

**CHALLENGES ENCOUNTERED IN THE IMPLEMENTATION OF GUIDANCE
AND COUNSELLING PROGRAMME IN PUBLIC SECONDARY SCHOOLS OF
OTHAYA DIVISION, NYERI DISTRICT, KENYA**

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the Requirements for the Master of Education Degree in Guidance and Counselling
of Egerton University**

EGERTON UNIVERSITY

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DECLARATION AND RECOMMENDATION

Declaration

I declare that this Research Project Report is my original work, and it has not been previously presented for the award of a diploma or degree in this or any other university

Sign Date

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EM16/1882/07

Recommendation

This Research Project Report has been submitted for examination with my approval as University supervisor

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DEDICATION

This project is dedicated to all counsellors and stake holders who may find it useful in improving the quality of life of the youth in society.

ACKNOWLEDGEMENT

I highly acknowledge the professional guidance that I received from my supervisor Dr. B.E.E Omulema. His selfless efforts to see me through my studies and insistence for excellence have impacted greatly on my quest for knowledge and the related research. I am also grateful to all my lecturers whose contribution propelled me towards achieving my academic goals. Special thanks go to my wife Phyllis, our son Davies and daughter Tchitchi for their patience, materials and moral support. Without their support it would have been impossible to accomplish what I have done. May the Almighty God bless all the mentioned in a special way.

ABSTRACT

Guidance and counselling is an integral part of the education system in Kenya. Secondary schools have implemented guidance and counselling programme as a government policy requirement. The programme is meant to prevent students' maladjustment, lead to development of human potential, assist individual to self-actualization and simultaneously benefit the society. The purpose of this study was to investigate challenges encountered in the implementation of guidance and counselling programme in public secondary schools in Othaya Division. Descriptive survey design was utilised in the study. The target population was 4600 Form 3 and 4 students in 30 public secondary schools. A sample of 15 public secondary schools was obtained using stratified sampling technique to cater for the different categories of schools. A sample of 15 principals and 15 teacher counsellors was purposefully selected from the selected schools while 148 students were proportionately and randomly sampled. Three different types of questionnaires, for the principals, teacher counsellors and students were used to collect data after piloting them to ascertain their validity and reliability. The co-efficient alpha formula was used to determine the reliability of instruments. Reliabilities of 0.72, 0.71 and 0.75 were obtained from the principals, teacher counsellors and students questionnaires respectively. Descriptive statistics was used in data analysis. The Statistical Package for Social Sciences (SPSS) computer programme was used to compute the data collected. The major findings were that guidance and counselling is offered in all public secondary schools, teacher counsellors lack professional qualification, there is inadequate provision of resources and there is over emphasis of cognitive aspect at the expense of affective aspects of development in school guidance and counselling. The study recommends that the programme be strengthened through training of teacher counsellors, provision of sufficient facilities, allocation of time for counselling and also involvement of parents in the programme. It is hoped that the study findings and recommended solutions will help improve service delivery in guidance and counselling programme in Othaya Division.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOG	-	Board of Governors
KIE	-	Kenya Institute of Education
KNEC	-	Kenya National Examinations Council
MOEST	-	Ministry of Education Science and Technology
SPSS	-	Statistical Package for Social Sciences
TSC	-	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background Information

Guidance and counselling started in the United States of America between 1890 and 1900 during the great depression, it was geared towards addressing unemployment and matching workers to jobs (Barwick, 2000). Gradually, guidance and counselling movement has developed into an organised service making significant contribution to the development of society (Makinde, 1984). Modern forms of guidance and counselling in Africa date back to 1959 in Nigeria where formal career guidance was organised for senior students with emphasis on vocational awareness of the world of work (Makinde, 1984). In Kenya, guidance and counselling has been taken as an important component of education offered in schools. Republic of Kenya (1964) recommended provision of career guidance to all students. Subsequent government reports have emphasized the need for effective guidance and counselling for all students. The age of a secondary school student is within the period of growth known as adolescence. At this stage, the students respond to their own world influenced by their physical development. Adolescents can be easily provoked because whatever an adult does to them, they take it as an attempt to reduce their personality to that of a child. It is this behaviour that leads to assaults and insults in schools or even demonstrations and riots (Ezewu, 1992). Thus there is a great need for guidance and counselling in secondary schools to ensure that students mature steadily towards personal development and self-actualisation.

According to Bennars and Otiende (1994) the need for guidance and counselling is twofold. First, to help students adapt to various changes this may be social, political, educational, economical, vocational and psychological. All such changes have taken place in our country in recent years and many are still going on. With such changes, problems arise and coping with daily living becomes difficult for both individuals and the society. In view of this, a great need exists for expert counselling services that can assist individuals to effectively solve their own problems and cope with difficult situations without falling apart. Secondly to help them adapt themselves to individual differences. In reference to individual differences, there exists a need for guidance and counselling to assist each unique individual in order to fully develop his/her own potential and utilise his/her abilities to the maximum.

Republic of Kenya (1976) posited that the main problem that confronted the youth in Kenyan education system was unemployment. The graduating youth over matched the job opportunities leading to human capital wastage. The Report emphasised the need for a functional and effective guidance and counselling programme.

In 1971, the guidance and counselling programme was formally structured and a special unit set up in the Ministry of Education to organise, administer, and supervise the programme under the school inspectorate section. Republic of Kenya(1999) regrettably noted that guidance and counselling unit that used to be vibrant was no longer as effective as it used to be because most of the professionally qualified personnel had retired or had been deployed to other institutions. The Report indicated that institutions and field staff had nowhere to seek necessary advice to help them carry out guidance and counselling programmes effectively. It observed that a large number of learners in education and training institutions were in dire need of guidance and counselling. The Commission pointed out that in view of the increases in antisocial behaviour, there was an urgent need to have adequate and professionally trained staff to handle guidance and counselling in education and training institutions throughout the country. It recommended that a national programme be instituted for the professional training of teachers to handle guidance and counselling and that it be offered by professionally trained mature staff. The Vice Chancellors Committee Report on causes of disturbances/riots in universities (Republic of Kenya, 2000) stated that lack of guidance and counselling in development and growth of pupils in schools leads to students problems in universities and this is one of the causes of riots in these institutions.

Kilonzo (1980) opined that guidance and counselling services are limited only to Form four students and only in third term. He adds that lack of career and psychological counselling was attributed to the fact that the teacher counsellor felt incompetent to handle psychological problems. Most schools have a tendency to take guidance and counselling as an avenue for restoring delinquent students. Every student needs to learn about their assets and limitations and to make a variety of adjustments based upon knowing themselves. Detjen (1963) emphasises that guidance and counselling services should be for all students, not for the emotionally disturbed or those with behaviour problems. Republic of Kenya (1968) pointed out that some schools tended to overemphasise the cognitive aspect of education at the expense of the affective aspects relating to development of desirable characters and values.

Mutie and Ndambuki (1999) observed that the success in implementation of guidance and counselling programmes is hampered by lack of trained manpower, reference books and funds to organise, implement and sustain the programmes. The role-played by guidance and counselling in making a well-adjusted person cannot be underrated. The challenges encountered in implementation of the programme must be identified and adequately addressed if not completely eradicated.

1.2 Statement of the Problem

Despite the establishment of guidance and counselling department in all schools and appointment of teacher counsellors, the problem of students' indiscipline and riots has persisted. This study sought to investigate the challenges faced in implementation of guidance and counselling programme in Othaya Division where eight out of thirty public secondary schools experienced unrest in year 2008. This clearly showed that guidance and counselling implementation was encountering some challenges hence the need to identify and eradicate them.

1.3 Purpose of the Study

The purpose of this study was to investigate the challenges encountered in implementation of guidance and counselling programme in public secondary schools in Othaya Division.

1.4 Objectives of the Study

- i) To determine whether the teacher counsellors have the necessary professional training in guidance and counselling in public secondary schools in Othaya Division.
- ii) To determine if adequate resources are available for guidance and counselling programme in public secondary schools in Othaya Division.
- iii) To determine the content of guidance and counselling services offered in public secondary schools in Othaya Division.
- iv) To find out if the students are aware of guidance and counselling services offered in public secondary schools in Othaya Division.
- v) To find out if confidentiality is observed in providing guidance and counselling services in public secondary schools in Othaya Division.

1.5 Research Questions

- i) What is the level of teacher counsellor professional training in public secondary schools in Othaya Division?
- ii) Are there enough resources allocated for guidance and counselling programme in public secondary schools in Othaya Division?
- iii) What is the content of guidance and counselling services offered in public secondary schools in Othaya Division?
- iv) Are the students aware of guidance and counselling services offered in public secondary schools in Othaya Division?
- v) Is confidentiality observed in guidance and counselling programme in public secondary schools in Othaya Division?

1.6 Significance of the Study

The study findings may provide useful information to the Ministry of Education. Teachers' Service Commission, principals, teacher counsellors, students and other policy makers on the challenges encountered in implementation of guidance and counselling programme and has suggested ways of improving the programme in order to achieve its objectives.

1.7 The Scope of the Study

This study was conducted in Othaya Division. It was directed to identifying challenges encountered in implementation of guidance and counselling programme in public secondary schools. The study targeted Form 3 and Form 4 students in public secondary schools, principals and teacher counsellors. The teacher counsellors are responsible of planning and implementing the guidance and counselling programme and are therefore aware of the challenges encountered in the process. The Form 3 and 4 students identified the challenges faced in accessing the guidance and counselling services as they have more information than the rest of the students.

1.8 Assumptions of the Study

- i) The principals, teacher counsellors, and students participating in the research gave reliable information in filling the questionnaires.
- ii) That the counsellor's attitude, personality and motivation do not affect the implementation of guidance and counselling.
- iii) Guidance and counselling programme faces challenges in its implementation.

1.9 Limitation of the Study

The study was carried out in Othaya Division public secondary schools, hence the results may be generalised to all public schools only with caution.

Some of the respondents may not have given honest answers. However informed consent was given and confidentiality assured to encourage honesty.

1.10 Definition of Terms

The operational definitions are presented as used within the context of this study as below.

Boys Boarding school: An institution that offers education and accommodation for boys only

Challenges: Difficulties faced in guidance and counselling programme

Counselling: Processes of helping an individual discover and develop his/her educational, vocational, psychological potentialities and thereby achieve an optimal level of personal happiness and social usefulness.

Girls Boarding school: It is an institution for educating girls only and which provides accommodation

Guidance: Is a process, developmental in nature by which an individual is assisted to understand, accept and utilise his/her aptitude, interests and attitudinal aspirations.

Implementation: Operationalisation of guidance and counselling programmes.

Mixed Day Secondary School: An institution offering only education to boys and girls without accommodation

Peer counsellor: Peer counsellors are students who are carefully selected from among the learners and trained to assist others manage their affairs.

Principal: Refers to the teacher in charge of administration of the secondary school.

Teacher counsellor: The teacher in charge of guidance and counselling services within a secondary school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the related literature of the study. It is categorised into the following subsections: guidance and counselling in Kenyan schools, the rationale of guidance and counselling, teacher counsellor training, teacher counsellor workload, role of the school counsellor, awareness, teamwork and resource allocation, confidentiality, theoretical and conceptual frameworks.

2.2 The Rationale for Guidance and Counselling Programme

Guidance has been practised for as long as humanity has lived. People have always sought the advice and counsel of others who had superior knowledge, insight or experience. Such practices, which in no way relied on accurate scientific facts, were traditionally used. However, even though some of them still exist, professional counsellors have their reservation about their accuracy and usefulness (Bennars & Otieno 1994). In many African countries, these practices were entirely private family affairs with senior members, parents relatives and elders acting as counsellors. Modern guidance and counselling is an emerging, growing and continuously changing concept and movement with American roots. The guidance and counselling movement emerged as a natural consequence of the type of conditions existing at that time. These conditions include urbanization, immigration, industrialization, social evolution and unemployment, which are prevalent in Kenya at the moment.

In the year 2008, between June and July, 300 secondary schools were closed down due to students unrest, dormitories were burned down in some of the schools and one fatality was reported (Ngare, 2008). At Nyeri high school in 1991, four prefects were locked up and burnt to death by fellow students. Again in 1991, the boys of St Kizito mixed secondary school had evidently raped the girls leaving 19 of them dead. Republic of Kenya (2001) set to investigate a wave of school strikes totalling to 257 schools in 2000/2001 led to a call to investigate the issues and that guidance and counselling programme in schools should be revamped to enhance a harmonious learning environment. Newsome (1973) emphasises this by saying that the complexity of modern society and its dynamic nature, uncertainty and lack of authority necessitates proper guidance.

According to Riccio and Quaranta (1968) with both parents away from home more than ever before, the home no longer has the training functions it once had in the lives of boys and girls. Functions are more frequently fulfilled by parent-surrogate. Teachers and counsellors are often asked to fulfil what in the past were viewed as parental roles. The school is charged with enormous responsibility of developing the youth from very early age into a grown adult. The society expects the youth emerging from the school to be completely developed and socially ready for the world of work.

The youth grow in the society and encounter difficulties due to interaction with other social elements. As a result guidance and counselling programme should be a function of the social setting. This implies that it should be able to take care of individual needs and at the same time reflect changes in the society. Riccio and Quaranta (1968) emphasized the need for a planned guidance and counselling programme. According to them the programme should offer appraisal services, information, counselling, placement and evaluation to assess the effectiveness of the programme. Guidance and counselling is of great importance at the critical adolescent stage of students' lives.

The objectives of guidance and counselling is to provide knowledge, skills and attitudes necessary for helping students who need to deal with life challenges and realities they may face in their changing life situations. This may help them to understand themselves, their physical and social environment, cope with academic demands and to realize their full potential. Guidance and counselling is a continuous and sequential educational process, hence should be provided throughout life (Mutie & Ndambuki, 1999), they add that students need to be assisted in coping with examination anxiety. The fear of failure and pressure for highest grades are major sources of stress among students. No wonder most students' unrest are witnessed just before exams.

2.3 Guidance and Counselling in Kenya Schools System

Formalization and integration of guidance services in the Kenyan educational systems began in the late fifties (KIE, 2003). Guidance and counselling is considered as an integral part of the education process and plays the role of supplementing and complementing all other educational programmes in the school system (KIE, 2003). A school guidance and counselling programme has two major components namely guidance and counselling. The two are related but offers distinct services.

Republic of Kenya(1964) recommended that children be given courses in education and training best suited to their needs, and guidance be provided on careers and openings for employment. Consequently the Ministry of Education established guidance and counselling unit in 1971 at the inspectorate headquarters. The units' major task was to deal with problems of psychological maladjustment of pupils in schools, run seminars for teachers on vocational guidance, develop, coordinate and evaluate guidance and counselling programme in all educational institutions in Kenya. It was also charged with the responsibility of developing resource materials in conjunction with Kenya Institute of Education, organize training programmes for peer counsellors and distribute information booklets.

Karugu (1989) pointed out that the Guidance and Counselling Unit of the Ministry of Education may be credited with encouraging schools to have counsellors creating awareness on the importance of guidance and counselling by holding seminars for teachers and writing, producing and updating the handbook for school guidance counsellors. Beyond these, the unit has made very little impact in developing guidance and counselling in schools. In the 1974-1978 development plan(Republic of Kenya,1974-1978), guidance and counselling unit was grouped together with such others as KIE, KNEC and the school feeding scheme. It was listed as an education support service and there was little expectation.

According to Republic of Kenya (1999), there is need for guidance and counselling services in schools. It states that guidance and counselling should be used to advice students on academic social and practical aspects of life. The state of guidance and counselling does not cater for all human facets. It has concentrated on the career and vocational guidance for the form four students and not counselling. Kilonzo (1980) observed that then, there was no evidence on any work of guidance being done with form one, two and threes. Lack of career and psychological counselling was attributed to the fact that the teacher counsellor felt incompetent to handle purely psychological and sociological problems. Areas ignored include health, civic and disaster and conflict resolutions.

When guidance and counselling of pupils and learners is properly done, it plays an important role in enhancing the persons future adaptability as does academic teaching(Republic of Kenya,1976) The main components of guidance and counselling are educational, career and personal counselling. However, studies show that out of 3500 secondary schools in the country only 1000 have guidance and counselling heads of departments posted to the schools

by Teachers Service Commission (Mutie & Ndambuki, 1999). It is worth noting however that although all these laudable efforts have been put in place, the state of guidance and counselling services in Kenyan schools and colleges is far from adequate (KIE, 2003). This situation notwithstanding, majority of today's students are faced with numerous crises ranging from human sexuality, peer pressure, drug abuse, harmful irrational practices and negative media influences. To adequately and effectively manage this crisis, each school should establish a functional guidance and counselling department.

2.4 Teacher Counsellor Training

In preparation for counselling, it is important to acquire knowledge of theories of personality and psychotherapy and also diagnostic and behavioural intervention techniques as well as human behaviour (Mutie & Ndambuki, 1999), although Republic of Kenya (1968) recommended training of teachers in training colleges, the general feeling is that the content is inadequate. Tumuti (2002) points out that, although guidance and counselling was made part of teacher training curriculum at the college level and university, the guidance and counselling course seems not to have been effectively tackled. It just dwells on one course – introduction to guidance and counselling. The Ministry of Education handbook on guidance and counselling states that teachers have been prepared through their training to assist students to develop socially acceptable behaviour, but the behaviour exhibited by many students leaves a lot to be desired.

Blocher (1966) states that a teacher counsellor requires a wide range of information and sources of information to help them guide and counsel students successfully. This is an aspect that is important. They should possess a repertoire of specific skills if they are to be successful and effective. Those who are entrusted with providing this service either have attended short courses on counselling which is unfortunate since the best way of disseminating counselling skills is with specialist training (Fontana, 1995). Although this is the case, it is difficult for one to have all the qualities required. Hence, it is important to have guidance and counselling committee in place that would incorporate different persons with different qualities and skills. Republic of Kenya (1976) observed that guidance and counselling services had been left to teachers that were not well equipped for the job. The report recommended that teachers in colleges undertake a compulsory course in guidance and counselling and in-service courses be offered for practising teachers. The report recommended participation of all teachers in guidance and counselling.

Republic of Kenya(2001) recommended that the guidance and counselling be strengthened by equipping teachers with knowledge and skills. The report emphasised the need for professionally trained teacher counsellors with a postgraduate training as a requirement for the teachers who were to be in charge of guidance and counselling. Guerney (1969) adds that in-service training and supervision of teachers in social-psychological and psychotherapeutic principles, may make it possible to achieve wide spread changes in the educational and psychosocial adjustment of students. Phillips (1990) recommends that school counsellors be educated and trained for speciality and proficiency. Proficiency involves mastery of skills and techniques unique to school counselling. It also includes methods and theories. Speciality involves knowledge concerning the population, their problems and ways of addressing these problems. He adds that counsellors should take courses in psycho-educational assessment, clinical and abnormal-psychology, consultation, behavioural assessment and intervention and child development. The needs of children are great and they are more likely to be met during counselling by teachers who have a personal philosophy and background of professional training in the area of guidance and counselling (Arbuckle, 1950).

2.5 Teacher Counsellor Workload

Guidance counsellors should have minimum teaching responsibilities. This is to enable them have enough time to plan, organise and execute guidance and counselling activities. The counsellor should have a capacity to conduct research and utilise the research findings (Galloway, 1981). Republic of Kenya (2001) recommends the reduction of the teaching load of teacher counsellor to give them more time to offer guidance and counselling services. Republic of Kenya (1976) had pointed out that teacher counsellors had other heavy duties to attend to. This made guidance and counselling ineffective as there was no time allocated for the same.

2.6 Role of Teacher Counsellor

Given the challenges faced by today's students, teacher counsellors must focus on students personal, social, educational and career needs. In order to do so counsellors need to move from a service oriented approach (orientation, information, assessment, counselling, placement and follow-up) to a school counselling programme approach. The teacher counsellor can exert more control over their scope of practice if they commit themselves to designing and implementing developmental school counselling programme. Emphasizing developmental counselling programme permits counsellors to be seen as contributing to the growth of all students and not just working with those "in trouble." Developmental counselling programmes focus on meeting student's needs and leads to activities and

structured group experiences for all students (Gysbers, 1990), they are proactive rather than reactive.

Developmental counselling programmes include both content and process components. The content includes the rationale for the programme, the personal, social, educational, and career development skills or competencies needed by children and the youth; and the management plan to guide counsellors' management of the counselling programme. The process component includes the activities to be used to help students achieve the designated skills, strategies and methods to be used to evaluate the programme and improve (Sears, 1990). In a comprehensive developmental school counselling programme the counsellor has the following scope of practice, designing the content of the programme, delivery, counselling, consultation, coordination and evaluation. Fontana (1982) says most important qualities of counsellors are trustworthiness and empathy, must be accepting and not critical of clients regardless of their background, age, value, and attitude. They should be able to communicate in a language that students understand.

2.7 Awareness of Services Offered by Guidance and Counselling Departments

Snyder (1972) reported that students did not seek counselling services because they had minimal amount of information about the counselling centre. Gelso (1973) found that providing either written or oral information to students about counselling increased their overall willingness to seek help from the guidance and counselling service centres. Gelso (1973) advises that counsellors should present either oral or written information to potential clients concerning counselling in order for them to see a counsellor in a proper perspective. This increases chances of help seeking by potential clients. Leviton (1977) posits that only 54% of the students with problems of personal concern consulted a relative or a friend while 29% contacted parents. He further adds that one third of students were unaware of the existence of a counsellor in the school and students rarely see counsellors about personal problems. This is why it is important for a counsellor to make deliberate efforts in defining and clarifying his/her function to students while clarifying that counselling is not teaching but a cooperative process of the involved persons.

According to Erickson and Smith (1947) the tendency in some schools to regard guidance and counselling programmes as medium of restoring deviant pupils is not good. The so-called normal boy or girl deserves as much attention from the counsellor than they usually receive. This misconception must be addressed by creating awareness. Gibson (1982) in a study

which he carried out, more than one quarter of the students he studied indicated that counsellors had not assisted them personally in any way. Also 56% reported that they were not sure what constituted the activities of their school guidance and counselling programme and one third of them reported that the programme had not been described or outlined to them during their 3 or 4 years in high schools.

It is dangerous for the school counselling programme to become identified as a service for deviate, discounted or defiant students for the service will then be shunned. Not only will the students body in general avoid seeking help but so will the group that most needs counselling. Singh (2005) points out that counsellors can publicize the services provided through speeches, in assemblies, circulating written announcement to the students concerning available services. He adds that when parents and the community are aware of the guidance and counselling services and believe them worthwhile, they will encourage the students to take advantage of the opportunity. The foregoing clearly indicates that one of the key factors in successful implementation of guidance and counselling is awareness.

2.8 Teamwork and Resource Allocation in regard to Guidance and Counselling

According to Mutie and Ndambuki (1999) when preparing to counsel one needs to establish a counselling department and counselling committee. They further add that no programme can function successfully unless parents are fully convinced of its activity. Oketch and Ngumba (1991) noted that collaboration between counsellors, teachers and parents is essential to effect change in students' life or facilitate growth and development. Fullner (1992) says that the professional counsellor can have maximum impact on pupils by working with and through the key adults in the lives of those pupils. They can make their most telling contribution in which parents teachers and pupils become recognized factors in counselling. Biswalo (1996) adds that where guidance and counselling services are well established, teachers normally cooperate with the teacher counsellors.

According to Erickson and Smith (1947) the school administration must take leadership in the development of the guidance and counselling and must assume the responsibility for continually improving the programme by provision of necessary facilities and good will. The entire staff of the school assumes roles and responsibility on its organization. Nelson (1972) points out that guidance is a shared responsibility, the scholar explains that whereas the teacher counsellor brings special skills to his/her work with the students, the rest of the

teachers have many more hours in a group setting to observe and assist the students. Others who have valuable insight into the child's behaviour needs and his/her environment are school administrators, the school nurse, parents and peers. Thus there is need for concerted teamwork if guidance and counselling is to achieve its objective.

Khaemba (2001) observed that for effective guidance and counselling to take place in an educational institution, it must be fully supported by the institution management in form of moral and material support. Makinde (1993) adds that contribution of the school counsellors to the students and society are dependent upon the existence of certain environmental conditions such as physical facilities appropriate to work, budgetary provision to allow adequate material, equipment, supervision and consultation to enhance the role of school counsellor. The counsellor should involve teachers, parents and all the concerned stakeholders

2.9 Confidentiality in Guidance and Counselling

Confidentiality is central to developing a trusting and productive client-therapist relationship. It is both legal and an ethical issue. No genuine therapy can occur unless clients trust in the privacy of their revelations to their therapists (Corey, 2005). Although confidentiality is essential it cannot be considered an absolute. There are times when confidential information must be divulged when it becomes clear that the client might do serious harm to either themselves or others. Largely a counsellor is required to break confidentiality in cases involving child abuse, abuse of the elderly and of dependent adults (Corey, 2005). Thus it is essential that the teacher counsellor to whom an adolescent turn for help respect his/her confidence. Teacher counsellors need to cultivate a sense of confidentiality in order to reassure students and encourage them to seek help but at the same time define the degree of confidentiality that can be promised at the initial stages.

2.10. Theoretical Framework

The study is based on structural functionalism and behaviorism theories which explains human behaviors as a product of environment. Structural functionalism addresses society as a whole in terms of the functions of its constituent elements namely norms, customs, traditions and institutions. Behaviorism is based on the proposition that all things that organisms do including thinking and feeling should be described scientifically. According to behaviorists

one's behavior and subsequent learning is only a response to all of the stimuli one encounters in life.

Structural functionalism (Emile Durkheim 1858- 1917) postulates that a human society is like an organism and is made up of structures called social institutions. These institutions are specifically structured so that they perform different functions on behalf of the society. According to this theory, as a result of being interrelated and interdependent, one organ can affect the others and ultimately the whole society institution. Functionalist describes schools as “miniature” societies. They view the goal of the school as basically preparing the young for their adult roles and allocating them within the role- structure of the adult society (Bennars & Otiende 1994). Guidance and counselling of learners is an organ of the system of education with focus in both the process and the outcome in Kenya schools. For achievement of school goals, identification and eradication of challenges encountered in the implementation of guidance and counselling programme is imperative.

Behaviorism theory: Behaviorism theory (Pavlov, 1927; Thorndike, 1898; Skinner, 1953 and Watson, 1924) from counselling perspective postulates that personality is the collection of learned behavior that is overt and observable; difference in individual personalities can be attributed to differences in stimulus, pattern, reinforcement contingencies, and punishment pattern. Behaviourists believe that maladaptive behaviours are learned in the same way that adaptive behaviors are learned, therefore, they can be delearned (Omulema, 2000). Where implementation of guidance and counselling programme is successful, cases of maladaptive behaviors should be minimal. This is contrary to what is being witnessed in our schools today, when students are not carefully guided and counselled, they tend to feel neglected. Indiscipline tends to set in. Indeed certain disciplinary cases are attention- seeking (Wango & Mungai, 2007). From the two theories, it can be concluded that students who are not well guided and counselled in their adolescent are likely to have social, personal and academic maladjustments. This calls for establishment of effective guidance and counselling programme in schools. This is only possible where all the challenges encountered in implementation in guidance and counselling programme are identified and eliminated. This has therefore necessitated this study in public secondary school in Othaya Division.

2.11 Conceptual Framework

With counsellors professional training, provision of resources, creating awareness, observing confidentiality, and offering appropriate services, they will be in a position to address the

challenges facing the youth through implementation of an efficient guidance and counselling programmes. This will ensure the youth are adequately prepared for adult life, can make informed decisions, adjust to physical and social environment and set realistic goals.

The interaction of various factors can be represented diagrammatically as shown below:

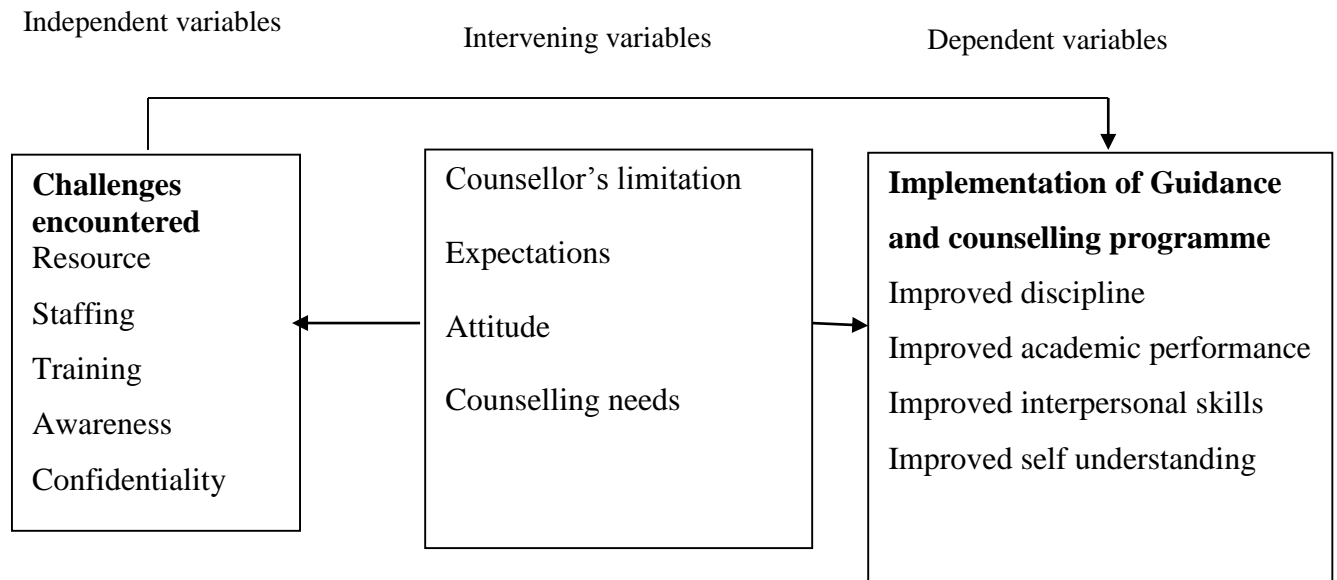


Figure 1: The Challenges of Implementing Guidance and Counselling Programme in Public Secondary Schools

Independent variables include resources available, staffing, training, awareness and confidentiality. They have a direct impact on implementation of guidance and counselling services in schools as they determine the success of the programme. Counsellor’s limitation, attitude, understanding of client’s needs and expectations may affect implementation of guidance and counselling services either positively or negatively. They may also impact on independent variables as challenges encountered can be affected by counsellor’s attitude, limitation and expectations. However in this study, these intervening variables were assumed to have no influence on the dependent variable. Where guidance and counselling is not effective, students are likely to become undisciplined, lack self understanding, have poor interpersonal relationships and become poor academic performers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the survey design, location of the study, population of the study, sampling procedures, data collection procedures and data analysis procedures. The chapter describes the procedure used to carry out the study.

3.2 Research Design

This is a descriptive survey which was conducted using a survey design. According to Wiersma (1985) survey is appropriate for the study since survey studies are conducted to determine the status quo and are concerned with the gathering of facts rather than manipulation of variables. No treatment was given to the subjects before the study was conducted. The study addressed the professional training of teacher counsellors, resource allocations, content of guidance and counselling offered, awareness of services offered, confidentiality and support given to the guidance programmes with a view to describing them.

3.3 Location of the Study

The study was undertaken in selected schools in Othaya Division Nyeri District. The area was chosen for its accessibility to the researcher and has also had a fair share of students' unrests with 8 schools out of 30 experiencing unrest in 2008. This situation points to challenges in implementation of guidance and counselling programmes.

3.4 Population of the Study

The target population of the study was teacher counsellors, principals, Form 3 and form 4 students in all the public secondary schools in Othaya Division. The Division has a total of 30 public secondary schools, 30 principals and 30 teacher counsellors and a student population of 4600 in Form 3 and Form 4. The form 3 and 4 were chosen as they were better placed to give more detailed information on challenges encountered in implementation guidance and counselling programme.

Table 1:

Population of the Selected Secondary Schools

Name of school	School category	Principals population	Form 3 students population	Form 4 students population	Teacher counsellors population
Kenyatta Mahiga boys	Boys boarding	1	160	124	1
Othaya boys	Boys boarding	1	180	172	1
Mahiga girls	Girls boarding	1	181	174	1
Chinga girls	Girls boarding	1	187	185	1
Gathera secondary	Mixed day	1	90	75	1
Kiaguthu	Mixed day	1	63	58	1
Kiamuya	Mixed day	1	84	65	1
Kiahungu	Mixed day	1	42	34	1
Irindi	Mixed day	1	46	47	1
Thunguri	Mixed day	1	81	72	1
Gatugi	Mixed day	1	64	53	1
Ihuririo	Mixed day	1	68	51	1
Gathumbi	Mixed day	1	45	42	1
Kiriko secondary	Mixed day	1	62	58	1
Gakuyu Mahiga	Mixed day	1	79	68	1
Total		15	1432	1273	15

Source: Divisional Education Office- Othaya year 2009

3.5 Sampling Procedures and Sample Size

The schools were stratified into boys boarding, girls boarding and mixed day to ensure adequate representation of each strata. The number of schools to represent each stratum were obtained through proportionate sampling. In total, the number of schools picked were determined by use of 50% index. The 15 selected public secondary schools had a total population of 1432 and 1273 Form 3 and Form 4 students respectively. Gay and Diehl (1992) points out that for a descriptive research a scope size of 10% of the population is considered the minimum. The researcher used 50% of the 30 public secondary schools in Othaya Division. The size of the sample in each stratum was through proportionate sampling. The research had a sample of 15 principals and 15 teacher counsellors purposefully picked from the selected schools. The sample size of the students participants was determined using the coefficient of variation where a coefficient of variation of at most 30% is usually acceptable (Nassiuma 2000). The researcher used a coefficient of variation to be 25% and a standard

error of 0.02. The formula shown was used to determine the student sample size.

$$S = \frac{NC^2}{C^2 + (N-1)e^2}$$

Where

S = sample

N = population

C = covariance

e = standard error

$$\text{Students sample } n = \frac{2705 (25)^2}{(25\%)^2 + (2705-1)(0.02)^2} = 148$$

The number of students to be sampled from each school was obtained through proportionate sampling to give a sample size of 148 students. Table 2 shows the principals, teacher counsellors and students selected per school.

Table 2:
Principal, Counsellor and Students Selected Per School

Name of school	Category	Principals sample	Form 3 students sample	Form 4 students sample	Teacher counsellors sample
Kenyatta Mahiga boys	Boys boarding	1	9	7	1
Othaya boys	Boys boarding	1	10	9	1
Mahiga girls	Girls boarding	1	10	9	1
Chinga girls	Girls boarding	1	10	10	1
Gathera secondary	Mixed day	1	5	4	1
Kiaguthu	Mixed day	1	4	3	1
Kiamuya	Mixed day	1	5	3	1
Kiahangu	Mixed day	1	2	2	1
Irindi	Mixed day	1	3	2	1
Thunguri	Mixed day	1	4	4	1
Gatugi	Mixed day	1	3	3	1
Ihuririo	Mixed day	1	4	3	1
Gathumbi	Mixed day	1	3	2	1
Kiriko secondary	Mixed day	1	4	3	1
Gakuyu Mahiga	Mixed day	1	4	4	1
Total		15	80	68	15

The number of students selected per selected school was determined through proportionate sampling.

3.6 Instrumentation

Three different questionnaires were used to collect the required information. The items focus on challenges encountered in implementation of guidance and counselling in secondary schools. The first questionnaire was administered to principals. It contained information on their gender, professional qualification, the average teacher workload, challenges encountered in its implementation and possible solutions. The second questionnaire was administered to teacher counsellors and contained information on the time allocated, professional training, workload, services offered, resources available and support extended to guidance and counselling programme. The third questionnaire was administered to students and contained information on gender, awareness of guidance and counselling services, confidentiality, and time allocated for the programme.

3.6.1 Validity of the Instruments

A pilot study on three secondary schools, one from each category of the schools not selected for the study was carried out to validate the instruments. A total of 45 students were selected using proportionate and random sampling. Both construct and face validity were established. Experts in the department of psychology were consulted for the same. According to Gay (1987) content validity can be determined through expert judgement.

3.6.2 Reliability of the Instruments

The co-efficient alpha formula was used to determine the reliability of the instruments. This is a method of estimating reliability through a single administration of test items. The Cronbach's alpha of 0.72, 0.71 and 0.75 were obtained for principal's, teacher counsellor's and student's questionnaires respectively. This is considered acceptable (Fraenkel & Wallen, 2000). The high reliability of the instruments meant that, the results obtained are consistent with the objectives of the study.

3.7 Data Collection Procedures

The researcher visited the selected schools and administered the questionnaire personally to the respondents after authorisation from Ministry of Education office and school principals. They were collected immediately upon completion. Explanation was done to respondents on how to answer and assistance given when and where necessary.

3.8 Data Analysis

Analysis was done using descriptive statistics which included frequencies and percentages. The quantitative data was organised, coded and analysed using the Statistical Package for Social Sciences (SPSS) version 17.0 for windows and results presented in tabular form.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the research findings and their interpretation on challenges encountered in implementation of guidance and counselling programme in public secondary school in Othaya Division based on the following objectives of the study.

- i) To determine whether the teacher counsellors have the necessary professional training in guidance and counselling in public secondary schools in Othaya Division.
- ii) To determine if adequate resources are available for guidance and counselling programme in public secondary schools in Othaya Division.
- iii) To determine the content of guidance and counselling services offered in public secondary schools in Othaya Division.
- iv) To find out if the students are aware of guidance and counselling services offered in public secondary schools in Othaya Division.
- v) To find out if confidentiality is observed in providing guidance and counselling services in public secondary schools in Othaya Division

4.2 Demographic Data

This study targeted public secondary schools, principals teacher counsellors and students. A total of 15 principals 15 teachers counsellors and 148 students participated in the study. All the questionnaires were returned after filling. Table 3 gives the distribution of respondents by school category.

Table 3:

Distribution of Respondents by School Category

Category of school	Number of school sampled	Number of students respondents	Number of teacher counsellors	No of Principals	
				Males	Females
Girls boarding	2	39	2	0	2
Boys boarding	2	35	2	2	0
Mixed day	11	74	11	6	5
Total	15	148	15	8	7

It can be observed that 53.3% of the school are headed by male principals while 46.7% are headed by female principals, this points to gender parity in school management . All the schools visited had a teacher counsellor and offered guidance and counselling programme. The study also established that the majority of teacher counsellors are internally appointed. This contradicts Mutie and Ndambuki (1999) assertions that TSC has posted teachers to head guidance and counselling departments in secondary schools in Kenya.

Table 4:

Teacher Counsellor Appointing Authority

Appointing authority	Number of teacher counsellors	Percentage
T.S.C	4	26.7
B.O.G	1	6.6
Principal	10	66.7
Total	15	100.0

The result indicate that 66.7% of teacher counsellors are appointed by the school principals and are therefore not recognized by the T.S.C. Only 26.7% teachers counsellors are T.S.C appointed and hence remunerated accordingly. This situation could have a negative impact on guidance and counselling programme.

4.3 Analysis of Data

4.3.1 Teacher Counsellor Professional Training in Guidance and Counselling

The first objective sought to determine whether the teacher counsellors have the necessary professional training in guidance and counselling. The teacher counsellors-training is key to service delivery. Table 5 presents the qualifications of those interviewed.

Table 5:

Teacher Counsellors Professional Qualifications in Guidance and Counselling

Qualification	Frequency	Percentage
Post graduate	0	0.0
Graduate	0	0.0
Diploma	0	0.0
Certificate	2	13.3
Untrained	13	86.7
Total	15	100.0

The findings show that 86.7% of teacher counsellors lack professional training as counsellors and only 13.3% are trained to certificate level. This concurs with Kilonzo (1989) findings that the major obstacle facing guidance and counselling programme in most secondary school is of lack of trained professionals. It is also in line with Mutie and Ndambuki (1999) who pointed out that many present day counsellors are inadequately trained for their work. Republic of Kenya(2001) stated that priority should be given in equipping teacher counsellors with professional skills and that head of department of guidance and counselling should possess a minimum of a master degree in guidance and counselling, clearly, this has not been achieved. The provision of in-service education and training of teacher counsellors is presented in Table 6.

Table 6:

Number of In-Service Courses Attended in the Last 1 Year

Number of courses	Number of counsellors	Percentage
0	6	40.0
1	5	33.4
2	2	13.3
3	2	13.3
Total	15	100.0

The result indicate that 40% of teacher counsellors received no in-service training for a year while 33.4 % attended one in-service course within 1 year . The results show that the Ministry of Education has made an effort to in-service teacher counsellors but all teacher counsellors

should be trained. Guerney (1969) observed that lack of continuing education weakens the counsellors resolve since they lack modern skills to handle emerging disciplinary and educational problems. According to Arthur (1970) there is knowledge base unique to counselling and counsellors should receive training in it.

It was also established that only 26.7% of teacher counsellors have covered theories and techniques of counselling. 20.0 % have trained in personality dynamics and behavior while 33% covered vocational, educational and personal guidance. These courses lay the foundation for school counselling but were not adequately addressed. Drugs and substance abuse and HIV/AIDS counselling received more emphasis at 53.4% and 46.7% respectively although they are not geared towards school counselling. In order to equip teacher counsellors to deal with students problems effectively, there should be structured training which appear to be lacking from the results. Makinde (1993) noted that counselling would only earn the status of a true profession when its training programmes increase in competence, ethical skills and attitude of those who seek to become counsellors.

4.3.2 Resource Allocation for Guidance and Counselling Programme

The second objective sought to establish whether adequate resources are available for guidance and counselling programme in public secondary schools in Othaya Division. The findings on the resources available for guidance and counselling in schools are presented in Table 7.

Table 7:

Resources Available in School for Guidance and Counselling

Facilities	Number of teachers	Percentage
Private counselling office	9	60.0
Counselling room furniture	8	53.3
Students inventories	5	33.3
Handbooks on different careers	7	46.7
Bulletin on different topics	4	26.7
Handbook on different educational opportunities	3	20.0
Magazines an psychology	1	6.7
Videos ,film and slides	3	20.0

According to Makinde (1984) there are inadequate facilities in schools to enable provision of basic resources for guidance and counselling. The results indicate that 40% of school do not have private counselling offices while 53.3% of the schools do not have furniture in counselling rooms. These are essential parts of the counselling process as conducive environment must be provided and confidentiality observed. 66.7% of school do not have students inventories for record keeping and follow-up which is bound to hamper provision of guidance and counselling services. 80% of schools lacks supplementary materials such as videos, films, slides and magazines which facilitates guidance and counselling. This makes it difficult for teacher counsellors to enrich the programme. Makinde (1993) noted that the contribution of school counsellors depends on the existences of physical facilities and materials appropriate to work. These are insufficient from the findings. Teacher counsellors were asked to classify the level of facilities allocated for guidance and counselling programme in their school.

Only 26.7% teacher counsellors felt they had a good level of facilities provision while 33.3% felt that the facilitation for guidance and counselling programme was poor. This agrees with Sindabi (1992) Finding that 75% of teacher counsellors surveyed in Kenyan secondary school lacked materials and resources.

Khaemba (2001) pointed out that for effective guidance and counselling to take place in an educational institution, it must be fully supported by the institution management in form of material and moral support. Time is an essential resource in guidance and counselling, According to Jones (1970), the limited time available to teacher counsellors considerably hinder their counselling role. However it was found that 86% schools have not allocated time for guidance and counselling in the school timetable. This leaves teacher counsellors with an option of offering guidance and counselling between lessons, after classes and weekends. This is inconvenient to both the students and teacher counsellors and negatively affects the guidance and counselling process.

The average teacher counsellor workload was found to be 25.8 lessons per week while the average workload for other teachers is 26.7 lessons per week. This contradicts the ministry of Education recommendation that heads of departments should have maximum of 16 lessons per week. The findings concur with Kinuthia (1989) who pointed out that teacher counsellors have a heavy workload and thus cannot cope with counselling duties. The findings also concurs with Pecku (1991) who pointed out that situation in the present times is whereby the

teacher -counsellors are usually called upon whenever a problem or a crises arises in the school. Teacher counsellors end up giving students advice instead of guiding them to solve their own problems.

4.3.3 Content of Guidance and Counselling Services Offered in Public Secondary School

Objective three was to establish the content of guidance and counselling services offered in public secondary schools in Othaya Division. The content of guidance and counselling programme and the interventions commonly used determines it's success. Table 8 summarizes the findings in this regard.

Table 8:

Content of Guidance and Counselling and Interventions Used

Form of guidance and counseling	Interventions							
	Individual counselling	Percentage	Group	%	Peer	%	Lecture	%
Vocational guidance	0	0.0	3	20.0	0	0.0	4	26.7
Educational guidance and counseling	9	60.0	11	73.3	2	13.3	12	80.0
Social guidance and counseling	4	26.7	10	66.7	3	20.0	2	13.3
Health guidance and counseling	0	0.0	6	40.0	0	0.00	4	26.7

The results indicate that there is a lot of emphasis on educational guidance and counselling with the most popular intervention being group and lecture at 73.3% and 80% respectively. Vocational and health guidance are the most neglected with only 20% of teacher counsellors offering vocational guidance in group counselling and 40% offering health guidance in group counselling.

When students were asked what type of help they had received from guidance and counselling department, the findings points to over emphasis on academic development with 65% of students receiving academic help and 25.6 % receiving personal help only 30.4% received social guidance and counselling. According to Chibber (2005), the emphasis on intellectual

development alone cannot help in the total development of students. Self –knowledge must be made primary focus. Follow-up of students after completing school to get feedback on how well they adjust to their roles outside school is a key component of guidance and counselling. The results indicate that there is inadequate follow-up with only 33.3% of teacher counsellors carrying out the follow –up which is necessary in improvement of the programme as weakness can be identified and eliminated.

The results also indicate that 60% of teacher counsellors do not have a clear referral network which is an essential component of guidance and counselling programme. Gysber (1988) noted that parents are the strongest influence on students development including their academic success, educational and career planning. Outreach efforts and public relation activities can enhance informed decision making by parents and their children. Teacher counsellors were asked whether they conduct career days and parent conferences on guidance and counselling services and activities, the responses are given in Table 9.

Table 9:

Career Days and Parent Conferences

Response	No of teacher counselling	Percentage
Yes	7	46.7
No	8	53.3
Total	15	100.0

From the findings 53.3% teachers counsellors do not hold career days and parent conference and this has a negative impact and guidance and counselling programme. Teacher counsellors require a lot of support from parents in order to carry out their role properly. This can only be achieved when parents are engaged in guidance and counselling process. The most prominent constraints were found to be lack of training at 93.3%, inadequate time at 86.7% , heavy work load at 80% , lack of materials at 66.7 % and lack of awareness on services and activities of guidance and counselling by students. For effective provision of guidance and counselling services in schools, counsellors’ training, time allocation and resource provision are of vital importance (Fontana, 1995).

4.3.4 Awareness of Services and Activities in Guidance and Counselling

Objective four sought to determine whether students are aware of guidance and counselling services offered in public secondary schools in Othaya Division. Students were asked whether they were aware of assistance available from the guidance and counselling offices. Their responses are as per Table 10.

Table 10:
Awareness of Guidance and Counselling Services and Activities

Response	Frequencies	Percentage
Yes	55	37.2
No	93	62.8
Total	148	100.0

The results indicate that only 37.2% of the students are aware of the services and activities available from guidance and counselling departments. This concurs with Gibson (1984) study that 56% of students reported that they were not sure what constituted the activities of their school guidance and counselling programme. It is important for counsellors to make deliberate efforts in defining and clarifying their functions to students if more students are to seek help. The results also indicate that only 41.2% of students volunteers to seek guidance and counselling services while the rest are referred. This concurs with Kilonzo (1989) views that guidance and counselling is perceived as an extra-curriculum activity. This attitude presents a challenge in guidance and counselling service delivery.

4.3.5 Observation of Confidentiality in Guidance and Counselling

The fifth objective was to find out if confidentiality is observed in the provision of guidance and counselling services in public secondary schools in Othaya Division. Teacher counsellors were asked if they are forced to release confidential information by their seniors, their responses are presented in Table 11.

Table 11:

Release of Confidential Information

Response	Number of teacher counsellors	Percentage
Yes	4	26.7
No	11	73.3
Total	15	100.0

The results indicate that 26.7% of principals ask for release of confidential information from teacher counsellors. When teacher-counsellors and students were asked whether they experience breaches of confidentiality in the guidance and counselling, 33.3% of teachers admitted that they experience breaches of confidentiality in department while 44.6% of students felt that there was leakage of confidential information. For any counselling relationship to be fruitful, clients must trust in the privacy of their revelations and informed consent must be provided before the client commit themselves . Failure to observe confidentiality can only discourage clients (Corey, 2005). Confidential information should only be released when it becomes clear that the client might do serious harm to either themselves or others.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to identify challenges encountered in the implementation of guidance and counselling in public secondary schools in Othaya Division. Data was collected in form of a survey and analysed as indicated in chapter four. This chapter presents conclusion and recommendations made from the results.

5.2 Summary

Based on the results of the study, the following were the major findings on challenges encountered in implementation of guidance and counselling in public secondary school in Othaya Division.

- i) That there is inadequate professional training in guidance and counselling for teacher counsellors in public secondary school. The in-serving of teacher counsellors is also insufficient and not geared towards school counselling.
- ii) That there is lack of adequate resources for guidance and counselling programme in terms of facilities, time and trained personnel. The teacher counsellor workload is high leaving them with no time for research.
- iii) It came out clearly that guidance and counselling programme over-emphasize the cognitive aspects of education at the expense of the affective aspects relating to development of desirable characters and values. Follow up and referral network procedures are lacking in majority of school. Outreach and team work with parents was also found to be inadequate as career days and parents conferences were lacking in majority of public secondary school.
- iv) The study findings indicate that there is lack of awareness of activities and services offered in guidance and counselling programme and that most of students have to be referred to seek help.
- v) Although confidentiality is observed in majority of school there is still a significant leakage of private information which could negatively impact on guidance and counselling.

5.3 Conclusion

Based on the findings of the study, it can be concluded that:-

- i) Guidance and counselling is offered in all public secondary school in Othaya Division.
- ii) Teacher counsellors lack professional qualification in guidance and counselling
- iii) There is inadequate in-service training for teacher counsellors.
- iv) There is insufficient provision of resources for guidance and counselling programme.
- v) There is over emphasis of cognitive aspect at the expense of affective aspects of development.
- vi) Majority of teacher counsellors are principal appointees.
- vii) Confidentiality of private information is observed in majority of schools.
- viii) There is lack of awareness of activities and services offered in guidance and counselling.
- ix) Majority of students only seek help after referral.

5.4 Recommendations

The following recommendations have been made based on the research findings to minimize the challenges encountered in implementation of guidance and counselling.

- i) Guidance and counselling programme should be strengthened through professional training of all teacher counsellors and reduction of their workload in order to have adequate time to offer guidance to the needy students and carry out research. The trained teacher counsellors should then be appointed and remunerated accordingly by the ministry of education.
- ii) A specific vote-head should be established to cater for facilities, guest speakers, in-service training of teacher counsellors and outreach programme in guidance and counselling programme.
- iii) Guidance and counselling should be timetabled and available to all students and teachers.
- iv) Parents should be involved in guidance and counselling programme as they exert a lot of influence on students.
- v) Confidentiality and ethics should be observed in all public secondary school to enhance uptake.

- vi) The guidance and counselling staff should formulate a programme objectives and design a curriculum to address the needs of all students and staff in a structured manner. The students, staff and parents should be made aware of all the activities and services available from guidance and counseling department.

5.5 Suggestions for Further Research

- i) An investigation on perception of teachers and parents on guidance and counselling services in secondary school.
- ii) The impact of teacher's counsellor and students attitude towards guidance and counselling programme
- iii) The extent of implementation of guidance and counselling programme in secondary schools.
- iv) The impact of guidance and counselling on social and academic adjustments.

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APPENDICES

APPENDIX I: PRICIPALS QUESTIONNAIRE

The responses given in the questionnaire will be kept confidential and will be used for the purpose of research entry. Please answer by putting a tick where appropriate or answer in the space provided.

1. What is the type of your school?

Girls boarding Boys boarding Mixed day

2. Which is your gender Female Male

3. Who appointed the teacher in charge of guidance and counselling

TSC BOG Principal

4. Has the teacher attended some in-service course in guidance and counselling in the last one year? Yes No

5. What is the average teacher work load in your school

6. What is the teacher counsellor workload

7. i) Is guidance and counselling part of school time table

Yes No

ii) If no when is it offered?.....

8. What is the response of the staff members towards guidance and counselling?

Very supportive Supportive Un supportive

9. Is the teacher counsellor expected to divulge confidential information to the principal?

Yes No

10. Among the constraints listed below, which ones hamper the implementation of guidance and counselling in your school?

- a) Lack of good organisation in guidance and counselling department
- b) Uncooperative teachers
- c) Un cooperative students
- d) Lack of enough time for guidance and counselling
- e) Lack of training for teacher counsellor
- f) Heavy workload
- g) Lack of awareness by students
- h) Lack of enough materials
- i) Lack of knowledge of what guidance and counselling entails

11. In your opinion how can these problems be solved?

.....
.....

APPENDIX II: TEACHER COUNSELLOR QUESTIONNAIRE

The responses given in this questionnaire will be kept confidential and used for the purposes of research only. Please answer by putting a tick where appropriate or answer in the space provided.

1. Which is the type of your school?

Boys boarding Girls boarding Mixed school

2. Which is your gender? Female Male

3. i) Are you a professional counsellor Yes No

ii) If you are a professional counsellor what is the level of training as a counsellor

Post graduate [] Graduate []

Diploma [] Certificate []

iii) For how long have you been a counsellor?

0-5 years 6 – 10 years 11 – 15 years

16 – 20 years Over 20 years

iv) How many in-service courses have you attended in the last one year?.....

v) Which of the following was covered in the in-service training?

a) Theories and techniques of counselling []

b) Guidance in vocational, educational personal welfare []

c) Personality dynamics and behaviour []

d) Ethics in guidance and counselling []

e) Drugs and substances abuse []

f) HIV/AIDS counselling []

g) Any other? please specify.....

vi) Who is your appointing authority as a counsellor?

TSC BOG Principal

4. i) Is there specific time assigned for guidance and counselling activities

Yes No

ii) Is the time enough for guidance and counselling? Yes No

iii) What is your workload?

.....
.....

5 i) Among the facilities below which ones are available in your school

- a) Private counselling office []
- b) Counselling room furniture []
- c) Students inventories []
- d) Handbook on different careers []
- e) Bulletin on different topics []
- f) Handbook on different educational opportunity []
- g) Magazines on psychology []
- h) Videos, films and slides []

ii) In your opinion what is the level of facilities provision in your school for guidance and counselling?

- Very good Good Average Poor
 Very poor

6. What forms of guidance and counselling are offered in your school and through which intervention tick were appropriate?

Form of guidance and counselling	Individual counsellor	Interview group counsellor	Peer counselling	Lecture talk
Vocational guidance				
Educational guidance and counselling				
Social guidance and counselling				
Health guidance and counselling				

7. i) What is the attitude of other teachers towards guidance and counselling?

- a) Very supportive []
- b) Supportive []
- c) Not supportive []

ii) Are parents supportive of guidance and counselling programmes? Yes No

- iii) How do the students come for guidance and counselling?
- a) Referred by the principal []
 - b) Referred by teachers []
 - c) Referred by parents []
 - d) Referred by other students []
 - e) Out of their own will []
 - f) Any other specify []
- iv) Do you invite professional speakers as resource persons?
Yes No
- v) Do you experience any breaches of confidentiality in the department?
Yes No
- vi) Do you experience any pressure to release confidential information to other people when you consider it inappropriate? Yes No
- vii) Do you have career Days parent conferences in your school to create awareness and educate students, teachers and parents on guidance and counselling services and activities Yes No
- viii) Do you have a follow-up of your students after completing school to get feedback on how well they adjust to their roles outside school?
Yes No
- ix) Do you network with personnel from other agencies with a view to making referral early and accessing specialised consultation? Yes No

APPENDIX III: STUDENTS QUESTIONNAIRE

The responses given in this questionnaire will be kept confidential and used for the purposes of research only. Please answer by putting a tick where appropriate or answer in the space provided

1. Which is the type of your school?

Boys boarding Girls boarding Mixed boarding

2. Which is your gender Male Female?

3. Does your school offer guidance and counselling services?

Yes No

4. Is there specific time set a side for consulting guidance and counselling office?

Yes No

5. Do you know the assistance available to you from guidance and counselling office?

Yes No

6. Have you ever received any help from guidance and counselling?

Yes No

7. If you have ever received any help from guidance and counselling what type of help was it?

Personal problem Academic Social

8. Do you volunteer to go for counselling? Yes No

9. Do you think the time assigned for counselling is adequate? Yes No

10. Do you feel that students private information is always kept confidential by guidance and counselling teachers Yes No

11. What do you think can be done to improve guidance and counselling services?

.....
.....

APPENDIX IV: LETTER OF RESEARCH AUTHORIZATION

EGERTON

Tel: 051-
62276/9/62280/-4
Fax: 051- 62213



UNIVERSITY

P.O. Box 536
Egerton, Kenya

EMAIL: regadmin@egerton.ac.ke

DEPARTMENT OF PSYCHOLOGY, COUNSELLING AND EDUCATIONAL FOUNDATIONS

29th June 2009

TO WHOM IT MAY CONCERN

RE: MASTERS' STUDENTS' FIELD RESEARCH

It is a requirement for our Master of Education students to carry out a field research for their project report. The research can be carried out in institutions of learning or other institutions that the student may be interested in.

I therefore wish to introduce to you **Munyori Francis Muchiri** registration number **EM16/1882/07** for your kind assistance in his study entitled: *Challenges Encountered in Implementation of Guidance and Counselling Programme in Public Secondary Schools: A Case Study of Othaya Division.*

Please, accord him the help he may need in order to achieve this objective. While he is carrying out the research, he is familiar and bound by the ethical standards of collecting information, safeguard of the same, and using the findings pro-actively.

On behalf of the University, I wish you well and thank you for your partnership in the training of our students.

Sincerely,

Dr. M. Chepchieng

**CHAIRMAN, DEPARTMENT OF, PSYCHOLOGY,
COUNSELLING AND EDUCATIONAL FOUNDATIONS.**



For: Vice-Chancellor- Egerton University

SCHOOLS OF OTHAYA DIVISION, NYERI DISTRICT

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