

**HEAD TEACHERS, TEACHER COUNSELORS AND STUDENTS' PERCEPTION OF
THE IMPLEMENTATION OF GUIDANCE AND COUNSELING PROGRAMME IN
SECONDARY SCHOOLS IN KAMARINY DIVISION OF KEIYO DISTRICT, RIFT
VALLEY PROVINCE, KENYA**

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**A research Project Report Submitted to the Graduate School in Partial Fulfillment of the
Requirements for the Award of the Master of Education Degree in Guidance and
Counseling of Egerton University.**

EGERTON UNIVERSITY

OCTOBER, 2009

DECLARATION AND RECOMMENDATION

Declaration

This research report is my original work and has not been presented for an award of a degree in this or any other University.

.....

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Date

Recommendation

This research report has been submitted with my approval as University Supervisor.

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Dr. M.C. Chepchieng

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Date

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DEDICATION

To my husband Mr. Rutto, children Oliver Kiprono, Clarence Kipkogei and Brigid Jelagat for their undying support.

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I express my sincere gratitude to my supervisor, Dr. M. C. Chepchieng for his patience and guidance at every stage throughout the study. My gratitude also goes to the lecturers from the department of Psychology, Counselling and Educational Foundations who imparted knowledge during the study period. I also appreciate the input of my course mates and colleagues for their moral support during the learning session. Lastly, Mr. D. Chesire and Leo Ogola for their technical contributions towards the typing, editing and analyzing the work.

ABSTRACT

The guidance and counselling programme is important and need be availed in all secondary schools and other places of human interaction. This programme need be introduced and strengthened in schools and colleges to help in the total development of the students. This will enhance discipline and proper choices regarding careers and vocational development. The purpose of the study therefore was to assess the perceptions of head teachers, teacher counselors and students on the implementation of guidance and counselling programme in secondary schools in Kamariny Division of Keiyo District. The researcher employed a descriptive survey design. The study targeted the head teachers, teacher counselors and students. The population of the study was 3,160 students, 10 head teachers and 10 teacher counselors. An accessible population of 1,455 students, drawn from Form Three and Four classes was used to determine the sample size of student respondents from each of the ten schools. Purposive sampling was used to select the head teachers, teacher counselors and form three and form four students; stratified random sampling was used to sample the students in co-educational schools and the schools with more than a single stream and simple random sampling method to sample the students in their respective classes. One for the teacher counselors and another for the students and an interview schedule for the head teachers were used to collect the data. A sample of 230 respondents was drawn from the population. The data collected from the field were analyzed with the aid of Statistical Package for Social Sciences (SPSS) version 12.5 for Windows. Data was analyzed using descriptive statistics in the form of frequencies and percentages. The study findings indicated that guidance and counselling programme had been established in all the schools in Kamariny Division but majority of them lacked the requisite resources. The research recommended that each secondary school in Kenya should have a well trained guidance and counselling teacher to assist the students deal with existing and emerging challenges. The government should provide the necessary resources and policy structure on the implementation of the guidance and counselling programme in schools. The study is expected to reveal the implementation of guidance and counselling programme in Kamariny Division. The findings from this study may be of importance to the education stakeholders in the District in formulating policies and giving necessary advice on how guidance and counselling can be effectively implemented in secondary schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
BoG	Board of Governors
DEO	District Education Officer
GoK	Government of Kenya
HIV	Human Immunodeficiency Virus
HoD	Head of Department
MoE	Ministry of Education
NACADA	National Council Against Drug Abuse
USA	United States of America

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The guidance and counselling programme in Kenya has become increasingly important in recent years because the country is faced with new psychological and social challenges that require guidance and counselling (Mutie & Ndambuki, 1999). The Government of Kenya has reinforced guidance and counselling services by encouraging teachers to take specialized courses in guidance and counselling (GoK, 2009). This service should be offered in all learning institutions and especially in secondary schools to enable students cope with daily challenges since the incidences of drug abuse and related problems have led to students indiscipline that have caused devastating effects on students' personal lives, school structures and the entire society (Ochieng, 1986).

An organized guidance and counselling programme is essential in assisting students cope with the stresses they face while in and out of school. Some of these stresses according to Melgosa (2001) include physical and psychological changes they face due to adolescence. The challenges of adolescence according to Melgosa (1997) include adopting to their new image, facing the growing academic demands, establishing vocational goals, learning to control sexuality, emotional and psychological independence from their parents. Some of the learners in secondary schools are at an adolescence stage and an effective guidance and counselling programme in schools must be availed to assist these students (Melgosa, 2001).

The changing complexity of the society due to rapid change in technology and the effect of HIV/AIDS has caused undue demand on students (Mutie & Ndambuki, 1999). The threat of unemployment after school, children headed household and general insecurity threats cause a lot of stress on students. According to Makinde (1984), students ought to be helped on how to cope with these stresses, acquire life skills and career choices. This will contribute to high academic standards in schools and students are expected to make proper choices in preparation to enter and progress in a career after school. They therefore need to be informed about different jobs and available opportunities and qualifications needed and the responsibilities involved in the nature of work (Makinde, 1984; Mutie & Ndambuki, 1999). Students face problems at home and these are manifested by their poor academic performance and frequent indiscipline cases experienced in schools (NACADA, 2002).

Most schools in Kenya, according to Ndirangu (2002), are facing a problem of properly implemented guidance and counselling service and for those that have established the department, they are not well organized in terms of time allocation and infrastructure. This may be the prevailing situation in Keiyo District and therefore, there was need to establish the implementation of guidance and counselling programmes in Kamariny Division of Keiyo District.

1.2 Statement of the Problem

Guidance and counselling is becoming an essential service in institutions of learning right from primary schools through secondary and to the higher institutions of learning such as colleges and universities. It has become even more crucial in recent years following the withdrawal of corporal punishment that was initially used to instill discipline. However, there have been cases of student indiscipline in many secondary schools in Keiyo district including those in Kamariny Division, which have been known to occur due to students' inability to resolve their psychological, social and academic challenges. Such cases often lead to indiscipline which have resulted in strikes and massive destruction of schools' property. This situation puts in question the implementation of Guidance and counselling programmes in schools. It is for this reason that this study focused on the perceptions of head teachers, teacher counselors and students on the implementation of guidance and counselling programme in Kamariny Division in Keiyo District, Rift Valley province, Kenya.

1.3 Purpose of the Study

The purpose of this study was to assess the perceptions of head teachers, teacher counselors and students on the implementation of guidance and counselling programme in Kamariny Division in Keiyo District, Rift Valley province, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

- i) To establish the perception of students, teacher counselors and school head teachers on the implementation of guidance and counselling

programme in Kamariny Division of Keiyo District.

- ii) To establish the level of training of teacher counselors in these secondary schools in Kamariny Division of Keiyo District,
- iii) To establish whether the guidance and counselling activities are implemented as planned in secondary schools in Kamariny Division of Keiyo District,
- iv) To determine the factors influencing the implementation of Guidance and Counselling programme in secondary schools in Kamariny Division of Keiyo District.

1.5 Research Questions

This study aimed at answering the following research questions in order to fulfill the above objectives.

- i) What perceptions do students, teacher counselors and school head teachers have on the implementation of guidance and counselling programme?
- ii) What is the level of training of teacher counselors and school head teachers on guidance and counselling in Kamariny Division of Keiyo District?
- iii) Are guidance and counselling activities in secondary schools implemented as planned?
- iv) What factors influence the implementation of guidance and counselling programmes in secondary schools?

1.6 Significance of the Study

The changes taking place in the society and the struggle of every individual to survive has resulted to problems, which range from social, cultural and economic, and this needs the intervention from counselors. Through proper implementation of guidance and counselling programme, parents can be involved in making their children choose careers that match their abilities. The students can also be assisted to discover their skills and talents. This study was hoped to come up with the perceptions of head teachers, teacher counselors and students on the implementation of guidance and counselling programme in Kamariny Division in Keiyo District.

The results of this study may give an insight into the implementation of guidance and counselling programme in secondary schools in Kamariny Division. From the finding of the study, the Ministry of Education, Science and Technology will plan for the training of school counselors and formulate poliices concerning guidance and counselling. The Ministry may also use the information to train school managers and teachers through the Kenya Education Staff Institute (KESI). KESI may also develop and disseminate knowledge, skills and attitudes in guidance and counselling related areas to managers and teachers through their training.

School head teacher, teacher counselors and student may develop appropriate measures to facilitate the implementation of guidance and counseling programme in their school Equally, the school will greatly benefit from this programme since level of discipline will improve thus enhancing performance of the learners. The learners will be in apposition to cope up real life challenges hence pursuing their studies.

1.7 Scope of the Study

This study was confined to secondary schools in Kamariny Division, Keiyo District Rift Valley Province Kenya. The study restricted it self to the form three and four students, teacher counselors and school head teacher. This study was interested in finding out the perceptions of head teachers, teacher counselors and students on the implementation of guidance and counselling programme in secondary schools within the division of the study.

1.8 Limitation of the Study

The study was done in one division and therefore the findings may not be generalized to the whole country

1.9 Assumptions of the Study

The study had the following assumptions:

- i. That the respondents would cooperate and give the required information accurately and truthfully.
- ii. That guidance and counseling programmes had been implemented in all the secondary schools in Kamariny division

1.10 Definition of Terms

The following terms are operational definitions within the context of this study.

Career guidance: This is the process of helping secondary school students to choose subjects, prepare appropriately for the examinations and subsequently choose and join their target careers.

Counselling: This is the assistance given to a student to understand more about him/herself through professional facilitation by a teacher counselor so that the student is able to deal more effectively with his/her challenges in school and outside school environment.

Discipline: Training a student to develop self control and order by accepting or submitting to the authority and hence abiding by the set rules and regulations of the school.

Guidance: This is helping the student to understand him/herself better through being given information, education and advice with the aim of bringing about desirable behaviour.

Head teacher: A teacher in-charge of a secondary school. In this study, it concerns all head teachers drawn from public secondary schools.

Implementation: Involves the execution of a guidance and counselling programme already set in secondary schools to assist students.

In-service training: Guidance and counselling training undergone by teachers while on job.

Perception: It is attitude held by head teachers, teacher counselors and students on the implementation of guidance and counselling programme in secondary schools.

Programme: It is a set of systematically organized activities in guidance and counseling aimed at helping the student to learn to deal more effectively with his/her challenges in school and after school.

Secondary schools: Refers to only public secondary schools in Kamariny Division.

Teacher counselor: A teacher in-charge of guidance and counselling programme in secondary school.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter deals with development of guidance and counselling, guidance and counselling in Kenya, role of guidance and counselling in schools, and concepts of Guidance and Counselling organization. It also dealt with basic concept in guidance and counselling programmes, problems in planning and implementation of guidance and counselling programmes in schools, some unsolved problems in guidance and counselling, theoretical framework and conceptual framework.

2.2 Historical development of the guidance and counselling movement

The guidance movement started in Europe and USA in the 19th century but did not gain momentum until the 20th century (Mutie & Ndambuki, 1999). Some of the pioneers of guidance movement in the U.S.A were Frank Parson (1909), Brewer (1932-1942), Reed (1944) and Shertzer and Stone (1976). At the beginning, the guidance movement focused on the vision of occupational guidance and later it included assessing individuals for different jobs (Makinde, 1984).

Before 1900, most counselling was in the form of advice-giving in most parts of the world. Most of the pioneers of counselling identified themselves as teachers and social reformers (Gladding, 2000). The Counselling movement then focused on the provision of occupational information (Mutie & Ndambuki, 1999). According to Gladding (2000), Psychoanalytic theory of Sigmund

Freud dominated counselling between 1900-1909. Jesses B Davis was the first person to set up a systematic guidance programme in a public school in Michigan (U.S.A). He believed that proper guidance would cure the ills of the American society. In 1901, Frank Parsons established a vocation Bureau at Boston which emphasized on vocational information, planning and guidance. He assisted young men to make vocational choices based on occupational aptitudes and interests (Makinde, 1984). Moreover, Clifford Beers in 1909 founded the National Committee for Hygiene, which promoted the improvement of services to the mentally ill (Makinde, 1984). He advocated for better mental health facilities and reforms in the treatment of the mentally ill (Gladding, 2000).

In the African traditional setting guidance was done among the children, adolescent and adults (Mutie & Ndambuki, 1999). During childhood, a child was guided on the societies' dos' and donts'. They were also imparted with the cultural values of the society. During adolescence, guidance was directed towards training and teaching the adolescent about social obligations, courage, honesty, perseverance and how to make independent moral decisions (Ibid). Adults were taught survival skills like hunting, raiding, weaving, and taking care of the less privileged in the society. Guidance of the old men and women were done by agencies through interaction.

2.3 Development of Guidance and Counselling in Kenya

Guidance and counselling in Kenyan schools was introduced by early 1970's. The guidance and counselling unit in the Ministry of Education, Science and Technology, was created to provide services to secondary schools and teacher training colleges (Mutie & Ndambuki, 1999). The introduction was in response to the growing needs of vocational guidance and career choices;

and the recommendation of the Kenya Education Commission (GoK, 1964). The report emphasized on the development of guidance services to students to ensure that they are equipped with information that will make them decide on the most suitable career in life.

The Report of National Committee on Educational Objectives and Policies (GoK, 1976). This report further emphasized the role played by guidance and counselling in enhancing the students future adaptability. The report also recommended that guidance and counselling be expanded to cover areas beyond career counselling and that all teachers should be trained on guidance and counselling work. To facilitate the training of teacher counselors, the committee recommended that all teacher trainees to take compulsory courses on guidance and counselling as part of their training. In-service courses in guidance and counselling for practicing teachers and involving parents and other community members in the programme be included.

In 1981, the Report of the Presidential Working Party (GoK, 1981), recommended that a programme of career guidance, which should be given a priority and developed in a manner consistent with the national needs in terms of availability of jobs be established in schools. The Report of the Commission of Inquiry into the Education system of Kenya (GoK, 1999), recommended that teachers be given opportunities to further their academic education and specialize in areas like education psychology and guidance and counselling and that their achievement be recognized by the employer and be appropriately rewarded. The report pointed out that cases such as those of learners infected and affected by HIV/Aids requires professional guidance hence need to strengthen the guidance and counselling programmes in schools. The Report on the Presidential Working Party on Education and Manpower for the next decade and

beyond (GoK, 1988), recommended the establishment of guidance and counselling in schools and senior teachers be made responsible for the coordination of the schools guidance programme. The committee also advocated for decentralization of guidance and counselling services to the provinces for effective co-ordination.

2.4 Role of guidance and counselling in secondary schools

The guidance and counselling department in secondary schools should be strengthened to assist students who are vulnerable to challenges (Dondo, 1996). The department provides consolation for students with emotional problems triggered by home and school environment (Mutie & Ndambuki, 1999). According to Makinde (1984) and Rao (1991), the guidance and counselling programme in secondary schools is expected to assist students to choose their future courses and careers depending on their needs, interests and abilities. There is so much competition in today's world, according to Grugni, (2003), such that many students may see their future as dark and difficult. Some of them may end up disappointed, depressed and disturbed to the extent of finding their lives meaningless. Career guidance will thus help the students consider all the available types of occupations.

Uba (1990) noted that the guidance and counselling department makes the student adjust to the school situation caused by the sudden exposure to alien society or environment causing cultural shock. This was echoed by Sindabi (1992). Orientation and adaptive services provided by the guidance and counselling helps students to adjust to the school environment (Makinde, 1984). At the beginning of each year, new students are admitted into secondary schools and many of these students feel lost socially and psychologically in their new environment because they no longer

enjoy the support of parents, friends or former teachers. The new environment (secondary school) has its own rules, regulations and administration set up which is completely different from primary schools, (Makinde, 1984). Orientation is therefore necessary to help the form one students and new comers to be familiar with the prevailing school situation.

According to Wango and Mungai (2007), guidance and counselling department should have individual students' guidance and counselling records. The counselor should possess an elaborate record to assist them to conduct their work. The department should therefore collect, analyse and use the students data to understand ways of assisting students through guidance and counselling (Makinde, 1984). The filing system should therefore be properly organized to facilitate easy accessibility and retrieval of the student' records.

The guidance and counselling programme has the role of identifying and motivating the disadvantaged students who experience problems with peers, teachers and the community (Uba, 1990). Dondo (2005) and Forman (1993) posit that counselling heals those people who are hurt and brings order to the disordered life, and prepares the youth to adapt positively to the society.

Counselling has the duty to guide the students who are in adolescence. At this stage they begin to get attached to their peers (friends) and peer pressure can be particularly dangerous especially on premarital sex (Grugni, 2003). Also, teenagers try to break away from social taboos and engage in prohibited behaviours such as bad sexual habits, which can be extremely dangerous to their holistic development. According to GoK (2009), Training Module for Guidance and Counselling Heads of Departments in secondary schools, counselling has the responsibility of educating the students on how to increase their self awareness, promote decision making process and enhance

rational thinking. The teacher counselor should help students who are in adolescence stage to deal positively with peer pressure by assisting them to identify attitudes and behaviors that are right, constructive and enhancing self respect. This will guide the students to identify and keep away from actions that are wrong, destructive and depriving self respect (Mutie & Ndambuki, 1999).

N AC AD A (2003) emphasized that teacher counselors have a crucial role to effectively combat drug abuse by formulating and adopting guidance and counselling program in schools. According to Grugni (2003), any sense of insecurity, loneliness and boredom may lead to a feeling of frustration which results to some youths to desire to compensate through various forms of addiction like drugs alcoholism and smoking. Counselling should help students with addiction problems by finding some activity that will replace drug taking habit (Ochieng, 1986).

The teacher counselor has the responsibility of coordinating the guidance and counselling programmes. He /she organizes, manages and evaluates the school counselling activities. This entails acquiring information, making referrals and doing a follow up process, (Kiriswa, 1988). The counselor also serves as a link between the school and the community so as to work together to assist the student. The teacher counselor is therefore a consultant because he/she works with parents, teachers, head teachers, school workers and medical professionals to help the students to be successful in the education system and social life.

Guidance and counselling should provide effective student friendly avenues for proper adjustments (Mutie & Ndambuki, 1999). Through the program, students are helped to clarify

their goals and their values, potentialities, strengths and adjust to the norms of the society. Counselling should promote the worthiness of an individual and become aware of various aspects of growth, such as social, mental, physical, intellectual and emotional, (Makinde, 1984).

According to GoK (2009), guidance and counselling should be able to do conflict resolutions and management, which will minimize violence in schools and help the students and teachers manage trauma and disasters in schools. The task force Report on Students' Discipline and unrest in secondary schools in Kenya (The Wangai Report, 2001), echoed this by recommending that teacher counselors set up peer counselling groups so that these students reach other students in a bid to curb drug related indiscipline in schools.

Litomia and Sikolia (2008) argue that guidance and counselling has the role of helping students who have witnessed horrible acts of violence like rape to have hope and uplift their self esteem. The counselor should also have some trauma management skills so as to help students who have undergone such events and learn how to avoid them. Guidance and counselling is therefore an essential programme in secondary schools because it will have a positive impact on the growth and development of the student if it is properly implemented.

According to Holt (1990), guidance and counselling was considered to answer only two basic questions, which were: what are the individual's characteristics? and What personality traits and characteristics hold most promise for success in a given occupation? Currently an attempt is being made in schools to provide group experiences which would decrease social tension and improve development of social skills (Smith, 1991). Besides that, guidance and counselling is

concerned with developing interests and abilities, setting goals and plans, meeting personal and social problems and eventually emerging from school as a holistic citizen and worker. Holt (1990) further argued that there is a close relationship between counselling and learning since the more one understands the self the more one is able to solve an immediate problem. Dunsmoor and Miller (1992), further argued that guidance helps individuals to understand and use wisely the educational, vocational and personal opportunities they have or can develop. Moreover, it aids students to achieve satisfactory adjustment to school life. Guidance and counselling help overcome emotional difficulties which hamper individuals' well-being. This principle applies to individuals in schools and post school (Lierop, 1996).

Koos and Kefauver (1995) proposed basic classification of these functions into adjustive, distributive and adaptive. Koos and Kefauver argue that Adjustive function is appropriate for individuals who have already chosen appropriate educational programmes but are experiencing adjustment problems. The counselor helps such students understand and resolve their difficulties and relate their needs to the real world. Most school counselors spend most of their time in the distributive function. They aid students to select programmes and plan educational careers. This is necessary because the school offers a wide choice of subjects. The preconceived notion, unreal aspiration and pressure from family expectations complicate the problems of career choice. The counselor's duty is to discover individual students' need and make it known to the very individual and teacher in charge of programmes (Koos & Kefauver, 1995).

Holt (1990) also suggested that the chief purpose of education is to help individuals become increasingly self-directive and capable of creative and purposeful living. Individuals grow and

develop as they interact with the environment. Personality is in constant response to pressure and stimuli of the time and place where one lives. John & Rothney (1999) noted that human personality is not fixed, however, inflexible factors like heredity may limit personality development. Knowledge of self help one become increasingly confident, resourceful and capable of growing and adjusting at their own level of adaptability to demands and opportunities which surround them, (Smith, 1990).

2.5 Organization of Guidance and Counselling department in secondary schools

The guidance and counselling department is so crucial because it has an impact on the growth and development of students and the provision of quality educational programs (Lutomia & Sikolia, 2008). The impact of the guidance and counselling in the school depends on the resources, both human and physical and the support of the head teachers (Lutomia & Sikolia, 2008). It is therefore important for every school to have a working guidance and counselling program to be able to assist the students who need assistance for their growth and the discipline in school. Parents must also be included in the program for it to function properly (Mutie & Ndambuki, 1999).

The personnel in the guidance and counselling department committee according to GoK (2009) includes the Head of Department, Assistant Head of Department, Form 1-4 teacher counselors, and Associate counselors e.g. club coordinators and boarding masters. The committee helps in planning the guidance and counselling activities and programs. It offers forums for sharing guidance and counselling activities and effective implementation of the program. The committee also makes consultations, monitoring and evaluation of activities like getting feedbacks from

active and involved teachers. It also recommends for replacement of a committee member in case of absenteeism or transfer hence continuity of the guidance and counselling activities in the school.

According Mutie and Ndambuki (1999), a guidance and counselling program must be included in the school timetable and the school budget. The programs that must be programmed include group guidance whereby a talk is given to the whole school or a particular form on a certain issue, group guidance, individual counselling, orientation of form ones, parents guidance, teachers, seminars and guidance and counselling related clubs like peer counselling (GoK, 2009). It further observes that the guidance and counselling department should plan and arrange for resource persons. The department should work in partnership with external speakers/counselors, nongovernmental organizations (NGO's), NACADA, Rehabilitation centers and other organizations like churches to be able to access the speakers who will give talks on education, careers, health and discipline.

The counselling room/office should be available and should be specifically located for the purpose of counselling (Wango & Mungai, 2007). The office should be located in ideal place to allow students visit any time without feeling intimidated. It should also allow room for privacy so that the student can discuss issues with ease. This is because counselling in particular deals with highly personal problems and therefore it requires a quiet and confidential setting of a two way communication (Dondo, 2005).

Guidance and counselling require an organization of functions that are carefully planned and developed. The purpose of this is to help achieve the objectives of education (Holt, 1990). In practice organization involves people and responsibilities, their relationships and

interrelationship. In actual sense, it involves a structure relating other members of the educational team as shown in figure 1.

The flow chart indicated by figure 1 shows the development of a successful guidance and counselling programme. The figure illustrates the role of the head of department, guidance and counselling as that of coordinating the activities by liaising with all the other members of the school community to assist the students to solve or cope with their emerging challenges. This interrelationships also enables the other stakeholders to appreciate the challenges facing the students in and out of school and devising mechanisms of helping them.

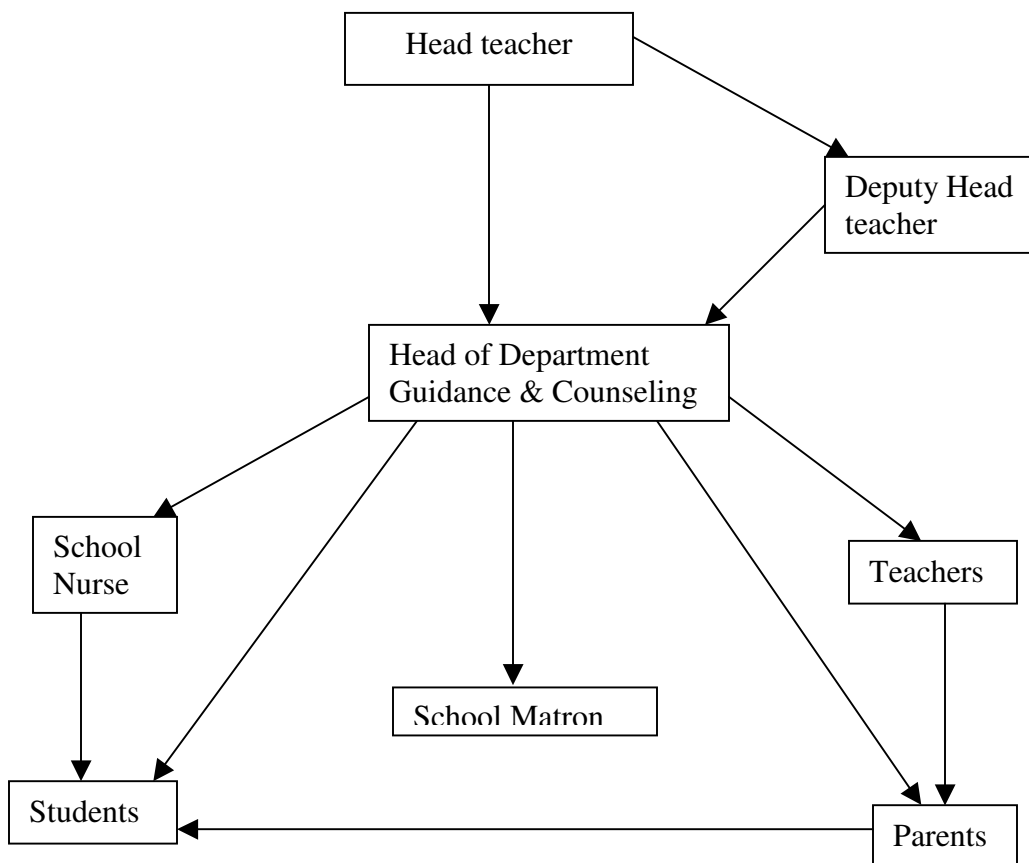


Figure 1: Organizational Plan for Guidance and Counselling (Author, 2009).

2.6 Guidance and Counselling as a Service

Students vary in the kind of counselling services they require and in the amount of time the counselor must devote to them; but all students have a problem at one time or another. It is therefore not right for a school counselling programme to become identified as a service for deviants, discontented or defiant students only (Hatch, 1991). Such situation would make students with a problem shy away. This is because students like, respect, follow the opinion of their peers and have less courage to go against it.

Guidance service involves a team. Guidance is not the property and responsibility solely for counselors in a school system. Every personnel has a function as shown in figure 1. Administrators plan curriculum where guidance activities are infused. Teachers help in implementing the programmes with the cooperation of students. Teachers narrow down to individual students and identify individual problem where they help (Hatch, 1991).

Guidance and counselling is facilitative in the sense that it does not by itself carry out objectives of the education programme but rather provide aids to the students, teachers and administrators in achieving the objectives. The counselor in the distributive function contributes to achievement in education without personally educating (Holt, 1990). Thus guidance and counselling service enhances academic achievement. The organization of school guidance programme should also take into account the services provided by the community. For example, if the community provides no psychological and psychiatric consultancy, the school has to provide these in their programme by consulting with other organizations as referrals. The basic principle here is to take

full cognizance of the fact that guidance involves participation of the community (Koos & Kefauvers, 1995).

The need for clear organization should not obscure the equally important need of guidance and counselling service for flexibility. Guidance programme should be flexible enough to meet such changing needs as they arise. For example, a change in population makes it imperative that the existing programme be expanded. Similarly, a change in technology brings different values to education hence the need to adapt a new program (Arthur, 1999). All in all, an effective guidance programme must have a clear statement of its functions. There must be a provision for time, space and materials. Qualified and competence leadership is also vital for the establishment of a worthwhile programme.

Guidance and counselling service facilitates the development of the student and their success. It is imperative to ensure availability of guidance service to all students and not merely to those who are found to deviate in some way. It's therefore important for a school counselling programme not to become identified with a service for deviants or discontented students, for the service will then be shunned. It may even follow that not only will the student body in general avoid seeking help, but so will the group that most need counselling. Students with problems are especially likely to stay away from others, since many of them yearn even more strongly for the liking and respect of their peers and have less courage in going against the moves of the group (Mutie & Ndambuki, 1999). Every teacher and every administrator has a function in the school guidance activities. The secondary school programme should provide courses which prepare young people for jobs.

The school may provide a guidance service that utilizes and coordinates these non school activities. The basic principle is that the guidance service organized in the school system should take full cognizance of the fact that child rearing and youth guidance involve the participation of many people in a community. The home is the focal point of child rearing and all other agencies are supplementary. The school as the most important external agency participating in child-rearing can perform its task well only with full knowledge of the home conditions of its students. This knowledge can make up for omission of and capitalize on the assets of experience provided by the home. Since the needs of the students vary with the time and place, the guidance and counselling programme should be designed to cater for these needs and should be prepared to change (Makinde, 1984).

2.7 Problems in Planning and Implementation of Guidance and Counselling Programmes in Schools

According to Creed, Patton and Prideaux (2007), individuals are reluctant to relinquish the security of the old and familiar ways for unknown and interesting ones. An important condition that constitutes a major impediment to any change is the counselor's failure to engage in careful diagnosis of organizational problems. The implementation of the new innovation might conflict with other aspects of the school interests and programmes and cause threats or serious difficulties. For example, when the students starts flocking into the office of the counselor and not the deputy head teacher or head teachers, it is likely to be mistaken for rivalry on the job. Funding for innovative efforts of the counselor might not be forthcoming and these makes the counselor lose interest and take up other jobs. Besides this, the promotion to administrative position might also interfere with effectiveness of the counselor.

Some head teachers and parents believe counselling is the invasion of their privacy and that of their children and therefore they might attempt to sabotage its development. They therefore influence their children's views towards the role of guidance and counselling in schools. Also, Counselors who are not fully committed to their profession constitute a major impediment. They attend to their roles halfheartedly hence not able to identify the real underlying problems of the learners. The way innovation is introduced could have critical bearing on staff reaction and their motivation to support counselling implementations. Implementers of such innovations should first of all solicit views from the staff on how such innovations should be designed and subsequently implemented. In the unlikely event that the counselor fails to involve teachers, parents and the administrators thoroughly, there is a possibility of failure (Diemer, 2007).

2.8 Counselors' Qualifications and Credentials

George and Cristiani (1990) suggested three general objectives of counselling. These are to assist individual student to achieve an increasing degree of maturity in working towards the solution of his various personal problems; to assist the school staff in securing, interpreting and using information obtained in counselling students; to assist the school and its staff in understanding and working closely with community in various services.

These are broad statements of function. Detailed analysis requires a counselor who has received specialized training. Similarly the various aspects of the guidance programme demands that the counselors be prepared in broad areas of education psychology and social sciences (Smith, 1990). Without these, there are likely to arise conflicts of interest in schools.

According to Macleod (1993), counselors are expected to acquire the following skills and qualities:

i) Interpersonal skills: Competent counselors are able to demonstrate appropriate listening, communication, empathy, awareness of non-verbal communication, sensitive to voice quality, responsiveness, to expressions of emotions, structuring time and use of language. These views are in tandem with Lutomia and Sikolia (2008) who argue that good counselors have the ability to interact through people skills such as liking and being a good listener. Students like a counselor whom they are free to share their problems with and are able to show patience, empathy and an attitude of caring.

ii) Personal beliefs and attitudes: Good counselors should have the capacity to accept others, belief in the potential for change, awareness of ethical and moral choices, sensitivity to values held by others and self. Lutomia and Sikolia (2008) further added that counselors need to appreciate personal differences in order to deal with each case on its own merit.

iii) Mastery of techniques: Counselors should have knowledge of when and how to carry out specific interventions, ability to assess effectiveness of intervention, understanding of rationale behind the techniques used and professionally able to handle all types of interventions. The school counselor should have the ability to understand and assess the student problem, to anticipate future consequences of the action taken and be able to remember the information of the student at all times.

iv) Ability to understand and work within social systems: Counselors need to appreciate work and social dynamics in order to be effective. Systems such as family, work relationships of the client, and the ability to use support networks and supervision are critical. The above entails

being sensitive to the social worlds of clients drawn from difference backgrounds, gender, ethnic and socio-economic orientations.

2.9 Unsolved problems in guidance and counselling

Counselling in Kenya just like other parts of the world has not reached perfection. There are unsolved problems which prevent full achievement of the objectives of guidance and Counselling. According to Hum (1985) they include: problem in clarifying responsibilities; problems of Education Policy; problems of professional relationships; problems of relationships with parents among others.

Hum (1985) argues that many educationists take the view that all teachers are counselors, however, most teachers find it a problem to attend to each individuals' demand in a full class. If they do so, it will reduce the time for giving teaching. Thus, the MoE has not recognized fully guidance and counselling services. This further means that MoE has not fully embraced the fact that the concept of individual differences is so basic in dealing with mental hygiene in school. According to Tyler (1993) many schools are, attempting to carry on counselling functions with little or no provision of the basic requirements of privacy, comfort, physical feature like a proper psychological climate, and storing of necessary records of materials. The MoE needs to help in identifying specifics which constitute an adequate programme.

Arthur (1999) argued that the field of guidance and counselling has not been clearly differentiated from other related fields like psychology, psychiatry, sociology, anthropology among others. What is considered as a misbehavior by a counselor may be looked at as normal

by a sociologist or anthropologist. This confusion among the various special fields is a finite professional problem. The solution can be reached with agreement on common objectives, establishing relationship among various professional associations, and clear pattern of referral and communication (Ngumi, Ngari & Mumiukha, 2007)

During the adolescent years, students meet new challenges and for the first time faces dilemma of evaluation and decision. At this phase of life, young people require urgent parental support and understanding. The counselor requires to plan with the parents programme that may run for four years. For example, a student planning for a career should have the input of the parent to avoid the problem of targeting unrealistic goal for young people. The problem may be with the parent's student or the school, (Arthur, 1999). Most parents rarely visit their children at school and they rarely contribute to the school programmes. This may make the students feel that they are not wanted or cared for by parents. Very few schools invite parents to hear reports of outstanding achievement and other desirable development of their children. It is important that the school organizes parent teacher-counselor conference to build good working relationships in guiding and counselling the students.

2.10 Evaluation of Guidance and Counselling Programmes in Schools

Evaluation of guidance and counselling entails the determining of worth of something and how it works. Evaluation of guidance and counselling in schools is a systematic gathering and weighing of evidence which will reveal change in behavior of students as they progress through school (Sindabi, 1992). The main objectives of counselling programme are the improvement of students' achievements and to enlighten students' feelings of satisfaction and emotional adjustment. This is

evaluated through the expression of behavior, (Koos & Kefauver, 1995). A major difficulty in evaluation of guidance and counselling programmes is the fact that most of its objectives are broad. The total guidance and counselling programme integrated within educational programme makes it even more difficult to evaluate since any treatment of education should therefore consider the guidance and counselling department.

According to Tyler (1993), evaluation can be formulated using the following four processes: stating the objectives, establishing criteria that apply to the objectives, collecting evidence of result and weighing evidence against a criterion. Evaluation becomes simplified if pertinent factors and variables can be isolated and controlled. It however, turns difficult if subtle aspects of human behavior cannot be lifted out of context and subjected to measuring technique (Bray field, 1990). This happens because it is often impossible to determine whether a change in behavior is due to counselling or some outside factors. The counselor can rarely be certain whether he succeeded in changing the client or whether a change in circumstance deserves the credit. Tyler (1993) suggested two approaches of evaluating guidance and counselling programmes. These include, analysis of the content of client statements during the counselling interview and appraisal of such measurable outcome of counselling as revealed by follow-up studies of clients. During an interview with counselee, negative responses are said to demonstrate dependence while positive responses occurring the same period provide valuable indication of clients' progress.

Arthur (1999) argues that it is difficult to establish standards by which to judge counselling efforts. However, the researcher agrees that it is necessary to establish some benchmarks of student adjustment by which to measure the success or failure of counselling effort. This is because the essential purpose of guidance and counselling is the improvement or adjustment of client. With this in mind, Arthur (1999) came up with three general types of criteria which are characterized as normative survey of provision and practice, follow-up studies of objective change in student's behavior and studies of opinions expressed both by participants and by observers. Each of these criteria has a number of shortfalls though they are essential as benchmarks (Brayfield, 1990).

Sindabi (1992) observed that guidance and counselling programmes in secondary schools consists of rather specific services. The provision of these services can be evaluated by use of check lists. This consists of a systematic grouping of question which permits analysis of a total programme. He further suggested five aspects which include: the organizations and administration of guidance service; the orientation programme; the provision for study of individual differences; the informational programme and the counselling service.

2.11 Theoretical Framework

The operant conditional theory by B. F. Skinner (1904) states that a response which has occurred cannot be predicted or controlled, but all that can be predicted is the probability of a similar response occurring in the future. He posited that behavior operates on the environment to generate consequences hence the consequences define the properties with respect to which responses are viewed as similar (Nelson-Jones, 1982).

The theory further claims that the probability of a response is increased after both positive and negative reinforcement. Ferster and Skinner observe that many significant features of the shaping and maintenance of behaviour can be explained only by reference to the properties of schedules of reinforcement, and also that intermittent reinforcement can be a very important source of reinforcement in its own right and not just the poor relation of inevitable or continuous reinforcement (Nelson-Jones, 1982).

Guidance and counselling among the students in schools is aimed at reinforcing acceptable behaviour. This is done to inculcate and return a behaviour that would be productive and meaningful to the recipient. This would in turn motivate the teacher counselors and even the school administrators to facilitate more counselling activities. Many positive reinforcers such as recognition, encouragement, rewards and appreciation of the teacher counselors by the school administrators will tend to boost morale amongst them hence make them assist the learners more through guidance and counselling.

Students once positively reinforced by the guidance and counselling offered by the teacher counselors would enable them to seek guidance and counselling. These positive reinforcers to students include recognition, encouragement and appreciation by the teacher counselors and other members of the school community. The result of these reinforcers may include passing examinations, gaining self confidence, improved self esteem, improved interpersonal relationships in and out of the school. Consequently, these students will sustain and entrench the desirable behavior among themselves as well as influencing other students to not only seek guidance and counselling but also embrace desirable behaviors.

Skinner further argued that if behaviour is not continuously reinforced, it leads to extinction. Teacher counselors and students therefore ought to be continuously motivated to make them more committed to guidance and counselling activities. This fits well with arguments by Nelson-Jones (1982) that behavior must be continuously reinforced to evade extinction of the same.

2.1 Conceptual Framework

The conceptual framework describes the link between the independent variables, extraneous variables and dependent variable.

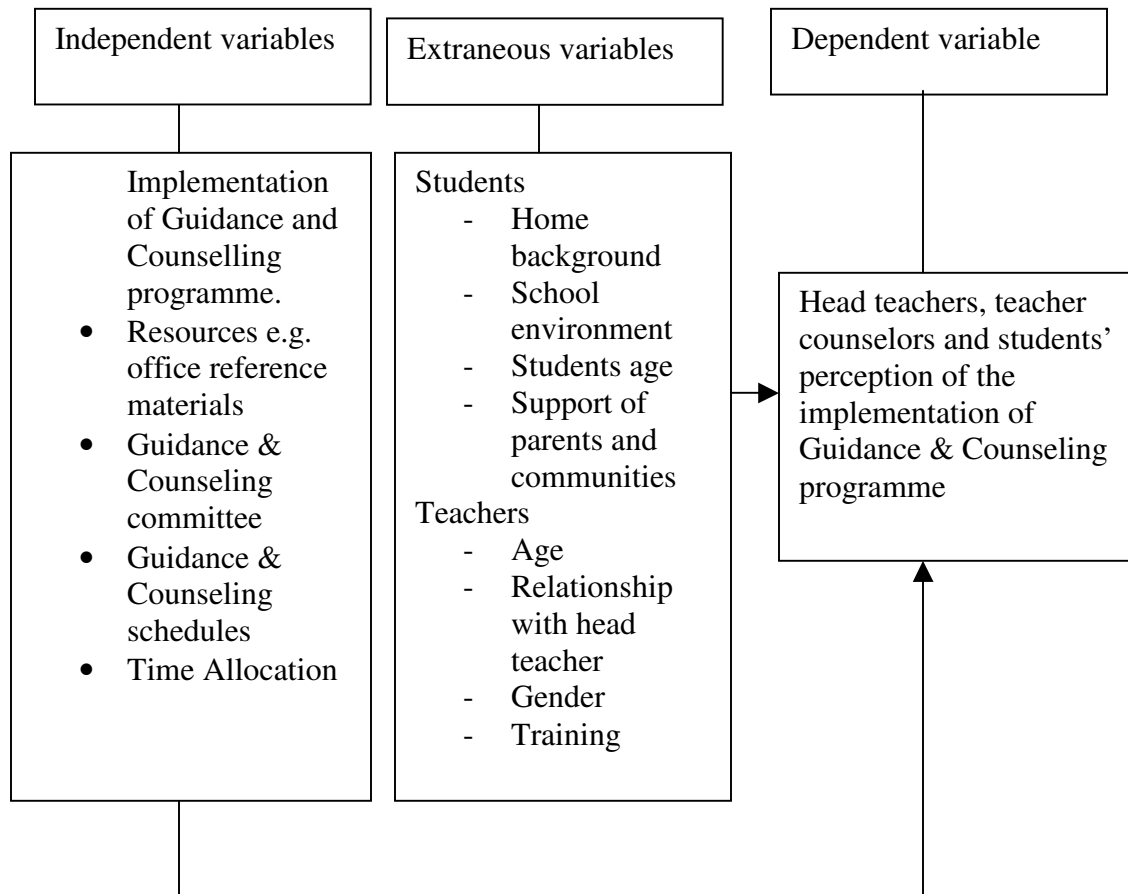


Figure 2: Implementation of guidance and counselling programme in secondary schools

There were three types of variables namely, independent variable, extraneous variables and dependent variables, which were considered in this study. The independent variable in this study is guidance and counselling while the dependent variable is the implementation of guidance and

counselling. The dependent variable is depicted by indicators like improved discipline, improved academic performance and improved rapport between the students and the members of the school community. The extraneous variables are those factors that may have an indirect impact on the implementation of guidance and counselling in secondary schools. However, the relationship between the independent and dependent variable can be further influenced by extraneous variables like Students home background, school environment, students age and support of parents and communities as well as teacher counselors' age, gender, relationship with head teacher and resource materials like books.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research design, location of the study, population, sampling procedure and sample size, instrumentation, data collection procedures and data analysis.

3.2 Research Design

The study employed descriptive survey design. This research design enables a researcher to obtain information and give a description concerning the current status of a phenomenon and to draw valid conclusions from the phenomena (Mugenda & Mugenda, 1999). The design is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Kombo & Tromp, 2006). This research design provide the necessary methodology to solicit the required information on the implementation of guidance and counselling programme in secondary schools in the selected area of study.

3.3 Location of Study

The study was conducted in 10 selected schools in Kamariny Division, Keiyo District of Rift Valley province in Kenya. All secondary schools in the country are expected to implement the guidance and counselling programme to assist the students. Schools in Kamariny division form part of the schools in the country and therefore are equally expected to implement the programme. The study thus was aimed at assessing the perception of head teachers, teacher counselors and students on the implementation of the programme in the division as a sample representative of the whole country. The Division was also selected based on the accessibility by the researcher.

3.4 Population of the Study

The focus of the study was based on the head teachers, teacher counselors and students of all ten secondary schools in Kamariny Division. Out of these ten secondary schools, six were co-educational; two were girls' school and two were boys' schools with a total student population of 3,160. The study anticipated that each school had one teacher in-charge of guidance and counselling and one head teacher. This gave a total of ten guidance and counselling teachers and ten head teachers.

3.5 Sampling Procedure and Sample Size

To ensure that equal representation of all selected schools was done, a proportional sampling was done as shown in Table 1. Purposive sampling was used to select the head teachers, the teacher counselors and Form Three and Four classes. The researcher used Nassiuma's (2000) formula to determine the sample size from the student population. He argues that in most surveys or experimentations, coefficient of variation of at most 30% are acceptable. In this study a coefficient of variation of 30% and standard error of 0.02 was used. The formula is thus:

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

Where n = sample size

N = population

C = covariance

E = standard error

$$n = \frac{3,160 \times 0.3^2}{0.3^2 + (3,160-1)0.02^2} = 210$$

Stratified random sampling and simple random sampling methods were used to select the 210 students from the 10 schools. A total of 210 students, 10 head teachers and 10 teacher counselors were sampled. The total sample size was therefore 230.

Table 1

Proportional Sampling of Student Respondents

School Size	Accessible population (F3 & F4)	Proportional Computations	Sample
St. Patricks Iten	348	$348/1455 \times 210$	50
Singore Girls	290	$290/1455 \times 210$	42
Kipsoen Sec.	191	$191/1455 \times 210$	28
St. Alphonse Mutei	179	$179/1455 \times 210$	26
Kimuron Sec.	124	$124/1455 \times 210$	18
Sergoit Sec.	85	$85/1455 \times 210$	12
Iten Day Sec.	76	$76/1455 \times 210$	10
Chebonet Sec.	69	$69/1455 \times 210$	10
Kapkessum Sec.	66	$66/1455 \times 210$	10
Korkitony Sec.	28	$28/1455 \times 210$	4
TOTAL	1455	-	210

Questionnaires and interview schedules were used to obtain the required information. The students' and the teacher counselors' questionnaires and the head teachers' interview schedule were developed by the researcher by reviewing the objectives of the study. These instruments were used to determine the implementation of guidance and counselling programmes; perceptions of students, teacher counselors and head teachers on the guidance and counselling programme and the factors influencing its implementation in their schools. The teacher counselors' questionnaires and head teachers' interview schedule also probed the level of training of the teacher counselors.

3.6.1 Validity of the Instruments

Validity refers to the extent to which differences found with a measuring instrument reflects a true differences among those being tested (Kothari, 2005). The researcher developed the instruments based on the objectives of the study. This was to ensure content validity of the items. By reading widely, consulting other experts and seeking help from the supervisor, the researcher checked the validity of the instruments.

3.6.2 Reliability of the Instruments

Reliability is the ability of the instrument to return same responses after repeated administration. This concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho, 2005). In order to establish the reliability of the study instruments, a pilot study was conducted using a sample of ten students, one teacher counselor and one head teacher from one school in Marakwet District. Marakwet District was selected for the pilot study because of the similarities it has with Keiyo District in terms of population and

vicinity to the study area. The Cronbach's alpha was used to assess the reliability coefficient and it yielded 0.832. This was considered an acceptable threshold (Mugenda & Mugenda, 1999).

3.7 Data Collection Procedure

The researcher sought written permissions to carry out the study from the Keiyo District Education Officer on behalf of the Ministry of Education. After the permission was granted, letters were sent to all head teachers of secondary schools two weeks before the visit explaining the purpose of the study and requesting for cooperation from all concerned. The researcher then visited the schools on scheduled dates to discuss the modalities of administration of the questionnaires after which participants were sampled and given questionnaires. The teacher counselors' and students' questionnaires were administered and collected on the same day the researcher went to the schools. The researcher also conducted interviews with the head teachers of the respective schools on the same day of the visit.

3.8 Data Analysis

Data was analyzed using descriptive statistics. Descriptive statistics were used to give descriptions and summarize the data. All the objectives of the study were analyzed using descriptive statistics. In each objective, the data was analyzed and presented using frequencies and percentages. The frequency tables were used to simplify the presentation of findings. Statistical Package for Social Sciences (SPSS) version 12.5 for windows was used to aid in the analysis.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the results and discussion of the findings. The data collected from respondents was analyzed using SPSS version 12.5 for windows. The analysis was guided by the following objectives.

- i) To establish the perception of students, teacher counselors and school head teachers on the implementation of guidance and counselling programme in Kamariny Division of Keiyo District,
- ii) To establish the level of training of teacher counselors in the secondary schools in Kamariny Division of Keiyo District,
- iii) To establish whether the guidance and counselling activities are implemented as planned in secondary schools in Kamariny Division of Keiyo District.
- iv) To determine the factors influencing the implementation of Guidance and Counselling programme in secondary schools in Kamariny Division of Keiyo District.

4.2 General Information of the Respondents

The first part of the research instruments aimed at finding out the general information of the teacher counselors and the student respondents. This was deemed important because it enables the researcher to know the composition of the respondents. Table 2 captured the various characteristics of teacher counselors in terms of gender, duration in the current station, highest academic qualification, age and duration as a teacher counselor and Table 3 shows the characteristics of the students that include gender and the form from which they are drawn from.

Table 2

Characteristics of Teacher Counselors

Characteristics	Frequency (f)	Percentage (%)
Gender		
Male	6	60
Female	4	40
Total	10	100
Duration as teacher in current station		
Less than 1 year	2	20
1-4 years	1	10
Over 4 years	7	70
Total	10	100
Age of the teacher counselor		
Below 30 years	1	10
31-40 years	5	50
41-50 years	3	30
Over 50 years	1	10
Total	10	100
Duration as a teacher counselor		
Less than 5 years	6	60
5-10 years	3	30
11-15 years	1	10
Total	10	100

Table 2 shows the characteristics of the teacher counselors. It emerged that 60 % were male and 40 % were female. The teacher counselors (70%) have taught in their current schools for over

four years and this perhaps is the reason behind their appointment as a teacher counselors. Findings showed that 90% of the teacher counselors were aged above 30 years.

Table 3
General characteristics of Students

Characteristics	Frequency (f)	Percentage (%)
Gender		
Male	108	51.4
Female	102	48.6
Total	210	100
Form		
Form Three	101	48.1
Form Four	109	51.9
Total	210	100

The sample of the study consisted of 210 students of which 108 of them were male and 102 were female. This was represented by 51.4% male and 48.6% female. These figures reflect that there is fair distribution in the enrolment of male and female students in the schools under study.

The sample of the study was selected from form three and four students in all the schools selected. This included 101 form three and 109 form four students. Their proportions were 48.1% form three students and 51.9% form four students. The form three and form four students were sampled because they have in the schools longer than the rest.

4.3 Analysis of the Perception towards the Implementation of Guidance and Counseling

The first objective of the study was to establish the perception of students, teacher counselor and school head teacher on the implementation of guidance and counseling programme in Kamariny division of Keiyo district. This section captured information on perception of teacher counselors, students and head teachers on the implementation of guidance and counseling in their respective schools. The researcher for purposes of clarity consolidated responses for strongly agree(SA)and agree (A) to reflect agreement while strongly disagree (SD) and disagree (D) were merged to reflect disagreement and uncertain (U) was left independent.

Table 4
Teacher Counselors Perception towards the Implementation of Guidance and Counseling.

Response in percentages (%)

Statement	SD	D	U	A	SA
Guidance and counseling department has been established in the school.	-	-	-	30	70
Guidance and counseling department actively liaises with the school administration and the other departments to ensure that guidance and counseling is effectively implemented.	-	-	-	40	60
Guidance and counseling committee is adequately trained and equipped to deal with student's issues.	10	-	10	60	20
Resource persons are usually invited to offer group counseling to students in the school.	10	10	-	20	60
Through effective implementation of guidance and counseling services student indiscipline incidences have reduced.	10	20	-	40	30
Since the implementation of guidance and counseling programme, the academic performance of the school has steadily improved.	-	30	-	50	20
Guidance and counseling services are allocated time in the school timetable.	20	50	-	10	20

All the 10 teacher counselors agreed that guidance and counselling programme had been established in the schools and that they also liaise with the head teachers and other departments to ensure that guidance and counselling is effectively implemented, as indicated in Table 4.

Eighty percent (80%) of the teacher counselors agree that resource persons are usually invited to offer group counselling to the students in the school. It further emerged that 70% of the teacher counselors agreed that through effective implementation of guidance and counselling services, student indiscipline incidences had reduced. It also emerged that 80% of the teacher counselors felt that the members of the guidance and counselling committee are adequately trained and equipped with counselling skills to deal with student issues.

The study also showed that many schools do not allocate time to the guidance and counselling activities in the school time table as indicated by 70% of the teacher counselors. It also emerged that 40% of the teacher counselors pointed out that there were no termly schedules for guidance and counselling drawn at the beginning of the term and made known to the students.

Table 5

Students Perception towards the Implementation of Guidance and counseling

Response in percentages (%)

Statement	SD	D	U	A	SA
Guidance and counseling department has been established in the school	3.9	2.9	2.4	40.8	50.0
Students, teachers and parents effectively utilize the guidance and counseling services offered in the school.	7.4	8.9	27.6	39.9	16.3
Resource persons are usually invited to offer group counseling to students in the school.	3.4	1.5	4.9	29.9	60.3
Through effective implementation of guidance and counseling services student indiscipline incidences have reduced.	2.0	5.9	19.2	40.9	32.0
Guidance and counseling services are allocated time in the school timetable.	41.2	22.5	14.2	12.3	9.8
Guidance and counseling schedules are usually drawn at the beginning of the term and made known to the students	34.8	29.4	12.7	13.7	9.3
Many students positively respond to guidance and counseling from teacher counselor(s).	1.0	8.8	21.1	44.6	24.5

The findings showed that 90.8% students agreed that guidance and counselling programme has been implemented in their schools but 6.8% of them disagree as indicated by Table 5. This result

could mean that one school may not have a functional guidance and counselling programme. 56.2% of students, agree that students, teachers and parents effectively utilize the guidance and counselling services offered in the school.

Ninety point two (90.2%) of the students agreed that resource persons are usually invited to offer group counselling to the students in the school. Equally, 72% of the students agreed that through effective implementation of guidance and counselling services, student indiscipline incidences had reduced. The findings therefore revealed that the students perceive the guidance and counselling programme as a service that brings positive change to the school in terms of students discipline and academic performance.

The study also showed that many schools do not allocate time to the guidance and counselling activities in the school time table as indicated by 63.7% of the student, who noted that the guidance and counselling does not have time allocated on the school time table. 64.2% of the students also noted that there were no guidance and counselling termly schedules availed at the beginning of the term. The head teachers were interviewed on their perception towards the implementation of guidance and counselling in their schools. All the 10 head teachers interviewed agreed that guidance and counselling programme has been implemented in their respective schools.

All the ten (10) head teachers support the department according to the interview conducted in the following areas:

- i) Availing resources and materials like text books and reference materials,
- ii) Facilitating resource persons who come to counsel the students,

- iii) Facilitating the training of teacher counselors by sponsoring them to attend workshops and seminars,
- iv) Facilitating the training of peer counselors, and
- v) Good will/ Support from the head teachers. One school had the head teacher and deputy head teacher being in charge of "family units", which are basically counselling clusters.

It emerged from the interviews conducted among the head teachers that six (6) out of ten (10) head teachers pointed out that the programmes are affected by lack of trained counselors and that some teacher counselors do not reside in the school compound. Equally, 4 out of 10 head teachers said that the student population in their schools was quite high and that individual counselling was impractical. As such, the implementation of the scheduled programmes may not be done as scheduled. 3 out of 10 head teachers clearly pointed out that there were no termly schedules in their school.

Summary findings on the first objective indicates that students, teachers and parents effectively utilize guidance and counselling services offered in secondary schools according to 90% of the teacher counselors and 56.2% of the students. Both the students and teacher counselors concurred that resource persons are usually invited to offer group counselling to students in the schools. It was the view of 70% of the teacher counselors and 72.9% of the students that through effective implementation of guiding and counselling, indiscipline cases have reduced hence leading to better academic performance.

Guidance and counselling has the responsibility of educating the students on how to increase their self awareness, promote decision making process and enhance rational thinking (GoK,

2009). The teacher counselor should help students who are in adolescence stage to deal positively with peer pressure by assisting them to identify attitudes and behaviors that are right, constructive and enhancing self respect. This will guide the students to identify and keep away from actions that are wrong, destructive and depriving self respect (Mutie & Ndambuki, 1999).

According to GoK (2009), guidance and counselling program must be included in the school timetable and the school budget. The programs that must be programmed include group guidance whereby a talk is given to the whole school or a particular form on a certain issue, group guidance, individual counselling, orientation of form ones, parents guidance, teachers, seminars and guidance and counselling related clubs like peer counselling.

4.4 Analysis of the level of training of teacher counselor on guidance and counseling in secondary schools

The second objective of the study was establish the level of professional training for teacher counselor in secondary school in Kamariny division of Keiyo district. Table 6 gives the details of the analysis. This was aimed at probing the teacher counselors training on counseling. It identified the training of teacher counselors in terms of attending workshops, seminars, diploma and degree courses

Table 6

Level of Professional Training for Teacher Counselors on Guidance and Counseling

Statement	Frequency (f)	Percentage (%)
Have participated in workshop		
Yes	7	70
No	3	30
Total	10	100
Teacher counselor training		
Yes	6	60
No	4	40
Total	10	100
Level of training as counselor		
Workshop/seminar	1	20
Certificate course	1	20
Diploma	1	20
Degree	1	20
Masters	1	20
Total	5	100
Facilitation of counselors to		
Be effective counselors through		
Workshops & seminars	4	66.7
Guided by trained members	1	16.7
Through experience	1	16.7
Total	6	100

The study aimed at finding out the training level of the teacher counselor in the secondary school. 70% of the teacher counselors had participated in seminars and workshops facilitated by the Ministry of Education. The statistics show that at least 3 schools have teacher counselors who have not acquired the basic counselling skills. This is shown further by the response that 60% of the members of the guidance and counselling committee are trained teacher counselors while 40% of them are not.

The head teachers support the training of teacher counselors through sponsoring them to attend seminars and workshops and individual teacher counselors are going for further studies to acquire the counselling skills. The findings also indicated that in five schools, the teacher counselors had been trained at workshop/seminar, certificate course, diploma, degree and masters levels respectively as shown in table 6. This gives a total of five trained teacher counselor heading the guidance and counselling departments. Counselors in-training is needed for the teacher counselors to enable them acquire the skills of counselling to make them become competent counselors (Omulema, 2000). Also, according to Macleod (1993), counselors should have knowledge of when and how to carry out specific interventions, ability to assess effectiveness of intervention, understanding of rationale behind the techniques used and professionally able to handle all types of interventions. The school counselor should have the ability to understand and assess the student problem, to anticipate future consequences of the action taken and be able to remember the information of the student at all times.

4.5 Implementation of Guidance and Counselling activities as planned in Secondary Schools

The third objective of the study sought to establish whether guidance and counselling activities were implemented as planned in secondary schools in Kamariny division of Keiyo district. Table 7 and 8 captured the responses of the teacher counselors and the students respectively.

Table 7

Teacher Counselors responses on Implementation of the planned Guidance and Counseling activities in the School.

Statement	Frequency (f)	Percentage (%)
Existence of guidance and counseling committee.		
Yes	10	100
Frequency of group counseling.		
Once per week	1	10
Forthnighly	3	30
Termly	2	20
On demand	3	30
Rarely	2	20
Invitation of external resource persons.		
Yes	9	90
No	1	10
Presence of peer counselors		
Yes	7	77.8
No	2	22.2
Training of peer counselors		
Yes	8	80
No	2	20

According to the teacher counselors, all the ten (100%) schools had guidance and counselling department. It became evident from the study that on group counseling, it emerged that schools invited external speakers. This was according to the 90% of the teacher counselors. For proper implementation of the guidance and counselling programme, the needed resources should be availed by the school to be able to keep a record of each student (Dondo, 2005).

Individual counselling is often done on a daily basis while group counselling is done variedly among the schools. According to the teacher counselors, 10% of the schools carried out a programmed exercise once per week. Other teacher counselors pointed out that they organize group counselling fortnightly (30%), termly (20%), on demand (30%) and rarely (20%). Five (50%) head teachers in the Catholic sponsored schools in particular cited that counselling of students was done during 'Mass' and that the Priest was instrumental in instilling accepted virtues on the students..

The analysis indicated that 77.8% of the teacher counselors showed that their schools have peer counseling programmes with 80% of them having been trained. This statistics show that peer counselors are adequately trained and these view is supported by the head teachers responses. During the interviews, all (100%) the head teachers expressed that they lacked finances to facilitate peer counselors training programmes in future.

Table 8

Students responses on Implementation of the planned Guidance and Counseling activities in the school.

Statement	Frequency (f)	Percentage (%)
Presence of teacher counselor in-charge of the guidance and counseling programme		
Yes	200	95.7
No	9	4.3
Total	209	100
Existence of guidance and counseling committee.		
Yes	157	78.5
No	43	21.5
Total	200	100
Frequency of group counseling.		
Once per week	9	4.5
Forthnightly	100	50
Termly	62	31
On demand	27	13.5
Rarely	2	1.0
Total	200	100
Invitation of external resources persons.		
Yes	187	89
No	18	11
Total	205	100
Have attended a counseling session(s) with the teacher counselor.		
Yes	89	42.8
No	119	57.2
Total	208	100

According to Table 8, 95.% of the students pointed out that the schools had a guidance and counseling teacher in charge of the guidance and counseling department in the school. 78.5% of the students further pointed out that there is guidance and counselling committee in the school. According to the students, 4.5% of the schools carried out a programmed exercise once per week. Other teacher counselors pointed out that they organize group counselling fortnightly (50%), termly (31%), on demand (13.5%) and rarely (1%). The students are counseled sometimes on need basis such as when there is an emergency and thus provide an erratic mode of counselling, which is unreliable. On group counselling, it emerged that schools external speakers were invited according to 89.0% of the students.

The analysis indicated that 57.2% of the students have not attended a counselling session(s) with the teacher counselors. The reasons they gave for not attending were:-

- i) There was no programme in the school,
- ii) The quality of the service was poor because they thought some teacher counselors were rude, not confidential and others had a bad attitude towards the students. The students therefore felt that they were not welcome,
- iii) The day scholars preferred counselling by parents at home while other students preferred peer counselling as compared to teacher counselling,
- iv) Some students lacked the opportunity since the programme was rarely offered,
- v) Others claimed that they did not have time to go for counselling since they preferred doing other activities like games.
- vi) Some students were shy and feared going for counselling due to lack of a counselling office and in cases where there was one, they were concerned with lack of privacy in

such offices. Cases of the guidance and counselling office being located within the administration block and near the head teachers and deputy head teachers office made the students fear attending counselling sessions.

According to the interviews conducted on the head teachers, all of them (100%) expressed that the guidance and counselling activities were being undertaken. However, due to lack of finances to facilitate the implementation of the programme and interference by other activities like games, the implementation has not been fully undertaken. Both student and teacher counselors concurred that group counselling is offered in their schools and it is done based on each schools' individual programme. 2 out of 10 teacher counselors said that their schools had no peer counselors and was further alluded by 23.3% of the students. This shows that two secondary schools in the division do not have peer counselling programmes.

The counselor also serves as a link between the school and the community so as to work together to assist the student. The teacher counselor is therefore a consultant because he/she works with parents, teachers, head teachers, school workers and medical professionals to help the students to be successful in the education system and social life. The teacher counselor has the responsibility of coordinating the guidance and counselling programmes. This is through organizing, managing and evaluating the school counselling activities (Kiriswa, 1988).

The guidance and counselling department committee according to GoK (2009) includes the Head of Department, Assistant Head of Department, Form 1-4 teacher counselors, and Associate counselors e.g. club coordinators and boarding masters. According Mutie and Ndambuki (1999),

a guidance and counselling program must be included in the school timetable and the school budget. The programs that must be programmed include group guidance whereby a talk is given to the whole school or a particular form on a certain issue, group guidance, individual counselling, orientation of form ones, parents guidance, teachers, seminars and guidance and counselling related clubs like peer counselling (GoK, 2009).

4.6 Factors influencing the Implementation of Guidance and Counselling Programme

The last objective of the study was to determine the factors influencing the implementation of guidance and counselling programme in secondary schools in Kamariny Division of Keiyo District. The study aimed at establishing factors influence the implementation of guidance and counselling according to the students, teacher counselors and the head teachers in their respective schools. Table 9 and 10 show the factors that influence the implementation of guidance and counselling according to the teacher counselors and the students respectively. The study for purposes of clarity consolidated responses for strongly agree (SA) and agree (A) to reflect agreement while strongly disagree (SD) and disagree (D) were merged to reflect disagreement and uncertain (U) was left independently.

Table 9
Factors influencing the Implementation of Guidance and Counseling according to Teacher Counselors.

Factor	Response in percentages (%)				
	SD	D	U	A	SA
Gender of the student.	-	-	-	60	40
Gender of the teacher counselor.	-	20	-	50	30
Parental influence.	10	-	20	50	20
Cultural differences between the student and the teacher counselor	10	20	-	10	60
Type of counseling problem.					
Attitude of student towards guidance and counseling.	-	10	-	30	60
Attitude of the teacher counselor towards the student.	10	30	-	30	30
Religious difference between the student and the teacher counselor.	44.4	11.1	-	22.2	22.2
Personality of the teacher counselor.	-	11.1	22.2	44.4	22.2
Level of student's trust on the teacher counselor.	-	-	-	44.4	55.6
Number of teacher counselors in the school.	-	10	-	50	40
Guidance and counseling office and resource materials.	-	-	-	55.6	44.4
Attitude of the head teacher towards guidance and counseling	10	20	-	10	60
Financial support from the school for guidance and counseling.	-	-	10	70	20
Level of training of teacher counselors	-	-	10	30	60

Table 9 shows that gender affects the implementation of the guidance and counselling programme. As shown in Table 9, all (100%) of the teacher counselors agree that the student gender affects the implementation of guidance and counselling whereas 80% of them felt that the gender of the teacher counselor does affect. Parental influence and cultural differences between the students and the teacher counselors affect the implementation of the guidance and counselling programme as shown by the 70% of the teacher counselors who agree to each factor. The type of counselling problem affecting the student affects the implementation of guidance and counselling in schools according to all the teacher counselors.

The attitude of the teacher counselor towards the student was a factor that affected the implementation of guidance and counselling programme according to 60% of the teacher counselors as shown from table 9. It also emerged that 90% of the teacher counselors agreed that the number of teacher counselors in a school affect the implementation of the guidance and counselling programmes.

Ninety percent (90%) of the teacher counselors agreed that financial support from the head teachers to support the programme and the level of training of teacher counselors affects the implementation. This is supported by Omulema (2000) that counselors can acquire an extensive theoretical and practical knowledge and the Koech Report (1999) further recommended that the Kenyan Universities should offer courses like Guidance and counselling to train school counselors.

Table 10
Factors influencing the Implementation of Guidance and Counseling according to Students.

Factor	Response in percentages (%)				
	SD	D	U	A	SA
Gender of the student.	15.1	12.7	13.2	31.2	27.8
Gender of the teacher counselor.	8.4	21.2	12.3	32.5	25.6
Parental influence.	11.1	14.6	23.2	30.3	20.7
Cultural differences between the student and the teacher counselor	26.3	22.9	15.1	24.9	10.7
Type of counseling problem.	4.4	2.9	13.2	37.6	42.0
Attitude of student towards guidance and counseling.	2.4	2.4	7.3	38.3	49.5
Attitude of the teacher counselor towards the student.	8.8	9.8	9.3	35.6	36.6
Religious difference between the student and the teacher counselor.	30.9	24.0	18.1	17.6	9.3
Personality of the teacher counselor.	9.0	14.9	23.4	28.4	24.4
Level of student's trust on the teacher counselor.	3.9	9.4	10.3	35.5	40.9
Number of teacher counselors in the school.	26.7	17.5	18.9	20.4	16.5
Guidance and counseling office and resource materials.	24.9	16.6	9.3	22.9	26.3

Table 10 shows that the gender of the student and the teacher counselors affect the implementation of the guidance and counseling programme. 60% of the students agree that student gender affects while 58.1% felt that the gender of the teacher counselor affects. 51% of the student respondents were of the opinion that parental influence affect the implementation of guidance and counseling and counseling contrary to 49.2% who disagreed that cultural

differences between the students and the teacher counselors affect the implementation of the guidance and counselling programme. The type of counselling problem affect the implementation of guidance and counselling according to 79.6% of the students.

The attitude of the teacher counselor towards the student was a factor that affected the implementation of guidance and counselling programme. It emerged from the statistics that 87.8% of the students agree that attitude does affect. The human resources and materials are also seen as factors that affect the implementation of the guidance and counselling programmes in secondary schools. According to Table 10, 49.2% of the students agreed that the guidance and counselling office and materials whilst 36.9% of them felt that the number of teacher counselors in the school affect the implementation of the guidance and counselling programmes.

In summary, teacher counselors and the students agreed that the attitude of the student towards guidance and counselling and the attitude of the teacher counselor towards the student affect the implementation of guidance and counselling. It also emerged that the personality of the teacher counselor and the level of students' trust on the teacher counselor were also factors that affected the implementation of guidance and counselling in secondary schools.

According to the interviews conducted, the ten head teachers pointed out that full implementation of guidance and counselling programme had been interfered by many factors that included:

- i) Inadequate finances to facilitate guidance and counselling activities and to improve the existing guidance were concerned about guidance and counselling not having a

votehead leading to problems in purchasing the resources required to run the department effectively,

- ii) Inadequate trained personnel (teachers) in guidance and counselling. This has made the teacher counselors not to be fully committed to counselling since they are not competent,
- iii) The guidance and counselling teachers have a heavy teaching workload which makes them get tired hence unable to effectively guide and counsel the students,
- iv) Lack of time allocated for guidance and counselling in the school time table due to competition from other activities such as remedial lessons and games,
- v) Some schools do not have a counselling office thus forcing sessions to be carried out in inappropriate places thus compromising the counselling session.

Subsequently, the counselling room/office should be available and should be specifically located for the purpose of counselling in all secondary schools (Wango & Mungai, 2007). It should be located in an ideal place to allow students visit any time without feeling intimidated and should have privacy so that the student can discuss issues with ease. This is because counselling in particular deals with highly personal problems and therefore it requires a quiet and confidential setting (Dondo, 2005). Equally, students prefer counselors who respect them and appreciate personal differences (Lutomia & Sikolia, 2008) and have a respect for diversity (Omulema, 2000). According to Omulema (2000) and Lutomia and Sikolia (2008), the teacher counselor should be emotionally mature, responsible, honest, be confidential and trusted by the students. As such, the counselor should be a leader and a good listener to be able to be approached by students for counselling.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter highlights the summary of the findings, conclusions, recommendation and suggestions for further research.

5.2 Summary of the Findings

The findings of the study can be summarized as follows:

- i) Guidance and counselling programme has been implemented in all the schools. The students, teacher counselors and head teachers see the programme as a service that improves the general discipline, academic performance and social life of the students both in and out of the school.
- ii) The teacher counselors are not adequately trained to counsel the students in the secondary schools. Many of them have attended only workshops and seminars on guidance and counselling.
- iii) Guidance and counselling activities are not implemented as scheduled in the schools. The activities are mainly interfered by other school activities like games, clubs and other co-curricular activities.
- iv) Factors that affect the implementation of guidance and counselling programme include the students and teachers gender, parental influence, culture, type of the counselling problem, attitude of the student, counselling problem, attitude and personality of the teacher counselor, resources and administration support. Religious difference of the student and teacher counselor does not affect the implementation of guidance and counselling.

5.3 Conclusion

The findings of this study show that there are many factors that affect the implementation of the guidance and counselling programmes. Many schools have inadequate resources like text books and do not have trained man-power to implement the programme. This implies that though there is goodwill to implement the programme, the inadequacy of resources lead to poor or no implementation in some schools. In addition, the student to teacher counselors ratios in some schools affects the effective implementation of the guidance and counselling programme. From the study, the perception of students, teacher counselors and the head teachers was positive towards the implementation of guidance and counseling despite the inadequacy of resources and trained teacher counselors.

5.4 Recommendations

It is from the findings and discussions of the study that the following recommendations are made.

- i) The Ministry of Education should enhance and encourage training of teacher counselors to equip them with the counselling skills which will make them to be competent.
- ii) The Ministry of Education should integrate guidance and counselling into the school programme and regularly inspect quality through the Quality Assurance and Standards Officers.
- iii) The Ministry of Education ought to provide the necessary resources to be used in the implementation of the programme. These resources include finances and recommending reference materials which will benefit the implementation of the counselling programme.

- iv) The Teachers' Service Commission should reduce the teacher counselors teaching workload to enable them to adequately guide and counsel students.

5.5 Suggestions for further Research

The following suggestions are made for future research.

- i) There is need to research on the differences in students' perception of the performance between male and female teacher counselors in secondary schools.
- ii) There is need to investigate whether there is a major difference in cross-cultural counselling and non-cross cultural cases in secondary schools.
- iii) There is need to carry out a similar study on the implementation of guidance and counselling in a larger study area like a province or the whole country so as to be more representative for making inferences.

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APPENDIX A

QUESTIONNAIRE FOR TEACHER COUNSELOR

Dear respondent,

The researcher is a postgraduate student at Egerton University pursuing a Master of Education Degree and would wish to enlist your support by answering the questionnaire below. Kindly provide honest answers and the findings will be handled with utmost confidentiality.

Thanks

Margaret

Section A: General Information

- 1 Gender: Male [] Female []
- 2 Period as teacher in the current station
 - i) Less than 1 year []
 - ii) 1 -4 years []
 - iii) Over 4 years []
- 3 Highest Academic qualifications
 - i) Diploma []
 - ii) Degree []
 - iii) Masters []
 - iv) Other (specify).....
- 4 Age of the respondent
 - i) Below 30 years []
 - ii) 31-40 years []

- iii) 41-50yrs []
 - iv) Over 50 yrs []
- 5 Length of years since being appointed teacher counselor
- i) Less than 5 yrs []
 - ii) 5-10 yrs []
 - iii) 11-15 yrs []
 - iv) Over 15 yrs []

Section B: Implementation of Guidance and Counselling programmes

6. Is there a guidance and counselling department in your school?
- Yes [] No []
7. If 6 above is yes, when was it established?.....
8. a) Are you in charge of the guidance and counselling department?
- Yes [] No []
- b) If 8 (a) above is yes, in what capacity?
- School appointed HoD [] TSC appointed HoD []
- Other (specify).....
9. a) Does the school have a guidance and counselling committee?
- Yes [] No []
- b) If 9 (a) above is yes, who constituted it?
- Students proposals []
- Teachers proposals []
- Head teacher []
- BoG []

Parents (PTA) []

Other (specify).....

c) Which criteria was used to select the above committee?

Employer/agent appointed []

Professional qualifications []

Religious orientations []

Popularity []

10. a) Does the guidance and counselling department have basic resources like office and materials?

Yes [] No []

b) If 10 (a) above is no, how are the affairs of the guidance and counselling department run?

.....
.....

11. What mode of delivery is used in the guidance and counselling department?

Individual counselling []

Group counselling []

Both []

Other (specify).....

12. How often is group guidance and counselling offered in your school?

Daily []

Once per week []

Twice a week []

Once per term []

Other (specify).....

13. The teacher counselor or guidance and counselling committee often organizes for external or guest speakers to talk to the students on guidance and counselling matters.

Yes [] No []

14. a) Is there student peer counselling in your school?

Yes [] No []

b) Are these peer counselors adequately trained?

Yes [] No []

15. Are there cases where students are referred to other professionals for further counselling?

Yes [] No []

16. Does the guidance and counselling department work with parents to assist students overcome challenges they face in school?

Yes [] No []

Section C: Level of Training of Teacher Counselors

17.a) Have you participated in guidance and counselling workshop or seminar?

Yes [] No []

b) If yes, how many times have you in each case below?

Workshop

Seminar

18 Did you take any unit or course at college/university level on guidance and counselling?

Yes [] No []

19 At what level of training?

Masters [] Degree []

Diploma [] Certificate []

Other (specify).....

20. a) Are you a trained teacher counselor?

Yes [] No []

b) If 20 (a) above is yes, at what level of training?

Workshops/seminar [] Certificate []

Diploma [] Degree []

Masters []

Other (specify).....

21 a) Are the other members of guidance and counselling committee trained in
guidance and counselling?

Yes [] No []

Section D : Perception of teacher counselor on guidance and counseling.

In the table, give your opinion on the statements listed using the scale given below.

Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD).

	STATEMENT	SA	A	U	D	SD
22	Guidance and counseling department has been established in the school.					
23	Students, teachers and parents effectively utilize the guidance and counseling services offered in the school					
24	Guidance and counseling department actively liaises with the school administration and the other departments to ensure that guidance and counseling is effectively implemented.					
25	Guidance and counseling committee is adequately trained and equipped to deal with students' issues					
26	The head teacher has provided adequate resources to facilitate effective implementation of guidance and counseling programme.					
27	Through effective implementation of guidance and counseling services, student indiscipline incidences have reduced.					
28	Resource persons are usually invited to offer group counselling to students in school.					
29	Since the implementation of guidance and counseling programme, the academic performance of the school has steadily improved.					
30	Guidance and counseling services are allocated time in the school timetable					
31	Guidance and counseling schedules are usually drawn at the beginning of the term and made known to the students.					

Section E: Factors which Influence the Implementation of Guidance and Counseling

The following factors affect the effectiveness of the guidance and counseling programme in secondary schools. Indicate by ticking the importance of each factor in the table below.

Strongly Agree (SA), Agree (A), Uncertain (U) and Strongly Disagree (SD).

	Factor	SA	A	U	D	SD
32	Gender of the student					
33	Gender of the teacher counselor					
34	Parental influence					
35	Cultural differences between the counselor and the student.					
36	Type of the problem for counseling					
37	Attitude of the student towards guidance and counseling					
38	Attitude of the teacher counselor towards the student					
39	Attitude of other teachers towards guidance and counseling					
40	Attitude of the head teacher towards guidance and counseling					
41	Religious differences of the teacher counselor and the student.					
42	Personality of the teacher counselor					
43	Level of student's trust on teacher counselor					
44	Financial support from the school.					
45	Number of teacher counselors.					
46	Guidance and counseling office and resource materials					
47	Training level of the teacher counselor					

THANK YOU

APPENDIX B

QUESTIONNAIRES FOR STUDENTS

The researcher is a postgraduate student at Egerton University pursuing a Master of Education degree and would wish to enlist your support by answering the questionnaire below.

Kindly provide honest answers and the findings will be handled with utmost confidentiality.

Thanks

Margaret

Section A: General Information

1 Gender: Male [] Female []

2 Which form are you?

i) Three []

ii) Four []

Section B: Implementation of Guidance and Counselling programmes

3. Is there a guidance and counselling department in your school?

Yes [] No []

4. Is there a teacher counselor (s) in charge of the department?

Yes [] No []

5. Does the school have a guidance and counselling committee?

Yes [] No []

6. a) Does the guidance and counselling department have an office?

Yes [] No []

b) If 6 (a) above is no, where do they carry out the guidance and counselling sessions?

Classroom []

Staff room []

Any available room []

Other (specify).....

7. Which is the most common method of guidance and counselling used in your school?

Individual counselling []

Group counselling []

Both []

Other (specify) ..,.....

8. How often is group guidance and counselling offered in your school?

Daily []

Once per week []

Twice a week []

Once per term []

Other (specify).....

9. How often do student go for individual guidance and counselling?

Daily []

Once per week []

Twice a week []

Once per term []

Other (specify).....

10. The teacher counselor or the guidance and counselling committee organizes for resource persons to talk to the students on guidance and counselling matters.

Yes [] No []

11. a) Is there peer counselling undertaken by student counselors?

Yes [] No []

b) Are these peer counselors well trained?

Yes [] No []

12. a) Have you attended a counselling session with teacher counselor?

Yes [] No []

b) Give reasons for your answer

Section C : Perception of Students on Guidance and Counseling.

In the table, give your opinion on the statements listed using the scale given below.

Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD).

	STATEMENT	SA	A	U	D	SD
13	Guidance and counseling department has been established in the school.					
14	Students effectively utilize the guidance and counseling services offered in the school					
15	Many students positively respond to the guidance from teacher counselor(s).					
16	Resource persons are usually invited to offer group counselling to students in school.					
17	Through effective implementation of guidance and counseling services, student indiscipline incidences have reduced.					
18	Guidance and counseling services are allocated time in the school timetable					
19	Guidance and counseling activities are usually timetabled at the beginning of the term and made known to the students.					

Section E: Factors which Influence the Implementation of Guidance and Counseling

The following factors affect the effectiveness of the guidance and counseling programme in secondary schools. Indicate by ticking the importance of each factor in the table below.

Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD).

	Factor	SA	A	U	D	SD
20	Gender of the student					
21	Gender of the teacher counselor					
22	Parental influence					
23	Cultural differences between the counselor and the student.					
24	Type of the problem for counseling					
25	Attitude of the student towards guidance and counseling					
26	Attitude of the teacher counselor towards the student					
27	Religious differences of the teacher counselor and the student.					
28	Personality of the teacher counselor					
29	Level of student's trust on teacher counselor					
30	Number of teacher counselors.					
31	Guidance and counseling office and resource materials					

Thank You

APPENDIX C

INTERVIEW SCHEDULE FOR HEAD TEACHER

1. Do you have a guidance and counselling department in this school?
2. How does it operate within the school in assisting students?
3. What factors generally influence the implementation of guidance and counselling programmes in the school?
4. Do you think that guidance and counselling programme has been well implemented in this school?
5. What is the level of training of teacher counselor(s) on guidance and counselling in the school?
6. Are the termly activities scheduled for guidance and counselling implemented as planned?
7. What challenges do you face as a head teacher in the implementation of guidance and counselling programmes in school?