same and avail the Guidance and Counselling documents used.

The information therein is solely for the purpose of this research and will be treated with utmost confidentiality. Thank you in advance.

Yours faithfully,

Jepkemboi Ruth Choge.

Appendix 2.

Instruments to be used.

Questionnaires for the students.

Please read the instructions for each question carefully before giving the responses required. It is important that you give true and accurate responses to this questionnaire. The researcher would like to assure you that the information given will be strictly confidential and used only for research purposes.

Please answer the following questions putting a tick (✓) against the most appropriate answer.

1. According to you, what is the best meaning of guidance and counseling
 - a) Guiding students concerning personal behaviour.
 - b) Guiding students concerning future careers.
 - c) Telling students what to do when faced with problems.
 - (d) A helping process to enable one to make informed choices in life.
 - d) I do not know.

2. Is guidance and counseling offered at your school?
 - a) Yes.
 - b) No.

3. Where do you go for guidance and counseling if you need it? (Tick more than one if necessary).
 - a) Parents.
 - c) Class teacher.
 - e) School counsellor.
 - b) Friends.
 - d) School chaplain.
 - f) Others, (Please specify).....

4. Tick the type of counseling you have personally received at your school. (You can tick more than one).

- a) Choice of subjects for future careers.
- b) Social problems
- c) Academics.
- d) None.
- e) Others (Please specify).....

5. What would you say about guidance and counseling services offered by the teacher counsellor at your school?

- a) Excellent.
- b) Good.
- c) Fair
- d) Poor.
- e) Non-existent

6. Is there a teacher in charge of guidance and counseling at your school?

- a) Yes.
- b) No.

7. If yes, how often does the teacher counsellor meet students for guidance and counseling services?

- a) 1-2 times a week.
- b) 3 times a week.
- c) More than five times a week.
- d) Only when problems arise.
- e) Others (Specify).....

8. In your opinion, how often do students seek help from the teacher counsellor?

- a) Always
- b) Rarely
- c) Quite often
- d) Never

9. If you have ever received guidance and counseling services from the teacher counsellor, how would you say your problems were solved?

- a) Completely.
- b) Partially.
- c) Unsatisfactorily.
- d) Not at all.

10. How many times have you received counselling services from the teacher since you joined the school? (State).....

11. With regard to question 13, was there a case that the teacher counsellor found too difficult?

- a) Yes.
- b) No.

12. If yes, please mention the nature of the problem.

.....

13. In your opinion, does the teacher counsellor keep very personal information private and confidential?

- a) Always. b) most times. c) Rarely. d) Never.

14. Do students at your school seek help from the teacher counsellor?

- a) Always. b) Sometimes. c) Rarely. d) Never

15. If not, give reasons.

.....

16. If you have ever attended counselling, where did the teacher counsellor record your information?

- a) In a file. b) Book. c) Paper. d) Made no record
- e) Others (Specify).....

17. Does the teacher counsellor summon students for guidance and counselling when he notices that students have personal or academic problems?

- a) Always. b) Most times. c) Rarely. d) Never.

18. Have there been times when the teacher counsellor promised you sessions but failed to turn up without explanation?

- a) Yes. b) No.

19. If so, how many times?.....

20. Is your teacher counsellor friendly?

- a) Always. b) Only in counselling sessions
- c) Rarely. d) Never.

21. What would you say about your teacher counsellor during counselling sessions?.

- a) Forces solutions to you that must be followed
- b) Always allows for a discussion as the best way to solve problems
- c) Is friendly and allows you to choose the best options to problems.
- d) Is intimidating.

22. Does the teacher counsellor give you enough time to air your problems?

- a) Always.
- b) Rarely.
- c) Sometimes.
- d) Never.

THANK-YOU

Appendix 3.

Questionnaire for teachers.

Your school has been chosen as a study sample, hence you are requested to respond to the questions that follow.

Please read the instructions for each question carefully before giving the responses required as accurately as possible. The researcher would like to assure you that the information given would be strictly confidential and used for research purposes only.

1. Type of school (e.g. Mixed, girl, boy etc).....
2. Category (Provincial, District etc.)
3. Designation of respondent (e.g. H/m, H.O.D etc.).....
4. Length of service at present station.....
5. Are guidance and counselling services offered at your school?
 - a) Yes.
 - b) No.
6. Who offers the guidance and counselling services?(Tick the most appropriate)
 - a) Teacher in charge of guidance and counselling
 - b) Class teacher.
 - c) Head teacher and Deputy Head Teacher.
 - d) Others, (Please specify).....
7. How are students in need of guidance and counselling identified?
.....
8. How often does the teacher counsellor meet students for guidance and counseling services?
 - a) 1-2 times a week.
 - b) 3-5 times a week.

c) More than 5 times a week.

d) When a problem arises.

e) Others (Specify).....

9. How do you rate the success of guidance and counseling by the teacher counsellor at your school?

a) Very good. b) Above average c) Average. d) Below average

10. What type of guidance and counseling are provided at your school?(You can tick more than one).

a) Vocational. b) Academic. c) Social. d) Personal.

b) Others, (Please specify).....

11. In your opinion, what is the attitude of students towards guidance and counselling?

a) Positive b) Negative c) I do not know

d) Others (Specify).....

12. Please give a reason(s) for your opinion to question 11 above.....

.....

13. In your opinion, does the teacher counsellor keep information on clients confidential?

a) Always. b) Most times. c) Rarely. d) Not at all.

14. Are there other persons invited by the teacher counsellor to help in counselling programmes?

a) Yes. b) No.

15. Does the teacher counsellor sometimes use novel methods to enhance his guidance and counselling services at school? (Video tapes, films etc)

a) Yes. b) No.

16. Does the teacher counsellor make attempts to communicate to the parents of the counselled students' information that they should get? (i.e. disciplinary or academic performance).

- a) Always. b) Most times c) Rarely. d) Not at all.

17. Is the teacher counsellor inspiring and worthy of emulation?

- a) Always. b) Most times. c) Rarely. d) Not at all.

18. Does the teacher counsellor consult other teachers concerning guidance and counselling programmes?

- a) Always. b) Most times. c) Rarely d) Not at all.

19. State factors that sometimes make guidance and counselling ineffective at your School.....
.....

20. State some of the most appropriate ways, which could be used to make guidance and counselling effective at your school.
.....
.....

Thank you

Appendix 4.

Interview protocol for teacher counsellor.

Please answer these questions as honestly as possible.

1. Length of service as -
 - a) A teacher
 - b) As Head of Department (H.O.D.) guidance and counselling
2. Professional qualification as a teacher (B ED , Dip. e t c)
3. What is your highest qualification?
 - a) As a counsellor
 - b) As a teacher.
4. What guidance and counselling courses have you ever attended?
5. What was the length of time of the courses you attended?
 - a) 1-2 weeks
 - b) 1 month
 - c) Others (Specify)
6. Present job group
7. Number of teaching lessons per week
8. How motivated are you in doing your duties as a counsellor?
9. Are guidance and counselling sessions timetabled?
10. If not, are there specific times set aside for guidance and counselling sessions or do you have to look for your own time?
11. Does your teaching load allow you enough time to conduct your guidance and counselling services adequately?
12. Please state the nature of problems that you have helped students to overcome.
13. How successful would you say you have been in your attempt to solve those problems?
Please elaborate.
14. What forms of guidance and counselling services do you provide at your school?

15. Referring to those successful cases you may have handled, what skills did you apply especially in the unusual cases? (Consider also simple problems or cases solved).
16. How do you get the counselees? Are they referred to you, come on their own or you summon them yourself?
17. If you sometimes identify problematic cases, what methods do you use? (Report forms, punishment book, observation etc.)
18. Are the facilities for guidance and counselling adequate?
19. If not, do you manage to accomplish your work as a guidance counsellor?
20. What type of records do you keep for guidance and counselling (Student files, report books, student history).
21. In your opinion, how would you say other teachers rate your service as a guidance counsellor?
22. Who else is actively involved in guidance and counselling?
23. Which other people have access to student records?
24. How do students respond to your guidance and counselling services?
25. Do you have a teacher in charge of careers? (Career master).
26. Are there cases you have found too difficult to handle and required referral to other parties?
27. If yes, mention them and state where they were referred?
28. How often do you liaise with the school administration concerning guidance and counselling programmes?
29. What problems do you experience with regard to guidance and counselling at your school?
E.g. lack of co-operation from any students, teachers etc)
30. What are your recommendations for the improvement of guidance and counselling?

Thank you.