# EVALUATION OF THE IMPLEMENTATION OF GUIDANCE AND COUNSELLING PROGRAMME ASPECTS IN BARINGO COUNTY EXTRA SECONDARY SCHOOLS, KENYA

**MONICAH LYDIA J. BOITT**

**A Thesis Submitted to Graduate School in Partial Fulfilment of the Requirements for the Award of the Degree of Doctor of Philosophy in Counselling Psychology of Egerton University**

**EGERTON UNIVERSITY**

**November, 2016**

# DECLARATION AND RECOMMENDATION

**Declaration**

This thesis is my original work and has not been presented for a degree, in this or any other University.

Signature ---------------------------- Date ------------------------

**Monicah Lydia J. Boitt**
**Reg. No. ED16/0404/13**

**Recommendation**

This thesis has been submitted for examination with our approval as the University Supervisors.

Signature ------------------------------- Date -----------------------------

**Prof. A.M. Sindabi**
**Department of Psychology, Counselling and Educational Foundations,**
**Egerton University**

Signature ------------------------------- Date ----------------------------------

**Prof. M.C. Chepchieng**
**Department of Psychology, Counselling and Educational Foundations,**
**Egerton University**

**COPYRIGHT**

# DEDICATION

This thesis is dedicated to my husband, Richard Boitt, daughters Irene Jepchumba and Hope Jebet, parents Priscilla and Edward Toroitich.

# ACKNOWLEDGEMENT

# ABSTRACT

The need for guidance and counselling services in all learning institutions cannot be overstated. In response to this demand, guidance and counselling programme has been implemented since 1971 and more emphasis on its services in 2001 through Legal Notice, No. 95 of the Kenya Gazette that recommended the implementation of guidance and counseling by establishing counseling departments in all secondary schools. A well implemented guidance and counselling programme should be very clear on keys aspects that include the conceptual framework, structural framework, service delivery and teacher counsellor performance among many other key aspects. However, despite its implementation students still experience problems in form of school indiscipline, school unrest, and increased examination cheating which is a clear indication that there is a lapse in the implementation of the guidance and counselling programme. Thus there was a need to evaluate the conceptual framework and structural framework, service delivery and teacher counsellors' performance in the implementation of guidance and counselling programme in Baringo county secondary schools. This study employed a descriptive survey design. The population of the study was 23 extra county secondary schools with a population of 3211 form three students, 23 teacher counsellors and 23 head teachers. Purposive sampling was used to select the number of schools, head teachers and teacher counsellors; stratified random and proportionate sampling was utilized to select the number of students to be included in the study. The sample size comprised of 23 schools, 330 form three students, 23 head teachers and 23 teacher counsellors. A total of 376 respondents constituted the study sample. The data was collected through questionnaires, document analysis and a check list. Piloting of the instrument was done to improve validity and the test items were validated by experts in the Department of Counselling, Psychology and Educational Foundations. Reliability of the Principal Questionnaire, Teacher Counsellor Questionnaire and Student Questionnaire was established by use of Cronbach's alpha method and reliability coefficients of 0.75, 0.86 and 0.79 respectively were obtained. Descriptive statistics and inferential statistics were utilized to analyse the data with the aid of SPSS version 20 for windows. The level of significance was tested at 0.05. An analysis of the findings indicated that the conceptual framework, service delivery was not fully implemented and teacher counsellor's performance was fair in the implementation of G&C programme. The findings also showed poor implementation of the structural framework in all the secondary schools. Further, the findings showed that there was statistically significant difference between the implementation of the conceptual framework, structural framework, service delivery and teacher counsellor's performance in the guidance and counselling programme. Further, lack of time, funding, inadequate facilities, uncooperative clients and qualified personnel were among the challenges facing the implementation of the guidance and counselling programme. It was concluded that guidance and counselling programme in Baringo county extra secondary school is not fully implemented. The study recommended that guidance and counselling conceptual framework, service delivery should be enhanced. The study also recommended the provision of adequate human and physical resources to strengthen the structural framework and employment of more professional counsellors in secondary schools on full time basis to enable them to perform their duties and responsibilities effectively.

# TABLE OF CONTENTS

# LIST OF TABLES

# LIST OF FIGURES

# LIST OF ABRREVIATIONS AND ACRONYMS

ASCA      :      American School Counsellor Association

CDG      :      Comprehensive Developmental Guidance

CIIP      :      Context, Input, Process, Product

G&C      :      Guidance and Counselling

GOK      :      Government of Kenya

MOEST      :      Ministry of Education Science and Technology

PQ      :      Principal Questionnaire

SQ      :      Student Questionnaire

SPSS      :      Statistical Packages for Social Studies

TCQ      :      Teacher Counsellor Questionnaire

USA      :      United States of America

WDGM      :      Wisconsin Development Guidance Model

INTRODUCTION

## 1.1 Background of the Study

Changing societal and family values, traditions as well as disintegrated community; form the bases for psychological and social issues affecting students in institutions of learning (Wambu & Fisher, 2015). Mapfumo and Nkoma, (2013) noted that students experience immense socio-economic and psychological pressures in today's world, which disturb their learning process. These negative societal trends have underscored the increasing demand for the services of professional teacher counsellors to provide a comprehensive Guidance and Counselling Programme in secondary schools to effectively address the needs of students. In response to this demand, Guidance and Counselling programme was implemented in the United States and it became prominent in American schools after the World War 1 (Corsini, 1987). In support, Taylor (1971) states that school counselling was implemented in British schools in reaction to the changes in society, in family life and in schools which created conditions where greater attention to individual needs was necessary.

The programme's design, delivery system and content focus on enhancing the ability of all individual students to utilize the educational opportunities available to them (Gibson, 2007). ASCA, (2005); Gysber, (2008) asserted that comprehensive guidance and counselling programmes are rapidly replacing the traditional position-service orientation. The past sophisticated programme components have been translating into practical and workable programmes in schools (Gysber, 2001). This framework has become the major structure of organizing and managing and implementing guidance and counselling in the schools (Gysber, 2001). The American School Counselor Association clearly supports a comprehensive guidance and counselling orientation through its policy statement, the publication of the National Standards for School Counseling Programmes ( Dahir,2012), and the ASCA National Model (ASCA, 2005). Variations of the comprehensive guidance and counseling programme model (CGCP) have been adopted and implemented throughout the United States (Sink & MacDonald, 1998). Given its widespread acceptance, this approach has served as the foundation for delivering guidance and counselling services to schools. One of the most used programmatic orientations has been the ASCA National Model (ASCA, 2005). This model has

three major aspects: Foundation, delivery system (guidance curriculum, individual planning, responsive services, and system support) and management system.

Implementation of comprehensive guidance and counseling programme would provide teacher counsellors with the organizational structure to focus efforts and organize activities and services that promote critical aspects of student development. Furthermore, Herr (2001) suggested that planned comprehensive guidance programmes could clarify what school counselors could do, or should do, to contribute to the mission of the school; what differences they could make in the lives of students; and the degree to which school counsellors could be held accountable. Additionally, implementation of comprehensive programmes would provide equitable access to guidance and counseling services to all students (ASCA, 2012). School counselors can become more accountable when they follow the framework of a comprehensive guidance and counselling programme and provide evidence of their contribution to student success (Gysbers, 2004). A comprehensive programme provides a means of evaluating programmes to ascertain their effectiveness (Dahir, 2012). However, the implementation of the aspects of a comprehensive guidance programme varies from one country to another.

In Africa, the concept of Guidance and Counselling although relatively new in educational systems, has been embraced by most governments (UNESCO, 2001). Considerable progress has been made setting up administrative structures for the provision of Guidance and Counselling services in educational institutions to enhance personal, educational and vocational development of the students. For example, the genesis of formal Guidance and Counselling in Nigeria dates back to the 1959 (Idowu, 2004) and has been implemented as an integral part of the Nigerian educational system (Ndifon & Akande, 2011). The Education Commission of Algeria, in its report recommended the implementation of a comprehensive approach to guidance and counselling in schools to improve the quality of education (Abdellatif, 2011). Guidance and Counselling was implemented in white and coloured South African schools in the 1960s through the South African National Education Policy Act 39 of 1967 (Euvrard, 1992). Professional Guidance and Counselling in Tanzania schools began in the year 1984 where guidance and counselling services were endorsed by the government as an integral part of the country's education system (Biswalo, 1996). Banda (1998) states that the Malawian Ministry of Education and Culture officially implemented school Guidance and

2

Counselling services in all secondary schools in the early 1990's in reaction to the many social, personal, educational and vocational concerns, issues and problems among secondary school students. Guidance and counselling programmes in schools are geared towards promotion of the development of students. According to Eyo, Joshua and Esuong (2010) guidance and counselling programmes for secondary school students are designed to address the physical, emotional, social, vocational and academic difficulties of adolescent students. Therefore Guidance and Counselling has been conceptualized as a programme of activities which has provided African countries with the gateway out of the existing numerous problems in the present age of complex scientific and technological development (Okobiah & Okorodudu, 2004).

Guidance and Counselling was formally implemented in Kenyan institutions of learning in 1971 to help students deal with emotional, psychological, educational, vocational and social problems that confront them in their daily lives (Wango, 2007). The implementation of Guidance Counselling programme was based on a number of recommendations and guidelines in various Education Commissions Reports, National Development Plans and Government Sessional Papers (MOEST, 2004). To strengthen, improve and to make the programme more effective, the report of the National Committee of Education Objectives and Policies recommended the provision of resources needed for the expansion of Guidance and Counselling programme services (G.O.K, 1976). The Report of the Working Party on Education and Manpower Training For the next Decade and Beyond recommended the decentralization of the programme to district level and the establishment of the programme in schools and senior teachers to be in charge (G.O.K, 1988).The Commission of Inquiry into the Education System of Kenya recommended that guidance and counselling services be offered by professionally trained and mature teachers (G.O.K, 1999).   In addition, the Ministry of Education Report on Student Discipline and Unrest in Secondary Schools (MOEST, 2001), recommended the deployment of teachers with professional qualifications in Guidance and Counselling to secondary schools to provide services in the implemented Guidance and Counselling programme. This service became more critical when guidance and counselling was made an integral part of educational system in Kenya and was further emphasized after the ban of caning in 2001.

The purpose of guidance and counselling programme as stipulated in the Ministry of Education Handbook on Guidance and Counselling (Republic of Kenya, 2007) is to help the student meet a great variety of needs ranging from psychological and sociological to academic adjustment. Guidance and Counselling being an important part of the total programme of instruction should therefore be provided in accordance with the state laws and regulations and the Ministry of Education policies and regulation (Wango, 2007). Teacher counsellors are expected to develop effective Guidance and Counselling programmes in schools that will assist in developing all rounded individuals. To achieve this, the programme should target all area of guidance and counselling which according to MOEST, (2004) include personal and social, vocational, health 701and educational guidance and counselling among others. For a long time, school counseling in Kenya has lacked a standard by which to evaluate programmes hence, accountability cannot be established. Implementation of the guidance and counseling programme conceptual framework, structural framework and service delivery provide structure and consistency of counselling services as well as provide a common "voice" among teacher counselors in all secondary schools (ASCA, 2012). Additionally, comprehensive school guidance and counselling programme could ensure that every student has equitable access to the counselling services.

Countries vary on how Guidance and Counselling programme is being implemented (ASCA, 2005). While Guidance and Counselling is an easily accessible service in many developed countries, its benefits are not yet adequately exploited in developing and third world countries (Hiebert&Bezanson, 2002). In some countries the provision of G&C services is considered a luxury that should only be made available largely to choice of subjects (Gysber & Henderson, 2001). Harel and Erhard (2005) noted that school counselling role varied due to; the school counselor's preference, school level, and school principal expectations. In other cases like Korea, India, Zambia, Nigeria and Kenya, Guidance Counselling is provided by classroom teachers, who either have such duties added to their usual teaching load or teach only limited loads that also includes counselling (ASCA, 2005). Many secondary schools counsellors function as career masters or mistresses and they also have teaching responsibilities that take time away from their counselling roles.

The Government of Kenya has supported the implementation of Guidance and Counselling services in secondary schools but the policy response remains inadequate (GOK, 2005).

4

Wango (2006) noted that the guidance and counselling programme has been implemented but the provision of services is highly variable and somewhat fragmented in scope largely depending on individual schools. Lack of an organizational structure detailing how school counselling should be conducted in schools has led to inconsistencies and variations in how guidance and counselling is conducted in different schools (Wambu & Fisher, 2012). Despite recommendations on the implementation of the guidance and counseling programme in Kenya, it has failed to meet the needs of students. Furthermore, the Government of Kenya has not shown commitment in ensuring the policy on implementation of the guidance and counseling was followed (Okech & Kimemia, 2012).

Guidance and Counselling programme being an essential element in the overall development of students' cconcerns about the evaluation of guidance and counselling programmes are not new. Gysbers (2004) observed that the evaluation of guidance and counselling programmes and related activities and services has been part of a professional dialogue since the 1920s. In developed countries such as the United States, the issue of evaluation is receiving increasing attention as school counsellors are asked to demonstrate that their efforts contribute meaningfully to overall student development and success (McGannon, Cary & Dimmitt, 2005). However in developing nations like Kenya this has not been the practice, not much emphasis has been put on evaluation of the Guidance and Counselling programme. Therefore an evaluation of the conceptual framework, structural framework, delivery of service in the implementation of the guidance and counselling programme is critical and there is no known empirical study done since its emphasis on its services in 2001. This study therefore, sought to evaluate the conceptual framework, structural framework, service delivery and teacher counsellor performance in the implementation of Guidance Counselling programme in Baringo county extra secondary schools, Kenya

## 1.2 Statement of the Problem

The Kenya society today is faced with many challenges resulting from the rapid economic and social changes. All disciplines of our educational system must search out innovative methods for responding to the challenges posed by current social conditions. Teacher counsellors must develop ways to make positive, practical contributions towards helping the educational system. Teacher counsellors must therefore develop comprehensive guidance and counselling programmes. This is critically necessary in preparing all students for life.

Following the government directive through the Ministry of Education in 2001 emphasis has been put on the implementation of Guidance and Counselling in secondary schools in the country. A well implemented guidance and counselling programme would provide teacher counsellors with organizational structure which include a conceptual framework, structural framework, service delivery to focus efforts and organize activities and services that promote critical aspects of student's development. Despite the implementation of the Guidance and Counselling Programme, many emerging issues which include poor academic performance, alcohol and drug abuse, school unrest, classroom discipline cases, and examination cheating among others have continued to persist. This therefore may point to the manner in which guidance and counselling programme has been implemented in secondary schools to address the student's needs in academic, vocational, personal and psychological issues. There is no known empirical study that has been conducted to evaluate the implementation of the guidance and counselling programme. This study therefore, sought to evaluate the conceptual framework, structural framework, service delivery and teacher counsellor performance in the implementation of Guidance Counselling programme in Baringo county extra secondary schools, Kenya.

## 1.3 Purpose of the Study

The purpose of this study was to evaluate the various aspects of the guidance and counselling programme which include the conceptual framework, structural framework, service delivery and performance of teacher counsellors in the implementation of Guidance and Counselling programme in Baringo county secondary extra schools, Kenya.

## 1.4 Objectives of the Study

The study was guided by the following objectives:

i. To evaluate the implementation of the conceptual framework of guidance and counselling programmes in Baringo county extra secondary schools.

ii. To evaluate the implementation of structural framework of guidance and counselling programmes in Baringo county extra secondary schools.

iii. To evaluate the implementation of service delivery of the guidance and counselling programmes in Baringo county extra secondary schools.

6

iv. To evaluate the teacher counsellors performance in the implementation of guidance and counselling programme in Baringo county extra secondary schools.

v. To determine whether there is a significant difference between the conceptual framework, structural framework, service delivery and teacher counsellor's performance in the implementation of the guidance and counselling programme in Baringo county extra secondary schools.

vi. Establish the challenges faced by the teacher counsellors when implementing guidance and counselling programme in Baringo county extra secondary schools.

### 1.5 Research Questions

The following research questions guided the study:

i. Is the guidance and counselling conceptual framework programme implemented in Baringo county extra secondary schools?

ii. Has the guidance and counselling structural framework been implemented in Baringo county extra secondary schools implemented?

iii. Is the guidance and counselling delivery system implemented in Baringo county extra secondary schools implemented?

iv. Are the teacher counsellors performing in the implementation of the guidance and counselling programme in Baringo county extra secondary schools?

v. Is there any statistically significant difference between the conceptual framework, structural framework, service delivery and teacher counsellors' performance in implementation of the guidance and counselling programme in Baringo county extra secondary schools.

vi. What challenges do the teacher counsellors face when implementing the guidance and counselling programme in Baringo county extra secondary schools?

### 1.6 Significance of the Study

It was envisaged that the study may benefit teacher counsellors, students, researchers, school administration and policy makers in the Ministry of Education. From the instrument that was used in the evaluation, a set of instruments will have been developed that teacher counsellors and other stakeholders may use to evaluate guidance and counselling programme and services against. Furthermore, this evaluation of the guidance and counselling programme may

provide information and understanding to stakeholders on the organization structure, policy, goal and objectives of the guidance and counselling programme. Findings may hopefully facilitate a reflection by the teacher counsellors on the goals, objectives and processes of the guidance and counselling programme and may to enable them to improve their service delivery thereby maximally benefiting the students. Students may also benefit from the increased availability of comprehensive guidance and counselling services in the schools. The findings may provide the Ministry of Education, County Directors of Education and school administrators with information that will motivate them to offer the guidance and counselling programme more support where necessary to strengthen the implementation of guidance and counselling programme. The evaluation conclusions and recommendations may culminate in improved implementation of the guidance and counselling programme. Finally, it may serve as a feasibility study for researchers on continuous development and implementation of guidance and counselling programme.

## 1.7 Scope of the Study

This study was carried out in Baringo county secondary schools, Kenya. The school category which was involved in the study was the extra county public secondary schools. This study involved an evaluation of the implementation of Guidance and Counselling programme aspects which included the conceptual framework, structural framework, delivery of service and the performance of teacher counsellors and challenges facing the implementation of the guidance and counselling programme. The respondents involved in the study included Form three students, principals and teacher counsellors in selected Baringo county secondary schools, Kenya.

**Limitations of the Study**

(i) The findings of this study are for extra county public secondary schools in Baringo County, therefore their generalization to private schools and other counties should be done with caution.

(ii) Since all secondary schools are expected to implement the guidance and counselling programme the respondents may have provided socially acceptable responses which are different from what is in place.

**1.9 Assumptions of the study**

The following assumptions were made during the study:

(i) Well implemented guidance and counselling programmes have structures which are focused on meeting student's needs in various domains.

(ii) Data gathered from school records/documents were accurate.

**1.10 Operational Definition of Terms**

In this study, the following terms were defined as follows:

**Counselee:**  This refers to an individual student or a group seeking professional help from teacher counsellors to overcome personal, social and career hurdles of life.

**Counselling**:  This is a therapeutic process that involves direct contact of an individual student or a group of students seeking professional assistance and the teacher counsellor who provides it.

**County secondary school:** Category of schools that admit students only from within the county.

**Evaluation:** Procedure used to determine whether implementation of guidance and counselling programme aspects which include conceptual framework, structural framework, service delivery and teacher counsellors' performance are in place and functioning fully.

**Extra county secondary school:** Category of secondary schools within a county which admit a certain percentage of students from within the county and other counties.

**Guidance and counselling Programme Aspects:** Aspects refers to portions or parts of a programme in this study it refers to the conceptual framework, structural framework, service delivery and teacher counsellors' performance parts of guidance and counselling programme.

**Guidance and counselling conceptual framework**: The Guidance and Counselling programme components which form the basis or foundation for its establishment. It includes the policies, plans, goals and objectives, mission and vision.

**Guidance and counselling delivery system**: The components, activities, interactions and areas in which counselor's work to deliver the programme. These are mechanism essential for Guidance and Counselling programme to provide services which include guidance curriculum, individual planning, responsive services, and system support

**Guidance and counselling programme**: This is a comprehensive plan that is designed to support and enhance the overall school mission for promoting academic achievement, career planning, and students personal, emotional and social development.

**Guidance and counselling structural framework**: The guidance and counselling components which provide basis for its establishment and it includes the guidance and counselling facilities and resources

**Guidance Curriculum:** The guidance curriculum is composed of a written programme that is comprehensive in nature and consists of structured developmental lessons designed to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level.

**Implementation**: To put in operation the policies, guidelines and activities of the guidance and counselling programme as recommended by the Ministry of Education Science and Technology in secondary schools**.**

**Individual Student planning**: Systematic activities designed to assist students individually in establishing and creating personal and academic goals, and to develop career planning.

**Programme evaluation:** Systematic process of collecting, analyzing information about the effectiveness of Guidance and Counselling programme and services.

**Responsive**: Guidance and Counselling programme activities designed to meet any immediate needs and concerns a student may have meeting individual students' immediate needs, usually necessitated by life events or situations and conditions in the students' lives. These needs require counselling, consultation, referral, peer mediation or information.

**System support:** Guidance and Counselling programme management activities that establish, maintain, contribute, and empower the guidance counselling programme. School counsellors act as advocates for the students through professional development, consultation, collaboration, and programme management.

**Teacher counsellor**: Teacher in secondary school who is appointed to head the guidance and counselling department and whose primary task is to assist students make choices and derive solutions to educational, vocational, social, and personal problems confronting them.

**Teacher counsellor's performance**: Duties or roles carried out by secondary school teachers who have been appointed to head guidance and counselling programme to implement and enhance student competencies in academic, career, social and personal development.

## CHAPTER TWO

## LITERATURE REVIEW

### 2.1. Introduction

This chapter presents the literature reviewed for the purpose of this study. It focuses on the history of guidance and counselling implementation in the United States, other parts of the world, Africa and especially Kenya. The review also focuses on the implementation of Guidance and Counselling aspects which include conceptual framework, structural framework, service delivery and teacher counsellors' performance. Also reviewed is the importance of evaluation of Guidance and Counselling programme. Additionally the theories that inform this study was also discussed and the conceptual framework for this study.

### 2.2. Historical Background of Guidance and Counselling Services

Guidance and Counselling in schools was introduced for different reasons in different countries. Schmidt (1997) states that school counselling services began in America in the early 1900s to assist students with their educational development and career aspirations. Gibson and Mitchell (2008), state that school counselling in USA had its origin in vocational guidance. After the 1900s, the world wars influenced guidance and counselling services which arose as a response to the social crisis brought about by the wars. Students needed counselling to overcome the traumatic war experiences they had undergone together with their families, relatives and friends (Gibson & Mitchell, 2008). Therefore, consequently most secondary schools in the USA have a comprehensive guidance and counselling programme to address these issues.

Taylor (1971), states that school counselling was introduced in British schools in reaction to the changes in society, in family life and in schools, which created conditions where greater attention to individual needs was necessary. In Hong Kong, school guidance and counselling services were introduced in the 1950s because of the increased variation in children's background, increased developmental, personal and social problems, lack of motivation towards school work, disruptive behaviour in the classroom and the rise in juvenile delinquency (Yuk-Yee & Brennan, 2004). As school counselling continues to define itself as a profession and to show its usefulness empirically, Guidance Counselling services in schools are likely to expand worldwide in an effort to improve everyone's life satisfaction.

## 2.3 Development of Guidance and Counselling in Africa

The concept of the implementation of Guidance and Counselling in Africa has been embraced by most countries with enormous enthusiasm (Denga, 1983). Considerable progress has been made setting up administrative structures and programme for the provision of guidance and counselling services in educational institutions. Guidance and counselling was implemented in White and Coloured South African schools in the 1960s (Euvrard, 1992). Dovey and Mason (1984) argue that guidance services were introduced in Black South African schools in 1981 as a social control measure aimed at nurturing a spirit of submission among black learners. Guidance and Counselling services were implemented in Botswana in 1963 to provide students with career and higher education information (Navin, 1989). Banda (1998) states that the Malawian Ministry of Education and Culture officially implemented school guidance and counselling services in all secondary schools in the early 1990's in reaction to the many social, personal, educational and vocational concerns, issues and problems. The genesis of formal guidance and counselling in Nigeria dates back to the 1959, a year in which a group of Catholic Reverend Sisters at St. Theresa's College, Oke-Ado, Ibadan organized formal careers guidance programme for their graduating final year students (Idowu, 2004).

Guidance and Counselling in Tanzania schools began in the year 1984 where guidance and counselling services were endorsed by the government as an integral part of the country's education system (Biswalo, 1996). UNESCO (1998) states that, school guidance and counselling services were implemented in African countries to counteract unprecedented economic and social changes in African countries. Adegole and Culbreth (2000) add that the gradual breakdown of the extended family network in many parts of Africa has led to the implementation of school guidance and counselling.

## 2.4 The Development of Guidance and Counselling in Kenya

The genesis of modern guidance and counselling in Kenya can be traced back to 1960s (Wahome, 1989). Some form of vocational guidance existed in secondary schools under the term career guidance, and a career master who had no professional training administered it. Their duty was just limited to helping school leavers (Okech & Ngumba, 1991). In 1967 the first guidance conference was held, which was prompted by the Kenyanization programme, which sought to replace expatriates who had been working in Kenya during the period of

13

colonization by qualified Kenyans. The career guidance was to be confined to secondary schools under the management of the career master (Career Conference Report, 1968) as cited by Oketch and Ngumba (1991). Subsequent to this conference, the Ministry of Education in 1971 established a Guidance and Counseling Unit under its inspectorate division. The unit was charged with the responsibility of dealing with educational and vocational guidance, and psychological counseling in schools (Ministry of Education, Science and Technology, (MOEST, 2005). This initiative was, however, not well supported; hence, implementation did not occur as intended (Okech & Kimemia, 2012).

Recommendations for guidance and counseling services in schools were later made in a government policy document, The Report of the National Committee on Educational Objectives and Policies of 1976 (Republic of Kenya, 1976), which stated that guidance and counseling be taught in subjects such as religious education and social education and ethics to promote the growth of self-discipline among students in schools. Despite these recommendations, guidance and counseling services failed to meet the needs of students. Furthermore, the government did not show commitment in ensuring the policy was followed (Okech & Kimemia, 2012).

The call for the establishment of guidance and counseling in Kenyan schools was renewed with more vigor in the 1980s and 1990s after the country witnessed the worst arson cases ever to be committed in the schools (Government of Kenya, n.d.). These and many other incidents grabbed the attention of the government and all stakeholders in education. A commission was set up to investigate the causes of the rising spate of unrest. Following the findings of the commission, the government recommended that guidance and counseling programmes be implemented in all schools (Republic of Kenya, 2001). Additionally, the government banned corporal punishment in all schools through Legal Notice, No. 95 of the Kenya Gazette (Government of Kenya, 2001). In its place, the government recommended that guidance and counseling departments be established in all schools. Since then, the Ministry of Education has continued to establish guidance and counseling programmes. Unfortunately, most of these programmes are run by teachers designated as counselors but with very little or no training in counseling (Wambu & Wickman, 2011). Furthermore, these teachers still continue to perform duties as regular classroom teachers in addition to counseling with little

or no time off of their regular teaching duties, a scenario similar to one witnessed in the United States in the 1920s (Gysbers, 2005; Gysbers & Henderson, 2012).

Further support of the implementation of guidance and counselling in schools has been evidenced in a policy document Kenya Education Sector Support Program (KESSP, 2005) detailing the government's plan for education, and guidance and counseling as one of the areas requiring support (Ministry of Education, Science and Technology, 2005). Among the issues identified that need to be addressed through counselling are increasing numbers of HIV/AIDS orphans in schools, inadequate career opportunities, drug and substance abuse among students, and the many family problems that impact students' academic performance (MOEST, 2005). In response to these needs, the government has suggested measures to strengthen the guidance and counseling section at the MOEST headquarters, to in-service school teachers, and to ensure schools work with the National Agency for the Campaign Against Drug Abuse (NACADA) and other partners to sensitize teachers and parents about substance abuse. Despite the government's support for provision of guidance and counselling in schools, policy response in this area remains very weak.

Most recently, the Ministry of Education has responded to student's needs by introducing a new subject, called "Social Skills," into the curriculum (Muthoni, 2010). This subject is supposed to be taught once a week in every class. The aim of this subject is to equip students with skills for daily living with the hope that students will learn to self-regulate their emotions and behavior and eventually reduce the rate of indiscipline cases. Although the intentions of teaching this subject are well meaning, the ministry did not train teachers in the curriculum; hence most teachers are unwilling to teach the subject (Muthoni, 2010). From the aforementioned discussion, it is clear that the implementation of the guidance and counseling in Kenya has grown out of the need to address discipline problems in schools (Ajowi & Simatwa, 2010). While addressing discipline issues is important, designating school counselling for this one purpose is a great disservice to the profession. Furthermore, the association of counselling with discipline has contributed to underutilization of counselling services by students, with many viewing counselling as a service only necessary for those students with "problems." The recognition that guidance and counseling programmes are meant to address the holistic developmental needs of all students is yet to be realized in Kenyan schools (UNESCO, 2002).

As earlier indicated, school guidance and counselling in Kenya is a relatively new profession in search of an identity. The term school counselor has not been adopted in Kenya; instead school counselors are referred to as "teacher-counselors", "guidance counselors," or "guidance and counseling teachers." School counseling is yet to be recognized as a profession in its own right, rather than a service ancillary to other educational programmes (Wambu & Wickman, 2011). Lack of professional identity has further complicated the role of the school counselor. Kenyan school counselors are struggling with role definition, just as Paisley and McMahon (2001) lamented of school counselors in the United States many years ago.

Consequently upon the expansion of guidance and counselling activities, Teachers Service Commission has posted teachers to head the guidance and counselling departments in secondary schools in Kenya (Ndambuki & Mutie, 1999). Most Universities in Kenya have made remarkable effort to establish guidance and counselling programmes to train potential counsellors for secondary schools and colleges (Ndambuki & Mutie, 1999). From the forgoing, the importance of the implementation Guidance and Counselling programme in all secondary schools cannot be disputed. The researcher therefore, was interested to evaluate the conceptual and structural framework, delivery system and performance of teacher counsellors in the implementation of the guidance and counselling programme in Baringo county extra secondary schools which form the main pillars of the guidance and counselling programme.

## 2.5 Development of the Organizational Structure of Guidance and Counselling Programme

The first organizational structure for guidance and counselling in the schools was a position. Teachers were appointed to the position of vocational counsellor (Ginn, 1924). The structure they worked in was a list of duties to be performed along with their regular teaching duties. As a result, the early work of vocational counsellors was carried out by teachers with no formal training or organizational structure in which to work other than a list of duties. Myers (1923) stated that there was tendency to load the vocational counsellor with so many duties foreign to the office that little real counselling can be done. In the 1930s the pupil personnel structure was introduced (Myers, 1935). The personnel included in this new structure were attendance officers, visiting teachers, school nurses, school physicians, and vocational counsellors. Guidance and counselling had become one of the services available in schools.

By the 1960s it had become the dominant organizing structure for guidance and counselling in the schools.

Guidance became a subset of services to be delivered by school counsellors who occupied positions within the broader framework of pupil personnel services. The guidance services included orientation, individual inventory or appraisal, counselling, information, placement, and follow-up. Stripling and Lane (1966) stressed the centrality of counselling, both individual and group, in guidance services. Ferguson (1963) emphasized the same theme that counselling was the core service: No longer is it viewed merely as a technique and Limited to vocational and educational matters; counselling is regarded as the central service in the guidance programme. Thus, by the 1970s, concern was being expressed about the services model of the position of school counsellors in the schools. It was time to consider an organizational structure that could focus on the career, personal-social, and academic development of students. As a result, the comprehensive developmental programme approach began to emerge.

As the 21st Century begins to unfold, comprehensive developmental guidance and counselling programmes are replacing the traditional position/services structure (Sink & MacDonald, 1998). Myrick (1997) described a developmental guidance and counselling model in the 1980s. According to Paisley (2001), Myrick's developmental model emphasized; a focus on provision of programmes for all students, the recognition that the guidance curriculum must be organized, planned, sequential, yet flexible and the need for an integrated approach involving all school personnel. The second model, developed by Johnson and Johnson (1991) in the 1980s, is called competency-based guidance. They emphasized that the programme focused on all students acquiring competencies to become successful in school, in the transition from school to higher education, or to employment. The third model was developed in the 1970s by Gysbers and Moore (1981) and enhanced by Gysbers and Henderson (2000). It focuses on results and emphasizes an organizational structure consisting of content, organizational framework and resources. Teacher counsellor time is allocated across the programme components of guidance curriculum, individual planning, responsive services, and system support. By the close of the 20th Century, comprehensive guidance programmes increasingly were being implemented. What began with the appointment of teachers to the position of vocational counsellor has now become a programme.

17

Organizationally, comprehensive guidance programmes incorporated the position/services model and have become the major way of organizing and managing guidance and counselling in the schools. This study therefore sought to evaluate the conceptual and structural framework and service delivery structures which are important components of a comprehensive guidance and counselling programme implementation.

## 2.6 Comprehensive School Guidance and Counselling Programmes

Although school counseling in majority of American schools is moving toward a comprehensive guidance and counselling programme approach (Gysbers, 2012), Kenyan schools are still in need of coordinated guidance and counselling programmes. There is an obvious need for a more organized form of guidance, a realization that was made in the late 1960s in the U.S. (Gysber, 2005). Lack of an organizational structure detailing how school counseling should be conducted in schools has led to inconsistencies and variations in how guidance and counseling is conducted in different schools. The problems Kenyan students are experiencing today require school counselors to abandon traditional methods and adopt a new proactive approach (Musheno & Talbert, 2002). This new approach is developmental and encompasses and integrates prevention, remediation, and crisis intervention to meet the needs of all students (Gysbers & Henderson, 2012). There is need for a shift from a service delivery to a systematic and programmatic approach if the needs of all students will be addressed. Furthermore, a comprehensive guidance and counseling programme would provide evidence to policy makers of the need to render support for counseling services available to all students (Lapan, 2001).

The ASCA National Model (2012) can serve as a guiding framework for developing a Kenyan school comprehensive counseling model. The need to provide developmental counselling programmes for all students in Kenya has become increasingly evident in this era of rapid societal change. Several authors have called for implementation of Comprehensive Guidance and Counseling Programmes (CGCP) in Kenyan schools (Human Rights Watch, 1999; Lavusa, 2010; Nyutu, 2007; Nyutu & Gysbers, 2008). Given the wide array of challenges facing Kenyan secondary schools today, it is important for policy makers to understand clearly that teacher counsellors could help solve current problems that plague the schools. Teacher counselors should be employed not to merely fill up a position, but to

implement comprehensive guidance and counseling programmes in their schools (Lapan & Gysbers, 2003) to meet the needs of all students.

Comprehensive guidance and counselling programmes would provide school counsellors with the organizational structure to focus efforts and organize activities and services that promote critical aspects of student development. Furthermore, Herr (2001) suggested that planned comprehensive guidance and counselling programmes could clarify what teacher counsellors could do, or should do, to contribute to the mission of the school; what differences they could make in the lives of students; and the degree to which school counsellors could be held accountable. Additionally, implementation of comprehensive programmess would provide equitable access to guidance and counselling services to all students (ASCA, 2012). School counsellors can become more accountable when they follow the framework of a comprehensive guidance and counseling programme and provide evidence of their contribution to student success (Gysbers, 2004). A comprehensive programme provides a means of evaluating programmes to ascertain their effectiveness (Dahir, 2012).

For a long time, guidance and counseling in Kenya has lacked a standard by which to evaluate programmes; hence, accountability cannot be established. The ASCA model could help assess the impact of the programmes on student achievement. The ASCA model serve as a framework for designing, developing, implementing, and evaluating a comprehensive, developmental, and systematic school counselling programme specific for the Kenyan schools. Implementing school guidance and counseling programmes in Kenyan schools using the ASCA National Model as a framework provide structure and consistency of counseling services as well as provide a common "voice" among school counselors in all schools (ASCA, 2012). Additionally, a comprehensive school guidance and counseling programme ensure that every student has equitable access to the counseling services. The school counseling programme can become an integral component of the academic mission of the school (ASCA, 2012). The programme stipulate specific competency levels of knowledge and skills that students ought to acquire. It also provides a school counseling programme that is comprehensive in design and is systematically delivered to all students (ASCA). Finally, the Kenyan guidance and counselling model should address the academic, personal/social and career development of all the students. Thus because of the importance of the guidance and

19

counselling programme the researcher sought to evaluate the implementation of the conceptual, structural framework ,service delivery and teacher counsellor performance in the implementation of the guidance and counselling programme to ensure that the programme structure is able to meet the students needs in all the domains.

## 2.7 Implementation of Comprehensive Guidance and Counselling Programme Components

In America the work of initiating comprehensive school guidance and counselling programmes nationwide has advanced significantly (Gysber & Henderson, 2001). Comprehensive counselling and guidance programmes have been the preferred way of organizing and managing counselling and guidance in the schools. This section therefore presents the components of comprehensive school guidance and counselling programme that were addressed by this study and demonstrated by literature. Namely: Guidance and Counselling framework, structural framework, delivery system.

### 2.7.1 Conceptual Framework of Guidance and Counselling

The Guidance and Counselling conceptual framework refers to programme components which form the basis or foundation for its establishment. This is the foundation of the school guidance and counseling programme and serves as the solid ground upon which the rest of the programme is built (Fezler & Brown, 2011). The decisions made during the "building the foundation" process become the "what" of the programme. Designing a strong foundation requires cooperative effort with parents or guardians, staff and the community to determine what every student will receive as a benefit of a school counselling programme (Fezler & Brown, 2011). In addition during the development stages, stakeholders are consulted when creating the policies, mission and overall programme focus. The completed foundation is essential to ensuring the school counselling programme is focused on student success. Elements of the conceptual framework include policies, planning, vision and mission statement and goals and objectives for student academic, career, personal/social development. The conceptual framework of a guidance and counselling programme is concerned with policies, planning and needs assessment (Scarborough & Luke, 2008). Its components such as vision and planning are essential to implementing school guidance and counselling programme (ASCA, 2012; Dollarhide & Saginak, 2012; Shillingford & Lambie, 2010). The researcher therefore sought to evaluate the implementation of the conceptual framework in the

20

guidance and counselling programme to find out how this important component is being implemented in by evaluating the essential elements of the conceptual framework which include policies, vision and mission statements, master calendar of activities, stakeholder's involvement in planning and budget. This was ensure that the programme being implemented focuses on student's success in various domains

### 2.7.1.1 Guidance and Counselling Policies

Ranney (1986) defines policy as "declaration and implementation of intent". It can be a statement with guidelines and rules which give direction and influence behaviour in given circumstances. A policy on school guidance and counselling services gives direction to teacher counsellors in managing school guidance and counselling activities. In the United States of America, school guidance and counselling have written policies which ensure that the intervention and decisions made in schools are well considered. The policies also act as important sources of information for school communities (Borders & Drury, 1992). The implementation of the guidance and counselling programme depends on the clarity of these policies. In Hong Kong, the official policy document on school guidance and counselling services lists the reasons for introducing guidance curricula in schools (Yuk-Yee & Brennan, 2004). In Scotland the official policy is that school guidance and counselling services should be evaluated and students have a role to play in school guidance and counselling services evaluation (Howieson & Semple, 2000).

Some African countries for example, Uganda, Malawi, Zambia, South Africa, Botswana and Nigeria also have school guidance and counselling services policies. Rutondoki (2000) points out that the Ugandan White Paper on Education demands that career guidance and counselling be established in all secondary schools. Maluwa-Banda (1998) states that the Educational Policy in Malawi has introduced school guidance and counselling services in all secondary schools. Clear policy guidelines help school counsellors, teachers and students to know what to expect from the services (Muluwa- Banda, 1998). Botswana has the Policy Directions in Guidance and Counselling of 1985 (Navin, 1989). The Nigerian Government National Policy on Education of 1981 mandates all schools to offer guidance and counselling services (Adegoke & Culbreth, 2000). In addition Nigeria have a blueprint on guidance and counselling for educational institutions. The objective of the guidance and counselling policies therefore is to aid in the implementation of the guidance and counselling programme

21

and to provide a common focus or a reference point for the teacher counsellors providing them a broad with spectrum from which they can draw inspirations, their individual approach or methodology notwithstanding (Adeniran, 2003; Idowu, 2004). Development plans and policy papers have made various recommendations regarding implementation of guidance and counselling in secondary schools in Kenya (MOEST, 2004).

Guidance and Counselling policies are important in guiding the implementation of the guidance and counselling programme in secondary schools. Studer, Diambra, Breckner and Heidel (2011) noted that, most schools struggled to implement guidance and counselling programmes fashioned after the American School Counsel Association National Model. They posited that the struggle is partly due to weaknesses in the conceptual framework of the guidance and counselling programme as the designers pay little attention to their, policy, vision and mission. Dollarhide and Saginak (2012) posit that they are essential elements of the conceptual framework of a G&C programme as they guide the direction of the school counselling programme by defining how it will operate. Ndifon and Akande (2011) in a study found that, Guidance and counselling has not been given any place of pride in the policy on education. It should be expected that guidance and counseling would play more than the 'ancillary role' it presently enjoys in the National Policy on Education (NPE) (Idowu, 2004). Despite the Kenyan government's support for provision of guidance and counselling in schools, policy response in this area remains very weak (MOEST, 2005). The researcher therefore evaluated the guidance and counselling policies since it aids in the implementation of the guidance and counselling conceptual framework and provide a common focus or a reference point for the teacher counsellor's policy.

### 2.7.1.2 Guidance and Counselling Programme Mission Statement

One of the essential aspects of a conceptual framework which provides the foundation for a school guidance and counselling programme is the creation of a mission statement, which gives the counselling programme overall direction and vision. A mission statement describes the programme's purpose and provides the vision of what is desired for every student (Fezler & Brown, 2011). A school counselling programme mission statement aligns with of the school's mission statement. Thus, the school guidance and counselling programme supports the learning environment and, at the same time, makes unique contributions to meeting student's needs and nurturing their progress. The programme's mission statement should be

clear, concise and specific to the programme's intent and what the programme will contribute (Fezler & Brown, 2011). Some schools and departments prefer longer mission statements, while others prefer shorter ones. The idea is to create a mission statement everyone can support. The goal is to design a mission statement that is specific, concise, clear and comprehensive. Therefore because a mission statement for the guidance and counselling programme is important in giving direction in the implementation of the conceptual framework the study sought to find out if this crucial part of the conceptual framework in Baringo county extra secondary schools is being implemented.

### 2.7.1.3 Guidance and Counselling Programme Vision

The third edition of the ASCA National Model (2012) identifies vision as a strategy that defines the purpose of the guidance counselling programme by identifying what the programme will look like in the future. According to ASCA (2012), a vision statement should be concise (1-3 sentences), inspiring, realistic and aligned with the academic vision of the school. Additionally, the school counselling vision statement should be written in future tense to depict what the school counseling programme will look like within five to fifteen years. Moreover, Northouse (2012) argues that vision should be adapted to fit its audience. To adapt a counselling vision to fit an educational setting, school counsellors need to be able to communicate the connections the vision has to the achievement of academic goals. To clearly articulate the connections the counselling vision has to the academic vision of schools, teacher counsellors must be knowledgeable about how counselling interventions, focused on the personal/social, career, and academic development of students support the educational goals of the school. Brown and Trusty (2005) assert that school counsellors must use strategic interventions that logically connect to the needs of students, counselling objectives, and interventions selected. Marketing a school counselling programme has been identified as an effective strategy that counsellors can use to gain support (Dollarhide, Smith, & Lemberger, 2007; Scarborough & Luke, 2008). To market a vision, leaders need to model actions consistent with the vision (Bennis & Nanus, 2007; Kouzes & Posner, 2007). To act consistent with a vision, school counselors may develop a detailed action plan to visually illustrate how their actions support the implementation of the vision.

Vision is identified within the foundation component of the ASCA National Model and is intended to guide the direction of the school counseling programme by defining how the counseling program will operate in the future. Knowing where you want to go, and acting

with purpose are essential strategies that facilitate the implication of school counseling programmes (Scarborough & Luke, 2008), and are indicative of vision. As mentioned above, vision therefore is essential to implementing school guidance and counselling programme (ASCA, 2012; DeVoss & Andrews, 2006; Dollarhide & Saginak, 2012; Scarborough & Luke, 2008; Shillingford & Lambie, 2010) yet little attention is given to how school counselors utilize vision to implement their guidance and counseling programmes. In linking vision as a leadership practice that facilitates school counselling programmes, Shillingford and Lambie (2010) discovered that school counselors were more likely to implement a school counselling programme when they had a shared counselling vision and took risks to challenge current practices that were not consistent with their vision. Shillingford and Lambie further stated that teacher counselors without a clear vision of their school guidance and counselling programme cannot implement a comprehensive school guidance and counseling programme. This study therefore sought to evaluate the guidance and counselling vision as an important part of the conceptual framework.

### 2.7.1.4 Guidance and Counselling Planning

The guidance and counselling plan is a structured document that describes the school guidance and counselling programme and specifies how the guidance and counselling needs of students are to be addressed. The school guidance and counselling plan is drawn up in consultation with all school partners in order to ensure that it reflects the identified needs of students (MOEST, 2004). Action plans are needed to show how a teacher counsellor intends to achieve an expected result. Without a plan, there is no concrete and effective way of delivering a programme (Petersen, 2008). The school guidance and counselling plan is an integral part of the school's overall plan, it's developmental by design and includes sequential activities organized and implemented as a collaborative effort by teacher counsellors, teachers, school management and the Board of Management, programme teams, students and parents (Petersen, 2008). The school guidance and counselling plan outlines and describes the full range of activities through which the school addresses the needs of the students by helping them in their personal and social, educational and career development.

Planning involves goal setting and development of methods and strategies for goal attainment. Plans for guidance and counselling services provide an essential framework for delivery of the services. Planning provides an opportunity to convert ideas into action.

Successful planning in guidance and counselling services ensures a structured response to students' personal, social, educational and career guidance needs. Gibson (1990) noted that, guidance and counselling services plans show the audiences to be addressed, the information to share with these audiences, the purpose of the information and the methods to be used. Brown (1989) adds that, secondary schools whose guidance and counselling services have evolved with no particular plan are ineffective and to some degree dysfunctional. In Finland, the guidance and counselling services plans consist of goals of the services, how the services are to be implemented, the responsibilities of all the key stakeholders and how the services will be evaluated (Lairio & Nissila 2002). In Scotland, a plan gives the objectives of the guidance and counselling services (Howieson & Semple, 2000).

In developing countries, planning forms the basis for action, organisation, involvement, assignments, programme evaluation, decision making and commitment (UNESCO, 2000). In Uganda, parents and students are involved in the planning process of guidance and counselling services to enhance their self-esteem (Rutondoki, 2000). In Kenya planning process involved both the teacher counsellor, and guidance and counselling committee at the school level. Therefore planning in guidance and counselling is crucial for efficiency of the programme implementation to meet the needs of the students which in turn enable evaluation to be conducted to determine its effectiveness (ACSA, 2012). The researcher therefore sought to evaluate the school guidance and counselling plan and whether it is drawn up in consultation with all school partners in order to ensure that it reflects the identified needs of students since it's an essential element in the implementation of the conceptual framework

**2.7.1.5 Guidance and Counselling Calendars**

School counsellors develop and publish a master calendar of guidance and counselling to ensure students, teachers, parents or guardians, and administrators know what and when school guidance and counselling activities are scheduled and when these activities will be held.  The use of a master calendar is necessary to ensure participation and acknowledgement of the counseling programme (Petersen, 2008). The calendar establishes the expectations of the program, as well as facilitating the students, parents and staff involvement in student education (Petersen, 2008). A well developed calendar that is complete, timely and colourful can be powerful public relation booster. According to ASCA (2005), school guidance and counselling calendars can:

25

(i) Identify grade levels, dates and activities.

(ii) Be published and distributed to appropriate persons: students, teachers, parents or guardians and community.

(iii) Be posted on a weekly or monthly basis.

(iv) Be compared to locally established goals for time spent in the delivery of system components.

(v) Be utilized to allocate time for data analysis and programme evaluation.

(vi) Be used to designing and determining system priorities .Can be shared with school principals as an indicator of leadership, advocacy and foresight in the school counselor's professional approach.

Since a comprehensive implementation of guidance and counselling programme is guided by a well-developed master calendar which guides and establishes the expectations of the programme, as well as facilitating the students, parents and staff involvement in student education the study thus sought to evaluate this important component of the conceptual framework.

## 2.8 Structural Framework

Structural framework refers to the guidance and counselling components which provide basis for its establishment which includes the guidance and counselling resources, and facilities.

## 2.8.1 Resources and Facilities

Resources and facilities are important components of any programme to be able to function effectively including the guidance and counselling programme in secondary schools. Guidance and counselling programmes should have adequate resources, equipment and space (Lehr & Sumarah, 2002). In addition, they should have appropriate space within the school setting to adequately provide confidential counselling and consulting services for students, teachers and parents. Each school should have a counselling centre with a reception area, private offices and conference rooms for group sessions (Borders & Drury, 1992). This scenario helps to demystify the idea that counselling is for the indiscipline cases.

In America, counselling centres are located in such a way that everyone in the school has equal access (Schmidt 1993; Gysber & Henderson 2001). Schmidt (1993) states that, an

American counselling centre should not be near the administration building because the consumers of the services will associate the counsellor with administration. This is also expected in secondary schools in Kenya for the students to easily access and not to associate the counselling service with the school administration the departments should be located away from the school administration. In America, effective guidance and counselling services have the following materials: computers for computer- assisted career guidance programmes, career choice exploration material, self- development resources, college catalogues, test taking skills packages, booklets that help students address developmental needs, newsletters, brochures and pamphlets (Borders & Drury 1992; Carlson 1991).

The effective and efficient implementation of the guidance and counselling programme in Kenya will remain a mirage without the realistic consideration of the structural necessities for the teacher counsellors to play their roles effectively. This study therefore sought to establish the implementation of the guidance and counselling structural framework. For an efficient and smooth discharge of these roles and functions, the provisions of the following facilities as identified by Adana (2004) are imperative; conducive office, materials and storage facilities, communication and finance resources. The realities of globalisation demand that the counsellor's office be fitted with the state-of-the-art facilities to aid communication around the world. As the world is gradually turning into a global village, counsellors need Internet services to assist them be in touch with the latest information  technology around the world as they are in a position to pass across these information to the students.

 Finally, for the counsellor to implement functional guidance programmes such as the careers day, field trips, guidance workshops and seminars etc, adequate funds are needed. According to Adana (2004), the provisions of these facilities are of utmost importance for the counsellor to carry out his/her functions in the guidance and counselling programme; It is hoped that training and accreditation, and standards would be clearly laid out for Guidance and Counselling to gain a professional identity and obtain a legitimate role among human services professions.

In addition to material and equipment resources available to the counsellor, human beings are a primary resource. Without adequate human support, all the other resources will make little difference. In America and Canada personnel in the implementation of guidance and

counselling services include administrators, teachers, parents; other student services specialists, student helpers and the school counsellors themselves (Gysbers & Henderson, 2001; Gora et al., 1992). In Kenya ideally, the counsellor in the school should coordinate the programme and if none has been posted, the head teacher should appoint a counsellor or a teacher from among the members of staff to coordinate the programme (Wango, 2006). According to the Ministry Of Education Directive every school should have guidance and counselling committee, in large schools it should be composed of about eight teachers and in small schools about four or five teachers will be adequate (MOE, 1997).

Lack of resources and facilities creates significant difficulties for teacher counselors to implement the guidance and counselling programme in secondary schools in Kenya. According to Wambu and Fisher, (2015), lack or limited resources in the form of counseling materials such as DVD's, books, office supplies, and sometimes a counseling office hinders effective service delivery. Schools need to set aside funds to help in the running of the counseling department. For counseling to be effective, the setting and the location of the counseling office must be taken into account. Unfortunately, to date, some schools in Kenya do not have a counseling office, and even where present; it is either ill equipped with the necessary supplies or poorly located (Wambu & Fisher, 2015). In some schools, school counselor share the office with other teaching staff, consequently confidentiality of student's records can be easily compromised. Faislat and Rasheed (2013) posit that availability of facilities motivates teachers to perform their teaching roles and gives them the morale to do other duties allocated to them such as guidance and counselling. Nyamwaka et al, (2013) found that in Sotik Sub-county, Kenya majority of secondary schools did not have adequate guidance and counselling resources such as offices, stationery posters, reference materials and electronic devices such as computers, television, radio and videos. A study carried out in Nyamira Sub-County Kenya by Nyamwange *et al* (2012), showed that the available counselling resources such as time, offices and career resource centers were inadequate to meet the counselling needs of the secondary schools in the sub-county. In another study conducted in South Africa, to assess the challenges faced by schools, it was revealed that inadequate financial and human resources and lack of knowledge on the part of the implementers were the major barriers (Mahlangu, 2011). A study done by Anagbogu and Nwokolo (2010) revealed that necessities like computers, training the counsellors in ICT, counselling clinics, radios, televisions, one-way mirrors, generators and furniture were

28

lacking in many schools in Nigeria. A well implemented structural framework should have facilities and resources which are crucial for the guidance and counselling programme to achieve its goals of addressing the social, academic, career and personal needs of the students and therefore this study sought to evaluate the implementation of the structural framework in Baringo county extra secondary schools.

## 2.9 Guidance and Counselling Programme Service Delivery

Once the programme conceptual and structural framework foundation is completed, focus turns to the method of delivering the programme to students. This section describes the activities, interactions and areas in which teacher counsellors work to deliver the guidance and counselling programme. These are mechanisms essential for guidance and counselling programme to provide services. The service delivery is the *how* of the implementation process, within the service delivery system there are four (4) components: individual student planning, responsive services, system support and guidance curriculum (Fezler& Brown, 2011). All activities included in the school guidance and counselling programme should be addressed in one of these four areas of delivery (ASCA, 2005).

## 2.9.1Guidance Curriculum Component

The guidance curriculum consists of structured developmental lessons designed to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level in the four domains (academic, career, personal and social (Fizler & Brown , 2011; ASCA, 2005). In addition the guidance curriculum is planned, ongoing, and systemic and includes a clear explanation of the scope and sequence of its units of instruction (Fizler & Brown, 2011).The knowledge, skills and attitudes are taught using a variety of curriculum activities and materials. According to Gysber and Henderson (2000), the guidance curriculum components covers the delivery of classroom lesson plans to all students in the school, as well as consultation with teachers and other school personnel so that they can provide additional guidance lessons. The curriculum is organized around three major developmental domains: personal/social development, educational development, and career planning and exploration (Iowa Education Department, 2001). This study therefore sought to evaluate the guidance curriculum to find out if the guidance curriculum mechanisms are being implemented in Baringo county extra

secondary schools. The purpose of the guidance curriculum component is to help all students develop basic life skills (Texas Education Agency 2004). The guidance curriculum is both preventative and proactive by implementing instruction in academic achievement, career development, and personal/social growth (ASCA, 2007). According to Fezler and Brown, (2011) the various methods below are ways in which guidance curriculum can be implemented:

(i) Classroom instruction

School counselors provide instruction, team teach or assist in teaching the school guidance curriculum, learning activities or units in the classrooms, the career center or other school environments.

(ii) Interdisciplinary curriculum development.

School counselors collaborate with interdisciplinary teams to develop and refine guidance curriculum in content areas which are appropriate to age/grade level. These teams develop school guidance curriculum that integrates with the subject matter. The scope and sequence of the school guidance curriculum may include units delivered through other classroom disciplines.

(iii) Group activities

School counselors conduct small group activities outside and inside the classroom to respond to students' identified needs or interests.

(iv) Parent education and instruction

School counselors facilitate workshops, parenting groups and conduct informational sessions for parents/guardians, and, as necessary, staff/faculty, to address the needs of the school community and to reflect the school guidance curriculum.

(v) Transition

School counselors promote awareness of the unique nature of life within the international community and seek opportunities to address internationalism across the curriculum. The student content standards are public statements of what students should know and be able to

do as a result of participating in a school counseling program. Each student content standard is followed by student competencies and a list of indicators enumerating designed student learning outcomes.

(vi) Student competencies

Define the specific knowledge, attitudes and skills students would obtain or demonstrate as a result of participating in a school counseling program. The competencies are not meant to be all-inclusive, nor are any program expected to include all the competencies in the school counseling program. The competencies offer a foundation for what a standards-based program addresses and delivers. Content standards are in four categories or domains: Academic, Career, Personal/Social and Global Perspective.

Borders and Drury (1992) concluded that classroom guidance activities were effective; however, Whiston and Sexton (1998) did not find clear empirical support for classroom guidance activities. Whiston et al. (2007) evaluated the effectiveness of 57 guidance curriculum activities, which produced an overall weighted effect size of .35. Hence, students who were in schools where guidance curriculum materials were implemented tended to score about a third of a standard deviation better than those students who did not receive these types of classroom and group activities. Although the majority of the research studies on guidance curriculum interventions were with elementary students, middle school or junior high students benefited more (ES = .41) from guidance curriculum offerings as compared to elementary students (ES = .29). Whiston et al. (2002) also found that high-school students seemed to benefit from guidance curriculum types of interventions.

At the high-school level, the findings of Whiston et al. (2007) support professional school counselors in providing guidance curriculum lessons. In a well-designed study, Schlossberg, Morris, and Lieberman (2001) found that counselor-led, developmental guidance units presented classrooms have the potential to improve students' expressed behavior and general school attitudes, while also addressing their developmental needs. Classroom guidance activities are a major portion of school counselling programmes in some school districts; yet, the research in this area could be more extensive. Rowley, Stroh, and Sink (2005) found that with a few exceptions (e.g., Missouri Comprehensive Guidance and Counseling Program),

school counselors are predominantly using curricular materials that have not been well researched.

## 2.9.2 Individual Planning Component

Individual planning refer to guidance and counselling activities that help all students plan, monitor and manage their own learning as well as meet competencies in the areas of academic, career and personal/social development (Iowa Education Department, 2001). According to Gysber and Henderson (2000), individual planning covers future and career planning for each student. The purpose of the individual planning system is to guide all students as they plan, monitor, and manage their own educational, career, and personal-social development (Texas Education Agency 2004). Major activities in this component include orientation programmes for students' which not only address the informational aspects of the transition, but also emotional issues about the transition, working with students on scheduling and course planning; helping with post-secondary planning, placement, and financial aid; and career information, testing, interpretation, and dissemination of standardized test results which can be done in small or large group sessions (Iowa Education Department, 2001). Teacher counselors advise students using culturally sensitive approaches to guide students to consider their personal/ social, educational, and post secondary goals. For student planning to be successful, a partnership between the counselor, parents/guardians and the student(s) can be important to the process and to the student meeting his/her goals (Fezler &Brown, 2011).

However, the implementation of individual student planning, which is one of the four programme components of a comprehensive guidance program, is rarely documented. Thus the researcher sought to evaluate the implementation of the individual planning component of the guidance and counselling programme in Baringo county secondary schools to found out the activities being implemented in this component. According to Gysber and Henderson (2001), individual student planning aims to assist students to develop, analyze, evaluate, and carry out their educational, occupational, and personal goals and plans. It assumes that every individual possesses his or her potentials and strengths for positive and healthy development. "Individual appraisal," "individual advisement," and "transition planning" are three main strategies involved in individual student planning. By definition, "individual appraisal" refers to the process of helping students assess and interpret their abilities, interests, skills, and achievements by using test information and other data (Cobia & Henderson, 2003).

"Individual advisement" refers to the process of helping students plan for and realize their goals by using self-appraisal information and personal-social, academic career and labour marketing information (Cobia & Henderson, 2003). By "transition planning," Gysbers (2008) means School counsellors help students make the transition from school to work or to additional education and training.

Gysber, (2008) presented the results of implementing individual student planning from some empirical work. In several recent studies, students are found to attain academic success through individual student planning. Student planning in the United States are reported by Gysber (2008), the challenges and limitations of the implementation can be elaborated more. For example, the SEOP "3 × 4 plan" (three individual planning meetings with each student and four classroom guidance activities) turned out to have the result of "95% of the students met at least once with their school counsellor" (Gysber, 2008). The proposal of time allocation for individual student planning by (Gysber & Henderson, 2006) deserves accreditation because it exemplifies the integration of theory and practice. They suggested that 5–10% of total counsellor time could be spent on individual student planning in elementary schools whereas 15–25% on junior high school and 25–35% on high school. Such distributions do not only allow flexibility on the counsellors' part and comprehensive guidance programs overall, they also take into consideration the growing needs of students for individual planning in different areas as they mature in age. In sum, the suggestions are practical and useful enough for school counsellors to carry out individual student planning in real school contexts.

Individual student planning involves professional school counsellors coordinating ongoing systemic activities designed to assist students in individually determining personal goals and developing plans for their future (ASCA, 2005). Whiston et al. (2007) found only 10 studies that addressed individual planning, and the majority of these were with high-school students. The overall weighted effect size was statistically significant and consistent with other weighted effect sizes (effect size = .28). According to Gysber and Henderson (2006), school counselors often design individual planning around educational and career/vocational planning. Whiston, Sexton, and Lasoff (1998) found that individual career counseling was the most effective method treatment modality as compared to groups, workshops, career classes,

and other career counselling methods. This study therefore set out how individual planning component is being implemented in Baringo county secondary schools.

According to Gysber, (2008) among the four programme components, individual student planning seems to be the most difficult to be implemented. It is because there is a great demand on human resources to carry out effective individual student planning. Although literature on individual student planning is not very substantial in the field of school counselling, Gysber (2008) article does provide us with some updated and valuable information on the implementation of individual student planning in the United States.

At present, individual student planning exemplifies an integration of theory and practice. Gysber (2008) described a number of recent studies which indicate substantial impact on students' success in schools through individual student planning. In sum, Gysber (2008) acknowledged the positive impacts of the comprehensive guidance programme on the whole and individual student planning activities in particular, which could help students identify their endowed talents and capabilities, striving to make the most of these to live a meaningful and rewarding life. Gysber (2008) also emphasized that individual student planning does not stand alone. Rather, it is an integral part of the whole comprehensive guidance and counselling programme. Guidance curriculum and individual student planning should be supporting each other, helping students formulate their future planning by understanding more about themselves and acquiring life skills that are essential for functional living and work**.**

### 2.9.3 Responsive Services

Responsive services are the traditional activities of a teacher counsellor. This component consists of activities that meet the students' immediate, unplanned, social and emotional needs (Fezler &Brown 2011). Usually necessitated by life changes, events and conditions (such as death, transition, divorce, fights with friends, a breakup, etc.) in the students' lives, these needs require consultation, counselling, referrals, peer mediation and/ or information. Responsive services refer to prevention and crisis management activities designed to address students' immediate or urgent needs (Gysber & Henderson, 2000).  Programmes and activities are implemented to assist students with relationship difficulties, personal concerns, normal developmental challenges issues, and other conditions adversely impacting students

in the realm of academics, personal/social development, or career development (Iowa education department, 2001). The responsive services domain provides activities that are designed to meet any immediate needs and concerns a student may have. This study sought to evaluate the responsive service which is one of the components of the service delivery in the implementation guidance and counselling programme. According to Fezler and Brown (2011) responsive services are delivered through such strategies as:

(i) Consultation

Counselors consult with parents, teachers, administrators and community agencies regarding strategies to help students and families when a crisis arises.

(ii) Individual and small-group counselling

Counselling is provided in a small group or on an individual basis for students experiencing difficulties dealing with relationships, personal concerns or developmental issues. Individual and small-group counseling helps students identify problems, causes, and possible consequences so they identify appropriate strategies and make appropriate choices. Such counselling is normally short term in nature. School counsellors do not provide long-term therapy. When necessary, referrals are made to appropriate community resources, as available.

(iii) Crisis counselling

Crisis counselling provides intervention and follow-up. Counselling and support are provided to students, families, staff, and community members facing emergency situations. Such counselling is normally short term and temporary in nature. When necessary, referrals are made to appropriate community resources, as available. School counsellors are integral in the school's crisis intervention team. Having an updated crisis team procedure will help ensure that information and problem-solving is shared with necessary staff to manage the crisis.

(iv)Referrals

Because schools are, in most cases, located in a community that is different than the majority of staff at the school and teacher counsellors are often in the position of the mental health expert. Therefore, schools counsellors are called on to (a) maintain a current list of

community resources and personnel outside of school for referral purposes; (b) refer students and families whose needs cannot be addressed in the school setting to outside agencies and specialists; and (c) advocate for community and mental services on behalf of department, students and families.

(v) Peer facilitation

Many counsellors train students as peer mediators, conflict managers, student ambassadors, tutors and mentors. The techniques of peer mediation and conflict resolution within a culturally diverse population are used to help students learn how to make changes in the way they communicate with others. In peer mediation, students are trained in a system to use with fellow students who are having trouble getting along with each other. Mentors and tutors provide additional support.

(vi) Transitions

With the unique nature of life within the international community school counselors are responsible for providing transition support to families and students who are moving in and out of the school/community. While some of this is embedded into the guidance curriculum, additional support may be needed on an individual level.

The responsive services component of a school counselling programme therefore, consists of services to assist students in coping with immediate issues, concerns, and needs (ASCA, 2005). Typical modalities used in responsive service activities are individual counseling, group counseling, referral, consultation, and peer assistance programs. Whiston et al. (2007) found that responsive services produced an overall effect size of .35. They found that only 10 studies assessed the effectiveness of interventions in the responsive services area with middle school or junior high students, with an effect size of 22. Whiston et al. also found a significant effect size (.34) for responsive services interventions with high school students. In terms of responsive services, some schools have developed groups related to specific issues, whereas other schools focus more on assisting students individually. The research findings are somewhat mixed on whether it is more effective for school counselors to provide therapeutic services primarily through group interventions or through individual counselling. Whiston et al. (2007) found that group interventions were often evaluated and produced a weighted effect size of .35, whereas only three studies investigated individual counseling..

Wiggin's andWiggins (1992) also found that counselors who predominately used individual counseling were more effective than those counselors who predominately used classroom guidance activities. There are indications that individual counselling does not have to be lengthy to be effective.

Borders and Drury (1992) pointed to a substantial number of studies that verified the positive effects of group counseling interventions. Whiston and Sexton (1998) found support for group counseling approaches for social skills training, family adjustment issues, and discipline problems. In particular, research indicates that groups designed to assist students whose parents have divorced have both short-term (Pedro-Carroll & Alpert-Gillis, 1997) and more long-term positive effects (Pedro-Carroll, Sutton, & Wyman, 1999). There is also empirical support for relaxation groups and cognitive-behavioral approaches to group counseling with high-school students (Bauer, Sapp, & Johnson, 2000). In conclusion, our analysis of the research is that group counseling with younger students tends to be effective, and additional research is needed regarding group approaches**.**

Guidance and counseling in Kenya mainly focuses on responsive services where school counselors attend to the immediate needs and concerns of the student (Wambu & Wickman, 2011). In most cases, students are referred either by the principal or teachers, and on a few occasions, students may self refer. Upon such referral, counseling may take the form of individual crisis intervention, for example, in the event that a student has lost a parent or sibling. Because school counselors have dual responsibility as teacher and counselor, their availability for counseling is also limited. Counselling is mainly offered during breaks, lunch breaks, and after school. Furthermore, school counsellors spend most of their time responding to the needs of only a small percentage of students, mostly those referred to them by either teachers or the school principals due to discipline problems. Consequently, many students have come to associate counseling with discipline, and hence developed a negative attitude towards service seeking (Wambu & Wickman, 2011).

### 2.9.4 Systems Support

Like any organized activity, a school guidance and counselling programme requires administration and management to maintain and enhance the program. These activities typically do not involve direct contact with students, but rather these activities indirectly

support students and the school guidance and counselling programme for the benefit of the programme by updating the skills of the counsellors (Fezler &Brown, 2011). System support is where school counsellors' engage in management activities that establish, maintain, contribute, and empower the school counselling programme. School counsellors act as advocates for the students through professional development, consultation, collaboration, and programme management (Petersen, 2008). This component encompasses support services that the counseling/guidance programme provides to other educational programmes. It also includes support that the guidance programme needs from the system in terms of management activities (Iowa Education Department, 2001). This component does not involve as much direct work with students; rather, the focus is on articulation, management, and coordination of the programme to ensure that it is an integral part of the school structure. The teacher counselor is a key member of school improvement, discipline policy, and behaviour management team.

According to Fezler and Brown, (2011) system support can be attained through Professional development where teacher counselors can be involved in regularly updating and sharing their professional knowledge and skills through:

(i) In-service training

Teacher counselors attend school in-service and professional development training to ensure their skills are updated in areas, such as curriculum and programme development, counseling techniques and advanced skills, university placement education, technology and data analysis. Regional education associations offer a wide range of training support to school counselors through annual conferences, weekend workshops and other professional development opportunities. School counselors can also provide in-service instruction about the school counseling curriculum to the school and community.

(ii) Professional association membership

As the guidance and counseling profession continues to change and evolve, school counselors can maintain and improve their level of competence by participating in annual professional association conferences and meetings. In addition, it is recommended that counselors consult with their professional organizations to expand their professional development:

(iii)Continuing education

School counselors are encouraged to stay current and follow best practices through formal education activities such as online education, workshops (local, regional and international), etc.

(iv)Local/Regional collaboration

In many situations, school counselors work in isolation. It is not uncommon for the counselor to be the only counselor in his/her division, or perhaps, the school. Counselors are encouraged to collaborate with counselors in other institutions in their local communities and/or region. A network of counselors can be created with the purposes of hosting periodic meetings as well as offering opportunities to connect, collaborate and network. These opportunities can provide great professional development opportunities.

(v) Consultation, collaboration and teaming

Through consultation, collaborating and teaming, school counselors provide important contributions to the school system. Counselors serve in key roles and are in prime position to explain school counseling services to teachers and administrators as well as community organizations, such as mental health agencies, etc. They are also ideally situated to serve as advocates for every student, observe trends in the school and promote school reform.

(vi) Consultation

Counselors must regularly consult with teachers, administrators and parents to provide them with information which will support students and the school community. This consultation will yield information on the emerging needs of students, as well as empower department and parents on how to support students.

(vii)    Parent conferences and workshops

Working with parents via individual meetings, consultations, or group workshops allows counselors to empower parents with skills and strategies to help with their child's academic and social/emotional development, and involve them in the learning process.

(viii)  Community outreach

Activities included in this area are designed to help counselors become knowledgeable about community resources, referral agencies, post-secondary options, field trip sites, employment opportunities and local labour market information in their country and international labor markets. This may involve counselors periodically visiting local businesses, international networking functions, industries, organizations, institutions and agencies.

(ix) Advisory councils

School counselors are active in serving on community committees, advisory councils, leadership teams, parent teacher associations, committees etc. By supporting other programmes in the school and community, school counsellors can generate school wide support for the school counseling programme.

Effective implementation of a comprehensive school guidance and counseling programme requires collaborative efforts. According to ASCA (2012), school counselors are called upon to become leaders to manage the programme. However, to be successful, school counselors cannot operate in isolation. They need to collaborate with other school staff, administrators, parents, community resources, and students (ASCA, 2012). To achieve support within the school system, school counselors are advised to engage in cooperative efforts with the stakeholders in the development and implementation of the school counseling programme (ASCA, 2012). The school principals have a strong influence on shaping the role of the school counselor. Consequently, a key component of the school counselor's leadership role is a collaborative relationship with the principal. By engaging the stakeholders in the implementation process, school counseling will be viewed as complimentary as opposed to competing with the roles of the administrator and the teachers. School counsellors should actively seek support from the school principal and the teachers.

Teacher counselors also need to develop and strengthen their relationship with community-based resources. Teacher counselors need to be aware of community-based resources and establish a strong relationship with them to ensure continued care for the students referred to them (Wambu &Fisher, 2015). Additionally, school counselors should seek support from other school counselors, researchers in the field, and counselor educators in nearby colleges and universities to facilitate consultation and exchange of knowledge. Such support is

necessary for the successful implementation of a guidance and counseling programme. In Kenya it is expected that teacher counsellors implement the system support component in delivering the services by engaging in management activities that establish, maintain, contribute, and empower the implementation of the guidance and counselling programme. School counsellors act as advocates for the students through professional development, consultation, collaboration, and programme management.

The ASCA National Model recommends that school counselors implement a comprehensive and systemic school counselling programme. Lapan, Gysbers, and Sun (1997) compared high schools with more fully implemented guidance programmes to schools with a less programmatic approach. The students from schools with more fully implemented programmes were more likely to report that a) they had earned higher grades; b) their education better prepared them for the future; c) they had more career and college information available to them; and d) they rated their high schools more positively. In another study (Gysbers & Lapan, 2003), researchers found that school counseling programs that were more fully implemented rated themselves as having higher levels of engagement and more visibility in the community. In addition, although the results were somewhat mixed, those schools with more fully implemented guidance programs reported a reduction in the performance of non guidance tasks, such as clerical or student supervision duties. In a large study of schools in Utah, Nelson and Gardner (1998) also found that students in highly implemented comprehensive guidance and counselling programmes were more positive about their peers and felt that their school had prepared them better for employment or further education than did those students in schools designated as low in terms of implementing a guidance and counselling programme. In addition, students in schools with a highly implemented guidance and counselling programme tended to be more satisfied with the guidance they received as compared to those in schools with low implementation ratings.

There is increasing evidence that comprehensive guidance and counselling programme have a positive influence on grades and academic achievement. Lapan and Gysbers, (2003) surveyed 22,601 seventh graders on their feelings of safety and other educationally related outcomes. Here again, students from schools with more fully implemented guidance and counselling programmes reported better outcomes. Students attending middle schools with more fully implemented comprehensive programs reported a) feeling safer in school, b) having better

41

relationships with their teachers, c) thinking their education was more relevant and important to their futures, d) being more satisfied with the quality of education at their school, and e) earning higher grades. Sink and Stroh (2003) found that the academic achievement scores of elementary students who consistently attended schools with a comprehensive guidance and counseling program were significantly higher than those of students who were attending schools with no systemic guidance and counselling programme.

**2.10. Teacher Counsellors Performance**

An ongoing issue in the field of guidance and counselling is a general lack of understanding by critical stakeholders about the performance of teacher counsellors. Teacher counsellors have historically been trained as mental health providers rather than as student advocates, school leaders, and empirical researchers. This trend is slowly changing however, and teacher counsellors are beginning to gain the necessary training to develop these skills. Many counselling programmes are still operating under a student services model. The focus of teacher counsellors' work is related to career planning and placement, problem solving, and class scheduling. Teacher counsellors are spending the majority of their time providing services to a small number of students who have the greatest needs and are reacting to crisis situations as they arise.

The Comprehensive Developmental Guidance (CDG) Programme model (Gysbers & Henderson, 2000) emerged during the 1970's and emphasizes guidance and counselling as a core educational programme rather than a set of ancillary support services. Counsellors implementing these programmes are responsible for the programme designed to serve all students well. The guidance and counselling programme structures student competencies in academic, career, and personal/social domains. Today there is a general agreement among teacher counsellors that the guidance and counselling programme refers to a comprehensive, developmental progamme designed to benefit all students in their journey through school. Myrick (2003) suggested that function definition was dependent upon the group of people creating the definition. Other factors that can influence performance include experience, age gender among others.

The American Counselling Association (ASCA) has devised a description that helps define the functions of school counsellors. The ASCA views teacher counsellors as consulting

agents, coordinators and counsellors (ASCA, 2005). Myrick (2003) grouped counsellors' functions into six categories that focus mainly on the development of the student. This include: Individual counselling with at risk or high priority students, Small group counselling, preferably with four to five members that meet a minimum of once per week, Large group classroom guidance, Peer facilitator programme, consultation with teachers, administrators, school personnel and parents, Coordination of guidance service including testing, career information, educational placement and orientation. Gysber and Henderson (2000) developed a comprehensive guidance model that placed functions into four components which consist of; Guidance curriculum, Responsive services, Individual planning, System support.

Gibson and Mitchell (2007) defined counsellors' functions as guidance activities, and are comprised of a list of ten activities that serve as a guideline for the overall function of guidance counsellor: Individual assessment, Individual counselling, Group counselling and guidance, Career assistance, Placement and follow up, Referral, Consultation, Research, Evaluation and accountability, Prevention. Bradley and Stone (1994) stated that the function of guidance counsellors varied, depending on the grade and emotional level of the students involved. The function of secondary school counsellors was thought to be less activity driven and more cognitively directed. Secondary school counsellors' functions focused more intently on educational, career, and personal information and development (ASCA, 2003). The primary methods in which to deliver an effective school counselling programme incorporate; Counselling, Consultation, Coordination, Case management, Guidance curriculum, Programme evaluation and development and programme delivery (ASCA, 2003).

Winconsin Development Guidance Model (WDGM) presents an organized and systematic approach to delivery of an effective developmental guidance programme. WDGM focuses on three major areas of development which include; Learning, Personal/social and Career/vocational. The model emphasizes the importance of coordination from a variety of people for guidance and counselling programme to be successful. Teacher counsellors, along with teachers, work together with administrators and school support staff to provide students a quality, comprehensive programme.

To better appreciate the roles of counsellors, their job descriptions of the school counsellor as itemized by CASSON (2003) are hereby highlighted; Orientation of new students,

Educational counselling, Vocational counselling, Personal/social counselling, Referral services, Follow-up service, Liaison and follow-up services, and Keeping of students' records etc. The school counselors generally fulfill their primal aid activities, namely for individual and group counseling, consultation, coordination and evaluation (ASCA, 2007).

Despite the presence of teacher counsellors in most schools, their role is unclear to the consumers of counselling services. A majority of school counsellors still have teaching responsibilities over and above counselling duties. This dual responsibility leaves the school counsellor with very limited time to provide counseling services to students (Wambu & Wickman, 2011). Furthermore, ethical violations of dual relationships with students are common (Nyutu, 2007). It is difficult to build a relationship with a student in a counselling session, while the same teacher is in charge of evaluating the student's academic achievement. School counselling services in Kenya are mostly provided in high schools. Currently, most high schools have at least one professionally trained school counsellor, however, some schools still have a teacher appointed locally either by the school principal or the Teacher Service Commission (TSC) to fill the position of school counsellor with no appropriate training. Many of these teachers have only attended workshops and/or short courses (Nyutu, 2007). Lack of training has been identified as a major challenge in the delivery of counselling services (Njoka, 2007, Lavusa, 2010; Mumiukha, 2011).

Guidance and counseling in Kenya mainly focuses on responsive services where school counsellors attend to the immediate needs and concerns of the student (Wambu & Fisher, 2015). In most cases, students are referred either by the principal or teachers, and on a few occasions, students may self refer. Upon such referral, counseling may take the form of individual crisis intervention, for example, in the event that a student has lost a parent or sibling (Wambu & Fisher, 2015). Because school counselors have dual responsibility as teacher and counselor, their availability for counseling is also limited. Counselling is mainly offered during breaks, lunch breaks, and after school. Furthermore, school counselors spend most of their time responding to the needs of only a small percentage of students, mostly those referred to them by either teachers or the school principals due to discipline problems. Consequently, many students have come to associate counselling with discipline, and hence developed a negative attitude towards service seeking (Wambu & Wickman, 2011).

For school counsellors to become contributors to educational reform and enhance student success, counselor training programmes will require a transformation of both preparation and practice (Paisley & Hayes, 2003). New preparation and service delivery should reflect the changing needs of the Kenyan students in the twenty first century. To bring about this type of transformation, collaboration will be needed from all stakeholders, including college lecturers, Ministry of Education officials, County Education Departments, and school counsellors. Changes will entail evaluating the content of the courses offered, in addition to the teaching strategies. Evaluating the programme design would involve a review of (a) the rationale for and the basic assumptions of the underlying programmes; (b) the content of the curriculum and its programme structure; (c) teaching methodologies; and (d) programme evaluation (Paisley & Ben-shoff as cited in Hayes & Paisley, 2002). Additionally, such transformations will require deliberate integration of theory and practice in programme structure, curriculum development, and summative evaluation. Transforming counsellor education from an individual-oriented to a systems-oriented approach would require a broadening of the curriculum by, for example, adding new content related to schools and communities as systems (Hayes & Paisley).

The training of school counsellors should be based on clearly defined competencies. In the United States, school counsellor training is guided by Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. Unfortunately, the current curriculum in Kenya is based on a community-based counsellor or private-practitioner model with little consideration for experiential learning or unique demands of a school setting. School counsellor preparation programmes might need to review curriculums offered in other countries and tailor them to fit the unique needs of the Kenyan schools, for example those offered in the United States. The curriculum for school counsellors should include both theory and experiential training. While acquiring a wide knowledge base through lectures and workshops is good, practicum and/or internship within the school setting prepares the school counsellors for the actual roles and functions they will perform upon graduation. Relevant practicum and internship will require coordinated supervision from both the university instructor and the field supervisor. This can only be achieved through partnership between the university and the schools (Romano, Goh, & Wahl, 2005). In order to successfully define the performance teacher counsellors effectively, teacher counsellors in Kenya will need to operate within a comprehensive guidance and counselling programme.

## 2.11 Guidance and Counselling Programme Evaluation

The emphasis on accountability that began in the 1920s has continued with renewed vigour in this the first decade of the 21st century. Trevisan and Hubert (2001) reiterated statements made over the past 20 years concerning the importance of programme evaluation. Borders and Drury (1992) state that in America, guidance and counselling services evaluation has historically consisted primarily of reports on kinds of services offered, percentages of school counsellor's time spent on each activity and the number of students served. Schmidt (1993) also views evaluation of guidance and counselling programme as both an on-going process of collecting data from students, parents and teachers to assessing services and activities and an annual process of gathering feedback regarding the guidance and counselling services as a whole. Manitoba Education and Training (1991) states that in Canada, guidance and counselling services evaluation should constantly improve the services so that they remain dynamically responsive to the changing needs of students, the school and society. The field of programme evaluation has grown rapidly as public and private sector organizations have sought quality, efficiency, and equity in the delivery of services (Stufflebeam, 2000).

A significant contributor to counsellors' disinterest in evaluation involves the lack of practical programme evaluation models available to them for this purpose. Furthermore, confusion about the differences between programme evaluation and accountability appear to deter counsellors from engaging in ongoing programme evaluations (Loesch, 2001). Therefore, the development of counsellor-specific models that clearly conceptualize programme evaluation and accountability may provide the necessary impetus to establish programme evaluation as a standard of practice in counselling.

## 2.11.1 Reasons for Evaluating Counselling Programmes

Programme evaluations may be initiated for various reasons; however, evaluations are intended to generate practical information rather than to be mere academic exercises (Padgett, & Logan, 2001). Counselling programme evaluations should, therefore, provide concrete information about the effectiveness, the efficiency, and the impact of services (Boulmetis & Dutwin, 2000). Evaluations may also provide feedback about client satisfaction and can help to distinguish between effective and ineffective approaches for the populations being served (Isaacs, 2003). On the contextual level, evaluations can provide information about the use of staff and programme resources in the provision of services (Stufflebeam, 2000).

Lapan (2001) indicated that programme evaluations help counsellors to identify effective services that are valued by stakeholders. UNESCO (2000) noted that, evaluation activities make it possible to make reasonable judgments about efforts, effectiveness, adequacy, and provide a comparison of programme options. They determine the worth of a programme, and provide an opportunity to explore other alternative approaches or strategies to reach specific objectives. Evaluation seeks to provide objective evidence of whether the programme has met the desired objectives. It provides an opportunity for programme planning and decision-making. It is, therefore, important to evaluate programmes since this offers a chance for continued programme improvement.

**2.11.2 Challenges to Guidance Counselling Programme Evaluation**

Counselling programme evaluation has not always been conceptualized from the perspective of practicing counsellors. Loesch (2001) argued that the lack of counsellor-specific evaluation models has substantially contributed to the dichotomy between research and practice in counselling. Many reasons have been suggested for counsellors' failure to conduct evaluations. An important reason is that conducting an evaluation requires some degree of expertise in research methods, particularly in formulating research questions, collecting relevant data, and selecting appropriate analyses. Yet counsellors typically receive little training to prepare them for demonstrating outcomes (Whiston, 1996) and evaluating their services (Hosie, 1994). Consequently, counsellor education programmes have been criticized for failing to provide appropriate evaluation and research training to new counsellors (Borders, 2002). Counsellors may, therefore, refrain from programme evaluation because of a lack of confidence in their ability to effectively collect and analyze data and apply findings to their professional practice (Isaacs, 2003). However, for those counsellors with the requisite skills to conduct evaluations, their hesitance may be related to the fear of finding that their services are ineffective (Lusky & Hayes, 2001; Wheeler & Loesch, 1981). Despite calls for counsellors and counselling programmes to embrace research and evaluation as an integral part of the provision of counselling services (e.g., Borders & Drury, 1992; Whiston, 1996), there is virtually no information that documents counsellors' interest in and use of counselling programme evaluation.

## 2.12 Theoretical Framework

An evaluation is usually expected to address essential elements of a programme's objectives, operations and outcomes. An evaluation therefore allows for a systematic assessment of a programme. This systematic assessment process is arguably guided by an evaluation theory. This section sets out to examine theories that are essential in supporting the activities of programme evaluation. This section further goes ahead to identify the evaluation theory that is relevant to this evaluation. This study is guided by Alkin (2004) in identifying evaluation theories. Alkin in his evaluation tree summarises evaluation theories into three main types namely: objective-oriented, judgement (expertise)-oriented and management-oriented. The evaluation tree graphically demonstrates the existing perspectives and how all forms of evaluation stem from the same "trunk" of social accountability, fiscal control, and social inquiry (Rovai, 2003).

The distinguishing feature of the objectives-oriented theory is that the evaluation focuses on determining the extent to which programme objectives have been met. This theory is highly suited to programmes that have highly defined objectives, and the purpose of the evaluation is to determine if, and to what extent, these objectives have been met. Major weaknesses often cited regarding this strategy include the difficulty of evaluators to operate in a programme environment with ill-defined objectives, to identify unintended programme outcomes, and to measure the outcomes Rovai (2003). The expertise-oriented theory, on the other hand, depends primarily upon professional expertise to judge a programme (Worthens, Sanders and FitzPatrick, 1997). The worth of a programme is arrived at by first examining its content and then a judgment about its value is rendered. However, this strategy has a potential weakness in the evaluation as a result of the limited reliability of expert testimony. Different experts may not make the same judgments and recommendations regarding the programme. Management-oriented evaluation theories focus on providing useful information for decision making. The aim of the evaluation is to provide stakeholders with information that will assist in decision making. The rationale is that evaluation information can be most effective by focusing the evaluation products on the needs of managers, policymakers, administrators and practitioners. The decision maker is the audience to whom a management-oriented evaluation is directed. Information is seen as most valuable when it helps programme managers to make better decisions (Shaw, Greene and Mark, 2006 and Alkin, 2004b). Worthen, Sanders and Fitz Patrick (1997)

point out that a weakness of this theory is that it tends to reinforce the status quo of management rather than balancing the interests of management with those of other internal and external stakeholders.

This study identifies expertise-oriented theory as being applicable. This theory provides that worth of a programme is arrived at by first examining its content and then a judgment about its value is rendered. The researcher therefore intends to examine the content of the guidance and counselling conceptual framework, structural framework, delivery of service and the performance of the teacher counsellors and make judgments and recommendations regarding their implementation of the guidance and counselling programme.

**2.13 Conceptual Framework**

Figure 1 used for this study focuses on the evaluation of the implementation of the guidance and counselling programme aspects. Guidance and counselling programme has been implemented in secondary schools in Kenya with appointment of regular teachers as teacher counsellors. The Guidance and Counselling programme is expected to have a conceptual framework, structural framework, service delivery system and the performance of teacher counsellors that helps to deliver services to serve the needs of the students in various domains.   Thus evaluation of the content of the conceptual framework, structural framework, delivery system and the teacher counsellors' performance may be initiated to provide concrete information about the implementation of the guidance and counselling programme. Specifically, guidance and counselling programme evaluation can yield information that will be used to judge the degree to which the programme is being implemented.   Thus the conceptual framework of the study is based on the assumption that evaluation of the conceptual framework, structural framework, delivery system and the performance of teacher counsellors in the guidance and counselling programme will assist in ascertaining the implementation of the guidance and counselling programme which in turn will assist in making judgment and decision making on the  improvement of the programme and the overall success of guidance and counselling programme in meeting the students needs in secondary schools.  This is summarized using the conceptual model.

```
┌──────────────────────────┐     ┌──────────────────────────┐     ┌──────────────────────────┐
│ Guidance & Counselling    │     │  ▪ School                 │     │  Implementation of        │
│ Programme:                │     │    management            │     │  Guidance and counselling │
│   ▪ Conceptual            │ ◄── │    Support               │ ──► │  programme:               │
│     Framework             │     │  ▪ Government            │     │                           │
│   ▪ Structural            │     │    policy                │     │    ▪ Good                  │
│     Framework             │     │  ▪ Culture              │     │    ▪ Fair                  │
│   ▪ Delivery of Service   │     │  ▪ Experience            │     │    ▪ Poor                  │
│   ▪ Performance of        │     │                          │     │                           │
│     Teacher Counsellors   │     │                          │     │                           │
└──────────────────────────┘     └──────────────────────────┘     └──────────────────────────┘
```

Intervening variables

Independent variable                                                    Dependent

variable
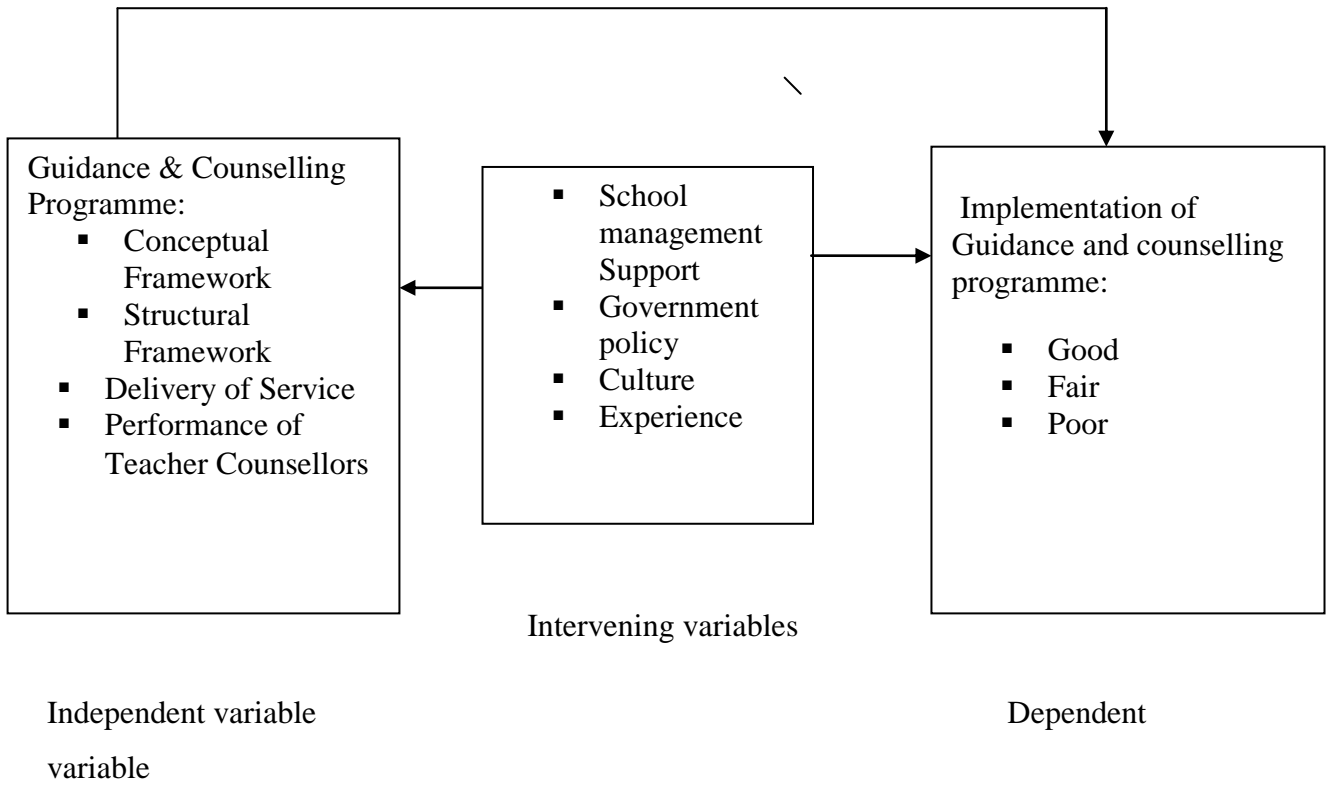
**Figure 1: Evaluation of the Implementation of Guidance and Counselling Programme**

## CHAPTER THREE

## RESEARCH METHODOLOGY

### 3.1 Introduction

This chapter presents the methodology that was used to conduct the study. It contains the research design, location of the study, the population, sampling procedure and sample size. It also gives a description of the instrumentation, data collection and analysis procedures that were used in the study.

### 3.2 Research Design

The study utilized a descriptive survey design. According to Kerlinger (1973), a survey can be utilized to study large or small populations by selecting and studying samples chosen from the populations. It is primarily concerned with determining "what is" and the state of affairs as they exist (Gall, Borg & Gall, 2007). According to Mugenda and Mugenda (2003) survey research design seeks to obtain information that discloses an existing phenomenon. Descriptive survey is particularly useful when researchers are interested in aspects of behaviour that are difficult to observe directly and when it is desirable to sample a large number of subjects under investigation (Orodho, 2005). This design was considered appropriate because it involve collecting data on the evaluation of the conceptual framework, structural framework, service delivery and the teacher counsellors' performance in the implementation of guidance and counselling programme without manipulation of variables and determining the state of the guidance and counselling programmes.

### 3.3 Location of the Study

This study was conducted in Baringo County which is located in the north Rift Valley region of Kenya. The County is vast and has six sub counties; Tiaty, Baringo North, Baringo Central, Baringo South, Mogotio and Eldama Ravine (appendix F). The county was selected because it has a large student population that come from diverse geographical, cultural and socio-economic backgrounds. Baringo County extra secondary schools like other schools in other counties have implemented guidance and counselling programme which have not been evaluated by considering various aspects being considered in this study. In addition the number of unrest and strikes are on the rise in the county. Studies also show academic performance in most schools is not satisfactory.

**3.4 Population of the Study**

The population of the study was 3211 Form three students drawn from extra county secondary schools in Baringo County. According to Baringo County Director of Education (2013) there were approximately 23 extra county secondary schools in the County. The Form Three classes were selected because they have been in secondary school for a reasonable period of time and are aware of and are consumers of services provided by guidance and counselling programmes. Also targeted by the study were 23 principals and 23 teacher counsellors from the 23 secondary schools giving a total population of 3257. The population of the study is summarized in Table 1.

**Table 1**

**Distribution of Population by School Type**

| Type of schools | Principals | Teacher counsellors | Students | Totals |
|---|---|---|---|---|
| Girls | 8 | 8 | 1124 | 1140 |
| Boys | 8 | 8 | 1185 | 1201 |
| Mixed | 7 | 7 | 902 | 916 |
| **Totals** | **23** | **23** | **3211** | **3257** |

Source: BCDE Office (2013)

**3.5 Sampling Procedure and Sample Size**

This study utilized purposive sampling procedure to select the extra county secondary schools involved in the study. Mugenda and Mugenda (2007) contend that purposive sampling allows a researcher get information from those who are best placed to provide it. Stratified random and proportionate sampling procedure was utilized to ensure that all the school types; boys, girls, mixed participated in the study and to determine the number of units to be drawn from each type of school. Purposive sampling was used to select the principals and teacher counsellors who participated in the study. Steins formula was used to determine the sample size of the students. Stephan (1945) suggested Steins method which is based on the use of preliminary sample (Nassiuma, 2000). The formula used to determine the students sample size was as follows:

$$n = \frac{4N\, t_{\alpha/2}^2\, s_1^2}{NL_o^2 + 4t_{\alpha/2}^2\, s_1^2}$$

Where;

N=3211

$t_a^2/2 = 3.8416$

$s_1^2 = 6$

$L_0^2 = 0.25$

The sample size of the students computed using the formula was; n = 330. The sample sizes of the principals and teacher counsellors were both 23 respectively which was determined using purposive sampling techniques. The total number of respondents in the three sample groups; students, head teachers and teacher counsellors was 376 respondents as shown in Table 2.

**Table 2**

**Distribution of Sample by School Type**

| Type of schools | Head teachers | Teacher counsellors | Students | Totals |
|---|---|---|---|---|
| Girls | 8 | 8 | 115 | 131 |
| Boys | 8 | 8 | 120 | 136 |
| Mixed | 7 | 7 | 95 | 109 |
| **Totals** | **23** | **23** | **330** | **376** |

**3.6 Instrumentation**

The researcher used five instruments; the Checklist and Document analysis sheet, Principal Questionnaire (PQ), Teacher Counsellor's Evaluation Questionnaire (TCQ) and Student's Questionnaire (SQ) to collect data. According to Frankfort and Nachmias (2004), questionnaires are cost effective, free from bias and give respondents adequate time to give well thought answers. The instruments were developed by examining the research objectives and related literature. The study used the triangulation method of data collection that involves use of two or more research instruments (Ogula, 1998). The checklist and document analysis

sheet were used to gather information on the conceptual framework and structural framework aspects of the implementation of guidance and counselling programme. The Principal Questionnaire had three sections; the first one was used to generate the respondents' demographic information while the second and the third sections were used to capture data on the evaluation of the conceptual framework, service delivery in the implementation of guidance and counselling programme and the teacher counsellors' performance respectively.

The Teacher Counsellor's Questionnaire also had three sections; the first one was used to elicit data on the characteristics of the subjects. The second and the third sections were used to capture data on the evaluation of the conceptual, structural and delivery system in the implementation of guidance and counselling programmes. Student's Questionnaire was used to collect data on the students' demographic and the evaluation of the structural framework, service delivery and the teacher counsellors' performance in enhancing student competencies in the guidance and counselling programmes.

The instruments were constructed using closed and open ended items. The closed ended items were included in the instruments construction because they cue respondents thus aiding them to understand the question and decide on a response (Biemer, & Lyberg, 2003). The closed ended items were of the Likert type and the subjects responses to the statements were scored as follows;

i.   Conceptual frameworks and Service delivery: 5-Strongly Agree, 4-Agree, 3-Not Sure, 2-Disagree, 1-Strongly Disagree

ii.  Structural framework: 4-Adequate: 3-Moderately Adequate, 2-Not Adequate, 1-None

iii. Teacher counsellor performance: 4- Strongly Agree, 3- Agree, 2- Disagree, 1-Strongly Disagree.

iv.  Effectiveness of G and C on students competencies: 5-Very large extent, 4-Large extent, Moderate extent, 2-Small extent, 1-No extent

Open ended items were also included in the instruments design because they deepen the understanding of the response to a preceding question by obtaining additional details on the reason for the previous answer (Janice, 2011). The open ended items addressed the challenges faced in the implementation of the guidance and counselling programme mainly.

## 3.6.1 Validity of Instruments

According to Kothari (2004), validity indicates the degree to which an instrument measures what it is supposed to measure. Validity checks ensure that the format, the layout and language used in a data collection tool is appropriate (Kasomo, 2006). The five instruments namely the checklist, document analysis sheet, Principal Evaluation Questionnaire, Teacher Counsellor's Evaluation Questionnaire and Student's Evaluation Questionnaire together with the objectives of the study were given to experts from the department of Psychology, Counselling and Educational Foundations of Egerton University. The experts examined the face and content validity of the tools. Face validity is a measure of the degree to which an instrument is organized while content validity is for ensuring that an instrument addresses the specific objectives of a study (Kipkemoi, 2006). According to Borg and Gall (1989), content validity of an instrument is improved through expert judgment. The comments of the expert were used to improve the instruments before they were used in the actual study.

## 3.6.2 Reliability of the study

Reliability tests enable a researcher to check the items in a data collection tool and clear any ambiguities in it before it is used during a study (Kombo & Tromp, 2006).The Principal Evaluation Questionnaire (PEQ), Teacher Counsellor's Evaluation Questionnaire (TCEQ) and Student's Evaluation Questionnaire (SEQ) were pilot-tested for reliability in schools in Nakuru County that have similar characteristics to avoid contamination. The piloting was done using a sample of, 5 head teachers, 5 teacher counsellors and 50 students.  The reliability coefficient of the data collection tools were estimated using the Cronbach Alpha method. The method was selected because it is appropriate when estimating reliabilities of a test tool that has been administered only once and has multiple response items (Cohen & Manion, 2007). The Principal Evaluation Questionnaire (PEQ), Teacher Counsellor's Evaluation Questionnaire (TCEQ) and Student's Evaluation Questionnaire (SEQ) yielded reliability coefficients of 0.75, 0.86 and 0.79 respectively. The instruments were considered reliable as it yielded reliability coefficients that were above the recommended 0.7 threshold (Fraenkel &Wallen, 2000).

## 3.7 Data Collection Procedure

The researcher sought a permit from the National Commission for Science, Technology and Innovation through the Graduate School of Egerton University before proceeding to the field. Once the permit was granted, the researcher formally contacted the sampled schools and respondents through the county education officer. She explained to them the purpose of the study and requested them to participate in the study. After being assured of their cooperation, the researcher and the respondents fixed the dates and venues for administering the questionnaires. The researcher and two assistants administered the questionnaires as scheduled after explaining to the respondents how to fill them. The respondents were given ample time to fill the questionnaire, which they did without assistance after which the filled questionnaires were collected. Thereafter, the researcher visited each of the 23 schools and gathered data using the checklist and document analysis sheet.

## 3.8 Data Analysis

At the end of the data collection process, the filled questionnaires were checked for completeness. The collected data was then checked for errors, coded and keyed into the computer. The data was analyzed using both descriptive and inferential with the aid of the Statistical Package for Social Science (SPSS) version 20. Frequencies, percentages, means and standard deviations were used to summarise and describe quantitative data. The implementation of the various guidance and counselling frameworks were rated using their indices (overall mean score). The scales used to rate implementation of the conceptual framework, structural framework, service delivery and teacher counsellors' performance based on the overall mean were:

i.  Conceptual framework and service delivery: Poor (1 to 2.33), Fair(2.34 to 3.67) and Good (3.67 to 5.00)

ii.  Structural framework - Poor (1.00 to 1.99), Fair (2.00 to 2.99) and Good (3.00 to 4.00).

iii.  Teacher counsellor performance – Poor (1 to 1.99), Fair (2.00 to 2.99) and Good (3.00 to 4.00.

iv.  Effectiveness of Guidance &Counselling on students competencies – Not effective (1 to 2.33), Moderately effective (2.34 to 3.67) and Effective (3.67 to 5.00)

A t-test was used to test the significant difference at 0.05 level of confidence. The t-test was used to determine whether there is any statistically significant difference in the implementation of the conceptual framework, structural framework, service delivery and teacher counsellors' performance in the guidance and counselling programme.

# CHAPTER FOUR

## RESULTS AND DISCUSSION

### 4.1 Introduction

The results of this study are presented in this chapter. The chapter has seven sections; the first three examine the respondents' characteristics, implementation of conceptual and structural framework of guidance and counselling programme in schools. The two sections that follow examine the implementation of service delivery and teacher counsellors' performance. The next section present the results of comparison test between conceptual framework, structural framework, service delivery and performance of the teacher counsellors. The last section presents the challenges faced during the implementation of guidance and counselling programme.

The following were the objectives of study:

i. To evaluate the implementation of the conceptual framework of guidance and counselling programmes in Baringo county secondary schools.

ii. To evaluate the implementation of structural framework of guidance and counselling programmes in Baringo county secondary schools.

iii. To evaluate the implementation of service delivery of guidance and counselling programmes in Baringo county secondary schools.

iv. To evaluate the teacher counsellors performance in implementing guidance and counselling programmes in Baringo county secondary schools.

v. To determine whether there is a significant difference in the implementation of conceptual framework, structural framework, service delivery of guidance and counselling programmes and teacher counsellor's performance.

vi. Establish the challenges faced by the teacher counsellors when implementing guidance and counselling programmes in Baringo county extra secondary schools.

### 4.2 Characteristics of the Respondents

The characteristics of the respondents were examined prior to presentation of the responses to the research questions and the hypothesis tests results. Kothari (2004) aver that, describing the characteristics of a sample provides a better understanding of the respondents and evidence that it has the attributes of the population. It also provides a foundation for a

detailed discussion of the results based on the objectives of the study (Kipkebut, 2010). The study examined the characteristics of the principals, teacher counsellors and students. The characteristics of the principals that were examined include; number of years as the school principals and number of guidance and counselling teachers in schools. The characteristics of the principals are summarised in Table 3.

**Table 3**

**Characteristics of the Principals**

| Characteristic          n = 23 | | Frequency(f) | Percentage (%) |
|---|---|---|---|
| Number of years as school principals | 1 – 5 | 13 | 56.5 |
| | 6 – 10 | 9 | 39.1 |
| | 11 – 15 | 1 | 4.3 |
| Number of G&C teachers in school | 2 and below | 7 | 30.4 |
| | 3 – 5 | 10 | 43.5 |
| | 6 – 8 | 5 | 21.7 |
| | 9 and above | 1 | 4.3 |

The results in Table 3 show that majority (56.5%) of the principals had been in their respective institutions for a period of 1 to 5 years. The duration one has been in a station was important as it helped the  researcher in ensuring that those who participate in a study have been in their stations for a reasonable period of time and are conversant with their operations (Salkind, 2009).  The results in the table further reveal that the numbers of G&C teachers in majority of the schools were in the ranges of 1 to 5 representing (73.9%).  This supports, Kamunge report which is still in force that stressed that the head of the school was to be responsible to ensure that guidance and counselling services was offered and that each school was to establish guidance and counselling committee headed by a teacher appointed by the principals (Were, 2003).

The study also examined the characteristics of the teacher counsellors since they are the implementers of G&C programmes in schools (Wango, 2006). A summary of their characteristics are shown in Table 4.

**Table 4**

**Characteristics of the Teachers Counsellors**

| Characteristic | n = 23 | Frequency(f) | Percentage (%) |
|---|---|---|---|
| Gender | Female | 12 | 52.2 |
| | Male | 11 | 47.8 |
| Highest level of education | Masters | 2 | 8.7 |
| | Degree | 15 | 65.2 |
| | Diploma | 6 | 26.1 |
| Highest training level in G&C | Masters | 1 | 4.3 |
| | Higher Diploma | 2 | 8.7 |
| | Diploma | 1 | 4.3 |
| | Certificate | 19 | 82.6 |
| Experience as teacher counsellor | Below 5 years | 9 | 39.1 |
| | 5- 10 | 6 | 26.1 |
| | 11 – 15 | 3 | 13.0 |
| | 16 – 20 | 3 | 13.0 |
| | 21 years and above | 2 | 8.8 |

The results in Table 4 show that majority (52.2%) of the teachers counsellors who participated in the study were females while the males were the minority (47.8%). Most of the respondents were holders of a degree (65.2%) while the others (26.1%) had a diploma or masters (8.7%) certification. The results indicate that the level of education of the teacher met the requirements set by the Ministry of Education. The minimum qualification for a secondary school teacher is either a degree or a diploma (ROK, 2012).

An examination of the results in Table 4 shows that all the teacher counsellors had undergone some training in guidance and counselling. Out of the 23 who had undergone training, majority representing (82.6%) were certificate holders while 4.3% were diploma holders. The others were holders of the higher diploma (8.7%) and a masters (4.3%) degree. The results in the table also reveal that majority (39.1%) of the teachers had experience in providing guidance and counselling services of five years and above. Training in guidance and counselling is important in the implementation of the guidance and counselling programme, the results indicate inadequacy in terms of training.

This concurs with findings by Egbochuku (2008) who established that, most secondary schools in Nigeria do not have qualified Counsellors. Egbochuku's study also revealed that there is a significant relationship between qualification of guidance and counselling personnel

and the quality of guidance services rendered to secondary school students. In support Boitt and Chepchieng (2011) found that majority of teacher counsellors in Nakuru municipality secondary schools only have certificate level of training, which is not adequate in implementing the guidance and counselling services. In Kenya, Ndambuki and Mutie (1999) noted that any person in a school setting as long as he or she is interested in helping the students can be appointed to the position of school counsellor. This is a defective view because counselling just like any other profession requires theories and practical skills to carry it out effectively. In addition, many schools in African countries do not have qualified Counsellors ((Aluede, 2004; Egbochuku, 2008).

In contrast most developed countries such as the United States of America (USA) and Britain, schools have professional counsellors, who have sound training and qualified in stringent theoretical principles, high level practice skills and other specialized areas of counselling, (American Counseling Association, 2005; British Association for Counselling and Psychotherapy, 2001). In England and Wales, the British Association for Counselling and Psychotherapy (BACP, 2001) reqiures that counsellors should have had sound training and that it is imperative that counsellors are qualified in stringent theoretical principles, high level practice skills and other specialized areas of counselling. They should also have obtained or be aiming for BACP Accreditation and United Kingdom Register of Counsellors (UKRC) Registration or equivalent. Ndambuki and Mutie (1999) state that in preparing for counselling it is important to acquire knowledge of theories of personality and psychotherapy and also diagnostic and behavioural intervention techniques as well as dynamics of human behaviour. The implication is that each counsellor must be willing to continually struggle to live up to his or her own full potential. According to 1979-1983 Development Plan guidance and counselling was to be made part of the teacher training curriculum at the college and University levels, though implemented it just dwelt with one course – introduction to guidance and counselling which leaves teachers deficient on many areas in counselling. The teachers find themselves incapacitated to offer required service and thus it becomes a challenge for them to implement the guidance and counselling programme.

In order to get a better picture of G&C programmes in schools, the students' were asked whether they were aware of availability of guidance and counselling services in their schools and whether they seek them. Their responses are summarised in Table 5.

61

**Table 5**

**Students Awareness and Provision of Guidance and Counselling Services**

| Statement | Frequency (f) Percentage (%) n = 330 | | | |
| --- | --- | --- | --- | --- |
| | Yes | | No | |
| Aware that the school provides G&C Services | 317 | 96.1 | 13 | 3.9 |
| Have sought G&C services offered by your school | 261 | 79.1 | 69 | 21.9 |

The results in Table 5 show that majority (96.1%) of the students were aware of availability of guidance and counselling services in schools. The results in the table further show that a high number (79.1%) of the students seek these services. This is supported by Ndifon and Akande (2011) who found that, 96.8% of the students are aware of the programme. In contrast Nkala, (2015) found that most secondary students in Mzilikazi district were ignorant of the existence of guidance and counselling services. Availability of guidance and counselling services in schools is an indicator that schools have conformed to the directive from the Ministry of Education that require them to provide such services (ROK, 2012).

## 4.3 Implementation of the Conceptual Framework of Guidance and Counselling Programme

Objective one of the study evaluated the implementation of the conceptual framework of guidance and counselling programme in Baringo county extra secondary schools. This is the foundation or the basis of the school guidance and counselling programme and serves as the solid ground upon which the rest of the programme is built (Fezler & Brown, 2011). The conceptual framework of a guidance and counselling programme is concerned with policies, planning, goals and objectives and needs assessment (Scarborough & Luke, 2008). Its components such as vision and planning are essential to implementing a school counseling programme (ASCA, 2012; Dollarhide & Saginak, 2012; Shillingford & Lambie, 2010).

The conceptual framework of guidance and counselling programme was measured using data from the principals and supplemented with those of the teacher counsellors. Data was collected from two sources so as to get the perspectives of those in charge of policy and implementers of the programmes. According to Bakhda (2006), the principal is the leader in a school, and the person in charge of every detail of the running of the school, be it policy,

planning, academic or administrative. KIE (2003) states that the principal as the chief counsellor is responsible for all the guidance and counselling programmes in the schools. MOEST (2004) agrees that, the principal is the overall authority in the school. Nyaema (2004) supports that the principal is invested with the weighty responsibility of running and controlling the school, success of any school programme rests with them. Wango (2009) asserts that teachers are responsible for the actual implementation of school curriculum in their subject areas and perform any other duties/responsibilities assigned to him/her by the school administration. Such duties and responsibilities include games, examination, head of subjects and guidance and counselling.

A set of 22 closed-ended statements in the principals and teacher counsellors' questionnaires measured the conceptual framework of guidance and counselling programmes. The items were constructed using 1 (strongly disagree) to 5 (strongly agree) points as per the Likert type scale based on the extent to which the respondents agreed with the statements. The responses of the principals and teacher counsellors to the items were transformed into the conceptual framework overall mean score (index). The overall mean score was used by the researcher to evaluate and rate the implementation of the guidance and counselling conceptual framework. The mean scores and standard deviations of the subjects' responses to the statements and the index are given in Table 6.

**Table 6**

**Conceptual Framework Means and Standard Deviations of the Principals and Teacher Counsellors**

| Statement | Principals n =23 | | Teacher Counsellors n = 23 | |
|---|---|---|---|---|
| | Mean | SD | Mean | SD |
| | 3.84 | 1.07 | 3.57 | 1.04 |
| Guidance & Counselling programme  policy and guidelines are easily understood  by teacher counsellors | 3.87 | 1.10 | 3.52 | 1.03 |
| Guidance & Counselling programme  policy and guidelines are easily understood by teachers | 3.74 | 1.10 | 3.52 | 0.95 |
| Guidance & Counselling programme  policy and guidelines are easily understood by students | 3.43 | 0.84 | 3.57 | 0.95 |
| Guidance & Counselling programme  policy and guidelines are easily understood by administration | 3.78 | 1.13 | 3.83 | 0.98 |
| Guidance and counselling programme  has money set aside for it in the school budget | 3.35 | 1.37 | 2.61 | 1.16 |

| | | | | |
|---|---|---|---|---|
| The school's guidance and counselling programme identifies resources for programme implementation | 3.87 | 0.76 | 3.26 | 1.32 |
| Guidance and counselling programme goals and objectives are based on student needs in social development | 4.09 | 0.90 | 3.74 | 1.25 |
| Guidance and counselling programme goals and objectives are based on student needs in personal development | 4.04 | 0.88 | 3.83 | 1.27 |
| Guidance and counselling programme goals and objectives are based on student needs in academic development | 3.96 | 0.77 | 4.13 | 1.06 |
| Guidance and counselling programme goals and objectives are based on student needs in career development | 4.00 | 0.80 | 4.17 | 1.11 |
| There is a master calendar of the school guidance and counselling | 3.30 | 1.07 | 3.22 | 1.54 |
| Guidance and counselling programme master calendar activities is developed with involvement of teacher | 3.48 | 1.12 | 3.43 | 1.34 |
| Guidance and counselling programme master calendar activities is developed with involvement of school administrators. | 3.48 | 1.16 | 3.48 | 1.16 |
| Guidance and counselling programme master calendar activities is developed with involvement of parents | 2.52 | 1.08 | 1.70 | 0.76 |
| Guidance and counselling programme centres teacher counsellor's activities on the master calendar | 3.04 | 1.11 | 2.78 | 1.24 |
| Guidance and counselling programme validates its activities through needs assessment & feedback from students | 3.56 | 0.95 | 4.00 | 0.95 |
| Guidance and counselling programme validates its activities though needs assessment & feedback from teachers | 3.52 | 1.04 | 3.78 | 1.00 |
| Guidance and counselling programme validates its activities through needs assessment & feedback from parents | 2.96 | 1.19 | 2.65 | 1.07 |
| Guidance and counselling programme its activities through needs assessment and feedback from administration | 3.70 | 1.06 | 3.57 | 1.08 |
| Guidance and counselling programme plans sessions for parents | 3.00 | 1.28 | 2.91 | 1.31 |
| Guidance and counselling programme is assessed at the end of the year | 3.26 | 1.14 | 3.13 | 1.18 |
| **Conceptual Framework**<br>**overall Mean of the Principals and Teacher Counsellors** | **3.51** | **0.70** | **3.34** | **0.55** |

The results in Table 6 show that the item mean scores of the principals ranged between (M= 2.52, SD = 1.08) to (M=4.09, SD = 0.92) while the overall mean (index) was (M=3.51, SD = 0.70). An examination of the principals item mean scores reveal that involvement of parents in development of G&C programme calendar (M = 2.52, SD =1.08) and validation of its activities through needs assessment and feedback from parents (M = 2.96, SD = 1.19) were low. The low mean scores suggest that those components of the conceptual framework were not implemented well. Further the item mean scores also revealed that the guidance and counselling goals and objectives based on students needs in various domains were high ranging between ( M=3.96, SD = 0.77) to (M=4.09, SD = 0.92). This means that the

conceptual framework in the guidance and counselling programme was not fully implemented. Therefore implementation of the conceptual framework as shown by the item mean score of the principals was rated as fair on the basis of the overall mean scores of the principals (M= 3.51, SD = 0.70) as the scale used was; poor (an overall mean of 1 to 2.33), fair (an overall mean of 2.34 to 3.67) and good (overall mean of 3.68 to 5.00).

The results in 6 Table also show that the item mean scores of the teacher counsellors ranged between (M=1.70, SD = 0.76) to (M=4.17, SD = 1.11) while the overall mean (index) was (M=3.34, SD = 0.55). An analysis of the mean scores shows that five items had mean scores below 3. Involvement of parents in development of G&C calendar (M = 1.60, SD = 0.76) and money set aside for the programme in school budget (M = 2.61, SD = 1.16) had the lowest means. They were followed by validation of G&C programme activities through needs assessment and feedback from parents (M = 2.65, SD = 1.07), programme centres teacher counsellors' activities on the master calendar (M = 2.78, SD = 1.24) and plans session with parents ((M = 2.91, SD = 1.31). Further analysis shows that the guidance and counselling goals and objectives based on students social and career needs were high ranging between (M=4.13, SD = 1.06) to (M=4.17 SD = 1.11) and guidance and counselling programme validating its activities through needs assessment and feedback from students. (M=4.00, SD=0.95). The low mean scores is an indication that there are aspects of the conceptual framework that were not implemented well while the high means scores is an indication other aspects of the conceptual framework were implemented well. Thus implementation of the conceptual framework as shown by the item mean scores of the teacher counsellors was rated as fair on the basis of the overall mean scores of the teacher counsellors (M=3.34, SD = 0.55). As the scale used was; poor (an overall mean of 1 to 2.33), fair (an overall mean of 2.34 to 3.67) and good (overall mean of 3.68 to 5.00).

Analysis from both the observation checklist and document analysis indicated that 91% of the teacher counsellors did not provide the guidance and counselling documents for analysis, 100% do not have mission and vision statements for guidance and counselling programme and 86% did not have a master calendar of activities while 14% of the schools who had master calendars were mainly lists of guidance and counselling invited guest speakers.

Further analysis was done to establish whether there was a significant difference in the rating of implementation of the conceptual framework between the principals and teacher counsellors. The principals overall mean score (M = 3.51, SD = 0.70) was compared with that of the teacher counsellors (M = 3.34, SD = 0.55). The t-test was used to determine the differences between the two groups. The results of the test are shown in Table 7.

**Table 7**

**Comparison of the Conceptual Framework Overall Mean Scores between Principals and Teacher Counsellors**

| Group | N | Mean | SD | Df | t-value | ρ-value |
|-------|---|------|-----|-----|---------|---------|
| Principals | 23 | 3.51 | 0.70 | 44 | 0.932 | 0.357 |
| Teacher Counsellors | 23 | 3.34 | 0.55 | | | |

The results of the t-test in Table 7 reveal that the mean score of the principals (M = 3.51, SD = 0.70) was higher than that of the teacher counsellors (M = 3.34, SD = 0.55). The test results further reveal that the two means were not statistically significantly different at the 0.05 level, t (44) = 0.932, p › 0.05. This is an indication that the principals rating of the implementation of the conceptual framework is comparable to that of the teacher counsellors and therefore in agreement regarding the implementation of the guidance and counselling conceptual framework as fairly being implemented.

The results in Tables 6 and 7 generated from data provided by the principals and teacher counsellors showed that the conceptual framework of guidance and counselling programme in Baringo county secondary schools was fairly implemented. This implies that the guidance and counselling conceptual framework is not fully implemented. The programme focuses on guidance and counselling goals based on various domains but areas of parent's involvement and money set aside for the guidance and counselling activities and of teacher counsellors activities centered on the master calendar are not well implemented. These results concur with Ndifon and Akande, (2011) study in Nigeria public secondary schools which revealed that guidance and counselling programme in secondary schools with regard to policy is fairly implemented. This is so because the results of analysis show that it is part of the school curriculum, there is provision of guidance and counselling unit (although no office provided) and students are aware of the guidance and counselling programmes in the schools. The

results also show that the programmes meet student's educational, vocational needs (Ndifon & Akande (2011). The results are consistent to those of Studer, Diambra, Breckner and Heidel (2011) who noted that most schools struggled to implement guidance and counselling programmes fashioned after the American School Counsel Association National Model. They posited that the struggle is partly due weaknesses in the conceptual framework of the guidance and counselling programme as the designers pay little attention to their, policy, vision and mission. Dollarhide and Saginak (2012) posit that they are essential elements of the conceptual framework of a G&C programme as they guide the direction of the school counselling programme by defining how it will operate. Ndifon and Akande (2011) also affirm that, Guidance and counselling has not been given any place of pride in the policy on education. This is further supported by Idowu, (2004) who noted that guidance and counselling is expected to play more than the 'ancillary role' it presently enjoys in the National Policy on Education (NPE). A lack of a practical plan to develop and implement school counseling programmes, a lack of adequate preparation of teachers to carry out guidance and counseling work, are the major challenges (Gysber & Henderson, 2012).

In contrast the conceptual framework of a guidance and counseling programme is the foundation that provides the what of the programme (Utah State Office of Education, 2005). The conceptual framework of guidance and counselling programme is concerned with policies, planning and needs assessment (Scarborough & Luke, 2008). Its components such as vision and planning are well implemented in the guidance and counseling programme in most schools in the USA (ASCA, 2012; Dollarhide & Saginak, 2012; Shillingford & Lambie, 2010). The third edition of the ASCA National Model (2012) identifies vision as a strategy that defines the purpose of the counseling programme by identifying what the program will look like in the future. The proper implementation of a guidance and counselling conceptual framework is essential for the success of guidance and counseling programme as it provides the mission, vision, philosophy, beliefs and policies. It is therefore important that all personnel involved in the management of such programme have an understanding of these aspects of conceptual framework (Paisley, 2001). This will not only enhance its implementation but also it will give direction to the guidance and counseling programme as a whole.

**4.4 Implementation of the Structural Framework of Guidance and Counselling Programme**

Objective two of the study evaluated the structural framework of guidance and counselling programme in Baringo county secondary schools. Structural framework refers to resources and facilities required for the implementation of guidance and counselling programme. These include physical infrastructure, materials available to the counsellor, trained and experienced personnel. According to Adana (2004), provision of resources is of utmost importance for the counsellor to carry out his/her functions. Faislat and Rasheed (2013) posit that availability of facilities motivates teachers to perform their teaching roles and gives them the morale to do other duties allocated to them such as guidance and counselling.

Data on the structural framework was gathered using the teacher counsellors and the students' questionnaires. It was important to get data from the two sources because teacher counsellors are the technical experts and are best placed to evaluate the G&C programme resources. Data was sought from the students because they are users of the facilities and consumers of G&C services. The respondents were asked to indicate the adequacy of facilities/equipment for the G&C programme in their respective schools on a four-point scale (1 = None, 2 = Not adequate, 3 = Moderately adequate, 4 = Adequate,).The responses of the teacher counsellors and students to the items were transformed into the structural framework overall mean score (index). The mean scores and standard deviations of the subjects' responses to the statements and the index are given in Table 8.

**Table 8**

**Structural Framework Means and Standard Deviations of Teacher Counsellors and Students**

| Equipment/facility | Teacher Counsellor n = 23 | | Students n = 330 | |
|---|---|---|---|---|
| | Mean | SD | Mean | SD |
| Guidance and counselling rooms | 1.78 | 1.13 | 1.71 | 1.14 |
| Furniture (chairs, desks, cabinets, shelves) | 1.57 | 1.16 | 1.98 | 1.14 |
| Stationary (writing materials, pens etc) | 1.96 | 1.02 | 2.13 | 1.16 |
| Books, magazines, journal articles | 1.22 | 0.85 | 1.66 | 1.21 |
| Audio-visual aids (cameras, recorders, player) | 0.61 | 0.78 | 0.55 | 0.95 |
| E-materials (e-books, journals, films, videos, DVDs | 0.39 | 0.66 | 0.73 | 1.04 |
| Computers | 0.48 | 0.73 | 0.98 | 1.16 |
| Internet connectivity | 0.39 | 0.66 | 0.51 | 0.94 |
| Catalogues on guidance and counselling | 0.74 | 0.92 | 1.18 | 1.22 |
| Booklets that address students' needs | 1.35 | 0.88 | 1.48 | 1.25 |
| Newsletters, brochures and pamphlets | 1.00 | 0.74 | 1.70 | 0.91 |
| Time | 1.35 | 1.07 | 0.51 | .77 |
| Self- development resources | 1.39 | 0.89 | 1.35 | 1.18 |
| Career choice exploration material | 1.48 | 0.95 | 1.63 | 1.23 |
| Teacher counsellors | 2.04 | 0.93 | 2.34 | 0.93 |
| Peer counsellors | 1.61 | 1.27 | 1.75 | 1.25 |
| **Structural framework Overall Mean of the Teacher Counsellor &Students** | **1.23** | **0.50** | **1.40** | **0.64** |

The results contained in Table 8 reveal that the item mean scores of the teacher counsellors were in the range of (M=0.39, SD = 0.66) to (M=2.04, SD = 0.93) while the overall mean was (M=1.23, SD = 0.50). The results in the table further reveal that the item mean scores of the students were between (M=0.51, SD = 0.94) and (M=2.34, SD = 0.93) while the overall mean was (M=1.40, SD = 0.64). Among the lowest item mean scores include internet connectivity and E-material (M=0.39, SD = 0.66), computers (M=0.48, SD = 0.73) and Audio-visual aids (M=0.61, SD=0.78). The low item means and overall mean for both the teacher counsellors and students are indicators that they consider the facilities/equipment and resources for guidance and counselling in their schools inadequate. There was however one exception, the item mean score on number of teacher counsellors in schools was reasonably high for both groups (teacher counsellors: M = 2.04, SD = 0.93, students: M = 2.34, SD = 0.93). The result suggests that schools have a reasonable number of teacher counsellors. The high number of teacher counsellors according to observation was as are result of the inclusion of other members of the counselling team as teacher counsellors. It's an indication that

guidance and counselling programme is handled by a counselling team not teacher counsellors alone. Despite this, the structural framework for implementing G&C programmes in schools was rated poor on the basis of the overall mean scores of the teacher counsellors (M=1.23, SD = 0.5) and students (M=1.40, SD = 0.64) as the scale used was; poor (an overall mean of 1 to 1.99), fair (an overall mean of 2.00 to 2.99) and good (overall mean of 3.00 to 4.00).

Further, results in Table 8 showed that the students overall mean (M = 1.40, SD = 0.64) on G&C structural framework was higher that (M = 1.23, SD = 0.50) of the teacher counsellors. The two means were compared in order to find out whether there was a significant difference between the structural framework rating of the students and teacher counsellors. The t-test was used to determine the differences between the two groups. The test results are in Table 9.

**Table 9**

**Comparison of the Structural Framework Overall Mean Scores between the Students and Teacher Counsellors**

| Group | N | Mean | SD | Df | t-value | ρ-value |
|---|---|---|---|---|---|---|
| Teacher counsellors | 23 | 1.23 | 0.50 | 351 | 1.246 | 0.214 |
| Students | 23 | 1.40 | 0.64 | | | |

The results in Table 9 reveal that the students' overall mean (M = 1.40, SD = 0.64) was higher than that of the teacher counsellors (M =1.23, SD = 0.50). The test results further reveal that the two means were not significantly different at the 0.05 level, t (351) = 1.246, p › 0.05. This means that the students' rating of the structural framework was similar to that of the teacher counsellors.

Further results from observation check list shows that guidance and counselling structural frameworks is wanting 24% of the schools unfortunately did not have a counseling office, and even where present; it was either ill equipped with the necessary supplies or poorly located. In addition some schools, school counselor share the office with other teaching staff, consequently confidentiality of student's records can be easily compromised.

The results in Table 8 show that the structural framework of guidance and counselling framework in schools was poorly implemented. This means that the structural framework of

the guidance and counselling programme in Baringo County secondary schools is inadequately implemented in terms of facilities and resources. The results support those of a study conducted by Nyamwaka et al (2013) in Sotik Sub-county, Kenya. The results of their study showed that majority of secondary schools did not have adequate guidance and counselling resources such as offices, stationery, posters, reference materials and electronic devices such as computers, television, radio and videos. The results are also in line with those of a study carried out in Nyamira Sub-County Kenya by Nyamwange *et al* (2012). They noted that the available counselling resources such as time, offices and career resource centers were inadequate to meet the counselling needs of the secondary schools in the sub-county. Boitt and Chepchieng (2011) also concur that many secondary schools in Nakuru municipality lack resources and facilities for guidance and counselling programme implementation. In another study conducted in South Africa, to assess the challenges faced by schools, it was revealed that inadequate financial and human resources were the major barriers (Mahlangu, 2011). In support a study done by Anagbogu and Nwokolo (2010) revealed that necessities like computers, training the counsellors in ICT, counselling clinics, radios, televisions, one-way mirrors, generators and furniture were lacking in many schools in Nigeria. These findings concur with Nkala, (2015) observations that lack of relevant guidance and counselling facilities like counselling rooms stationary were the major barriers inhibiting the implementation of guidance and counselling services.

Boutwell and Myrick (2006) contend that guidance and counselling plays a major role of promoting students' success through a focus on social and emotional adjustment by means of prevention and intervention services, advocacy and treatment of emotional turbulence. Quality guidance and counselling services require a number of facilities. These include: office space, bookshelves, drawers, files, finance, time, reference books, guidance and counselling manuals, psychological test materials. According to Adana (2004), the provision of resources is of utmost importance for the counsellor to carry out his/her functions in guidance and counselling programme. However, in implementing the structural framework of the guidance and counselling programme, resources may be one of the key issues to consider. Gysber and Henderson (2006) proposed that resources for school counselling and guidance work include human resources, financial resources, and political resources. Effective and efficient implementation of the guidance and counselling programme in Baringo County

secondary schools and Kenya will remain a mirage without consideration of the structural facilities and resources necessary for counsellors to play their roles effectively.

## 4.5 Service Delivery of the Guidance and Counselling Programme

Objective three of the study evaluated the implementation of the service delivery of guidance and counselling programme. According to Utah State Education Office (2005), the delivery system of guidance and counselling programme is the 'how' of the implementation process and describes the activities, interactions and areas in which counsellor's work to deliver the programme.

Service delivery system has four components namely, school guidance curriculum, individual student planning, responsive services and system support. The delivery systems data on the four aspects of a delivery system was gathered from the principals, teacher counsellors and students. The responses of the subjects to the items in the questionnaires were summated and transformed into an overall mean. The service delivery was then rated on the basis of the overall mean using the scale; Poor (1 to 2.33), Fair (2.34 to 3.67) and Good (3.68 to 5.00).

## 4.5.1 Guidance Curriculum

The school guidance curriculum consists of a written instructional programme that is comprehensive in scope, preventative and proactive, developmental in design, coordinated by school counsellors and delivered by school counsellors and other educators (Oregon School Counsellor Association, 2000). It is designed to facilitate the systematic delivery of guidance lessons or activities to every student. Data that was used to evaluate the curriculum component of service delivery of the G&C programme was gathered using the principals and teacher counsellors' questionnaires. Data was sourced from the principals because it is their responsibility to organise and manage approved school curriculum among others (GOK, 1987). Data was sourced from the teacher counsellors because they are responsible for the actual implementation of curriculum in their subject areas (Wango, 2006). The items in the questionnaires that were used to gather data were constructed using 1 (strongly disagree) to 5 (strongly agree) point as per the Likert type scale based on the extent to which the respondents agreed with the statements. The responses of the subjects were assigned scores and their means computed and transformed into an overall mean score (index). The mean scores and standard deviations of the subjects' responses to the statements and the index are given in Table 10.

72

**Table 10**

**Means and Standard Deviations of Principals and Teacher Counsellors on Guidance Curriculum**

| Statement | Principals n = 23 | | Teacher Counsellors n = 23 | |
|---|---|---|---|---|
| | Mean | SD | Mean | SD |
| Guidance and counselling programme curriculum focuses on student educational development | 4.39 | 0.58 | 4.48 | 0.59 |
| Guidance and counselling programme curriculum focuses on student personal/ social development | 4.26 | 0.69 | 4.35 | 0.88 |
| Guidance and counselling programme curriculum focuses on student career development | 4.22 | 0.80 | 4.52 | 0.73 |
| Guidance and counselling programme spends predetermined amount of time on curriculum component | 4.04 | 0.93 | 3.43 | 1.12 |
| Guidance and counselling programme has written plans for large group activities | 3.13 | 1.01 | 3.48 | 1.08 |
| Guidance and counselling programme has written plans for small group activities | 3.30 | 0.97 | 3.48 | 0.85 |
| Guidance and counselling programme has written plans for orientation of students and parents | 3.57 | 1.12 | 3.52 | 1.12 |
| Guidance and counselling curriculum has a schedule of all its activities | 3.61 | 1.08 | 3.43 | 1.31 |
| Guidance and counselling programme provides guidance-curriculum activities to all students | 4.17 | 0.65 | 3.91 | 1.08 |
| Guidance and counselling programme also provides services to parents | 3.04 | 1.19 | 2.78 | 1.16 |
| Guidance and counselling programme provides in-service courses for teachers | 3.00 | 1.04 | 2.83 | 1.47 |
| Guidance and counselling programme provides in -service courses for school support staff | 2.65 | 1.11 | 2.30 | 1.12 |
| Guidance and counselling programme provides in- service courses for school administrators | 2.83 | 1.15 | 2.43 | 1.31 |
| **G&C curriculum Overall Means of Principals &Teacher Counsellors** | **3.56** | **0.63** | **3.46** | **0.64** |

The results in Table 10 show that the item mean scores of the principals were between (M=2.65, SD = 1.11) to (M=4.39, SD = 0.58) while those of the teacher counsellors were in the range of (M=2.30, SD = 1.12) to (M= 4.48, SD = 0.59). An examination of the item means of both the principals and teacher counsellors reveals that curriculum implementation had its strengths and weaknesses. Its coverage of students' educational (M = 4.39, SD = 0.58), social/personal development (M = 4.26, SD = 0.69) and career (M = 4.04, SD = 0.93) were considered to be good as their mean scores were rated high. The results also show that

there were weaknesses in several areas. According to the principals, the weak areas were provision of in-service courses for school administration (M = 2.83, SD = 1.15) and support staff (M = 2.65, SD = 1.11). The teacher counsellors were of the view that the curriculum did not adequately cater for provision of G&C services to parents (M = 2.78, SD = 1.16), in-service to teachers (M = 2.83, SD = 1.47), support staff (M = 2.30, SD = 1.12)  and school administration (M = 2.43, SD = 1.31). The overall mean of the principals and teachers counsellors were (M = 3.56, SD = 0.63) and (M = 3.46, SD = 0.64) respectively. On the basis of overall means, the guidance curriculum implementation as shown by the overall mean scores of both  principals  and teachers' counsellors was rated as fair as the scale used was; poor (an overall mean of 1 to 2.33), fair (2.34 to 3.67) and good (overall mean of 3.68 to 5.00).  This suggests that the guidance curriculum mechanism for delivering guidance and counselling programme are not fully in place in Baringo County extra secondary school.

This concurs with Mapfumo and Nkoma (2013) who found that in Zimbabwe secondary schools there was no proper planning around the curriculum objectives in the implementation of the programme.  In addition, Agi (2012) noted that most schools in Nigeria did not have a well structured guidance curriculum.   In support Rowley, Stroh, and Sink (2005) found that with a few exceptions (e.g., Missouri Comprehensive Guidance and Counseling Program), school counselors are predominantly using curricular materials that have not been well researched and therefore are fairly implemented. In contrast the guidance curriculum is well implemented around three major developmental domains: personal/social development, educational development, and career planning and exploration (Iowa Education Department, 2001). According to Gysber and Henderson (2000), the guidance curriculum components well implemented covers the delivery of classroom lesson plans to all students in the school, as well as consultation with teachers and other school personnel so that they can provide additional guidance lessons in Utah high school. Curriculum guidance is the foundation of a developmental guidance and counselling programme in Texas schools, (Texas, 2004). The guidance curriculum component is the most innovative. It helps transform and focus the school guidance and counseling from a collection of practices to an educational programme (ASCA, 2003). The purpose of the guidance curriculum component is to help all students develop basic life skills.

## 4.5.2 Responsive Services

The responsive services in a  school guidance and  counselling programme consists of activities geared towards meeting students' immediate needs and concerns that require counselling, consultation, referral, peer facilitation or information (South Dakota Department of Education and Cultural Affairs, 2002). The services are available to all students and their provision is often student initiated through self-referral. However, teachers, parents or guardians may also refer students for assistance (Oregon Department of Education, 2012).

Data on responsive services was collected from teacher counsellors and students using a set of 15 closed ended items in their questionnaires. Data was sought from the teacher counsellors and students because teacher counsellors facilitate the provision of those services while students consume them (Wango, 2006). The items in the questionnaires that were used to gather data were constructed using 1 (strongly disagree) to 5 (strongly agree) point Likert type scale based on the extent to which the respondents agreed with the statements. The responses of the subjects were assigned scores and their means computed and transformed into an overall mean score (index).  The mean scores are contained in Table 11.

**Table 11**

**The Means and Standard deviations of Teacher Counsellors and Students on Responsive Services**

| Statement | Teacher Counsellors n = 23 | | Students n= 330 | |
|---|---|---|---|---|
| | **Mean** | **SD** | **Mean** | **SD** |
| Guidance and counselling programme responds to specific student needs on social development | 4.57 | 0.59 | 3.78 | 1.26 |
| Guidance and counselling programme responds to specific student needs on personal development | 4.39 | 0.58 | 3.72 | 1.25 |
| Guidance and counselling programme responds to specific student needs on academic development | 4.35 | 0.71 | 4.00 | 1.16 |
| Guidance and counselling programme responds to specific student needs on career development | 4.26 | 0.62 | 3.62 | 1.28 |
| Guidance and counselling programme spends prearranged amount of time on responsive services | 3.61 | 1.08 | 3.06 | 1.26 |
| Guidance and counselling programme identifies and provides individual counselling to students. | 4.43 | 0.79 | 3.75 | 1.30 |
| Guidance and counselling programme identifies and provides group counselling to students. | 4.43 | 0.59 | 3.59 | 1.27 |
| Guidance and counselling programme maintains a schedule of individual counselling appointment | 4.17 | 0.72 | 3.12 | 1.34 |
| Guidance and counselling programme maintains a schedule of group counselling appointment | 4.04 | 0.88 | 3.10 | 1.22 |
| Guidance and counselling programme disseminates to staff and parents specific procedures for identification and referral of students for counselling | 3.48 | 1.08 | 2.75 | 1.22 |
| Guidance and counselling programme maintains a list of school/community referral resources | 3.10 | 1.22 | 2.84 | 1.27 |
| Guidance and counselling programme has provisions for dealing with emergency counselling cases | 3.78 | 1.13 | 3.41 | 1.33 |
| Guidance and counselling programme has follows up mechanisms on students referred | 4.09 | 1.04 | 3.15 | 1.32 |
| Guidance and counselling programme has mechanisms for consulting with teachers with minimum interruptions in their work schedule | 3.83 | 1.19 | 3.28 | 1.27 |
| Guidance and counselling programme conducts groups counselling sessions outside the classroom in response to identified students needs and interest | 3.96 | 1.19 | 3.47 | 1.42 |
| **Responsive Services Overall Means of Teacher Counsellors &Students** | **4.03** | **0.60** | **3.38** | **0.76** |

Table 11 shows that the item mean scores of the teachers counsellors were in the range of (M = 3.10, SD = 1.22) to (M = 4.57, SD = 0.59) while those of the students were in the range of

(M = 2.75, SD = 1.22) to (M = 4.00, SD = 1.16). Most of the item means of the teacher counsellors were high which include responding to students' specific needs in various domains (M=4.26, SD=0.62 to M=4.57, SD=0.59) and provision of both individual and group counselling (M=4.43, SD =0.59 to M=4.43, SD=0.79) an indicator that those tasks were well implemented in the guidance and counselling programme. However, there was one item; maintenance of a list of school/community referral that had a relatively low mean resources (M = 3.10, SD = 1.22),   an indication that the task was not well implemented.

The students item mean scores were generally low except four items. The four were;

(i) Guidance and counselling programme responds to specific student needs on personal development (M = 3.72, SD = 1.25)

(ii) Guidance and counselling programme identifies and provides individual counselling to students (M = 3.75, SD = 1.30),

(iii) Guidance and counselling programme  responds to specific student needs on social development (M = 3.78, SD = 1.26)

(iv) Guidance and counselling programme responds to specific student needs on academic development (M = 4.00, SD = 1.16).

According to the students among the most weak areas that had a relatively low mean scores included maintenance of a list of school/community referral resources (M = 2.84, SD = 1.27), staff and parents specific procedures for identification and referral of students for counselling (M = 2.75, SD = 1.22).  The high number of items with low item means scores suggests that students were of the view that those tasks are not well implemented. The overall mean (M = 4.03, SD = 0.60) of the teacher counsellors was high while that (M = 3.38, SD = 0.76) of the students was generally low. The teacher counsellors' rating of responsive services as measured by the overall mean was rated good while that of the students was rated fair as the scale used was; poor (an overall mean of 1 to 2.33), fair (2.34 to 3.67) and good (overall mean of 3.68 to 5.00). This indicates that responsive services mechanisms used to deliver the guidance and counselling services in Baringo county extra secondary schools are implemented.

This is supported by Wambu and Fisher (2015) who noted that, guidance and counseling in Kenya mainly focuses on responsive services where school counselors attend to the immediate needs and concerns of the student. Furthermore, school counselors spend most of

their time responding to the needs of only a small percentage of students, mostly those referred to them by either teachers or the school principals due to discipline problems. Mapfumo and Nkoma, (2013) concurs that guidance and counselling are generally responsive services where students can receive help with personal/emotional challenges and needs. School counselors provide counseling programs in three domains: academic, career and personal/social. Their services and programs help students resolve emotional, social or behavioral problems and help them develop a clearer focus or sense of direction (ASCA, 2012). In contrast Agi (2012) noted that most schools in Nigeria did not have a well structured responsive service. The purpose of the responsive services component is to intervene on behalf of those students whose immediate personal concerns or problems put their continued personal-social, career, and/or educational development at risk.

### 4.5.3 Individual Planning

Individual planning entails engagement of school counsellors in coordinating ongoing activities designed to help students establish personal goals and develop future plans (Utah State Office of Education, 2005). These activities help students to plan, monitor and manage their own learning as well as meet competencies in the areas of academic/learning, life career, multicultural/global citizen and personal/social development. Data on individual planning was collected using a set of 11 items in the teacher counsellors and students questionnaires. Data was sought from these two groups because individual planning directly involves the programme implementers, teacher counsellors in this case and students. The items in the questionnaires that were used to gather data were constructed using 1 (strongly disagree) to 5 (strongly agree) point as per the Likert type scale based on the extent to which the respondents agreed with the statements. The responses of the subjects were assigned scores and their means computed and transformed into an overall mean score (index). The means and standard deviations of the statements are in Table 12.

**Table 12**

**Teachers Counsellors and Students Means and Standard Deviations on Individual Planning**

| Statement | Teacher counsellors = 23 | | Students n = 330 | |
| --- | --- | --- | --- | --- |
| | Mean | SD | Mean | SD |
| The guidance and counselling programme individual planning focuses on students personal development | 4.30 | 0.88 | 4.05 | 1.05 |
| The guidance and counselling programme individual planning focuses on students social development | 4.17 | 1.03 | 3.99 | 0.99 |
| The guidance and counselling programme individual planning focuses on students academic development | 4.30 | 0.76 | 4.22 | 0.94 |
| Guidance and counselling programme individual planning focuses on students career development | 4.22 | 0.90 | 4.01 | 1.03 |
| Guidance and counselling programme spends predetermined amount of time on individual planning | 3.70 | 1.06 | 3.23 | 1.16 |
| Guidance and counselling programme provides individual planning to all students | 3.48 | 1.16 | 3.42 | 1.33 |
| Guidance and counselling programme sessions assist students to assess interpret their abilities , interest, skills, and achievement | 3.96 | 1.07 | 3.92 | 1.14 |
| Guidance and counselling programme sessions helps students to select subjects and extra-curricular activities | 4.22 | 0.90 | 4.01 | 1.14 |
| Guidance and counselling programme assists students in decision making that accompanies transition | 4.00 | 0.95 | 3.84 | 1.21 |
| Guidance and counselling programme assists students in securing information on academic work and career goals | 4.09 | 0.85 | 3.98 | 1.03 |
| Guidance and counselling programme helps to provide orientation to students and parents | 3.91 | 1.04 | 3.11 | 1.43 |
| **Individual planning overall means of Teacher Counsellors &Students** | **4.03** | **0.74** | **3.80** | **0.71** |

An examination of the results in Table 12 shows that the item mean scores of the teacher counsellors were generally higher than the item mean scores of the students. The item means of the teachers were in the range of (M=3.48, SD = 1.16) to (M=4.30, SD = 0.88). There was however one exception that of guidance and counselling programme provides individual planning to all students (M = 3.48, SD = 1.16) which was relatively low. This suggests that this aspect was not well implemented as teacher counsellors faced challenges when doing it. Further examination of the students item scores indicated that they ranged between (M = 3.11, SD =1.43) to (M =4.22, SD=0.94). The aspects related to providing orientation to students and parents (M = 3.11, SD =1.43) and predetermined time for individual planning

(M = 3.23, SD = 1.16) had low item mean score while aspects on individual planning focusing on students careers, academic, personal development (M=3.99, SD=0.99 to M=4.22, SD=1.03) and helping students to select subjects and extra-curricular activities (M= 4.01, SD=1.14) had high item mean scores. Both the teacher counsellors' (M = 4.03, SD = 0.74) and students (M = 3.80, SD = 0.71) overall means were high and were thus rated as good as the scale used was; poor (an overall mean of 1 to 2.33), fair (2.34 to 3.67) and good (overall mean of 3.68 to 5.00). This is an indication that activities that help students to plan, monitor and manage their own learning as well as meet competencies in the areas of academic/learning, life career, multicultural/global citizen and personal/social development in Baringo county extra secondary schools are well implemented.

In support Gysber (2008), reported some successful experiences of implementing individual student planning in the United States. Gysber (2008) also acknowledged the positive impacts of the individual student planning activities which could help students identify their endowed talents and capabilities, striving to make the most of these to live a meaningful and rewarding life. According to Gysber and Henderson (2001), individual student planning aims to assist students to develop, analyze, evaluate, and carry out their educational, occupational, and personal goals and plans. It assumes that every individual possesses his or her potentials and strengths for positive and healthy development.

### 4.5.4 System Support

System support involves management activities that establish, maintain and enhance school counselling programmes (Oregon Department of Education, 2012). School counsellors use their leadership and advocacy skills to promote systemic change by contributing in the following areas: professional development, consultation, collaboration and teaming, programme management and operations (Galassi, Murphy & Park-Taylor, 2002). Data on system support was captured using 10 close ended items in the principals and teacher counsellors' questionnaires. The items in the questionnaires were constructed using 1 (strongly disagree) to 5 (strongly agree) point as per the Likert type scale based on the extent to which the respondents agreed with the statements. The responses of the subjects were assigned scores and their means computed and transformed into an overall mean score (index) as shown in Table 13.

**Table 13**

**Principals and Teacher Counsellors Overall means and Standard Deviations on System Support**

| Statement | Principals n = 23 | | Teacher Counsellors n = 23 | |
|---|---|---|---|---|
| | Mean | SD | Mean | SD |
| Guidance and counselling programme spends predetermined amount of time on system support | 3.13 | 0.92 | 3.48 | 1.24 |
| Guidance and counselling programme maintains a well-organized functional guidance information resource centre | 3.17 | 1.11 | 3.65 | 1.07 |
| Guidance and counselling programme submits and maintains budget that is separate from the school | 2.87 | 1.42 | 2.43 | 1.27 |
| Guidance and counselling programme provides for a meeting periodically with administration to monitor and evaluate the effectiveness of the G&C programme | 3.43 | 1.41 | 3.48 | 1.08 |
| Guidance and counselling programme organises in-service courses for school staff | 2.61 | 1.23 | 2.43 | 1.34 |
| Guidance and counselling programme conducts planned programme of public relations for staff, parents and community | 2.83 | 1.44 | 2.57 | 1.20 |
| Guidance and counselling programme has an active advisory committee that holds periodic meetings and make recommendations on the planning, implementation and evaluation stages of the programme | 2.96 | 1.26 | 2.96 | 1.22 |
| Guidance and counselling programme provides and/or supports the professional development for the G&C staff | 3.22 | 1.38 | 3.22 | 1.28 |
| Guidance and counselling programme spends predetermined amount of time on system support | 3.03 | 1.01 | 3.03 | 0.80 |
| **System Support Overall Mean** | **3.13** | **0.92** | **3.47** | **1.24** |

The results in Table 13 reveal that the item mean scores of the principals were in the range of between (M= 2.61, SD = 1.23) to (M= 3.22, SD = 1.38) while the overall mean was (M= 3.13, SD = 0.92).The results show that there were weaknesses in several areas. According to the principals, the weak areas were areas of organising in-service courses for school staff (M = 2.61, SD = 1.23) , conducting planned programme of public relations for staff, parents and community  (M = 2.83, SD = 1.44), submitting and maintaining a   budget that is separate from the school (M = 2.87, SD = 1.42),  and having an active advisory committee that holds periodic meetings and make recommendations on the planning, implementation and evaluation stages of the programme (M = 2.96, SD = 1.26)  . Further analysis reveal that the item mean scores of the teacher counsellors were in the range of between of (M= 2.43, SD =

1.34) to (M= 3.65, SD = 1.07). While the overall mean was (M= 3.47, SD =1.24). The teacher counsellors data indicated that submitting and maintaining a   budget that is separate from the school, (M = 2.43, SD = 1.27), organising in-service  courses for school staff  (M = 2.43, SD = 1.34), conducting planned programme of public relations for staff, parents and community (M= 2.57, SD = 1.20) and having an active advisory committee that holds periodic meetings and make recommendations on the planning, implementation and evaluation stages of the programme (M= 2.96, SD = 1.22) were rated low which shows that they are areas of concern in implementing the guidance and counselling support system. Both the principals (M= 3.13, SD = 0.92) and teacher counsellors (M= 3.47, SD =1.24) overall means were relatively low and were thus rated fair as the scale used was; poor (an overall mean of 1 to 2.33), fair (2.34 to 3.67) and good (overall mean of 3.68 to 5.00). The fair principals and teacher counsellors overall means suggests that system support of G&C programme in Baringo county extra secondary schools is not well implemented as it should be.

This concurs with Carey and Harrington, (2010) who found that in Utah high schools the system support implementation averages are quite low. In support teacher counselors in Kenya have reported lack of support from the school principal, school board members, teachers, parents, students and the community (Wambu &Fisher, 2015). Effective implementation of a comprehensive school guidance and counseling programme requires collaborative efforts. According to ASCA (2012), school counselors are called upon to become leaders to manage the programme. However, to be successful, school counselors cannot operate in isolation. They need to collaborate with other school staff, administrators, parents, community resources, and students (ASCA, 2012). To achieve support within the school system, school counsellors are advised to engage in cooperative efforts with the stakeholders in the development and implementation of the school counseling programme (ASCA, 2012).

### 4.5.5 Service Delivery

The evaluation of service delivery was done with respect to its four components namely, the G&C curriculum, responsive services, individual planning and system support.  Data from the teacher counsellors, head teachers and students was used in the evaluation. The mean scores of the four components of service delivery were transformed into the service delivery

overall mean which was them rated using the scale; Poor (1 to 2.33), Fair (2.34 to 3.67) and Good (3.68 to 5.00). The overall service delivery mean and its standard deviation are in Table 14.

**Table 14**

**Overall Mean and Standard Deviation on Service Delivery**

| Statement | Mean | SD |
|---|---|---|
| G&C curriculum | 3.51 | 0.64 |
| Responsive services | 3.70 | 0.60 |
| Individual planning | 3.91 | 0.74 |
| System support | 3.30 | 0.80 |
| **Overall mean** | **3.60** | **0.56** |

The results in Table 14 show that the overall service delivery mean (M = 3.60, SD = 0.56) of G&C programmes was reasonably high given that it was out of a maximum of which translates to good implementation as the scale used 5. From the findings in Table 15 it's clear that service delivery is rated high as per the means attained and thus more implemented in comparison to the conceptual and structural framework of the guidance and counselling programme. The highest being individual planning (M =3.91, SD=0.74) and the lowest being system support (M=3.30, SD=056).

The implementation of the service delivery of guidance and counselling programme in Baringo county extra secondary schools as measured by the overall mean score was rated fair. This is an indication that the mechanism used in delivering services which include system support and guidance curriculum was not fully implemented. The results support those of Lau and Fung (2008) who observed that teacher counsellors in South Korea and Japan had challenges implementing the G&C model developed by Gysbers and Moore in the 1970s which had guidance curriculum, individual student planning, responsive services, and system support components. They noted that this was partly due to the fact that school counselors were clinical psychologists who provided only responsive services but not developmental, experiential, and transitional issues of children and the youth. These results

are in line with those of Gysber and Henderson (2001) who noted that absence of a well organized service delivery impacts negatively on provision G&C services. A study conducted by Agi (2012) showed effective delivery of guidance and counseling services in most schools in Nigeria was jeopardized by poor service delivery systems. Agi(2012) noted that most schools did not have guidance and counseling curriculum neither did they have well structured responsive services.

Carey and Harrington, ( 2010) observed that, the general time use patterns for each component (i.e., Guidance Curriculum activities, Responsive Service activities, and Individual Planning activities) at all levels in Utah schools closely correspond to suggested patterns for Comprehensive Developmental Guidance (Gysbers & Henderson, 2001). All the four components of a guidance and counselling programme need to be implemented well for it to be effective. For example, the guidance curriculum facilitates the systematic delivery of guidance lessons or activities and promotes knowledge, attitudes and skills through instruction in academic/learning, life/career, multicultural/global citizen and personal/social development (Utah State Education Office, 2005). Individual planning on the other hand helps students establish personal goals and develop future plans. School administration and teacher counselors need to note provision of quality guidance and counseling services in Baringo county extra secondary schools can only be ensured if the service delivery and other components of the G&C programme are implemented well.

## 4.6 Teacher Counsellors Performance in the Implementation of Guidance and Counselling Programme

Objective four of the study evaluated the performance of the teacher counsellors. An examination of the performance of the service providers of a G&C programme is critical to its continuous improvement and renewal (Missouri Department of Elementary and Secondary Education, 2008). The performance of the teacher counsellors was evaluated based on seven perspectives; preparation for delivery, delivery and management of G&C programmes. Other aspects were research and evaluation, professional development and leadership and performance of professional responsibilities and enhancement of student competencies.

Data on the teacher counsellors was captured using the principals' questionnaire. The data was sought from the principals because they are responsible for the management of schools

and appraisal of teacher counsellors performance who work under them (Wango, 2006; Bakda, 2006). The Likert method of summated rating was used to transform the subject responses to items that were used to measure each of the seven components of the teacher counsellors' performance into mean scores. The mean scores were then transformed into an overall mean. The teachers counsellors performance as measured by the overall mean was rated using the following scale; Poor (1 to 1.99), Fair (2.00 to 2.99) and Good (3.00 to 4.00).

## 4.6.1 Preparation for Delivery of G&C Programme

Preparation for delivery of G&C programme was the first aspect of the teacher counsellor's performance that was evaluated. According to UNESCO (2000) the duties and responsibility of the teacher counsellor at preparatory delivery stage is to plan, conduct needs assessment, set the programme goals and objectives and come up with its structure. In addition, the teacher counsellor is supposed to identify the required resources and develop a calendar for the programme.

Data on the preparation of delivery was collected using a set of 15 statements in the principal's questionnaire. The responses of the subjects were assigned scores and their means computed and transformed into an overall mean score (index) as shown in Table 15.

**Table 15**

**Principals' Means and Standard Deviations on Preparation for Delivery of G&C programme**

| Statement | Mean n= 23 | Std. Deviation |
|---|---|---|
| Teacher counsellor determines needs of students, staff, parents and others & uses data in development of guidance and counselling goal | 2.71 | 0.82 |
| Teacher counsellor selects goals and objectives for guidance curriculum component of guidance and counselling programme | 2.48 | 0.85 |
| Teacher counsellor selects goals & objectives for individual planning component | 2.30 | 0.88 |
| Teacher counsellor selects goals & objectives for responsive services component | 2.52 | 0.73 |
| Teacher counsellor selects goals & objectives for support system component | 2.39 | 0.89 |
| Teacher counsellor plans with the school staff programmes & activities appropriate to all levels &types of students | 2.39 | 0.84 |
| Teacher counsellor uses students assessment & appraisal information in planning for delivery of G&C | 2.39 | 0.84 |
| Teacher counsellor selects a balanced G&C programme content | 2.43 | 0.95 |
| Teacher counsellor identifies strategies for delivery of G&C programme to students ,teachers and parents | 2.91 | 1.95 |
| Teacher counsellor develops a schedule & programme management plan for systematic delivery of G&C progrmme content/ services | 2.48 | 0.79 |
| Teacher counsellor identifies human resources needed to implement G&C | 2.43 | 0.84 |
| Teacher counsellor selects & obtains equipment/ materials necessary to implement the G&C programme | 2.48 | 0.79 |
| Teacher counsellor identifies G&C techniques appropriate to the level & interest of students | 2.48 | 0.79 |
| Teacher counsellor identifies and secures resources needed to accommodate individual differences in students | 2.43 | 0.84 |
| Teacher counsellor plans to ensure equitable & effective students access to available G&C services resources | 2.48 | 0.90 |
| **Preparation for delivery of G&C programme mean** | **2.50** | **0.67** |

The results in Table 15 show that the item means were relatively low as they ranged from (M=2.30, SD = 0.88) to (M=2.71 (SD = 0.82) out of a maximum of 4 with an overall mean of (M =2.50, SD = 0.67). The areas that were rated lowest include selecting goals & objectives for individual planning and system support component (M=2.30, SD=0.88), planning with the school staff programmes & activities appropriate to all levels &types of students and using

students assessment & appraisal information in planning for delivery of G&C (M=3.99, SD 0.84) This means that the teacher counsellors did not prepare for the delivery of G&C programme well.  The overall mean of (M =2.50, SD = 0.67) was also fairly low. On the basis of the overall mean, the teacher counsellors' preparation for delivery of the G&C programmes was rated fair as the scale used was; poor (an overall mean of 1 to 2.33), fair (2.34 to 3.67) and good (overall mean of 3.68 to 5.00). This means that the teacher counsellors' preparation for the delivery of G&C programme was not well implemented.

### 4.6.2 Delivery of the G&C Programme Services

An assessment of the delivery component of the G&C programme in schools was done as part of the evaluation of the teacher counsellors' performance. Delivery of G&C programme refers to its implementation. Teacher counsellors as the implementers of the programme conduct developmentally sequenced counselling and guidance activities in schools in cooperation with school administrators and teachers (Chireshe, 2006)). They consult with teachers, staff, and parents regarding the developmental needs of students and refer students with critical needs to institutions that offer the required specialized services in consultation with their parents (Egbochuku, 2008).

Data on the delivery of G&C programme were elicited using 20 closed ended items in the principals' questionnaire. The items were on aspects of service delivery that involve students, parents and school staff. The Likert method of summated rating was used to transform the principals' responses, assigned scores and their means computed and transformed into an overall mean score (index) as shown in Table 16.

**Table 16**

**Principals' Means and Standard Deviations on Delivery of G&C Programme**

| Statement | Mean n = 23 | Std. Deviation |
|---|---|---|
| Teacher counsellor orients students, parents and other staff to school G&C programme | 2.52 | 0.90 |
| Guidance and counselling areas; academic, social, personal and career are well covered during sessions | 2.52 | 0.79 |
| Teacher counsellor provides large/small group activities designed to enhance students knowledge on personal/social issues | 2.35 | 0.71 |
| Teacher counsellor provides large/small group activities designed to enhance students knowledge on career issues | 2.52 | 0.68 |
| Teacher counsellor provides large/small group activities designed to enhance students knowledge on academic plan issues | 2.48 | 0.59 |
| Teacher counsellor provides sessions for both group and individual counselling | 2.70 | 0.63 |
| Teacher counsellor works with teachers to integrate guidance curriculum and academic curriculum | 2.48 | 0.79 |
| Teacher counsellor help students to asses and interpret abilities, interest and skills in educational achievement | 2.52 | 0.68 |
| Teacher counsellor provides activities designed to enhance students awareness of educational opportunities | 2.57 | 0.59 |
| Teacher counsellor advises students and parents in career planning and acquisition of information on labour market | 2.74 | 0.75 |
| Teacher counsellor assist students with course selection | 2.65 | 0.71 |
| Teacher counsellor consults with students, parents ,teachers and others educators to identify strategies to help students | 2.61 | 0.84 |
| Teacher counsellor conducts personal counselling on small groups or individual basis | 2.35 | 0.88 |
| Teacher counsellor provides crisis counselling and support to students and families facing emergency situations | 2.26 | 0.86 |
| Teacher counsellor refers students and families to appropriate community agencies where assistance is needed | 2.52 | 0.90 |
| Teacher counsellor serves as a resource person to professional staff, parents & others in areas of assessment and analysis of data | 2.70 | 0.82 |
| Teacher counsellor trains teachers to administer tests & interpret and utilize test data when appropriate | 2.35 | 0.93 |
| Teacher counsellor assists teachers, administrators in interpreting assessment and test results to parents and others | 2.30 | 0.88 |
| **Delivery of the G&C programme mean** | **2.51** | **0.56** |

The results in Table 16 show that the mean scores of the items were between (M=2.26, SD = 0.86) to (M=2.74, SD = 0.75) out of a maximum of 4. The item mean scores indicate that the teacher counsellors' performance of the tasks was average except three items; assist teachers,

administrators in interpreting assessment and test results to parents and others (M = 2.30, SD = 0.88) ,provide crisis counselling and support to students and families facing emergency situations (M = 2.26, SD = 0.75), providing large/small group activities designed to enhance students knowledge on personal/social issues(M= 2.35,SD=0.71) which were relatively low. The low item mean areas are an indication that the tasks were not well delivered in the implementation of the G&C programme. The overall mean (M = 2.51, SD = 0.56) of the items was also generally low which implies that the delivery of G&C programmes were well implemented. The delivery of the programmes as measured by the overall mean was rated fair as the scale used was; poor (an overall mean of 1 to 2.33), fair (2.34 to 3.67) and good (overall mean of 3.68 to 5.00).

**4.6.3 Management of the G&C Programme**

Management of G&C programmes was another aspect of teacher counsellors' performance that was evaluated. Teacher counsellors are both implementers and managers of G&C programmes. They are considered managers because they organize, coordinate, lead, manage, and evaluate school counseling programme in their respective schools (Iowa State Department of Education, 2001). They are considered managers by virtue of being the key persons in development of school culture and students' academic, career; personal/social competencies (Nyaga, 2013).Data used in the evaluation of the teacher counsellor's management of G&C programmes was gathered using the principals' questionnaire. A set of close-ended items constructed using a 4 point Likert type scale was used to measure the construct. The mean of each item was computed and then transformed into an aggregate score. The means and their standard deviations are summarised in Table 17.

**Table 17**

**Means and Standard Deviations on Teacher Counsellors Management of G&C Programmes**

| Statement | Mean | Std. Deviation |
|---|---|---|
| Teacher counsellor consults regularly with teachers, administrators &other staff to provide information and support | 2.39 | 0.89 |
| Teacher counsellor serves on committees and advisory boards that support other programs in the school and support G&C program | 2.39 | 1.03 |
| Teacher counsellor visits business, industries, community agencies to become knowledgeable about opportunities and resources available | 2.13 | 1.06 |
| Teacher counsellor collaborates and promote continuous improvement of the G&C program with students | 2.57 | 0.84 |
| Teacher counsellor collaborates and promote continuous improvement of the G&C program with parents | 2.43 | 0.73 |
| Teacher counsellor collaborates and promote continuous improvement of the G&C programme with school administrators | 2.48 | 0.79 |
| Teacher counsellor collaborates and promote continuous improvement of the G&C programme with teachers | 2.35 | 0.78 |
| Teacher counsellor provides easy access to materials, programmes and services offered | 2.35 | 0.88 |
| Teacher counsellor manages human resources (counselling team ,volunteers) effectively | 2.74 | 0.69 |
| Teacher counsellor uses G&C time wisely and effectively | 2.65 | 0.78 |
| Teacher counsellor uses G&C financial resources wisely | 2.43 | 0.90 |
| Teacher counsellor keeps G&C files of resources & materials up to date | 2.57 | 0.90 |
| Teacher counsellor maintains accurate current student and G&C programme records | 2.61 | 0.84 |
| Teacher counsellors ensure confidentiality when appropriate | 2.48 | 0.79 |
| Teacher counsellors coordinate G&C services with all aspects of school programme and with community agencies | 2.61 | 0.84 |
| **Management of the G&C programme overall mean** | **2.51** | **0.59** |

The results in Table 17 show that the lowest item mean was (M= 2.13, SD = 1.06) while the highest was (M=2.74, SD = 0.69). The teacher counsellors' performance in these areas as measured by the item means was considered fairly low. The item scores rated low included visits to businesses, industries, community agencies to become knowledgeable about

opportunities and resources available (M = 2.13, SD = 1.06). Collaboration for improvement of the G& C programme with the teachers was rated low (M=2.35, SD= 0.78) in comparison with parents, students and administration. The overall mean (M =2.51, SD = 0.59) was generally low, an indication that teachers performance of management of G&C programmes in schools was not well implemented. It was rated fair on the basis of the overall mean as the scale used was; poor (an overall mean of 1 to 2.33), fair (an overall mean of 2.34 to 3.67) and good (overall mean of 3.68 to 5.00).

### 4.6.4 Research and Evaluation of Guidance and Counselling

Research and evaluation of G&C programme is the responsibility of teacher counsellors' and was thus one of the aspects of their performance that was evaluated. Research is concerned with searching for better, efficient, effective and economical ways of implementing G&C programme (American School Counsellors Association, 2012). Programme evaluation refers to a systematic process of collecting and analyzing information about the efficiency, effectiveness, and impact of programs and services (Boulmetis & Dutwin, 2000). It has two major purposes: to determine the extent to which the outcomes have been met and to provide a vehicle for changing and revising the guidance and counselling programme (Department of Education, 2010). The goal of the evaluation was to establish the extent to which a teacher counselor had performed their research and evaluation duties. Data on the teacher counselors' research and evaluation was provided by the principals. Their responses to the 7 items that measured the various aspects of research and evaluation were converted into mean scores and standard deviations as shown in Table 18.

**Table 18**

**Mean Scores and Standard deviations on Teacher Counsellors' Research and Evaluation**

| Statement | Mean n =23 | Std. Deviation |
|---|---|---|
| Teacher counsellor conducts regular and systematic evaluations to determine the adequacy of the G&C services and curriculum | 2.39 | 0.66 |
| Teachers counsellor uses evaluation data to determine goals and objectives for G&C programme | 2.26 | 0.81 |
| Teacher counsellor uses evaluation data to make G&C programme changes | 2.43 | 0.84 |
| Teacher counsellor monitors G&C programme to ensure that all students have equal access to programme components | 2.52 | 0.85 |
| Teacher counsellor monitors G&C programme to ensure integration of various components with all aspects of ongoing school programme | 2.57 | 0.79 |
| Teacher counsellor uses monitoring information to make immediate adjustment to program & services | 2.43 | 0.90 |
| Teacher counsellor conducts assessment of students, staff and parents needs | 2.43 | 0.90 |
| **Research and Evaluation Mean** | **2.43** | **0.65** |

The results obtained from the data in Table 18 show that the item scores means on research and evaluation were relatively low as they ranged from (M=2.26 ,SD = 0.81) to(M= 2.57 ,SD = 0.57) out of a maximum of 4. The use of evaluation data to determine goals and objectives for G&C programme was rated the lowest with a mean of (M=2.26 ,SD = 0.81) Its overall mean (M = 2.43, SD = 0.65) was also an indicator that the teacher counsellors performance of research and evaluation activities were not well done. The teacher counsellors' performance as measured by the overall mean was rated fair.

### 4.6.5 Professional Development and Leadership

The professional development and leadership phase of a G&C programme provides teacher counselors with opportunities to obtain more knowledge and skills as they gain experience in the profession (Missouri Department of Elementary and Secondary Education, 2008). Through training, practicing counselors continuously acquire knowledge and skills in

leadership, advocacy, teaming and collaboration that is necessary to create systemic change in the profession .Professional development and leadership programs are designed to help them strengthen their professional competence and effectiveness. Professional development and provision of leadership are some of the indicators of the performance of teacher counsellors (King William County Public Schools, 2014). Research has shown that the 21st century teacher counsellor plays an important leadership role in school (ASCA, 2005; Stone & Clark, 2001). He/she facilitates delivery of G&C services and assists in building a climate of diversity, appreciation and maintaining strong home-school collaborations (Amatea & West-Olatunji, 2007; House & Martin, 1998; Martin, 2002).

A set of 7 items in the principal's questionnaire was used to generate data on the teacher counsellors' professional development and leadership. The respondents were asked to rate the teacher counsellors on each item on a four-point scale (4-strongly agree, 3-Agree, 2-Disagree, 1-Strongly Disagree.).The responses were transformed into means and standard deviations as shown in Table 19.

**Table 19**

**Means and Standard deviations on Teacher Counsellors Professional Development and Leadership**

| Statement | n =23 | Mean | Std. Deviation |
|---|---|---|---|
| Teacher counsellor participates in professional organizations | 23 | 2.57 | 0.90 |
| Teacher counsellor participates in professional development programmes & attend conferences | 23 | 2.74 | 0.81 |
| Teacher counsellor participates in professional development programmes to improve job performance | 23 | 2.70 | 0.82 |
| Teacher counsellor provides leadership in identifying and resolving issues and problems facing education in school | 23 | 2.70 | 0.63 |
| Teacher counsellor conducts workshops/training sessions | 23 | 2.34 | 0.93 |
| Teacher counsellors share ideas, materials and resources with peers and others | 23 | 3.00 | 0.74 |
| Teacher counsellor participates in shared decisions making in the school | 23 | 2.70 | 0.76 |
| **Professional development and leadership** | **23** | **2.68** | **0.66** |

The results contained in Table 19 reveal that the item mean scores ranged between (M=2.34, SD = 0.93) to (M=3.00, SD = 0.74). All the item means were within the fair rating range except that (M = 3.00, SD = 0.74) of teacher counselors share ideas, materials and resources with peers and others which was good. The overall mean (M = 2.68, SD = 0.66) was also relatively low. The low items mean score and overall mean are indicators that the teacher counsellors did not perform their professional development responsibilities and leadership roles as expected in the implementation of guidance and counselling programme. On the basis of the overall mean score, their performance was rated fair.

### 4.6.6 Performance of Professional Responsibilities

Performance of professional responsibilities entails planning organizing and actual delivery of G&C services. Performance of these responsibilities must be done within the confines of the ethical standards (laws, policies, and procedures) of the counseling profession that govern school programs (Texas Counseling Association, 2004). Teacher counselors are considered to have performed their professional responsibilities when they work with stakeholders to ensure that school G&C programmes achieve their ultimate goals. Evaluation of the performance of professional responsibilities assesses the strengths of teacher counsellors and helps in the determination of their competence (Connecticut State Department of Education, 2008). It further leads to improvement in delivery of services to students and should be a continuous and constructive endeavour.

Data on teacher counsellors' performance of professional responsibilities was collected using 13 closed ended items in the principal's questionnaire. The items were about knowledge, skills, and attitudes that are regarded as prerequisites for competent performance of professional responsibilities (National Centre for Guidance in Education, 2011). The principals were requested to rate the teacher counsellors performance using a four point scale. Their responses to each item were transformed into means which were then transformed into an overall mean as shown in Table 20.

**Table 20**

**Means and Standard Deviations on Teacher Counsellors Performance of Professional Responsibilities**

| Statement | Mean n = 23 | Std. Deviation |
|---|---|---|
| Teacher counsellor punctual for class, meetings ,conferences and other scheduled activities | 2.65 | 0.83 |
| Teacher counsellor adheres to school policies and procedures | 2.80 | 0.81 |
| Teacher counsellor maintains accurate up to date records including students progress records | 2.65 | 0.71 |
| Teacher counsellor establishes procedures consistent with established policies, laws & regulation | 2.40 | 0.69 |
| Teacher counsellor recommends actions in accordance with applicable laws ,policies & regulation | 2.61 | 0.84 |
| Teacher counsellor supports established laws, policies and procedures when dealing with school personnel, students & parents | 2.57 | 0.73 |
| Teacher counsellor treats confidential information about students, staff and school affairs in a professional ethical manner | 2.61 | 0.84 |
| Teacher counsellor demonstrates respect, interest and consideration for those whom he/she interacts | 2.74 | 0.75 |
| Teacher counsellor adjust activities and schedules when necessary to accommodate other programs/activities | 2.61 | 0.99 |
| Teacher counsellor encourages parents/guardians to participate in the school | 2.83 | 0.65 |
| Teacher counsellor acts as advocates for students | 2.52 | 0.85 |
| Teacher counsellors participate in school related parents meeting when appropriate | 3.00 | 0.74 |
| Teacher counsellor seeks outside help for students as needed | 2.83 | 0.72 |
| **Performance of professional responsibilities mean** | **2.70** | **0.61** |

The results in Table 20 indicate that the respondents rating of the teacher counsellors on the items were generally low as the mean scores ranged between (M=2.34, SD = 0.93) to (M=3.00, SD = 0.74). There was only one exception, that (M = 3.00, SD = 0.74) on teacher counsellors participate in school related parents meeting when appropriate which was considered good. The overall mean (M = 2.70, SD = 0.70) was also considerably low an indication that the teacher counsellors were not performing their professional responsibilities well. On the basis of the overall mean score which was out of a maximum of 4, their performance of professional responsibilities was rated fair(overall mean of 2.00 to 2.99).

### 4.6.7 Teacher counsellors Performance Overall Mean

The teacher counsellors' performance was determined using the mean scores of its six components namely; preparation for delivery, delivery and management of G&C programmes, research and evaluation of G&C programme, , professional development and leadership and performance of professional responsibilities. The mean scores of the six aspects of performance were transformed into an overall mean and then used as the measure of teacher counsellors' performance as shown in Table 21.

**Table 21**

**Teacher Counsellors Performance Overall Mean**

| Performance aspects | Mean | Std. Deviation |
|---|---|---|
| Preparation for delivery of G&C programme mean | 2.50 | 0.67 |
| Deliver of the G&C programme mean, | 2.51 | 0.56 |
| Management of the G&C programme mean, | 2.51 | 0.59 |
| Research and evaluation, mean, | 2.43 | 0.65 |
| Professional development and leadership mean, | 2.68 | 0.66 |
| Performance of professional responsibilities mean | 2.70 | 0.61 |
| **Teacher counsellors performance overall mean** | **2.55** | **0.55** |

The results in table 21 reveal that the means of the various aspects of teacher counsellor performance were fairly low as they ranged from (M=2.43, SD = 0.65) to (M=2.70, SD = 0.61) out of a maximum of 4. The overall mean (M =2.55, SD 0.55) was also fairly low. From the findings it's clearly shown that the performance of teacher counsellors in implementing the guidance and counselling programme was rated low as per the means attained.  The results are an indicator that the performance of the teacher counsellors in the implementation of the guidance and counselling programme was average. Performance of professional responsibilities was rated highest with (M=2.70, SD=0.61) while Performance in research and evaluation was rated the lowest with a mean of (M=2.43, SD=0.65). The teachers performance  in implementing the guidance and counselling programme was rated fair on the basis of the overall mean as the scale used was; poor (an overall mean of 1 to 2.33), fair (an overall mean of 2.34 to 3.67) and good (overall mean of 3.68 to 5.00). This implies that the teacher counsellors have not performed well in implementing the guidance

and counselling especially in areas related to research and evaluation, preparation for delivery, delivery and management of guidance and counselling programme.

The results support those of Nyamwange *et al* (2012) who noted that the performance of G&C services providers in secondary schools in Nyamira County was not good. They attributed this to lack of adequate guidance and counselling training, inadequate resources, and support to guidance and counselling programmes among other challenges. The results are also consistent with those of Ifelunni (2005) who posit that most counsellors in schools are not able to perform because of non-professionalization of counselling, low counsellor/student ratio and lack of recognition from the school administrators. Mushaandja *et al* (2013) attributed the inability of teacher counsellors to perform their duties well to time constrains. Owino and Odero (2014), Mghweno *et al* (2014) observed that lack of counselling clinic, equipment, unavailability of internet facilities, culture issues, low counsellor- client ratio, lack of counselling in the school timetable, inadequate training topped the list of challenges to counselling practices schools. The findings are consistent with those of Anagbogu and Nwokolo (2010) and Oraegbunam (2008) who had listed similar challenges in their works. Kimathi (2002) observed that no matter how committed and competent teacher counsellors may be, he/she cannot produce a successful programme without the cooperation of other people.

Stewart (2003) posit that school guidance counsellors provide students with social values which propagate healthy interactions amongst themselves and other persons in their surroundings. Teacher counsellors must perform their duties and responsibilities for the G&C programmes to achieve these objectives. One way of enhancing the performance of teacher counsellors is to provide them with basic counselling materials, offices equipped with career resources and reduce their workload so as to have enough time to offer the guidance and counselling services. In addition they need to be trained and given adequate support by the school administration and parents.

**4.6.9 Teacher Counsellor's Performance in Enhancing Student's Competencies**

Additional data was gathered from the students to supplement the information provided by the principals on teacher counsellor's performance. This data was analysed and the results used to countercheck the information that was provided by the principals and also evaluate the performance of the teacher counsellors in enhancing the students' competencies. Gysber and Henderson (2008) recommend "results evaluation" as one of the methods of assessing a G&C programme. This method of assessment examines the impact that the activities and services of a programme has on students, schools, and the community. This means that evaluating performance of service providers, teacher counsellors in this case, cannot be complete without examining the impact of their services on the clients (students).

The performance of the teacher counsellors in the implementation of the G&C programmes was assessed with respect to enhancing the students' academic, social, personal and career competencies. Data on the impact of the four competencies was gathered using sets of statements that were constructed using a 1 to 5 points scale.

**4.6.9.1 Academic Competency**

Development of academic competency by students enables them to make realistic progress in their educational programme. According to Mohanty (2003) academic competence enables students to pursue the right type of education in which the required balance is met. This includes interest in learning, attending lessons, active participation in class activities, preparing and following personal study time (Nyaga, 2011). The development of academic competency by students enables them to solve academic problems, perform given tasks and progress in their educational programmes (Nyaga, Oundo & Kamoyo, 2014).

A set of 11 items were used to generate data on performance of teacher counsellors in enhancing students academic competencies The Likert method of summated rating was used to measure the construct. The means and standard deviations of the students' responses to the 11 items are in Table 22.

**Table 22**

**Teacher Counsellor's Performance in Enhancing Students' Academic Competency**

| Statement n= 330 | Mean | Std. Deviation |
|---|---|---|
| Develop interest in learning | 3.98 | 1.12 |
| Set realistic and achievable academic goals | 3.76 | 1.23 |
| Attend classes regularly | 3.82 | 1.29 |
| Actively participate in class | 3.72 | 1.29 |
| Prepare and follow personal study time | 3.77 | 1.23 |
| Develop good studying skills and habits | 3.78 | 1.16 |
| Helps me study difficult topics/subjects | 3.55 | 1.25 |
| Prepare well for examinations | 3.89 | 1.14 |
| Do class assignments and CATS on time | 3.82 | 1.20 |
| Use results of assignment and tests to improve my academic achievement | 3.79 | 1.26 |
| **Teacher counsellor's performance students academic competence overall mean** | **3.79** | **0.90** |

The results in Table 22 show that the item mean scores were between (M=3.55, SD = 1.25) to (M=3.98, SD = 1.12). An examination of the item means reveal that all of them were high except on the item that addresses assistance in the study difficult topics (M = 3.55, SD = 1.25) which was considered average. This means that G&C services were effective in enhancing students' academic competency as measured by those indicators. The overall mean (M = 3.79, SD = 0.90) was high, an indicator that provision of G&C services is effective in the development of students academic competency. On the basis of the overall mean, the performance of teacher counsellors in the implementation of the guidance and counselling programme helped in the development of students academic competency given that the rating scale was; Not effective (1 to 2.33), Moderately effective (2.34 to 3.67) and Effective (3.68 to 5.00).

The results above reveal that teacher counsellor performance was effective in enhancing students academic competencies. The findings are in line with those of Ondima, Mokogi, Ombaba and Osoro (2013) which indicated that majority of the students 58.6% perceived guidance and counselling programme in their schools to have effectively enhanced their academic competencies. The findings are in agreement with the observations made by

99

Education Report (GOK, 2001) that teachers concentrate mainly on academic concerns of students. They are also consistent with those of Njagi (2002) who established that majority of students were willing to seek academic help more than personal help. Kimathi (2002) observed that the guidance and counselling programme contributes to effective learning and high academic performance.

### 4.6.9.2 Social competency

The performance of teacher counsellors in enhancing students' social competency was evaluated after establishing at its performance on academic competency. According to Melgosa (2005) sociability is a basic instinct and every person impulsively searches for companionship with others like him/herself. Students therefore require to be guided in social behaviour and relationships as they interact with other individuals in the society. Due to the heterogeneous background of students in secondary schools, social counselling is vital as it provides them with direction for proper social adjustment (Mohanty, 2003).

Data on the effectiveness of G&C on the development of students' social competency was collected using 9 closed-ended items in the students' questionnaire. The students' responses to the items were scored, their means computed and transformed into an overall mean (index). The mean scores, their standard deviations and the overall mean are given in Table 23.

**Table 23**
**Teacher Counsellor's Performance in Enhancing Students' Social Competency**

| Statement n= 330 | Mean | Std. Deviation |
|---|---|---|
| Relate well with people | 4.02 | 1.19 |
| Respect other people's opinion | 4.05 | 1.12 |
| Choose my friends wisely | 4.07 | 1.15 |
| Deal with disagreement with fellow students | 3.47 | 1.29 |
| Manage peer pressure | 3.77 | 1.28 |
| Respect other people's property | 4.12 | 1.15 |
| Know the effects of alcohol and substance abuse and how to deal with them | 4.15 | 1.16 |
| Provided with information on family life | 3.30 | 1.36 |
| Balance between academic, co-curriculum activities & social life | 3.89 | 1.16 |
| **Teacher counsellor's performance in students social competence overall mean** | **3.87** | **0.86** |

The results in Table 23 reveal that the means of most items were high, in the range of (M=3.77, SD = 1.28) to (M=4.07, SD = 1.15) except two which were relatively low. The two were provision of information on family life (M = 3.30, SD = 1.36) and dealing with disagreements with fellow students (M = 3.47, SD = 1.29). The low means is an indicator that students still have problems resolving disputes despite exposure to G&C programme. The overall mean (M = 3.87, SD = 0.86) was however high. On the basis of the overall mean, the performance of teacher counsellors in the implementation of the guidance and counselling programme was rated effective in the development of social competency given that the rating scale was; Not effective (1 to 2.33), Moderately effective (2.34 to 3.67) and Effective (3.68 to 5.00).

The above results showed that teacher counsellors' performance enhanced the development of students' social competency. The findings are consistent with those of Kabiru and Njenga (2009) who observed that individual, group and crisis counselling in secondary schools help students to use appropriate anger management techniques that positively impact on students' health, differences and overall happiness. The results also support those of Theodore (2002) who holds the view that G& C stimulates self driven energy and capacity for living to societal norms and upholding ethical standards. The results support those of Weissberg and Myrisk (2007) who articulate that a comprehensive guidance and counselling foster students' social development which leads to a reduction in exposure to risks and detrimental behaviours such as substance use, promiscuous sex and violence that deter success in life.

### 4.6.9.3 Personal Competency

The performance of teacher counsellors in enhancing students' personal competency was evaluated after establishing its performance in academic and social competencies. Personal competency equips students with suitable knowledge on how to deal with personality maladjustments such as unhappiness, low self-esteem, annoyance, anger, stress, anxiety and frustration (Gelabert, 2007). Personal counselling is vital for students in providing understanding of the internal issues and problems and managing them (Nyaga, 2015).

Data on the performance of teacher counsellors in enhancing the development of students' personal competency was gathered using the students' questionnaire. The Likert method of summated rating was used to measure the effectiveness given that close ended items were

used to measure the construct. The students' responses to the items in the questionnaire were summed and an overall mean computed. The means and standard deviations are in Table 24.

**Table 24**

**Teacher Counsellor's Performance in Enhancing Students' Personal Competency Mean and Standard Deviation**

| Statement n= 330 | Mean | Std. Deviation |
|---|---|---|
| Accept myself | 4.30 | 1.20 |
| Manage loneliness and lack of friends | 3.43 | 1.44 |
| Deal with feelings of inadequacy | 3.44 | 1.37 |
| Manage emotional conflicts | 3.72 | 1.29 |
| Deal with inferiority complex | 3.54 | 1.32 |
| Handle depression and anxiety | 3.64 | 1.29 |
| Overcome fear | 3.86 | 1.29 |
| Manage mood swings | 3.73 | 1.29 |
| Handle low self esteem | 3.85 | 1.20 |
| Make decisions | 4.16 | 1.18 |
| **Teacher counsellor's performance in students personal competence overall mean** | **3.77** | **0.93** |

The results contained in Table 24 show that the mean scores of items were high as they were in the range of (M=3.64 ,SD = 1.29) to (M=4.30 ,SD = 1.20). This is an indicator of their significant contribution towards the development of students' personal competency. The means of three items; dealing with feeling of inadequacy (M = 3.44, SD = 1.37), dealing with inferiority complex (M = 3.54, SD = 1.32) and managing loneliness and lack of friends (M = 3.43, SD = 1.44) were relatively low. This means that despite exposure to G&C programmes, students still have challenges dealing with the areas that those items measure. The overall mean (M = 3.77, SD = 0.93) was high, which is an indicator that the performance of teacher counsellors in the implementation of the guidance and counselling programme was rated effective in the development students personal competency given that the rating scale was; Not effective (1 to 2.33), Moderately effective (2.34 to 3.67) and Effective (3.68 to 5.00).

The results in Table 24 revealed that performance of teacher counsellors was effective in the development of students' personal competency. The findings of a study by Gatua,(2012) also indicated that there existed an impact of guidance and counselling services on students' emotional adjustment. Majority of the students sampled (49.3%) in a study conducted by

Ondima, Mokogi, Ombaba and Osoro (2013) perceived guidance and counselling programme to assist them acquire personal competencies. The results are consistent with those of Nyaga (2011) who noted that personal counselling equips a student with skills for development of self-esteem and positive self-evaluation which in turn contributes to her/his success and happiness.

### 4.6.9.4 Career Competency

Students' career competency was the last theme in the analysis of the performance of teacher counsellors in enhancing student competencies. Career guidance and counselling is an expertise or advice given to students on issues such as career exploration, career change, personal career development and other career related issues (Wikipedia, 2013). According to Shayo (2011), career counsellors assess students' talents and capabilities and encourage them to pursue careers or further education best suited to them. In addition, they help students solve problems which may affect their general progress in school. Career counselling thus helps students understand and develop interest in appropriate jobs, further education or training.

Data on the performance of teacher counsellors in enhancing the development of students' career competency was gathered using a set of 7 closed ended items in the students' questionnaire. Students' responses to the items were assigned scores. The means of the scores were computed and then transformed into an overall mean. The overall mean was further translated into level of effectiveness using the scale; Not effective (1 to 2.33), moderately effective (2.34 to 3.67) and Effective (3.67 to 5.00). The summarised means and standard deviations of the subjects' responses are given in Table 25.

**Table 25**

**Teacher Counsellor's Performance in Enhancing Students' Career Competency Mean and Standard Deviation**

| Statement n = 330 | Mean | Std. Deviation |
|---|---|---|
| Made aware of career opportunities available | 4.06 | 1.21 |
| Made aware of the requirements for various careers | 3.90 | 1.18 |
| Assists students to assess and interpret their abilities, interests, skills and achievement | 3.81 | 1.23 |
| Helps students to select subjects and extracurricular activities that lead to realization of career plans | 3.82 | 1.28 |
| Assists students in decision making that accompanies transitions from school to college/work | 3.86 | 1.169 |
| Assists students in securing information to explore career and life role possibilities; to plan personal, educational, and career goals | 3.77 | 1.24 |
| The guidance and counselling programme helps to provide career orientation to students | 3.93 | 1.26 |
| **Teacher counsellor's performance in enhancing student's students career competence overall mean** | **3.88** | **0.96** |

Students' responses to items in Table 25 show high items means ranging from (M= 3.77, SD = 1.24) to (M=4.06, SD = 1.21). The overall mean (M = 3.88, SD = 0.96) was also high given that it was out of a maximum of 5. The high means is an indicator that the performance of teacher counsellors in the implementation of the guidance and counselling programme was rated effective in the development students career competency given that the rating scale was; Not effective (1 to 2.33), Moderately effective (2.34 to 3.67) and Effective (3.68 to 5.00).

The results contained in Table 25 showed that students view teacher counsellor performance as effective intervention in the development of their career competency. The findings agree with those of Rao (2006) who argues that the aim of guidance and counselling services in schools is to "help" pupils choose the educational course best suited to them. They also support those of Lapan, Gysbers and Petroski (2001) who report that students exposed to comprehensive guidance programmes, among other things, feel safer attending their schools, are more satisfied with the quality of education available to them in their schools and believe that their education is relevant and important to their future (career). The results are however

contrary to those of Ngale (2009) who noted that students often ignore professional advice from the school counsellor and decide by themselves what career to pursue. Ngale further reports that family and peer pressures play an important role in determining the career choices that high school students make. Elder siblings and parents, who are generally trusted to be more knowledgeable about career issues, force students to select what they feel is right.

The essence of incorporating guidance and counseling into school systems is to eliminate ignorance of students on their choices of career prospects and personality maladjustment (Oye, Obi, Mohd & Gwadabawa, 2012). Career competency enables students to acquire, evaluation and interpretation career information, and be able to select post secondary courses that would lead to their preferred jobs. The above results confirm that when appropriately administered, access to guidance and counseling services influence students' attitudes towards their studies, which consequently influence their career choices (Mghweno , Mghweno, & Baguma, 2014). G&C however can only be effective if the service providers; teacher counselors perform their duties and responsibilities well.

### 4.6.9.5 Teacher Counsellor's Performance in Enhancing Student's Competencies

Teacher Counsellor's Performance in Enhancing Student's Competencies was measured with respect to its contribution towards the development of students' competencies in four areas namely; academic, social, personal and career. The mean scores of the competencies were transformed into an overall mean which was then used to rate the teacher counsellor's performance in enhancing student's competencies in the implementation of the G&C programmes. The students competencies was rated on a scale of; Not effective (1 to 2.33), moderately effective (2.34 to 3.67) and Effective (3.67 to 5.00). The overall means of the competencies are shown in Table 26.

**Table 26**

**Teacher Counsellor's Performance in Enhancing Student's Competencies Overall Mean and Standard Deviation**

| Competencies | N | Mean | Std. Deviation |
|---|---|---|---|
| Mean effectiveness of G&C on students academic competence | 330 | 3.79 | 0.90 |
| Mean effectiveness of G&C on students social competence | 330 | 3.87 | 0.86 |
| Mean effectiveness of G&C on students personal competence | 330 | 3.77 | 0.93 |
| Mean effectiveness of G&C on students career competence | 330 | 3.88 | 0.96 |
| **Effectiveness of G&C on students overall mean** | **330** | **3.83** | **0.78** |

The results in Table 26 reveal the mean scores of academic, social, personal and career competencies were (M=3.79 ,SD = 0.90), (M=3.87 ,SD = 0.86), (M=3.77 ,SD = 0.93) and (=3.88 ,SD = 0.96) respectively while the overall mean was (M=3.83 ,SD = 0.78). On the basis of the overall mean score, the performance of teacher counsellors in the implementation of the guidance and counselling programme was rated effective  in enhancing students develop the four competencies  given that the rating scale was;  Not effective (1 to 2.33), Moderately effective (2.34 to 3.67) and Effective (3.68 to 5.00).

The results in Table 27 show that the students were of the view that G&C services were effective in equipping them with academic, social, personal and career competencies. The results are consistent with those of Nyaga (2015) who observed that effective guidance and counselling services assist students to develop social and personal competences. The findings are also in line with those of Songok, Yungungu and Mulinge (2013) who observed that Guidance and Counselling influences not only the acquisition of knowledge but also the development of constructive attitudes, skills and behaviours needed to develop appropriate personal and societal responses. The results are however contrary to those of Mapfumo and Nkoma (2013). The two scholars observed that poorly planned guidance and counselling programmes are not ineffective. A study in Namibia done by Mushaandja,  Haihambo, Vergnani and Frank  (2013)  also showed that G&C services were not effective when learners do not belief in counseling, resources and trust are lacking.

Measurement of performance of employees is done using a wide range of indicators. Some of the indicators frequently used to measure performance are; efficiency, quantity of work, its quality, timeliness, cost-effectiveness, absenteeism and tardiness, safety, adherence to policy and team work (Raman, 2013). Boon, Fern, Sze and Yearn (2012) recommend use of measures such as volume of work done, effectiveness, efficiency, quality, timeliness, productivity and safety as measures of work performance. Incentive Research Foundation (2004) recommends use of quantifiable activities geared towards organization goals such as work performance. The results in this section show that G&C programmes achieved their goals as they were effective in assisting students' develop academic, social, personal and career competencies. The success of the programmes can partly be attributed to the good performance of the teacher counsellors who were the programme implementers.

## 4.7 Comparisons between Implementation of the Conceptual Framework, Structural Framework and Service Delivery of the Guidance and Counselling Programme and Teacher Counsellors performance

Objective five examined whether there is a significant difference between implementation of the conceptual framework, structural framework and service delivery of guidance and counselling programme and teacher counsellors' performance. The differences between conceptual framework structural framework and service delivery of guidance and counselling programme and teacher counsellors performance was determined by comparing the overall mean scores (indices) of the constructs.

## 4.7.1 Comparison between the Implementation of the Conceptual Framework and Teacher Counsellors Performance

The difference between the implementation of the conceptual framework of guidance and counselling programme and teacher counsellors' performance was evaluated. The difference between conceptual framework and teacher counsellors performance was determined by comparing the overall mean scores (indices) of the two constructs as shown in Table 27.

**Table 27**

**Comparison between Conceptual Framework and Teacher Counsellors Performance Means**

| Scale | N | Mean | SD | Df | t-value | ρ-value |
|-------|---|------|----|----|---------|---------|
| Conceptual framework mean | 23 | 3.34 | 0.54 | 44 | 4.858 | 0.000* |
| Teacher counsellors performance mean | 23 | 2.55 | 0.55 | | | |

The results of the t-test in Table 27 reveal that the mean score of the conceptual framework (M = 3.34, SD = 0.54) was higher than that of the teacher counsellors performance (M = 2.55, SD = 0.55). The test results further reveal that the difference between the conceptual framework mean (M = 3.34, SD = 0.54) was statistically significantly different from the teacher counsellors performance mean (M = 2.55, SD = 0.55) at the 0.05 level, t (44) = 4.858, ρ < 0.05. On the basis of these results, it showed that there is a significant difference between the implementation of the conceptual framework and teacher counsellor's performance in the guidance and counselling programme. The statistically significant difference indicates that the implementation of the conceptual framework of M= 3.34 is not comparable to that of the teacher counsellors' performance of M=2.55 which means that one of the aspects is rated highly in this case the conceptual framework and the other aspects is rated low in this case the performance of the teacher counsellors. It's normally expected that if the conceptual framework is high then the teacher counsellor performance will also be high because it is expected that the conceptual framework will assists the teacher counsellors in designing the scope and the sequence effectively and to deliver G&C services. This means that conceptual framework does not affect the teacher counsellors' performance.

The results concurs with a study by Agi (2012) who observed that most school G&C programmes did not have essential elements of a conceptual framework; vision, mission and policies. Under such conditions, the conceptual framework cannot affect the performance of teacher counselors. In support Gysber and Henderson, (2001) noted that counseling services are conducted without any formal organizational structure and this could be because the teacher counsellors lack the knowledge or are not aware of the essential elements of a conceptual framework. In addition school counselors are identified first as teachers, and second as counselors (Wambu &Wickman, 2011). The term school counselor has not been adopted in Kenya; instead school counselors are referred to as "teacher-counselors",

"guidance counselors," or "guidance and counseling teachers." School counseling is yet to be recognized as a profession in its own right, rather than a service ancillary to other educational programmes (Wambu & Wickman, 2011). Lack of professional identity has further complicated the role of the school counselor. Wambu and Fisher,( 2015) noted that majority of school counselors are teachers appointed to the position of guidance and counseling teacher , with no relief from their teaching duties and with no additional pay. These guidance teachers are given a list of duties to perform in addition to their regular teaching duties. This concurs with Boitt and Chepchieng, (2011) who found that teacher's counsellor work load affects the performance of teacher counsellors.

 The results contradict those of Oregon Department of Education (2012) that posit that the performance of teacher counsellors is influenced by the conceptual framework as it assists them to design the scope and the sequence effectively and to deliver G&C services. Northouse (2012) also noted that a conceptual framework affects the way teacher counsellors perform as it provides them with the policy, mission and vision that contains values and beliefs that people find worth pursuing. Walsh, Galassi, Jennifer, Murphy and Park-Taylor (2002) also underscore the importance of the conceptual framework of a G&C programme and its role in enhancing teacher counsellor's performance.  A conceptual framework helps the service providers to come up with policies and plans that enable them to offer a variety of services to students.

Teacher counselors are the implementers of guidance and counseling programmes in schools. Performance of teacher counsellors and other employees depend on many factors, among these are; training, knowledge, skills and attitudes (Stup, 2003). Merwe (2008) observed that there is a close connection between work performance and job satisfaction, career growth, remuneration and non-monetary rewards such as recognition. According to Utah State Office of Education, (2005) proper implementation of the conceptual framework  G&C impact on their performance as it provides the mission, vision, philosophy, beliefs and policies. The results of the study showed that there is no statistically significant difference between the conceptual framework and teacher counselor's performance.

### 4.7.2 Comparison between the Implementation of the Structural Framework and Teacher Counsellors Performance

The difference between implementation of the structural framework of guidance and counselling programme and teacher counsellors' performance was examined. A Structural framework is concerned with availability of equipment and facilities of a programme. A programme must have the required facilities for it to achieve its objectives. According to (Lehr & Sumarah, 2002), guidance and counselling programmes require adequate resources, equipment and space for them to provide quality services to clients. The difference between structural framework and teacher counsellors performance was determined by comparing the overall mean scores (indices) of the two constructs as shown in Table 28.

**Table 28**

**Comparison between Structural Framework and Teacher Counsellors Performance Means**

| Scale | N | Mean | SD | Df | t-value | ρ-value |
|---|---|---|---|---|---|---|
| Structural framework mean | 23 | 1.23 | 0.50 | 44 | 8.527 | 0.000* |
| Teacher counsellors performance mean | 23 | 2.55 | 0.55 | | | |

The results in Table 28 reveal that the teacher counsellors performance overall mean (M = 2.55, SD = 0.55) was higher than that of the structural framework (M =1.23, SD = 0.50). The test results further show that the difference between the structural framework mean (M = 1.23, SD = 0.50) was statistically significantly different from the teacher counsellors performance mean (M = 2.55, SD = 0.55) at the 0.05 level, t (44) = 8.527, ρ < 0.05. The above results indicate that there is statistically significant difference between the implementation of the structural framework and teacher counsellor's performance in the guidance and counselling programme. The statistically significant difference indicates that the implementation of the guidance and counselling

structural framework of M= 1.23 is not comparable to that of the teacher counsellors' performance of M=2.55 which means that one of the aspects is rated highly in this case the teacher counsellors' performance and the other aspects is rated low in this case the structural framework. Normally it is expected that if the structural framework is high then the teacher

counsellor performance will also be high because ordinarily the structural framework assists the teacher counsellor to carry out their functions in implementing the guidance and counselling programme. This means that the structural framework does not affect the teacher counsellors' performance.

The findings support those of Ondima, Nyamwage and Nyakan (2012) who found out that facilities influence teacher performance only if they are adequate and relevant. It should be noted that the structural framework of guidance and counselling programmes school was rated inadequate given that its overall mean was 1.23 (SD = 0.50) out of a maximum of 4. This also concurs with Kosilov, (2010) who noted that appropriate and adequate facilities positively influence employees work performance. This means that inadequate resources may not have a significant impact on the performance of employees. The implication of these findings is that performance of teacher counsellors in the provision of G&C services may not be comparable to inadequate structural framework unless adequate structural frameworks are provided in schools.

The t- test results contradict the findings of Jacob and Gupta (2013) who observed that the school facilities significantly contribute towards the performance of teachers. The findings are also contrary to those of ( Mpho ,2013) who concluded that school facilities influence the teaching and learning process which in turn impact on teacher work performance especially in specialized areas such as guidance and counselling. Faislat and Rasheed (2013) noted that availability of facilities motivates teachers to perform their teaching roles and gives them the morale to do other duties allocated to them. The results are not also in harmony with those of Adana (2000), aver that provisions of facilities are of utmost importance for the counsellor to carry out his/her functions in guidance and counselling programme. A study by Chirese (2006) revealed that inadequate facilities have a negative impact on performance of guidance and counselling service providers in Zimbabwean secondary schools. The implication of these findings is that performance of teacher in the provision of G&C services may not improve unless adequate structural frameworks are provided in schools.

### 4.7.3 Comparison between the Implementation of Service Delivery and Teacher Counsellors Performance

The difference between implementation of Service Delivery and teacher counsellors' performance was examined. The delivery system of a guidance and counselling programme is concerned with the '*how*' of the implementation process and describes the activities, interactions and areas in which counsellors work to deliver the program (Utah State Office of Education, 2008)).

Data on system delivery system and teacher counsellors' performance were gathered using the principal's questionnaire. Four aspects of service delivery namely, school guidance curriculum, individual student planning, responsive services and system support were measured by the data collection tool. The instrument that was used to measure the two variables was constructed using closed ended items. Determination of system delivery system and teacher counsellors' performance was done using the Likert method of summated rating as shown in Table 29.

**Table 29**

**The Overall mean on Service Delivery and Teachers performance**

| Scale | Mean | SD |
|---|---|---|
| G&C curriculum | 3.56 | 0.63 |
| Responsive services | 3.88 | 0.51 |
| Individual planning | 3.93 | 0.75 |
| System support | 3.03 | 1.01 |
| **Service Delivery overall mean** | **3.60** | **0.63** |
| **Teachers performance overall mean** | **2.55** | **0.55** |

The difference between Service Delivery and teacher counsellors performance was determined by comparing the overall mean scores (indices) of the two constructs; (M=3.60, SD = 0.63) and (M=2.55, SD = 0.55) as shown in Table 30.

**Table 30**

**Comparison between Service Delivery and Teacher Counsellors Performance Means**

| Group | N | Mean | SD | Df | t-value | ρ-value |
|---|---|---|---|---|---|---|
| Service delivery mean | 23 | 3.64 | 0.56 | 44 | 6.599 | 0.000* |
| Teacher counsellors performance mean | 23 | 2.55 | 0.55 | | | |

The results in Table 30 reveal that the difference between the service delivery mean (M = 3.64, SD = 0.56) was statistically significantly different from the teacher counsellors performance mean (M = 2.55, SD = 0.55) at the 0.05 level, t(44) = 6.599, ρ < 0.05. These results imply that there is a statistically significant difference between the implementation of service delivery in the guidance and counselling and teacher counsellor's performance in the guidance and counselling programme. The statistically significant difference indicates that the implementation of the service delivery of M= 3.64 is not comparable to that of the teacher counsellors' performance of M=2.55 which means that one of the aspects is rated highly in this case the implementation of the service delivery and the other aspects is rated low in this case the teacher counsellors' performance. Normally it is expected that if the implementation of the service delivery is high then the teacher counsellor performance will also be high because it is expected that the service delivery elements will enhance teacher counsellor's performance as it enables them design and facilitate systematic delivery of guidance and counselling activities to student effectively.  This means that the implementation of the delivery of service does not affect the teacher counsellors' performance.  This is contrary to what is in literature that a well implemented service delivery enhances teacher counsellor's performance (Oregon Department of Education, 2012). Perhaps this maybe due to lack of well structured G&C programmes in developing countries. Mushaandja *et al* (2013) noted that counseling services in Namibian schools were not well structured and were not based on any model. This may also indicate that there are other factors which hinder the teacher counsellor's performance for example training, work load among others which needs to be considered.

The results are contrary to the recommendations of (Utah State Office of Education, 2005) which view a service delivery as a tool which helps teachers optimize the effectiveness of the school counselling programmes by focusing on its four components; curriculum, individual

113

planning responsive services and system support. The results are also not in line with those of Oregon School Counsellor Association (2000). The association considers service delivery elements such as the curriculum as some of the tools that enhance teacher counsellor's performance as it enables them design and facilitate systematic delivery of guidance lessons or activities to students. South Dakota Department of Education and Cultural Affairs (2002) noted that responsive services help G&C services providers meet immediate needs of students that require counselling, consultation, referral, peer facilitation or information.

There is need therefore to strengthen the implementation of service delivery component of G&C programme in schools. This will lead to better design of effective G&C activities and interactions thus improving quality of services rendered and performance of the services providers.

## 4.8 Challenges Faced in the Implementation of the Guidance and Counselling Programme

Objective six sought to establish the challenges faced by teacher counsellors when implementing guidance and counselling programmes. Several scholars have noted that schools guidance and counselling programmes in developing countries face many challenges (Owino & Odero, 2014; Jacob & Gupta, 2013; Ngumi, 2003). The major challenges faced by G&C services providers are; inadequate facilities, lack of trained personnel and time constrains

Prior to the establishment of the challenges facing guidance and counselling programmes, the teacher counsellors were asked to rate implementation of the programmes in their respective schools. A summary of the responses of the teachers are given in Table 31.

**Table 31**

**Teacher Counsellors' Rating of the Implementation of Guidance and Counselling in their Schools**

| Rating | Frequency(f) | Percentage (%)  n = 23 |
|--------|--------------|------------------------|
| Poor   | 4            | 17.4                   |
| Fair   | 15           | 65.2                   |
| Good   | 4            | 17.4                   |

The results in Table 31 show that majority (65.2%) of the teacher counsellors' were of the view that guidance and counselling programme in their schools was fairly implemented. The rest of the teachers rated implementation of the programmes as poor (17.4%) and good (17.4%). The results show that guidance and counselling programmes are not implemented well in schools.

The above results are in line with the findings of Ngumi (2003) who noted that the provision of guidance and counselling in secondary schools is riddled with a number of problems which are attitudinal, structural, human and cultural. These include failure to engage in a careful diagnosis of the organizational problems that guidance and counselling was designed to solve. Nyamwange, Nyakan and Ondimu (2012) observed that many schools do not have facilities which are vital for provision of guidance and services in schools. Their study further revealed that guidance and counselling services providers did not receive sufficient support from school administration to enable them render quality services. They also identify inadequate training of services providers, negative attitudes of school heads and students, heavy teaching work load as factors that hinder delivery of quality of guidance and counselling services.

Literature reveals that implementing of guidance and counseling programmes is a challenge to most schools (Anagbogu, Nwokolo, Anyamene, Anyachebelu & Umezulike, 2013; Songok, Yunguyungu & Mulinge, 2013 ). According to Low (2009) there are four types of challenges of counselling in a school setting namely; internal, external, systems and personal challenges. Internal challenges are concerned with clientele groups, teachers' attitudes towards counselling and pupils' willingness to seek counselling. External challenges are issues outside the school which include culture and globalization; system challenges are things within the programme which include laws establishing its practice in schools, referral procedure and resource planning. Personal challenges include skills and techniques of the counsellor including training, supervision and attitude towards the school system.

The Teacher counsellors were also asked to indicate the challenges that mitigate against the implementation of Guidance and counselling programme in their schools. An open ended item in the Teacher counsellor's questionnaire was used to capture this data. Open ended items are sometimes preferred since close-ended questions limit the respondent to a set of

answers, while open ended questions allow them to express opinions without being influenced by the researcher (Ballou, 2011). The other advantage of open-ended questions is that subjects give spontaneous responses to items devoid of biases that result from giving them choices (Biemer, & Lyberg, 2003). However, open-ended questions have a number of disadvantages in comparison to close-ended ones. They include the need for extensive coding and larger item non-response (Sekaran, & Bougie, 2010). Despite these disadvantages, open ended items are among the most suitable modes of capturing detailed data. The challenges facing teacher counsellors in implementing guidance and counselling programme are summarised in Table 32.

**Table 32**

**Challenges Faced in the Implementation of the Guidance and Counselling Programme**

| Challenge | Frequency(f) | Percentage(%) |
|---|---|---|
| Inadequate time | 13 | 56.5 |
| Clients are not cooperative | 9 | 39.1 |
| Lack of parental support | 2 | 8.7 |
| Inadequate facilities | 12 | 52.2 |
| Lack of finances | 8 | 34.8 |
| Shortage of qualified personnel | 9 | 39.1 |
| Teachers have heavy workload | 3 | 13.0 |
| Little support from school administration | 2 | 8.7 |

The results in Table 35 reveal that majority of the teacher counsellors were of the view that inadequate time was the greatest challenge to the implementation of guidance and counselling in schools. This finding supports those of Oye, Obi, Mohd and Bernice (2012) who observed that most schools have no regard for guidance and counselling activities. School time-table do not make provisions for guidance and counselling activities. They found out that terms were designed without giving specific period of time for students to have any form of formal guidance and counselling encounters with professional counsellor's or selected teachers. Mushaandj, *et al* (2013) also noted lack of suitable space and time to do counseling was also key challenges across the sample. A study done by Low (2009) showed that lack of counselling in the school timetable, topped the list among others as the major challenge to

counselling practice in primary schools. The findings are in line with the studies of Anagbogu and Nwokolo (2010) and Oraegbunam (2008) who listed similar challenges in their works.

The teacher counsellors identified non-cooperative clients (39.1%) as another challenge that militates against the implementing guidance and counselling programmes. They stated that it was not possible to provide clients with quality services without their cooperation. This is consistent with the results of a study conducted in Namibia by Mushaandja, *et al* (2013). They observed that learners were not willing to disclose their problems and be counseled by the teacher counselors as they did not trust the services providers. The non cooperation of clients may perhaps be due to negative attitudes towards guidance and counseling. Nyamwange *et al* (2012) established that secondary school head teachers and students generally had a negative attitude towards guidance and counselling. Such an attitude does not auger well for provision of quality guidance and counselling services in secondary schools and may explain their non-cooperation.

### 4.8.1 Lack of Parental Support

According to Low (2009), guidance and counseling teachers need to be supported in carrying out innovative activities towards provision of those services. Out of the 23 teachers who participated in the study, 8.7% pointed out lack of parental support as a challenge to implementation of guidance and counseling programme in schools. The issue raised by the counselors is similar to one of the findings of Nyaga's (2013) study which identified uncooperative parents as an obstacle to provision of guidance and counseling services in schools. A study by Oye *et al* (2012) noted that parents tend to avoid forums where their children private and domestic issues are discussed with outsiders (teacher counselors included) due to cultural reasons. It further noted that organizations that provide such forums like the Parent Teacher Association (PTA) are none existent in some schools and in places where the associations are established, parents avoid such meetings whenever they are invited. Rutondoki (2000) noted that parents in Uganda tend to resist provision of G&C services to their children because they claim that their cultural practices do not allow such services. Ogonya (2007) observed that parents in Kenya generally had negative attitudes towards G&C services.

It is important that teacher counselors are provided with the necessary support not only from the school administration but also from parents. Kimathi (2002) observed that no matter how

117

committed and competent teacher counsellors may be, he/she cannot provide effective G&C services without the cooperation of all the stakeholders. The support of parents and society at large is crucial for the success of G&C programmes because it is only through their participation will they understand the psycho-social problems of their children and participate in formulation of solutions (Nyaga, 2011).

### 4.8.2 Inadequate Facilities

Inadequacy of guidance and counseling facilities was one of the challenges highlighted by the teacher counselors. Quality guidance and counselling services require facilities such as office space, bookshelves, drawers, files, finance, time, reference books, guidance and counseling manuals and psychological test materials (Achieng, 2007). Data in Table 34 revealed that majority (52.2%) of the teachers who took part in the study considered it as a challenge. Several studies have identified inadequate facilities as a challenge to implementation of guidance and counseling programme in schools. Ngumi (2003) noted that most learning institutions lacked trained counselors, time, facilities and reference materials for use by counsellors.  A study done by Anagbogu and Nwokolo (2010) revealed that necessities like computers, training the counsellors in ICT, counselling clinics, radios, televisions, one-way mirrors, generators and furniture were lacking in many  schools in Nigeria.

### 4.8.3 Lack of Funding

Scholars and educators have underscored the importance of adequate funding for guidance and counselling programmes (Songok, Yungugnu & Mulinge, 2013). The programmes need adequate funding as this enables them to put up infrastructure and purchase the required facilities. Kafwa (2005) pointed out that a counsellor who has adequate and relevant materials and facilities tend to be more confident, effective and productive. Lack of finance was highlighted by the teacher counsellors (34.8%) as one of the challenges faced by their schools when implementing guidance and counselling programmes in school.

Various scholars have highlighted inadequacy of funds as a challenge faced by guidance and counselling programmes in developing countries. Okere (2005) observed that most counselling programmes in schools are not properly funded. Owino and Odero (2014) observed that financial constrain is a major challenge to guidance and counselling programmes in primary schools in Kisumu West Sub county. Mushaandja *et al* (2013) also

noted that lack of funds, office space and time were key challenges across the sample they used in their study.

Guidance and counselling comprises a very important and vital part of educational activities in a school system. It provides help to students such that they are not tormented by their internal conflicts and do not resort to self-destructive behaviours (Songok, Yungungu & Mulinge, 2013). It is thus important that teachers who provide such services are adequately funded. Teacher counselors who are not adequately funded are forced to perform their duties without basic facilities. This demotivates them from performing their roles and any duties allocated to them (Faislat & Rasheed, 2013).

### 4.8.4 Shortage of Qualified Personnel

The success of a guidance and counseling programme depends on the knowledge and attitudes of the service providers (Kimathi, 2002). Training is therefore central for the success of G&C programme as knowledge and positive attitudes are acquired through it. However, there is an acute shortage of trained teacher counselors in many countries in sub-Saharan Africa (Mapfumo & Nkoma, 2013). Shortage of trained personnel was one of the challenges highlighted by the teacher counsellors (39.1%). The issue of shortage of qualified personnel has been raised by a number of scholars (Nyamwange et al, 2012).

Data generated by this study also revealed that majority of the teacher counsellors who participated in the study were holders of certificate in G&C and were thus considered as not adequately trained. Ngumi (2003) is of the view that teachers who undergo certificate courses do not cover sufficient guidance and counselling content in their training programmes to enable them effectively render the guidance and counselling service The data further revealed that the number of professionally trained teachers offering the counselling service was small.

Mapfumao and Nkoma (2013) assessed the preparedness and experience of personnel involved in guidance and counselling in high schools. They found that only one head teacher had the required qualification in guidance and counseling (a certificate in systemic counselling not intended solely for counsellors). They found out that teachers mandated to offer guidance and counselling in schools have teaching qualifications but no specialized training in guidance and counselling and hence lack the capacity to satisfy their guidance and counselling roles (Mapfumo, 2001). This is very different from developed countries where

119

school counsellors hold masters degrees and are licensed before being permitted to offer guidance and counselling services (Nyamwaka *et al*, 2013).

### 4.8.5 Heavy Workload

The teacher counsellors cited heavy workload (13.0%) as an impediment to effective implementation of guidance and counselling programmes. This is supported by findings of a study by Mghweno *et al* (2014) which revealed that teacher counsellors handled the normal workload (more than 18 lessons) per week in addition to their counseling duties and any other responsibilities assigned by the school administration. This means that teacher counsellors have little time to dedicate to provision of guidance and counselling services and this compromises the quality of the counselling services. All the teacher counsellors who were involved in a study by Nyamwange *et al* (2013) also cited heavy workloads as one of the impediments to the smooth running and implementation of guidance and counselling in schools. In the light of this challenge, there is need for schools to appoint fulltime teacher counselors or reduce the workload of the teacher counselors to enable them focus on the provision of guidance and counseling.

### 4.8.6 Support from School Administration

Inadequate support from school administration was the last item that the teacher counsellors' checked in the list of challenges of implementing guidance and counselling in schools. The results in Table 35 revealed that 8.7% of the respondents who participated in the study considered it as a challenge. Mushaandja *et al* (2013) noted that school counselors were not given adequate support by the school administrators and teachers. They attributed this to lack of sufficient information on counseling on the part of the teachers and school administrators. A study by Nyamwange *et al* (2012) also revealed that support given to teachers' counselors by their school heads is minimal. This state of affairs is unfortunate because it is hard for teacher counselors to render services without support of the school administration.

Guidance and counseling services are offered in schools because counselors attend to learners' educational, vocational, emotional, social and personal development (Yuksel-Sahin, 2009) In addition, the counselors provide information on counseling to parents and school authorities to facilitate informed planning and policy making. Majority of teachers are supportive of counseling services, because they see it as a means of ensuring an orderly

school community, where the role of the counselor is to smooth out any emotional or behavioral disruptions (Cooper, Hough, & Loynd, 2005)), and to help learners overcome difficult and challenging life circumstances and risk factors (Sun & Stewart, 2007).). According to Mullan (1990) the successful implementation of guidance and counselling programme depends on support from the stakeholders. Its success thus, requires the support of all stakeholders; the administration, staff, students, head teachers and the community.

## CHAPTER FIVE

## SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Introduction

This study evaluated the implementation of Guidance and Counselling programme in Baringo county secondary schools, Kenya. This chapter presents a summary of the major findings and the conclusions of the study. It also presents the recommendations and suggests areas that require further research. The study had six objectives from which were drawn six research questions. A summary of the answers to the research questions are given in this section.

### 5.2 Summary of the Findings

(i) The study established from the Principal's responses that in the implementation of the conceptual framework, guidance and counselling programme based its goals and objectives on students needs in social, personal, career and academic development. The guidance and counselling programme centering the teacher counsellors' activities on the master calendar, validating its activities through needs assessment and feedback from parents, planning sessions for parents and having money set aside for it in the school budget are areas in the conceptual framework which are not fully implemented. This concurred with the teacher counsellors' responses. Therefore the evaluation of conceptual framework in the implementation of guidance and counselling programme in Baringo county extra secondary schools was generally rated fair.

(ii) From the teacher counsellors and students responses, the study found that in implementation of the structural framework the guidance and counselling facilities and resources which included internet connectivity, e- materials, audio visual aids, counselling rooms ,number of teacher counsellors among others were not adequate in majority of the schools. Hence from this evaluation the structural framework in the implementation of the guidance and counselling programme in Baringo county extra secondary schools was generally rated poor.

(iii) The responses provided by principals, teacher counsellors and students indicate that in the implementation of the service delivery the responsive services, individual planning were well implemented while the guidance curriculum and system support was fairly implemented. Consequently the evaluation of service delivery in the implementation

of the guidance and counselling programme in Baringo county extra secondary schools was rated fair.

(iv) From the findings of the study responses provided by the principals the teacher counsellors performed well in the professional development ,leadership and performance of professional responsibilities in the guidance and counselling programme  while in the preparation for delivery, management of guidance and counselling programmes, research and  evaluation of guidance and counselling programme, the performance was fair. In effect, the evaluation of teacher counsellors' performance in the implementation of the guidance and counselling programme in Baringo county extra secondary schools was rated fair.

(v) The study demonstrated that there was a statistically significant difference between the implementation of the conceptual framework, structural frameworks, service delivery and teacher counsellors' performance in Baringo county extra secondary school.

(vi) From the teacher counsellors' responses the study established that inadequate time uncooperative clients, lack of parental support, inadequate facilities and finance as the major impediments to the implementation of G&C programmes. They also included shortage of qualified staff, heavy workload and unsupportive school administration in the list. From the above evaluation inadequate time, inadequate facilities, uncooperative clients, finance, shortage of qualified staff, lack of parental support, heavy work load and unsupportive school administration were the challenges facing the implementation of the guidance and counselling programme in Baringo county extra secondary schools.

## 5.3 Conclusions

From the study findings the following conclusions were drawn:

(i) The guidance and counselling conceptual framework in Baringo county extra secondary schools is fairly implemented. Consequently the lack of essential elements in the conceptual framework detailing how the guidance and counselling programme should be organized and managed has led to inconsistencies, variations and lack of coordination in the implementation of the guidance and counselling programme.

(ii) The guidance and counselling structural framework in Baringo county extra secondary schools' is poorly implemented. Since the structural framework basically requires facilities and resources, it therefore means adequate resources and facilities are crucial in the implementation of the guidance and counselling programme.

(iii) The guidance and counselling service delivery in Baringo county extra secondary schools is fairly implemented. The crucial mechanisms which contribute to the success and delivery of the guidance and counselling programme services which include guidance curriculum; responsive service, individual planning and system support are inadequate. The fair implementation of service delivery could be attributed to lack of time, teaching workload and lack of training in guidance and counselling.

(iv) The teacher counsellors' performance in the implementation of the guidance and counselling programme in Baringo county extra secondary schools was fair. Consequently from the findings there is a clear indication that whereas what is required for the implementation of the guidance and counselling programme by the teacher counsellor may have been done there are still weaknesses in monitoring and evaluation of the challenges that may affect teacher counsellors in performing their guidance and counselling duties.

(v) The implementation of the conceptual framework, structural framework, service delivery was statistically significantly different from the teacher counsellors' performance in Baringo county secondary schools. On this basis there is a clear indication that there are variations in the implementation of the conceptual framework, structural framework and service delivery therefore they are not comparable. For this reason there is need for a uniform training curriculum by various institutions of learning and an organizational structure and support to implement the various important aspects of the guidance and counselling programme in Baringo county extra secondary schools.

(vi) It can be concluded that quite a number of challenges that face the implementation of the guidance and counselling programme include inadequate time, uncooperative clients, lack of parental support , shortage of qualified staff, heavy workload  and unsupportive school administration , inadequate facilities  and finance. In effect unless these challenges are addressed the impact of the implementation of G&C programmes in Baringo county extra secondary schools may not be felt as intended.

**5.4 Recommendations**

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

(i) Guidance and counselling conceptual framework should be strengthened with uniform and clear policy and guidelines on the essential elements that is mandatory in all secondary schools. This will enhance a better strategy for implementation by the Ministry of Education Science and Technology and secondary schools management.

(ii) The Ministry of Education Science and Technology and the secondary school management should provide adequate human and physical resources to strengthen the implementation of the structural framework.

(iii) Training on the implementation of guidance and counselling service delivery systems should be enhanced to strengthen service delivery by school administration and teacher counsellors and specifically issues on time allocation for each component and work load to be addressed by the Ministry of Education Science and Technology, Teacher Service Commission and school administration to enhance implementation of the guidance and counselling service delivery.

(iv) The government should employ schools counsellors to practice full time; teacher counsellors need to be provided with the required training in the areas of preparation, service delivery, management, research and evaluation to strengthen their performance in the implementation of guidance and counselling programme.

(v) There is need for a standardization and uniformity of the various aspects of the guidance and counselling programme which include the conceptual framework, structural framework and service delivery to be relevant and adequate so that it enhances the performance of teacher counsellors.

(vi) The teacher counsellors to be provided with training, facilities and funds by the government and school administration. Its further recommended teacher counsellors to be employed on full time basis, time allocated for G&C sessions and the workload of teacher counsellors be reduced to address the challenges of teacher counsellors in implementing the guidance and counselling programme .

**5.5 Suggestions for Further Research**

From the study findings the following are suggestions for further research:

(i) A nationwide study on evaluation of the implementation of guidance and counselling programme in secondary schools, Kenya.

(ii) An investigation to establish the policies that guide the implementation of the guidance and counselling programme in secondary schools, Kenya.

# REFERENCES

Abdellatif, N. (2011). Guidance and counselling in Algeria: a clarion call for a restructured policy in education. *Procedia - Social and Behavioral Sciences* 30 (2011) 242 – 246 doi:10.1016/j.sbspro.2011.10.048

Achieng, A. A. (2007). *Guidance and Counselling. An Introduction.* Nairobi: Exact Concepts Publishers.

Adana, B. S. (2004). The school guidance programme. In A. I. Idowu (Ed) *Guidance and Counselling in Education,* llorin: Indemac Publishers.

Adegoke, A. A. (2004). "*Counselling Curriculum for Schools in Nigeria*" Goshen print media Ltd, Ilorin.

Adegoke, A.A., & Culbreth, J.R. (2000). School Counsellor Preparation in Nigeria and the USA. In Compare: *A Journal of Comparative Education,* 30 (2), 235-245.

Adelman, H.S., & Taylor, L. (2002). School Counsellors and School Reform: New Direction. *In Professional School Counselling* , 5 (4), p.235-249.

Agi, C. W. (2013). Evaluation of the status of guidance services in secondary schools in Rivers Sate, Nigeria. *Journal of Education and Practice*, 4(23), 78-84

Amatea, E. S., & West-Olatunji, C. (2007). Joining the conversation about educating our poorest children: Emerging leadership roles for school counsellors in high-poverty schools. *Professional School Counselling, 11,* 81-89.

American School Counselor Association - ASCA (2007). Careers/Roles. Retrieved from *http://www.schoolcounselor.org*.

American School Counsellor Association. (2005). *The ASCA National Model: A Framework for School Counselling Programs*, *Second Edition*. Alexandria, VA: Author.

American School Counsellor Association. (2012). *The ASCA national model: A framework for school counselling programs,* (3rd ed.). Alexandria, VA: Author.

127

American School Counsellor Association. (2003). *The ASCA National Model: A framework for School Counselling Programs.* Alexandria, VA: Author

Anagbogu, M. A., & Nwokolo, C. N. (2010). *Guidance and Counselling in Primary Schools.* Lagos: Mark New World.

Anagbogu, M. A., Nwokolo, C. N., Anyamene, A. N.1., Anyachebelu, F. E., & Umezulike R. Q. (2013). Professional Challenges to Counselling Practice in Primary Schools in Anambra State, Nigeria: The Way Forward. *International Journal of Psychology and Counseling,* 5(5), 97-103

ASCA. (2004). The ASCA National Model Workbook. Alexandria, VA: ASCA.Kong Schools. *In Journal of Educational Enquiry*, 5 (1), p.55-84.

Bakhda, S. (2006). *Management and Evaluation of Schools*. Nairobi: Oxford University Press, East Africa Ltd.

Ballou, J. (2011). *Open Ended Questions: Encyclopaedia of Survey Research Methods*. Sage Publications.

Bauer, S. R., Sapp, M., & Johnson, D. (2000). Group Counseling Strategies for Rural At-Risk High School Students. *High School Journal*, 83, 41- 50.

Baysal, A. (2004). The Main Service Types in Psychological Counseling and Guidance. (A. Kaya, Trans.). *Psikolojik Danisma ve Rehberlik* (pp. 35-62). Ankara: Ani Yayincilik.

Bennis, W., & Nanus, B. (2007). *Leaders: Strategies for Taking Charge.* New York, NY: HarperCollins.

Berger, M. J. (1997). Preparing Students for Post-Industrial work world: The Role of Secondary *School Community Journal*, Vol. 6 No. 1.

Biemer, P., & Lyberg, L. E. (2003). *Introduction to Survey Quality*. Hoboken, NJ: Wiley.

Biswalo,L. (1996). *An Introduction to Guidance and Counselling Diverse Africa Contexts*. Dare

Salaam: Dare salaam University Press.

Boitt,M.L.,& Chepchieng,M.C.(2011).Factors Influencing the Effectiveness of Secondary
School
Teacher Counsellors' in Guidance and Counselling within Nakuru Municipality. *Kenyan Journal of Guidance, Counselling and Psychology, 1, 38*-48.

Boon, L.K., Fern, Y.S., Sze, C. C., & Yean, O.K. (2012). Factors Affecting Individual Job
Performance. *International Conference on Management Finance and Economics (ICMEF 2012) Proceedings*, 15-16th October 2012, Sarawak, Malaysia.

Borders, L. D., & Drury, S. M. (1992). Comprehensive School Counselling Programs: A
Review for Policymakers and Practitioners. *Journal of Counselling & Development, 70,* 487–498.

Borg, W. R., & Gall, J. P. (2007). *Educational Research: An Introduction*. New York:
Longman.Boston, MA: Houghton Mifflin

Boulmetis, J., & Dutwin, P. (2000). *The* ABC*s of Evaluation: Timeless Techniques for
Program and Project Managers.* San Francisco: Jossey-Bass.a

Boutwell, L. D. & Myrisk. S. M. (2006). Comprehensive School Counselling Programs: A
Review for Policy Makers and Practitioners. *Journal of Counselling and Development* (70) pp 487 – 498.

Brown, J. (1999). *Does Guidance Have a Future?* Notes Towards a Distinctive Position.

Brown, D., & Trusty, J. (2005). School Counselors, Comprehensive School Counseling
Programs, and Academic Achievement: Are School Counselors Promising More
Than They Can Deliver? *Professional School Counseling, 9*(1), 1-8. Retrieved from
http://search.proquest.com/docview/213358889?accountid=12164

Cakir, M. A. (2004). The Development of Career Decision Inventory. *Ankara Universitesi
Egitim Bilimleri Fakultesi Dergisi,37* (2), 1-14.

Campbell, C., & Dahir, C. (1997). Sharing the Vision*: The National Standards for School Counseling Programs*. Alexandria, VA: American School Counselor Association Press.

Canel, A. N. (2007). The Place and Importance of Guidance Services in Education. (B. Aydin, Trans.). *Rehberlik* (pp.117-151). Ankara: Pegem Yayıicilik.

Carey, J.C., & Harrington, K. M. (2010). *Nebraska School Counseling Evaluation Report.* Amherst, MA: Center for School Counseling Outcome Research and Evaluation.

CASSON. (2003). *Roles and Functions of School Counsellors within the Nigerian setting*. A Publication of the Counselling Association of Nigeria, llorin. Haytee Press and Publishing Company Ltd.

Chireshe, R. (2006). *An Assessment of the Effectiveness Of Guidance and Counselling Services In Zimbabwean Secondary Schools*. Unpublished PhD Thesis, University of South Africa

Cohen, L., & Manion, L. (2007). Research Methods in Education. Routledge Publishers Comprehensive Guidance and Counseling Programs in Nova Scotia. *In professional School Counseling*, 59(4), p. 292-297.

Connecticut State Department of Education. (2008). Comprehensive School Counseling*: A Guide to Comprehensive School Counseling Program Development*. Connecticut State Department of Education.

Cooper, M., Hough, M., & Loynd, C. (2005). Scottish Secondary School Teachers' Attitudes Towards, and Conceptualisations of Counselling. *British Journal of Guidance and Counselling*, 33 (2), 199-211.

Corsini, R.S. (1987).*Concise Encyclopaedia of Psychology*, New York: John Willy &Sons Inc.

Dahir, C. (2012). School Counseling in The 21st Century: Where Lies The Future? Introduction to the Special Section. *Journal of Counseling and Development*. 10, 3-5.

Dahir, C. A., & Stone, C. B. (2003). Accountability: A Measure of the Impact School Counsellors have on Student Achievement. *Professional School Counselling, 6,* 214–221.

Denga, D. I. (1983). *The counsellor in a Developing Nation*: Problem and prospects, Jos, Savannah press.

Denga, D. I. (1986). *"Guidance and Counselling in School and Non-School Setting".* Calabar,Nigeria: Centaur.

Department of Education. (2010).*Comprehensive Guidance and Counselling*. Nova Scotia: Department of Education

DeVoss, J. A., & Andrews, M. F. (2006). *School Counsellors as Educational Leaders.*Boston,      MA: Houghton Mifflin.

Doll, R. C. (1992). Curriculum Improvement*: Decision Making and Process.* Boston: Allyn and Bacon.

Dollarhide, C. T., & Saginak, K. A. (2012). *Comprehensive School Counselling Programs: K-12 Delivery Systems In Action*. Upper Saddle River, NJ: Pearson.

Dovey, K., & Mason, M. (1984). Guidance for Submission-Social Control and Guidance in Schools for Black Pupils in South Africa. *In British Journal of Guidance and Counselling,* 12 (1), p.15-24.

Egbochuku, E. O. (2008). Assessment of the Quality of Guidance and Counselling Services to Students' Adjustment in Secondary Schools in Edo State of Nigeria. *Research Journal of International Studies*, 8, 42-50

Erhard, R., & Harel, Y. (2005). Role Behaviour Profiles of Israeli School Counsellors. *International Journal for the Advancement of Counselling*, 27, 87–100.

Euvrard, G. (1992). School Guidance-What Do the Pupils Want? *In South Africa Journal of Psychology*, 22 (4), p.215-219.

Eyo, M. B., Joshua, A.M., & Esuong, A, E. (2010). Attitude of Secondary School Students Towards Guidance and Counselling Services in Cross River State. *Edo Journal of Counselling* 3(1), 87-99

Faislat,N.,& Rasheed,A. (2013). *Framework for School Counselling Programs,* (3rd Ed.). Alexandria, VA: Author.

Ferguson, D. G. (1963). *Pupil Personnel Services*. Washington, DC: Center for Applied Research in Education.

Fezler,B.,& Brown,C. (2011). *The International Model for School Counselling Programmes*. (1st Edition) Association of Americas Schools in South America and U.S State Department Office of Overseas Schools

Fitch, J. A. (1936). *Professional Standards in Guidance*. Occupations, 14, 761– 762.

Fitch, T., & Marshall, J. L. (2004). What Counsellor Does in High-Achieving Schools: A Study on   The Role of the School Counsellor? *Professional School Counselling, 7*(3), 172-177. Retrieved April 12 2006.

Fraenkel, J.R., & Wallen, N.E. (2000). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill Inc.

Frankfort, C., & Nachmias, D. (2004). *Research Methods in the Social Sciences*. London: Replica Press

Galassi, J.P., Murphy, J. A., & Park-Taylor, J. (2002). A Conceptual Framework for Counselling Psychologists in Schools. *The Counselling Psychologist*, 30(5), 682-704

Gall, M. D., Borg, W. R.  & Gall, J.P. (2007). *Educational Research: An Introduction*. (8th ed). New York: Pearson's Education Inc.

Gatua, D. M. (2012). Impact of Guidance and Counselling Services on Students' Social and Emotional Adjustment in Public Urban and Rural Secondary Schools in Nakuru and Uasin Gishu Counties, Kenya. *International Journal of Science and Research,* 3(11), 431-438

Gelabert, R.C. (2007). *Headaches. Scientific and Natural Treatments*. Saragossa: Vidasana

Gibson, R.L. (1990). Teachers' Opinion of High School Counselling and Guidance Programmes: Then and Now. *In the School Counsellor*, 39, p.248-255.

Gibson, R.L. (2008). *Introduction to Counselling and Guidance* (7ᵗʰ Ed) Pearson Education Inc. Upper Saddle River, New Jersey

Ginn, S. J. (1924). *Vocational Guidance in Boston Public Schools*. The Vocational Guidance Magazine, 3, pp. 3–7.

Government of Kenya. (1987). *A Manual for Heads of Secondary Schools in Kenya Revised Edition*: Nairobi: Government Printer

Government of Kenya. (2001). *Report of the Task Force on Students' Indiscipline and Unrest* Nairobi: Government Printers.

Government of Kenya. (1976). *The National Committee an Educational Objectives and Policies.* Nairobi: Government Printer.

Government of Kenya. (1998). *Report of the presidential working Party an Education and Manpower Training for the Next Decade and Beyond*: Nairobi Government Printer.

Government of Kenya.(1999). *Totally integrated Quality Education and Training* (TIQET) *Report of the Commission of Inquiry into the Education System of Kenya*. Nairobi: Government Printer.

Government of Kenya. (2005). *Kenya Education Sector Support programme 2005- 2010: Delivering Quality Education and Training to all Kenyan's.* Nairobi: Government Printer.

Government of Kenya.(n.d.). *Unrest in Secondary Schools in Kenya*. Retrieved from http://www.gender.go.ke/index.php/News/unrest-in-secondary-schools-in-kenya.html

Gysbers, N. C., & Henderson, P. (nd*). C*omprehensive Guidance And Counselling Program Evaluation: Program + Personnel = Results. *Vistas Online Article 14*

Gysbers, N. C. (2004). Comprehensive Guidance and Counselling Programs: The Evolution of Accountability. *Professional School Counselling, 8*, 1–14.

Gysbers, N. C. (2008). Individual Student Planning in the United States: Rationale, Practices, and Results. *Asian Journal of Counselling*, *15*(2), 117–139.

Gysbers, N. C., & Henderson, P. (2000). *Developing and Managing Your School Guidance Program* (3rd Ed.). Alexandria, VA: American Counselling Association.

Gysbers, N. C., & Henderson, P. (2006). *Developing and Managing Your School Guidance and Counselling Program* (4th ed.). Alexandria, VA: American Counselling Association.

Gysbers, N. C., & Henderson, P. (2012). *Developing and managing your school guidance and counseling program* (5th ed.). Alexandria, VA: American Counseling Association.

Gysbers, N. C., & Moore, E. J. (1981). *Improving Guidance Programs*. Englewood Cliffs,NJ: Prentice-Hall

Gysbers, N.C., & Henderson, P. (2001). Comprehensive Guidance and Counselling Programmes: A Rich History and a Bright Future. *In Professional School Counselling* , 4 (4), p.246-256.

Herr, E.L. (2001). The Impact of National Policies, Economics and School Reform on Comprehensive Guidance Programmes. *In Professional School Counselling*, 4 (4), p.236- 245.

Horgan, P. (2003). *Personal Competencies: Life Skills for Adolescents and Parents.* California: McGrow Hills Inc.

Hotaman, D. (2008). The Examination of the Basic Skill Levels of the Students' In Accordance with the Perceptions of Teachers, Parents and Students. *International Journal of Instruction* 1 (2), 39-56.

House, R. M., & Martin, P. J. (1998). Advocating for Better Futures for All Students: A New Vision for School Counsellors. *Education, 119,* 284-291.

Howeison, C., & Semple, S. (2000). The Evaluation of Guidance: Listening to Pupils' Views. *In British Journal of Guidance and Counselling*, 28 (3), p.373-388 http://www.schoolcounselor.org.

Hughes, D. K., & James, S. H. (2001). Using Accountability Data to Protect a School Counselling Programme: One Counsellor's Experience. *Professional School Counselling, 4, 306*–309.

Hui, E.K.P. (2002). A Whole School Approach to Guidance: Hong Kong Teacher's Perceptions. *In British Journal of Guidance and Counselling*, 30 (1), p.63-80.

Human Rights Watch. (1999). Spare the Child*: Corporal Punishment in Kenyan Schools*. Retrieved from http://www.unhcr.org/refworld/docid/45d1adbc2.html

Idowu, A. I. (2004). Guidance and Counselling: An Overview. In A. I. Idowu (Ed.) *Guidance and Counselling in Education*, llorin: INDEMAC Publishers

Ifelunni, I. (2005). *The Missing Links in Nigerian Education System*. Keynote Address Presented at a Conference on Ahe State and Future of Education in Nigeria. F.C.E. (Technical) Asaba 13-17 June.

Ilgar, Z. (2004). Rehberligin Baslica Turleri (The Main Types of Guidance). (G. Can, Trans.). *Psikolojik Danısma ve Rehberlik* (ss. 28-46). Ankara: Pegem Yayincilik.

Iowa State Department of Education. (2001). *Iowa Comprehensive Counselling and Guidance Program Development Guide*. Iowa Department of Education

Isaacs, M. L. (2003). Data-Driven Decision Making: The Engine of Accountability. *Professional School Counselling, 6,* 288–295. Itasca, Illinois: F.E. Peacock Publisher, Inc.

Iwuama, B.C. (1998). School Counselling in Nigeria: Today and Tomorrow. *Journal of Educational Systems Research and Development*, 1(2), 8-18.

Jackson, S. A. (2000). Referrals to the School Counselor: A Qualitative Study. *Professional School Counseling,* 3 (4), 277-286

Jacob, V. C., & Gupta, P. V. (2013). Influence of Attitude, School Facilities and Teacher Characteristics on the Performance of Secondary School Teachers Working in Rural Areas. *International Journal of African and Asian Studies,* 2, 72-81

Johnson, S. K., & Johnson, C. D. (1991). The New Guidance: A System Approach to Pupil Personnel Programs. *CACD Journal,* 11, 5–14.15

Kabiru, M., & Njenga, A. (2009). *General Psychology and Personality Development.* Nairobi: Focus Publishers.

Karayanni, M. (1985). School Counselling in Israel. Issues and Development. *In International Journal for the Advancement of Counselling*, 8, p.297-307.

Kasomo, D. (2006). *Research Methods in Humanities and Education*, 1st Ed. Njoro: Egerton University Press.

Kepceoglu, M. (1994). *Psikolojik Danisma ve Rehberlik (Psychological Counseling and Guidance),* Ankara: Ozerler Matbaasi.

Kerlinger, F.N. (1973).*Foundations of Behavioural Research*. Chicago: Holt Rinehart and Winston.Inc.

K.I.E. (2003). *Guidance and counselling*: Teachers' Handbook. Nairobi: KIE.

Kilonzo, H.K. (1980). *Guidance and Counselling In Kenya*, Bureau of Educational Research, Kenyatta University Seminar Paper, No. 2046, (pp.14).

Kilonzo, H.K. (1989). *Guidance and Counselling in Kenya*. A paepr presented at seminar on guidance and counselling, Kenyatta University.

Kimathi, C.K. (2002). *Perception of the Teacher Counsellor's Role in the Implementation of secondary school curriculum:* A case of Central Division, Machakos District.Unpublished Masters Thesis, Kenyatta University.

King William County Public Schools. (2014). *Teacher Performance Evaluation System* 2014 – 2015. King William County Public Schools

Kipkebut, D. J. (2010). *Organisational Commitment and Job Satisfaction in Higher Educational Institutions: The Kenyan Case*. Unpublished PhD Thesis, Middlesex University

Kombo, K. D., & Tromp, D. L. A. (2006). *Proposal and Thesis Writing: A Guide to Preparing Proposal for Academic Research.*(1ˢᵗ Ed.)  Nakuru: Amu Press

Kosilov, A. (2010). Improving Organizational Performance with a Knowledge Management System. Paper presented at *International Atomic Energy Agency School of Nuclear Knowledge Management*, Trieste, Italy 23-27 August 2010.

Kothari, C. R. (2004). *Research Methodology*. New Delhi: Wiley Eastern.

Kuhn, L. (2004). *Student Perceptions of School Counselor Roles and Functions.* Unpublished Master's Thesis.   Baltimore: University of Maryland.

Kuzgun, Y. (2000). Ilkogretimde Mesleki Gelisim (Career Development in Elementary School) (Y. Kuzgun, Trans.). *Ilkogretimde Rehberlik* (pp.125-153). Ankara: Nobel Yayin.

Lairio, M., & Nissila, P. (2002). Towards Networking in Counselling: a   Follow-Up Study of Finnish Schools Counselling. *In British Journal of Guidance and Counselling*, 30 (2), p.159-172.

Lapan, R. T., Gysbers, N.C.,& Petroski, G.F. (2001). Helping Seventh Graders Be Safe and Successful: A Statewide Study of the Impact of Comprehensive Guidance and Counseling Programs. *Journal of Counselling. Development* 79, 320-330.

Lapan, R. T. (2001). Results-Based Comprehensive Guidance and Counselling Programs: A Framework or Planning and Evaluation. *Professional School Counselling, 4,* 289–299

Lavusa, N. I. (2010). *Guidance related needs of adolescents in Kenya* (Doctoral dissertation). Retrieved from http://search.proquest.com/docview/734407538?accountid=12846.

Lehr, R., & Sumararh, J. (2002).  Factors Impacting the Successful Implementation of Comprehensive Guidance and Counselling Programmes in Nova Scotia. *In Professional School Counselling*, 5 (4), p.292-297.

137

Loesch, L. C. (2001). Counselling Program Evaluation: Inside and Outside the Box. In D. C. Locke, J. E. Myers, & E. L. Herr (Eds.), *The Handbook of Counselling* (pp. 513–525). Thousand Oaks, CA: Sage.

Low, P. K. (2009). *Considering the Challenges of Counselling Practice in Schools*. Int. J. Advan. Cousel. 31:71-79.

Lusky, M. B., & Hayes, R. L. (2001). Collaborative Consultation and Program Evaluation. J*ournal of Counseling & Development, 79,* 26–38.

MacDonald, G. (1998). The Status of Comprehensive Guidance and Counselling in the United States. Professional School Counselling, 2, 88–94.

Macharia, M. (2007). *Access to Success in School and Beyond*. Nairobi: Sage Educational Media.

Mahlangu,V.(2011).Dilemma in School District in Managing Career Counselling . *South Africa Journal of Emerging Trends in Educational Research and Policy Studies*, 2,239-245.

Makinde, O. (1984). *Fundamentals of Guidance and Counselling*. London. Macmillan Education Ltd.

Maluwa-Banda, D.W. (1998). School Counsellors' Perception of a Guidance and Counselling Programme in Malawi's secondary schools. *In British Journal of Guidance and Counselling* , 26 (2), p.287-295.

Mapfumo, J., & Nkoma, E. (2013). The State of Guidance and Counselling Programmes in High Schools in Manicaland, Zimbabwe. *International Journal of Scientific Research in Education*, 6(2), 100-116.

Mapfumo, J.S. (2001). *Guidance and Counselling in Education*. Post Graduate Diploma in Education, Module PGDE 012. Harare: Zimbabwe Open University.

Martin, P. J. (2002). Transforming School Counselling: A National Perspective. *Theory to Practice, 41,* 148-153.

Walsh, M. E., Galassi, J P., Murphy J A., & Taylor, J. P. (2002). A Conceptual framework for Counselling Psychologists in Schools. *The Counselling Psychologist*, vol. 30 no. 5, September 2002 682-704

Mathabe, N.R., & Temane, M.Q. (1993). The Realities and Imperatives of Career Counselling for a Developing South Africa. *In Journal of Career Development* , 20 (1), p.25-32.

McGannon, W., Carey, J., & Dimmitt, C. (2005). *The Current Status of School Counselling Outcome Research* (Research Monograph No. 2). Amherst, MA: Centre for School Counselling Outcome Research, University of Massachusetts, School of Education.

Melgosa, J. (2005). *Less Stress*. Madrid: Editorial Safeliz.

Merwe, I.W. (2008). *A Critical Analysis of Factors that Influence Employees Work Performance.* Unpublished MBA Thesis

Mghweno, P. E., Mghweno, L. R. (2014). Access to Guidance and Counselling Services and Its Influence on Students' School Life and Career Choice. *African Journal of Guidance and Counselling*, 1(1), 7-15

Mumiukha, K. (2011). Challenges Facing Secondary Schools' Guidance Counselors in Kenya.
    *Journal of Education and Human Resources*. Retrieved from http://journal.egerton.ac.ke/

Missouri Department of Elementary and Secondary Education. (2008).*Guidelines for Performance-Based Professional School Counsellor Evaluation.* Missouri Department of Elementary and Secondary Education

MOEST. (2001). *Report on the Task Force on Student Indiscipline and Unrest in Secondary Schools*, Jomo Kenyatta Foundation

MOEST. (2004).*Guidance and Counselling*, Module for Primary School Teachers, School Based Teacher Development (Sbtd).Nairobi: Jomo Kenyatta Foundation

Mohanty, J. (2003). *Current Trends in Higher Education*. New Delhi: Deep and Deep

Mugenda, M.O., & Mugenda, A.G., (2007). *Research Methods*: *Quantitative and Qualitative Approaches*: Nairobi: ACTS Press

Mugenda, O. M., & Mugenda, A. G. (1999). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.

Mushaandja, J., Haihambo, C., Vergnani, T., & Frank, E (2013). Major Challenges Facing Teacher Counselors in Schools in Namibia. *Educational Journal*, 2(3), 77-83

Mutie, E. K. & Ndambuki, P. (2004). *Guidance and Counselling for Schools and Colleges*. Nairobi: Oxford University Press

Myers, G. E. (1923). A Critical Review of Present Developments In Vocational Guidance with Specific References to Future Prospects. *The Vocational Guidance Magazine*, 2, pp. 139–142.

Myers, G. E. (1935). Coordinated Guidance: Some Suggestions for a Program of Pupil Personnel Work. *Occupations*, 13, 804–807.

Myrick, R. D. (2003). Accountability: Counsellors count. *Professional School Counselling, 6,* 174–179.

Nassiuma, D.K. (2000). *Survey Sampling* Nairobi: University of Nairobi Press.

Navin, S.L. (1989). Guidance and Counselling Programme Developments in Botswana. *In International Journal for the Advancement of Counselling ,* 12 (3), p.191-201.

Ndambuki, P., Mutie.E. (1999). *Guidance and Counselling for Schools and Colleges*. Nairobi: Oxford University Press.

Ndifo,M.A., &Akande,J.A.(2011). *A Survey on Guidance and Counselling Policy Implementation at Secondary School Level*. FCT College of Education, Zuba-Abuja.

Ngale,  I.F. (2009). Students, Perception of School Counselling Government High schools in Bameda Sub-division, Cameroon. *Education Community.* Retrieved on 27/10/2010, from http://www.thefreelibrary.com/_/print/PrintArticle.aspx?id=1074006082

Ngumi, O. N. (2003). A*ssessment of the Level of Training and Resource Needs of Secondary School Guidance Counsellors in Nakuru Municipality, Kenya,* Unpublished M.ED Thesis. Egerton University, Njoro.

Njagi, D.I.  (2002). *An Investigation of Guidance and Counselling Services in Secondary Schools in Mathioya Division of Murang'a District*, Nairobi. Unpublished Masters Thesis, Kenyatta University

Njoka, E. W. (2007). *Guiding and Counselling Pupils in Kenyan Public Primary Schools: Head Teachers and Teacher Counselors' Role Perceptions and Experiences*. Doctoral Theses, Durham University. Retrieved from http://etheses.dur.ac.uk/2463/

Nkala,P.P.(2015).   Assessment of Guidance and Counselling Programmes in Secondary School at Mzilikazi District in Bulawayo Metropolitan Province. I*OSR Journal of Humanities and Social Science*,19,81-90

Noor ,A. (1990).Penilaian Dalam Pendidikan - Satu penelitian Semula. *Teacher Journal,* 2, 16 - 25.

Northouse, P. G. (2012). *Introduction to Leadership: Concepts and Practice, (2nd Ed.)* Thousand Oaks, CA: SAGE

Nyaga, V. K. (2015). Efficacy of Guidance and Counselling Services on University Students' Development of Social and Personal Competencies: A Comparative Study of Public and Private Universities in Kenya. *International Journal of Education and Research,* 3(3), 11-18

Nyaga, V. K., Oundo, M. B.,& Kamoyo, J. M.(2014). Effectiveness of Guidance and Counselling Services on Development of Students' Academic Competence: A

Comparative Study of Public and Private Universities in Kenya. *International Journal of Education and Research,* 2(4), 21-28

Nyaema, D. (2004). *Secondary School Head Teachers' Attitudes towards G&C in Public Secondary Schools in Kisii District.* University of Nairobi, Kenya.

Nyamwaka, E.O., Ondima, P. C., Nyamwange, C., Ombaba, S., & Magaki, E. K. (2013). Assessment of Implementation Levels of Guidance and Counselling Programme in Kenyan Secondary Schools: A case of Sotik district, Bomet County, Kenya. *Journal of Education and Practice* 4(3), 178-186

Nyamwange, C. B., Nyakan, P. O., & .Ondima, P. C. (2012). Assessment of Challenges Facing Secondary School Guidance and Counselling Teachers in Nyamira district, Kenya. *Journal of Education and Practice,* 3(16), 41-47

Nyutu, P. N. (2007). *The Development of the Student Counseling Needs Scale.* Retrieved from
        ProQuest  Dissertations and Theses database. (UMI No. 3351653).

Nyutu, P. N., & Gysbers, N. C. (2008). Assessing the Counseling Needs of High School Students
        In Kenya. *International Journal for Education and Vocational Guidance*, 8, 83-94.

Ogonya, D.O. (2007).*Guidance and Counselling Services in Public Primary Schools in Kisumu District .* Unpublished Master's Thesis, Maseno University.

Ogula, A. P. (1998). *A Handbook on Educational Research.* Nairobi: New Kemit Publishers.

Okere,  A. (2005). The Effective School Counsellors: Perception of Students, Teachers and Counselors. *Journal of Education. Foundations,* 1, 147-152.

Oketch, E., & Ngumba, W. (1991). *Principles of Guidance and Counselling.* College of Education and  External Studies: University of Nairobi.

Okech, J. E. A., & Kimemia, M. (2012), Professional Counseling in Kenya: History, Current Status, and  Future Trends. *Journal of Counseling & Development*, 90: 107–112.

Okobiah, O. C.,& Okorodudu, R. I. (2004). Concepts of Guidance and Counselling. In Issues, Concepts Theories and Techniques of Guidance and Counselling. Benin City: *Ethiope Publishing Corp*. p.271-277.

Ominde, S.H. (1965). *Kenya Education Commission Report (Part 11)*. Republic of Kenya, Nairobi :Government Printer

Ondima, P. C., Mokogi, H., Ombaba, S., & Osoro, G. N. (2013). Effectiveness of Guidance and Counselling Programme in Enhancing Students Academic, Career and Personal Competencies. A Case of Secondary Schools in Nyamira District, Kenya. *Journal of Education and* Practice, 2(24), 50-57a

Oraegbunam, N. M. (2008). Guidance and Counseling: A Missing Link in the Pre-Primary and Primary Education in Anambra State. *International. Journal of Educational Resources Development,* 3(1): 19-27.

Oregon Department of Education. (2012). *Oregon's Comprehensive Guidance and Counselling Framework*. Oregon Department of Education.

Oregon School Counselor Association. (2000). *Crosswalk: Oregon Common Curriculum Goals*

Orodho A. J. (2005). *Elements of Education and Social Science Research Methods*. Nairobi: Masola Publishers.

Owino, J., & Odero, F. Y. (2014). Constraints Affecting Attitude of Teachers towards Practicing Guidance and Counselling In Primary Schools in Kisumu West Sub County. *European Journal of Research and Reflection in Educational,* 2(3), 34-47

Oye, N.D., Obi. M. C., Mohd, T.N, Bernice, G.A., (2012). Guidance and Counselling in Nigerian Secondary Schools: The Role of ICT. I.J. *Modern Education and Computer Science*, 8: pp. 26-33. Accessed on December 15, 2013, from http://www.mecs-press.org/ijmecs/ijmecs-v4-n8/IJMECS-V4-N8-4.pdf

Ozbay, Y. (2004). Kisisel Rehberlik.(Personal Guidance). (G. Can, Trans.). *Psikolojik Danisma ve Rehberlik* (pp.107-136). Ankara: Pegem Yayincilik.

Paisley, P.O. (2001). Maintaining and Enhancing the Developmental Focus in School Counseling Programs. *Professional School Counseling*, 4, 271-277.

Paisley, P. O., & Hayes, R. L., (2003). School Counseling in the Academic Domain: Transformations in Preparation and Practice. *Professional School Counseling*. 6, 198-209.

Petersen, C.(2008). *School Counselling Programme Handbook.* Comprehensive Competency Based Curriculum.

Quast, C. (2003). *Parents' Perceptions of the Role and Function of a High School Guidance Counselor.* Unpublished master's thesis, Wisconsin University, Wisconsin.

Raman, P. (2013). A Study of Commercial Banks towards Priority Sector Advances in Tamil Nadu. *International Journal Management, Financial Services of Management Research,* 2(2), 1-23

Ranney, A. (1986) *Political Science and Public Policy*. Chicago: Markham Publishing Company.

Rao, S. N. (2006). Guidance and Counselling. Discovery Publishing House: New Delhi.

Rayburn, C. (2004) Assessing Students for Morality Education: A New Role for School Counsellors. *In Professional School Counselling 7 (5), p.356-362*

Republic of Kenya. (2012). *A Policy Framework for Education and Training: Reforming Education and Training in Kenya*. Nairobi: Government Printers

Republic of Kenya. (2001). *Task Force on Students Discipline and Unrest in Secondary Schools.* Nairobi: Jomo Kenyatta Foundation. (Wangai Report).

Reynolds, J., & Cheek, J. (2002). The 7 Habits of Highly Effective Texas School Counsellors. *In TCA-Journal*, 30 (1), p.86-98

Romano, J.L., Goh, M., & Wahl, K. H. (2005). School counseling in the United States: Implications for the Asia- Pacific region. *Asia Pacific Education Review*, 6 (2), 113-123.

Rowley, W. J., Stroh, H. R., & Sink, C. A. (2005). Comprehensive Guidance and Counseling Programs' Use of Guidance Curricula Materials: A Survey of National Trends. *Professional School Counseling,* 8, 296 – 304.

Rutondoki, N. E. (2000). *Guidance and Counselling*. Kampala: Makerere University Press.

Salkind, N. J. (2009). *Exploring Research.* London: Pearson Education International.

Scarborough, J. L., & Luke, M. (2008). School Counsellors Walking the Walk and Talking the Talk: A Grounded Theory of Effective Program Implementation. *Professional School Counseling, 11*, 404-416

Schmidt, J.J. (1993). *Counselling in Schools: Essential Services and Comprehensive Programmes*. New York: Allyn and Bacon.

Schmidt, J.J. (1997). Invitational Counselling: An Expanded Framework for Comprehensive School Counselling Programmes. *In Canadian Journal of Counselling* ,31 (1), p.6-17.

Sekaran, U.,& Bougie, R. (2010). *Research Methods for Business.* West Sussex: John Willey & Sons

Shayo, E. (2011). Origin and Development of Guidance and Counseling Practice In Tanzanian Schools. Accessed on December 15, 2013, from http://EzineArticles.com/5766594.

Shillingford, M., & Lambie, G. (2010). Contribution of Professional School Counsellors' Values and Leadership Practices to their Programmatic Service Delivery. *Professional School Counselling*, *13*(4), 208-217. doi:10.5330/PSC.n.2010-13.208

Sindabi, A. (1992). *Analysis of The Guidance and Counseling Programme in Selected Kenyan Schools*.Unpublished Dissertation, Virginia Polytecnic Institute  State University.

Sink, C. A., & MacDonald, G. (1998). The Status of Comprehensive Guidance and Counselling in the United States. *Professional School Counselling*, 2, 88–94.

Songok, A., Yungungu, A., & Mulinge P. (2013). Factors that Militate against Effective Guidance and Counseling on Students' Sexual Awareness, Attitude and Behavior in Schools .*American International Journal of Social Science.* 2(8), 108-144

South Dakota Department of Education and Cultural Affairs. (2002). *South Dakota Comprehensive Guidance and Counselling Program Framework.*

Starling, G. (1979). The Politician and Economics of Public Policy: *An Introductory Analysis with Cases*. Illinois: Dorsey Press

Stewart, J. (2003). *Bridges not Wall: Interpersonal Communication* (7th Ed.). Sydney: Allyn and Bacon, Inc.

Stone, C. B., & Clark, M. A. (2001). School Counsellors and Principal: Partners in Support of Academic Achievement. *NASSP Bulletin, 85,* 46-53.

Stup, R. (2003). *Control the Factors that Influence Employee Success. Managing the Hispanic Workforce Conference,* Cornel University and Pennsylvanian State University

Stripling, R. O., & Lane, D. (1966). *Guidance Services.* In L. O. Eckerson & H. M. Smith (Eds.), Scope of Pupil Personnel Services (pp. 25–35). Washington, DC: U.S. Government Printing Office.

Studer, J., Diambra, J., Breckner, J., & Heidel, R. (2011). Obstacles and Successes in Implementing the ASCA National Model in Schools .*Journal of School Counseling*, 9(2). Retrieved from http://www.jsc.montana.edu/articles/v9n2.pdf

Stufflebeam, D. L. (1971). *Educational Evaluation and Decision Making.* London: Oxford University Press.

Stufflebeam, D. L. (2000b). *Foundational models for 21st century program evaluation.* In D. L. Stufflebeam, G. F. Madaus, & T.

Stup, R. (2003). *Control the Factors that Influence Employee Success*. *Managing the Hispanic Workforce Conference,* Cornel University and Pennsylvanian State University.

Sun, J., & Stewart, D. E. (2007). Development of Population-Based Resilience Measures In Primary School Setting. *Health Education,* 107(6), 575 - 599.

Taylor, H.I.F. (1971) *School Counselling*. London: Macmillan.

Texas Counseling Association. (2004). *Texas Evaluation Model For Professional School Counselors,* (2nd Ed.). Texas Counselling Association

Theodore, S. N. (2002). *The Students' Guide to Exam Success: Focus on Excellence*. London: Oxford University Press.

Trevisan, M.S., & Hubert, M. (2001).  Implementing Comprehensive Guidance Programme Evaluation Support: Lessons Learned. *In Professional School Counselling*, 4 (3), p.225-228.

Tuitoek,K.J., Chepchieng,M.C.,  Boitt.M.L., Ayub.J.M. (2015). *Factors Influencing KCPE Results and KCSE and Strategies of Enhancing Academic Performance in Baringo County, Kenya*. Unpublished Research Project Report.

Umezulike R. Q. (2013).  Professional Challenges to Counselling Practice in Primary Schools in Anambra State, Nigeria: The way forward. *International Journal of Psychology and Counseling,* 5(5), 97-103

UNESCO. (1998) .*Module 2.Counselling*. Regional Training Seminar on Guidance and Counselling. Zambia.

UNESCO. (2000).   Module 8:  *Guidance and Counselling Programme Development*. Botswana.

UTAH. (2005). Model for comprehensive Counselling & Guidance Programme Adapted from: American School Counsellor Association. The ASCA National Model: *A Framework for School Counseling Programs,* Second Edition. Alexandria, VA: Author.

Utah State Office of Education. (2005). Utah Model for Comprehensive Counseling and Guidance: K-12 program. Salt Lake City (2nd ed.): Utah State Office of Education Values and Leadership Practices to their Programmatic Service Delivery. *Professional School Counselling*, *13*(4), 208-217. doi:10.5330/PSC.n.2010-13.208


Wahome, L.W. (1989). *Philosophical Foundations and Professional Issues of Guidance and Counseling*. A Paper Presented at Seminar in Guidance and Counselling, Kenyatta University.

Wambu, G. W., & Fisher, T. A. (2015).School Guidance and Counselling in Kenya: Historical
Developmnet, Current Status, and Future Prospects. *Journal of Education and Practice*, 6,24-32.


Wambu, G. W., & Wickman, S. A. (2011). Advocacy for Kenyan School Counselors and the Counseling Profession. *Journal of Counseling in Illinois*, 2, 34-42.

Wango, G., & Mungai E. (2007). *Counselling in the School: A Handbook for the Teacher* Nairobi: Phonex Publisher


Wango, G. (2009). *School Administration and Management*. Nairobi: The Jomo Kenyatta Foundation

Wango, G.M. (2006). *Policy and Practice in Guidance and Counselling in Secondary Schools in Kenya*. Birmingham University of Birmingham.

Watkins, C. (1994) A Personal View: Whole –School Guidance? *British Journal of Guidance and Counselling* , 22 (1), p.143-150.

Weinten, W. (2007). *Psychology: Themes and Variations.* California: Wadsworth.

Weiss, C. H. (1998). *Evaluation: Methods for Studying Programs and Policies* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Weissberg, T. M., & Myrisks, C. H. (2007). *Resolving Conflict Creativity in Community Psychology and the Schools: A Prosocial Behaviour and Academic Achievement.* Chicago: Behavioural Research Associations

Whiston, S. C., & Sexton, T. L. (1998). A Review of School Counseling Outcome Research: Implications for Practice. *Journal of Counseling and Development*, 76, 412 – 426.

Wiggins, J. D., & Wiggins, A. H. (1992). Elementary Students' Self-Esteem And Behavioral Ratings Related To Counselor Time-Task Emphases. The School Counselor, 39, 377 – 381.

Wikipedia, Online Encyclopedia. (2013). Career Counselling. Accessed on December 15, 2013, from, http://en.wikipedia.org/wiki/Career_counseling

Yesilyaprak, B. (2001) *Egitimde Rehberlik Hizmetleri (Guidance services in education).* Ankara: Nobel Yayın.

Yuksel-Sahin, F., & Hotaman, D. (2007). The Effect of Some Personal Variables on Study Skills Levels of High School Students). *XVI. Ulusal Egitim Bilimleri Kongre Kitabi.*Tokat.

Yuksel-Sahin, F. (2009). The Evaluation of Counselling and Guidance Services Based on Teacher Views and their Prediction Based on Some Variables. *International Journal of Instruction,* January, 2 (1), 59 – 76

Yuk-Yee, P. L., & Brennen (2004). In Search of Guidance Curriculum for Hong Kong schools. *Journal of Educational Enquiry,* 5(1). 353-361

# APPENDICES

**APPENDIX A: DOCUMENTS CONTENT ANALYSIS GUIDE ON GUIDANCE AND COUNSELLING PROGRAMME CONCEPTUAL FRAME WORK**

**School code** ………

1. School policy on providing guidance and counselling services

   ....................................................................................................................…

   …………………………………………………………………………………………

2. School's vision statement on guidance and counselling.......................................................

   …………………………………………………………………………………………

   …………………………………………………………………………………………

3. School's mission statement on guidance and counselling..................................................

   …………………………………………………………………………………………

   …………………………………………………………………………………………

4. Components of the School guidance and counselling policy

   .............................................................................................................................

   .............................................................................................................................

5. Activities or services provided for in the school G & C Policy

   .............................................................................................................................

   .............................................................................................................................

6. Qualities of a teacher counsellor in terms of skills and abilities as indicated in the policy

   ...............................................................................................................

7. Time allocation to guidance and counselling as stipulated in the school policy?

   ...............................................................…………………………………………………

   …………………………………………………………………………………………..

8. Ethical considerations that guide teacher counsellors in the school policy

document.............................................................................................................................

## APPENDIX B: OBSERVATION CHECKLIST ON STRUCTURAL FRAMEWORK

School code ………

| Resources | Yes | No |
|---|---|---|
| School's Guidance and counselling policy document | | |
| School's guidance and counselling curriculum | | |
| School guidance and counselling master calendar of activities | | |
| Guidance and counselling department | | |
| School counselling rooms<br>• Separate, not shared<br>• Confidential<br>• Size appropriate<br>• Accessible | | |
| Equipment/facilities/ materials available<br>• Furniture<br>• Stationary<br>• Books, journals, magazines<br>• Electronic materials; tapes, video, DVDs<br>• ICT facilities<br>• Internet connectivity<br>• Reference materials<br>• Time allocated for G & C | | |
| *Personnel*<br>• Teacher counsellors<br>• Peer counsellors<br>• Counselling teams<br>• Consultants<br>• Speakers<br>• Collaborations/sponsors/donors<br>• Number of service providers adequate | | |
| *Training scheduled for service providers*<br>• Workshops<br>• Seminars<br>• Others (specify) …………………………….. | | |

# APPENDIX C: PRINCIPALS QUESTIONAIRE

**School code** ………

Dear Principals,

I am PhD student at Egerton University carrying out a study on evaluation of the Implementation of Guidance and Counselling Programme in Baringo county secondary schools as part of the course work. You have been selected to participate in the study because I believe that you have information that can contribute significantly towards its success. Kindly fill this questionnaire honestly and as accurately as possible. Please note that the information obtained will be treated confidentially and will be used only for the purposes of this study.

Thank you in advance

Monicah Lydia .J. Boitt

## Instruction

Read the statements carefully and respond to all questions honestly.

## Section A: Demographic Information

1. Gender          Female [ ]        male      [ ]

2. Type of school     Mixed [ ]       girls     [ ]           boys [ ]

3. School category   Day   [ ]       boarding   [ ]

4. Number of years as head of the school     1-5 [ ]     6-10 [ ]     11-15 [ ]

                                     16-19 [ ]    20 years and above [ ]

5. Number of teacher counsellors in your school…………

**Section B: Conceptual Framework**

Please put a tick in the cell that best r0epresents your view on each of the following statements. Use the given scale: Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (  ), Strongly Disagree ( SD)

| | Statement | SA | A | NS | D | SD |
|---|---|---|---|---|---|---|
| 1. | The school guidance and counselling programme policy is clear. | | | | | |
| 2. | The School Guidance & Counselling programme  policy and guidelines are easily understood by teacher counsellors. | | | | | |
| 3. | The School Guidance & Counselling programme  policy and guidelines are easily understood by teachers. | | | | | |
| 4. | The School Guidance & Counselling programme  policy and guidelines are easily understood by students. | | | | | |
| 5. | The School Guidance & Counselling programme  policy and guidelines are easily understood by administration | | | | | |
| 6. | The school guidance and counselling programme  has money set aside in the school  budget set | | | | | |
| 7. | The  school guidance and counselling programme identifies resources for programme implementation | | | | | |
| 8 | The school  guidance and counselling programme goals and objectives  are based on student needs in social development | | | | | |
| 9 | The school  guidance and counselling programme goals and objectives  are based on student needs in personal development | | | | | |
| 10. | The guidance and counselling programme goals and objectives are based on student needs in academic development | | | | | |
| 11. | The guidance and counselling programme goals and objectives are based on student needs in career development | | | | | |
| 12. | There is a master calendar of the school guidance and counselling Activities | | | | | |
| 13. | The guidance and counselling programme master calendar activities is developed with involvement of teacher | | | | | |
| 14. | The guidance and counselling programme master calendar activities is developed with involvement of school administrators. | | | | | |
| 15 | The guidance and counselling programme master calendar activities is developed with involvement of students. | | | | | |
| 16 | The guidance and counselling programme master calendar activities is developed with involvement  of  parents | | | | | |
| 17. | The guidance and counselling programme centres teacher counsellor's activities on the master calendar. | | | | | |
| 18. | The guidance and counselling programme validates its  activities through needs assessment  and feedback  from the    students | | | | | |
| 19. | The guidance and counselling programme validates its activities through needs assessment and  feedback from teachers | | | | | |

| | | SA | A | NS | D | SD |
|---|---|---|---|---|---|---|
| 20. | The guidance and counselling programme validates its activities through needs assessment and feedback from parents | | | | | |
| 21. | The guidance and counselling programme its activities through needs asses and feedback from administration | | | | | |
| 22 | The guidance and counselling programme plans sessions for parents | | | | | |
| 23. | The guidance and counselling programme is assessed at the end of the Year | | | | | |

## Section C:  Service Delivery

Guidance curriculum**:** refers to written programme that consists of structured developmental lessons designed to assist students in achieving the desired competencies)

| | Statement | SA | A | NS | D | SD |
|---|---|---|---|---|---|---|
| 1 | The guidance and counselling programme curriculum focuses on student educational development | | | | | |
| 2 | The guidance and counselling programme curriculum focuses on student Personal/ social development | | | | | |
| 3 | The guidance and counselling programme curriculum focuses on student career development | | | | | |
| 4 | The guidance and counselling programme spends predetermined amount of time on the curriculum component | | | | | |
| 5 | The guidance and counselling programme has written plans for large group activities | | | | | |
| 6 | The guidance and counselling programme has written plans for small structured group activities | | | | | |
| 7 | The guidance and counselling programme has written plans for orientation of students, and parents | | | | | |
| 8. | The guidance and counselling curriculum has a schedule of all its activities | | | | | |
| 9. | The guidance and counselling programme provides guidance-curriculum activities to all students | | | | | |
| 10. | The guidance and counselling programme also provides services to parents | | | | | |
| 11 | The guidance and counselling programme provides in-service courses for Teachers | | | | | |
| 12 | The guidance and counselling programme provides in –service courses for school support staff | | | | | |
| 13 | The guidance and counselling programme provides in- service courses for school administrators | | | | | |

**Responsive Services -**This refers to programme activities designed to meet any immediate needs and concerns a student may have**.**

| | Statement | SA | A | NS | D | SD |
|---|---|---|---|---|---|---|
| 1 | The guidance and counselling programme responds to specific student needs on social development | | | | | |
| 3 | The guidance and counselling programme responds to specific student needs on personal development | | | | | |
| 4 | The guidance and counselling programme responds to specific student needs on academic development. | | | | | |
| 5 | The guidance and counselling programme responds to specific student needs on career development. | | | | | |
| 6. | The guidance and counselling programme spends prearranged amount of time on responsive services | | | | | |
| 7 | The guidance and counselling programme identifies and provides individual counselling to students. | | | | | |
| 8 | The guidance and counselling programme identifies and provides group counselling to students. | | | | | |
| 9 | The guidance and counselling programme maintains a schedule of Individual counselling appointments. | | | | | |
| 10 | The guidance and counselling programme maintains a schedule of group counselling appointments . | | | | | |
| 11. | The guidance and counselling programme disseminates to staff and parents specific procedures for identification and referral of students for counselling | | | | | |
| 12. | The guidance and counselling programme maintains a list of school/ community referral resources | | | | | |
| 13. | The guidance and counselling programme has provisions for dealing with emergency counselling cases | | | | | |
| 14. | The guidance and counselling programme has follows up mechanisms on students referred. | | | | | |
| 15. | The guidance and counselling programme has mechanisms for consulting with teachers with a minimum of interruptions in their work schedules | | | | | |
| 16. | The guidance and counselling programme conducts groups counselling sessions outside the classrooms in response to identified students' interests and needs | | | | | |

**Individual Planning**: refers to activities designed to assist students individually in establishing and creating personal and academic goals, and to develop career planning

| | Statement | SA | A | NS | D | SD |
|---|---|---|---|---|---|---|
| 1 | The guidance and counselling programme individual planning focuses on students personal development. | | | | | |
| 2 | The guidance and counselling programme individual planning focuses on students social development. | | | | | |
| 3 | The guidance and counselling programme individual planning focuses | | | | | |

| | Statement | SA | A | NS | D | SD |
|---|---|---|---|---|---|---|
| | on students academic  development. | | | | | |
| 4 | The guidance and counselling programme individual planning focuses on students career  development. | | | | | |
| 5. | The guidance and counselling programme spends  predetermined amount of time on the  individual planning component | | | | | |
| 6. | The guidance and counselling programme provides individual planning to all students | | | | | |
| 7. | The guidance and counselling programme sessions assist  students to assess and interpret their abilities, interests, skills, and achievement | | | | | |
| 8. | The guidance and counselling programme  sessions helps students to select subjects and extracurricular activities that lead to realization of their personal, educational, and career plans | | | | | |
| 9. | The guidance and counselling programme assists students in decision making that accompanies transitions from  school to college, from one school to another, or from school to work | | | | | |
| 10. | The guidance and counselling programme assists students in securing information  on academic work, career goals and to revise such plans as fits their  current stages of development | | | | | |
| 11. | The guidance and counselling programme helps to provide orientation to students and parents | | | | | |

**System Support** (programme management activities that establish, maintain, contribute, and empower the guidance counselling programme)

| | Statement | SA | A | NS | D | SD |
|---|---|---|---|---|---|---|
| 1 | The guidance and counselling programme spends  predetermined amount of time on the system support component | | | | | |
| 2 | The guidance and counselling programme maintains a well-organized and functional guidance information resource centre | | | | | |
| 3 | The guidance and counselling programme submits and maintains a guidance programme budget that is separate from the school | | | | | |
| 4 | The guidance and counselling programme  provides for a meeting periodically with the administration to monitor and evaluate the effectiveness of the guidance and counselling programme | | | | | |
| 5 | The guidance and counselling programme organises in-service  courses for school staff | | | | | |
| 6 | The guidance and counselling programme conducts planned programme of public relations for staff, parents, and community | | | | | |
| 7 | The guidance and counselling programme has an active advisory committee that holds periodic meetings and makes recommendations on the planning, implementation, and evaluation stages of the programme | | | | | |
| 8 | The guidance and counselling programme provides and/or supports the professional development for the guidance and counselling staff | | | | | |

**Section D: Teacher Counselor Performance**

Indicate the level of agreement with the statements on the performance of the Teacher Counselor in the below table. Using the given scale

*Scale:* Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A), Strongly Agree (SA)

| | Statement : The Teacher Counsellor | SD | D | A | SA |
|---|---|---|---|---|---|
| 1 | The teacher counsellor determines needs of students, staff, parents and others and uses data in development of G&C goals and objectives | | | | |
| 2 | The teacher counsellor selects goals& objectives for the guidance curriculum in three domains ; career development, educational development , personal & social development | | | | |
| 3 | The teacher counsellor selects goals & objectives for guidance curriculum component of G&C programme | | | | |
| 4 | The teacher counsellor selects goals & objectives for individual planning component of G&C programme | | | | |
| 5 | The teacher counsellor selects goals & objectives for responsive services component of G&C programme | | | | |
| 6 | The teacher counsellor selects goals & objectives for support system component of G&C programme | | | | |
| 7 | The teacher counsellor plans with the school staff programmes & activities appropriate to all levels & types of students served by the school | | | | |
| 8 | The teacher counsellor uses students assessment & appraisal information in planning for delivery of G &C programme | | | | |
| 9 | The teacher counsellor selects a balanced G&C programme content(topics & activities) | | | | |
| 10 | The teacher counsellor selects organizational framework management plan for systematic delivery of G&C programme(philosophy, facilities , curriculum, scope &sequence) | | | | |
| 11 | The teacher counsellor identifies strategies for delivery of G&C programme to students , teachers & Parents and others | | | | |
| 12 | The teacher counsellor develops a schedule & programme management plan for systematic delivery of G&C programme contents & services(daily logs, calendar financial resources etc) | | | | |
| 13 | The teacher counsellor identifies human resources needed to implement G&C | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | programme & secures their participation | | | | |
| 14 | The teacher counsellor selects & obtains equipment/ materials necessary to G&C programme implementation | | | | |
| 15 | The teacher counsellor iidentifies G&C techniques appropriate to the level & interest of students | | | | |
| 16 | The teacher counsellor identifies and secures resources needed to accommodate individual differences in students | | | | |
| 17 | The teacher counsellor identifies materials that are appropriate to the G&C sessions & Activities | | | | |
| 18 | The teacher counsellor plans to ensure equitable & effective students access to available G&C services, resources and other materials | | | | |
| 19 | The teacher counsellor orients students, parents &other staff to school G&C programme | | | | |
| 20 | The teacher counsellor organises the G&C sessions well and coordinated | | | | |
| 21 | The guidance and counselling areas; academic, social, personal and career are well covered during the sessions | | | | |
| 22 | The teacher counsellor provides large/small group activities designed to enhance student knowledge of personal/social issues | | | | |
| 23 | The teacher counsellor provides large/small group activities designed to enhance student knowledge of career opportunities and students skill in career selection | | | | |
| 24 | The teacher counsellor provides large/small group activities designed to enable student to develop an academic plan that will support their career choices | | | | |
| 25 | The teacher counsellor provides sessions for both group and individual counselling | | | | |
| 26 | The teacher counsellor works with teachers to integrate guidance curriculum and academic curriculum | | | | |
| 27 | The teacher counsellor provide informational service to students , staff, parents | | | | |
| 28 | The teacher counsellor help students to asses and interpret abilities, interest and skills in educational achievement | | | | |
| 29 | The teacher counsellor provides activities designed to enhance students awareness of educational opportunities | | | | |
| 30 | The teacher counsellor advises students and parents in career planning and acquisition of information on labour market | | | | |

158

| | | | | | |
|---|---|---|---|---|---|
| **31** | The teacher counsellor assist students with course selection and class placement | | | | |
| **32** | The teacher counsellor help students find resources and support services needed in new educational community and employment setting | | | | |
| **33** | The teacher counsellor consults with students, parents ,teachers and others educators to identify strategies to help students | | | | |
| **34** | The teacher counsellor conducts personal counselling on small groups or individual basis | | | | |
| **35** | The teacher counsellor provides crisis counselling and support to students and families facing emergence situations | | | | |
| **36** | The teacher counsellor assists with school crisis management planning and activities | | | | |
| **37** | The teacher counsellor refers students and families to appropriate community agencies where assistance is needed | | | | |
| **38** | The teacher counsellor serves as a resource person to professional staff, parents & others in areas of assessment and analysis of test data | | | | |
| **39** | The teacher counsellor trains teachers to administer tests & interpret and utilize test data when appropriate. | | | | |
| **40** | The teacher counsellor assists teachers, administrators in interpreting assessment and test results to parents and others | | | | |
| **41** | The teacher counsellor Consults regularly with teachers, administrators &other staff to Provide information & support | | | | |
| **42** | The teacher counsellor serves on committees & advisory boards that support other programmes in the school & support the G&C programme | | | | |
| **43** | The teacher counsellor visits business, industries, community agencies to become knowledgeable of opportunities and resources available | | | | |
| **44** | The teacher counsellor collaborates & promote continuous improvement of the guidance and counseling programme with students | | | | |
| **45** | The teacher counsellor collaborates & promote continuous improvement of the guidance and counseling programme with Parents | | | | |
| **46** | The teacher counsellor collaborates & promote continuous improvement of the guidance and counseling programme with school administrators | | | | |
| **47** | The teacher counsellor collaborates & promote continuous improvement of the guidance and counseling programme with teachers | | | | |

| | | | | |
|---|---|---|---|---|
| **48** The teacher counsellor provides easy access to materials, programmes &services offered | | | | |
| **49** The teacher counsellor manages human resources (counselling team ,volunteers) effectively | | | | |
| **50** The teacher counsellor uses G&C time wisely & effectively | | | | |
| **51** The teacher counsellor uses G&C financial resources wisely | | | | |
| **52** The teacher counsellor coordinates G&C services with all aspects of school programme &with community agencies | | | | |
| **53** The teacher counsellor organizes &allocates time for G&C activities | | | | |
| **54** The teacher counsellor keeps G&C files of resources & materials uptodate | | | | |
| **55** The teacher counsellor maintains accurate current student & G&C programme records | | | | |
| **56** The teacher counsellor ensures confidentiality when appropriate | | | | |
| **57** The teacher counsellor coordinates G&C services with all aspects of school programme & with community agencies | | | | |
| **58** The teacher counsellor conducts regular and systematic evaluations to determine the adequacy of the G&C services and curriculum | | | | |
| **59** The teachers counsellor uses evaluation data to determine goals and objectives for G&C progra | | | | |
| **60** The teacher counsellor uses evaluation data to make G&C programme changes | | | | |
| **63** The teacher counsellor monitors G&C programme to ensure that all students have equal access to programme components | | | | |
| **64** The teacher counsellor monitors G&C programme to ensure intergration of various components with all aspects of ongoing school programme | | | | |
| **65** The teacher counsellor uses monitoring information to make immediate adjustment to programme & Services | | | | |
| **66** The teacher counsellor conducts assesement of students, staff and parents needs | | | | |
| **67** The teacher counsellor participates in professional organizations | | | | |
| **68** The teacher counsellor participates in professional development programmes & attends conferences | | | | |
| **69** The teacher counsellor participates in professional development programmes to improve job performance | | | | |
| **70** The teacher counsellor provides leadership in identifying and resolving issues and problems facing education in school | | | | |

| 71 | The teacher counsellor conducts workshops/training sessions | | | | |
|----|---|---|---|---|---|
| 72 | The teacher counsellor shares ideas, materials and resources with peers and others | | | | |
| 73 | The teacher counsellor participates in shared decisions making in the school | | | | |
| 74 | The teacher counsellor punctual for class, meetings ,conferences and other scheduled activites | | | | |
| 75 | The teacher counsellor adheres to school policies and procedures | | | | |
| 76 | The teacher counsellor maintains accurate upto date records including students progress records | | | | |
| 77 | The teacher counsellor establishes procedures consistent with established policies, laws and regulation | | | | |
| 78 | The teacher counsellor recommends actions in accordance with applicable laws , policies and regulation | | | | |
| 79 | The teacher counsellor supports established laws, policies and procedures when dealing with school personnel students and parents | | | | |
| 80 | The teacher counsellor treats confidential information about students, staff and school affairs in a professional and ethical manner | | | | |
| 81 | The teacher counsellor demonstrates respect, interest and consideration for those whom he/she interacts i.e teachers, students, administration , parents etc | | | | |
| 82 | The teacher counsellor adjust activities and schedules when necessary to accommodate other programmes or activities | | | | |
| 83 | The teacher counsellor encourages parents/guardians to participate in the school | | | | |
| 84 | The teacher counsellor acts as advocates for students | | | | |
| 85 | The teacher counsellor participates in school related parents meeting when appropriate | | | | |
| 86 | The teacher counsellor seeks outside help for students as needed | | | | |

### Section F: Qualitative data

1. In your view how do you rate the implementation of the guidance and counseling programme in your school?

   …………………………………………………………………………………………………….

2. What are the major challenges encountered when implementing the guidance and counseling programme? …………………………………………………………………………………

APPENDIX D TEACHER COUNSELLORS QUESTIONAIRE

**School code**  ………

Dear Teacher Counsellor,

I am PhD student at Egerton University carrying out a study on evaluation of the Implementation of Guidance and Counselling Programme in Baringo county secondary schools. You have been selected to participate in the study because I believe that you have information that can contribute significantly towards its success. Kindly fill this questionnaire honestly and as accurately as possible. Please note that the information obtained will be treated confidentially and will be used only for the purposes of this study.

Thank you in advance

Monicah Lydia .J. Boitt

**Instruction**

Read the statements carefully before responding to all questions honestly.

**Section A. Demographic Information**

1. Type of school      Mixed  [  ]          Girls       [  ]              Boys [  ]

2.  Category            Day   [  ]            Boarding [  ] extra county   [  ]   county [  ]

3.  Gender            Female [  ]        Male     [  ]

4. Highest professional training as teacher      Master [  ] Degree [  ] Diploma [  ]

5.  Highest professional training as counselor          Masters [  ]    Degree[  ]  Higher Diploma [  ]
        Diploma [  ]   Certificate [  ] Other (specify) ……………………………………………….

6. Experience as a teacher counsellor below  5 years and below [  ]  5-10 [  ]        11-15 [   16-20 [  ]
        21-25 [  ]        26 years and above [  ]

**Section B: Conceptual Framework**

Please put a tick in the cell that best represents your view on each of the statements in the table below. Use the given scale: Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (  ), Strongly Disagree (SD)

| | Statement | SA | A | NS | D | SD |
|---|---|---|---|---|---|---|
| 1. | The school guidance and counselling programme policy is clear. | | | | | |
| 2. | The School Guidance & Counselling programme  policy and guidelines are easily understood by teacher counsellors. | | | | | |
| 3. | The School Guidance & Counselling programme  policy and guidelines are easily understood by teachers. | | | | | |
| 4. | The School Guidance & Counselling programme  policy and guidelines are easily understood by students. | | | | | |
| 5. | The School Guidance & Counselling programme  policy and guidelines are easily understood by administration | | | | | |
| 6. | The school guidance and counselling programme  has money set aside in the school  budget set | | | | | |
| 7. | The  school guidance and counselling programme identifies resources for programme implementation | | | | | |
| 8 | The school  guidance and counselling programme  goals and objectives are based on student needs in social development | | | | | |
| 9 | The school  guidance and counselling programme  goals and objectives are based on student needs in personal development | | | | | |
| 10. | The guidance and counselling programme goals and objectives are based on student needs in academic development | | | | | |
| 11. | The guidance and counselling programme goals and objectives are based on student needs in career development | | | | | |
| 12. | There is a master calendar of the school guidance and counselling Activities | | | | | |
| 13. | The guidance and counselling programme master calendar activities is developed with involvement of teacher | | | | | |
| 14. | The guidance and counselling programme master calendar activities is developed with involvement of school administrators. | | | | | |
| 15 | The guidance and counselling programme master calendar activities is developed with involvement of students. | | | | | |
| 16 | The guidance and counselling programme master calendar activities is developed with involvement  of  parents | | | | | |
| 17. | The guidance and counselling programme centres teacher counsellor's activities on the master calendar. | | | | | |
| 18. | The guidance and counselling programme validates its  activities through needs assessment  and feedback  from the    students | | | | | |
| 19. | The guidance and counselling programme validates its activities through needs assessment and  feedback from teachers | | | | | |

| | | A | MA | NA | NO |
|---|---|---|---|---|---|
| 20. | The guidance and counselling programme validates its activities through needs assessment and feedback from parents | | | | |
| 21. | The guidance and counselling programme its activities through needs asses and feedback from administration | | | | |
| 22 | The guidance and counselling programme plans sessions for parents | | | | |
| 23. | The guidance and counselling programme is assessed at the end of the Year | | | | |

## Section C: Structural Framework

Indicate the adequacy of the facilities/equipment listed in the below table that are used in the provision of guidance and counselling services in your school. Use the given scale

*Scale*    Adequate (A), Moderately Adequate (MA), Not Adequate (NA), None (NO)

| | Facility/equipment | A | MA | NA | NO |
|---|---|---|---|---|---|
| 1 | Guidance and counselling rooms | | | | |
| 2 | Furniture (chairs, desks, cabinets, shelves) | | | | |
| 3 | Stationary (writing materials, pens etc) | | | | |
| 4 | Books, magazines, journal articles | | | | |
| 5 | Audio-visual aids (cameras, recorders, player) | | | | |
| 6 | E-materials (e-books, journals, films, videos, DVDs) | | | | |
| 7 | Computers | | | | |
| 8 | Internet connectivity | | | | |
| 9 | Catalogues on guidance and counselling | | | | |
| 10 | Booklets that address students' needs such as adjusting to their physical changes, handling peer pressure and preventing substance abuse | | | | |
| 11 | Newsletters, brochures and pamphlets | | | | |
| 12 | Time | | | | |
| 13 | Self- development resources | | | | |
| 14 | Career choice exploration material | | | | |
| 15 | Teacher counsellors | | | | |
| 16 | Peer counsellors | | | | |

**Section D: Service Delivery**

| | Statement | SA | A | NS | D | SD |
|---|---|---|---|---|---|---|
| 1 | The guidance and counselling programme responds to specific student needs on social development | | | | | |
| 3 | The guidance and counselling programme responds to specific student needs on personal development | | | | | |
| 4 | The guidance and counselling programme responds to specific student needs on academic development. | | | | | |
| 5 | The guidance and counselling programme responds to specific student needs on career development. | | | | | |
| 6. | The guidance and counselling programme spends prearranged amount of time on responsive services | | | | | |
| 7 | The guidance and counselling programme identifies and provides individual counselling to students. | | | | | |
| 8 | The guidance and counselling programme identifies and provides group counselling to students. | | | | | |
| 9 | The guidance and counselling programme maintains a schedule of Individual counselling appointments. | | | | | |
| 10 | The guidance and counselling programme maintains a schedule of group counselling appointments . | | | | | |
| 11. | The guidance and counselling programme disseminates to staff and parents s procedures for identification and referral of students for counselling | | | | | |
| 12. | The guidance and counselling programme maintains a list of school/ community referral resources | | | | | |
| 13. | The guidance and counselling programme has provisions for dealing emergency counselling cases | | | | | |
| 14. | The guidance and counselling programme has follows up mechanisms on students referred. | | | | | |
| 15. | The guidance and counselling programme has mechanisms for consulting with teachers with a minimum of interruptions in their work schedules | | | | | |
| 16. | The guidance and counselling programme conducts groups counselling sessions outside the classrooms in response to identified students' interests and needs | | | | | |

**Guidance curriculum:** refers to written programme that consists of structured developmental lessons designed to assist students in achieving the desired competencies

|  | Statement | SA | A | NS | D | SD |
|---|---|---|---|---|---|---|
| 1 | The guidance and counselling programme curriculum focuses on student educational development |  |  |  |  |  |
| 2 | The guidance and counselling programme curriculum focuses on student Personal/ social development |  |  |  |  |  |
| 3 | The guidance and counselling programme curriculum focuses on student career development |  |  |  |  |  |
| 4 | The guidance and counselling programme spends predetermined amount of time on the curriculum component |  |  |  |  |  |
| 5 | The guidance and counselling programme has written plans for large group activities |  |  |  |  |  |
| 6 | The guidance and counselling programme has written plans for small structured group activities |  |  |  |  |  |
| 7 | The guidance and counselling programme has written plans for orientation of students, and parents |  |  |  |  |  |
| 8. | The guidance and counselling curriculum has a schedule of all its activities |  |  |  |  |  |
| 9. | The guidance and counselling programme provides guidance-curriculum activities to all students |  |  |  |  |  |
| 10. | The guidance and counselling programme also provides services to parents |  |  |  |  |  |
| 11 | The guidance and counselling programme provides in-service courses for Teachers |  |  |  |  |  |
| 12 | The guidance and counselling programme provides in –service courses for school support staff |  |  |  |  |  |
| 13 | The guidance and counselling programme provides in- service courses for school administrators |  |  |  |  |  |

**Responsive Services:** This refers to programme activities designed to meet any immediate needs and concerns a student may have**.**

**Individual Planning**: refers to activities designed to assist students individually in establishing and creating personal and academic goals, and to develop career planning

| | Statement | SA | A | NS | D | SD |
|---|---|---|---|---|---|---|
| 1 | The guidance and counselling programme individual planning focuses on students personal development. | | | | | |
| 2 | The guidance and counselling programme individual planning focuses on students social development. | | | | | |
| 3 | The guidance and counselling programme individual planning focuses on students academic development. | | | | | |
| 4 | The guidance and counselling programme individual planning focuses on students career development. | | | | | |
| 5. | The guidance and counselling programme spends predetermined amount of time on the individual planning component | | | | | |
| 6. | The guidance and counselling programme spends predetermined amount of time on the individual planning component | | | | | |
| 7. | The guidance and counselling programme sessions assist students to assess and interpret their abilities, interests, skills, and achievement | | | | | |
| 8. | The guidance and counselling programme sessions helps students to select subjects and extracurricular activities that lead to realization of their personal, educational, and career plans | | | | | |
| 9. | The guidance and counselling programme assists students in decision making that accompanies transitions from school to college, from one school to another, or from school to work | | | | | |
| 10. | The guidance and counselling programme assists students in securing information on academic work, career goals and to revise such plans as fits their current stages of development | | | | | |
| 11. | The guidance and counselling programme helps to provide orientation to students and parents | | | | | |

**System Support** (programme management activities that establish, maintain, contribute, and empower the guidance counselling programme)

| | Statement | SA | A | NS | D | SD |
|---|---|---|---|---|---|---|
| 1 | The guidance and counselling programme spends predetermined amount of time on the system support component | | | | | |
| 2 | The guidance and counselling programme maintains a well-organized and functional guidance information resource centre | | | | | |
| 3 | The guidance and counselling programme submits and maintains a guidance programme budget that is separate from the school | | | | | |
| 4 | The guidance and counselling programme provides for a meeting periodically with the administration to monitor and evaluate the effectiveness of the guidance and counselling programme | | | | | |
| 5 | The guidance and counselling programme organises in-service courses for school staff | | | | | |
| 6 | The guidance and counselling programme conducts planned | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | programme of public relations for staff, parents, and community | | | | | |
| 7 | The guidance and counselling programme has an active advisory committee that holds periodic meetings and makes recommendations on the planning, implementation, and evaluation stages of the programme | | | | | |
| 8 | The guidance and counselling programme provides and/or supports the professional development for the guidance and counselling staff | | | | | |

## Section E: Qualitative data

1. In your view how do you rate the implementation of the guidance and counseling programme in your school? ……………………………………………………………………………

   ………………………………………………………………………………………………….

2. What are the major challenges encountered when implementing the guidance and counseling programme?

   ……………………………………………………………………………………………………

   ……………………………………………………………………………………………………

**School code ……………**

Dear Student,

I am PhD student at Egerton University carrying out a study on evaluation of the Implementation of Guidance and Counselling Programme in Baringo county secondary schools as part of the course work. You have been selected to participate in the study because I believe that you have information that can contribute significantly towards its success. Kindly fill this questionnaire honestly and as accurately as possible. Please note that the information obtained will be treated confidentially and will be used only for the purposes of this study.

Thank you in advance

Monicah Lydia J Boitt

**Instructions**

Read the statements carefully before responding all the questions with honesty

**Section A: Demographic Information**

1. Type of school     Mixed   [  ]          girls          [  ]               boys [  ]

2. School category     Day     [  ]           boarding     [  ]

3. Gender          female  [  ]          male          [  ]

4. Are you aware that there are Guidance and Counseling services in your school?  Yes [  ] No [  ]

5. Have you ever sought or been provided with Guidance and Counseling services in the school?

Yes [  ]          No [  ]

**Section B: Structural Framework**

Indicate the adequacy of the facilities/equipment listed in the below table that are used in the provision of guidance and counselling services in your school. Use the given scale

*Scale*    Adequate (A), Moderately Adequate (MA), Not Adequate (NA), None (NO)

|  | Facility/equipment | A | MA | NA | NO |
|---|---|---|---|---|---|
| 1 | Guidance and counselling rooms | | | | |
| 2 | Furniture (chairs, desks, cabinets, shelves) | | | | |
| 3 | Stationary (writing materials, pens etc) | | | | |
| 4 | Books, magazines, journal articles | | | | |
| 5 | Audio-visual aids (cameras, recorders, player) | | | | |
| 6 | E-materials (e-books, journals, films, videos, DVDs) | | | | |
| 7 | Computers | | | | |
| 8 | Internet connectivity | | | | |
| 9 | Catalogues on guidance and counselling | | | | |
| 10 | Booklets that address students' needs such as adjusting to their physical changes, handling peer pressure and preventing substance abuse | | | | |
| 11 | Newsletters, brochures and pamphlets | | | | |
| 12 | Time | | | | |
| 13 | Self- development resources | | | | |
| 14 | Career choice exploration material | | | | |
| 15 | Teacher counsellors | | | | |
| 16 | Peer counsellors | | | | |

**Section C: Service Delivery**

Please put a tick in the cell that best represents your view on each of the statements in the table below. Use the given scale: Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (  ), Strongly Disagree (SD)

**Guidance curriculum:** refers to written programme that consists of structured developmental lessons designed to assist students in achieving the desired competencies)

| | Statement | SA | A | NS | D | SD |
|---|---|---|---|---|---|---|
| 1 | The guidance and counselling programme curriculum focuses on student educational development | | | | | |
| 2 | The guidance and counselling programme curriculum focuses on student Personal/ social development | | | | | |
| 3 | The guidance and counselling programme curriculum focuses on student career development | | | | | |
| 4 | The guidance and counselling programme spends predetermined amount of time on the curriculum component | | | | | |
| 5 | The guidance and counselling programme has written plans for large group activities | | | | | |
| 6 | The guidance and counselling programme has written plans for small structured group activities | | | | | |
| 7 | The guidance and counselling programme has written plans for orientation of students, and parents | | | | | |
| 8. | The guidance and counselling curriculum has a schedule of all its activities | | | | | |
| 9. | The guidance and counselling programme provides guidance-curriculum activities to all students | | | | | |
| 10. | The guidance and counselling programme also provides services to parents | | | | | |
| 11 | The guidance and counselling programme provides in-service courses for Teachers | | | | | |
| 12 | The guidance and counselling programme provides in –service courses for school support staff | | | | | |
| 13 | The guidance and counselling programme provides in- service courses for school administrators | | | | | |

171

**Responsive Services**: This refers to programme activities designed to meet any immediate needs and concerns a student may have

| | Statement | SA | A | NS | D | SD |
|---|---|---|---|---|---|---|
| 1 | The guidance and counselling programme responds to specific student needs on social development | | | | | |
| 2 | The guidance and counselling programme responds to specific student needs on personal development | | | | | |
| 3 | The guidance and counselling programme responds to specific student needs on academic development. | | | | | |
| 4 | The guidance and counselling programme responds to specific student needs on career development. | | | | | |
| 5. | The guidance and counselling programme spends prearranged amount of time on responsive services | | | | | |
| 6 | The guidance and counselling programme identifies and provides individual counselling to students. | | | | | |
| 7 | The guidance and counselling programme identifies and provides group counselling to students. | | | | | |
| 9 | The guidance and counselling programme maintains a schedule of Individual counselling appointments. | | | | | |
| 10 | The guidance and counselling programme maintains a schedule of group counselling appointments . | | | | | |
| 11. | The guidance and counselling programme disseminates to staff and parents specific procedures for identification and referral of students for counselling | | | | | |
| 12. | The guidance and counselling programme maintains a list of school/ community referral resources | | | | | |
| 13 | The guidance and counselling programme has provisions for dealing with emergency counselling cases | | | | | |
| 14. | The guidance and counselling programme has follows up mechanisms on students referred. | | | | | |
| 15. | The guidance and counselling programme has mechanisms for consulting with teachers with a minimum of interruptions in their work schedules | | | | | |
| 16. | The guidance and counselling programme conducts groups counselling sessions outside the classrooms in response to identified students' interests and needs | | | | | |

**Individual Planning**: refers to activities designed to assist students individually in establishing and creating personal and academic goals, and to develop career planning

| | Statement | SA | A | NS | D | SD |
|---|---|---|---|---|---|---|
| 1 | The guidance and counselling programme individual planning focuses on students personal  development. | | | | | |
| 2 | The guidance and counselling programme individual planning focuses on students  social development. | | | | | |
| 3 | The guidance and counselling programme individual planning focuses on students academic  development. | | | | | |
| 3 | The guidance and counselling programme individual planning focuses on students career  development. | | | | | |
| 4. | The guidance and counselling programme spends  predetermined amount of time on the  individual planning component | | | | | |
| 5. | The guidance and counselling programme provides individual planning to all students | | | | | |
| 6. | The guidance and counselling programme sessions assist  students to assess an interpret their abilities, interests, skills, and achievement | | | | | |
| 7. | The guidance and counselling programme  sessions helps students to select subjects and extracurricular activities that lead to realization of their  personal, educational, and career plans | | | | | |
| 8. | The guidance and counselling programme assists students in decision making that accompanies transitions from  school to college, from one school to another, or from school to work | | | | | |
| 9. | The guidance and counselling programme assists students in securing information  on academic work, career goals and to revise such plans as fits their  current stages of development | | | | | |
| 10. | The guidance and counselling programme helps to provide orientation to students and parents | | | | | |

173

**Section D: Performance of Teacher Counsellors in Enhancing Students Competencies**

Indicate the extent to which guidance and services in your school has helped you in the areas listed in the below table. Use the given scale

*Scale:* No Extent (NE), Small Extent (SE), Moderate Extent (ME), Large Extent (LE) Very Large Extent (VLE)

| No | Statement | VLE | LE | ME | SE | NE |
|----|-----------|-----|----|----|----|----|
|    | *Academic* | | | | | |
| 1 | Develop interest in learning | | | | | |
| 2 | Set realistic and achievable academic goals | | | | | |
| 3 | Attend classes regularly | | | | | |
| 4 | Actively participate in class | | | | | |
| 5 | Prepare and follow personal study time | | | | | |
| 6 | Develop good studying skills and habits | | | | | |
| 7 | Guide me study difficult topics/subjects | | | | | |
| 8 | Prepare well for examinations | | | | | |
| 9 | Do class assignments and CATS on time | | | | | |
| 10 | Use results of assignment and tests to improve my academic achieve | | | | | |
|    | *Social* | | | | | |
| 1 | Relate well with people | | | | | |
| 2 | Respect other people's opinion | | | | | |
| 3 | Choose my friends wisely | | | | | |
| 4 | Deal with disagreement with fellow students | | | | | |
| 5 | Manage peer pressure | | | | | |
| 6 | Respect other people's property | | | | | |
| 7 | Know the effects of alcohol and substance abuse and how to deal with them | | | | | |
| 8 | Provided with information on family life | | | | | |
| 9 | Balance between academic, co-curriculum activities and social life | | | | | |
|    | *Personal* | | | | | |
| 1 | Accept myself | | | | | |
| 2 | Manage loneliness and lack of friends | | | | | |
| 3 | Deal with feelings of inadequacy | | | | | |
| 4 | Manage emotional conflicts | | | | | |
| 5 | Deal with inferiority feelings | | | | | |
| 6 | Handle depression and anxiety | | | | | |
| 7 | Overcome fear | | | | | |
| 8 | Manage mood swings | | | | | |
| 9 | Handle low self esteem | | | | | |
| 10 | Make decisions | | | | | |

| | *Career* | | | | | |
|---|---|---|---|---|---|---|
| 1 | Made aware of career opportunities available | | | | | |
| 2 | Made aware of the requirements for various careers | | | | | |
| 3 | Assists students to assess and interpret their abilities, interests, skil achievement | | | | | |
| 4 | Helps students to select subjects and extracurricular activities that l realization of their career plans | | | | | |
| 5 | Assists students in decision making that accompanies transitions from school to college/work | | | | | |
| 6 | Assists students in securing information to explore career and lif possibilities; to plan personal, educational, and career goals; and to such plans as fits their current stages of development | | | | | |
| 7 | The guidance and counselling programme helps to Provide career orientation to students | | | | | |

**APPENDIX F: MAP OF BARINGO COUNTY**
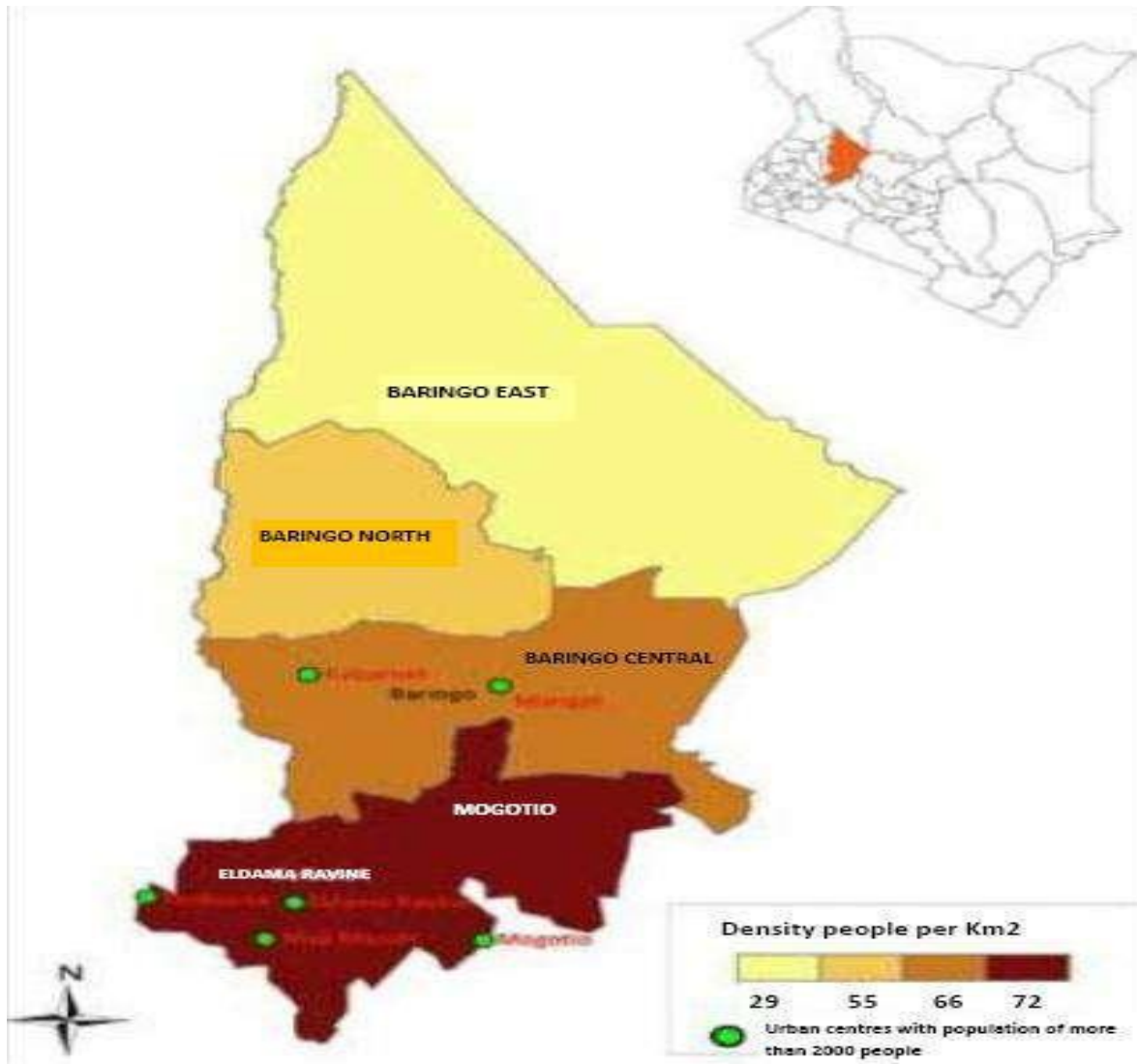
## APPENDIX G: RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:**
*MS. LYDIAH MONICA BOITT*
of EGERTON UNIVERSITY, 3335-20100
Nakuru, has been permitted to conduct
research in *Baringo County*

on the topic: *EVALUATION OF THE IMPLEMENTATION OF GUIDANCE AND COUNSELING PROGRAMME IN BARINGO COUNTY SECONDARY SCHOOLS, KENYA*

for the period ending:
*31st December, 2014*

Permit No : NACOSTI/P/14/1342/7
Date Of Issue : 4th March, 2014
Fee Recieved : Ksh 2000.00

.......................................
**Applicant's Signature**

.......................................
*Secretary*
**National Commission for**
**Technology & Innova**

177