FACTORS AFFECTING THE PROVISION OF GUIDANCE AND COUNSELING TO DISTANCE LEARNERS: A CASE STUDY OF NAKURU AND NAIROBI EXTRA-MURAL CENTRES.

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A research Project report submitted in partial fulfilment for the Degree of Master of Education in Educational Administration and Planning.
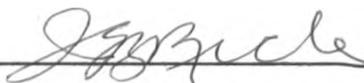
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DECLARATION.

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

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

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<u>DEDICATION</u>

This project report is dedicated to my late mother Susan Anyango Ochogo who was an ardent follower of Legio Maria sect who passed on the day I was going to do C.P.E in 1976.

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ABSTRACT

The study set out to investigate the factors affecting the provision of
Guidance and Counseling to Distance Learners in Nakuru and Nairobi,
Extra-mutual Centre. The study also set out to look into problems which face
the institutionalization of Guidance and counseling in Distance Learning.
The variable included age, sex, academic qualification, Professional, race,
work, Experience and attitude of the learners.

Pertinent data was gathered using questionnaire and interview schedule for
lecturers. The research design was ex-post facto. The target population
consists of Diploma and Certificate Courses offered in Extra-mural Centres.
Random sampling was used to select respondents from a population of
Students and the target population was reduced to 70 and two Resident
lecturers involved in running the programme at the centres.

The target population was selected from the two Centres namely Nakuru and
Nairobi Extra-Mural centres.

The following were the findings of the study; the resident lecturers have
crucial role in ensuring that Extra-Mural students needs for guidance and
counseling in various study centres were fulfilled; that programmes with

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strong support from managers are usually effective; that Guidance and counseling is offered to the learners in Extra-mural Centres that the scope of guidance and counseling to distance learners is limitless; that provision of guidance and counseling is mainly affected by lack of adequate time allocated for Guidance and Counseling sessions. Student do not take guidance and counseling sessions seriously. There is also inadequate trained personnel and spaces for counseling in Extra- Mural Centres.

The following recommendations were made:

1. Academic and Administrative staff at the Extra-mural Centres should give much attention to guidance and counseling of learners.

2. The University should take responsibility of employing an independent guidance and counseling person who will permanently assist students in guidance and counseling needs.

3. Academic and Administrative staff should be professionally well equipped to handle the students.

4. Guidance and counseling Department are credited and given resource to improve services.

CHAPTER ONE

PROBLEMS AND ITS CLARIFYING COMPONENTS
Background of the Study

The University of Nairobi Distance Learning Programmes traces its history to the first Department of Extra-Mural Studies founded in Makerere in 1953. Under this department the first Resident Tutor in Kenya was appointed in 1963, who was vested with the responsibility of organizing Extra-Mural Department of the then University Royal College, Nairobi. In the same year, the College of Social Studies, Kikuyu, which had run an independence centre for residential education since 1961, was absorbed into the University College, Nairobi. The College of Social Studies was then amalgamated with the Extra-Mural department thus forming the Institute of Adult Studies. In 1956 the two Departments were integrated under one Director and the residential centre was renamed the Adult Studies Centre. In 1967 Correspondence Course Unit was established.

The three Departments of the Institute were officially referred to as Extra-Mural Division, the Adult Studies Centre and the Correspondence Course Unit. In 1983, the Institute of Adult Studies was accorded College status and became the College of Adult and Distance Education following the recommendations of the Inspectors and Visitation Committee, which established six Colleges of the University of Nairobi. In 1988, the College was re-

organized, restructured and renamed College of Education and External Studies (CEES). The college has three faculties; The Faculty of Education, Faculty of Social Science, and Faculty of External Studies.

The Faculty of External Studies consists of the Department of Distance Studies, Department of Educational Studies and Department of Extra-Mural Studies. The responsibility for the overall management and administration of the Faculty of External Studies rests with the Dean. The Dean chairs the Faculty Board Meetings. The Departments of Extra-Mural Studies, Educational Studies and Distance Studies are headed by various Chairmen. Extra-Mural Studies activities are however run at the Centres facilitated by Centre staff such as the Resident Lecturers, organizers, secretaries and the support staff.

According to information retrieved from the Resident Lecturers Office Nakuru (Min 8/8/2000) the job description of every offices at the centre was outlined – ref. To file F/3/2000 on Human Resources Development, there are five people employed each with job description. They are the Resident Lecturer, the Organizer, Clerk, Secretary and the Messenger. All the outlined five personnel have a collective responsibility of ensuring that the Extra-Mural programmes are promoted with little or no difficulties at all.

While the Resident Lecturer is the overall head of the Region (Extra-Mural Centre) dealing mostly with Guidance and Counseling

research and accounting for the fees accrued at the Center. The Organizer deals with the administrative as well as the guidance and counselling of students at the Centres.

Extra-Mural centres are University study centres established and placed in the Provincial headquarter all over the country. There are six Extra-Mural Centres, namely; Kisumu, Nakuru, Kakamega, Nairobi, Mombasa and Nyeri. Extra-Mural Department falls under the Faculty of External Studies of the College of Education and External Studies of the University of Nairobi.

Faculty of External studies expanded quite dramatically as they are recognized as important vehicle to improve access to quality education, unlike in the past, when Distance Education was seen as a peripheral mode of delivery of education at university and national level.

Macharia (2001) p.8 says

"Distance Education has developed to be an indispensable part of the Nation's Educational provision and its importance will grow as people continue to press for their right top quality education during a time when resources devoted to education stagnate, Distance and Open learning will offer quality education at reasonable costs that the learner can afford."

Extra-Mural Centres were established with the purpose of providing further education to people who because of one reason or the other, were not able to get direct admission for university education. Extra-Mural Classes are normally conducted every evening of

working days and during weekends. Previously the courses offered in Extra-Mural Centres were geared towards attainment of Kenya Accountants and Secretaries Examination Board (KASNEB) Certificates and the Kenya National Examination Council (KNEC) Certificates. However, since year 1999 to date, higher certificate courses leading to Diploma and Post Graduate qualifications of the University of Nairobi have been introduced.

For any institution, Extra-Mural Centres included, succeeding and enabling its individual learners to reap maximum benefits from it, there must be a high degree of guidance and counseling offered by those who manage and teach in those centres. The level of guidance and counseling must be very high and very frequent if effective learning has to be achieved in any institution.

Guidance and Counseling is particularly a fundamental tool to be observed and exploited especially in Extra-Mural Centres. This is because with skilled counselling explored, learning takes place without anxiety, too much stress and explosive mental faculty. Learners become happier, feel motivated and develop a sense of belonging to the institution. Counseling also helps in relaxation of whole body mechanisms and is a very fundamental aspect to be observed.

Guidance and Counseling creates a free conducive and relaxed atmosphere for interaction and decision-making and, generally it has a great bearing to the learners performance in their examinations. Properly discharged, counseling would minimize

drop-out especially of mature group-learners according to Rudolf (1996),

Similarly, Extra-Mural Centres may not have had a programme planning function of the counseling centre and may not have known any other type of counseling.

Questions, which well might be raised by Extra-Mural Centres concerning orientation and articulation of new students, include the following: What are the manifest needs of incoming students? and are they being met by current practices? Are professional counseling skills being used in the most advantageous way? What are the reasons for failure to include counseling staff in the planning and execution of orientation programmes? If parents respond favorably to being included in orientation programmes, are Extra-Mural Centres failing to use familiar support and interest at other stages of students' academic life? (Becker and Cooler 1996).

Effective guidance and counseling of the study centres including Extra-Mural Centres has been negatively affected because of non-presentation of the nature of guidance and counseling to be preferred in the Centres. It is not very clear whether the guidance is general towards strictly academic matters as part of planning courses or in specifying courses students should take or merely on social aspects of the learners.

According to a source from a Faculty interview with an Associate Dean of Counseling and California State College, Long Beach

Forum (1964) Counseling Center in Higher Education intimates that normally Study Center staff normally do very little. They always pass the buck of counselling responsibilities to the Department that are more knowledgeable to handle the academic programme advising of students the centre staff. This is possibly what happens up in the study centres because the centre staffs have abdicated their responsibility and refer them to the Department of Extra-Mural Studies because Reports from Deans Office, Faculty of External Studies indicate that most tutors are quite uneasy with the counselling given to disturbed students because it may reflect against the tutors who are the students overall handlers or the tutors may be discussed in the counselling service.

In July 1971, Guidance and Counseling unit in the Ministry of Education was established. The establishment of guidance and counseling was designed to strengthen measures of checking errant students in various schools.

However, the National Committee for Educational, Objectives and Policies (Republic of Kenya, 1976) recommend the expansion of counseling services with the Ministry of Education. The Committee further pointed out that Guidance and Counseling was expected to play an increasingly important role in the education system. It is important to look at the various reasons of establishing counseling where possible linking the need for counseling in Extra-Mural Centres.

The learner is the centre of all school activities. The Ministry of Education and Human Resources Development (MOE and HRD) (1999) agrees with this statement because it states that learners are the key stakeholders within a school. Managing them effectively is important in the overall management of a school. The MOE and HRD observes that the establishment of an effective and efficient guidance and counseling committee is one way in which managers of student affairs can manage the pupils effectively,(Griffin (1996).

Gitonga (1999) in an attempt to identity the problems encountered in the guidance and counseling programme found that one of the problems was lack of adequate time. She established that few schools and indeed colleges had specific time allocated for this purpose. Respondents in this study who were mainly head teachers of secondary schools and heads of Guidance and Counseling Departments, in Meru Central District confessed that they found it absolutely difficult to set specific time for guidance and counseling and do their normal chores.

Aduda (1997) highlights the problem that hinders guidance and counseling in schools Aduda argues that workshops and seminars for counseling and guidance are few and are carried out after long duration. Other scholars argue that counsellors need to be kept abreast of the development in counseling to cope with changing times. The Guidance and Counseling Unit of the MOE is charged with responsibility of organizing in-service courses, seminars and conferences for heads of schools and teacher-counsellors.

Statement of the problem

The Dean Faculty of External Studies while meeting the External Degree Programme students (EDP) 2001, outlined some of the problems facing adults in their studies which needed to be looked into. Such problems included fees payment, family pressure, drunkenness, indecision, lack of knowledge to use reference materials and cheating during exams. Since students at Extra-Mural centres have a right to expect well managed, well thought for and well executed environment to provide good conditions to students for learning, guidance and counseling nevertheless is an important ingredient to help realize that objective and give the conducive environment for learning.

Distance Education through the use of Extra-Mural Studies Faculty of External Studies, University of Nairobi has been offered in Kenya very successfully through residential lectures. face-to-face meetings at the Study Centres, use of study materials, and use of interractive radio audiotapes.

The External Degree Programme was particularly important to serving teachers and other Kenyans in employment who would otherwise not have been able to enroll for University education on a full time basis (Republic of Kenya, 2002).

Despite the prevalence of guidance and counselling in the centres which were designed to promote learning at the Extra-Mural Centers, it is important to note that performance at the Centres has not been encouraging Drop out cases are still on the increase .It is on this basis that the study of examined whether the Resident Lecturers and other staff at the center perform their roles in guidance and counseling with a view to promoting learning in the Extra-Mural Centres.

Purpose of the study

The purpose of the study was to: -

1. Evaluate factors affecting the provision of guidance and couseling to Distance learners in Kenya..

Objectives of the study

The study sought to achieve the following objectives in relation to strengthening learning in Extra-Mural Centres through adequate guidance and counseling: -

a) To find out whether Guidance and Counseling is offered to distant learners in Kenya.

b) To determine the scope of Guidance and Counseling to distant learners in Extra-Mural Centres.

c)   To Identify the difficulties encountered in provision of Guidance and Counseling to learners in Kenya.

d)   To Establish students attitude towards Guidance and Counseling.

e)   To find out how effective Guidance is in distance learning for adult learners.

f)   To establish the Guidance and Counseling resource materials used in distance learning.

Research Questions

The study was guided by the following research questions:-

i).   Has Guidance and Counseling been offered to distance learners in Kenya?

ii). What was the scope of Guidance and Counseling to distant learners in Kenya?

iii). What were the difficulties encountered in provision of Guidance and Counseling to the learners?

iv). What was the student attitude towards Guidance and counseling?

v).   How effective was provision of guidance and Counseling in Distance Learning in Kenya.

vi). What were the Guidance and Counseling Materials used in the distance learning in Kenya.

Significance of the Study

The findings of this study may be used by the Extra-Mural Centre Staff (Resident Lecturers, Organizers and Tutors) in enhancing guidance and counselling programmes for students in their respective study centres. This may in turn improve discipline and performance in University Examination. It may also discourage the massive drop-out of students. It may also assist the Faculty of External Studies to establish training needs of officials of Extra-Mural centres in guidance and counseling. The result of the study may also be useful to the students themselves because may help learners to cope with their emotional, psychological, educational and vocational problems while studying. The results may also be useful to the personnel of Universities particularly Colleges of Education and External studies providing information and skills necessary in enhancing the success of guidance and counseling programmes in its study centres. As a result, this may improve the provision of guidance and counselling in distance learning.

Assumptions of the Study

This study assumes that, the centre staff have material resources needed to facilitate guidance and counseling in distance learning. Another assumption was that, guidance and counseling departments in Extra-Mural centres had programmes for guidance and counseling activities.

The study assumes that the teaching staff and parents participate in guidance and counseling of students, and the students were encouraged and willing to make use of guidance and counseling services at Extra-Mural Centres.

Limitation of the Study

The limitations in this study was that: -

i)   The administrators who were not readily available in their offices to answer questions.

ii)   The attitude that respondents have towards Distance studies impacted negatively on the research because majority were not willing to give information.

Delimitation of the Study

University of Nairobi has six Extra-Mural Centres, spread all over the eight provinces in Kenya.   Ideally, it would have been appropriate to include all these Extra-Mural Centres in this study. However, it was not be possible because of the distribution and geographical placement of these six Centres in eight provinces. As a result two Extra-Mural Centres were selected for study; one from the rural background, (Nakuru) and other from the urban background (Nairobi), at least to cater for each of the two environments.

Therefore a conclusion was not generalized to all Extra-Mural Centres because they may have had different environments for

operation and ethnic background. The study was mainly focused on factors affecting the provision of Guidance and Counseling to Distance Learners. The study was

Definition of Significant Terms

The following were definitions of significant terms as used in this study: -

Counseling: refers to an activity whereby the client is helped to explore his weakness and strength to enable him or her to find solution to his problem.

Counselor: refers to any person officially recognized and working in any institution concerned with accepting the responsibility of facilitating clients to explore their weaknesses and strength to enable them find solutions to their problems.

Counseling process: refers to all the personnel involved in giving any type of counseling whether professional or just lay people.

Attitude: refers to positive or negative pre-disposition of thinking, feeling, perceiving and behaving in a certain way towards a given situation.

Therapy: refers to interaction between the counsellor and counselee with the objective of transmission of help at the hour of need.

Norms: refers to expected ways of behaviour or conduct in a society.

Organization and the rest of the Study

The study was organized into five chapters.

Chapter One includes the background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, assumptions of the study, limitations of the study, delimitations of the study, definition of significant terms and lastly the organization of the study.

Chapter Two deals with literature review related to the study. The review covers concepts of guidance and counseling, of objectives the study and scope of guidance and counseling programme, provision of guidance and counseling in Distance Learning, the role of guidance and counseling programmes in Distance Learning, the resources necessary for implementation of guidance and counseling, problems faced while providing guidance and counseling in Distance Learning at Extra-Mural Centres and attitudes towards seeking help.

Chapter Three is research methodology that was used in the study. It comprises of research design, target population, sample of the

study, research instruments, reliability and validity of instruments, data collection procedures and data analysis techniques.

Chapter Four is on data analysis, discussion and interpretation of the findings.

Chapter Five is a summary of the study, conclusions, recommendations and suggestion for further research.

CHAPTER TWO
LITERATURE REVIEW
The concept of guidance and counseling

The terms of guidance and counseling have different meanings though they are generally used interchangeably. While guidance is the way of showing way to client or counselee, counseling on the other hand is a process of assisting the individual clients to explore their weakness and strength to find lasting solutions to their issues.

Tuiyot (1999) defines counseling as a purposeful understanding and assistance given to a person so that he/she is better and able to handle his/her own problem. He also states that counseling is a person to person process while a person is helped by another to increase his understanding and ability to meet his problems. Tattum (1986 p.158), quoting Carl Rogers (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 (client) to explore aspects of his more adequate ways of coping". From assertions made by Tuiyot's and Tattum's conceptualization, counselling is a dialogue between someone who has a problem and some one with specialized knowledge who can help in the understanding of the problem.

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

resolving or coping with the situation. The Global Counselling Centre (2002), defines counseling as the advice given to another person with the general objectives of decreasing or eliminating the problem the person may have. Counselling is reserved for more personal aspect of guidance that demands highly specialized skills. It is concerned with emotional disturbance and behaviour. A client usually initiates counseling and it is intimate, personal, private and confidential.

It is not meant to instruct and the counselor does not express his/her own view and values to the clients (Makinde, 1987). The broad objective of counseling is to help the individual clear away the entangling and hampering tentacles so that a person can be what he/she really is and contributes more both to self and his/her fellows. According to Makinde (1987) guidance, unlike counseling can be initiated by counsellor. Guidance is more public, less personal, less intimate, informative and meant to instruct. Both Okwatsa (2002), Barki and Mukhopadyay (1989) defines guidance as assistance made available by competent counsellors to an individual of any rate to help him direct his own life, develop his own point of view, make own decisions and carry his own burden.

Okwatsa (2002) further defines guidance as that aspect of education, which is concerned especially with helping the pupils to become adjusted to his/her present situation and to plan his or her potentialities and limitation and realistic awareness for the world around him/her.

As a service, guidance provides information and assistance to students, teachers and parents to facilitate the process and makes adjustment. Therefore, Musungu (2002) asserts that guidance is basically instructional information giving.

In schools, guidance embraces the educations' vocational aspects. Educational guidance is concerned with raising students' educational standards. This means inculcating proper study habits, making good use of instructional resource 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/her and to aid the person for enter and progress in it. Educational and Vocational guidance should begin from the moment a student enters the school and should be a continuation process until the day he/she leaves (Okwatsa 2002, Gitonga 1999). In brief, counselling is a process incorporated in the guidance programme. All counseling is a part of guidance and all guidance work is not counselling. Guidance activities may precede, accompany or follow counseling and should be concerned with developing the client's ready-made solutions (Gitonga, 1999).

Both Wanjohi (2002), and Craft (1997), asserts that there is a need for a teacher counsellor to direct a student with a problem to an expert probably in a field divorced from his/her professional scope. These services are called referral services (Wanjohi 2002).

From this observation, it is imperative to infer that counseling and discipline are inseparable if learning must take place. Like discipline, guidance and counselling are very vital in distance learning in Extra-Mural Centres because these centres are the instruments through which the responsibility and duty consciousness of the distance learning are manifested. This then shows that with proper guidance and counseling, patterns of behaviour would enable distance learners to appreciate and adopt and finally achieve full learning as it were.

Despite the fact that some counselling related courses are being handled by Resident Lecturers, college students belonging to Extra-Mural Centres constitute the most neglected, least understood humanity (Rudolph, 1996). It is all too easy for those engaged in teaching or administration to avoid confronting some issues involving students that would be the heart of their concern. There is a possibility of educational administration becoming indifferent, and thereafter becoming sources of discontent and causes of failure (Wilson, 1996).

It has been established that counseling has not been effective because partly there has not been a definite need to publicize the unique role of the college counseling centres for exploration for personal and vocational growth as well as assistance in study skills and orientation to differing academic demands (Knoell and Medsker, 1964).

Objectives of Guidance Programmes in
Extra-Mural Distance Learning

Herman, Peters and Shertzer (1974), argue that the purpose of providing counselling service in school can be seen against a backdrop of uncertainty faced by most students during their studies. They further emphasize that modern life is often characterized as an age on turmoil, conflict and uncertainties it is also characterized as an age of freedom, excitement and adventure. Hence, it is in the relatively calm non-threatening and mutually participating counseling atmosphere that today's students are most likely to face his/her development counseling, sort out the ideas and values that are valued and implement them with constituent responsible actions (Gitonga, 1999).

The objectives of guidance and counseling and counseling in distance learning in Extra-Mural Centres, like in schools is to help every student in formulating adjustments and goals to new situations solutions personal-social problems (Moser, 1963, and Mburu, 2002).

Mburu (2002) identified the aims of counseling as; to help students in sight into the origins and development of emotional difficulties hence increase capacity to take rational over feeling and actions; to alter mis-adjusted behaviour; to assist students fulfil their potential achieved and integration of confliction elements within themselves;

and to provide students with skills, awareness and knowledge of which will enable them conflict social inadequately.

Burland (1980) also outlines the following as major objectives of guidance and counseling; to assist students to appraise their potentialities and free their capabilities to learn, to enable students to explore their objectives, to provide vocational counselling and provide help to students with personal problem that hinder academic progress. Peters and Shelters (1974) adds that guidance and counseling is designed to help individual with psychological problems to voluntarily change their behaviour and to enable them make wise future decisions, clarify, their ideas, perception, attitudes and goals.

In Kenya, objectives of guidance and counseling 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), vocational/career guidance are important because of the following reasons, the provision of career/vocational guidance in our educations institutions has been necessitated by great changes in our society and the world at large and which has become more complex. The rates of technology change and the isolation of the young people from possibilities of early retirement and retrenchment were created problems in occupational choices.

As emphasized by Barki and Mukhopadyay (1989) the main thrust for guidance and counseling services is on helping the student to achieve on all round growth and not just problem-solving.

Scope of Guidance and Counseling Programme in
Distance Learning in Kenya

According to Macharia (2000) and Tuiyot (1999), guidance and counselling at educational level include, educational guidance, social guidance, personal guidance, Gitonga (1999), perceives guidance and counselling as a set of educational guidance as involving helping an individual in planning suitable educational programmes like: choice of subjects, development of good study habits, use of libraries, adjustment to school life, role of outside-class education and those of guiding poor performers. Gitonga, however, summarizes the educational guidance into three components. The first relate to developing a favourable setting for the individual education. This includes induction or orientation of new students to adjust to the new environment for learning is it school or otherwise, new teacher, new courses (subjects) and new regulations. The second component of educational guidance relates to curriculum choices. A student with abilities and interest may have difficulties in deciding which subjects will not be meaningful for him/her in the long run. Such students need assistance in understanding the relationship of his curricular choices to his vocational objectives in that their interests require a higher level of ability than their tested levels. Although the counselor guides

students to make his/her choices, the final decision should always be left with the students.

The third component of educational guidance services is concerned with recognition of individual differences and their relation to educational achievement. This means giving assistance to enable them to become aware of their abilities special needs interests and limitations.

Educational guidance also includes keeping academic records and observation report for each student. An analysis of this records and reports gives an indication of students who might require help and in academic areas (Republic of Kenya, 1977). Vocational guidance is focused on helping a student choose what he/she will do in life. According to Okwatsa (2002) the provision guidance in own educational initiations including distance learning has been necessitated by great changes in society and world at large.

Vocational guidance is concerned with assembling information about many common occupancies in which individuals may find satisfaction and develop their full potential. It cautions stakeholders of education to be weary of attraction of a particular occupation or profession regardless of whether individuals meet the requirements. At times parents chose careers for their children, which are beyond the child's ability or interest. The third component of guidance and counseling programme is personal and psychological counseling and according to Mburu.

According to Mburu (2002) personal and psychological counselling deals with emotional distress and behavioural difficulties arising from individuals struggle in dealing with the developmental stages and tasks.

Oketch and Ngumba (1991) have pointed out that major emphasis has been on educational and vocational guidance ignoring the social and psychological counseling. Aduda pointed out that many counsellors are strict in their duties to advising students on academic matters including subjects and careers choices and this is a mistaken practice. (Daily Nation, 1995 September, P. 17). They fail to address social and emotional problems that torment the students. However, studies carried out by Tumuti (1985) on guidance and counseling needs in areas that is academic, psychological and occupational, He concluded that there is need for balanced guidance counseling with emphasis on growth and development of the total person.

The main objectives of this study is to examine the extent at which the provision of Guidance and Counseling to Distance Learners in Extra-Mural centres may result in productive learning in such centres. This review centres evolve around the following.

Problems students/learners experience at Extra-Mural Centres; the major indiscipline cases which calls for counseling in Extra-Mural centres; Counseling resources; and attitudes towards seeking help; Working conceptual model. Kenya saw a great need for the

preparation of different categories of human resource to fill positions that were to be vacant in the public and private sector.

The year soon after independence there was the expansion in both thought and action on guidance and counseling particularly in schools, as Kilonzo (1980) asserts. At the end of 1962, the Ministry of Labour in conjunction with the Ministry of Education decided on some ways of providing vocational guidance with the help of career masters. In 1964 the Employment Service Department in the Ministry of Labour was strengthened in order to equip the service to implement as policy for the progressive introduction of vocational guidance (p. 415).

Report on the high-level manpower requirement and resources in Kenya (1964/1970) recommended that all career masters and schools libraries be supplied with a comprehensive career guide book, Kilonzo (1980). This was followed by vocational guidance pamphlets supplied by the Employment Service Department of the Ministry of Labour.

According to Republic of Kenya (1997) handbook for, Guidance and Counseling programme in Secondary Schools was developed to cater for all students with social, personal, physiological, educational and vocational problems. Inadequate counseling or lack of it altogether in distance learning is global.

This section deals with materials needed for guidance and counselling in Extra-Mural Centres, sensitization of students about the existence of Guidance and Counseling in Extra-Mural Centres and suggestions of the use of relevant counseling skills.

Factors that hinder success of Guidance and Counseling
In Distance Learning Centres

The development and effectiveness of guidance and counseling programme depends upon many factors varying from those inherent in the guidance and counseling situation to the dealing with the overall organizations and administration of the guidance programme. The Global Counseling Centre, 2002, Smith et.al (1955) attributes the failure of guidance and counseling programme to the following factors: Failure of study centre administrators to offer leadership and support to the programme; lack of trained personnel, such as Resident Lecturers; Organizers and other centre staff; personality of the teacher-counsellor; time allocated to the programme; inadequate facilities; tutors and learners perception of the programme and failure to have clear objectives for the programme.

Manoti (2002) observes that unless the study distance learners admistrative staff support and leads, the guidance and counseling programmes cannot succeed. This view is also expressed by Herman, Peter and Fairwell (1967) in their statement that good guidance programme will not be realized if the administrative

functions of leadership; co-coordinative and facilitative are insensitive to the of study counseling centres and the attendant personal function. It is through the support of the centers administration that the tutor and the counselor can be helped to assist learners in their academic growth (p. 515).

Another major problem that hinders the success of guidance and counseling is lack of trained staff to deal with counseling matters in the Extra-Mural Centres. Lack of training makes administrative staff feel inadequate in dealing with psychological and social problems that students encounter. One of the perennial fallacies related to guidance and counseling services is the assumptions that every employee deployed at the Extra-Mural Centre is a good counsellor. Barki and Medhopadyay (1980) emphasized that guidance and counseling 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 (p.6). To include other people in counseling, an in-service course in guidance and counseling should be provided. Therefore, when administrative staffs are deployed at the Extra-mural centres where they lack training and competence, the end results is that the career guidance and counselling programme is ineffectively implemented.

To a large extent, the success of guidance programme depends upon the personnel qualities of the counsellor, and upon appropriate use of specified guidance and counseling techniques. The nature of a

counsellor as a person becomes critical in counseling because of the intimate, personal relationship that is essential for the success of the programme.

Makinde (1987) identifies some attributes of a good counsellor such as devotion to duty, high integrity, honesty, discipline and good knowledge of the college norms.

For a counsellor to be most effective working with others in a helpful capacity, it is essential that he knows what and who he is only in as much as he is aware of dimensions of his self to benefit the others, Ananda (1975)

Musungu (2002) identifies the attributes of a good counsellor as respect for religion, stable disposition, positive attitude impartiality, honesty and sincerity. The counseling relationship is a professional relationship in which the counsellor is ethnically bound to confidentially. Lytton and Craft (1974) have noticed that many people may not wish to be involved with counsellors. They feel their confidentiality concern cannot be respected within the precinct of the counseling venue.

A client was quoted by the saying that teacher-counsellor had no sense of confidentiality, everything they discuss with students finds its way to everybody's ears, (Sunday Nation, (1998, 29th March, p.2). The concern was that after guidance and counseling session, the other teachers look at students as strangers in class. This breach of confidence is very disturbing.

The guidance and counseling programmes cannot flourish if it does not gain the support of the students by way of giving information about services provided. More often than not, students feel that the guidance and counseling is for those students with problems, for the deviant, for those displaying character disorders and for those weak academically. Mosser (1963) maintains that, "it is necessary to keep before the students the purposes of counseling, 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" (p. 222).

The Resident Lecturer together with the Organizer and the other centre staff have to inform students about the counselling services, its organization, the kind of 'issues' with which its purposes to assist and its relation to other aspects of the total Centre's programme. Where a client has a negative perception of guidance and counseling services, the programmer is less effective.

Another important factor that hinders the successful implementation of guidance and counseling services in Kenya is inavailability of facilities. A counsellor needs a private room or office where he or she can meet the clients. It is unlikely that students will reveal their personal problems if there is no confidentiality between the students and the counsellor(s).

In addition the success of guidance and counseling service depends upon readiness of the study centre staff to accept, contribute to and utilize the service.

Gulsch and Alcorn (1970) states that if guidance and counseling is to be successful, it is desirable that the teachers possess an understanding of the nature and complexity of guidance and counseling programmes. Hence the need for all staff to co-operate with and support guidance and counseling programme.

The fact that peer counseling has not been seriously considered in implementation of guidance and counseling is yet a blow of success of guidance and counseling in Extra-Mural Distance Learning. Kariuki (2002) says that peer counseling does make trained people provide the counseling service to their age mates. Peer counselling is a complementary service to the guidance and counseling since teachers or tutors will never have adequate time to attend to the needs of students or learners. It is also urged that students do not readily accept counseling if the class teacher, tutor or lecturer, who is a symbol of authority, is also guidance and counseling service provider. Peer counsellors are readily acceptable by their age-mates due to the similarity and the fact that the counsellor and the client are undergoing similar school or college experiences and problems or even what may be referred to as the real "issues".

Community around the study Centre may also be an impediment to the success of guidance and counseling. According to Wanjohi,

(2002) there is need for the set up to maintain good relationship with the community. It is from the community at large that referral service can be enhanced.

Therefore the Resident Lecturer has a duty to enhance good community relations in order to successfully enhance guidance and counseling programmes. In conclusion, the Resident Lecturer bears the ultimate responsibility for a successful guidance and counseling programme.

The major areas that require counseling in Distance Learning according to Edgar, (1965), is to help people understand the meaning of their lives, and become more sensitive to the meaning of other peoples' lives. Most Extra-Mural Centre students find themselves in a passive conformity which leads to high drop out rate drunkenness, late submission of assignments, irresistible exam-phobia and possible cheating. According to information obtained from the Office of the Assistant Dean of Students, Kikuyu Campus, monthly meeting minutes 2000-6-3-1).

Mack (1979) investigated the type of problems facing students in Open School in Nigeria and reported many of these problems were culture based. He however, concluded that students were given raw deal, offered lowest possible status and were rudely treated by administration. Demos (1964) makes it clear in his interview that information discussed in the counsellors office is highly

confidential. During counseling, students express their displeasure with issues such as distance learning materials, communication systems inavailability of University Lecturers in remedial work.

Kinyanjui (1988 p.12) states that the origin of learning disturbances in Kenya "Is the unequal distribution of resources in Kenyan learning institutions."

The school and society have not geared their attitude to the aspiration of the distance learner and have failed to inspire their confidence and assure them that sense of security, which younger generations expect from older generation, (Tuneja, (1990 pp. 327-329).

From Tuneja (1990), analysis it seems that people do not differentiate between counselling and guidance. This a ffects the effectiveness of counseling in learning centres.

Kabutu (1987) noted that some of the problems affecting learners were peer Influence and unstable homes. He further puts it that 45 percent of the respondents read or study with a lot of interference or did not read at all at home in the evening. This is a pointer for guidance and couselling services needed for students in Kenyan educational institutions.

Anyona (1989) observed that schools through guidance are expected to help individual students to be aware to their capabilities and develop them to their fullest pontential.

Guidance and Counseling is also desirable especially in cases where indiscipline may be influenced by the Electronic Media. Most learners who are exposed to media facilities such as televisions, videos, cinema, listening to some programme from radio as supported by Liebert, (1974) are highly vulnerable to media manipulation.

"There is a reliable and socially significant relationship between the amount of violence which a person sees on entertainment television and the degree to which he is aggressive in his attitude and behaviour", (Liebert, (1974 P. 144)

The problems encountered in Distance Learning in General and Extra-Mural Centres in particular.

According to information retrieved from Chairman of Department of Extra-Mural Studies, University of Nairobi (Annual report 2000-2001) there are indications that due to inadequate counseling or lack of it a few problems have been noted such as non-payment of college fees, indecent dressing or wearing of caps, late attendance of lectures or the deliberate choice to go for alternative social places such as cinema, disco or gymnasium at the expense of studies. Cole, (1954), Kibaya (1987) asserts that indiscipline arising from weird behaviour can be categorized as emotional,

emancipative from home control, beginning of economic independence, and establishment of new interest in general.

Dixon, (1981), states that a problem exists anytime a person who is in one situation, wants to be in another but does not know how to get there. All human beings therefore experience problems, at one time or another.

Clark, (1974) asserts that one important function of a school or a study centre is to identify students' needs and develop services to meeting those needs.

The interraction between the counsellors and clients

The most important element in counseling is the facilitative relationship established between the counsellor and the client (Cattle, 1970). The facilitation of personal growth takes place through utilizing the inter-related technique of psychological assessment as well as the effective communication between the client and the counsellor. But even before the clients gets in touch with the counsellor, various factors will have influenced the lease with which rapport can be established that the counsellors preconception about the counseling process and like counsellor may serve as a barrier to process. At least this often determines the nature of the first session (Johnson, 1970). Thus, the preference of the client for the counsellor is a major factor in determining the commencement, enrichment and outcome of effectiveness of the facilitative relationship since client expectation and preference can

be changed to provide good counseling relationship (Gladstein, 1969). Counsellors have benefited from the examination of these factors.

Zemenlis (1974) examined how the initial stage for counselling interview, process and outcome were affected by assigning clients to a more preferred or less preferred councilors. His report were affected by assigning clients to a more preferred counselor had more favorable outcomes than those who had less preferred assignments. It was then assured that those preferred counsellors had to employ appropriate skills compared to those with less appropriate skills.

Strong and Matnoos (1973) have observed those appropriate and non-appropriate skills noted by the above writers. The public image of mental health held service providers which ensures expertness, attractiveness, confidentiality of the helper, the gender, client problem such as student typically seeking out some different help depending upon whether their concerns are of career or personal nature.

Tinsley and Brown (1982) in their literature review on student counselling found that research suggested two things that different types of problems are viewed as appropriate for different types of help providers and the nature of clients problems influence his or her own help-seeking tendencies. Also, that closeness of the counsellor to counsellee is very important since it is believed that

clients are more open and responsive to friends than those they have no backgrounds about. In other words, they prefer peer in counseling matters to clinical counselors.

Tinsley and Benton (1978) reported that students attributes in a helper that they might most reasonably expect to find in a peer or close friends. Parham and Tinsley (1980) had also observed this. The background information is imminently crucial for any successful counseling. Porche and Banikiotes (1982) reported that counsellors portrayed as attitudinally dissimilar to the clients were rated significantly lower in terms of attractiveness similar on those whose no attitude information was presented. These findings support those reported by Good (1975) that attitude information was presented. These findings support those reported by Good (1975) that attitude would contribute to positive counsellor perception and preference.

Attitudes towards seeking help

Counseling can be conceptualized as sound influence process (Stong, 1968). Like other interpersonal relationship, it involves both indirect and direct attempts by one person (the counsellor) to influence the thoughts and actions of another (client). That helping another human being is basically a process of enabling that person to grow in the style and direction of his choice (Braument, 1973), that unless a person is ready for counseling that counseling would be an exercise in futility, that this readiness is the duty of a

counselee while a counsellor is a mere facilitator. Patterson, (1974) observes that successful counselling of necessity involves some degree of voluntary client participation that is to say, how a client perceives counselling may serve as a barrier to the process that a counselee prior experience in or out of counseling and nature of concerns may even hinder him or her from seeking help.

Dadfarn and Lander (1982) observe that set and educational levels were not uniquely, significant in predicting attitudes. This is in line with results reported by Lorain (1974) and Levin (1972). They further reported that male and female non-American students had more similar attitudes than male and female American students Good and Sell (1989) however observes that there appears to be a distinct difference in psychological help seeking tendencies between the two sexes, as two-thirds of all clients seeking psychological help were female. Colhen (1982) noted that one in three women compared to ne in seven then seek services from professionals at one point during lifetime.

Mature learning problems may have emanated from similar problems experienced by secondary schools students as observed by Wanjohi (1990). He viewed that counselling services are viewed with skepticism. He stressed that it was the responsibility of counselors to try to perceive the students needs from the students perspective.

Kombo (1998) devotes negativism shown by learners towards counseling. He urged counsellors to change their approaches while offering guidance and counseling because it was evident that counsellors missed 'living' techniques but engaged punishment and warning as counseling package – This approach was found to be retrogressive as it was done in bad taste since students were not free to give their own views.

Gitonga (1999) revealed that learners are always apprehensive at admitting that they had problems. They, at times, refuse to open up and turn 'wild'. She intoned that students were not briefed on the functionaries of counseling. The students felt embarrassed by remaining with a counsellor whatever results these counsels (counseling) might have to bear. In school settings researchers report that the title of the help offered is related to help-seeking attitudes. In these settings perceived confidentiality could also influence with a counsellor who is accountable to the head teachers in assessing the problems faced by students while at the same time acting as an agent of the student in providing counseling. Research in student help seeking attitude is neither adequate nor lacking in contradictions. An example is the difference between actual user of counselling resources and a non-user reflected by their attitudes. Bardie and Stein (1996) reported that prior counseling experience greatly affected help seeking. Don (1974) reported that the differences in responses of help seekers and non-seekers were more of a function of student adjustment.

Tracey (1984) reported no significant correlation between students and attitudes towards seeking help and help seeking behaviours but Fischer and Turner (1970) developed a scale to measure attitude towards seeking professionals' psychological help consisting of 29 items, put into four factors namely; Recognition of need for help, stigma tolerance; interpersonal openness; confidence in the helper. They administered it to learners and feedback showed that it discriminated actual users of psychological help from non-users variably with a test-retest reliability of 0.83. The research reported on attitudes in self-seeking is lacking in structure and conclusiveness. There is a need of a thorough review to give it at least a temporarily structure and identify general trends.

Summary of Literature Review

In Literature Review the differences between guidance and counseling are clarified. Counseling is part of guidance work that deals with emotional disturbance at work and behaviour problem pegged on real 'issues' while guidance is concerned with the educational and vocational aspects. However, both guidance and counseling are concerned with developing the clients' own capacity for decision-making and problem solving.

The three components of guidance and counseling programme are educational guidance, vocational guidance and personal and psychological counseling. They are viewed under the scope of guidance and counseling program in learning centres. The

indiscipline cases requiring counseling in Extra-Mural Centres are reviewed, counseling resources including personal and material which makes it possible for counseling to succeed has also been reviewed.

The Resident Lecturer is responsible for initiating, supporting and providing leadership and the required materials and facilities and securing trained counsellor-staff in study centre.

Other issues reviewed include attitude towards seeking help and factors that hinder successful implementation of guidance and counselling in distance Learning in Extra-Mural Centres. The factors that hinder successful guidance and counseling skills for head teachers are teacher-counseling facilities and support of students, parents or guardian and tutors or teachers. In conclusion, the success of guidance and counseling in Extra-Mural Centres will very much depend on how the stage has been laid to deal with factors contributing to its ineffectiveness in Extra-Mural Centres.

The Conceptual model conveys the implication of the provision of Guidance and counseling in Kenya in general and to Distance learners in particular. It shows how, for example improved performance and general discipline and good health depends mostly on the Effectiveness of Guidance and counseling amongst Adult either Adult of young Adult Learner, the conceptual model hypotheses that ineffective guidance and Counseling will lead to

drop out psychological disorder among the young Adults at a Distance Learning Institution.

Conceptual framework of the study.

Figure 1:


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┌─────────────────────────────────────────────┐
│          DISTANCE LEARNING                    │
│          ADMINISTRATIVE STAFF                 │
└─────────────────────────────────────────────┘

┌─────────────────────────────────────────────┐
│          STUDENT PERSONNEL                    │
└─────────────────────────────────────────────┘

┌─────────────────────────────────────────────┐
│   GUIDANCE AND COUNSELINGPROGRAMME            │
└─────────────────────────────────────────────┘

┌──────────┐  ┌──────────┐  ┌──────────┐  ┌──────────┐
│ PARENTS  │  │ STUDENTS │  │ TEACHERS │  │COMMUNITY │
└──────────┘  └──────────┘  └──────────┘  └──────────┘

┌─────────────────────────────────────────────┐
│     IMPROVED STUDENT BEHAVIOUR &              │
└─────────────────────────────────────────────┘

┌─────────────────────────────────────────────┐
│   OVERALL IMPROVEMENT OF DISTANCE             │
│   LEARNERS                                    │
└─────────────────────────────────────────────┘
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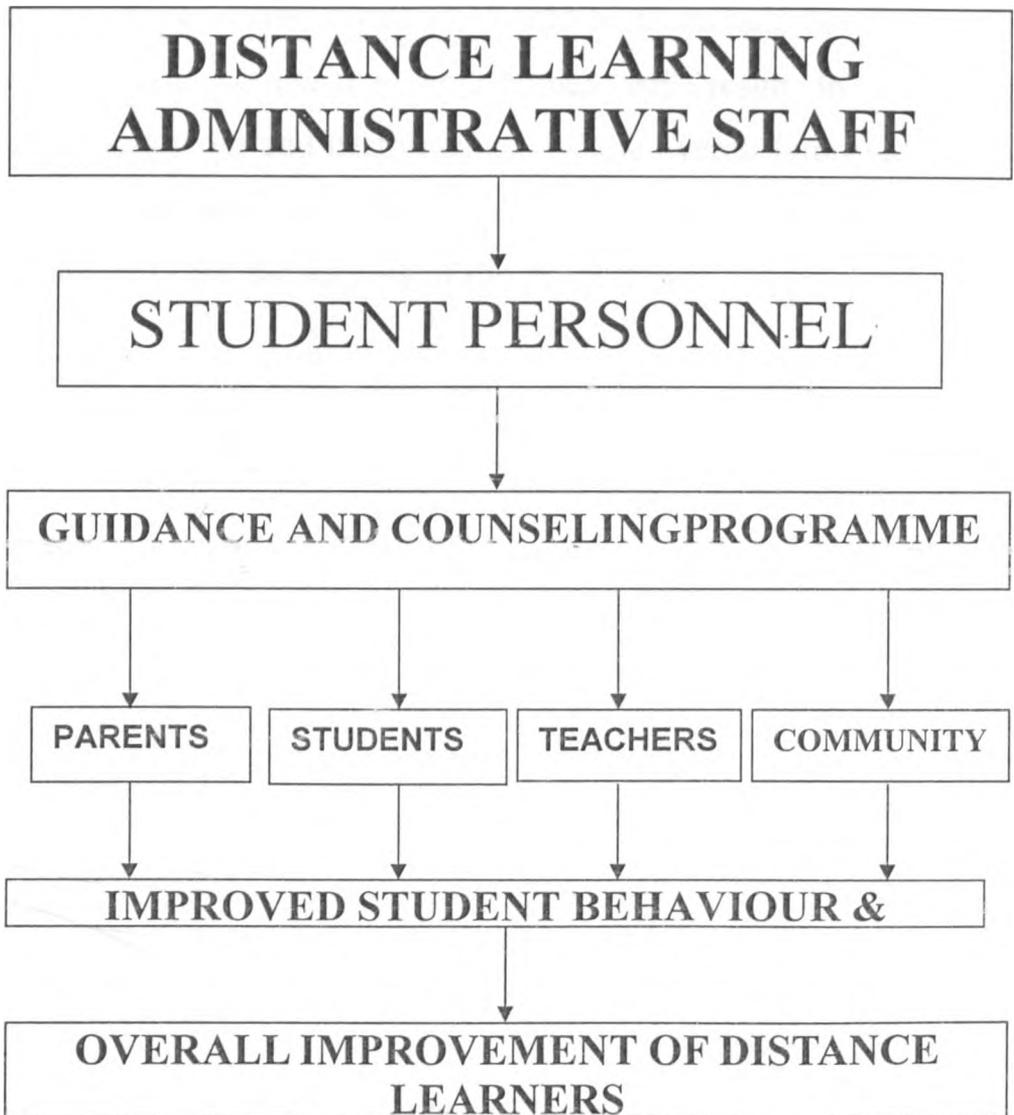
From Figure 1, student personnel are one of the main

administrative task and guidance and counseling is one of the major administrative functions under student personnel. The success of guidance and counseling programmes requires the participation of parents or guardians' students as peer counsellors, tutors and the community around. Therefore the Resident Lecturers or Administrative staffs' concerns should be to include them. A good guidance and counseling programmes will result in improved student behaviour and performance and the overall improvement in Distance learning yet, the resident lecturer bears the overall responsibility for the success of the programme.

CHAPTER THREE

RESEARCH METHODOLOGY
Introduction

This chapter is organized under the following sub-headings: Research design, the target population, the sample and sampling procedure, research instruments, validity and reliability of instruments, data collection procedure and data analysis procedures.

Research Design

Since the research design is the ex-post facto Accordance to Kerlinger (1973) an ex-post facto design is a system of empirical enquiry in which the scientist does not have direct control of independence variables because their manifestations have already occurred.

The ex-post facto design was recommended for educational and social research (Kerlinger 1973)

Target Population

The target population of this study consists students in Diploma in Business Management programme in Nakuru and Nairobi Extra-mural Centres. Nairobi has a population of about 70 Students (file

NS:/emc/Reg./Students according to NKR/Em/Reg/F.vol. 10. All the two Resident Lecturers would also be included.

Nakuru Extra-mural Centre would represent Centres with a near monopoly of monolithic linguistic background but with urban orientations while Nairobi Extra-mural Centre represents distance Learning with a cosmopolitan backyard.

Source: Chairman's Department, Extra-mural Studies.

Composition: The centres comprised mixed learners with student ratio of men to women at 12:9.

This research dealt with the 80 out of 100. This was done conformation with the Table for determining needed sizes of a randomly chosen sample proportion was within 1.05 of the population proportion with a 95 percent level of confidence.
(Krejeie and Morgan 1970) pp. 197-210.

Table 1: Sample percentage representation of Semester 2 of Diploma in Business management

Emc	Se, 2	Population (N)	Samples (S)
Nairobi	Sem. 2. -2003/2004 DBM	70	56
Nakuru	Sem .2. −2003/2004	30	24
Total		100	80

Tables 1 represent the choice of target population for study. The researcher chose students from Nakuru and Nairobi. Extra-mural centres who were included in the study. The population under study was of mixed men and women. The intention hence was to find out various problems that affect guidance and counselling in these areas. The sample elements of this study are the two resident Lecturers for Nakuru and Nairobi Extra-mural centres, and 80 students 24 from Nakuru and 56 from Nairobi. Therefore the sample for the study was more than 10% of the population (Kerlinger, 1974: Sanders and Pinhey, 1983)

Sample of the study

The study sought responses from 56 Diploma in Business Management course from Extra-Mural Centre Nairobi and 24 Diploma in Business Management Course students from Nakuru Extra-Mural Centre and the two resident lecturers.

Sampling Procedure

A list of students from the two distance learning centres was obtained and randomized. This was done to produce a truly random sample. To get to identify the sample from the sampling frame the researcher divided the population by the sample size. From Nakuru every 6th case in the sampling frame was left out and Nairobi 72/56 = 9 every 9th case in the sampling frame was left out.

Research Instruments

Data was collected by questionnaire and interview. There was one questionnaire for students and the schedule for resident lectures.

Validity of Instruments

Validity is the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda and Mugenda 1999). To enhance validity of the questionnaire and interview schedule, the researcher received advice from the supervisor on validity, relevance of the questions to the topic under study and on legibility of the questions for data collection. Comments and suggestions were considered in formulating final copies.

Reliability of Research Instruments

Reliability refers to the degree to which test scores are free from measurement errors (Best 1981). Piloting was carried out in two Extra-mural Centres Nakuru and Nairobi respectively. Reliability was determined by split-half technique and tested using the Pearson's Correlation Coefficient between the scores of the two halves Modifications if necessary were then made on the research instruments.

The results assisted in improving the reliability of the instrument.

Data Collection Procedure

The researcher collected a permit from the Office of the President for the study. In addition, a letter from the Dean, Faculty of External Studies addressed to the Chairman of Department of Distance Learning and Extra-Mural Department was collected to accompany the permit and ease the introduction of the researcher. Questionnaire was distributed personally to individual Extra-Mural Centres under study. Group survey.

The respondents filled the questionnaires and gave them back to the researcher immediately after filling.

The interview for the resident lecturers was to determine whether there were counselling services, whether learners were involved in counselling practices and in their formulation or not, types of counselling services, methods and skills and relationship between counselling and academic performance.

Data Analysis Technique

Data was analyzed by use of descriptive statistics in order to determine frequencies and percentages. Frequencies and percentages of the responses to each question were calculated and presented in the tabular form.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION
Introduction

This chapter reported on the data gathered from respondents who participated in this study. Data analyzed attempted to answer the following questions: -

1. Did guidance and counseling take place in the Extra-Mural Centers?
2. What constraints did the academic staff encounter in facilitating guidance and counseling of Distant Learners in Extra-Mural Centers?

Data was organized according to identified ingredients responsible for the provision of guidance and counseling to distance learners in Extra-Mural centres. They include: questionnaire return rate, findings of the study, provision of Guidance and Counseling in Extra-Mural Centres, scope of guidance and counseling to distance learning in Extra-Mural Centres, difficulties encountered in provision of guidance and counseling, lecturers response on students attitude towards guidance and counseling and effectiveness of guidance and counseling in Extra-Mural Centre.

This was done by analyzing the students response s then using the resident lecture's to clarity the findings

Questionnaire return rate

Questionnaires were administered personally by researcher to the respondents. Each questionnaire was attached with an introductory letter explaining to the respondents the purpose of the study and assuring them that their responses would be treated confidentially. Out of the 80 questionnaires administered 75 were returned. The questionnaire rate of return therefore was 92.5% meaning that 75% of questionnaires were not returned. Rate of return per Extra-Mural centre was 100% for Nairobi Extra-Mural Centre and 91.67 for Nakuru Extra-Mural centre. Both resident lecturers filled the questionnaire and the rate of return of their questionnaires was 100%.

Students Response

This was the response by Students after the analysis of the questionnaire given out to them;

Table 1: Whether Guidance and counseling had personnel in charge.

Respondents	Frequency	Percentage
Yes	50	64.1
No	28	35.9

From Table 1, 64.1% of students indicated that guidance and counseling was provided in their Extra –Mural Centre while 35.9% said No. This item was included in the questionnaire to confirm the information from the Resident Lecturers interview schedule that guidance and counseling was being offered in the Extra-Mural Centres. It was therefore agreed that guidance and counseling was provided in the Centre.

The small percentage 35.9 % of 'No' response could be inferred to present student who are not aware that the services are provided in the learning centre. There was need therefore to publicize the provision of guidance and counseling services in the Learning Centres. This concured with Knoell and Medsker, 1964 argument that there is a definite need to publicise the unique role of the College Counseling Centres for exploration of student needs.

In an interview with Lecturers it was established that guidance and counseling was being offered despite the fact that the Administrative and academic staff were not trained specifically to handle it.

Table 2: Scope of Guidance and Counseling offered at the Extra-Mural Centres.

Respondents	Frequency	Percentage
Valid limitless	14	17.9
Limited	14	17.5
Average	22	28.2
Below Average	14	17.9
Total	64	82.1
Missing System	14	17.9 -
TOTAL	78	100

From Table 2 above, majority (28.2%) rated the scope of provision of guidance and counseling in their centres as average and 17.9%, below average. These results implied that there could be some inefficiencies in carrying out the service.

May be the majority of students were ignorant of what guidance and counseling is because of lack of education in guidance counseling as revealed in Table 3.

Table 3: Students training in Guidance and Counseling in Extra-Mural Centres

Respondents	Frequency	Percentage
Yes	28	35.9
No	50	64.1
TOTAL	**78**	**100**

From Table 3, it was notable that most students (64.1%) were not trained in Guidance and Counseling.

Table 4: Students Level of training in Guidance and Counseling.

Respondents	Frequency	Percentage
Diploma	22	28.2
Varied Certificate	14	17.9
Total	36	46.2
Non-Respondents	42	53.8
TOTAL	**78**	**100**

From Table 4, only 46.2% of students responded, 28.2% were trained at Diploma level while 17.9% at Certificate level which revealed some inadequacy based on the fact that majority of students (53.8%) answered the question.

However, when contacted on this issue the Resident Lecturers said that guidance and counseling had a limitless scope.

Majority of student were also unable to give the component of counseling as reflected in table 5.

Table 5: Students Response on components of Counseling.

Items	Frequency	Percentage
Rated Educational, vocational, social, personal, Psychological	28	35.9
Non-Respondents	50	64.1
TOTAL	78	100

From Table 5, majority (64.1%) of students did not respond to the question. It is possible that they did not know the components of Counseling. Only 35.9% were able to give the correct component of counseling. This ignorance could be related to why they rated the scope of guidance and counseling as average in their learning Centres. In their response to this issue whether guidance and counseling has limitless role the Lecturers said that in order to address the problems that may have caused attrition in extra - mural studies, learners are expected to address all round counseling attribute whether psycho-social, academic, vocational or

psychological. All these attributes combined are expected to shape up a student in distance learning.

Table 6: Major difficulties experienced by students in regard to Guidance and Counseling

Item	Frequency	Percentage
i) Time management	71	91
ii) Unspecified time of counseling	7	9
TOTAL	**78**	. **100**

From Table 6, time management was rated as the area where majority of students (91%) had difficulty in Counseling. Time management is a component of educational guidance as pointed out in literature. This agrees with Gitonga (1999), when the established time management as a problem hindering Guidance and Counseling programme.

Table 7 also revealed that Guidance and Counseling was being offered skillfully in the Extra-Mural Centres.

Among the Guidance and Counseling services not offered, they ranked psychological and social guidance highest (46.2%) followed by Career Guidance (44.9%). In regards to difficulties encountered in the provision of Guidance and Counseling, the lecturers unanimously registered their feelings as follows; that absence of

material resources is the main difficulty in carrying out guidance and counseling. The lecturers, however, agreed that provision of guidance and counseling is effective in the study centres. Hence, despite the inadequacy in the training background, they used every available skills, theories, approaches and mannerisms to guide and counsel students in extra-mural centres.

Table 7: Students attitude towards Guidance and Counseling

Respondents	Frequency	Percentage
Warm	29	37.2
Luke warm	28	35.9
Cold	7	9
Total	64	82.1
Non-Respondents	14	17.9
TOTAL	**78**	**100**

On finding out the student's attitude towards Guidance and Counseling, only 82.1% of the students responded. 35.9% indicated that their attitude was luke warm and 37.2 % indicated that their attitude was warm.

These results indicated that the students had favourable attitude towards Guidance and Counseling they were further supported by the Resident Lecturers when they concured with the students that guidance and counseling has a role to play if they have to excel in their education.

Table 8: Effectiveness of Guidance and Counseling

Level of effectiveness	Frequency	Percentage
Yes	50	64.1
No	28	35.9
TOTAL	**78**	**100**

In Table 8 Majority of students, 64.1% indicated that Guidance and Counseling was functioning effectively in their Colleges as presented. This was also confirmed by the resident lecturers that guidance and counseling was functioning effectively. However, another 35.9% of student's responses were No. Various reasons were given by these students as the causes of its malfunctioning as identified in Table 9 below

Table 9: Reasons for ineffectiveness of Guidance and Counseling

Students attitude	Frequency	Percentage
Lack of co-operation from students	15	19.2
Lack of co-operation from centre staff	21	26.9
From our Centre Staff	-	-
TOTAL	36	46.2
Non-Respondents	42	53.8
TOTAL	**78**	**100**

Majority of students (19.2%) gave negative responses. They identified lack of co-operation from students as a main cause for ineffective counseling. Lack of co-operation from the Centre Staff had 26.9% revealing some ineffectiveness on the part of the Centre Administration. Resident Lecturers were, however, non-committal in their responses.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study : -

(a) Examine if extra-mural academic and administrative staff discharge their roles in guidance and counseling.

(b) Determine what constraints Extra-Mural staff encountered in discharging their guidance and counseling roles.

(c) Make recommendations as pertain to academic and administration role in guidance and counseling of students in Extra-Mural centers.

Discussion of Findings

Literature reviewed in chapter two showed that Resident Lecturers have a crucial role in ensuring that Extra-Mural student' needs for guidance and counseling in various study centres were fulfilled. Reynod (1985) says that it is important that heads of institutions are seen to value guidance and counseling for its success. This was further supported by Hamblin (1981) in his research on effective management practices where he observed that program with strong support from managers are usually effective.

Provision of Guidance and Counseling in Extra-Mural Centres

Findings related to this showed that a high percentage of respondents reported that Guidance and Counseling was being offered to the distant learners in the Extra-Mural Centers; while a low percentage reported that it was not being offered.

The Scope of Guidance and Counseling

This finding shows that the scope of guidance and counseling to distant learners is limitless according to lecturers but average according to students. However, the counseling areas in Extra-Mural Centers are numerous and haphazard.

Reche (1982) in his study of premature withdrawal of students from Extra-Mural Classes of the University of Nairobi (p 102) states that centre staff needs ample time to scrutinize enrolment forms before students pay their fees to ascertain that students enrol in courses that they could academically cope with. There was a rush to collect fees at the expenses of adequate counseling and guidance. However, the students say that though there is the existence of guidance and counseling, they are limited most likely the collection of fees. The respective centres lack qualified student counselors clerk typists and office messengers have been largely engaged in guidance and counseling far beyond their academic capabilities.

Major Difficulties Encountered in Provision of Guidance and Counselling

From the findings Resident Lectures reported to have the following problems majorly affecting the provision of guidance and counseling: -

1. Time Management
2. Lack of co-operation from students
3. Lack of resources to be used in guidance and counselling.

These findings indicate that the greatest hindrance to guidance and counselling in Extra-Mural Centers is time management. This in essence means that there is no particular time put aside for counselling services.

Though counseling can be integrated into academic, social, psychological and psycho-social, there is no boundary between one form or category of counseling hence the binding of counseling forms together making it very difficult to create time for it. It is also possible to argue from the study a great length of time is stressed on other activities such as information on enrolment, registration, record keeping, fees collection, binding of assignment at the expense of professional counseling.

The likelihood of unco-operating students has not been sensitized on the nature of counseling and time when counselling is supposed

to be taking place. It is also evident from study that students enrolled in Extra-Mural Centres tended to be too dependent on part time teaching hence have little time to approach a lecturer on concerns which require guidance and counseling.

From the research study it has been established that the resource materials or resources that may lead to effective counselling are lacking in Extra-Mural Centres. Such resources include resource personnel.

Other resources absent for effective counseling include: -

(i)   Counselling rooms
(ii)   Competent counsellors
(iii)   Training modules for peer counsellors in the Extra-Mural Centres.

Students Attitude Towards Counseling

From the research study it was established that despite the difficulties mentioned by students such as time management, scarcity of resources and unco-operation by students to guidance and counselling, students still showed willingness to be provided with this facility.

Emphasis on Educational Guidance and Vocational Guidance

It is likely, according to findings, that most students who had positive attitude and co-operated for counselling could have done so because of educational needs and the need to get better job after completion of studies but did not prefer it for health purposes such as those needs attached to social and psychological counseling.

Conclusions

Provision of guidance and counseling though evidently present, it had been constrained by a number of factors such as time management, unco-operation from students awareness of existence of guidance and counselling has not been created among the students of Extra-Mural Centres.

Resident Lecturers also considered other administrative functions over and above other duties forgetting about the realities of adult learning. Resident lecturers needed to facilitate opportunities in Extra-mural Centres for students to know details of vocational, psychological and career choices and what else exist for those who would wish to continue with learning.

Recommendations

Academic and administrative staff at the Extra-Mural Centres should give much attention to guidance and counseling of learners. Provision of guidance and counseling could be attained when: -

(i)   The university takes responsibility of employing an independent guidance and counseling person who will permanently assist students in guidance and counseling needs. This would go along way in ensuring effectiveness of guidance and counseling in Extra-Mural centers.

(ii)   The need to train the Academic and Administrative staff in Extra-Mural Centre is accomplished so that they can work hand in hand just incase one is sick, absent or cannot have an adequate time for it.

(iii)   Guidance and Counseling Department be created and given resources to improve services.

(iv)   Further study is instituted to find out what makes the student feel that the scope of guidance and counseling offered is average.

(v)   Students are sensitized on importance of guidance services in their day-to – day life such as career/vocational chosen and educational furthering.

(vi)   Guidance and counseling programme are prepared and activities prepared implemented.

(vii)   Teacher counseling performance of duty in guidance and counseling is evaluated

(viii) Teacher/Tutor counselors attend courses, seminars workshops in guidance and counseling/

(ix) The services of guidance and counseling are co-ordinated and students are given the relevant guidance and counseling service they require in all the three areas (education, career/vocational and psychological and social counseling).

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STUDENTS QUESTIONNAIRE

Instructions for filling in the questionnaire: -

Please put a tick in the appropriate brackets (   ) or answer as required in the questions that follow: -

1. Is students' guidance and counseling provided in your centre?

    Yes (   )   No (   )

2. What have you personally experienced during the time of your study in this Extra-Mural Centre?
    a) Time-management   (   )
    b) Recurrent problem in completing assignments (   )
    c) Unspecified times of Counseling   (   )
    d) Unskilled guidance and counseling   (   )

3. Which of the following services would you say are not provided?
    a) Career Guidance   (   )
    b) Educational Guidance   (   )
    c) Psychological and Social Guidance   (   )
    Any other specify.......................................

2.   Would you say that Guidance and Counseling department is functioning effectively in your study centre?

       Yes ( )   No ( )

If your answer in question 3 above is No, which of the following reasons would you say are responsible for its lack of functioning?

a)   Lack of co-operation from students   ( )
b)   Lack of co-operation from Centre staff   ( )
c)   The Resident Lecturer does not give support to this aspect of the centre   ( )
d)   Students are unwilling to open up   ( )
e)   Lack of material resource to carry out the function   ( )
f)   The centre staff not adequately skilled in guidance and counseling   ( )
g)   The general feeling that guidance and counselling is unnecessary in the learning institutions   ( )

       Any other specify……………………………………

       …………………………………………………………

3.   Is confidentiality maintained after counseling in this study centre?

       Yes ( )   No ( )

4. Below is a list of guidance and counseling materials, tick only three appropriate choices that you have observed that they are being used in your centre.

a) Students Inventories ( )

b) Handbook for different occupants ( )

c) Bulletins on different topics ( )

d) Handbooks for different educational opportunities ( )

e) Books on Socio-psychology ( )

f) Psychology magazine ( )

g) Career Concepts ( )

h) Films ( )

i) Videos ( )

j) Any other Specify……………………………….

……………………………………………………………

5. Indicate whether the statements below are true or false.

a) The Extra-Mural Centre has established peer counseling services

True ( ) False ( )

b) The Extra-Mural Centre has established referrals where difficult cases are handled.

True ( ) False ( )

APPENDIX B

INTERVIEW SCHEDULE FOR RESIDENT LECTURER

The information given in the interview schedule with the Resident Lecturer was treated with maximum confidence. Neither there names nor their name of their centres was revealed. This is interview schedule was intended to correct data for Course project. Tick the alternatives, which represents your feelings and comment briefly where necessary.

SECTION A

1.(a)   Have you ever been trained in guidance and counseling?

Yes (   )   No (   )

(b)   If Yes, which level?

i)   Seminars organized by the University of Nairobi

(   )

ii)   Certificate Level   (   )

iii)   Diploma Level   (   )

iv)   Degree Level   (   )

v)   Masters Level   (   )

2.   Is there student guidance and counseling done in your Extra Mural Centre?

Yes (   )   No (   )

If your answer to Question (5) above is No, answer Question (6), if Yes, go to Question (7)

3. The following are some of reasons that may contribute to lack of guidance and counseling in Extra-Mural centres, Please tick (   ) that reason that apply to your Extra-Mural Centre.

a) Lack of qualified personnel   (   )
b) Absence of material resources to carry out the job   (   )
Any other resource(s) please specify.....................

....

4. Does guidance and counseling have a person in charge?
Yes (   )   No (   )

5. If Yes, who appointed him/her?

a) The Resident Lecturer   (   )
b) The University Council   (   )
c) Volunteered   (   )

6. If No, do you think training in guidance and counseling is necessary?
Yes (   )   No (   )

7. How would you rate counseling in your Extra-Mural centre?

    a) Effective (   )   b) Average (   )

    c) Ineffective (   )

8. If your answer in 12 above is C, what have you done to improve counseling in your Extra-Mural Centre?

    a) I have provided a special room for counselling (   )

    b) I have created Extra-time for counseling   (   )

    c) I have done nothing   (   )

        Any other specify…………:…………………….

        ………………………………………………………

9. Who creates awareness of guidance and counseling to learners in your Extra-Mural Centre.

    a) Resident Lecturer   (   )
    b) Entire Staff   (   )
    c) Clerk   (   )
    d) Messenger   (   )
    e) Speakers from outside (   )

    Any other specify……………………………….

    ……………………………………………………..

10. Indicate by tracing how awareness is created

   a) In house meetings ( )
   b) In discussion groups ( )
   c) Meetings with Resident Lecturer ( )
   d) Meeting with the Organizer ( )
   Any other specify.................................
   ....

11. Do the students make use of guidance and counseling services in your Extra-Mural Centre?

   Yes ( )   No ( )

12. Does guidance and counseling have program for its activities in your centre?

   Yes ( )   No ( )

13. If yes, who oversees its preparations?

   a) Resident Lecturer ( )
   b) The Organizer ( )
   Any other specify........................ v...............
   ....

14.a) Does guidance and counseling have a private office (room) for guidance and counseling sessions?

   Yes ( )   No ( )

b) Does guidance and counseling have material resources in your Extra- Mural Centre?

Yes ( ) No

15. Where are some constraints met in Extra-Mural Centres while guidance and counseling as being discharged?

Thankyou!