

**INSTITUTIONAL FACTORS INFLUENCING PROVISION  
OF GUIDANCE AND COUNSELING SERVICES IN  
SECONDARY SCHOOLS IN STAREHE DISTRICT,  
NAIROBI KENYA //**

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**A research project submitted in Partial Fulfilment of the  
Requirements for the degree of Master of Education in  
Educational Administration,**

**University of Nairobi**

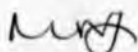
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## DECLARATION

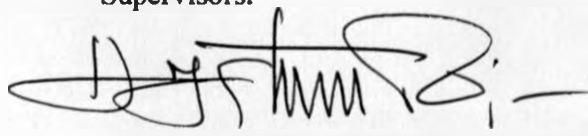
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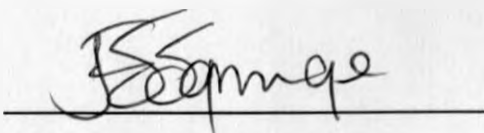


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## **DEDICATION**

**I dedicate this work to my late parents Danson Ngunjiri and Joyce Njeri who did not live to see this work. To my dear husband Njagi Kamau Mureithi. To my dear children Njeri, Njambi and Mureithi.**

## ACKNOWLEDGEMENT

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I also wish to take cognizance of my respondents for their cooperation, understanding and willingness to furnish me with the relevant information. To my research assistants Julius Nyaga and John Macharia; thank you for your availability and commitment. Above all I also wish to register the understanding and moral support of my family throughout the programme.

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I am also grateful to all my siblings and friends for moral and spiritual support. It is not possible to mention all those who contributed towards the completion of this project. Those mentioned herein are singled out for their exceptional help. Therefore, to you all, I say; thank you and my God bless you.

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## LIST OF ABBREVIATIONS

<b>DEO</b>	District Education Officer
<b>GOK</b>	Government of Kenya
<b>HOD</b>	Head of Department
<b>KESI</b>	Kenya Education Staff Institute
<b>KIE</b>	Kenya Institute of Education
<b>MEO:</b>	Municipal Education Officer
<b>MOE:</b>	Ministry of Education
<b>MOEST:</b>	Ministry of Education, Science and Technology
<b>PDE</b>	Provincial Director of Education
<b>ROK</b>	Republic of Kenya
<b>TSC</b>	Teachers' Service Commission

## ABSTRACT

This study explores institutional factors influencing provision of effective guidance and counseling services in secondary schools. It was conducted in all the eleven public secondary schools in Starehe District, Nairobi county, Kenya. This research used a self-administered and structured questionnaire to collect primary data. Questionnaires were also used to collect data from the Schools teacher-counselor. Data was computed and processed in numerical and non numerical forms; tabular and percentages. Complementary secondary data from books, journals, official records and newspaper were also used.

Results from this research showed that guidance and counseling services offered in secondary schools in Kenya are influenced by a number of factors including professional qualifications of teacher-counselors, management of students' record, support from the school management and challenges and constraints facing secondary schools in providing professional guidance and counseling to student among others. The study establishes that the majority of the teacher-counselors were not trained in guidance and counseling. Therefore, they did not offer professional guidance and counselling services.

The study established that most secondary school student in Starehe District had a negative attitude towards guidance and counselling. These attitudes emerge from students' lack of confidence in the teacher-counselors, lack of professionalism in the service and scarcity of time for guidance and counseling. This study has recommended the provision of professional guidance and counselling in secondary schools in Kenya and that all secondary schools should have teacher-counselors appointed on the basis of

their qualification and interest in the area. The study also suggests prospective areas for further research work such as a national study on the guidance and counselling programme in all learning institutions.

Further still, the study recommended that the Ministry of Education (MoE) should allocate finances to develop guidance and counseling infrastructure in schools. Guidance and counseling activities should be time tabled in schools as part of curriculum. School administrators should team up with guidance and counseling teachers in sensitizing students on the need to seek guidance and counseling services when faced with challenging issues.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

Guidance and counseling in secondary schools is very important in the education of young people. It is looked upon as a guide for children. To be successful it should focus on interpersonal relationships in order to lead children towards positive behavioral change in attitudes and values that are good to the youth and society around them. According to Shertzer and Stone (1971), the foundation of guidance and counseling is rooted in the development of psychology. They argue that the beginning of guidance and counseling goes back to the early 1900's in the United States of America (USA) the cities whose industries were fast developing. There were rapid expansions in cities like Detroit, Boston, New York and Chicago which brought about social problems and abuses.

In 1908, Frank parsons founded a vocational bureau to counsel young men seeking for jobs. Parsons is often referred to as the father of guidance and counseling. He was concerned that each individual understands his strengths and weaknesses and uses this knowledge in choosing his opportunities. Other pioneer organizations were beginning operations in other cities hence the spread of guidance and counseling movement in USA.

In the Traditional African Community, guidance and counseling was based on family unit, clan and entire community. Its main aim was to socialize individuals into the society. It is the task of every member in the society to

help children to be economically, socially and emotionally viable once they are adults. Guidance and counseling is carried out from childhood to old age and counseling services range from simple advising to tackling difficult behavioral problems that call for services of more experienced counsel, (Tumuti, 2001).

Generally, counseling is available to all members of the society at every stage of development. Counselling and education are interwoven within an informal set up. In the Traditional African Society, guidance and counseling was an automatic requirement of every member. The child was guided on how to grow up, what to do, what to know and how to consolidate his / her virtues under the guidance of societal norms. (Mutie & Ndambuki, 1999).

With the introduction of Western Civilization, The African Society's grip on the child began to dwindle. As a result, there is an outcry on issues of drug abuse, recurrent abortions, suicide cases among the youth including secondary school students due to inability to cope with stressful society, sexual infections, homosexuality, school drop outs, arson cases and sporadic strikes (Wangai, 2001).

In Kenya, The inception of formal guidance and counseling is traced back in the early years of independence. This was prompted by the realization that the young nation needed to prepare itself for manpower development, thus the provision of vocational guidance and counseling was vital (Eshiwani, 1993)

In 1971, a subsection within the Ministry of Education (MOE), Inspectorate was created to deal with the implementation of guidance and counseling. A



booklet "Careers Guidance for Kenya" was written to act as reference for career advisors and secondary school teachers.

However, the Koech Commission, (1999) established that regrettably, the guidance and counseling unit, which was once vibrant was no longer effective. Most of the qualified personnel had either retired or deployed elsewhere. The report indicated that staff had nowhere to seek necessary advice to help them carry out guidance and counseling programs effectively. This commission observed that there was increased anti-social behavior hence, an urgent need to have adequate and professionally trained staff to handle guidance and counselling in education and training institutions through out the country.

Today, secondary school teacher training is mainly academic guidance and counseling is one of the new units taught (Mutie and Ndambuki, 1999). This explains why there are few trained counselors in schools. More chances to train guidance and counselling professionals have been created through different colleges and universities such as Kenyatta University (K.U.) and University of Nairobi (UON) where certificates, diplomas and degrees in guidance and counseling are offered. On the other hand, Ministry of Education (MOE) through Kenya Education Staff Institute (KESI) organizes seminars for guidance and counseling teachers. However, guidance and counseling is not one of the core sources taught in this institution.

The (MOE) guidance and counseling sub-section has been upgraded to a guidance and counseling unit that is headed by the deputy chief inspector of schools. The unit works together with KIE to develop guidance and counseling materials. In addition the TSC has posted heads of guidance and counseling

departments (HOD's) in most of the secondary schools. The Ministry of Education emphasizes guidance and counseling as an essential service that must be offered to all learners in Kenya continuously. (Gathairu, 2000).

School counseling programs have been found to have significant influence on discipline problems. Bake and Gerter (2000) found that students who participated in school – Counseling programs have significantly less inappropriate behavior and more positive attitudes towards school than those who did not participate in the programs. Another study found that group counseling provided by school counselors significantly decreased participants aggressive and hostile behavior (Omizo, Hershberger and Omizo, 1988). The role of school counselor is not limited to discipline but has been found to be very effective in assisting middle school children in the area of career development (Whiston, Sexton & Lasoft, 1998). This study was triggered by the multiplicity of problems facing the students in secondary schools in Nairobi County and specifically Starehe District in spite of the guidance and counseling services provided.

## **1.2 Statement of the problem**

Many of the problems that characterize students warrant guidance and counselling (Milner, 1984). In support of this, The Kenya Republic of (1999) observed that a large number of learners in Kenyan educational institutions were in dire need of the guidance and counselling services. Some policy strategies and interventions regarding management of such institutions and specifically secondary schools have been put in place (MOE ST, 2001). This

was necessitated by the phenomena rise in problems facing students including sporadic strikes (Sunday Standard, 20<sup>th</sup> March 2002).

With current socio-technological changes and educational demands, guidance and counseling is becoming a major area of concern for in-school youths (Arundo, 2008). The large number of students in schools is limited number of teachers trained in counseling, heavy workload, socio-economic and technological changes all put pressure on the teachers, students, parents and society.

Previous studies have cited proper guidance and counseling as a means of solving problems of indiscipline in schools. Wambua and Khamasi (2004) stated that there is need for sustainable counselling services in schools to tackle problems of indiscipline in schools. Ndiritu (1996) and Simatwa (2007) noted that lack of serious guidance programmes in schools is the major cause of dismal academic performance and indiscipline cases in learning institutions. In Starehe, a district HOD's meeting highlighted the major problems that were experienced by many students in respective schools. These included: domestic issues, lateness, theft, drug abuse, truancy, absenteeism, early pregnancies and high school drop out rates. They lamented that in most schools in the district guidance and counselling program was still shaky and fragmented (Starehe District Education Office, Annual Report, 2004).

Consequently this prompted the researcher to establish through empirical study, the factors that influence effective guidance and counselling services in Starehe District, Nairobi. This is because problems facing them continue to escalate in spite of guidance and counseling services provided. (Amanda,

1977). It is likely that such problems might not be well addressed and there is no documentary evidence. Thus the essence of the this study was to carry out the proposed study through a survey of secondary schools in Starehe District, Nairobi covering the students who have gone through one-to-one guidance and counseling in the last two (2) school terms and the teacher counselors of the respective schools.

None of the studies done in Kenya has analyzed provision of guidance and counseling in public secondary schools in Starehe District, Nairobi County. Therefore this study sought to analyze the institutional factors that influence provision of guidance and counseling in secondary schools. This study was important in review of various strategies used in implementation of guidance and counseling programs as well as formulation of new policies.

### **1.3 Purpose of the study**

The Purpose of this study was to investigate the institutional factors influencing provision of guidance and counselling services in secondary schools in Starehe District, Nairobi.

To realize the purpose of this study, the following objectives were examined.

### **1.4 Objectives of the study**

- i. To determine the extent to which physical facilities influence provision of guidance and counselling services in secondary schools in Starehe district, Nairobi, Kenya.

- ii. To establish the extent to which head teachers' moral and financial support influence provision of guidance and counselling services in Starehe Nairobi
- iii. To determine whether availability of trained guidance and counselling teachers influences provision of guidance and counselling services in secondary schools.
- iv. To determine the challenges faced by secondary school teachers and counselors in provision of guidance and counselling services in secondary schools.

### **1.5 Research questions**

- i) To what extent do physical facilities influence provision of guidance and counseling services in public secondary school in Starehe District, Nairobi.
- ii) To what extent does Head teacher' moral and financial support influence provision of guidance and counseling services in secondary schools?
- iii) What is the influence of trained teacher counselors on provision of guidance and counseling services in secondary schools in Starehe district?
- iv) What challenges do secondary schools teacher – counselors and head teacher's face in provision of guidance and counseling services in secondary schools in Starehe district?

### **1.6 Significance of the study**

Different people, fields and institution will benefit from this study. The information from the study will contribute towards the formulation of strategies through which a policy frame work aimed at improving school guidance and counseling services will be developed. It will also show the remedial nature of guidance and counseling at a time when MOEST has abolished corporal punishment in school.

The study will contribute to the field of guidance and counseling in secondary schools and act as a basis for carrying out other studies through various scholars. Training institution will also acquire further knowledge and also use this report as a further reference material and basis for advocacy in the provision of guidance and counseling services for counselees.

The teachers service commission(TSC) may also use this study in appointing suitable HODs of guidance and counseling in secondary schools.

The study will also make recommendations to improve guidance and counseling services in secondary schools. It will also avail timely data for use by planners and policy makes in devising strategies for improving such services in secondary schools.

Learning institutions may use the report to design training programmes in order to impart useful skills to the teachers based on emerging needs of the students.

### **1.7 Limitations of the Study**

Structured and standardized questionnaires which have little flexibility were used main research instruments. Respondents were expected to respond

towards a fixed set of questions. This leaves little flexibility in the way questions are asked or answered.

However the researcher ensured that the items explored are the important aspects of the study. The respondents may be reluctant to provide truthful data in order not to cast their schools in negative light. The researcher assured them of confidentiality of their identity for free expression.

### **1.8 Delimitations of the study**

This study was based in Starehe district public secondary schools. Teachers' counselors and students were the respondents. The study only focused on the students who have had one to one institutionalized guidance and counseling experience in their schools in the last (2) school terms..

### **1.9 Assumptions of the study**

This study held the following assumptions,

- i. Respondents were knowledgeable on aspects raised provision of guidance and counseling services in secondary school.
- ii. Respondents would provided honest and truthful responses.
- iii. Student counselees would co-operate and provide information willingly and sincerely
- iv. Data collected was comprehensive enough to draw conclusions that will be extrapolated to all secondary schools in Kenya.

## **1.10 Definition of terms**

**Administrative Support** refers to financial and moral assistance accorded by school head teachers to teacher – counselors in offering guidance and counseling services

**Guidance** refers to direction provided to secondary school students on issues affecting or likely to affect their lives e.g. Careers or relating with them.

**Counseling** in this study refers to structures, process of helping people accept an integrated view of themselves and their prospective careers based on a series of stages that they go through as they mature and develop (Levinson and Levinson, 1996)

**Peer Counseling** refers to a process where secondary school students provide Provision of Knowledge, experience, emotional, social or practical help to each other.

**Public secondary schools** refers to a community owned institution in which not less than ten learners receive regular instruction.

**Discipline** refers to self restraint in students or act of behaving in accordance with laid down principles

**Counselees** refers to student who seeks help through guidance and counseling

**Counselor:** A professionally trained person in the field of guidance and counseling

**Institutional factors** include physical facilities, teacher-counselors, training and administrative support.



### **1.11 Organization of the study**

The study will be in five chapters. Chapter One consists of introduction, covering statement of the problem, purpose of the study, objectives, research questions, limitations of the study, delimitations, significance of the study, assumptions and definition of terms. Chapter Two presents the literature review, the review is under sub-headings. Chapter Three deals with research methodology: included are the introduction, research design, study area, study population, sample and sampling procedures, sample size, description of the instruments, validity, reliability, data collection procedures and data analysis and presentation. Chapter Four covers data analysis and presentation. Chapter Five is the summary of the research findings, conclusion and recommendations.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This section reviews related literature under the following sub headings.

#### 2.2 Concept of guidance and counseling

Counseling is a process of guiding people to accept an integrated view of themselves and of their careers based on series of stages that they go through as they mature and develop (Levinson & Levinson, 1996). Wells and Spinks, (1994) discussed several types of counselling which include: performance appraisals counseling. Performance counselling involves counseling about proper performances in achieving their goals and about their roles in achieving the goals of the organization. People are counseled when they encounter challenges and problems in performing certain tasks. These counselling activities are similar to those of giving instructions and communicating policies. Niharika and Supriya (2011) noted that counselling must be easily accessible to the students and they must be encouraged to ask for help at the right time. Assurance that they would be understood and helped must also be given. Counselling services must be populated amongst students too. Teachers can take proactive leads to mentor these students. As there is a direct contact between the two, teachers have an instrumental role in facilitating students' life balance.

### **2.3 Physical facilities**

According to Edwin (1996), counselors should have physical facilities appropriate to their work. This should be a private office / room which offer a relaxed comfortable atmosphere where confidentiality is maintained and no interruption encouraged. Ideally, student counseling should be carried away from the staffroom in a privately located room where there is little human traffic in a serene environment. The room should also be sound proof to reduce distraction from the outside world. It should also be well ventilated to allow proper circulation of air, but it should also have blinds (nettings). With time student's guidance and counseling records increase in volume. The proper storage of students' confidential guidance and counseling records consisting of their bio-data should therefore be assured through use of lockable cabinets. (Furster 1994).

In 1992, Sharv advised that the school guidance and counseling room should have the comfort deserved by disturbed students. For example, it should be well carpeted, brightly painted to raise the spirits, comfortable seats with hand rests, table with two seats opposite each other to maintain teacher-student eye contact. A table to help in creating a psychological distance between the two should separate these two seats. The teacher counseling seat should be close to the door incase the student turns violent. There should also be appropriate pictures hanged on the wall portraying situations such as a happy family, happy class / school environment. Some wordings should also be displayed containing suitable messages written in bright colors (Holden 1999).

In addition, Vineyard (1999) came up with experiments on placement of furniture and people in a fixed space to secure the desired personal and social interaction. There should be an informal atmosphere created by comfortable lounge chairs and substitution of a presentable coffee table, a higher table or desk. He shows that the fewer physical barriers there are between the counselor and the client, the easier it is to create and maintain the type of psychological relationship needed for adequate counseling. This is also supported by Bond (1993) who argues that the room should not contain any injurious objects such as knives, sticks and metal rods. Further, Bond made a plea for more research to provide guidance and counseling for those involved or engaged in designing and building appropriate physical facilities. Thus the provision of proper physical facilities plays a major role in guidance and counseling department in the schools under study are adequately equipped.

Nelson (1972:1110) emphasizes the need for a room, an area or office that should easily be accessible to all who require guidance and counseling services. He added that "counselors often express a preference for isolation from the principal's voice at least to the extent that loud voices related to disciplinary action cannot be heard." The office should have a waiting room from where clients wait for their counselor. It was in the interest of this to find out whether such rooms are available in the schools under study.

#### **2.4 Support given by school management**

Nelson (1972) suggested that an effective counselor will place outside his or her office a mailbox, a pad of paper and pen so that students can request for appointments from counselors who check the mailbox frequently and informs

the teacher to whom the student is assigned. He then arranges for an appointment at a time convenient for both the student and the teacher. He can also post a calendar the office for students to book appointments.

Mutie and Ndambuki (1999) emphasize that if there is to be any impact on the growth and development of the student and the quality of educational program, the guidance and counseling must be an organized service. An institutional plan for guidance and counseling program should also be prepared and taken up in the school. There should be periodic meetings to plan and co-ordinate guidance and counseling activities and assess the work already done. They add that guidance and counseling program is an integral part of the school and a unifying force to the school community.

Guidance and counseling is focused on assisting students through understanding students' behavior and progress. This is necessary for effective learning and better performance. But behind such success there should be an effective school principal who is committed and in a position to provide guidelines to the teacher counselors. The principal should also make them aware of the expectation of the school in making the counseling programme a success. In addition they should provide appropriate materials and a conducive working atmosphere where both the teachers and students participate in the guidance program. It is obvious then; the administration recognizes and supports its objectives and activities. It is in the interest of this study to establish whether the management of the schools under study provides any support to the guidance and counseling departments.

According to Cochran and Peters (1972), the administration many times makes the counselors perform duties that are beyond their roles simply because the job is legitimate for the organization or school. However, Shaw (1972) argues that management should consider the other intuitive needs of the counselors and counselees and accord them the necessary support. However, the fact remains that a counselor cannot work without the moral support of the principal and material provision. It is also important to note that the best guidance and counseling relationship is obtained in an equal footing with the relationship completely free of all implications of authority or coercion.

Further, a research carried out in Kenya by Wanjohi (1990) found out that a teacher – counselor could not work without the co-operation and support of the school principal. This is very true especially in cases where the school counselor is nominated by the school principal.

William (1993) argues that a guidance and counseling program is dependent on team effort and no matter how committed and competent a school principal or teacher – counselor may be, he / she cannot produce successful program without the co-operation of other people. It is the objective of this study to find out whether there is teamwork in guidance and counseling matters.

McGuinness (1998) explains that administration represents education leadership both in the community and in the specific education instruction. For example the principal in his capacity as the school general manager has the responsibility to give openly and recognize support for school guidance and counseling program. He / she should provide support on the budget, physical facilities, and ancillary professional service and policy guidelines.

It is the administrative responsibility of the principal to provide clerical help, sufficient supplies, equipment and appropriate office space and provide for privacy during interview session. In convergence, King (1999) expounds that the principal has also the responsibility of communicating program achievements and needs to the school board of governors and others within the school educational system. The other stakeholders should also accord the guidance and counseling program the required support. Practically, this study will attempt to find out whether they have managerial and administrative support.

It is obviously impossible for the school counselor in his limited contact with the total student population to be personally aware of all or even a small portion of students in need of counseling assistance. Thus, the teacher counselor as a referral agent can ensure that the students with significant problems will not go unnoticed and uncounseled by working closely in cohort with all the other teachers. Nganda, (2000). Therefore the researcher seeks to investigate the contribution made by the school community members towards the success of the guidance and counseling services provided in the school under study.

## **2.5 Availability of trained teachers-counselors**

This study will be based on the argument that the trained teacher-counselor has a central role in handling students with problems. The question will be: how does the teacher achieve this? McGuiness (1998:104) argues that the teacher would,

*....need to create a climate of safety within which to listen both-to the words of the pupils and to those messages which seeps out sometimes unconsciously.*

He asserts that students merit such attention, until 1990's; there were no trained counselors in Kenya schools (Nganda, 2003) Yet, guidance and counseling skills are necessary part of every teachers r: repertoire, schools policy and development. Hamblin,(1974:125) wrote ..... *Guidance and counseling is a necessity and added (1993:316), guidance and counseling skills are vital..... They are an integral part of many roles: Guidance and counseling is only effective when it is part of everyday life of the school.*

Past researchers are rich in counselor attitudes towards clients (Roggers, 1969, 1980; Egan, 1998 ;) Further, Fuster (1994) argues that respect for a client by a counselor implies that he/she haals faith in the clients by a client's potential for personal growth, problem solving and decision –making. Rogers (1980) postulates that respect help in establishing trust and confidence. The counselor respect for the client is a sign of empathy (Nganda, 2000). According to the principles outlined by Nganda, effective guidance and counseling depends on the qualities of the counselors and the techniques used. This is because proper guidance and counseling goes beyond mere advising or giving information.

Therefore, the researcher sought to establish whether teacher- counselors respect, accept and appreciate students- counselees as advised by Roggers, (1980)

In Kenya, many schools lack teacher trained in basic guidance and counseling who can easily provide required help (MOEST, 2001). With guidance and counseling skills, the teacher would be able to reflect on the feelings of the



students who may be hurting. Once the teacher- counselor communicates non judgmental reception of this hurt, the hurting students realizes that the distress signal have been picked up. It takes one trained in guidance and counseling to do this.

Mutie and Ndambuki (1999) reported that MOESTs, guidance and counselling Department is strengthening guidance and counseling programs in schools. Presently, all teachers' trainees are required to undergo guidance and counseling training to strengthen guidance and counseling services in the schools. The schools management should also view counseling as commitment, which requires a professional expertise that can't be required without extensive training. This requires a professional expertise that can't be acquired without extensive and intensive training. The current study strived to establish the types of qualifications the teacher- counselors hold.

## **2.6 Challenges to effective guidance and counseling in secondary schools**

Effective guidance and counseling in secondary schools is faced by a variety of problems (Angacha, 1987). For example, there is evidence to show that students desire to talk to teachers but are also unclear about the boundaries especially the limits on confidentiality.

Guidance and counselling cannot begin until people recognize and commit themselves to the need for change. However when people seek help for emotional difficulties, others often perceive them as weak or defective rather than human with limitations or special problems. The situation in the school is not any different. Many students do not seek guidance and counseling services

for fear of being psychologically 'sick' by their peers (Mutie and Ndambuki, 1999).

Teacher counselors are viewed as being capable of effecting changes in students who may be un-cooperative. They cannot solve students' problems single handedly. This research intends to show that they are mutual collaborators.

In a survey in schools, Amanda (1977) found out that a variety of approaches to guidance and counseling are used. These are symptoms of confusion in the management of guidance and counseling in a school environment. This could easily be related to the absence of explicit aims of clearly identified students' needs and guidance and counseling outcomes. This study will attempt to establish the boundaries of school guidance and counseling programs.

According to MOEST (2001) of more than 3000 secondary schools in Kenya 2000, only half of the schools had guidance and counseling programs. Statistics indicate that most of the heads of these departments (HOD's) are not trained as counselors. Therefore there is a challenge to develop human resources for the guidance and counseling programs in secondary schools in Kenya. Overall, this study is a departure from most of the approaches used in the reviewed literature.

## **2.7 Summary of literature review**

From the literature reviewed, proper guidance and counseling has been cited as a means of solving problems of indiscipline in schools. Wambua and Khamasi (2004) stated that there is a need for a sustainable counseling services in schools to tackle problems in schools. Ndiritu (1996) and Simatwa

(2007) noted that lack of serious guidance programs in schools is the major cause of dismal academic performance and indiscipline cases in learning institutions.

Students in all levels of learning and in educational institutions have needs that call for guidance and counseling services, which if unattended could lead to numerous disciplinary issues (Niharika & Supiya 2011). Norms of privacy and avoidance of personal disclosure, lack of familiarity with the concept of counseling are few problems,

Which have made counseling service not popular (Bradley, 2000).

Although such facilities are available in most of the developed countries they are not used because of reasons such as adverse students' view on counseling, the inability to recognize the gravity of their problem and the need to seek counselling help (Fallon and Barbara, 2005).

Literature review has revealed the benefits the benefits and barriers to provision of guidance and counseling Therefore there is need to conduct continuous evaluation of effectiveness of guidance and counselling programs in schools to improve disciplines and wellbeing of students. Review of literature on guidance and counseling in Kenya. This study seeks to fill this knowledge gap in evaluation of effectiveness of guidance and counselling programs through a case study of guidance and counselling in secondary schools in Starehe Constituency, Nairobi County, Kenya.

## **2.8 Theoretical framework**

### **Systems Theory**

Systems theory was introduced by a biologist L. Von Bertalanffy in the 1930s as a modeling device that accommodates the interrelationships and the overlap between different disciplines. The reality is that when scientists and philosophers first tried to explain how things worked in the universe, there was no separate discipline. There are simply questions to be answered. The systems theory introduced by Von Bertalanffy reminds us of the value of integration of part of a problem. Problems cannot be solved as well if there are considered in isolation from interrelated components. A system is a set of related components that work together in a particular environment to perform whatever function they are required to achieve; the system objectives. Every system has an input, output and feedback.

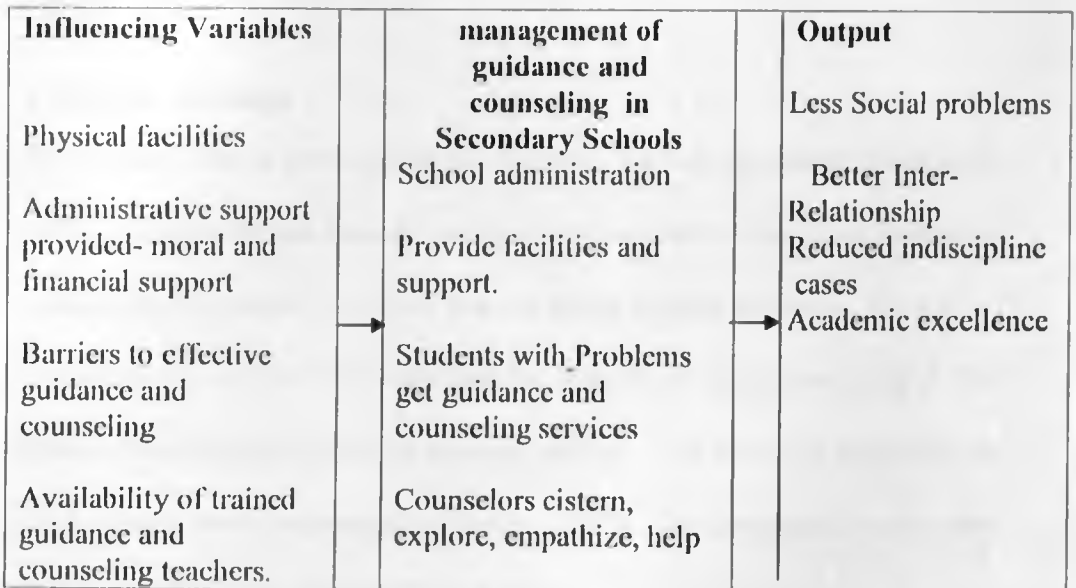
In this study the components are students, teacher-counsellors, administrators and parents. For guidance and counselling system to work, all the components must be functional. The influencing variables are the inputs; trained guidance and counselling teachers, physical facilities, support by administration among others. Once the above mentioned are available, then there will be an output, which in essence is the result in the achievement of its objective. In this case, the output will be the benefits of guidance programme: less social problems, better relationships with other students, better school attendance, reduced drug intake, good school image and academic excellence.

The system theory is applicable here. Therefore because if any of the component is inadequate, then the effectiveness of guidance and counselling will be compromised.

## 2.9 Conceptual framework

Fig 2.1

### Conceptual framework for the study



This section provides the conceptual framework of the study as shown in fig 2.1. The guidance and counseling process facilitates students' exploration and development of an understanding of their problems. The process involves institutional factors influencing guidance and counseling and counseling through students' initiatives or referral by other people such as teachers. Through guidance and counselling the students are expected to receive some help from which they benefit. This is summarized in the diagram above.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents various stages and phases. It will include: research design, target population, sample size and sampling procedures, research instruments, validity of instrument, reliability of instrument, data collection procedures and data analysis techniques.

#### **3.2 Research Design**

The research design used was survey research. Survey was chosen because the method is versatile and the only practical way to gather many types of detailed data in an economical and easy way in terms of cost and time. A range of possible answers is predetermined and the strength of the opinion gauged. This reduces respondents' distortion and subjectivity. It also allows establishment of a rapport with respondents (Emory, 1980), The numerical codes used represent different attributes of the variables.

#### **3.3 Target population**

This study was carried out in Starehe District, Nairobi County. According to the data from PDEs office (2011), the district had 11 public secondary schools with a population of 80 students and 11 teacher- counselor.

### 3.4 Sample size and sampling procedure

In this study, all the eleven public secondary schools in Starehe were studied regardless of school category (Day, Boarding, sex or mixed). Five strata were used:

School type	No. of schools	Respondents Students	Respondents Teacher councillors
National	2	24	2
Provincia	2	21	2
District	7	35	7
Total	11	80	11

The stratified sampling technique was used because it provided adequate data for analyzing various sub-populations. In this study, five strata were used: County, district, schools and students in general and students by gender.

### 3.5 Research instrument

The researcher obtained data for this study from primary and secondary sources. Primary data was gathered from students and teacher counselors, secondary data was collected from acts, books, records, annual reports, development plans, newsletters, files, pamphlets and student profiles. A combination of research methods was used to collect data (Denzin, 2000). A questionnaire / structured interview that is designed by the principal researcher was used. It contained a set of questions that were standardized and used to elicit answers to the research questions and establish the opinion and experiences of many respondents.

Structured (guided) questionnaires were administered to the students and the teacher-counselors respectively. The questionnaire was chosen over the other instruments because it takes less time, energy and it is less expensive.

### **3.5.1 Validity of the instrument**

This is the ability of the research to measure what it is meant to measure. Content validity is the representativeness or sampling adequacy of the content or topics of a measuring instrument (Kerlinger, 1973:458). To determine the validity of items, the questionnaire was plotted in two schools to identify the items that are ambiguous in terms of content. Revisions were made where necessary. The researcher minimized personal views and bias during the interview to achieve validity.

### **3.5.2 Reliability of the instrument**

The instrument to be measured was pre-tested through, a pilot study; research permit was obtained from National council of Science and Technology, payed a courtesy call to the area DEO, got in touch with secondary schools for authority to get into institution. Where necessary revisions were done. (Kerlinger, 1973). Ambiguous instructions can be interpreted in more than one way, therefore increase era of variance and decrease reliability of questionnaire.

### **3.6 Data collection procedures**

The students who have gone through guidance and counselling in the last two (2) terms were interviewed by the principal researcher and two assistants. The two assistants were thoroughly trained prior to the interview on how to solicit



primary data from the student respondents. The researcher used the questionnaire to teacher counselors. The questionnaire was administered by the researcher and assistants in the school guidance and counselling rooms where there are no such rooms. Individually, students were given instructions and adequate time for questions before filling in the questionnaires. The questionnaire was chosen as the primary method of data collection to solicit data for this study because it will reduce the potential for respondents' distortion and subjectivity. Relevant sources of secondary data were also used.

### **3.7 Data analysis techniques**

Contingency cleaning where the logical structure of data places special limits on respondents (consistency checks) will also be done. In research, ".....planning and organizing data are essential". Babbie, 1983:24). Therefore, data used in this study was systematically analyzed and presented.

The students formed the base unit of analysis. An understanding of the data collected was developed and its meaning assessed. Qualitative and Quantitative data was analyzed. Presentation in form of tables, graphs and textual form, frequencies, ratios, ranges and percentages was used to establish the numbers and relative weights.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

#### 4.1 Introduction

In this chapter, data has been analyzed, interpreted and findings of the study presented. The findings are based on data collected from guidance and counselling teachers and students in Starehe District, Nairobi. Data from the guidance and counseling teachers and students was collected using a questionnaire for each category of respondents.

#### 4.2 Questionnaire return rate

The study collected data from 11 guidance and counselling teachers and 220 students from public secondary schools in the district. The researcher collected the questionnaires from the respondents after completion. The return rate of the questionnaires is tabulated on 2.

**Table 4.1**

#### Questionnaire return rate

Respondents	Sample size	Questionnaires returned	Percent
Guidance and counselling teachers	11	11	100
Students	220	189	85.9

Data presented in table 4.1 show that the return rate for the questionnaire for guidance and counselling teachers was 100% while that of the students was 85.9%. Babbie (2007) explains that a response rate of 70% is considered to be

very good and sufficient for analysis. The questionnaires returned were therefore considered adequate for analysis of the research problem.

#### **4.3 Reporting data**

In this section, data from the respondents have been reported. The data reported includes demographic information of the respondents, status of guidance and counseling in schools, extent to which physical facilities influence provision of guidance and counselling services, extent to which headteacher' moral and financial support influence provision of guidance and counselling services, influence of trained teacher counselors on provision of guidance and counseling services and, challenges encountered by secondary schools teacher – counselors and headteacher's in provision of guidance and counseling services in secondary schools in Starehe district.

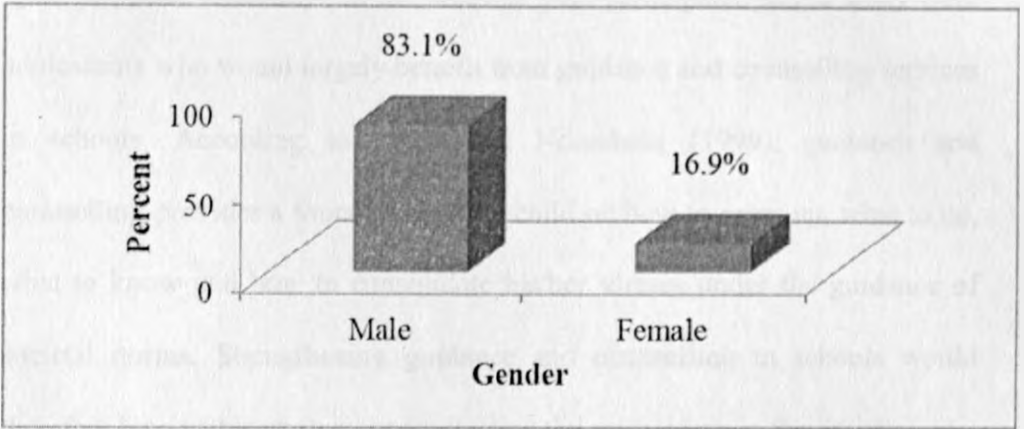
#### **4.4 Demographic information of the respondents**

In this part, general information about the respondents is analyzed by the use of frequencies and percentages.

#### 4.4.1 Gender of the students

Figure 1

Gender of the students



The data in figure 1 therefore suggests skewed distribution of secondary schooling opportunities in favour of male students in the district. Guidance and counselling in the schools would therefore be a great asset to future generations in eradicating gender inequalities in education in particular and the nation in general.

#### 4.4.2 Age of the students

The age of the students who participated in the study is presented in table 4.2.

Table 4.2

Age of the students

Age	Frequency	Percent
15 years	29	15.3
16 years	76	40.2
17 years	56	29.6
18 years	28	14.8
Total	189	100.0

Data presented in table 4.2 show that 15.3% of the students were aged 15 years, 40.2% were aged 16 years, 29.6% were aged 17 years and 14.8% were aged 18 years. Evidently, all the students who participated in the study were adolescents who would largely benefit from guidance and counselling services in schools. According to Mutie and Ndambuki (1999), guidance and counselling provides a foundation to the child on how to grow up, what to do, what to know and how to consolidate his/her virtues under the guidance of societal norms. Strengthening guidance and counselling in schools would therefore be a viable strategy in eradicating the many vices in the society.

#### **4.5 Status of guidance and counseling services in schools**

This section presents and analyzes data on the status of guidance and counselling services in schools. The items analyzed include: the year guidance and counseling was started in the schools, person in charge of guidance and counselling at school, frequency of providing guidance and counselling services in schools, type of students seeking the services and rating of the kind of guidance and counselling services offered in the schools. The data obtained is presented in the following sections.

##### **4.5.1 The year guidance and counseling was started in the schools**

The teachers were asked to indicate the year guidance and counselling was started in their schools. The data obtained is presented in table 4.3.

**Table 4.3**

**The year guidance and counseling was started in the schools**

<b>Year</b>	<b>Frequency</b>	<b>Percent</b>
2001.00	2	18.2
2002.00	2	18.2
2003.00	1	9.1
2004.00	1	9.1
2008.00	3	27.3
2009.00	2	18.2
<b>Total</b>	<b>11</b>	<b>100.0</b>

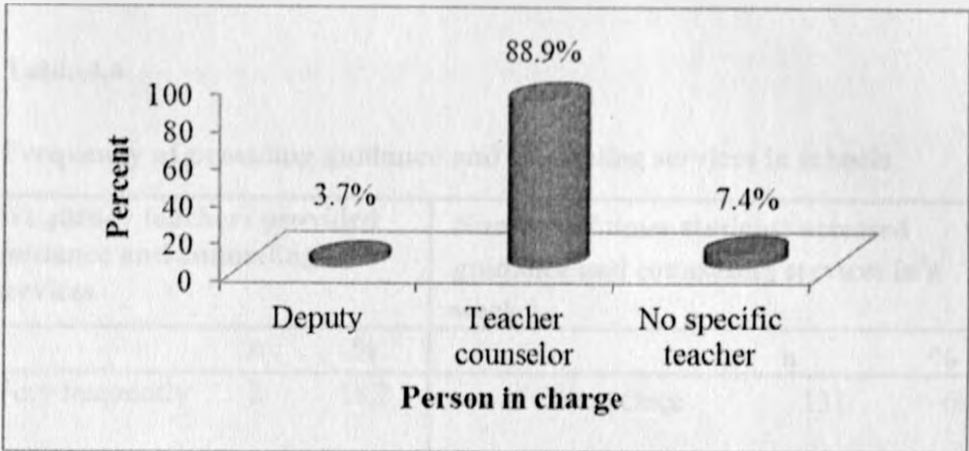
Based on the data, it was evident that all the schools in the district had embraced guidance and counselling as a strategy to manage the various issues that affect students at school and consequently affect their overall well-being. According to Gathairu (2000), the Ministry of Education emphasizes guidance and counseling as an essential service that must be offered to all learners in Kenya continuously. It is therefore imperative that constraints that impact of the provision of effective and efficient guidance and counselling in schools must be tackled in order to achieve the objectives of its implementation in schools.

**4.5.2 Person in charge of guidance and counseling at school**

The students were asked to indicate the person who was in charge of guidance and counseling services in their schools. The data obtained is presented in figure 2.

**Figure 2**

**Person in charge of guidance and counseling at school**



The data suggests that guidance and counselling was already entrenched in majority of the schools with school administrators ensuring there was at least an organizational structure with a teacher counselor being in charge. According to Nganda (2000), the teacher counselor acts as a referral agent and ensures that students with significant problems will not go unnoticed and uncounseled by working closely with all the other teachers. While the existence of teacher counselor in charge of guidance and counselling in majority of the schools was plausible, some schools (11.1%) did not have a specific guidance and counselling teacher to foresee the delivery of the essential service.

#### **4.5.3 Frequency of providing guidance and counseling services in schools**

The teachers were asked to indicate how frequently they provided guidance and counselling services to students at school. The students were also asked to indicate the number of times they accessed guidance and counseling services

in a week. The data obtained from the teachers and the students is presented in table 4.4.

**Table 4.4**

**Frequency of providing guidance and counseling services in schools**

Frequency teachers provided guidance and counseling services			Number of times students accessed guidance and counseling services in a week		
	n	%		n	%
Very frequently	2	18.2	Once	131	69.3
Frequently	9	81.8	Twice	22	11.6
			Three times	23	12.2
			Four or more times	13	6.9
<b>Total</b>	<b>11</b>	<b>100</b>	<b>Total</b>	<b>189</b>	<b>100.0</b>

The data obtained from the students show that majority of the students accessed guidance and counselling at least once in a week despite majority of the teachers reporting that they frequently offered the services. The data therefore suggests inadequate numbers of teachers to provide the service with the few teachers in posting being overworked. It was also evident that some schools had more teachers than others as some students reported accessing the service more than four times in a week. Inadequate number of teachers to foresee guidance and counselling may serve to explain Ndiritu (1996) and Simatwa (2007) finding that there was lack of serious guidance programs in schools. However, it was also possible that in schools where students accessed the services at least four times or more, students had high levels of awareness



on the importance of seeking guidance and counselling services leading to higher demand for the service.

#### 4.5.4 Categories of students seeking guidance and counselling services

The students were asked to indicate the type of students who sought guidance and counseling services in school. The data obtained is summarized in table 4.5.

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**Table 4.5**

#### Categories of students seeking guidance and counselling services

Categories of students	Frequency	Percent
Those with family problems only	13	6.9
Anyone with any type of problem	176	93.1
<b>Total</b>	<b>189</b>	<b>100.0</b>

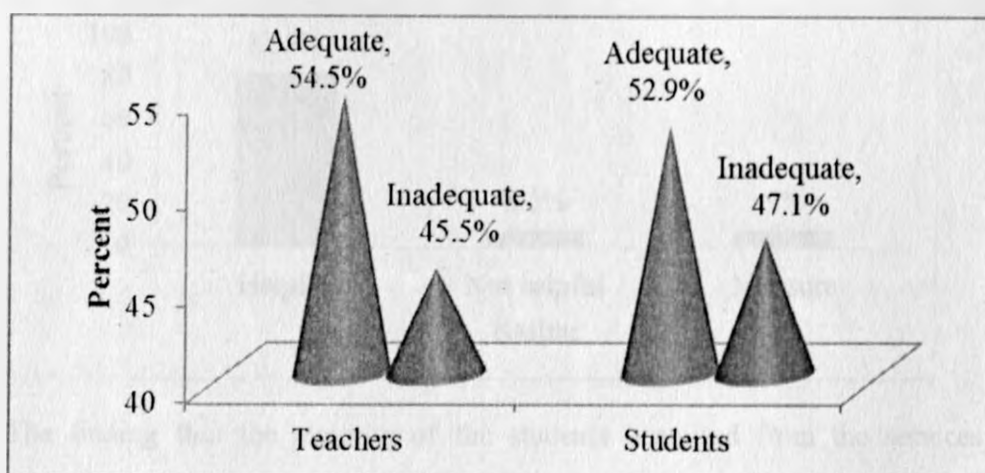
The data suggests that guidance and counselling services are a key component of a functional education system considering its role in dealing with the many challenges that young people face. In supporting this assertion, Bake and Gerter (2000) reported that students who participated in school counselling programs had significantly less inappropriate behavior and more positive attitudes towards school than those who did not participate in the programs.

#### 4.5.5 Rating of the kind of guidance and counseling services offered

Both the teachers and students were asked to rate the kind of guidance and counseling offered in their schools. The data obtained is presented in figure 3.

Figure 3

#### Rating of the kind of guidance and counselling services offered



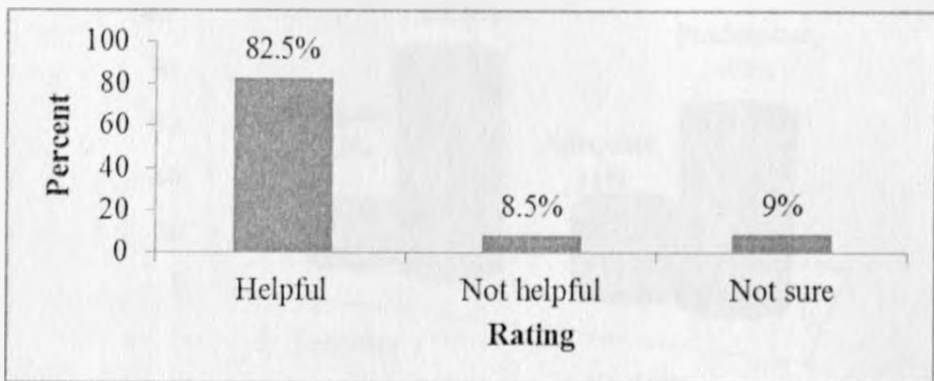
Data presented in figure 3 show that majority (54.5%) of the teachers and 52.9% of the students reported that the kind of guidance and counselling services offered in school was adequate. Forty five point five percent (45.5%) of the teachers and 47.1% of the students were of the opinion that the services were inadequate. The data therefore shows that years of advocacy on adopting guidance and counselling in schools were yielding noticeable results with slightly above half of the teachers and students being in agreement that the kind of guidance and counselling services being offered in school was adequate. However, close to half of the respondents were not satisfied with the services implying challenges in the uptake of the innovation.

#### 4.5.6 Students' perception on the usefulness of guidance and counselling

The students were asked to indicate the usefulness of guidance and counselling services that they received at school. The data obtained is summarized in figure 4.

Figure 4

#### Students' perception on the usefulness of guidance and counselling



The finding that the majority of the students benefited from the services therefore emphasizes the need to ensure functional guidance and counselling in all the schools. However, considering that discipline problems continue to escalate with the nature of the problems seemingly mutating by day, the data suggests that guidance and counselling is not the panacea for all the problems affecting students at school.

#### 4.6 Influence of physical facilities on the provision of guidance and counselling services

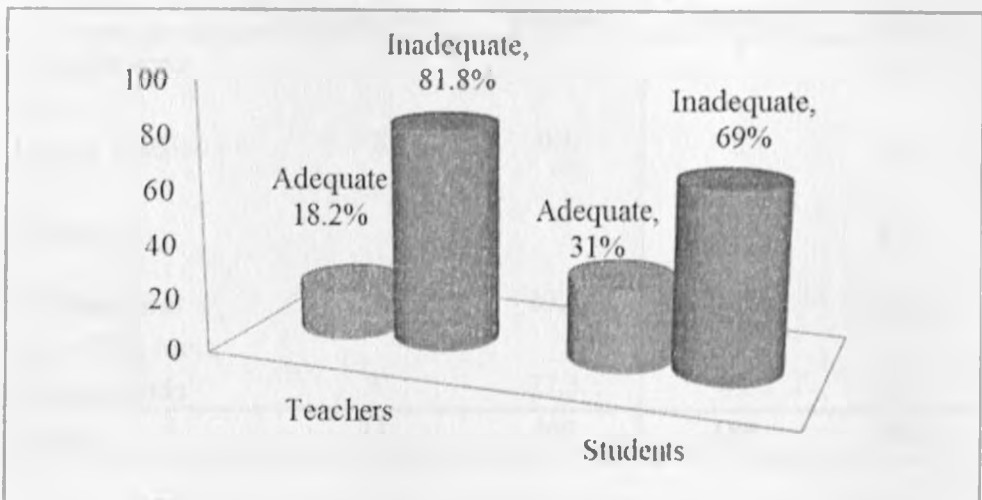
The researcher had four research questions. The items below were formulated to answer the research question: To what extent do physical facilities influence provision of guidance and counselling services in Starehe District, Nairobi, Kenya.

#### 4.6.1 Adequacy of facilities for guidance and counselling

Both the teachers and students were asked whether they had adequate facilities for guidance and counselling. The data obtained is presented in figure 5.

Figure 5

#### Adequacy of facilities for guidance and counselling



Among the respondents contacted eighteen point two percent (18.2%) of the teachers and 31% of the students reported that the facilities were inadequate. Majority of the teachers and students were therefore in agreement that the facilities available for guidance and counselling in the schools were inadequate. According to Edwin (1996), counselors should have adequate physical facilities appropriate to their work. The data therefore shows that inadequate physical facilities for guidance and counselling are an impediment to the provision of guidance and counselling services in schools in the district.

#### 4.6.2 Availability of guidance and counselling room

The teachers were asked where they conducted their guidance and counselling sessions from. Similarly, the students were also asked to indicate where the

guidance and counselling sessions were usually conducted. The data obtained is presented in table 4.6.

**Table 4.6**

**Room for guidance and counselling**

	<b>Teachers</b>		<b>Students</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Headteacher's office			4	2.1
Deputy's office	1	9.1	3	1.6
Classrooms			40	21.2
Guidance and counseling room	7	63.6	100	52.9
Open grounds	3	27.3	42	22.2
<b>Total</b>	<b>11</b>	<b>100</b>	<b>189</b>	<b>100.0</b>

Data presented in table 4.6 revealed that guidance and counselling room was the most frequently used venue for conducting guidance and counselling sessions. This was reported by majority of the teachers (63.9%) and students (52.9%). Open grounds were also used, though to a lesser extent (27.3% of the teachers and 22.2% of the students). Twenty one point two percent (21.2%) of the students also indicated that guidance and counselling sessions were conducted in the classrooms. Based on the data, majority of the schools had made efforts to ensure that there was a room allocated to guidance and counselling teachers to enable them provide the service.

### 4.6.3 Quality of guidance and counselling room

The researcher sought to investigate the quality of guidance and counselling rooms in the schools. To achieve this, the researcher asked the respondents to indicate whether they had facilities such as carpeted and quiet room, lockable cabinets, comfortable seats and comfortable chairs. Data obtained on the respondents who indicated that they had the facilities is summarized in table 4.7.

**Table 4.7**

#### **Quality of guidance and counselling room**

	<b>Teachers</b>		<b>Students</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Carpeted and quiet room	1	9.1	49	25
Lockable cabinets	3	27.3	43	22.8
Comfortable seats	5	45.5	58	30.7
Comfortable chairs	8	72.7	109	57.7

Data presented in table 4.7 show that majority of the schools did not have a conducive room for conducting guidance and counselling sessions. Few schools had a carpeted and quiet room (9.1% of the teachers and 25% of the students), lockable cabinets (27.3% of the teachers and 22.8% of the students), and comfortable seats (45.5% of the teachers and 30.7% of the students).

However, majority of the schools had comfortable tables (72.7% of the teachers and 57.7% of the students).

The data therefore show that although the schools had allocated rooms to the teacher counsellors, they were not conducive for guidance and counselling activities. Edwin (1996) pointed out that a guidance and counselling room should offer a relaxed and comfortable atmosphere where confidentiality is maintained and no interruption encouraged. In the district of study, majority of the schools did not have a carpeted and quiet room and the seats were not comfortable. The data therefore suggests that low quality of the rooms allocated for guidance and counselling activities affected the provision of guidance and counselling in schools.

#### **4.6.4 Handling and storage of students' information**

The study sought to establish how guidance and counselling information obtained from the students was handled and stored at school. The researcher therefore investigated the methods used for record keeping and adequacy of facilities for storing information. The data obtained is presented in the following sections.

##### **4.6.4.1 Method used by teachers for record keeping**

The teachers were asked to indicate the method that they used for keeping record on students' data collected during guidance and counselling sessions.

**Table 4.8:**

**Methods used by teachers for record keeping**

Method	Frequency	Percent
File or exercise book for recording cases	4	36.4
Informal notes strictly personal to individual teacher	7	63.6
Total	11	100.0

Data presented on table 4.8 show that majority (63.8%) of the teachers commonly used informal notes strictly personal to individual teacher while 36.4% used file or exercise book for recording cases. The data therefore suggests that majority of the teachers made efforts to keep confidential the information obtained from the students. However, this was not uniformly practiced across the schools. Some teachers used a file or exercise book for recording cases. This suggests that other teachers, even those not trained in guidance and counselling and not privy to the information the students provided may have access to the information and therefore breaching the counselor-client confidentiality contract.

**4.6.4.2 Students' perception of how the session notes were stored**

The students were asked their opinion on how the notes taken during the guidance and counselling sessions were stored. The data obtained is presented in table 4.9.



**Table 4.9**

**Students' perception of how the session notes were stored**

<b>How the notes were stored</b>	<b>Frequency</b>	<b>Percent</b>
Session notes well stored	68	36.0
Session notes not well stored	14	7.4
Not sure	107	56.6
<b>Total</b>	<b>189</b>	<b>100.0</b>

The data shows that majority of the students were not sure of how the data they provided to the counselors was stored. This may affect their confidence in seeking the services and also limit counselor-client relationship. Lack of proper storage of client information, whether imaginary or real, can be a major impediment in the demand for guidance and counselling services at school. Accordingly, Bradley (2000) contends that norms of privacy and avoidance of personal disclosure are few problems which have made counseling service not popular.

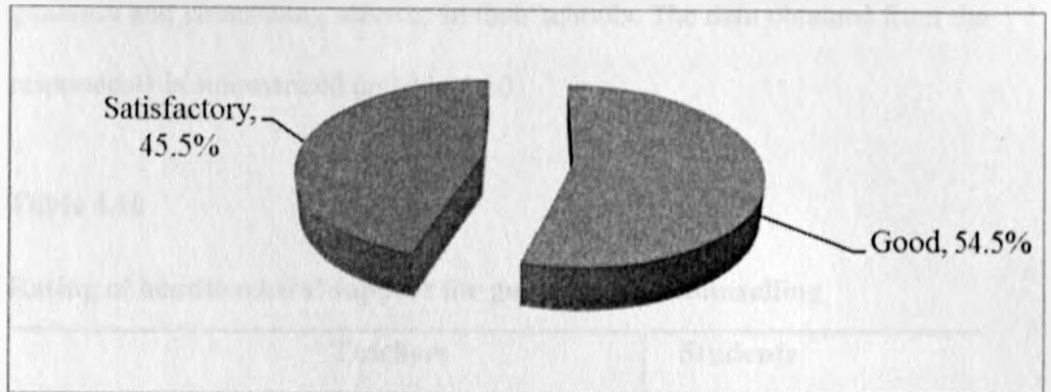
**4.6.4.2 Teacher rating of information handling at school**

The teachers were asked to rate the nature of information handling at school.

The data obtained is presented in figure 6.

**Figure 6**

**Teacher rating of information handling at school**



Data presented in figure 6 show that majority (54.5%) of the teachers rated information handling in their schools as good while 45.5% felt that it was satisfactory. Majority of the teachers therefore rated information handling in their schools as good. Based on the data, all the schools in the district had not achieved a foul proof level of information handling. The data therefore suggests that handling of data and information obtained from the students during guidance and counselling was affecting the provision of guidance and counselling in schools in the district.

**4.7 Influence of headteacher' moral and financial support in the provision of guidance and counselling services**

This was the second objective of the study. The items below were used to answer the research question: To what extent does headteacher' moral and financial support influence provision of guidance and counseling services in secondary schools?

#### 4.7.1 Rating of headteachers' support for guidance and counselling

Both the teachers and students were asked to rate headteachers' support for guidance and counselling services in their schools. The data obtained from the respondents is summarized on table 4.10.

**Table 4.10**

#### **Rating of headteachers' support for guidance and counselling**

	<b>Teachers</b>		<b>Students</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Excellent	1	9.1	49	25.9
Good	7	63.6	59	31.2
Fair	1	9.1	81	42.9
Very poor	2	18.2		
<b>Total</b>	<b>11</b>	<b>100.0</b>	<b>189</b>	<b>100</b>

Data presented in table 4.10 show that majority (72.7%) of the teachers rating the support of the headteacher as 'good'. Nine point one percent (9.1%) rated headteachers' support as fair while 18.2% rated headteachers' support as very poor. Majority (57.1%) of the students rated headteachers' support for guidance and counselling as 'good' while 42.9% rated the support as fair. The data therefore suggests guidance and counseling had institutional and administrative support from the headteachers in majority of the schools. Wanjohi (1990) found out that a teacher – counselor could not work without the co-operation and support of the school principal. Persistent challenges in

the provision of guidance and counselling services in schools therefore point to inherent policy issues some of which are beyond the control of the school administrator.

#### 4.7.2 Whether teachers worked closely with the headteachers

The teachers were asked whether they worked closely with the headteachers.

The data obtained is presented in table 4.11.

**Table 4.11**

#### Whether teachers worked closely with the headteachers

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
No	1	9.1
Yes	10	90.9
<b>Total</b>	<b>11</b>	<b>100.0</b>

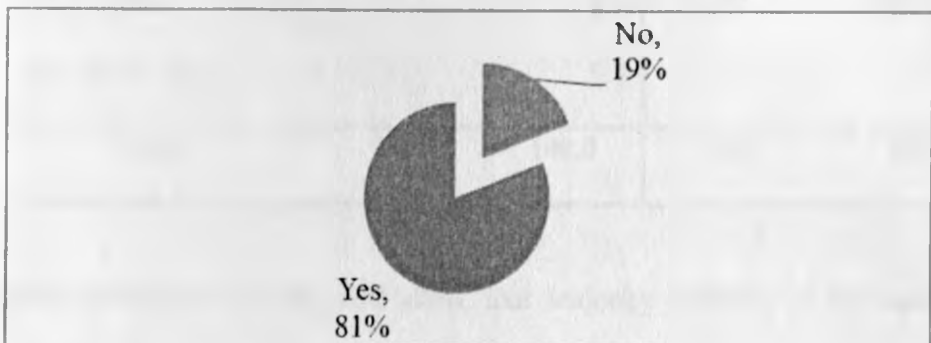
Data presented in table 4.11 show that almost all the teachers (90.9%) worked closely with the headteachers with 9.1% reporting that they did not work closely with their headteachers. Almost all the teacher counselors therefore worked closely with their headteachers. There was therefore team effort in the provision of guidance and counselling services in the schools. William (1993) argues that a guidance and counseling program is dependent on team effort and no matter how committed and competent a school principal or teacher – counselor may be, he / she cannot produce successful program without the co-operation of other people.

#### 4.7.3 Provision of adequate time for guidance and counseling

The students were asked whether the headteacher ensured that there was adequate time for guidance and counselling. The data obtained is presented in figure 7.

**Figure 7**

#### **Provision of adequate time for guidance and counselling**



Data presented in figure 7 show that majority (81%) of the students reported that headteachers ensured that there was adequate time for guidance and counselling while 19% indicated that the headteacher did not ensure adequate time for guidance and counselling. Majority of the students were therefore of the opinion that headteachers provided them with adequate time to seek guidance and counselling services.

#### 4.7.3 Particular periods allocated for guidance and counselling sessions

Both the teachers and students were asked to indicate the particular period that was allocated for guidance and counselling sessions in their schools. The data obtained is presented in table 4.12.

**Table 4.12**

**Particular periods allocated for guidance and counselling sessions**

<b>Particular period</b>	<b>Teachers</b>		<b>Students</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
School assembly	7	63.6	68	40.0
Class time	1	9.1	30	15.9
After class	2	18.2	91	48.1
Any other time	1	9.1		
<b>Total</b>	<b>11</b>	<b>100.0</b>	<b>189</b>	<b>100</b>

Data presented in table 4.12 show that majority (63.6%) of the teachers reported that guidance and counselling was offered during school assembly, 18.2% noted that it was offered after class, 9.1% reported that it was offered during class time while 9.1% noted that guidance and counselling services were offered any time of the school day. Almost half of the students (48.1%) reported that guidance and counselling was offered after class, 40% noted that it was offered during school assembly and 15.9% indicated that guidance and counselling was offered during class time.

Based on the data, it was evident that guidance and counselling was often provided during school assemblies. While this may have served well for group counselling on the various general issues affecting the student population, there was little time for individual guidance and counselling which should be offered after classes in order to avoid interrupting classroom participation. The

findings therefore point to lack of time for teachers to provide individual counselling considering that guidance and counselling teachers have lessons to attend to during the normal school schedule.

#### **4.7.3 Support activities for guidance and counselling provided by headteachers**

The teachers were asked whether the headteacher invited professional counselors to school, whether the headteacher invited guest speakers like religious leaders and whether the headteacher ensured there was adequate literature on guidance and counselling in school. The number of teachers who reported in the affirmative for each support activity is summarized in table 4.13.

**Table 4.13**

#### **Support activities for guidance and counselling**

<b>Support activity</b>	<b>Frequency</b>	<b>Percent</b>
Inviting professional counselors	7	63.6
Inviting guest speakers	7	63.6
Providing adequate literature	2	18.2

Data presented in table 4.13 revealed that majority (63.6%) of the teacher reported that the headteacher facilitated the invitation of professional counselors. A similar percent (63.6%) reported that the headteacher ensured that guest speakers like religious leaders were invited. However, only 18.2%

of the headteachers ensured that there was adequate literature on guidance and counselling in school. The data therefore suggests that schools were constrained in the acquisition of relevant literature related to guidance and counselling in schools. This may point to the persistent financial challenges that bedevil education systems in developing countries.

While McGuinness (1998) opinions that the school headteacher should provide support on the budget for guidance and counselling activities in schools, the extent to which this can be achieved is heavily dependent on the financial resources allocated to a school especially in the era of free tuition in secondary schools. With the many competing needs in a school coupled by scarce financial resources, budgetary allocations for guidance and counselling may be ignored, postponed or receive the least vote in a school.

#### **4.8 Influence of trained teacher counsellors in the provision of guidance and counselling services**

This was the third objective of the study. The items below were used to answer the research question: What is the influence of trained teacher counselors on provision of guidance and counseling services in secondary schools in Starche district?

##### **4.8.1 Number of teachers trained in guidance and counseling**

The teachers were asked to provide data on the number of teachers trained in guidance and counselling in their schools. The data obtained is summarized in table 4.14:



**Table 4.14:**

**Number of teachers trained in guidance and counselling**

	<b>Number</b>	<b>Frequency</b>	<b>Percent</b>
	2.00	4	36.4
	3.00	1	9.1
	4.00	4	36.4
	5.00	1	9.1
	6.00	1	9.1
<b>Total</b>	<b>20.0</b>	<b>11</b>	<b>100.0</b>

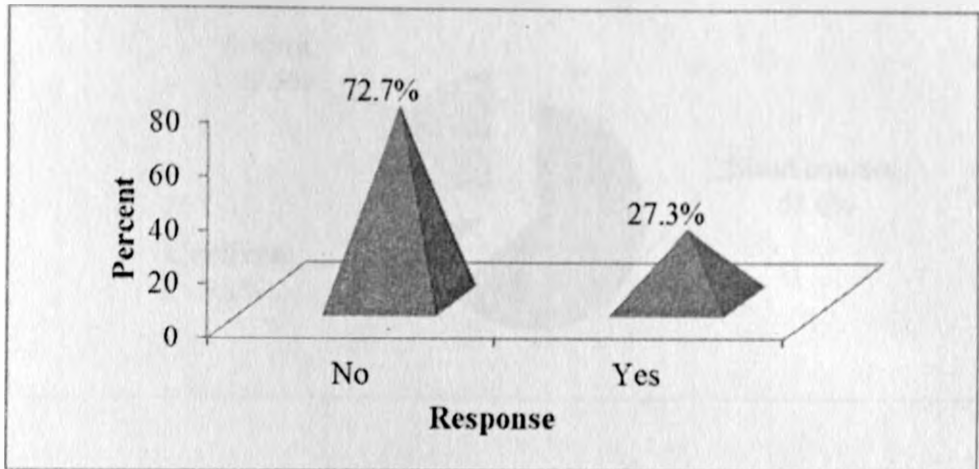
Data presented in table 4.14 show that the district had a total number of 20 trained counselors. However, some schools had more trained teacher counselors than others. Four schools (36.4%) had two trained teacher counselors each. A similar percent (36.4%) had four trained teacher counselors. One school had 2 trained teacher counselors, the other had 5 trained teacher counselors while another had 6 teachers trained in guidance and counselling.

**4.8.2 Adequacy of the number of teachers trained in guidance and counselling**

The teachers were asked whether the teachers trained in guidance and counselling in their schools were adequate. The data obtained is presented in figure 8.

**Figure 8**

**Adequacy of the number of guidance and counselling teachers**



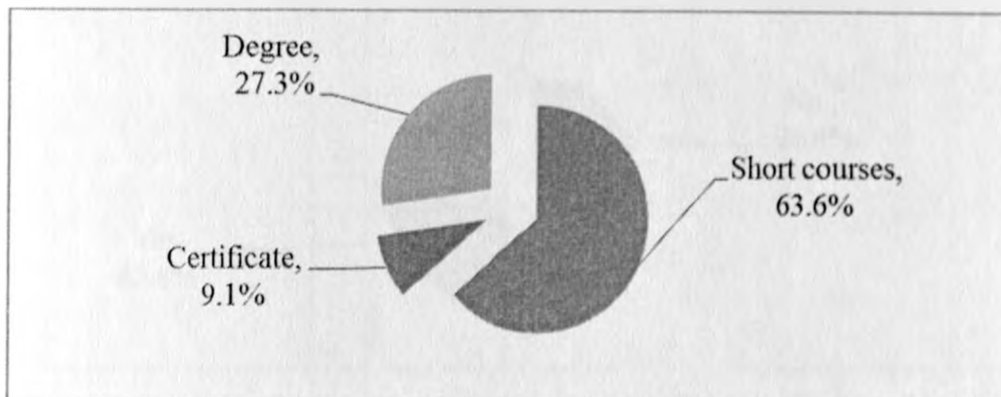
Data presented in figure 8 show that majority (72.7%) of the schools did not have enough number of teachers to provide guidance and counselling. Only 27.3% indicated that their school had adequate number of teachers to provide the services. Majority of the schools therefore did not have adequate number of guidance and counselling teachers. The finding concurs MOEST (2001) who reported that many schools lack adequate number of teacher trained in basic guidance and counselling.

**4.8.3 Level of training for the guidance and counselling teachers**

The teachers were asked to provide data on their highest level of training in guidance and counselling. The data obtained is summarized in figure 9.

**Figure 9**

**Level of training for the guidance and counselling teachers**



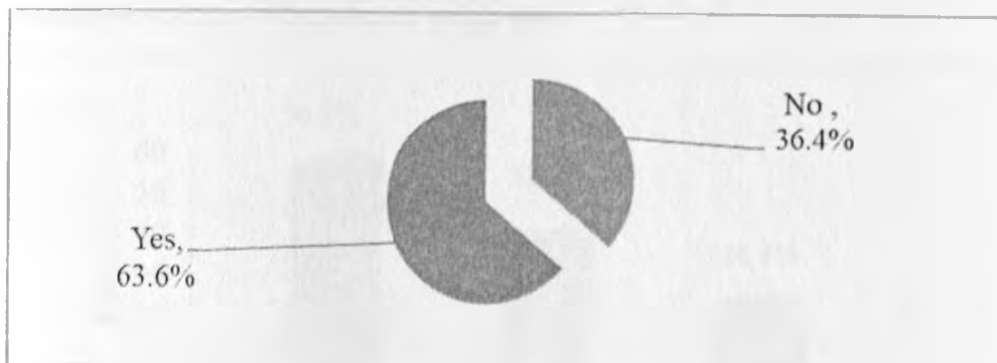
Data presented in figure 9 show that majority (63.6%) of the teachers had attended short courses in guidance and counselling. Twenty seven point three percent (27.3%) were degree holders and 9.1% had certificate in guidance and counselling. Majority of the teachers had therefore acquired skills in guidance and counselling through short courses. While it was evident that all the teachers had at least some training in guidance and counselling, there was need to encourage more teacher to pursue higher levels of training in guidance and counselling in order to improve their effectiveness.

**4.8.4 Provision of training in guidance and counselling by MOE**

The teachers were asked whether the Ministry of Education (MOE) provided guidance and counselling training to teachers. The data obtained is presented in figure 10.

**Figur10**

**Provision of training in guidance and counselling by MOE**



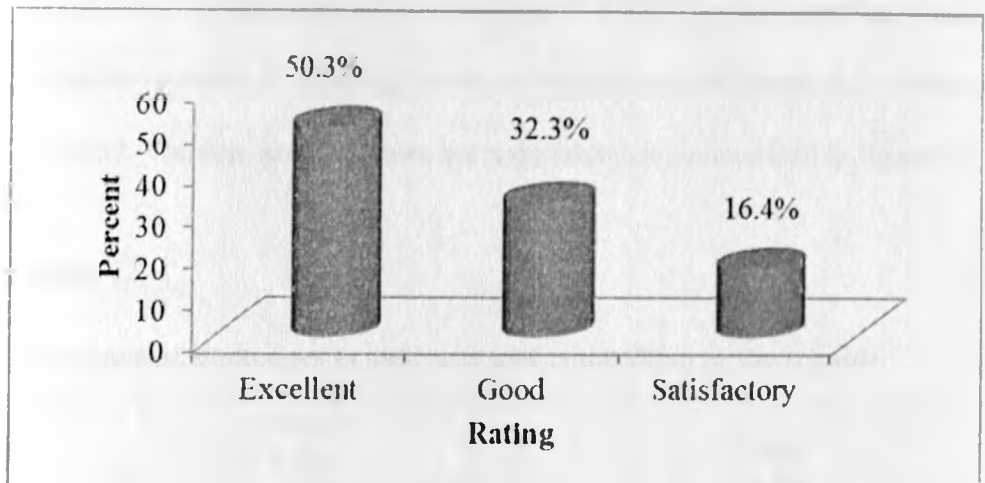
Data presented in figure 10 show that majority (63.9%) of the teachers reported that MOE provided training to teachers in guidance and counselling. Thirty six point four percent (36.4%) reported that MOE did not provide any training for guidance and counselling teachers. Based on the data, it was evident that MOE played an active role in ensuring that guidance and counselling was successful in schools by providing in-service training in guidance and counselling.

**4.8.5 Students' rating of the teachers who provide guidance and counselling**

The students were asked to rate the teachers who provided guidance and counselling in their schools. They were expected to rate the teacher as 1) Excellent, 2) Good, 3) Satisfactory, 4) Poor and 5) Very poor. The data is presented in figure 11.

**Figure 11**

**Students' rating of the teacher counselors**



Data presented in figure 11 show that half (50.3%) of the students rated their guidance and counselling teachers as excellent, 32.3% rated their guidance and counselling teachers as 'good' and 16.4% of the students rated their teachers as 'satisfactory'.

**4.8.6 Participation of other teachers in providing guidance and counselling**

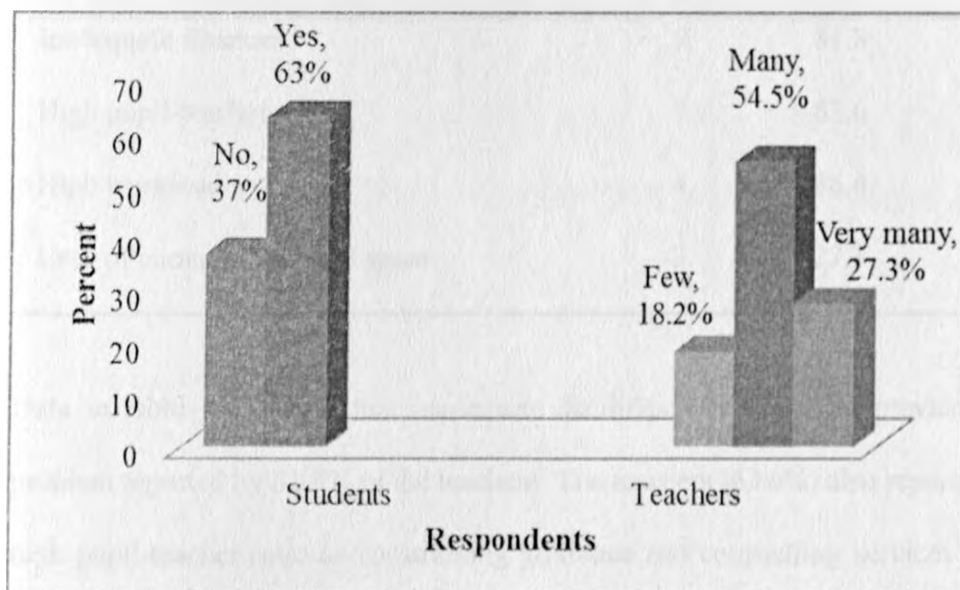
The teachers were asked whether other teachers not in the guidance and counselling department participated in offering guidance and counselling to the students. All the teachers (100%) reported in the affirmative. The data therefore suggests there were collaborative efforts by the teacher counselors and other teachers in the provision of guidance and counselling services in schools.

#### 4.9 Challenges encountered in the provision of guidance and counselling services

The students were asked whether their schools encountered any constraints in the provision of guidance and counselling. Similarly, the teachers were asked to rate the constraints affecting provision of guidance and counselling services in school. The data obtained from the respondents is summarized in figure 12.

Figure 12

#### Existence of challenges in guidance and counselling in the schools



Data presented in figure 12 show that majority (63%) of the students reported that there were challenges in the provision of guidance and counselling services in their schools. This was evident as majority (54.5%) of the teachers reported that there were many problems affecting guidance and counselling in their schools, 27.3% reported that there were very many problems while 18.2% reported that there were few problems affecting guidance and counselling in their schools.

#### 4.9.1 Nature of constraints experienced in guidance and counselling at school

Both the teachers and students were asked to outline the various problems that they experienced in guidance and counselling in their schools. The data obtained from the respondents is summarized in tables 4.15 and 4.16.

**Table 4.15**

##### **Challenges reported by the teachers**

<b>Challenge</b>	<b>Frequency</b>	<b>Percent</b>
Inadequate finances	9	81.8
High pupil-teacher	7	63.6
High workload	4	36.4
Lack of enough room and space	3	27.3

Data in table 4.15 show that inadequate facilities was the most prevalent problem reported by 81.8% of the teachers. The teachers (63.6%) also reported high pupil-teacher ratio as constraining guidance and counselling services in schools. High workload was reported by 36.4% of the teachers while 27.3% reported lack of enough room and space as a challenge. From the teachers' data, inadequate finances to facilitate the provision of guidance and counselling services, high pupil-teacher ratio culminating to high workload for teachers and lack of enough room and space were the main constraints in the provision of guidance and counselling services in the schools.

**Table 4.16**

**Challenges reported by the students**

<b>Challenge</b>	<b>Frequency</b>	<b>Percent</b>
Inadequate reading materials	120	63.5
Few rooms	106	56.1
Inadequate time	95	50.3
Inadequate lockable cabinets	80	42.3
Poor teacher-pupil relationship	40	21.2

Data presented in table 4.16 show that the major challenge reported by the students was inadequate literature in guidance and counselling (63.5%). Fifty point six percent (50.6%) reported few rooms allocated for guidance and counselling, 50.3% reported that inadequate time was allocated for guidance and counselling while 42.3% cited inadequate lockable facilities. Poor teacher-pupil relationship was the least cited constraint at 21.2%. The data obtained from the students therefore shows that inadequate reading materials, few rooms allocated for guidance and counselling activities, inadequate time, poor infrastructure and poor teacher-pupil relationship constrained the provision of guidance and counselling services at school.

**4.9.1 Suggestions in dealing with the constraints**

Both the teachers and students were asked to make suggestions that can help in dealing with the problems encountered in guidance and counselling in their



schools. The data obtained from the respondents is summarized in tables 4.17 and 4.18.

**Table 4.17**

**Suggestions by the teachers**

<b>Suggestion</b>	<b>Frequency</b>	<b>Percent</b>
Increase the number of teacher counselors	5	45.5
MOE to sponsor teachers for guidance and counseling	5	45.5
Teacher counselors should not have teaching workload	4	36.4
Inviting guest speakers for counselling	3	27.3

Data presented in table 4.17 show that 45.5% suggested that the number of teachers handling guidance and counselling services to be increased, 45.5% were of the opinion that the MOE should sponsor teachers to pursue guidance and counselling, 36.4% recommended that teacher counselors should not have a teaching workload while 27.3% suggested that schools should facilitate guest counselors to complement the guidance and counselling services offered by teachers at school.

**Table 4.18**

**Suggestions by the students**

<b>Suggestion</b>	<b>Frequency</b>	<b>Percent</b>
Increasing the number of teacher counselors	115	60.8
Giving guidance and counselling adequate time	85	45.0
Creating awareness on the need for guidance and counselling	55	29.1
Provision of adequate reading materials	40	21.2
Guidance and counselling should start in primary schools	25	13.2

According to the students' data presented in table 4.18, majority (60.8%) of the students suggested that the number of teachers handling guidance and counselling in schools should be increased, 45% were of the opinion that guidance and counselling activities should be allocated adequate time, 29.1% recommended that there was need to create awareness on the importance of guidance and counselling in schools, 21.2% noted that schools should provide adequate literature in guidance and counselling and 13.2% were of the opinion that guidance and counselling should start in primary schools.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter summarizes the findings of the study and presents conclusions, recommendations and the suggestions for further research.

#### 5.2 Summary

The major purpose of this study was to investigate the institutional factors influencing provision of guidance and counselling services in secondary schools in Starehe District, Nairobi. The findings of the study were presented in accordance with the research questions. Research questions formulated were:

- i) To what extent do physical facilities influence provision of guidance and counseling services in Starehe District, Nairobi, Kenya?
- ii) To what extent does Head teacher' moral and financial support influence provision of guidance and counseling services in secondary schools?
- iii) What is the influence of trained teacher counselors on provision of guidance and counseling services in secondary schools in Starehe district?
- iv) What challenges do secondary schools teacher – counselors and head teacher's face in provision of guidance and counseling services in secondary schools in Starehe district?

The study adopted survey research design. The study collected data from all the eleven public secondary schools in the district. Two hundred and twenty students and eleven teacher counselors were sampled to participate in the study. The questionnaire return rate was 85.9% for the students and 100% for the teachers.

The study found that 83.1% of the students were male while 16.9% were female. Fifteen point three percent (15.3%) of the students were aged 15 years, 40.2% were aged 16 years, 29.6% were aged 17 years and 14.8% were aged 18 years. The study also found all the schools in the district had embraced guidance and counselling as a strategy to manage the various issues that affect students at school and consequently affect their overall well-being.

In majority of the schools (88.9%), a teacher counselor was in charge of guidance and counseling. However, in some schools (7.4%), there was no specific teacher in charge of guidance and counseling while in 3.7% of the schools; the deputy was in charge of guidance and counseling. In terms of the actual provision of guidance and counselling services, majority (81.8%) of the guidance and counseling teachers frequently provided the services with 18.2% reporting that they provided the services very frequently. Data obtained from the students revealed that majority of the students (69.3%) accessed the services once a week. Some students (11.6%) accessed the service twice a week, 12.2% accessed the service three times a week while 6.9% accessed the service four or more times in a week.

Majority (93.1%) of the students who sought guidance and counseling services in school had diverse problems. Six point nine percent (6.9%) of the students reported that only those with family problems sought guidance and counseling services at school. Majority (54.5%) of the teachers and 52.9% of the students reported that the kind of guidance and counselling services offered in school was adequate. Forty five point five percent (45.5%) of the teachers and 47.1% of the students were of the opinion that the services were inadequate.

A significant percent of the students (82.5%) felt that guidance and counselling services were helpful, 8.5% were of the opinion that guidance and counselling services were not helpful while 9% were not sure of the usefulness of the services. Majority of the teachers (81.8%) were of the opinion that the facilities were inadequate. They were supported by 69% of the students. Eighteen point two percent (18.2%) of the teachers and 31% of the students reported that the facilities were inadequate.

Guidance and counselling room was the most frequently used venue for conducting guidance and counselling sessions. This was reported by majority of the teachers (63.9%) and students (52.9%). Open grounds were also used, though to a lesser extent (27.3% of the teachers and 22.2% of the students). Twenty one point two percent (21.2%) of the students also indicated that guidance and counselling sessions were conducted in the classrooms.

The study found that majority of the schools did not have a conducive room for conducting guidance and counselling sessions. Few schools had a carpeted and quiet room (9.1% of the teachers and 25% of the students), lockable cabinets (27.3% of the teachers and 22.8% of the students), and comfortable seats (45.5% of the teachers and 30.7% of the students). However, majority of the schools had comfortable tables (72.7% of the teachers and 57.7% of the students).

In terms of handling of students' information and data collected during guidance and counselling sessions, majority (63.8%) of the teachers commonly used informal notes strictly personal to individual teacher while 36.4% used file or exercise book for recording cases. However, majority (56.6%) of the students were not sure how the session notes were stored. Thirty six point six percent (36.6%) were of the opinion that the session notes were well stored while 7.4% felt that the session notes were not well stored. Majority (54.5%) of the teachers rated information handling in their schools as good while 45.5% felt that it was satisfactory.

Majority (72.7%) of the teachers rated the support of the headteacher as 'good'. Nine point one percent (9.1%) rated headteachers' support as fair while 18.2% rated headteachers' support as very poor. Majority (57.1%) of the students rated headteachers' support for guidance and counselling as 'good' while 42.9% rated the support as fair. Almost all the teachers (90.9%) worked

closely with the headteachers with 9.1% reporting that they did not work closely with their headteachers.

Eighty one percent (81%) of the students reported that headteachers ensured that there was adequate time for guidance and counselling while 19% indicated that the headteacher did not ensure adequate time for guidance and counselling. Majority (63.6%) of the teachers reported that guidance and counselling was offered during school assembly, 18.2% noted that it was offered after class, 9.1% reported that it was offered during class time while 9.1% noted that guidance and counselling services were offered any time of the school day. Almost half of the students (48.1%) reported that guidance and counselling was offered after class, 40% noted that it was offered during school assembly and 15.9% indicated that guidance and counselling was offered during class time.

Majority (63.6%) of the teacher reported that the headteacher facilitated the invitation of professional counselors. A similar percent (63.6%) reported that the headteacher ensured that guest speakers like religious leaders were invited. However, only 18.2% of the headteachers ensured that there was adequate literature on guidance and counselling in school.

The district had a total number of 20 trained counselors. However, some schools had more trained teacher counselors than others. Four schools (36.4%) had two trained teacher counselors each. A similar percent (36.4%) had four trained teacher counselors. One school had 2 trained teacher counselors, the

other had 5 trained teacher counselors while another had 6 teachers trained in guidance and counselling.

The study found that majority (72.7%) of the schools did not have enough number of teachers to provide guidance and counselling. Only 27.3 percent indicated that their school had adequate number of teachers to provide the services. Majority (63.6%) of the teachers providing guidance and counselling services had attended short courses in guidance and counselling. Twenty seven point three percent (27.3%) were degree holders and 9.1% had certificate in guidance and counselling. Majority (63.9%) of the teachers reported that MOE provided training to teachers in guidance and counseling. Thirty six point four percent (36.4%) reported that MOE did not provide any training for guidance and counselling teachers.

Majority (63%) of the students reported that there were challenges in the provision of guidance and counselling services in their schools. This was evident as majority (54.5%) of the teachers reported that there were many problems affecting guidance and counselling in their schools, 27.3% reported that there were very many problems while 18.2% reported that there were few problems affecting guidance and counselling in their schools.

Inadequate facilities was the most prevalent problem reported by 81.8% of the teachers. The teachers (63.6%) also reported high pupil-teacher ratio as constraining guidance and counselling services in schools. High workload was reported by 36.4% of the teachers while 27.3% reported lack of enough room



and space as a challenge. The major challenge reported by the students was inadequate literature in guidance and counselling (63.5%). Fifty point six percent (50.6%) reported few rooms allocated for guidance and counselling, 50.3% reported that inadequate time was allocated for guidance and counselling while 42.3% cited inadequate lockable facilities. Poor teacher-pupil relationship was the least cited constraint at 21.2%.

### **5.3 Conclusions**

After carefully analyzing the institutional factors influencing provision of guidance and counselling services in secondary schools in Starehe District, Nairobi, the study concluded that there were various institutional factors related to physical facilities, headteacher' moral and financial support, and trained teacher counselors that influence the provision of guidance and counselling services in schools in the district.

The study concluded that inadequate physical facilities for guidance and counselling were an impediment to the provision of guidance and counselling services in schools in the district. Although the schools had allocated rooms to the teacher counsellors, the rooms were not conducive for guidance and counselling activities. The study also concluded that while guidance and counselling had institutional and administrative support from the headteachers in majority of the schools, there were financial resource constraints to purchase literature related to guidance and counselling in schools.

Further, the study concluded that there was little time for individual counselling considering that majority of the teachers reported that guidance and counselling sessions were conducted during school assemblies. Very few

teachers reported offering the services after class when majority of the students were free to seek the service without interfering with their classroom participation. The study also concluded that schools did not have adequate number of trained teacher counselors to provide guidance and counselling services. The guidance and counselling teachers in post had high guidance and counselling workload combined with their teaching duties. There were also instances of strained pupil-teacher relationship that affected the provision of guidance and counselling services.

#### **5.4 Recommendations**

From the findings and conclusions of the study, the following recommendations were made:

- a. The Ministry of Education (MOE) should allocate finances to develop guidance and counselling infrastructure in schools. Guidance and counselling vote should be part of the recurrent and capital expenditure in schools' budget.
- b. Headteachers should ensure that the rooms allocated for guidance and counselling meet some basic standards like the comfort of the counsellor and the client. This does not require huge investments but innovative approach like using locally available materials to make the rooms sound proof. The same materials can also be used to make comfortable chairs for the rooms.
- c. Headteachers should pursue participatory approach to improvement of quality of guidance and counselling services in schools. This would be achieved through creating awareness to the parents and sponsors on the

importance of guidance and counselling in schools. This may work as a strategy to encourage parents to make financial contributions towards improvement and development of guidance and counselling infrastructure.

- d. Guidance and counselling activities should be time tabled in schools. This may serve to institutionalize guidance and counselling as part of curriculum implementation support activity. This may also serve to increase the time available to pursue individual guidance and counselling.
- e. The Ministry of Education, in collaboration with the Teachers Service Commission, should consider posting qualified guidance and counselling teachers with no other responsibilities at school. This would ensure that the conflicting role of the teacher, the teacher-counsellor, the teacher-counsellor-disciplinarian which often leads to conflicts with students resulting to strained teacher-pupil relationship is reduced.
- f. The MOE should increase the number of trained guidance and counselling teachers in post and consider redistributing teachers in schools with excessive number of teachers trained in guidance and counselling.
- g. School administrators, together with the guidance and counselling teachers, should sensitize students on the need to seek guidance and counselling services when faced with challenging issues. This is the

only way to ensure that efforts to improve guidance and counselling in schools results to improved provision of quality education.

### **5.5 Recommendations for further research**

From the findings of the study, further research has been recommended in the areas below;

- a) Since the study was only conducted in one district, the study should be replicated in other districts in order to obtain deeper understanding on the phenomenon.
- b) Research should be conducted on the attitude of teachers towards the use of guidance and counselling as a discipline management strategy.
- c) Research should be conducted on the attitude of students towards guidance and counselling in schools.
- d) Further research should be conducted on the impact of use of teacher counsellors other than fulltime counsellors on the uptake of guidance and counselling by students in schools

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## APPENDICES

### APPENDIX I

#### LETTER OF INTRODUCTION TO RESPONDENTS

Kamau Mary Nyambura  
University Of Nairobi  
Department of Educational  
Administrational And Planning  
Nairobi

The Principal Secondary School,  
Starehe District,  
Dear Sir / Madam,

**REF: INSTITUTIONAL FACTORS INFLUENCING PROVISION OF  
GUIDANCE AND COUNSELING SERVICES IN SECONDARY  
SCHOOLS IN STAREHE, NAIROBI.**

I am a postgraduate student pursuing a Masters degree in Education Administration and Planning at the University of Nairobi. I am conducting a research for a project which is a requirement of the degree program. The questionnaires are designed to gather information on the above topic. The questionnaire comprises two parts. Kindly provide information to all questionnaire items. All information will be treated with utmost confidentiality. For this reason, DO NOT writes your name on this questionnaire.

Thank You in Advance

Yours Faithfully,

Kamau Mary Nyambura

M.ED, UNIVERSITY OF NAIROBI

## APPENDIX II

### QUESTIONNAIRE FOR STUDENTS

#### INSTRUCTIONS

Answer the question by ticking the correct choice(s) or filling in the blank space against each question.

1. What is your gender/sex

1. Male  2. Female

2. What is your age?

i) 14 years

ii) 15 years

iii) 16 years

iv) 17 years

v) 18 years

vi) 19+ years

3. Who is in charge of guidance and counseling in your school?

i) The head teacher

ii) The deputy head teacher

iii) The teacher counselor

iv) Class teachers

v) No specific teacher

vi) Others specify

4. What types of student normally seek for guidance and counseling service in your school?

- i) Indiscipline
- ii) Those with family problems only
- iii) Anyone with any type of problem
- iv) Others specify

5. During the guidance and counseling session(s) did the teacher counselor do the following (tick as many as may apply)

- i) Give you time to tell your story
- ii) Seek clarifications to understand your problem?
- iii) Work out an action plan with you?
- iv) Other (specify)

6. What opinion do you have of of the teacher counselor who counseled you?

(Tick as many as they apply?)

- i) Keeps information secret
- ii) Does not keep the information secret
- iii) Caring
- iv) Genuine
- v) Understanding
- vi) Good listeners
- vii) Other (specify)

7. How do you rate teacher – counseled you at your school?

- i) Excellent
-

ii) Good

iii) Satisfactory

iv) Poor

v) Very poor

9. Are there other teachers who provide guidance and counseling service in your school apart from your teacher –counselor

1 Yes

2 No

10. If yes how would you rate the services offered in guidance and counseling

i) Very adequate

ii) Adequate

iii) Inadequate

11. Does the school administration ensure that you get appropriate time to be guided and counseled?

1 Yes

2 No

12. Which particular times within the school day are guidance and counseling services offered?

i) School assembly

ii) Class time

iii) After class

iv) Any other time (specify)

13. State on average how many times guidance and counseling services are offered in your school.

i) Once

- ii) Twice a week
- iii) Three times a week
- iv) Four or more times a week

14. How often are guidance and counseling services offered in your school?

- i) Very frequently
- ii) Frequently
- iii) Rarely

15. Did the teacher counselor explain what confidentiality he/she would offer?

1. Yes                       2. No

1. If yes, how was the information that you provided handled?

- i) Session notes well stored
- ii) Session notes not well stored
- iii) Not sure
- iv) Other, (specify)

16. Who has access to the students' information on guidance and counseling?

- i)
- ii)
- iii)
- iv)

17. Do you have adequate facilities to handle the information confidentially like filing cabinets, lockable rooms etc?

1. Yes

2. No

18. How would you rate the handling of guidance and counseling information in your school?

i) Very good

ii) Good

iii) Satisfactory

iv) Poor

v) Very poor

20. Where did you have your guidance and counseling sessions?

i) Head teacher's office

ii) Deputy's office

iii) Classrooms

iv) Guidance and counseling room

v) Open grounds

vi) Other (specify)

21. What are the physical facilities available in your school's guidance and counseling department?

i) Carpeted and quiet room

ii) Lockable cabinets

iii) Comfortable seats

iv) Table(s)

v) Others specify

22. Does the guidance and counseling department in your school have appropriate facilities necessary in rendering the services?

1. Yes

2. No

23. How would you rate the adequacy of these facilities?

i) Very adequate

ii) Adequate

iii) Inadequate

24. Does the school management value the role of guidance and counseling?

Yes

No

25. How would you rate the support given by the school management in offering guidance and counseling services?

i) Very good

ii) Good

iii) Satisfactory

iv) Poor

v) Very poor

26. Does your school face any constraints in offering guidance and counseling services?

1. Yes

2. No

27. If yes, rate the problem that they face in guidance and counseling (give as many as they apply).



- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_
- iv) \_\_\_\_\_
- v) \_\_\_\_\_

28. Which solutions would you offer to improve guidance and counseling in your school?

- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_
- iv) \_\_\_\_\_
- v) \_\_\_\_\_

29. What comments would you give concerning guidance and counseling services that you received?

- i) Helpful
- ii) Not helpful
- iii) Not sure
- iv) Others (specify)

30. What advice would you give to the ministry of Education and Technology (MOSET) concerning guidance and counseling programme in secondary schools? Tick only one)

- i) Intensify guidance and counseling in secondary schools
- ii) Minimize guidance and counseling in schools

- iii) Bring in religious counselors to counsel the students
- iv) Establish good guidance and counseling facilities
- v) Others (specify)

### APPENDIX III

#### QUESTIONNAIRE FOR TEACHER-COUNSELLOR

Answer the questions by ticking the correct choice or filling in the blanks in spaces against each question.

1. How long have you been in this school? \_\_\_\_\_  
years \_\_\_\_\_ months.
2. When were guidance and counseling services started?  
\_\_\_\_\_
3. How many teachers are trained and counseling in your school?  
\_\_\_\_\_
4. What are their professional qualifications in guidance and counseling?
  - i) short courses
  - ii) certificate of 6 months and over
  - iii) Diploma in guidance and counseling
  - iv) Degree in counseling Psychology
  - l. Masters Degree in counseling psychology
5. Do you think the number of counselors in this school is enough to carry out guidance and counseling services in your school?  
Yes  No
6. Does MOSET organize any training for the guidance and counseling services offered in your school?  
Yes  No

7. How would you rate the kind of guidance and counseling services offered I your school?

i) Very adequate

ii) Adequate

iii) Inadequate

8. Which particular times within the school day are guidance and counseling services offered?

I School assembly's time

A. Class time

3. After class

4. Any other time (specify)

9. How often do teacher's counselors render their services in guidance and counseling?

i) Very frequently

ii) Frequent

iii) Rarely

10. Which of the following methods does the school use for record keeping of the students?

i) File or folder per student

ii) File or exercise book for recording cases

iii) Informal notes, strictly personal to individual teacher

iv) Others methods (specify)

11. Who has access to the student's information on guidance and counseling?

i) 1 \_\_\_\_\_

ii) 2 \_\_\_\_\_

iii) 3 \_\_\_\_\_

12. What comments would you give concerning the way the information is handled in your school?

i) Very good

ii) Good

iii) Satisfactions

iv) Poor

v) Very poor

13. Where do you have your guidance and counseling sessions?

i) Principals office

ii) Deputy Principal's office

iii) Classrooms

iv) Guidance and counseling room

v) Open grounds

vi) Other (specify)

14. What are the physical facilities available in your school guidance and counseling department?

i) Carpeted and quiet room

ii) Lockable cabinets

iii) Comfortable seats

iv) Table(s)

v) Specify

15. Do you think physical facilities provide in the school for guidance and counseling meet the needs of the programme?

1. Yes  2.

16. How does u rate the physical facilities in terms of offering guidance and counseling service in your school?

i) Very adequate

ii) Adequate

iii) Inadequate

17. Do you work closely with the school principal?

Yes  No

18. Does the school management ensure proper service are offered in guidance and counseling and counseling by doing the following;-

i) Inviting professional counselor

ii) Inviting guest speakers like religious persons

iii) Providing adequate reading materials and books.

iv) Peer counseling.

v) Others (specify)

19. Are you paid any monthly allowances for being a teacher-counselor in the school?

Yes 0

No

20. Do you work closely with other members of staff especially the class teachers?

Yes

.No

21. How would you best describe your relationship with the school principal in matters relating to your duties as a school counselor?

i) Excellent

ii) Good

iii) Fair

iv) Poor

v) Very poor

22. How would you rate the constraints affecting guidance and counseling department?

i) Very many

ii) Many

iii) Few

iv) No constraint

v) Can't tell

23. What constrains does your school face In the process of promoting guidance and counseling programme in your school?

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

24. What advice would you give to help solve such constraints?

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

**25. Do you have other comments(s) in relation to the questions you have answered on guidance and counseling and counseling services in your school in this questionnaire?**



**APPENDIX IV**  
**RESEARCH PERMIT**

**Appendix v**

**Map of the Study Location**

PAGE 2

**THIS IS TO CERTIFY THAT:**

**Prof/Dr. Mr/Mrs. Miss/Institution**  
**Mary Nyambura Kamau**  
**of (Address) University of Nairobi**  
**P.O Box 30197-00100, Nairobi,**  
**has been permitted to conduct research in**

**Location**  
**District**  
**Province**

**on the topic Institutional characteristics**  
**influencing provision of secondary schools**  
**guidance and counseling services in Starbha**  
**District, Nairobi, Kenya.**

PAGE 3

**Research Permit No. NCS7/RCD/14/012/901**  
**Date of Issue 6<sup>th</sup> July, 2012**  
**Fee received KSH. 1,000**



*M. Nyambura*  
**Applicant's**  
**Signature**

*[Signature]*  
**Secretary**  
**National Council for**  
**Science & Technology**

**for a period ending 31<sup>st</sup> August, 2012.**

## CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2)/four (4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA

RESEARCH CLEARANCE  
PERMIT

CPK689513/10.2011

(CONDITIONS - see back page)

APPENDIX IV  
RESEARCH PERMIT

REPUBLIC OF KENYA



**NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY**

Telephone: 254-020-2213471, 2241349

254-020-310571, 2213123, 2219420

Fax: 254-020-318245, 318249

When replying please quote

secretary@ncst.go.ke

P.O. Box 30829-00100

NAIROBI, KENYA

Website: www.ncst.go.ke

**NCST/RCD/1-4/012/901**

**6th July 2012**

Our Ref:

Date:

Mary Nyambura Kamau  
University of Nairobi  
P.O. Box 30197  
Nairobi

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Institutional characteristics influencing provision of secondary schools guidance and counselling services in Starehe District, Nairobi, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi Province** for a period ending **31st August, 2012**.

You are advised to report to **the Provincial Commissioner and the Provincial Director of Education, Nairobi Province** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

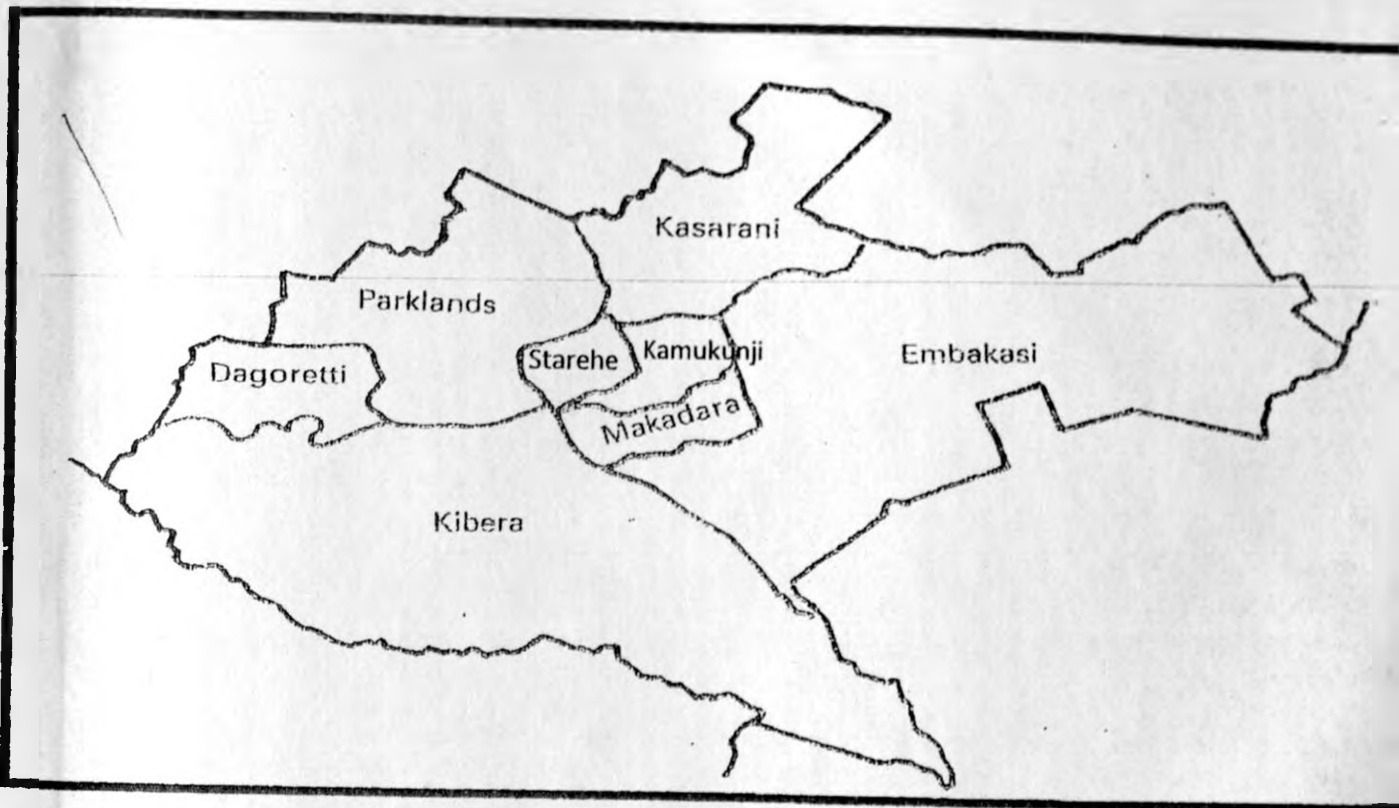
  
**DR. M. K. RUGUTT, Ph.D. FSC**  
**DEPUTY COUNCIL SECRETARY**

Copy to:  
Provincial Commissioner  
Provincial Director of Education  
Nairobi Province

APPENDIX V

MAP OF STUDY LOCATION

DISTRICTS IN NAIROBI COUNTRY



UNIVERSITY OF NAIROBI  
LIBRARY  
P.O. Box 20197  
NAIROBI