

**PERCEPTIONS OF HEAD TEACHERS, TEACHER COUNSELLORS AND STUDENTS  
ON THE EFFECTIVENESS OF GUIDANCE AND COUNSELLING PROGRAMME  
IN ENHANCING STUDENTS' PERSONAL, ACADEMIC AND CAREER  
COMPETENCIES: A CASE OF SECONDARY SCHOOLS IN  
BARINGO DISTRICT, KENYA.**

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**A Research Project Report Submitted to the Department of Psychology, Counselling and  
Educational Foundations in Partial Fulfillment of the Requirements for the Award of the  
Degree of Master of Education in Guidance and Counselling of Egerton University**

**EGERTON UNIVERSITY**

**July, 2009**

## **DECLARATION AND RECOMMENDATION**

### **DECLARATION**

I declare that this is my original work and has not been submitted for the award of a degree or diploma in any other university

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### **RECOMMENDATION**

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

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Date\_\_\_\_\_

Prof. A.M Sindabi

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## **DEDICATION**

I dedicate this work to my beloved husband Nicholas and children; Wendy, Hosea and Stephen.

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## ABSTRACT

Guidance and counselling programme in Kenyan secondary schools is critical because of the psychological, social, educational and economic problems the youth face arising from the rapid changes in the society. In 1977 the Kenya government through the Ministry of Education institutionalized a policy for the implementation of guidance and counselling programme to provide personal, academic and career advice to assist the students. The purpose of this study was to determine the level of the perception of the head teachers, teacher counselor and student on the effectiveness of guidance and counseling programme in enhancing students' personal academic and career competences. The study adopted an *ex post facto* research design. The target population included 36 head teachers, 36 teacher counsellors and 2387 form III students in Baringo district. Stratified random sampling method was used to obtain a sample consisting of 8 schools (2 girl-schools, 2 boy-schools and 4 co-educational schools). The sample constituted 331 students who were distributed across the 8 schools. Simple random sampling was used to obtain the sample of boys within boys' schools, girls within girls' schools while proportionate random sampling was used within co-educational schools. Head teachers and teacher counsellors in the 8 selected schools, were included in the sample. Three sets of questionnaires (head teacher questionnaire (HTQ), teacher counsellors' questionnaires (TCQ) and student's questionnaires (SQ)) were used to collect data. The questionnaire contained items measuring perceptions of the respondents on the effectiveness of guidance and counselling in enhancing students' personal, academic and career competencies. Data was analyzed using descriptive and inferential statistics with the aid of the computer based Statistical Package for Social Sciences (SPSS) version 11.5. The descriptive statistics included frequencies, percentages and means. Inferential statistic involved the use of one-way ANOVA and Pearson correlation coefficient ( $r$ ). The results were accepted at the significance level of alpha ( $\alpha$ ) 0.05. The results were presented using tables. The findings of the study indicated that head teachers, teacher counsellors and students perceived that guidance and counselling was effective in enhancing students' personal, academic and career competences. The findings of this study provided useful information on the effectiveness of guidance and counselling programme in enhancing students' personal, academic and career competencies. Based on the finding of the study, it was concluded that head teachers, teacher counsellors and students had positive perceptions on the effectiveness of guidance and counselling programme in secondary schools.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

AIDS	:	Acquired Immune Deficiency Syndrome
ANOVA	:	Analysis of Variance
G.O.K	:	Government of Kenya
HIV	:	Human Immuno Virus
KCSE	:	Kenya Certificate of Secondary Education
KNEC	:	Kenya National Examination Council
MOE	:	Ministry of Education
PDE	:	Provincial Director of Education
TIQUET	:	Total Integrated Quality Education and Training
TSC	:	Teachers Service Commission
SPSS	:	Statistical Package for Social Sciences

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background Information

Guidance and counselling programme in Kenyan secondary schools has become very important because the students face many personal, academic and career problems arising from changes in the socio-economic states of the Kenyan society. Guidance and counselling programme assists the students acquire values, skills and attitudes to handle these problems and become productive members of the society (Gachathi, 1976). Since independence the government of Kenya has looked for ways of developing and maintaining a relevant educational system for the youth. Several education commissions have been set up to review major issues and problems in education and to ensure that education policies are in agreement with the national development objectives (Sindabi, 1992). These include Total Integrated Quality Education and Training (1999); the Commission on Education in the Next Decade and Beyond (1988); the National Committee on Education Objectives and Policies (1976) and the Kenya Education Commission (1964), (Koech, 1999; Kamunge, 1988; Gachathi, 1976 and Ominde, 1964).

These commissions recommended that the youth of the country must be prepared and equipped so as to develop their talents and personalities to be able to contribute towards nation building. Also, as a result of these reports the education policy makers realized that learners experience educational and non-educational (social, academic) challenges that affect their personal, academic and career competencies. Hence the role and development of guidance and counselling programme was recommended to assist the students, so that the country could achieve its national development objectives. Therefore, in 1977 the Kenya government through Ministry of Education institutionalized a policy for the implementation of guidance and counselling programme in schools to provide personal, academic and career counseling to the students. A unit within the ministries inspectorate section was established to organize, coordinate, administer and supervise school guidance and counselling programme (G.O.K, 1999 & Kilonzo, 1984).

Guidance and counselling programme in secondary schools is intended to provide personal, academic and career advice to the students to assist them choose the desired direction of development. Peeku (1991) observed that guidance and counselling helps learners overcome problems which would otherwise make learning difficult or prevent students from settling down in school. It follows therefore that students who are guided and counseled develop ability to make rational personal, academic and career decisions. For example, career guidance involves the giving of information about opportunities in various institutions and their requirements to assist learners to determine courses to take after secondary education. The Ministry of Education has given school head teachers, by the virtue of their positions, the authority and responsibilities to establish guidance and counselling programme in their schools. The head teacher provides the environment within which the guidance and counselling programme thrives and also appoints the teacher counsellors or recommends him/her for appointment by the Teachers Service Commission (TSC). The teacher counsellor is then responsible for implementation of the programme and provides the actual professional expertise. The teacher counsellor also offers appraisal services where he/she maintains records of individual learners (including records of personal, academic and medical reports) to be used to further determine career choices by choosing the appropriate subject combination. It therefore, follows that the success and effectiveness of guidance and counselling programme in enhancing student's personal, academic and career competencies in any school depends strongly on the support and level of perception of the head teachers and the teacher counsellors.

Despite the implementation of school guidance and counselling programme, widespread cheating in Kenya Certificate of Secondary Examination (KCSE) is reported every year. For example in 2001 alone, the results of 2880 students in Kenyan secondary schools were cancelled in over 100 examination centers by Kenya National Examination Council (KNEC) because of examination cheating ( Siringi, 2001). This can be a sign of lack of adequate study skills, knowledge and information required to plan for and writing examinations among secondary school students. Many students still perform poorly in national examinations in many schools despite emphasis on academic work by the teachers (Eshiwani, 1993). This also could be an indication that the students lack



academic competencies which they should acquire through academic guidance and counselling programme.

Many students are recalled to fill university application forms after Kenya Certificate of Secondary Education (KCSE) results have been released, indicating that they lack career competencies required to assist them to make correct career choices while in school (Joint Admission Board, 2006). Makinde (1984) observed that most parents lack job related and sound study techniques required to guide their children in the choice of their school subjects and career choices. Therefore, school guidance and counselling programme is needed to supplement parental efforts.

Indiscipline cases which have led to strikes and other antisocial behaviours resulting in burning of schools, destruction of school property and loss of lives, could be due to lack of personal competencies for example, inability to disclose personal problems and poor interpersonal relationships among students. Punishment, suspension, expulsion of students and payment for damages has been used but the situation has not changed (GOK, 2001). Therefore, the widespread cheating in the Kenya Certificate of Secondary Examination (KCSE), the inability to determine appropriate career choices and the prevalence of strikes in secondary schools imply that insights about effectiveness and success of Guidance and Counselling Programme in enhancing Students' Personal, Academic and Career Competencies in secondary schools needs to be understood if the Kenyan youth have to be assisted to develop into reliable and responsible citizens.

## **1.2 Statement of the Problem**

The Ministry of Education directed learning institutions in Kenya to implement guidance and counselling programmes in 1977. The aim of guidance and counselling programme in educational institutions was to help develop the students' intellectual, physical, social, emotional and spiritual capacities. Guidance and counselling programme assist students develop their personal, academic and career competencies, among others. Despite availability of guidance and counselling services in secondary schools in Baringo district, performance in national exams has been relatively dismal. Cases of indiscipline,

antisocial behaviour and unsuitable career choices by the students have been on the increase in the past 5 years. This could be a sign that guidance and counselling programme has not achieved its objectives. It is against this background that this study tried to investigate the perceptions of head teachers, teacher counsellors and students on the effectiveness of guidance and counselling programme in enhancing students' personal, academic and career competencies.

### **1.3 Purpose of the Study**

The purpose of this study was to examine the perceptions of Head teachers, Teacher Counsellors and Students on the extent of success or failure of the secondary school Guidance and Counselling Programme in enhancing students' personal, academic and career competencies.

### **1.4 Objectives of the Study**

The following objectives guided the study.

- i. To determine the level of perception of the head teachers, teacher counsellors and students on the effectiveness of guidance and counselling programme in enhancing students' personal, academic and career competencies.
- ii. To determine the relationship between level of training in guidance and counselling of head teachers and teacher counsellors on their perception on the effectiveness of guidance and counselling programme in enhancing the students personal, academic and career competencies.
- iii. To compare the level of perception of head teachers, teacher counsellors and students on the effectiveness of guidance and counselling programme in enhancing student's personal, academic and career competencies.
- iv. To compare the level of perception of students from boys only, girls only and co-educational secondary schools on the effectiveness of guidance and counselling programme in enhancing the students' personal, academic and career competencies.

## **1.5 Research Questions**

The study sought to answer the following questions:

- i. What are the perceptions of secondary school head teachers, teacher counsellors and students on the effectiveness of guidance and counselling programme in enhancing students' personal, academic and career competencies?
- ii. Is there any significant relationship between the professional training in guidance and counselling of head teachers and teacher counsellors and their level of perceptions on the effectiveness of guidance and counselling programme in enhancing the students' personal, academic and career competencies?
- iii. Are there any significant differences between head teachers, teacher counsellors and students' perception on the effectiveness of guidance and counselling Programme in enhancing the students' personal, academic and career competencies in secondary schools?
- iv. Are there any significant differences between students from boys only, girls only and co-educational secondary schools perceptions on the effectiveness of the guidance and counselling programme in enhancing student's personal, academic and career competencies?

## **1.6 Significance of the Study**

The findings of this study may be used to improve the effectiveness of guidance and counselling programme. The study has provided information on various roles and functions played by both head teachers and teacher counsellors in guidance and counselling programme in secondary schools. The findings may assist career teachers to guide the students in choosing their subject combination and appropriate career choices. The findings of the study have also shown the challenges facing guidance and counselling programme and made recommendations on ways to improve the effectiveness of guidance and counselling programme in enhancing students personal, academic and career competencies in secondary schools. The research findings may also be useful to the Ministry of Education (MOE) in policy making regarding the improvement of the effectiveness of guidance and counselling services in secondary schools.

### **1.7 Assumptions of the Study**

The following were the assumptions of the study:

- (i) Guidance and counselling programme existed in all the selected public secondary schools in Baringo district.
- (ii) The respondents would provide true and honest information about their perceptions on the effectiveness of guidance and counselling programme in secondary schools.
- (iii) The head teachers, teacher counsellors and students would be cooperative during the study.

### **1.8 Scope of the study**

The study was confined to the head teachers, teacher counsellors and students in public secondary schools in Baringo District, Rift Valley Province, Kenya. The students who participated in the study were form three in their respective schools.

### **1.9 Limitations of the study**

The study was restricted to the respondents' views on the effectiveness of guidance and counselling programme in enhancing students' personal, academic and career competencies. The study was carried out in Baringo district, with its own unique challenges and advantages and therefore findings should be generalized to the rest of Kenya and beyond with caution.

### **1.10 Definition of Terms**

The following were operational definitions of the terms in the study.

**Academic competency:** Knowledge, abilities, skills, attitudes and values students acquire and are expected to demonstrate as a result of participating in school guidance and counselling programme.

**Attitude:** This is a positive, negative or mixed reaction to given information, object, person or action which influences one's behaviour. In this study it is the view or opinion the students have towards guidance and counselling programme.

**Career competency:** Attitudes, knowledge and skills students acquire and demonstrate after participating in career guidance and counselling programme in school.

**Competency:** Ability, knowledge and skills students acquire and are expected to demonstrate as a result of participating in school guidance and counselling programme.

**Co-educational school:** A school that admit both girls and boys.

**Counselling:** This is a process of helping students in school to accept and use the advice or information given to solve their problems or cope with their problems and continue to learn and succeed academically. In this study it is the help students are given to handle their personal, academic and career problems.

**Educational guidance:** Is the process of helping an individual in planning a suitable educational programme and succeeding in it (Biswalo, 1996).

**Effectiveness:** Ability of school guidance and counselling programme to enhance students' desired personal, academic and career competencies. In this study this was measured through the respondents' degree of agreement or disagreement (in percentage) on the extent to which school guidance and counselling programme, has effectively enhanced the students' personal, academic and career competencies.

**Guidance:** This is a process of helping an individual student by giving direction to gain self understanding and self direction so that he/she can adjust to school, home or community environment.

**Head teacher:** Teacher in secondary school who is in charge of administration and supervision of teachers as well as the students' welfare. In this study it refers to the teacher charged with school administration and managing of the school system.

**Individual counselling:** This is the interaction between a teacher counsellor and the individual student. In this study it is the process where the student seeks help individually and interacts with the teacher counsellor on a personal basis, to be assisted to solve a personal problem.

**Personal competency:** Attitude and values students are expected to display resulting from participating in personal guidance and counselling programme in school.

**Perception:** Is the way one gathers and interprets information about something or an event (Matline, 1997). In this study views and opinions of the respondents on the stated students' personal, academic and career competencies measured through the expression of the respondent of the extent they agree or disagree with the stated personal, academic and career competencies have been achieved or not achieved through the school guidance and counselling programme.

**Public secondary school:** Is a secondary school that is funded and regulated by the government and admits students from all cadres of the society.

**Teacher counsellor:** A teacher in secondary school who is charged with the responsibility of providing professional guidance and counselling services in a school.

**Training:** The process of equipping one with knowledge and skills. In this study, it is the equipping of the head teacher and teacher counsellor with the necessary knowledge and skills in guidance and counselling practice.

**Vocational counselling:** This is a process of assisting students to choose a vocation and to prepare for it. In this study, the student is given information to determine the type of vocation to take after school.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents a review of literature on the need for effective guidance and counselling programme in secondary schools, the role and functions of guidance and counselling, acquired competencies, training of head teachers and teacher counsellors in guidance and counselling and perceptions on guidance and counselling, theoretical framework and conceptual framework used in guiding the study.

#### **2.2 Need for Guidance and Counselling Programme in Secondary Schools**

As students join secondary schools, they bring along a host of emotional, psychological, social and academic problems that need to be understandingly resolved (Rao, 1990). Sifuna (1975) observed that students in secondary schools come from different backgrounds like single parents, absentee father, divorced or separated parents and poor or rich families. The schools are expected to successfully integrate all these family structures and bring out an all-round successful individual at the end of the secondary school education. Schools can only do this through an effective guidance and counselling programme with a broad and comprehensive curriculum that can assist students adjust to their situations. Therefore guidance and counselling in secondary school is of great importance if these problems are to be addressed.

Peeku (1991) observed that guidance and counselling helps learners to overcome personal, academic and career problems which could otherwise make learning difficult or prevent students from settling down in school. This is because an effective guidance and counselling programme teaches students coping strategies and new behaviours that could be used in making maximum use of their time at school. McLeod (2003) explains that when students' emotional concerns are taken care of they become stable and develop a positive attitude towards school. Effective guidance and counselling is therefore an important and crucial element in improving students' personal, academic and career competencies. Sindabi (1992) pointed out that most of the students problems calling for



guidance and counselling are mainly in education/academic, social/personal and career/vocational areas of concern. Therefore the school guidance and counselling programme is expected to help students develop skills, attitudes, values, and knowledge to solve the problems and develop their personal, academic and career competencies. The Task Force on Students' Discipline and Unrest in Secondary Schools (G.O.K 2001) observed that student unrest, anti-social behaviour and poor academic performance is due to lack of extra-curricular activities. This is an indication of inadequate personal competencies among Kenyan secondary school students including those in Baringo district, since the findings of the Task Force were representative of all schools in Kenya.

Bor *et al*; (2002) observed that young people, like adults, also experience crisis in their lives, like death of parents, family member, teacher or fellow student while at school or during school holidays. Thus there is need to establish an effective guidance and counselling programme which will help the students on personal level by providing psychological and emotional support to help them to cope. The TIQET report (1999) observed that cases such as those of students infected or affected by HIV/AIDS require professional guidance and counselling services not only for themselves but also for their families. Hence, there is need to equip students with personal competencies through guidance and counselling to help them face life challenges. In addition, the youth witness or are victims of atrocities that traumatize them such as violence, road accidents, rape and murder. It is necessary for schools to establish effective guidance and counselling services so as to help the youth cope with these atrocities as they pursue their studies (Gothard & Goodhew, 1987).

Kamiti (1991) observed that the break down of the extended family set up and rising cost of living has forced parents to spend more time away from home in search of money, others put their children in boarding schools thus necessitating formal guidance and counselling in schools where the children will be assisted to adjust to the conditions of boarding school. The National committee of Education Objective and Policies (1976) noted that "guidance and counselling of learners at all stages when properly done will play an important role in enhancing their personal adaptability as does academic

teaching” (pp, 17). Gothard & Goodhew (1987) in their study on guidance and counselling services in schools found out that there would never be sufficient time for all students in a school to have the necessary guidance given to them individually by the teacher counselors. Hence, there is need for an effective guidance and counselling programme that involves the head teacher and other teachers to be able to reach all the students in the school.

The Kenya development plan (1974 -78) in support of guidance and counselling programme recommended that all teachers should be trained in guidance and counselling and discharge it as part of their normal duties. This has led to the strengthening and expansion of school guidance and counselling in most secondary schools. Widespread cheating in Kenya Certificate of Secondary Examination (KCSE) for example in 2001 alone, where the results of 2880 students in Kenya secondary schools were cancelled in over 100 examination centers by Kenya National Examination Council (KNEC) ( Siringi, 2001) portrayed a learning problem among students. This could be a sign of lack of adequate study skills, habits, knowledge and information required to plan for and write examinations among secondary school students. Despite the emphasis on academic work by the teachers in Kenyan secondary schools many students still perform poorly in national examination (Eshiwani, 1993). This is an indication that the students lack academic competencies offered through academic guidance and counselling programme. In Kenya, dismal academic performance is an impediment to a student’s personal future, academic and career development because further studies in post secondary institutions of learning are based on (KCSE) performance. Although other factors may contribute to poor academic performance, guidance and counselling programme could be used to address most of academic problems the students experience in secondary schools.

The fact that students are recalled to fill university application forms after Kenya Certificate of Secondary Examination (KCSE) results have been released is an indication that students lack career competencies required in making correct career choices while at school ( Join Admission Board, 2006). Makinde (1984) observed that most parents lack job related and sound study techniques required to guide their children hence they may

misdirect their children in the choice of their school subjects and life occupation. School guidance and counselling programme therefore is needed to supplement parental efforts. Sisungu (1998) observed that the quality of education in Kenya is deteriorating therefore school guidance and counselling programme may be the tool that can be used to improve it by equipping the students with skills to adjust to the overloaded school curriculum and how to continue in the education ladder. According to the report of the Task Force on Student Discipline and Unrest in secondary schools (2001), students have developed negative attitudes towards education due to high unemployment rates in the country thus career guidance and counselling programme is required to help the students identify alternative options in order to influence their perceptions positively towards life after secondary school and to work to improve their academic performance (G.O.K 2001)

### **2.3 The Role and Functions of Guidance and Counselling Programme in Secondary Schools.**

Students in secondary schools experience personal (social, emotional, psychological) academic and career problems as they pass through adolescence stage of life. In most cases these problems if not handled well lead to indiscipline. Guidance and counselling programme is aimed at helping the student solve personal, academic and career problems and to adjust to secondary school environment. Ngumo (2003) in his study on the role of guidance and counselling programme in controlling discipline reported that it can control indiscipline of the students if they could perceive the programme positively and make use of the services offered. The report on the Task Force on Student Discipline and Unrest in secondary school (G.O.K 2001) proposed that guidance and counselling should be made an integral part of the school programme. Guidance and counselling programme has important roles and functions in enhancing students' personal, academic and career competencies. The roles and functions of guidance and counselling programme in secondary schools in Kenya have been outlined by (Rao, 1990) as assisting:

- (i) Students in problems of learning because when students face difficulties in school they lose interest in studies and deteriorate in academic performance.
- (ii) Students with problems concerning their vocational future.

- (iii) Students to adjust to imbalance caused by adolescence development which could cause strain and stress.

Rao (1991) explained that the teacher counsellors understand problems of the young people, hence will assist them to initiate steps to overcome or prevent personal, academic and career problems. Mutie & Ndambuki, (1999) also outlined the roles and functions of guidance and counselling programme for secondary schools as including:

- (i) Education talk: talks on simple educational topics such as; adjustment to the school, effective study habits, use of library, interrelationships participation on co-curriculum activities and dealing with peer pressure.
- (ii) Orientation: to orient the students to subjects offered and to the facilities such as libraries, laboratories and workshops available in the school.
- (iii) Career conference: career talks to cover careers open to those who leave school after form four.
- (iv) Planned tours: the teacher counsellor plans student visits to industries and commercial establishments to provide the students with direct experience of the work and physical environment in which it is done.

Makinde (1984) summarized the roles of guidance and counselling as follows:

- (i) Adaptive services: adaptive services are provided to help students adjust better in any new environment especially new students.
- (ii) Appraisal services: a variety of data is collected for the purpose of better understanding of students.
- (iii) Information services: providing students with better knowledge of educational, vocational and social opportunities so that they can make informed choices and decisions
- (iv) Planning and placement: help students who require hospitalization for one kind of sickness or another or and an individual student to achieve admittance into a school of his/her choice.

The above outlined roles and functions of guidance and counselling programme are designed to help the students through their secondary education by equipping them with the competencies needed to optimize personal, academic and career potentialities. There was need to investigate its effectiveness in enhancing personal, academic and career competencies among the students in Baringo district, Rift Valley province, Kenya. Despite the development of the school guidance and counselling programme objectives in secondary schools little follow up has been conducted to determine the effectiveness of guidance and counselling programme in enhancing students' personal, academic and career competencies.

## **2.4 Competency Areas of Guidance and Counselling Programme in Secondary School**

Students in secondary schools experience social, educational, vocational and economic problems which if not well handled may affect their academic performance. In this study the main competencies are summarized as personal, academic and career. These are areas which students are expected to be influenced by guidance and counselling given to an individual student.

### **2.4.1 Personal Competencies**

Personal competencies involves students' values, attitudes, aptitudes, skills, knowledge and abilities considered necessary to enable students manage life challenging situations in and after school. Personal competencies are necessary to assess social situations, adjust and behave adaptively so as to live responsibly in school and society. Personal competencies are aimed at developing positive self esteem, self understanding and setting realistic and attainable life goals. Makinde (1984) observed that personal competencies are important in assisting a student to overcome disturbing emotional, social and individual problems.

Biswalo (1996) explains that effective school guidance and counselling assists students as follows:

- (i) Help students overcome emotional problems

- (ii) Help students become aware of referral to other specialists for their personal problems
- (iii) Help students relate their present interests, and abilities to the future educational and career opportunities.
- (iv) Assist students develop greater ability to cope with and solve problems
- (v) Assist students understand and accept themselves as individuals.
- (vi) Help students gain competency in making decisions and plans for the future.

This implies that secondary schools must develop an effective guidance and counselling programme to assist equipping the students with personal competencies. According to Makinde (1984) students who are not given guidance and counselling try all sorts of adjustment mechanisms such as aggression, compensation, projection, regression, withdrawal, physical ailments, rebellions, demonstrations, drug and substance abuse to get their needs fulfilled. Hence, head teachers and teacher counsellors should put effort to establish effective school guidance and counselling programme to help the students avoid frustrations and restore self understanding. Research conducted by Ngumo (2003) on the role of school guidance and counselling programme in controlling indiscipline in Kieni Nyeri District secondary schools reported that the school guidance and counselling programme in their schools has contributed in improving indiscipline. This means that if students participate in school guidance and counselling programme, most indiscipline problems in schools will reduce since discipline is a component of personal competency.

#### **2.4.2 Academic Competency**

This include values, skills, attitudes, knowledge and abilities required to enable students to select and succeed in a chosen subject and study programmes in secondary school which act as the foundation for post secondary education options and professional career. Academic guidance and counselling is a process of helping an individual in planning a suitable directional programme and making progress in it (Makinde, 1984). According to Biswalo (1996), academic guidance and counselling help students in planning an effective study and revision programme, subject choice, study skills, information on higher education opportunities, skills to reduce test anxiety and any other aspects relevant

to the pursuit of education in school and after school. Absence of these competencies makes students to under achieve academically. Academic competencies are therefore important for assisting students to meet their educational opportunities. This means educating the students towards becoming responsible individuals. Biswalo (1996) observed that academic guidance and counselling offers opportunities to students to discover their own abilities and to develop them. Hence, academic guidance and counselling helps the students to make suitable educational plans so as to help them prepare and realize their capabilities and interests. Therefore, academic competencies assist a student to relate present subjects to future academic choices, relate academic performance in school with courses to study after school and prepare him/her to choose from a wide variety of substantial post secondary educational options as well as link current school subjects to life in society after school.

Makinde (1984) observed that academic guidance and counselling services should not only be provided to students who may be under achieving and potential drop-outs but also for the gifted students who are high achievers. Kimathi (2002) in his study to investigate on the perception of teacher counselor's role in the implementation of secondary school curriculum in Kenya established that school guidance and counselling programme has contributed to the effective student learning and high academic performance. This implied that student learning and high academic performance could be attributed to the presence of the needed skills, values, attitudes and knowledge to make students achieve academically. Studies on effect of guidance and counselling programme on student academic competencies in Kenya are limited. There was need to find out the effectiveness of guidance and counselling in enhancing students' academic competencies in secondary schools. Therefore, there is need to study secondary schools in Baringo district which have had poor academic performance continuously for many years.

### **2.4.3 Career Competencies**

These are attitudes, knowledge, skills, values; abilities necessary to enable a student identify and chose a career. Makinde (1984) observed that career competencies involve providing students with information on job requirements, employment opportunities,

necessary training, how to apply for employment, writing curriculum vitae and preparation for job interviews. Ndambuki & Mutie (1987) noted that boys and girls perceive occupation as the role of one sex or the other according to traditional stereotypes which are carried on even to the world of work. There is a possibility that most students in Kenya today leave school with a similar perception. Biswalo (1996) supported Mutie & Ndabuki (1987) that students have little knowledge of the requirements of the occupations they choose upon completion of secondary education and have inadequate exposure in the world of work, making career guidance and counselling essential in secondary schools. Therefore, schools need to have effective guidance and counselling services to prepare the students for what is in reality after school.

Eshiwani (1993) recommended that career or teacher counsellors should advise students on the correct course of study according to each student's ability and career choice. The career counsellors should also provide students with information about existing employment opportunities and prospects. Makinde (1984) pointed out that career aspirations for most students are not commensurate with the academic abilities, interests, aptitudes and personalities, indicating that school guidance and counselling programme has not enhanced the students' career competencies. The literature reviewed found no current studies in Kenya on the influence of guidance and counselling programme on students' career competencies. However, several research studies conducted in Western countries indicate that the school guidance and counselling programme effectively influence students' career competencies. Hull (2000) established that helping students in selection of career pathways and enrolment in coursework is a sure way of enabling them to achieve their career goals. Hence, there is need to establish the same among students in Baringo district secondary schools as a result of participating in school guidance and counselling programme.

## **2.5 Perceptions of Guidance and Counselling Programme in Secondary Schools**

The goal of guidance and counselling is to help students adjust to school environment, educational problems, and emotional, social and psychological problems resulting from adolescent stage in life (Rao 1990). Guidance and counselling is also intended to teach



the students to succeed in their academic performance (Gorthad & Goodhew, 1987). Rono, (1989), also emphasized that the teacher counsellors' perception towards guidance and counselling has a great impact on the effectiveness of the programme.

Perception is a process in which an individual interprets information received. As the brain interprets the information, attitudes that tend to influence the actions towards the source of the information are formed. If information is interpreted positively the individual will react positively towards the source and vice versa where the information is interpreted negatively (Eysenck & Keane, 1995). Hence the head teachers' and teacher counsellors' perceptions of guidance and counselling depend on their interpretation of the information concerning their students' behaviour and learning process. Since the society expects teachers to also provide moral values to the learners through guidance and counselling, the Kenya development Plan (1974 -78) recommended that all teachers be trained in guidance and counselling and discharge it as part of their normal duties. Therefore, the head teachers' and teacher counsellors' perception of guidance and counselling as a medium for instilling moral values and molding students' behaviour will influence how they will make the programme to be effective (Ngeno, 2006)

Perception enables an individual to construct an effective model of reality using psychological process (Ruch & Zimbardo 1971). On the basis of this the head teachers and teacher counsellors construct an effective model of the reality of their school environment and hence develop a relative guidance and counselling programme that will address the real issues in their school environment. This mean that the head teachers, teacher counsellors and students' perception of guidance and counselling as an interactive helping process is crucial for an effective guidance and counselling programme to be achieved (Bor *et al*, 2002).

Perception of guidance and counselling by students in secondary schools is influenced by factors such as expectation from the programme (Eysenck & Keane 1995). This means that the students who expect the teacher counsellors to handle their problems perceive the programme positively and seek the teacher counselor's help whenever they need it.

However, students value their privacy and want their information kept confidential therefore, confidential setting is important because it provides the client with safety and privacy and any limitation of this requirement may affect the counselling relationship adversely (Milne, 1999). Hence, if confidentiality is not maintained, students lose trust and ultimately perceive the programme negatively even where the head teacher and parents support the programme. Students also, perceive guidance and counselling programme from their interaction with teacher counsellors. Biswalo (1996) observed, that a teacher counsellor who empathizes, understands the students' feeling and communicates effectively records a higher success of the programme. Therefore students' perceptions in guidance and counselling depend strongly on their expectations and their interaction / relationship with the teacher counsellor. Hence it is important to train head teachers and teacher counsellors to enable them handle students issues effectively and make them feel helped in order to develop positive perception of the guidance and counselling programme.

### **2.6.1 Training of Head teachers in Guidance and Counselling**

Training and knowledge in guidance and counselling service delivery is important because it requires head teachers to handle students as individuals in a planned way (Gothard & Goodhew, 1987). This can only succeed if the head teacher is trained in the principles of guidance and counselling and has the skills to assess and interpret the needs of the students. Training helps a head teacher understand the importance of guidance and counselling in a school and to allow the establishment of an appropriate programme to assist the students. According to Muro & Kottman ( 1995) most head teachers have no formal training on guidance and counselling so they do not understand what is taking place in the guidance and counselling programme and that is why most of them appoint the staff irrespective of their interest towards the programme to co-ordinate guidance and counselling services in the school.

Sindabi (1992), noted that majority of the appointed teachers have no formal training in counselling and have not attended any seminars, workshop or in-service training in guidance and counselling. Also, some appointed teachers double up as counsellors and

discipline masters since they are the senior teachers in the school. This creates confusion and negatively influences the perception of the students on the role and functions of guidance and counselling programme affecting its effectiveness. Therefore, there is need for a trained head teacher who is able to appoint appropriately trained staff that have the resources to meet the personal, academic and career needs of the students. Ngeno (2006) observed that a trained head teacher will be able to separate counselling and disciplinary issues in the school, because he/she can understand the difference between the two and will be able to ensure that guidance and counselling services do not replace discipline but that the two complement each other for the good of the students and the school.

Makinde (1984) explains that some head teachers are resistant to the guidance and counselling programme. Some of them view the teacher counsellors as rivals for promotion to higher offices because they cannot understand why students go to the teacher counsellors when in need. As a result some head teachers do not allocate time for guidance and counselling in the school routine; while others do not allow the programme in the school at all. Therefore, the training of head teachers is very important because it will influence their perception on the effectiveness of the programme in the school. Also, training enables them to recognize the skills of a teacher counsellor to be helpful if utilized in dealing with problems affecting the students in the school (Bor *et al*, 2002). Hence, training will help the head teacher to view the teacher counsellor as a support that helps to reduce the administrative and disciplinary problems in the school. Lutomia & Sikolia (2002) explain that there is need to train head teachers in guidance and counselling so that they can be in a position to guide the students who have problems or refer them to the teacher counsellor for assistance, since head teachers are in contact with the students most of the time.

### **2.6.2 Training of Teacher Counsellors in Guidance and Counselling**

Guidance and counselling in secondary schools has been assumed to be offered by Christian teachers or the chaplain (Bor *et el*, 2002). This has not been effective because of psychological and emotional problems emanating from adolescence crisis which are very common with students in secondary school. There is also the issue of confidentiality

which may be breached. Makinde (1993) observed that most students in secondary schools suffer effects of peer pressure and that a student who is ignored or rejected by his/her peers or teachers need help from a professional counsellor. The National Committee on Education Objectives and Policies (1976) recommended that the education system and training should be integrated with the social environment in order to respond to the needs of the students. Hence, training of teacher counsellors should include relevant counselling skills and techniques to enable them handle students' personal problems effectively (Geldard & Geldard, 2003). A trained teacher counsellor will be able to understand the students' social environment and be able to offer the necessary help. A well educated teacher counsellor is one who is able to translate theoretical constructs into practice (Okoth, 2003).

Makinde (1984) also observed that there is need to have trained teacher counsellors in secondary schools, because leaving young people to develop self direction independently for themselves without proper guidance will not yield lasting results. Rono, (1989) pointed out that the major problem facing guidance and counselling programme in secondary schools is lack of trained teacher counsellors. Therefore, training of teacher counsellors should focus on the psychology, the techniques used to handle adolescence emotional problems and adjustment mechanisms they use when they are disturbed or uncomfortable. Training will enable the teacher counsellor to handle the major problems that affect students. As a result, the students will feel helped and appreciate the role of guidance and counselling programme in the school. Therefore there is need to train teacher counsellor in order to understand the personal, academic and career needs of students in a school (Ngeno, 2006). Also, Hoffman and Spelet (1984) observed that professional training in guidance and counselling equips teacher counsellors with appropriate skills and professional knowledge necessary to enable them assist their students.

## **2.7 The Role of Head Teachers on Guidance and Counselling Programme in Secondary Schools**

A school is a large organization with various components namely, administration, teaching and guidance and counselling as part of the organization (Sisungu, 2002). Therefore, guidance and counselling programme will only succeed if the school administration recognizes and supports its objectives and activities by ensuring institutional as well as personal commitment to the aims and values of counselling. Lutomia & Sikolia (2002) in their study on guidance and counselling in schools observed that although schools need teacher counsellors, active cooperation of head teachers and other teachers must be solicited because one teacher will not be able to achieve much in a multi-faceted guidance and counselling programme. Hence, head teacher's positive perception is important in influencing other teachers to assist in the implementation of an effective guidance and counselling programme in the school.

The main role of the head teachers is to be supportive of the guidance and counselling programme by providing the needed materials, facilities such as rooms and becoming an active participant in some stages of the programme. The head teacher should advocate the importance of guidance and counselling programme in assisting the students solve personal, academic and career problems to the students and parents. Mutie & Ndambuki (1999) observed that head teachers should mobilize and encourage the teachers and parents to support the guidance and counselling programme by allocating time for guidance and counselling in the school routine. Also, he/she should encourage students to make use of the programme. It is therefore important that the head teachers do not pay lip service to guidance and counselling without real commitment of time and financial resources (Ngeno 2006). This implies that head teachers' positive perception of guidance and counselling programme in enhancing students' personal, academic and career competencies influence the effectiveness of the programme in a school.

### **2.7.1 The Role of Teacher Counsellor in Guidance and Counselling Programme**

The main role of a teacher counsellor is to assist students develop skills in problem solving and decision making, by establishing trust and confidential working relationship

with the students as individuals and as a group (Bor *et al*, 2002). The teacher counsellor's main role is to interact and coordinate with the school administration and parents of individual students since it is almost impossible to help a student change without the support and cooperation of the parents. The cooperation between teacher counsellor and parents is essential to effect change in the student's life and facilitate growth (Okoth, & Ngumba 1999). It is important for the teacher counsellor to interact with the parents because they have more influence on their children. However, there has been friction between the teacher counsellors and administrators (Rao, 1992). Some head teachers view the teacher counsellors as rivals for promotion to higher offices because they cannot understand why students go to the teacher counsellor and not them or their deputies (Makinde, 1984). In some schools, some parents and teachers feel teacher counsellors in the course of counselling intrude into the students' private life (Gothard & Goodhew, 1987). Therefore for guidance and counselling programme to be effective, the teacher counsellors must work towards giving the institution in which they work and the students they serve a clear understanding of their roles and objectives (Kariuki, 1990).

For guidance and counselling programme to be effective, the teacher counsellor should seek the support of the school administration as he/she develops the programme. It is important that teacher counsellors are able to define their roles, objectives and functions and communicate them to the administrators (Kariuki, 1990). This is important because when the head teachers support the guidance and counselling programme and the students understand the duties of their teacher counsellors the teacher counsellors will be able to implement effective guidance and counselling programme. The students will seek guidance and counselling services that will assist them understand their own growth and development especially during adolescence period and acquire life skills that will enable them to be responsible and reliable citizens (Biswalo, 1996). The teacher counselor therefore, will develop a programme that will provide intervention services for students already in crisis, those who have made inappropriate choices and decisions through crisis, remedial and preventive counselling sessions. In summary, the main role of a teacher counsellor is to plan and develop educational and vocational guidance and counselling services such as appraisal, referral and staff consultation (Rono, 1989).

### **2.7.2 The Role of Students in Guidance and Counselling Programme**

Guidance and counselling in secondary school seeks to help students who are seeking for higher educational opportunities, need to know about themselves, about their abilities aptitudes, attitudes interests as well as their limitations (Biswalo, 1996). Therefore, for guidance and counselling programme to help students' develop personal, academic and career competencies effectively, their perception on guidance and counselling programme is crucial. Perception is the ability to identify, interpret and process sensory information (Ruch & Zumbardo, 1971). The perception of guidance and counselling will be determined by the processing of sensory information concerning guidance and counselling by the students in a given school. Hence, where students perceive guidance and counselling programme positively, they will use the services offered by the programme and vice versa where the students perceive the programme negatively.

Positive attitudes of the students on the effectiveness of guidance and counselling is crucial because unless the students perceive the programme positively they will never visit the teacher counsellors and the programme might not be effective even though the head teacher and parents support and the school has trained teacher counsellors (Biswalo, 1996). It has also been discovered that unless adolescents feel that they are understood and accepted as individuals, they will refuse to communicate their problems by developing their own defensive mechanisms in solving their problems (Biswalo, 1996). So the perception of the students has to be positive to make it possible for them to express their own feelings, ideas, values and needs. Therefore, for guidance and counselling to be effective, the head teachers and teacher counsellors must have positive perceptions on the effectiveness of the programme in order to influence the attitudes of the students positively towards guidance and counselling programme by giving them enough information about its significance and usefulness.

### **2.8 Theoretical Framework.**

Guidance and counselling programme is aimed at helping students acquire skills, values, attitudes, knowledge and aptitudes necessary for the development of their personal, academic and career competencies. This study was based on theories by Carl Rogers

Person-Centered theory, Psychosocial development theory by Erick Erickson and the Career development Theory developed by Donald Super.

### **2.8.1 Carl Roger's Person- Centered Theory.**

Makinde, (1984) contends that the basis of school guidance and counselling programme is Carl Rogers' person-centered theory, which emphasizes that counselling is an interactive process between the counsellee (student) and the counsellor, with the aim of helping the student to self actualize or to deal with him/herself. Students in secondary school wish to conform to peers while parents disapprove resulting in conflicts, since the students still require parental support. At the same time, adolescents (the student) face conflicts, confusion and stresses arising from struggles to leave childhood ways, be independent and the changes in their bodies. These confusions, conflicts and stresses affect their personality(discipline),academic performance and career choices .Carl Rogers contends that the adolescents(students)need favourable conditions found in guidance and counselling programme where the counsellor help him/her to achieve maturity through insight and self understanding. They also, acquire self actualizing tendency that will aid in growth and mental health (Makinde, 1984).Carl Rogers theory is used in the study because a student who participates in guidance and counselling programme, will acquire values and attitudes that will assist in uprooting emotional obstacles, release expressions, attain insight and thus facilitate personality change to make significant independent personal, academic and career choices.

### **2.8.2 Career Development Theory**

A review of the literature of career development theories revealed that there are many, but the most widely relevant theory was proposed by Super (1957) as cited by Ball (1984). The theory explains that career choice is part of life long process of development and comes in stages: fantasy, exploration, crystallization, specification and implementation. Super emphasizes that the progress through life stages can be guided by career guidance in which the student is equipped with information, knowledge, and values necessary for exploration and preparation for entry into the world of work and profession training after secondary education. In this study, career development theory is

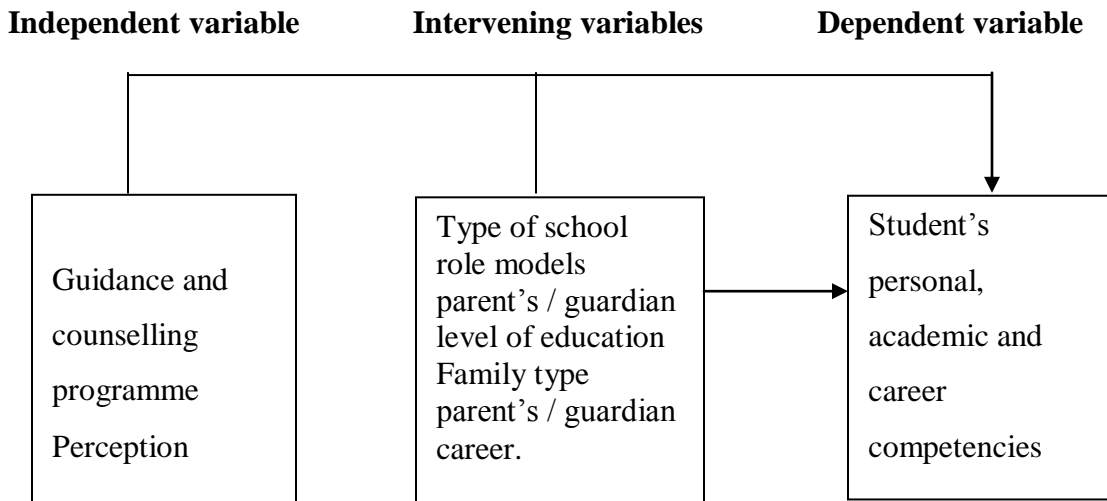


used to explain how an effective school guidance and counselling programme is used to enhance the students' career competencies.

## 2.9 Conceptual framework

The conceptual framework developed from the literature is based on the fact that guidance and counselling programme enhances students' personal, academic and career competencies. The following variables therefore formed the structure of the conceptual framework of the study.

- (i) Independent variable: guidance and counselling programme
- (ii) Intervening variables:
  - type of school
  - Role models
  - Parents/guardian level of education
  - Family type, parents/guardian career
- (iii) Dependent variable: students' personal, academic and career competencies.



**Fig 1: Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Personal, Academic and Career Competencies.**

In Figure 1, guidance and counselling programme (independent variable) enhances students' personal, academic and career competency (dependent variables). The effectiveness of guidance and counselling programme is determined through the perceptions of the head teachers, teacher counsellors and the students on the effectiveness of the programme. Perception is a process in which an individual interprets information received and forms attitudes which guide behaviour thoughts and actions positively or negatively (Eysenck & Keane, 1995). The independent and dependent variables are moderated by the intervening variables such as the type of school, the parents or guardian's level of education, role models, parents or guardians' profession and family type. For example, students' personal, academic and career competencies may be influenced by type of school a student attends and the type of friends interacted with. Also, in a family where the parents are educated, the students without school guidance and counselling programme, would still get personal, academic and career competencies from his/her parents or guardians.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The research methodology for this study is discussed under the following sub-headings: research design, location of the study, population of the study, sampling procedure and sample size, instrumentation, data collection procedures and data analysis.

#### **3.2 Research Design**

This was a descriptive survey research that utilized an *ex-post facto* design because it was found suitable in analyzing perceptions which had already been formed. The perceptions of the head teachers, teacher counsellors and students indicated the effectiveness of the school guidance and counselling programme on the development of students' academic, career and personal competencies. The researcher found this design suitable because during the study the researcher did not manipulate the school guidance and counselling programme to bring about the perceptions on the effectiveness of the school guidance and counselling programme in enhancing students' personal, academic, and career competencies. Black (2002) and Kerlinger (2000) supported the use of *ex-post facto* design in the studies where the researcher has no control over the variables under study. The independent variable was guidance and counselling programme and personal, academic and career competencies were the dependent variables. The design was to analyze perceptions of head teachers, teacher counsellors and students on the effectiveness of guidance and counselling in enhancing students' personal, academic and career competencies.

#### **3.3 Location of the Study**

The study was conducted in public secondary schools in Baringo District, Rift Valley Province, Kenya. This location was chosen because the students in secondary schools in the area like the other parts of the country face social, educational and emotional problems which affect their academic performance. The district also experienced student unrest in several secondary schools in the last couple of years.

### 3.4 Population of the Study

The target populations for this study were all the head teachers, teacher counsellors and students in public secondary schools in Baringo district, Rift Valley Province, Kenya. The accessible population consisted all the form three students, head teachers and teacher counsellors. There were 2387 form three students drawn from 36 secondary schools. The schools were stratified into three categories, 6 boys only, 7 girls only and 23 co-educational schools. Thirty six (36) head teachers and thirty six (36) teacher counsellors drawn from thirty six (36) secondary schools were selected to participate in the study. The population of the study is indicated in table 1.

**Table 1:**

**School Category, Schools, Head Teachers, Teacher Counsellors and Students Population**

<b>School category</b>	<b>Schools</b>	<b>Head teachers</b>	<b>Teacher counsellors</b>	<b>Students</b>
Boys only	6	6	6	536
Girls only	7	7	7	556
Co-educational	23	23	23	1295
Total	36	36	36	2387

**Source:** PDE's Office Rift Valley Province (2007)

### 3.5 Sampling Procedures and Sample

In order to determine the effectiveness of school guidance and counselling programme in enhancing students' personal, academic and career competencies, the researcher distributed the respondents of the study over all the public secondary schools in Baringo district, Rift Valley Province, Kenya. Therefore, 8 schools were purposively sampled from the 36 public secondary School in the district. Some schools were developed recently and had no form three students. The selected 8 schools were stratified into 4 co-educational, 2 boys only and 2 girls only. The form three students sample size was

obtained using the table (appendix E) for determining sample size as provided by Kathuri and Pals (1993). This gave a sample size of 331 students. The 331 students were distributed to the 8 selected schools. Simple random sampling was used to obtain the sample of boys within boys schools, girls within girls schools and proportionate random sampling was used within co-educational schools. Each head teacher and teacher counsellor for the 8 selected schools was included to constitute the sample of these respondents. The samples of the study are summarized in table 2.

**Table 2:**

**School Category, Head teachers, Teacher counsellors and Students Sample**

<b>Scholl category</b>	<b>School</b>	<b>Head teacher</b>	<b>Teacher counsellor</b>	<b>Students</b>
Boys only	2	2	2	74
Girls only	2	2	2	77
Co-educational	4	4	4	180
Total	2	8	8	331

### **3.6 Instrumentation**

Three sets of questionnaires namely; head teacher’s questionnaires (HTQ), teacher counsellor’s questionnaires (TCQ) and student questionnaires (SQ.) were used to collect data. The questionnaires had both open and close ended items. Each of the tools had sections for measuring perceptions of the respondents on the effectiveness of guidance and counselling programme in enhancing academic (section B1) career (section B2) and personal (section B3) competencies of students. Responses to items in the questionnaire were rated on a 5-point likert scale as follows; strongly agree (5), Agree (4), Not sure (3), Disagree (2) and strongly disagree (1). Response to each items for each section namely personal, academic and career, were summed and the scores realized were us the measure of the competencies.

#### **3.6.1 Validation of the Instruments**

Expert opinion was sought from the supervisor and experts in the discipline from the department of Psychology, Counselling and Educational Foundations to establish the

content and face validity of the instruments before it was administered in the actual study. The instruments were evaluated by the supervisor to determine whether the items in each competency area, indicated the effectiveness of guidance and counselling programme in enhancing the students' personal, academic and career competencies.

### **3.6.2 Reliability of the Instruments**

The instruments were piloted using 50 form three students, 4 head teachers and 4 teacher counsellors from purposively sampled secondary schools (1 boys only, 1 girl only and 2 co-educational) in Koibatek district. The sampled schools had similar characteristics to those that were used in the actual study. Co-efficient alpha statistic was used to estimate the reliability co-efficient. The Cronbach's alpha co-efficient for head teacher's questionnaire was found to be 0.80, teacher counsellors 0.70 and students 0.85. The co-efficient for the head teachers was above the one set for the study. 0.70. This indicated that head teachers and students found the instrument clearer than teacher counsellors. According to Bryman (2004) a reliability co-efficient of  $\alpha=0.7$  is treated as an accepted level of reliability. The findings achieve this level.

### **3.7 Data Collection Procedures**

The researcher sought permission to conduct research from Ministry of Education through Egerton University. The researcher sought permission from the head teachers, and talked to the teacher counsellors, gave instructions on how to administer the questionnaires to the students in order to improve the rate of return. The researcher left the questionnaires for the head teachers and teacher counselors with teacher counselors on the respective schools to administer. The filled questionnaires were collected after a week.

### **3.8 Data Analysis**

The data was analyzed using descriptive and inferential statistics. The descriptive statistics included frequencies, percentages and means. Inferential statistics involved use of one-way analysis of variance (ANOVA) and Pearson correlation. The one-way analysis of variance (ANOVA) was used to compare the perceptions on the effectiveness

of guidance programme in enhancing students' personal, academic and career competencies among the head teachers, teacher counsellors and students' respondents on the 44 similar items on personal, academic and career competencies. The Pearson correlation coefficient was used to determine relationship between professional training on guidance and counselling of head teachers and teacher counsellors and their perceptions on the effectiveness of guidance and counselling programme in enhancing students' personal, academic and career competencies. These statistical measures were used to achieve the objectives of the study and to determine whether the results of the study were reliable. The data were analyzed by the use of a computer programme- Statistical Package for Social Sciences (SPSS) version 11.5. All tests were analyzed at  $\alpha = 0.05$  level of significance.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the results and discussions of the research findings. The discussion addresses the research objectives of the study including determining the level of perceptions of head teachers, teacher counsellors and students on the effectiveness of guidance and counselling programme in enhancing student's personal, academic and career competencies; establishing whether there is any significant relationship between professional training of head teachers and teacher counsellors and their perception on the effectiveness of guidance and counselling programme in enhancing students personal, academic ad career competencies; establishing whether there is any significant difference in the perceptions of head teachers, teacher counsellors and students on the effectiveness of guidance and counselling programme in enhancing students personal, academic and career competencies; establishing whether there is any significant difference in the perceptions of students on the effectiveness of guidance and counselling programme in boys, girls and co-educational schools in enhancing students personal, academic and career competencies; and identifying ways of improving the effectiveness of guidance and counselling programme in secondary schools.

#### 4.2 Demographic Characteristics of Head Teachers

The head teachers' demographic characteristics were gender, administrative experience and training in guidance and counselling. These characteristics are summarized in tables 3, 4 and 5 which give details of the findings.

**Table 3:**  
**Head Teachers Distribution by Gender**

<b>Gender</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Male	6	75.0
Female	2	25.0
Total	8	100.0



Table 3 gives the distribution of head teachers by gender. Six (75%) of the head teachers who participated in the study were male, 2 (25%) were female. This shows a gender bias in the distribution of administration posts in the district.

**Table 4:**

**Head Teachers Distribution by Administrative Experience**

<b>Administrative experience</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Over 10 years	2	37.5
6 – 10 years	2	25.0
Below 5 years	3	37.5
Total	8	100.0

The results in table 4 revealed that majority of the head teachers had administrative experience of 6 years and above (62.5%). Head teachers administrative experience may affect his/her perception on the effectiveness of guidance and counselling programme in enhancing students' personal, academic and career competencies. This is because the duration a head teacher has been in administration may influence his/her perception due to the number of problems faced by students in various areas when in school that he/she has handled.

**Table 5:**

**Head Teachers Distribution by Professional Training in Guidance and Counselling.**

<b>Professional Training</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Certificate	1	9.17
Diploma	1	9.17
Degree	1	9.17
Not trained	5	72.5
Total	8	100.0

Table 5 shows that a majority of head teachers (72.5%) were not trained in guidance and counselling, while 9.17% had a certificate, diploma or degree respectively. This means

that the perceptions of head teachers who participated in the study may have been influenced by lack of training. The findings confirm observations by Muro & Kottman (1995) that most head teachers in secondary schools had no formal training in guidance and counselling and may not understand what takes place in such programmes.

#### **4.2.1 Teacher Counsellors Distribution by Demographic Characteristics**

The teacher counsellors' demographic characteristics in this study were gender, experience as teacher counsellor and professional training in guidance and counselling. The findings of these characteristics are shown in table 6, 7 and 8.

**Table 6:**

**Teacher Counsellors Distribution by Gender**

<b>Gender</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Male	2	25.0
Female	6	75.0
Total	8	100.0

Table 6 shows that female teacher counsellors (75.0%) were more than male teacher counsellors (25.0%). This indicates an imbalance by gender in the number of teacher counsellors. This could be attributed to the belief that female teachers are patient and understanding, hence better placed in terms of handling student problems.

**Table 7:**

**Teacher Counsellors Distribution by Experience as a Counsellor**

<b>Experience</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Over 10 years	4	50.0
6 to 10 years	3	37.5
Below 5 years	1	12.5
Total	8	100.0

Results in table 7 indicated that majority (87.5%) of the teacher counsellors had experience as of over six years as counsellors in guidance and counselling. This implies that they were able to offer quality services and hence effective guidance and counselling programme in schools.

**Table 8:**

**Teacher Counsellors Distribution by Professional Training in Guidance and Counselling**

<b>Professional Training</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Certificate	2	25.0
Diploma	1	12.5
Degree	1	12.5
Not trained	4	50.0
Total	8	100.0

The results in table 8 reveal that majority of teacher counsellors did not have any formal training in guidance and counselling. The lack of formal training may have influenced the teacher counsellors' perception on the effectiveness of guidance and counselling programme in enhancing students' personal, academic and career competencies. The findings/results concur with Rono (1989) that the major problem facing guidance and counselling programme in secondary schools is lack of trained teacher counsellors. Therefore there is need to train teacher counsellors in order to understand the educational, social and career needs of the students in a school (Ngeno, 2006). Professional training in guidance and counselling equips teacher counsellors with appropriate skills and professional knowledge necessary to enable them assist students develop their personal, academic and career competencies (Hoffman & Spelet, 1984).

**4.2.2 Demographic Characteristics of Students**

The students' demographic characteristics considered in this study included age, gender and school category. These characteristics are indicated in table 9, 10 and 11.

**Table 9****Students Distribution by Gender**

<b>Gender</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Boys	170	56.1
Girls	133	43.9
Total	303	100.0

Table 9 shows that the boys constituted (56.1%) of the population. This was expected generally because there are more boys than girls in the co-educational schools.

**Table 10:****Student Distribution by Age**

<b>Age ( years)</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
14 – 16	125	44.1
17 – 19	151	53.4
20 – 22	3	1.1
Above 23	4	1.4
Total	283	100.0

A majority) of the students sampled as indicated in table 10 were aged between 17–19 years. This is the adolescence stage (teenage) hence these students need guidance and counselling because of the challenges associated with the stage. Paradoxically most of the teachers they interact with are not trained to deal with this challenge.

**Table 11****Student Distribution by Category of School**

<b>Category of school</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Boys only	70	23.3
Girls only	78	25.9
Co-educational	153	50.8
Total	301	100.0

Table 11 shows that a majority of students were found in co-educational schools (50.8%). This could be because there were more co-educational schools in the district than the boys (6) and girls (7) respectively.

#### **4.3 Perceptions on the effectiveness of guidance and counselling in enhancing students' Personal, Academic and Career competencies**

Level of perceptions of head teachers, teacher counsellors and the students on the effectiveness of guidance and counselling in enhancing students' personal, academic and career competencies were established based on the three competencies. The three competency areas measured were: Personal, Academic and Career. Under personal competency and academic competency there were 16 items and 12 items under career competency. The respondents were required to indicate the degree of agreement or disagreement to which school guidance and counselling programme is effective on the stated competencies. Mean perception scores for each competency area were computed to understand which among the personal, academic and career competency areas were perceived to be guidance and counselling effective.

**Table 12**

#### **Head teachers' Perception on the Effectiveness of Guidance and Counselling Programme in Enhancing Students' Competencies**

<b>Competency area</b>	<b>N</b>	<b>Mean</b>	<b>Std deviation</b>
Personal	8	62.5860	4.51497
Academic	8	67.8065	5.41245
Career	8	49.2581	4.24239

The results from table 12 show that a majority of head teachers perceived school guidance and counselling programme to be effective in enhancing students' personal, academic and career competencies. Academic competency received the highest mean perception scores ( $\bar{X} = 67.81$ ), followed by personal competency ( $\bar{X} = 62.58$ ) and lastly career competency with a perception score ( $\bar{X} = 49.26$ ). Mcleod (2003) similarly observed that when the students' emotional concerns were taken care of they became

stable and developed positive attitude towards school hence concentrate on their academic studies resulting in improved academic performance.

#### **4.3.1 Head Teachers' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Personal Competency.**

In order to determine the level of the perception of head teachers on the extent of effectiveness of guidance and counselling on the students' personal competencies in their schools, the points for each scale (strongly disagree (1), disagree (2), not sure (3), agree (4) and strongly agree (5)) were multiplied by 16 items that represented personal competencies then ranked as less effective, moderately effective and highly effective. A range of points between 16 to 37 points indicated that the school guidance and counselling programme was less effective, 38 to 59 points indicated that school guidance and counselling programme was moderately effective and from 60 to 80 points indicated that the school guidance and counselling programme was highly effective in enhancing students' personal competencies. The results are shown in table 13.

**Table 13**

#### **Head Teachers' Level of Perception on Effectiveness of School Guidance and Counselling Programme on Students' Personal Competence.**

<b>Effectiveness</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Less effective	0	00.0
Moderately effective	4	50.0
Highly effective	4	50.0
<b>Total</b>	<b>8</b>	<b>100.0</b>

The results in table 13 show that an equal number of the head teachers rated guidance and counselling programme in schools to be highly or moderately effective (50.0%) in enhancing students' personal competencies respectively. This implies that all the head teachers noted that guidance and counselling was effective in enhancing students' personal competencies.

### 4.3.2 Head teachers' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Academic Competency

The points for each scale (strongly agree (5), agree (4), not sure (3), disagree (2) and strongly disagree (1)) were multiplied by 16 items that comprise academic competencies. A range of points between 16 to 37 points indicated that school guidance and counselling was less effective, 38 to 59 points indicated that school guidance and counselling was moderately effective and from 60-80 points indicated that school guidance and counselling was highly effective in influencing students' academic competencies. The results are shown in table 14.

**Table 14**  
**Head Teachers' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Academic Competency.**

<b>Effectiveness</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Less effective	0	00.0
Moderately effective	1	12.5
Highly effective	7	87.5
<b>Total</b>	<b>8</b>	<b>100.0</b>

The results in table 14 indicate a general agreement among the head teachers sampled 87.5% that the school guidance and counselling programme has been effective in enhancing the students' academic competencies. This is in agreement with the observations by Tumuti (1985) in his study of guidance and counselling needs of primary schools pupils, where he observed that Kenyans put much emphasis in academic performance, consequently most secondary schools gear their guidance and counselling services to addressing students' academic problems more than career and personal needs. This could be because in Kenya academic performance is perceived to be the beginning of good employment and successful life and schools are rated by their academic performance forcing the school heads to concentrate on academic performance of the students above other activities.

### **4.3.3 Head Teachers Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Career Competency.**

The points of each scale (strongly agree (5), agree (4), not sure (3), disagree (2) and strongly disagree (1) were multiplied by the 12 items that comprised career competencies. A range in which 12 to 27 points indicated that the school guidance and counselling programme was less effective, 28 to 44 points indicated that the school guidance and counselling programme was moderately effective and 45 to 60 points indicated that the school guidance and counselling programme was highly effective in enhancing students' career competencies. The results are shown in table 15.

**Table 15**

#### **Head Teachers' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Career Competence.**

<b>Effectiveness</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Less effective	1	12.5
Moderately effective	5	62.5.
Highly effective	2	25.0
<b>Total</b>	<b>8</b>	<b>100.0</b>

Table 15 shows that a majority (62.5%) of head teachers perceived the school guidance and counselling programme to be moderately effective in enhancing students' career competencies. The unexpected result is probably because most secondary schools have appointed career masters whose responsibility is to offer career guidance to the students without referring to the head teachers.



#### 4.3.4 Head Teachers' Suggestions on the Ways to Improve the Effectiveness of Guidance and Counselling in Enhancing Students Personal, Academic and Career Competencies in Secondary Schools.

**Table 16**

##### **Head teachers Suggestions on the Ways to Improve Guidance and Counselling Programme in Secondary Schools**

<b>Most important way</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Train service providers	4	50.0
Include other stakeholders	1	12.5
Provide resources	3	37.5
<b>Total</b>	<b>8</b>	<b>100.0</b>

The study also sought for the two suggestions from the head teachers on how to improve the effectiveness of guidance and counselling in enhancing students' personal, academic and career competencies in secondary schools. While (50.0%) of the head teachers suggested the training of teacher counsellors, (37.5%) opted for provision of resources and (12.5%) inclusion of other stakeholders such as parents respectively. The findings concur with recommendations in the Kenya National Development Plan (1974 – 78) that all teachers should be trained in guidance and counselling and discharge it as part of their normal duties. Lutomia & Sikolia (2002) similarly observed that head teachers should play a role in supporting the guidance and counselling programme by providing the needed materials and facilities such as counselling offices. Gothard & Goodhew (1987) also noted that (stakeholders) parents should be involved in the school guidance and counselling programme for them to understand its importance, be supportive, and ultimately make guidance and counselling more effective in enhancing students' personal, academic and career competencies in secondary schools.

#### **4.3.5 Teacher Counsellors' Level of Perceptions on the Effectiveness of Guidance and Counselling Programme in Enhancing Students' personal, Academic and Career Competencies.**

The teacher counsellors filled a questionnaire that addressed the students' personal academic and career competency areas. There were 16 personal competencies, 16 academic competencies and 12 career competencies. The teacher counsellors were required to indicate the degree of agreement or disagreement to which school guidance and counselling programme in school is effective in enhancing students' personal academic and career competencies. To determine which among the competency areas was perceived to be more effective, perception mean scores for each competency were computed. The results are shown in table 17.

**Table 17:**

**Teacher Counsellors' Perceptions of the Effectiveness of Guidance and Counselling Programme in Enhancing Students' Personal, Academic and Career Competencies.**

<b>Competency area</b>	<b>N</b>	<b>Mean</b>	<b>Std Deviation</b>
Personal	8	64.40	5.793
Academic	8	63.97	7.199
Career	8	48.00	4.323

Based on the findings in table 17, personal competency perception mean score ( $\bar{X} = 64.40$ ) was followed by academic competency perception means score ( $\bar{X} = 63.97$ ) and career competency received the mean score ( $\bar{X} = 48.00$ ). This means that teacher counsellors generally perceived that school guidance and counselling is effective in enhancing students' personal, academic and career competencies. The low score from career competency however implies that other factors may be influencing it.

There were slight variations in the standard deviations which may be an indication of the range of disagreement and agreement among the teacher counsellors on the effectiveness of guidance and counselling programme on students' personal, academic and career

competencies. The consistency could have resulted from professional training of the teacher counsellors in guidance and counselling and their experience as teacher counsellors. The results on the career competency perception mean score ( $X = 48.00$ ) indicated that teacher counsellors perceive school guidance and counselling programme was addressing students' career issues adequately.

#### **4.3.5.1 Teacher Counsellor's Perceptions on the Effectiveness of Guidance and Counselling Programme in enhancing Students' Personal Competency.**

The points for each scale (strongly agree (5), agree (4), not sure (3), disagree (2) and strongly disagree (1) were multiplied by 16 items on personal competencies then ranked. A range in which 16 to 37 points indicated that the school guidance and counselling was less effective, 38 to 59 points indicated that the school guidance and counselling was moderately effective and 60 to 80 points indicated that the school guidance and counselling programme was highly effective on enhancing students' personal competencies.

**Table 18:**

#### **Teacher Counsellors' Perceptions on Effectiveness of Guidance and Counselling Programme on Students' Personal Competency.**

<b>Effectiveness</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
Less effective	0	0.0
Moderately effective	2	25.0
Highly effective	6	75.0
Total	8	100.0

It is evident from the results that 75.% of the teacher counsellors perceived that the school guidance and counselling programme is highly effective in helping students in personal competencies (table 18). This is in agreement with the observation made by Peeku (1991) that school guidance and counselling help learners to overcome personal (social) problems which could otherwise make learning difficult or prevent students from

settling down in school. The results concur also with Mcleod (2003) that when students' emotional concerns are taken care of through personal guidance and counselling, they become stable and develop a positive attitude toward school hence improve their academic performance.

#### **4.3.5.2 Teacher Counsellors Level of Perceptions on Effectiveness of Guidance and Counselling Programme on Students Academic Competency.**

The points for each scale i.e. (strongly agree (5), agree (4), not sure (3), disagree (2) and strongly disagree (1) were multiplied by the 16 items on academic competencies then ranked as less effective, moderately and highly effective according to the mean points. The mean points between 16 to 37 indicated that the school guidance and counselling is less effective, 38 to 59 points indicated that the school guidance and counselling was moderately effective and from 60 to 80 points indicated that the school guidance and counselling was highly effective in competencies.

**Table 19:**

#### **Teacher Counsellors' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students Academic Competency**

<b>Effectiveness</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
Moderately effective	2	25.0
Highly effective	6	75.0
Total	8	100.00

The results in table 19 indicate that all teacher counsellors were of the view that the school guidance and counselling programme was highly effective in influencing the students' academic competency. The findings are supported by the observations by Biswalo (1996) that guidance and counselling assists students in planning an effective study and revision programme, subject choice, study skills and reduce test anxiety. Similarly Lapan *et al*, (1997) found that in a school where guidance and counselling

programme is fully implemented, students score better grades and progress in post-secondary school endeavors.

#### **4.3.5.3 Teacher Counsellors Perceptions on Effectiveness of Guidance and Counselling Programme in enhancing Students' Career Competency.**

Points for each scale (strongly agree (5), agree (4), not sure (3), disagree (2) and strongly disagree (1) were multiplied by 12 items on career competencies. Ranking was done as less effective, moderately effective and highly effective. A range in which 12 to 27 points indicated that the school guidance and counselling programme was less effective, 28 to 44 points indicated that guidance and counselling programme was moderately effective and 45 to 60 points indicated that he guidance and counselling was highly effective in influencing the students career competencies.

**Table 20:**  
**Teachers' Counsellors Perceptions on the Effectiveness of Guidance and Counselling Programme in Enhancing Students Career Competency.**

<b>Effectiveness</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Less effective	0	0.0
Moderately effective	2	25.0
Highly effective	6	75.0
Total	8	100.00

The results in table 20 shows that (25%) of the teacher counselors perceived that the school guidance and counselling programme in their school was moderately effective while 75% of the teacher counsellors perceived school guidance and counselling programme was highly effective in enhancing students career competencies. These findings are supported by Eshiwani (1993) observation that career or teacher counsellors' advice students on the correct course of study according to each student's ability and career choices. They also provide students with information about existing information on employment opportunities and prospects.

#### **4.3.5.4 Teacher Counsellors Suggestions on the Ways to Improve the Effectiveness of Guidance and Counselling Programme in Enhancing Students' Personal, Academic and Career Competencies in Secondary Schools.**

**Table 21:**

#### **Teacher Counsellors' Suggestions on the Ways to Improving Guidance and Counselling Programme in Secondary Schools.**

<b>Most important way</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
Train teacher counsellors	3	37.5
Provide resources	2	25.0
Include all stakeholders	1	12.5
Reduce work load of teacher counsellors	2	25.0
Total	8	100.0

From these results, it is clear that 37.5% of the teacher counsellors sampled felt that training in guidance was necessary for the programme to be effective. This suggestion concur with Hoffman & Spelet (1984) observation that professional training in guidance and counselling equips teacher counsellors with appropriate skills and professional knowledge necessary to enable them assist their students, hence enhancing guidance and counselling effectiveness. An equal number of teacher counsellors (25%) suggested the provision of resources and reduction of teaching workload of teacher counsellors respectively. These suggestions are in agreement with Lutomia & Sikolia (2002) that head teachers must support teacher counsellors by providing the necessary resources. Other teachers' support must be sought to assist too by relieving the teacher counsellors of some of the teaching load.

#### **4.3.6 Students' Perceptions on the Effectiveness of Guidance and Counselling Programme in Enhancing Students' Personal, Academic and Career Competencies**

The students filled a questionnaire that addressed the students' personal, academic and career competency areas. There were 16 items in personal, 16 items in academic and 12

items in career competencies. The students were required to indicate the degree of agreement or disagreement to which guidance and counselling programme in school was effective in enhancing students' personal, academic and career competencies. To determine which among the competency areas students perceived more effective, perception mean score for each competency were computed.

**Table 22:**

**Students' Perceptions on the Effectiveness of Guidance and Counselling Programme in Enhancing Students' Personal, Academic and Career Competency.**

Competency area	N	Mean	Std Deviations
Personal	302	54.6	7.2585
Academic	302	56.5	8.2632
Career	302	41.9	7.7134

Based on the results as shown in table 22, there is a general perception by the students that guidance and counselling is effective in enhancing their personal, academic and career competencies. The perception mean score for career competency was moderately effective, this could be because career information is inadequate for both teacher counsellors and students in secondary schools. This is the reason why most students joining public universities are recalled to revise their career choices after the results of Kenya Certificate of Secondary Examination are released.

**4.3.6.1 Students' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students Personal Competency.**

To determine the extent to which school guidance and counselling is effective in enhancing students' personal competency, the points for each scale i.e. (strongly agree (5), agree (4), not sure (3), disagree (2) and strongly disagree (1) were multiplied by 16 items then ranked as less effective, moderately effective and highly effective. A range in which 16 to 37 points indicated that the school guidance and counselling was less effective, 38 to 59 points indicated moderately effective and 60 to 80 points indicated

highly effective in enhancing students' personal competency. The results are shown in table 23.

**Table 23:**

**Students' Perceptions on the Effectiveness of Guidance and Counselling in Enhancing Students' Personal Competency**

<b>Effectiveness</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
Less effective	2	0.7
Moderately effective	77	25.4
Highly effective	224	73.9
Total	303	100.0

From table 23, it is clear that majority (73.9%) of the sampled students perceived that school guidance and counselling was highly effective in enhancing students' personal, academic and career competencies. The findings are in agreement with Biswalo (1996) observation that personal guidance and counselling assists students to overcome emotional, educational and social problems while at school and enables them adjust to school environment by reducing antisocial behaviours.

**4.3.6.2 Students' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students' Academic Competency.**

To determine the extent to which school guidance and counselling is effective in enhancing students' academic competency the points for each scale (strongly agree (5), agree (4), not sure (3), disagree (2) and strongly disagree (1) were multiplied by the total number of items in each competency area then ranked as less effective, moderately effective and highly effective according to the mean points. A mean of 16 to 37 points indicated that the school guidance and counselling as less effective, a mean of 38 to 59 points indicated that school guidance and counselling was moderately effective and 60 to 80 points indicated that school guidance and counselling was highly effective in enhancing students' academic competencies.



**Table 24:**

**Student's Perceptions on the Effectiveness of School Guidance and Counselling Programme in Enhancing Academic Competency**

<b>Effectiveness</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
Less effective	6	2.0
Moderately effective	61	15.1
Highly effective	236	82.1
Total	304	100.0

The results in table 24 indicated that majority (82.9%) of the students perceived that school guidance and counselling was effective in helping them in academic competencies. These results are in agreement with those of Njagi (2002) who found out that students are willing to seek assistance to help them improve academically. The same findings also agree with the findings of Tumuti (1985) and Educational Report (G.O.K, 2001) that school guidance and counselling programme emphasizes mainly academic concerns in most secondary schools.

**4.3.6.3 Students' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Students Career Competency**

The points for each scale (strongly agree (5), agree (4), not sure (3), disagree (2) and strongly disagree (1) were multiplied by the 12 items on career competency, and then ranked as less effective, moderately effective and highly effective. A range in which 12 to 27 points indicated that the school guidance and counselling was less effective, 28 to 44 points indicated that the school guidance and counselling was moderately effective and 45 to 60 indicated that the school guidance and counselling programme was highly effective in influencing students' career competency.

**Table 25:****Students' Perceptions on Effectiveness of Guidance and Counselling Programme in Enhancing Career Competency**

<b>Effectiveness</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
Less effective	7	2.3
Moderately effective	61	20.1
Highly effective	236	87.6
Total	304	100.0

The results show that majority of the students 87.6% perceived that school guidance and counselling was effective in helping students acquire the necessary information and knowledge to enhance career competency. The finding agrees with that of Makinde (1984) that career guidance provides the students with career information about the world of work and job opportunities enabling the students gain an insight into choosing careers realistically.

#### **4.3.6.4 Students' suggestions on the Ways to Improve the Effectiveness of Guidance and Counselling Programme in Enhancing Students' Personal, Academic And Career Competencies.**

**Table 26:****Suggestions by Students on Ways to Improve the Effectiveness of Guidance and Counselling Programme in Secondary schools**

<b>Most important way</b>	<b>Frequency(f)</b>	<b>Percentage (%)</b>
Train more peer counsellors	123	42.4
Provide private counselling rooms	83	25.6
More time per week for guidance and counselling	40	14.0
Confidentiality	57	18.0
Total	302	100.0

These findings show that majority of the students perceived that peer counsellors in the school assisted them and hence made the guidance and counselling programme more effective. A good number (25%) of students perceived that personal counselling could only be effective if there were private rooms, where the students could confide in the teacher counsellors. Eighteen percent (18%) of the students suggested that teacher counsellors should keep the students information confidential. This suggestion concurs with Makinde (1984) observation that confidentiality involves safeguarding information that has been obtained by the teacher counsellors in the course of their practice. He explained that a confidential setting provides the client with safety and privacy and limitation of this requirement affects the counselling relationship which in turn affects the effectiveness of guidance and counselling programme.

#### **4.4 Relationship between Perception and Professional Training in Guidance and Counselling.**

The second objective of the study sought to determine the relationship between professional training in guidance and counselling of head teachers and teacher counsellors and their perceptions on the effectiveness of guidance and counselling programme in enhancing students' personal, academic and career competencies. In this study there were three competency areas: Personal, academic and career. Under personal competency there were 16 items, while 16 items were on academic and 12 items on career. The respondents were required to indicate the degree of agreement or disagreement to which school guidance and counselling programme was effective in the stated competencies. Mean perception scores for each competency area were computed to understand which among the personal, academic and career competencies were perceived to be enhanced by guidance and counselling programme effectively. Pearson correlation coefficient ( $r$ ) was used to determine the relationship. The results of the relationship tests are given in tables 27 to 32

**Table 27:**

**Relationship between Head Teachers and Teacher Counsellors Professional Training in Guidance and Counselling and their perceptions on the effectiveness of Guidance and Counselling in Enhancing Students Personal, Academic and Career Competencies.**

<b>Pearson correlation coefficient (r)</b>	<b>N</b>	<b>p-value</b>
0.475	7	0.282

( $r= 0.475$ ,  $\rho>0.05$ )

The results indicated that p value (0.282) is greater than  $p= 0.05$  hence there is no significant relationship between head teacher's professional training in guidance and counselling and their perceptions on the effectiveness of guidance and counselling programme in enhancing students' personal competency.

**Table 28:**

**Relationship between Head Teachers Professional Training in Guidance and Counselling and their Perceptions on the Effectiveness of Guidance and Counselling in Enhancing Student's Academic Competency.**

<b>Pearson correlation coefficient (r)</b>	<b>N</b>	<b>p-value</b>
0.567	7	0.184

( $r= 0.567$ ,  $\rho>0.05$ )

The results indicated that p value (0.184) is greater than  $p= 0.05$  hence there was no significant relationship between head teacher's professional training in guidance and counselling and their perceptions on the effectiveness of guidance and counselling programme in enhancing students' academic competency.

**Table 29:**

**Relationship between Head Teachers Professional Training in Guidance and Counselling and their Perceptions on the Effectiveness of Guidance and Counselling in Enhancing Student's Career Competency.**

<b>Pearson correlation coefficient (r)</b>	<b>N</b>	<b>p-value</b>
0.237	7	0.610

( $r = 0.237$ ,  $\rho > 0.05$ )

The results indicated that p value 0.610 is greater than  $p = 0.05$  hence there was no significant relationship between head teachers' professional training in guidance and counselling and their perceptions on the effectiveness of guidance and counselling programme in enhancing students' career competency. Generally, the results indicated that there was no relationship between professional training of head teachers and their perceptions on the effectiveness of guidance and counselling in enhancing students' personal, academic and career competencies. This is because all the  $\rho$  – values of personal, academic and career competencies were greater than the set value ( $\rho = 0.05$ ). This could be because of the small number (25%) of head teachers who had professional training in guidance and counselling. These findings concur with Muro & Kottman (1995) observation that most secondary school head teachers have no professional training in guidance and counselling.

**Table 30:**

**Relationship between Teacher Counsellor's Professional Training in Guidance and Counselling and their Perceptions on the Effectiveness of Guidance and Counselling in Enhancing Student's personal Competency.**

<b>Pearson correlation coefficient (r)</b>	<b>N</b>	<b>p-value</b>
-0.034	6	0.949

( $r = -0.034$ ,  $\rho > 0.05$ )

The results indicated that there was no significant relationship between teacher counsellor's professional training in guidance and counselling and their perceptions on

the effectiveness of guidance and counselling programme in enhancing students' personal competency.

**Table 31:**

**Relationship between Teacher Counsellor's Professional Training in Guidance and Counselling and their Perceptions on the Effectiveness of Guidance and Counselling in Enhancing Student's academic Competency.**

<b>Pearson correlation coefficient (r)</b>	<b>N</b>	<b>p-value</b>
0.629	6	0.181

( $r= 0.629$ ,  $\rho>0.05$ )

The results indicated that there was no significant relationship between teacher counsellor's professional training in guidance and counselling and their perceptions on the effectiveness of guidance and counselling programme in enhancing students' academic competency.

**Table 32:**

**Relationship between Teacher Counsellor's Professional Training in Guidance and Counselling and their Perceptions on the Effectiveness of Guidance and Counselling in Enhancing Student's career Competency.**

<b>Pearson correlation coefficient (r)</b>	<b>N</b>	<b>p-value</b>
0.129	6	0.807

( $r= 0.129$ ,  $\rho>0.05$ )

The results indicated that there was no significant relationship between teacher counsellor's professional training in guidance and counselling and their perceptions on the effectiveness of guidance and counselling programme in enhancing students' career competency. Therefore these results show that there was no significant relationship between professional training in guidance and counselling and perception on the effectiveness of guidance and counselling programme in enhancing students personal, academic and career competencies in secondary schools. The results may have been

influenced by the large number of teacher counsellors (75%) who have no professional training as compared to 25% with professional training hence their perceptions could not have made a lot of difference on the perceptions of 75%. The expectation in real life is that a teacher trained in guidance and counselling. The findings have been supported by observations made by Sindabi (1992) and Rono (1989) that the major problem facing guidance and counselling programme in secondary schools is lack of trained teacher counsellors which has led to ineffectiveness of the programme in enhancing students' personal, academic and career competencies.

#### **4.5 Difference in perceptions between head teachers, teacher counsellors and students.**

The third objective of the study sought to determine whether there is any significant difference in the perception of head teachers, teacher counsellors and students on the effectiveness of guidance and counselling programme in enhancing students' personal, academic and career competencies. In order to determine this objective, a comparison of perceptions of head teachers, teacher counsellors and students on the effectiveness of guidance and counselling in enhancing students personal, academic and career competencies was made to establish any mean difference within each category of competencies studied. The findings are shown in table 33.

**Table 33:**

**Perception of Head Teachers, Teacher Counsellors and Students' and the Effectiveness of Guidance and Counselling Programme in enhancing Students' Personal, Academic and Career Competencies.**

<b>Competencies</b>	<b>Respondents</b>	<b>Mean</b>	<b>Std. Deviation</b>
Personal competencies	Head teachers	67.8065	5.41245
	Teacher counsellors	63.9667	7.19906
	Students	65.7566	8.6539
Academic competencies	Head teachers	62.5806	4.51497
	Teacher counsellors	64.4000	5.79298
	Students	63.3003	7.92633
Career competencies	Head teachers	49.2581	4.24239
	Teacher counsellors	48.0000	4.32315
	Students	47.6612	7.23945

The findings show that some differences existed in perceptions towards personal, academic and career competencies among all the three respondents. To determine whether these mean differences were statistically significant at  $\alpha = 0.05$ , one-way ANOVA was used. The results are shown in table 34.



**Table 34:****Analysis of Variance (ANOVA) of Head Teachers; Teacher Counsellors and Students' Perceptions on the Effectiveness of Guidance and Counselling Programme in Enhancing Student' Personal, Academic and Career Competencies.**

<b>Competency</b>	<b>Variance</b>	<b>Sum of squares</b>	<b>Df</b>	<b>Mean squares</b>	<b>F</b>	<b>Sign. Diff.</b>
Personal competencies	Between groups	52.021	2	26.011	1.457	0.634
	Within groups	20668.418	347	56.949		
Academic competencies	Between groups	226.109	2	113.055	1.649	0.194
	Within groups	25045.901	347			
Career competencies	Between groups	72.741	2	36.370	0.776	0.461
	Within groups	20668.418	341	56.949		

The results on the table indicated that there were no statistically significant differences in the respondents' perceptions towards the effectiveness of school guidance and counselling programme in enhancing students' personal, academic and career competencies. This is because all the  $p$ -values for personal (0.634) academic (0.194) and career (0.46) were greater than the  $\alpha = 0.05$ . These results indicated that the three groups of respondents perceived that the school guidance and counselling programme had effectively enhanced the students' personal, academic and career competencies. Therefore, the school guidance and counselling programme is important in assisting students' solve personal, academic and career problems in secondary schools. The findings are supported by the observation made by the Task Force on Student Discipline and Unrest in Secondary Schools ( G.O.K 2001), that school guidance and counselling is effective in enhancing students' personal academic and career competencies and should be made an integral part of the school programme.

#### 4.6 Difference in perceptions between students from boys only, girls only and co-educational secondary schools.

The fourth objective of this study sought to establish whether there is any significant difference in the perceptions of the students by the category of school; boys' only, girls' only and co-educational schools on the effectiveness of the guidance and counselling programme in enhancing students' personal, academic and career competencies in secondary schools. In order to determine this objective, a comparison of perceptions of students by the category of school on the effectiveness of guidance and counselling in enhancing students' personal, academic and career competencies was made with each category of the competencies studied. The findings are shown in table 35.

**Table35:**

**Comparison of Mean Scores of Students' Perceptions on the Effectiveness of Guidance and Counselling Programme in Enhancing Students' Personal, Academic and Career Competencies Based on Category of Schools. (Boys only, Girls only and Co-educational)**

Competencies	Category of school	Mean	S.D
Personal competencies	Boys' only	63.6582	6.94647
	Girls' only	63.9560	8.77105
	Co-educational	62.8770	7.17229
Academic competencies	Boys' only	67.8608	7.09231
	Girls' only	64.8791	9.73178
	Co-educational	65.9525	8.22141
Career competencies	Boys' only	48.5949	7.18888
	Girls' only	78.0879	7.29330
	Co-educational	47.5372	6.40469

The findings of the study revealed that when mean scores of students on the effectiveness of guidance and counselling programme in enhancing students' personal, competencies are compared in the boys' only, girls' only and coeducational schools, there was a difference in the means. The results showed that the mean score for the students in the girls' only group was 63.9560, boys' only group 63.6582 and 62.8770 for

coeducational schools had a greater variability with standard deviation of 8.77 while those from the boys' only group had the least variance from its mean with standard deviation 6.95. In the academic competencies, there was a difference in means. The results showed that the mean score for the students in boys' only was 67.86, co-educational 65.95 and 64.88 for the girls' only. The students from the girls only group had greater variability with standard deviations 9.73178 while those from the boys' only group had the least variation of 7.09.

In the career competencies, the mean score compared in the boys' only, girls only and co-educational schools, there was a difference in the means. The mean score in the boys' only group was 48.59 which is high followed by girls' only group 48.0879 and 47.5372 for the co-educational group. The students from the girls' only group and boys' only group had variability with standard deviation (SD) 7.29330 and 7.18888 while those of the co-educational group had the least of 6.40469. From the above descriptive statistics it is evident that there existed a difference in perception on the effectiveness of guidance and counselling programme in enhancing students' personal, academic and career competencies. To determine whether these mean differences were statistically significant, one-way ANOVA was used and the set value  $\alpha=0.05$ . The results are presented in table 36.

**Table 36:**

**Analysis Of Variance ( ANOVA) of Students' Perceptions on the Effectiveness of Guidance and Counselling Programme in Enhancing Students' Personal, Academic and Career Competencies Based on Category of Schools.**

Competency	Variance	Sum of squares	Df	Mean squares	F	Sign. Diff.
Personal competencies	Between groups	82.541	2	41.270	0.721	0.487
	Within groups	20255.767	347	57.20		
Academic competencies	Between groups	407.501	2	113.055	1.649	0.194
	Within groups	23722.693	345			
Career competencies	Between groups	66.066	2	36.370	0.776	0.461
	Within groups	16489.070	345	56.949		

From table 36, it is evident that the calculated P-value of personal competencies 0.487, academic 0.194 and career 0.461 confirm value is greater than  $\alpha = 0.05$ . This means that there was no statistically significant difference in the respondents' perceptions on the effectiveness of guidance and counselling programme in enhancing students' personal, academic and career competencies. These results indicated that the school guidance and counselling programme is effective in enhancing students' personal, academic and career competencies. It also means that the students in all the categories studied agreed that school guidance and counselling programme has assisted students in their personal, academic and career competencies. The same results indicated that students' perceptions on the effectiveness of guidance and counselling programme in enhancing students personal, academic and career competencies does not depend on the category of school. The results indicate also that guidance and counselling programme offered in the secondary schools in Baringo district have similar characteristics in all the categories of schools leading to similar perceptions towards its effectiveness.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The findings of the study are summarized according to the set objectives as follows: the level of perceptions of head teachers, teacher counsellors and students on the effectiveness of guidance and counselling programme; the relationship of professional training of head teachers and teacher counsellors and their perceptions on the effectiveness of guidance and counselling programme; the differences in head teachers', teacher counsellors' and students' perceptions by school category and suggestions on the ways to improve effectiveness of guidance and counselling programme in enhancing students' personal, academic and career competencies. Conclusions, recommendations and suggestions for further research based on the findings of the study are also presented.

#### **5.2 Summary of the Findings**

The major findings of this study were as follows.

- i. Level of perceptions of head teachers, teacher counsellors and students on the effectiveness of guidance and counselling programme in enhancing students personal, academic and career competencies:
  - a. Head teachers perceived that guidance and counselling was effective in enhancing students' personal, academic and career competencies.
  - b. Teacher counsellors perceived that guidance and counselling was effective in enhancing students' personal, academic and career competencies.
  - c. Students perceived that guidance and counselling was effective in enhancing students' personal, academic and career competencies.
- ii. Relationship between the professional training in guidance and counselling of head teachers and teacher counsellors and their perceptions on the effectiveness of guidance and counselling programme in enhancing students personal, academic and career competencies:

- There was no significant relationship between head teachers and teacher counsellors' professional training in guidance and counselling and their perceptions
- iii. Differences in perceptions by head teachers, teacher counsellors and students on the effectiveness of guidance and counselling in enhancing students' personal, academic and career competencies:
- There was no significant difference in the perceptions of head teachers, teacher counsellors and students in the effectiveness of guidance and counselling in enhancing students' personal, academic and career competencies.
- iv. Difference in students perceptions by school category
- There was no significant difference in perceptions of students in the Effectiveness of guidance and counselling programme in enhancing students' personal, academic and career competencies by school category.
- v. Suggestions to improve the effectiveness of guidance and counselling programme in secondary schools
- The suggestions included the provision of resources to guidance and counselling departments, training of teacher counsellors and peer counsellors, involving parents, local leaders and education officers in the counselling programme in secondary schools.

### **5.3 Conclusions**

Based on the findings of the study, the following conclusions were drawn:

- i. Head teachers, teacher counsellors and students had positive perceptions on the effectiveness of guidance and counselling programme in enhancing students' personal, academic and career competencies.
- ii. The professional training of head teachers and teacher counsellors did not affect their perception on the effectiveness of guidance and counselling programme in enhancing students' personal, academic and career competencies.

- iii. Perceptions of head teachers, teacher counsellors and students on the effectiveness of guidance and counselling programme in enhancing students' personal, academic and career competencies were not different.
- iv. The perceptions of the student on the effectiveness of guidance and counselling programme in enhancing students' personal, academic and career competencies was not affected by the category of school he/she is in.
- v. Effectiveness of guidance and counselling programme in enhancing students' personal, academic and career competencies in secondary schools could be improved through adequate training of teacher and peer counsellors, provision of physical facilities and finances to the department, teacher and peer counsellors keeping confidentiality, cooperation of parents, local leaders and education personnel from the Ministry of Education.

#### **5.4 Recommendations**

Following the findings of the study the researcher made the following recommendations:

- (i) The Ministry of Education should develop a policy that directs all schools to have guidance and counselling slotted in the school time table.
- (ii) The Ministry of Education should formulate a syllabus or guideline for guidance and counselling teachers to following in implementing the programme to enhance its effectiveness in secondary schools.
- (iii) The Ministry of Education should make efforts to offer seminars/workshops to teacher counsellors, career masters, directors of studies and head teachers on guidance counselling programme.
- (iv) The department of guidance and counselling in schools should collaborate with parents, local leaders and education officers to provide counselling in schools.
- (v) Peer counsellors should be identified from among the students and trained to help them be effective and confident in offering counselling services.
- (vi) There is need to increase career awareness among the students. The parents should be equally made aware to enable them participate in promotion of students career awareness promotion by providing career resources to students and teacher

counsellors and make student career visits to companies, research centres and local industries possible.

### **5.5 Suggestion for Further Research**

The following are the areas that require further research:

- (i) A similar study in secondary schools in other districts should be carried out to confirm the findings of this study
- (ii) A similar study to be done using teachers and parents to establish if it can give the same results.



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## SECTION B

The statements given below are about perception of the effectiveness of guidance and counselling programmes in secondary schools. Please indicate the extent to which you agree with each of them using the given scale ( tick your response).

### Scale

Strongly Agree	SA
Agree	A
Not Sure	NS
Disagree	D
Strongly Disagree	SD

No.	On academic competencies, guidance and counselling programme in secondary schools has:	Response				
		SA	A	NS	D	SD
1	Help students adjust to school life.					
2	Do not assist them develop interest in learning.					
3	Helps students choose the subject to study.					
4	Do not assist then develop good studying habits.					
5	Helps a student develop and follow a personal timetable for studying.					
6	Assist them develop and use group study techniques.					
7	Do not help students set realistic academic goals.					
8	Assist them use learning facilities (library, laboratories and workshops) properly.					
9	Do not help students balance between academic work and extra-curriculum activities.					
10	Assist them improve their performance in tests and examinations.					
11	Do not help them participate actively in class during lesson.					
12	Helps students improve their performance in difficult					

	subjects.					
13	Prepares them ask and answer questions during lesson					
14	Do not assist students use results from past tests and exams plan their academic progress.					
15	Do not help them prepare and sit for test and examinations.					
16	Provides them with information on the entry requirements for joining universities and colleges after school.					
	<b>On career competencies, guidance and counselling programme in secondary schools has:</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
17	Helps students acquire information about the opportunities in the labour market.					
18	Do not assist them with information about courses and careers available to school leavers.					
19	Assist students choose subjects that are relevant to their future careers.					
20	Do not help them value all professions.					
21	Assist in enlightening students about training opportunities and jobs available after school.					
22	Are not assisted to know the qualifications and training required in order to get employed in various professions.					
23	Help students select careers where they have high chances of succeeding.					
24	Do not help them choose careers that they are interested in.					
25	Assists students in deciding whether to pursue further education or look for a job after school.					
26	Do not assist students acquire skills require when applying for a job after school.					
27	Help them set realistic and attainable career goals.					
28	Do not assist students acquire information about the current trends in the labour market.					

	<b>On personal competencies, guidance and counselling programme in secondary schools has:</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
29	The programmes are only useful to students from poor families					
30	Students who get assistance from the programmes are viewed positively by their colleagues					
31	Guidance and counselling programme are associated with punishment.					
32	The programmes are meant to invade the privacy of students.					
33	Assist students understand themselves as individuals					
34	Do not help them develop good interpersonal relationships.					
35	Assist them manage their sexuality.					
36	Helps students avoid exposure to HIV/AIDS and sexually transmitted infections.					
37	Do not help them deal with drug related problems and alcohol					
38	Gives the students ability to appreciate and value those who help/assist others.					
39	Makes them aware that all decisions and actions in life do not have consequences.					
40	Do not assist students in making wise and rational decisions in their day to day life.					
41	Helps them be better managers of time.					
42	Do not help students be disciplined members of society.					
43	Assist students choose their friends wisely.					
44	Assist them deal with peer pressure.					



## SECTION C

Give 2 most important suggestions on ways to improve the effectiveness of guidance and counselling programmes in secondary schools.

i. most important .....

ii. 2<sup>nd</sup> most important .....

## APPENDIX B

### TEACHER COUNSELLORS QUESTIONNAIRES (TCQ)

#### Introduction

My name is Chepkonga Chebichi Salina., a graduate student at Egerton University. I am conducting a research on perceptions of **Head Teachers, Teacher Counsellors and Students on the Effectiveness of Guidance and Counselling Programme in Enhancing Students' Personal, Academic and Career Competencies in Secondary Schools. A Case Study of Schools in Baringo District, Kenya** as part of the course work. You have been identified as one of the respondents to provide data for the study. I am therefore kindly requesting you to participate in the research by filling this questionnaire. Rest assured that any information that you give will be used only for this research and will be treated with utmost confidentiality.

Thank you.

#### Instructions

Please read each statement/question and answer it following the instruction given, do not write your name anywhere on the questionnaire.

#### Section A: Bio-data

1. Gender. Male (  ) Female (  )
2. The number of years you have been a head teacher. 0 – 5 years (  ), 6 – 10 years (  )  
11 – 15 years (  ), 16 – 20 years (  ), 21 and above (  )
3. Type of school. Boys only (  ), girls only (  ), mixed (  )
4. Your highest level of education. Certificate (  ), Diploma (  ), Degree (  )  
Masters (  ), others, specify.....
5. State your level of professional training as a counsellors.....
6. Have you attended any seminar or workshop in guidance and counselling in the last six months? Yes (  ), No (  )

## SECTION B

The statements given below are about perception of the effectiveness of guidance and counselling programmes in secondary schools. Please indicate the extent to which you agree with each of them using the given scale (tick your response).

### Scale

Strongly Agree	SA
Agree	A
Not Sure	NS
Disagree	D
Strongly Disagree	SD

No.	On academic competencies, guidance and counselling programme in secondary schools has:	Response				
		SA	A	NS	D	SD
1	Help students adjust to school life.					
2	Do not assist them develop interest in learning.					
3	Helps students choose the subject to study.					
4	Do not assist then develop good studying habits.					
5	Helps a student develop and follow a personal timetable for studying.					
6	Assist then develop and use group study techniques.					
7	Do not help students set realistic academic goals.					
8	Assist them use learning facilities (library, laboratories and workshops) properly.					
9	Do not help students balance between academic work and extra-curriculum activities.					
10	Assist them improve their performance in tests and examinations.					
11	Do not help them participate actively in class during lesson.					

12	Helps students improve their performance in difficult subjects.					
13	Prepares them ask and answer questions during lesson					
14	Do not assist students use results from past tests and exams plan their academic progress.					
15	Do not help them prepare and sit for test and examinations.					
16	Provides them with information on the entry requirements for joining universities and colleges after school.					
	<b>On career competencies, guidance and counselling programme in secondary schools has:</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
17	Helps students acquire information about the opportunities in the labour market.					
18	Do not assist hem with information about courses and careers available to school leavers.					
19	Assist students choose subjects that are relevant to their future careers.					
20	Do not help them value all professions.					
21	Assist in enlightening students about training opportunities and jobs available after school.					
22	Are not assisted to know the qualifications and training required in order to get employed in various professions.					
23	Help students select careers where they have high chances of succeeding.					
24	Do not help them choose careers that they are interested in.					
25	Assists students in deciding whether to pursue further education or look for a job after school.					
26	Do not assist students acquire skills require when applying for a job after school.					
27	Help them set realistic and attainable career goals.					
28	Do not assist students acquire information about the					

	current trends in the labour market.					
	<b>On personal competencies, guidance and counselling programme in secondary schools has:</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
29	The programmes are only useful to students from poor families					
30	Students who get assistance from the programmes are viewed positively by their colleagues					
31	Guidance and counselling programme are associated with punishment.					
32	The programme is meant to invade the privacy of students.					
33	Assist students understand themselves as individuals					
34	Do not help them develop good interpersonal relationships.					
35	Assist them manage their sexuality.					
36	Helps students avoid exposure to HIV/AIDS and sexually transmitted infections.					
37	Do not help them deal with drug related problems and alcohol					
38	Gives the students ability to appreciate and value those who help/assist others.					
39	Makes them aware that all decisions and actions in life do not have consequences.					
40	Do not assist students in making wise and rational decisions in their day to day life.					
41	Helps them be better managers of time.					
42	Do not help students be disciplined members of society.					
43	Assist students choose their friends wisely.					
44	Assist them deal with peer pressure.					

## SECTION C

Give 2 most important suggestions on ways to improve the effectiveness of guidance and counselling programmes in secondary schools.

i. most important .....

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The statements given below are about perception of the effectiveness of guidance and counselling programmes in secondary schools. Please indicate the extent to which you agree with each of them using the given scale (tick your response).

### Scale

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Disagree	D
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8	Assist them use learning facilities (library, laboratories and workshops) properly.					
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27	Help them set realistic and attainable career goals.					
28	Do not assist students acquire information about the current trends in the labour market.					
	<b>On personal competencies, guidance and counselling programme in secondary schools has:</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
29	The programmes are only useful to students from poor families					
30	Students who get assistance from the programmes are viewed positively by their colleagues					
31	Guidance and counselling programme are associated with punishment.					
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33	Assist students understand themselves as individuals					
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**APPENDIX D  
INTRODUCTION LETTER**

**APPENDIX D  
INTRODUCTION LETTER**

**EGERTON**



**UNIVERSITY**

**LAIKIPIA COLLEGE CAMPUS  
EDUCATIONAL PSYCHOLOGY**

P.O. Box 1100  
Phone: 0305-32361  
NYAHURURU

When replying please quote Ref:

14<sup>th</sup> December, 2004

TO WHOM IT MAY CONCERN

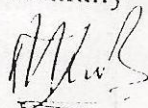
Dear Sir/Madam,

RE: SALINA C. CHEPKONGA EM16/0758/03

The above person is a bonafide student of Egerton University, registered for a course in master of Education in Guidance and Counselling. She is registered in the School Based Module and she is in her second year of study which involves undertaking a research project.

This is to kindly request you to give her any assistance she may require in carrying out her research work.

Yours faithfully



Dr. J. M. Muola  
Chairman,  
Dept. of Educational Psychology & Counselling.

## APPENDIX E

### TABLE FOR DETERMINING REQUIRED SIZE FOR RANDOMLY CHOSEN SAMPLE

Table for determining needed size of a randomly chosen sample from a given finite population of N cases such that the sample proportion P will be within or minus .05 of the population proportion P with a 95 per cent level of confidence.

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	140	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	18	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	241	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377

**Source:** Kathuri & Pals (1993). Introduction to Education Research, Njoro Kenya, Egerton University Press.