PERCEPTIONS OF TEACHERS AND STUDENTS TOWARDS GUIDANCEAND COUNSELLING SERVICES IN PUBLIC SECONDARY SCHOOLS IN ONGATA RONGAI AND NGONG ZONES OF KAJIADO NORTH DISTRICT, KAJIADO COUNTY-KENYA

BY

MOMANYI LILIAN MANDERA

A Thesis Submitted To the Faculty of Education, Department of Research and Evaluation, in Partial Fulfilment of the Requirement for the Masters of Education in Research and Evaluation

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

NAIROBI, KENYA

JULY, 2013

DECLARATION

I, the undersigned, declare that this thesis is fundamentally my original work and the outcome of my research and reflection. To the best of my knowledge, it has not been presented to any college or university for academic credit. Any information obtained from other sources has been duly acknowledged.

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

Momanyi Lilian Mandera **MED/1015283/09/12**

This thesis has been submitted for examination with our approval as university supervisors.

Name: Dr. Anne Kanga

(Senior Lecturer, Department of Research, CUEA)

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

Name: Prof. Genevieve Mwayuli

(Dean Faculty of Science, CUEA)

Signature…….Date…….

ABSTRACT

This study's aim and focus was to establish the perceptions of students and teachers towards guidance and counselling services in secondary schools in Ngong and Ongata Rongai Zones. The study was guided by the fact that right or wrong perceptions of students and teachers towards the guidance and counselling services determine whether these services are sought for voluntarily. After reviewing related literature on guidance and counselling, it was established that there was limited research on the same. Besides, it was also found out that majority of the researchers employed the use of questionnaires only in the collection of data which do not gather in-depth information. Cross-sectional survey research design was used to carry out the study. Through simple random sampling and stratified random sampling, six schools out of the twelve public secondary schools were sampled for the study. The sample comprised of 150 respondents comprising of 120 students, 24 teachers and 6 principals. The study used questionnaires and interview schedules to assess the students' and teachers' perceptions towards guidance and counselling services. Data were summarized using means, frequencies, percentages, descriptions and correlations. Qualitative data were transcribed then organised into themes, after which it was reported verbatim. Independent t-test statistics were done and they revealed that teachers and students have wrong perceptions towards guidance and counselling services. There was also a relationship between the perception of students and teachers and the effectiveness of the guidance and counselling services, p-value at 0.05. The findings also showed that lack of trained teacher counsellors and facilities results to teachers not being confidential and lack the knowledge and skills required to guide and counsel students. The study recommended that teacher counsellors should embrace the use of peer counsellors, sensitize students on the importance of guidance and counselling services and be friendly to students. Also, all stakeholders of education, right from the top (Ministry of Education) to the low levels, should cooperate and work together on issues to do with the training of teacher counsellors, and availing facilities for the implementation of the guidance and counselling services in schools.

DEDICATION

To my beloved husband Eric and dear children Winnie, Judy, Michelle, Enock and Seth.

ACKNOWLEDGEMENT

I am greatly indebted to my beloved husband Prof. Eric Rang'ondi Okong'o for being there for me during the whole period of my study. I sincerely thank him for his financial, material and psychological support throughout the course. To my family members, friends, relatives and well wishers, you played a major role in my life.

My sincere appreciations go to my supervisors, Dr. Anne Kanga and Prof. Genevieve Mwayuli for the support, guidance and assistance they gave me during the course work and the research period. This study would not have been successful without them.

Sincere thanks to all lecturers in the Faculty of Education for the support they accorded me during the whole period I was a student in The Catholic University of Eastern Africa. Special appreciation also goes to my classmates for the continuous support and encouragement.

Last but not least, I owe my sincere thanks to the Almighty God for enabling me to complete this work.

TABLE OF CONTENTS

PAGE

Declaration…….....…….i

Abstract…….....…….....ii

Dedication…….....…….…iii

Acknowledgement…….....……iv

List of Tables…….....……ix

List of Figures…….....…….....xi

List of Abbreviations and Acronyms…….....…….xii

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem…….....…….1

1.2 Statement of the Problem…….....…….....10

1.3 Research Questions…….....…….....12

1.4 Hypotheses…….....…….12

1.5 Significance of the Study…….....……..13

1.6 Scope and Delimitations of the Study…….....…….....14

1.7 Theoretical Framework…….....……..15

1.8 Conceptual Framework…….....…….....19

1.9 Operational Definitions of Key Terms…….....…….....20

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction…….....……...22

2.2 Historical Background of Guidance and Counselling in Secondary Schools and Professional Qualification of School Counsellors: An International Perspective…… 22

2.3 Teachers' and Students' Perceptions Towards Guidance and Counselling Services: An International Perspective……..…..27

2.4 Historical Background of Guidance and Counselling in Secondary Schools and Professional Qualification of Teacher Counsellors: A Kenyan Perspective 29

2.5 Teachers' and Students' Perceptions Towards Guidance and Counselling Services in Kenyan Secondary Schools…….....……..……35

2.6 Establishment of Guidance and Counselling in Kenyan Secondary Schools……..44

2.7 Summary of Reviewed Literature…….....…….....46

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction…….....…….....48

3.2 Research Design…….....……48

3.3 Target Population…….....…….49

3.4 Sample and Sampling Procedures…….....…….....49

3.5Descriptive of Research Instruments…… .....……...51

3.5.1 Questionnaires for Teachers and Students…… .....……..52

3.5.2 Interview Schedules for Teachers and Principals…… .....……53

3.6 Pilot Testing…… .....…….53

3.7 Validity and Reliability of Research Instruments…… .....…….54

3.7.1 Validity of the Research Instruments…….....…….54

3.7.2 Reliability of the Research Instruments…… .....…….54

3.8 Data Collection Procedures…….....……....55

3.9 Data Analysis……..…… .....……56

3.10 Ethical Consideration…….....……...56

CHAPTER FOUR

DATA PRESENTATION AND ANALYSISOF FINDINGS

4.1 Introduction…….....…….....58

4.2 Demographic Characteristics of the Respondents…….58

4.2.1 Students……59

4.2 2 Teacher Counsellors…….60

4.2.3 Principals…….62

4.3Counselling Services Offered in Secondary Schools in Ngong and Ongata Rongai Divisions……64

4.4 Training Levels of Secondary School Teacher Counsellors in Ngong and Ongata Rongai Divisions…….67

4.5 Availability of Resources for Implementation of Guidance and Counselling Services…….68

4.6 Why Students in Secondary Schools in Ngong and Ongata Rongai Divisions Avoid Guidance and Counselling Services.....74

4.7 Perceptions of Teachers and Students towards Guidance and Counselling Services…….76

4.8 Challenges Teacher Counsellors Face in Guiding and Counselling Students…….83

4.9 Ways of Improving the Provision of Guidance and Counselling Services.....87

4.9.1 Students' Views on how Guidance and Counselling Services can be Made Effective……..87

4.9.2 Principals' and Teacher Counsellors' Views on how Guidance and Counselling can be Made Effective…….92

4.10 Testing of the Null Hypotheses…….97

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction……...101

5.2 Summary of the Findings……..102

5.3 Conclusions……..105

5.4 Recommendations……...107

5.5 Recommendations for Further Study……108

References ……109

Appendices…….116

Appendix 1 Questionnaire for Teachers…… .....……116

Appendix 2 Questionnaire for Students…… .....……123

Appendix 3Interview Schedule for Principals and Teacher Counsellors…… .....…….129

Appendix 4 Cronbach's Coefficient Alpha for Students and Teachers……..…. .....….134

LIST OF TABLES

Page

Table 1.1: Secondary School Strikes in Kajiado North District – 2000-2009……..……...7

Table 1.2: Kajiado North District K.C.S.E. Examination Analysis 2006-2011…… .....……...8

Table 1.3: KCSE National, District and Divisional mean Scores 2008-2010..... .....……...9

Table 3.1: Sample Size and Sampling Design for Target Population…..…….....……51

Table 4.1: Participants' Response Rate…… .....……...58

Table 4.2: Demographic Characteristics of Students…….....…....59

Table 4.3: Demographic Characteristics of Teacher Counsellors…… .....…..60

Table 4.4: Demographic Characteristics of Principals…….. .....…....63

Table 4.5: Guidance and counselling Services Sought by Students…… .....……...65

Table 4.6: Guidance and counselling Services offered by teachers…….....……66

Table 4.7: Training of Teacher Counsellors…….. 67

Table 4.8: Teacher Counsellors' Responses on Availability of Materials and Resources…… .....…….....69

Table 4.9: Students' Responses on Availability of Materials and Resources…….....….70

Table 4.10: Scheduled Time for Guidance and Counselling…… 74

Table 4.11: Reasons for Avoiding Guidance and Counselling Services…..…… .....……76

Table4.12: Teachers' Views on Effectiveness of Guidance and Counselling in Schools…… .....…….77

Table 4.13: Students' Views on Effectiveness of Guidance and Counselling in Schools……. .....……....78

Table 4.14: Challenges that Face the Provision of Guidance and Counselling Services…….....…..……..84

Table 4.15: Ways Learners can make Guidance and Counselling Effective…….....…..87

Table 4.16: Ways Teachers can make Guidance and Counselling Effective…… .....……89

Table 4.17: Strategies to be Adopted by School Administrators…….…….....…..…….91

Table 4.18: What Learners can do to benefit from Guidance and
Counselling Services…….....…….....92

Table 4.19: Ways of Enhancing Guidance and Counselling Services
and Right Perception…….....…..…….94

Table 4.20: T-Test for Null Hypothesis 1…….....……....98

Table 4.21: T-Test for Null Hypothesis 2…….....……....99

LIST OF FIGURES

Page

Figure1.1: Relationship Between Factors That Affect Counselling and Perceptions Towards Service……..20

Figure 4.1: Reference of Indiscipline Cases…….82

Figure 4.2: Principals' Supervisory Role…….83

LIST OF ABREVIATIONS AND ACRONYMNS

BOG	Board of Governors
DEO	District Education Officer
INSET	In-service of Teachers
KCSE	Kenya Certificate of Secondary Education
KDSDCR	Kajiado District Students' Discipline Committee Report
KNEC	Kenya National Examination Council
KSSTCA	Kenya Secondary School Teacher Counsellors Association
MOE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
PTA	Parent Teacher Association
SMASSE	Strengthening Mathematics and Science in Secondary Education

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

Students and teachers in secondary schools have different perceptions towards guidance and counselling services. These perceptions determine whether they will seek for the guidance and counselling services or not. The perceptions also affect their behaviour, academic performance and everyday experiences. The persistence of indiscipline and many social ills in secondary schools in Ngong and Ongata Rongai Zones in Kajiado County, Kenya, such as drug and substance abuse, strikes, teenage pregnancies besides poor performance in the national examinations, are an indication that the secondary school students are not seeking for guidance and counselling services according to the Kajiado District Students' Discipline Committee Report (KDSDCR, 2008). It is the persistence of these social ills, indiscipline and poor performance among students in these zones that led to this study to establish the perceptions of both teachers and students towards the guidance and counselling services.

In Kenya, recommendations on the provision of guidance and counselling services in schools have been given in different government reports since independence 1963. In 1964, the Ominde Report recommended that learners should be given courses in education and training which are best suitable to their needs. The report also recommended that learners should be given guidance on careers and employment opportunities. As a result, the Ministry of Education established guidance and counselling unit in 1971 at the inspectorate headquarters located at Jogoo House. The unit was given the duty of dealing with problems of psychological maladjustments of pupils in schools and run seminars for teachers on

vocational guidance. According to this report, guidance was not a requirement of the regular duties of teachers (Republic of Kenya, 1976).

The Gachathi Report of 1976 observed that proper guidance and counselling and learning of pupils played an important role in enhancing the pupil's future adaptability. This report then recommended that all teachers participate in guidance and counselling as one of their normal teaching duties. It also recommended guidance and counselling to be integrated with other topics such as ethics, careers, human relations, family life and sex education (Republic of Kenya, 1976). The Kamunge Report of 1988 (Republic of Kenya, 1988), Pointed out that guidance and counselling of the youth in secondary schools was essential in helping them identify their individual interests and needs and recommended that guidance and counselling should be decentralised to district level.

The establishment of guidance and counselling departments in secondary schools is one of the developments in the field of education in Kenya in the recent past. It became popular after the banning of corporal punishment in 2001 (MOE, 2001). According to KIE (2004), the Development Plan 1999-2000, recommended that education on guidance be enhanced in Kenya. The Ministry of Education Science and Technology then set up structures and mechanisms to facilitate the establishment of guidance and counselling in schools. Some of the mechanisms included decentralising the supervision and coordination of guidance and counselling activities from the Ministry Headquarters to the provincial and district levels, the Kenya Institute of Education being involved in the development of relevant resource materials for facilitating guidance and counselling in schools and Teacher Service Commission identifying and appointing teacher counsellors as heads of departments (KIE, 2004). The major aims of guidance were to ensure change of behaviour, change of belief and values, improvement in decision making and coping skills and relief from emotional distress.

According to the United States of America's Association for Supervision and Curriculum Development (ASCD) (1962), perceptions are a consequence of experience. Rich and extensive perceptual fields are a product of the kind of opportunities an individual has been exposed to. The behaviour of an individual is a function of the individual's way of perceiving. As such, any person's behaviour at a given moment is a direct expression of the way things seem to that person at that moment. As pointed out in the ASCD Manual, behaving and learning are products of perceiving. Behaviour exists in and can be dealt within the present. Much of a person's behaviour is therefore the result of his or her conception of himself or herself. Orlando (2010) has explained perceptual experiences as the mental states that occur when a subject perceives the environment. In this case, even the sensory properties are represented in the perceptual experience.

Egbochuku (2008) asserts that the aims of school guidance and counselling services are to provide students with opportunities to develop knowledge and appreciation of themselves and others, to develop relationship skills, ethical standards and a sense of responsibility. The students also have the opportunity to acquire skills and attitudes necessary to develop educational goals which are suited to their needs, interests and abilities and information that would enable them to make decisions about life and career opportunities.

A teacher counsellor is primarily concerned with the growth and development of all students, and will seek to develop whatever positive qualities that are present in the individual. The counsellor utilizes the relationship with the students to provide an adult model for the development of self concepts and meaningful activities like orientation, in which the more mature student leaders can contribute to the development of confidence and self-reliance in others. Also, specific programmes for the development of social skills are provided to meet the needs that are characteristic at this stage of adolescent development. Finally, the counsellor utilizes the school society or culture to promote attitudes consistent

with good mental health practices (Bier, 1965). According to Makinde (1994), both teachers and parents should understand the nature of the unique problems of adolescents if they are to help them make a transition to adulthood. It is when the needs of this age group are not adequately provided for that the problems of indecision, uncertainty, delinquency, ambiguity, conflicts, instability, unpredictability, alcoholism, career muddle and hindered heterosexuality issues surface. Guidance and counselling services are provided to students to help find solutions to their many problems. Makinde (1994) further argues that guidance helps in giving direction to the achievement of developmental tasks of adolescents.

Counselling on the other hand helps prevent frustration, restore self-understanding and educate on tasks necessary for good adolescent growth. Counselling is concerned with the worth of an individual, awareness of the various aspects of growth, helping an individual understand himself or herself and his or her world. Thus, it provides favourable conditions for healthier growth and correction of unbecoming behaviour (Makinde, 1994).Guidance and counselling services are therefore necessary in secondary schools where adolescent stage is at its peak. At this stage, students need to clarify their goals and values, strengthen their interests and aspirations, appreciate their philosophies and cognition and adjust to the norms of society.

The fundamental goal of guidance is to offer assistance to individuals so that they would make intelligent decisions and adjustments in life in their day to day activities (Fields and Boesser, 2002). Guidance helps to enhance the best in an individual by becoming aware of the strengths, weaknesses, interests and capabilities so that he or she can be the best person he or she could be. Nevertheless, the guidance and counselling department has a role in discipline. The guidance and counselling department does not administer disciplinary sanction to students who commit a violation in the rules and regulations of the school. This is the function of the deputy principal and the disciplinary committee. The guidance counsellor

helps the disciplinary committee by helping the students learn personal responsibility for their behaviour and to help them judge between right and wrong (Fields and Boesser, 2002). Thus, according to Fields and Boesser (2002), the guidance counsellor's role is simply to conduct counselling to the erring students to make them understand why their behaviour is unacceptable and its possible repercussion to the school community. In this way, the students are assisted to realise that they have done "wrong" and take responsibility for their actions. The student would then learn to accept the consequences of his or her behaviour, and to be aware of the purpose of the punishment to avoid repeat of the bad behaviour. As such, guidance does not solve the problem for an individual, but it helps the individual to solve it. Therefore, guidance is not focused on the problem, but on the individual, because its purpose is to promote growth of the individual toward self-awareness, self-understanding, self-development and self-direction.

In Ngong and Ongata Rongai Zones, although most secondary schools have operating guidance and counselling departments, students are not making use of them. They rarely seek for these services voluntarily and even when they are referred to the guidance and counselling department, they have to be forced to see the teacher counsellor for guidance and counselling (KDSDCR, 2008). As a result, the students' indiscipline and poor performance has persisted in the two Zones of Kajiado North District. This is because students are not able to make the right decisions when faced with challenges. As pointed out in the KDSDCR (2008), most schools have reported cases of indiscipline among students, dropouts, and teenage pregnancies among school girls, fights during co-curricular activities, drug abuse, and irregularities in examinations among others. Further, the indiscipline in schools has led to poor performance in the district.

According to a 1999 report by the Human Rights Watch, for most Kenyan children, violence had become a regular part of the school experience, hence, the Human Rights Watch

pushed for the abolition of corporal punishment. Caning was banned in Kenya in 2001 in a Gazette Notice dated 13th March 2001 (Aduda, 2001). Further the children's Act of 2003 outlawed any form of physical punishment meted out on a student in a learning institution. The only options left to schools in enforcing discipline were suspension, expulsion and guidance and counselling. Now that the first two have been abolished too, that leaves guidance and counselling as the only tool for addressing indiscipline among learners. This limits the options for teachers and school administrators to respond to cases of indiscipline among learners.

During the 2008 series of unrests in Kenyan schools, several factors were cited to have contributed to the indiscipline. These include: Drug abuse, absence of role models in society and failure of leaders to embrace dialogue when handling disputes (Waihenga, 2009). These unrests affected 300 schools, one student died and property worth millions of shillings was destroyed. The then Education Permanent Secretary, Professor Karega Mutahi, while addressing principals to stop expelling students and instead embrace guidance and counselling as a correction tool, noted that expulsion does not provide a lasting solution. He therefore, urged school Head Teachers to apply new conflict resolution tactics such as guiding and counselling (Agutu and Siele, 2009). However, the guidance and counselling departments in schools are not fully empowered. There is lack of a formal structure to enable this department perform its roles effectively, according to Mr. Ahmed Abdi, the then national chairman of the Kenya Secondary Schools Teacher Counsellors Association (KSSTCA) (Waihenga, 2009).

Most divisions in Kajiado District have been registering incidents of schools' unrest since 2000.The unrests have been increasing year after year and lack of effective guidance and counselling services was cited as the cause by the Kajiado District Students Discipline Committee Report (KDSDCR) (2008). A summary of this report is shown in table 1.1.

Table 1.1Secondary School Strikes in Kajiado North 2000-2009

Division	Number of Schools	Number of Strikes
Mosiro	4	8
Magadi	5	10
EwasoKedong	4	12
Ongata Rongai	6	15
Ngong	6	17
Total	**25**	**62**

Source: Kajiado DEO Report, 2011.

Table 1.1 shows that Ngong and Ongata Rongai Zones had the highest number of strikes. The Kajiado District Students Discipline Committee attributed this to the guidance and counselling departments not doing their work effectively. Most students have certain perceptions about the guidance and counselling services which hinder their seeking for help when need arises. The indiscipline of students has had a great impact on the performance of these students at the KCSE level.

The then Kajiado North District Education Officer, Mr Kariukio Manyuera, while addressing principals and academic department heads noted that students' performance in the KCSE examinations in the district has remained poor year after year (MOE, 2010). He pointed out that efforts have been made to correct this situation such as the compulsory attendance for SMASSE INSETS since 2000 for all science and mathematics teachers, establishment of District Awards Day to reward the few students, teachers and schools that have done well, remedial lessons for candidate classes and INSETS and seminars for teachers in the different subjects. However, he noted that these efforts have had little success and the

examination performance has not been very impressive in Kajiado North District for the past few years. Table 1.2 shows the performance of public secondary schools in Ngong and Ongata Rongai Zones of Kajiado North District 2006 to 2011.

Table 1.2: KCSE Analyses by Public Schools in Ngong and Ongata Rongai Zones,2006-2011

Year	2006		2007		2008		2009		2010		2011	
School	MS	MG	MS	MG	MS	MG	MS	MG	MS	MG	MS	MG
Oloolaiser	6.0	C	6.6	C+	7.7	B-	8.1	B-	7.7	B-	7.6	B-
Oloolua	5.5	C	6.6	C+	5.4	C-	5.6	C	6.1	C	6.3	C
Enoomatasian	6.5	C+	5.7	C	5.9	C	6.7	C+	6.8	C+	7.3	C+
Nakeel	4.5	D+	5.3	C-	4.7	C-	4.8	C-	5.2	C-	5.8	C
Kibiko	3.8	D+	4.7	C-	4.3	D+	4.5	C-	4.2	D+	4.6	C-
Olooseos	4.5	C-	4.6	C-	4.4	D+	4.3	D+	4.2	D+	5.2	C-
Baraka - Ontoyie	5.6	C	5.8	C	6.4	C	6.8	C+	6.8	C+	6.2	C
Olkeri	New		4.2	D+	4.3	D+	4.9	C-	5.5	C	5.7	C
Nkaimurunya			New		5.9	C-	5.1	C-	6.2	C	7.1	C+
Ole Kasasi					New		4.2	D+	4.6	C-	5.3	C

Source: Kajiado North D.E.O K.C.S.E. Examination Analysis Report, 2011

KEY: MS- Mean Score MG- Mean Grade

From table 1.2, Ngong and Ongata Rongai Zones contribute a small number of high achieving students, which does not commensurate with its overall enrolment. Further, the

indiscipline of students is clearly reflected in the mean score for the two divisions and district which are 4.998 and 5.33 respectively for the year 2010. These scores are low given that the maximum attainable score is 12.00. A good number of these schools are public county schools. However, when comparing them with some public county schools elsewhere in the country, their performance is wanting. Some of the public county schools are Nyambaria high school with a mean score of 9.33, Naivasha girls secondary had 9.91, St Peter's Mumias boys' high school got a mean score of 9.61, Tenwek high school got 9.44, Moi girls Nairobi had 9.3, Kiambu high school got 9.05 and Nkubu high school 8.76 (The East Africa Standard, 2012). Further, the performance of the two divisions as compared to the national mean scores is wanting as shown in table 1.3 below.

Table 1.3 KCSE National and Divisional Mean Scores Between 2008-2010

Year	2008	2009	2010
Ngong and Ongata Rongai Zones	4.80	4.99	5.00
Kajiado North District	5.04	5.04	5.33
KCSE National Level	5.56	5.61	5.35

Sources: Kajiado North DEO KCSE Examination Analysis Report and Kenya National Examination Report, 2011

From table 1.3 above, the analysis shows that the two zones have mean scores which are way below the national mean scores. This clearly indicates the wanting situation in the performance of schools at KCSE level which may have come about as a result of the perceptions the students may be having towards guidance and counselling services. The head of guidance and counselling department and teacher counsellors may not have adequate

training. It was necessary to establish whether they are professionally equipped to handle this important task and determine if the MOEST is offering any in-service training to boost their professionalism in guidance and counselling. Guidance and counselling needs resources and facilities like offices since most information given by students should be kept confidential by the teacher. Otherwise, the students will lose their confidence in the teacher and become more defiant. It was thus important to establish the perceptions held by both teachers and students towards guidance and counselling services and find out the reasons behind the perceptions held.

1.2 Statement of the Problem

Despite the emphasis of the establishment of guidance and counselling departments by the Ministry of Education, Science and Technology (MOEST) and their existence in secondary schools, its effectiveness on ensuring discipline and academic performance is not felt. The stakeholders in public secondary schools in Ngong and Ongata Rongai Zones have asked many questions concerning the poor academic performance in the public secondary schools. The issue of poor performance has been raised in many educative and political rallies that have been held within the two zones. The then area member of parliament, late Honourable Professor George Saitoti made a personal effort of visiting the public schools within the two zones to assess the situation. He went further to aid secondary schools in the construction of science laboratories in conjunction with the parents and other stakeholders so as to boost the performance of science subjects. However, the performance has not become any better resulting to all stake-holders being concerned about the worrying situation. The poor performance may be an indicator that the guidance and counselling programmes have not been able to make education system successful and effective in the area. Because of the complains, worries and concerns from the board of governors, parents and politicians, this study was carried out to address the issue.

Mwangi (2002) on studying student perception of guidance and counselling in Loreto secondary schools sought to determine whether students' perceptions of guidance and counselling programme was affected by teacher counsellor' age, gender or level of training in counselling skills. His findings showed that students did not consider the age, sex or level of training of teacher counsellors when seeking for guidance and counselling services. However, the number of students seeking for guidance and counselling was noted to be below average. Siro (2008) carried out a study on analysis of implementation of guidance and counselling services in secondary schools in Rigoma Division of Nyamira District. She found out that most public secondary schools had functional guidance and counselling departments. The study however showed that most students do not maximally utilize the facility. Atodo (2008) looked at students' perceptions of effectiveness of guidance and counselling in secondary schools in Eldoret Municipality and found out that students view guidance and counselling with scepticism. All these studies show that there is a missing link between the guidance and counselling programmes, and students and teachers whom the programme is supposed to serve.

Most of these studies done so far are limited to the challenges faced by the guidance and counselling departments and school administrators in the provision of the guidance and counselling services and professional qualifications of the guidance and counselling personnel in public secondary schools. As such, the perceptions of teachers and students towards guidance and counselling services have not been effectively addressed. Yet, it is the perceptions of both teachers and students that will determine whether the services will be effective and successful in making wholistic individuals. Besides, the students and teachers are the main clients for guidance and counselling in secondary school set ups. Thus, this study set out to establish the perceptions of teachers and students towards guidance and counselling services. Also, the studies that have been done have employed the use of

questionnaires only in data collection. Questionnaires are not able to get in-depth information therefore their findings were not exhaustive.

1.3 Research Questions

This study was guided by the following research questions.

1. What are the counselling services offered in secondary schools in Ngong and Ongata Rongai Zones?
2. What are the professional qualifications of the secondary school teacher counsellors in Ngong and Ongata Rongai Zones?
3. To what extent are resources available for teacher counsellors for implementing guidance and counselling services in secondary schools in Ngong and Ongata Rongai Zones?
4. Why do students avoid seeking the guidance and counselling services in secondary schools in Ngong and Ongata Rongai Zones?
5. What are the perceptions of teachers and students towards guidance and counselling services?
6. What are the challenges that the teacher counsellors face in guiding and counselling students?
7. How can the provision of guidance and counselling services in secondary schools in Ngong and Ongata Rongai Zones be improved?

1.4 Hypotheses

Ho1: There is no significant difference in the perception mean scores of students in schools with established guidance and counselling departments and those without.

Ho2: There is no significant difference in the perception mean scores of trained teacher counsellors and those that are not trained.

1.5 Significance of the Study

The study will help the students, teachers, parents and all stake-holders in education in the following ways:

It is hoped that this study will set the stage for effective use of guidance and counselling services in secondary schools in Ngong and Ongata Rongai Zones. Further, it is hoped that students and teachers would develop the right perceptions towards guidance and counselling services as a means of curbing indiscipline and creating a conducive learning environment.

It is hoped that an assessment of the perceptions of teachers and students towards guidance and counselling services and the improvement in the areas of ineffectiveness would enhance continued seeking for the same in secondary schools and this will lead into a conducive learning environment and development of all round citizens.

The knowledge obtained from the study will help the teacher counsellors broaden their knowledge and skills on how best to offer the guidance and counselling services and thus help in developing right perceptions in both teachers and students towards guidance and counselling services.

Based on the present situation and future needs for the growing adolescents, it is hoped that the recommendations from the study will become a guiding principle for the development of effective guidance and counselling services in schools which will lead to students and teachers having the right perceptions towards guidance and counselling services.

Further, findings from the study may provide useful information on guidance and counselling to various institutions and other personnel involved in decision making, formulating policies and implementing guidance and counselling services in secondary schools.

The guidance and counselling unit in the MOE will benefit in obtaining feedback on the link between the perceptions of students and teachers and their seeking for the guidance and counselling services offered in secondary schools.

1.6 Scope and Delimitations of the Study

The study was carried out in sampled public secondary schools in Ngong and OngataRongai Zones, Kajiado North District. Kajiado North District is found in the South Rift, Rift Valley Province. It is bordered by Kajiado Central to the southwest, Machakos to the southeast, and east, Nairobi to the northeast, Kiambu on the north and Narok on the west.

Kajiado North District is made up of five zones namely: Magadi, Mosiro, OngataRongai, EwuasoKidong and Ngong. Ngong and OngataRongai Zones are predominantly rural except for Rongai and Ngong Townships, which are urban and cosmopolitan with people of different ethnic backgrounds and varied economic activities.

Ngong and OngataRongai Zones were chosen because they have some schools in the urban and others in the rural areas. Thus, students from both rural and urban settings are likely to have varied counselling needs and perceptions. Besides, the students come from different ethnic backgrounds and economic statuses which may influence their perceptions differently.

Only six out of the twelve public secondary schools were studied. This is because of the limited time available for the study that would not allow all the schools to be studied.

Also, the funds required for the study were limited thus making it hard to study all the schools.

The study was an assessment of the perceptions of teachers and students towards guidance and counselling services. Perceptions of teachers and students were studied and not other aspects because most of the studies already done had dwelt on other aspects and not perceptions. Yet, perceptions of the students and teachers towards guidance and counselling services are core in achieving the goals of the guidance and counselling departments.

1.7 Theoretical Framework

A theoretical framework describes a theory or model in which the study is grounded on. Behavioural counselling theory was used to ground this study. According to Corey (2005) the main proponent of this theory is B.F. Skinner (1953). Makinde (1994) has also given John Krumboltz and Carl Thoresen as other proponents.

Behaviour modification is an approach in behavioural counselling theory that focuses on the development of the adaptive behaviour in daily living. It is used to help individuals improve some aspects of daily life (Corey, 2005). Thoresen (1966) as quoted by Makinde (1994) has defined behaviour as the function of interaction of heredity and environment. He goes further to explain that the theory maintains that a counsellor should be concerned with observable behaviour which will constitute the criterion against which counselling outcomes are to be assessed. Accordingly, behaviour is modifiable by manipulation and the creation of learning conditions. Behavioural counselling process becomes the expert arrangement of learning or re-learning experiences to help individuals change their behaviour in order to solve whatever problems they manifest or select for presentation to the counsellor.

According to Esere (2006), the main aim of behaviour modification strategies is to have a change in behaviour towards positive change. Effective counselling is therefore

perceived as that which helps a client to effect a change in his or her behaviours such that he or she is able to live a more productive and satisfying life. Akinade and Adedipe (2004) have also noted that behaviour modification is associated with the control of behaviour through the action of environmental forces. It is a process of helping people to learn how to solve certain interpersonal, emotional and decision making problems.

Skinner (1953) contends that learning cannot occur in the absence of either positive or negative reinforcement. According to Skinner, actions that are reinforced tend to be repeated whereas those that are not reinforced tend to be extinguished. His model is based on reinforcement principles and has the goal of identifying and controlling environmental factors that lead to behavioural change. Corey (2005) and Araya (2008) assert that behaviour is influenced by stimulus events, external reinforcement and cognitive mediation processes. The theory also involves a reciprocal interaction among the environment, personal factors like beliefs, preferences and expectations and individual behaviour.

Kazdin (2001), Miltenberger (2004), Corey (2005), Makinde (1994) and Araya (2008) have given the following as the core values or principles of the model.

1. Human behaviour is learnt and therefore is subject to change. Specific changes in the student's environment can assist in altering relevant changes in student behaviour by altering the environment.
2. Social learning principles, such as those of reinforcement and social modelling, can be used to develop counselling procedures.
3. Counselling effectiveness and out-come are assessed by changes in specific student behaviours outside the counselling interview.
4. Counselling procedures are not static, fixed or predetermined and therefore, they can be specifically designed to assist the student in solving a particular problem. Thus, in

behavioural approach, counsellors help students define goals in behavioural terms, provide resources and encouragement in helping students move towards goals and experiment with a variety of techniques for helping students with different problems.

Kazdin (2001) and Miltenberger (2004) have also given the following as the characteristics of behaviour therapy: it is based on the principles and procedures of the scientific method which are concerned with the client's current problems and the factors influencing them. Secondly, clients involved are expected to assume an active role by engaging in specific actions to deal with their problems and it emphasises teaching clients skills of self-management. It also focuses on assessing overt and covert behaviour directly besides emphasising a self-control approach in which clients learn self-management strategies. Besides these, it focuses on individually tailored interventions to specific problems experienced by clients and this practice is based on a collaborative partnership between the therapist and client where clients are informed about the nature and course of treatment. Finally, behaviour therapy emphasises on practical applications where interventions are applied to all facets of daily life in which maladaptive behaviours are to be decreased and adaptive behaviours to be increased and also strives to develop culture-specific procedures and obtain their clients adherence and cooperation.

Guidance is when a teacher, out of his or her own volition, decides to give students help which will enable them to realize their potential to the maximum. The teacher counsellor here is out to develop the whole person. The guidance can be on areas like emotional needs, social needs, physical needs and psychological needs. In counselling, the counsellor does not act on his or her own volition but on the request of the individual with a problem(s). The counselee therefore should be a referral or volunteer (Mundia, 1993). Thus, according to Mundia (1993), the role of teacher counsellors are to create an environment in which students and teachers can explore their own feelings without fear. They also enable students and

teachers learn how to cope more effectively with decision making and examine values and objectives without risk or condemnation. From the definition, Mundia (1993) further explains that the counselee should be able to express himself or herself freely and anticipate that the counsellor will be able to help him or her to cope with his or her day to day problems. Finally, the counselee should have absolute confidence in the counsellor because disclosure of the problem could lead to further ego-deflation. The counsellor therefore needs to establish an intimate working relationship which is marked by co-operation, harmony and accord.

Behavioural counselling theory was applicable to this study because teacher counsellors work in schools where there are students from diverse home back-grounds. As such, they have diverse learnt behaviours. These behaviours are also subject to change as the students interact with one another and under the influence of hormonal changes in their bodies during the adolescent stage. Thus, the school environment in general, besides the social learning principles like rewards for good behaviour and performance, can bring changes in student's behaviour.

The school environment, learning principles and counselling effectiveness have to be appealing to the students for them to develop a right perception towards guidance and counselling services. As such, when there are challenges in these three areas, it affects the perceptions of both students and teachers towards guidance and counselling services. When the perceptions are right, there would be continuous seeking for guidance and counselling services whereas when they are wrong, the students may not seek for the services and even when they are forced to, the services would have no impact on their behaviour. Instead, the students and teachers may become more defensive and closed to experiences leading to maladjusted individuals.

1.8 Conceptual Framework

There are several variables that interact together and affect the perceptions of students and teachers towards guidance and counselling services. These variables are the professional qualifications of teacher counsellors, availability of resources, the importance the society gives to guidance and counselling, the government policies on guidance and counselling and the teacher and student environment as shown in figure 1.1 below. A teacher counsellor operates within the school environment, which is either conducive or not conducive for carrying out counselling services. A learner (counselee) also operates in this school environment and has his or her views about counselling. Besides, the learners come from varied home backgrounds with many different problems which they carry to school. At school, these learners interact with their peers, teachers and other persons and form different perceptions about guidance and counselling services.

For an enhanced performance as a counsellor, school environment, teacher counsellor's qualification and availability of resources have a great role to play. For continued seeking for guidance and counselling services, learners' perceptions towards counselling therefore count. Thus, learners have to be willing to cooperate with the teacher counsellors and be ready to be helped for counselling to be effective. The school environment also affects the perceptions of teachers and students to counselling services. This includes the administration skills, discipline of the learners and school facilities. When all these factors are put in place, they lead to right perceptions which will lead to well-adjusted students and responsible citizens. Thus, the expected result of all these is effective counselling, well adapted and an all-round person as presented in figure 1.1. However, when these factors are not in place, guidance and counselling will not be effective resulting to a maladjusted personas illustrated in figure 1.1.

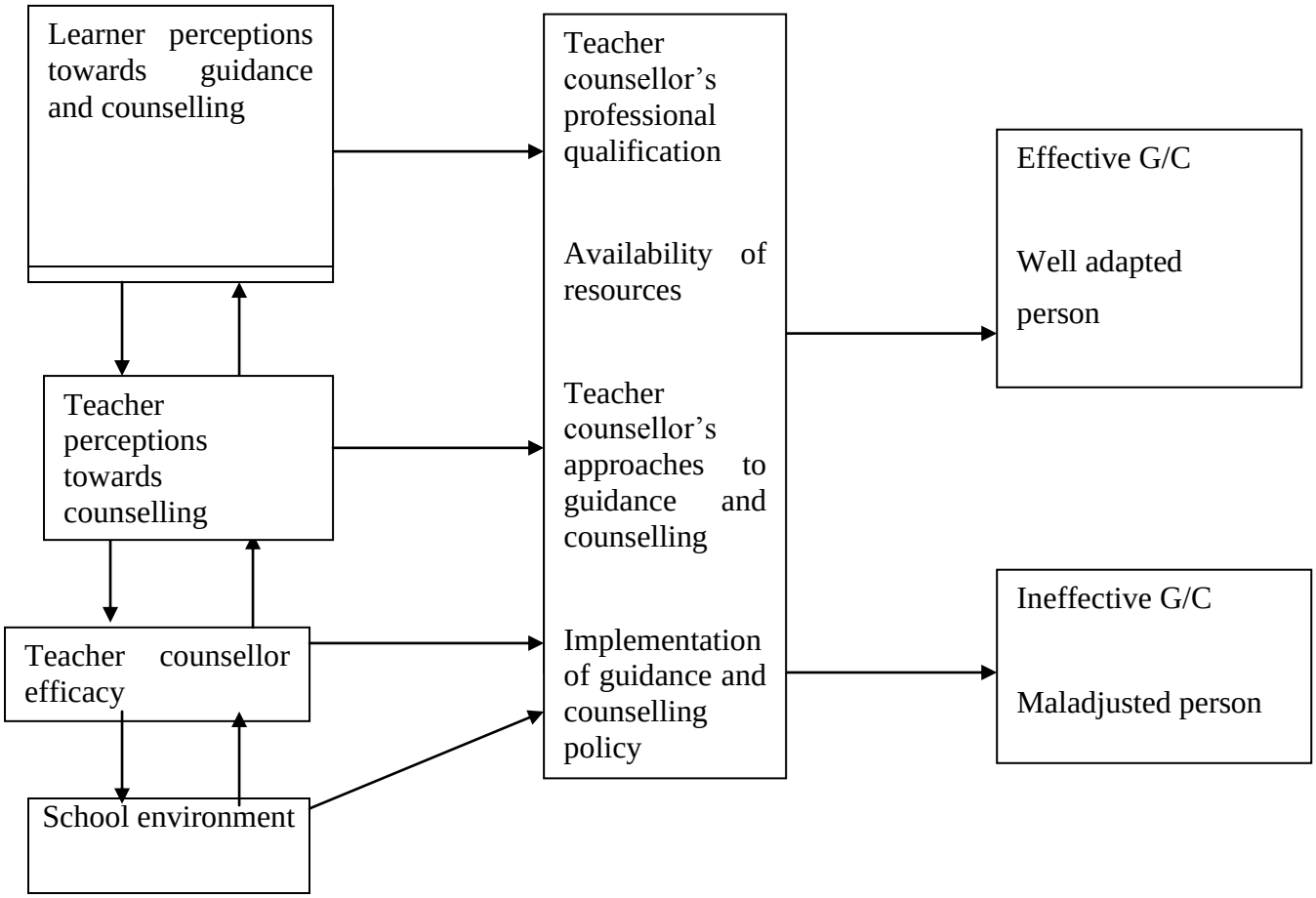

Figure 1.1 Relationship Between Factors That Affect Counselling and Perceptions Towards the Service

Source: Adapted and Modified from Amukoye (2008)

1.9 Operational Definition of Key Terms.

Attitudes: Refers to positive or negative, good or bad predisposition to think, feel, perceive and behave in a certain way towards a given situation.

Counselling: A process by which a person who has a problem or need to make a decision is helped by a counsellor to identify, explore and examine alternative courses of action and their positive consequence with a view to coming up with solutions to their problem.

Discipline: The habit of braving the prevailing discomfort and of doing any necessary task in order to achieve something of value later.

Guidance: Personal help or advice given by someone, which will assist a learner to understand, accept and utilise his or her abilities, aptitudes, interests, and attitude patterns in relation to his or her aspirations.

Guidance and counselling established school: A school that has resources, facilities, materials and a programme for guidance and counselling implementation.

Guidance and counselling teacher: A teacher who has been assigned duties of guidance and counselling programme activities in a school setting. His or her main aim is to help students to be well adapted and all round people who can be depended upon in the society.

In service courses: Short courses offered to teachers who are already in the field on different aspects of the curriculum to update them on the current trends in education and lead to improvement in academic performance.

Perception: A process by which people translate sensory impressions into a coherent and unified view of the world around them. It involves becoming aware of the world around them through their senses and the sensations are interpreted and organised to produce meaningful experiences of the world which may not necessarily be the real situation. In this study, it will involve the way students and teachers see, feel and think about the guidance and counselling services.

Referral: A counselee who is sent to the teacher counsellor by another individual.

Trained teacher counsellor: Refers to a teacher who through training for a period of not less than three months, has acquired basic counselling skills with the aim of helping students cope with physical, emotional, intellectual and social challenges.

Untrained teacher counsellor: A teacher who has not undergone any training in counselling skills. He or she is chosen to be a teacher counsellor by virtue of being a teacher in that school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

A number of scholars have dealt with topics related to this study. This chapter has focused on what other researchers have done and their findings. The related literature provided some relevant information required to address the research questions raised in chapter one. Focus was on the historical background of guidance and counselling outside Kenya and establishment of guidance and counselling programmes in Kenya, professional qualifications of teacher counsellors, availability of resources, teachers' and students' perceptions towards guidance and counselling services and the challenges teacher counsellors face when guiding and counselling students.

Review of related literature helped the researcher identify gaps in knowledge and justify the need to carry out a research on the perceptions of teachers and students towards guidance and counselling services in secondary schools in the current study context. This section is divided into the following sub-sections:

2.2 A Historical Background of Guidance and Counselling in Secondary Schools and Professional Qualification of School Counsellors: An International Perspective

According to Were (2006), guidance gained momentum in the twentieth century especially in America as a reaction to change process in an industrialized society. However, Oyaziwo, Adriana and Maureen (2005) quoting Odebunmi (1985) assert that counselling really began in Africa contrary to the belief that counselling began in the United States of America. It dates back to the origin of humans. They go on to say that this traditional "counselling" was essentially based on the principles of "to guide, direct on a course, enlighten or assist".

Development of guidance and counselling in the United States of America began in the 1890s with a social reform movement (Stickel and Yang, 1993). According to Stickel and Yang (1993), the difficulties that people in urban slums were facing and the widespread use of child labour are some of the factors that led to compulsory education movement and later, vocation movement. This led to the development of the Boston Vocation Bureau Public Schools. Stickel and Yang (1993) further note that the work of the bureau influenced the need for and use of vocational guidance in the United States of America and other countries like Uruguay and China.

In 1913, the National Vocation Guidance Association was formed. This helped legitimize and increase the number of guidance counsellors who were often teachers with teaching responsibilities (Stickel and Yang, 1993). By 1918, vocational guidance was spreading in the country. Between the 1920s and 1930s, there was need to take care of the social, personal and educational aspects of the students.

In 1938, there was a recommendation from a presidential committee and passage of the George Dean Act which provided funds directly for the purpose of guidance and counselling (Schmidt, 2003). Further support for school counselling according to Schmidt (2003) was spurred by the launching of the Sputnik by the Soviet Union. This made the United States of America to fear that other countries were performing better in the fields of mathematics and sciences. As a result, more funds were provided for education and guidance and counselling.

In the 1950s, the American School Counsellor Association (ASCA) was formed which improved the professional identity of the school counsellor (ASCA, 2007). Stickel and Yang (1993) have also noted that more school counsellors were trained and hired. There was also emphasis on accountability of services provided by the school counsellors and by 1970s, evaluations were carried out. Special education movement came into being in 1970s thus

counselling needs of students with disabilities had to be addressed with the enactment of the Education for All Handicapped Children Act in 1975.

Watanabe, Mieko, Senzaki and Herr (2001) have noted that school counselling is practical in other countries like Japan. Here, the goal of counselling is to help every student develop abilities of self-understanding, decision making, life planning and action taking. This helps students to adjust in career choices they want to pursue. Watanabe et al (2001) continue to say that secondary school counselling was started in France in 1922 and was developed by the educational system by the 1930s. In Thailand, school counselling consists of advice giving by teachers while in Israel, school counsellors devote their time to classroom instruction and the rest to personal and social counselling.

In Hong Kong, Watanabe et al (2001) have noted that guidance and counselling has become an important service and has been incorporated in the school system. In Turkey, counselling was developed over fifty years ago and it has a professional association that publishes a journal on counselling and sponsors conferences. Thus, many secondary schools in Turkey have counselling services and receive support from the Ministry of National Education.

Stickel and Yang (1993) finally say that the internet is being used by many countries as a mechanism of disseminating information on career and counselling. Thus, counselling services in schools are likely to expand worldwide in an attempt to improve everyone's life satisfaction. Guidance and counselling services are thus well established in other countries outside Kenya. Different governments are committed to the establishment of guidance and counselling programmes in schools as a result of the increased needs of the youth.

A school counsellor is a counsellor or educator who works in elementary, middle and high schools to provide academic, college access and social competencies to k-12 students in the United States of America (ASCA, 2005). In some countries such as Botswana, China,

Taiwan and Israel, school counselling is provided by educational specialists. In other countries like India, Mexico, Zambia and South Korea, it is provided by classroom teachers who either have the duties added to their teaching load or teach a limited load (ASCA, 2005).

Wrenn (1962) while addressing issues on professionalism of a counsellor in a changing world noted that counselling is a professional activity and a human art. It is therefore rooted in and draws sustenance from an established body of knowledge. It is founded upon its appropriate disciplines of the social sciences and the behavioural sciences. Wrenn (1962) goes on to say that one major task of a counsellor's relationship to the student is to contribute to a growing maturity of self understanding. Therefore the realities of counsellors' personal characteristics and aspirations are seen by the student in their relationships to cultural changes, educational and vocational opportunities. Much advice may be given to a growing child and student but unless it is given under certain conditions, very little of it will be effective.

Barki and Mukhopadyay (1989) reporting on the guidance and counselling manual, agree with Wrenn (1962) that guidance and counselling is a professional activity that should not be taken up by anybody but should be taken up by professionally trained persons. This is because the chances of harming the interest of the affected person will be more than of helping them when the counsellor is not trained. A role study reported by American School Counsellor Association on different sub-groups in Herman (1967) indicated that, a school counsellor should have personal working relationship and essential competences in the behavioural sciences. He further in support of this, states that, the most critical issue that faces counselling is the quality of the counsellor's preparation and guarantee of competence for a school counsellor in the roles they must fulfil.

The education of school counsellors around the world varies based on the laws and cultures of countries. According to ASCA (2005), school counsellors in most states of United

States of America have a master's degree in school counselling from a counsellor education graduate program. They however note that in Canada, school counsellors must be licensed teachers with additional school counselling training who focus on academic, career and personal issues. In Taiwan, they are teachers with recent legislation requiring school counselling licensure focused on individual and group counselling. They further note that in China, school counsellors are required to have at least three years of college experience while in Korea, school counsellors are mandated in middle and high schools.

Schmidt (2003) and ASCA (2005) assert that school counsellors are expected to follow a professional code of ethics in many countries. For instance, in the United States of America, they follow the American School Counsellor Association (ASCA) School Counsellor Ethical Code.

It is evident that professional qualification of school counsellors in most developed countries is not a problem. This is because there are laid down rules and regulations on who is to become a school counsellor and what is required of him or her. Thus, in developed countries, professional qualification of school counsellors is not a factor that may affect the perception of students and teachers towards the guidance and counselling services being offered. There are also established bodies that are concerned with guidance and counselling in schools thus making sure that the professional qualifications of school counsellors is not compromised. In Kenya however, most teacher counsellors are not trained and there are no laid down rules and regulations on who is to become a teacher counsellor. Thus, teacher counsellors are appointed just because they are teachers in that particular school even though they may not be aware of what is required of them. This may have contributed a lot to the perceptions held by teachers and students towards guidance and counselling.

2.3 Teachers' and Students' Perceptions Towards Guidance and Counselling Services: An International Perspective

Facilitating the total, wholesome and fullest development of each student is the fundamental objective of any institution (Aluede, Oyaziwo, Justina and Justina, 2007). They also add that this can be achieved through enriching a student's intellectual, vocational, emotional, personal and psychomotor resources. According to Aluede (2006), these goals can be achieved through comprehensive guidance and counselling. The American School Counselling Association (2003) asserts that comprehensive guidance and counselling programme is a 21st century school counselling delivery system. This system emphasises school guidance curriculum, individual student planning, responsive counselling services and system support. Therefore, according to Purkey& Novak (1996), the school plays an important role in offering experiences to strengthen students' beliefs and cultivating a learning environment filled with positive interpersonal relationship. The relationship between teacher counsellors, students, teachers and the administration must be good for guidance and counselling services to be offered effectively and appreciated. When there is a conflict between any two of them, perceptions are formed which affect the guidance and counselling service being offered in one way or another.

When counselling provision is available to young people, they often tend to be reluctant to make use of it. This is influenced by the type of perceptions, attitudes and beliefs that they hold towards counselling. These make them less willing to make use of the counselling services (Le Surf et al, 1999).According to Myrick (2003), developmental guidance gives specific importance to self-concept formation. It assumes that students' beliefs and perceptions of themselves and the world around them are learnt through their experiences at home and school through relationships. Students require guidance on how to handle some issues and make the right decisions.

According to Aluede and Imonikhe (2002) the perception of teachers towards school counsellors has been neglected. However, a few studies done on this indicate that teachers perceive counsellors as a positive contribution to school instructional programmes. A study carried out in Ireland on teachers' perceptions of teacher counsellors showed that teachers perceived guidance counsellors positively. Aluede and Imonikhe (2002) further assert that most respondents were of the opinion that guidance counsellors should work hand in hand with teachers. This shows that guidance and counselling is viewed positively in developed countries by both teachers and students.

Schmidt (1993) also revealed that counsellors and teachers use classroom guidance activities to encourage positive self concept development and alter behaviours for improving success. Schmidt (1993) further notes that guidance and counselling programme cannot be successful without the support and assistance of teachers in schools. This is because, as Gibson and Mitchell (2003) note, teachers are the first line helpers in the school counselling programme. They are therefore the referral sources for students in need of additional assistance.

Aluede et al (2007) note that counselling literature in developed countries indicate that schools with more fully implemented and comprehensive guidance and counselling programs have students who feel safer attending their schools. These students have better relationships with their teachers besides getting higher grades in their academic work. Aluede et al (2007) further notes that these students have fewer problems related to the physical and interpersonal milieu in their schools.

In most countries where guidance and counselling programmes are well established, teachers and students have right perceptions towards guidance and counselling services. They make use of this service voluntarily whether they have a problem or not unlike what happens in the developing countries like Hong Kong.

Comprehensive guidance and counselling programmes have provided school counsellors with organizational structure to focus efforts, organize work schedules and allocate time necessary for implementing practical school counselling activities and services (Gibson and Henderson 2000). Hui (2002) also asserts that comprehensive guidance and counselling programme requires resources. These include personnel, financial and political resources. He further explains that there is a budget for the programme in developed countries to provide materials and equipments. Also, appropriate facilities are provided by the government to house the personnel of the guidance programme. Further, Gysbers and Henderson (2000) assert that political resources are fully mobilized. This is achieved by the endorsement of the guidance programme by school policy makers as an official programme or framework of the school. As such, availability of resources in these developed countries may have contributed a lot to the right perceptions held by teachers and students towards guidance and counselling services.

In Kenya, although there are government policies on guidance and counselling, these policies' goals have not been achieved. This is mainly because there are no enough materials and resources for the implementation of the programme. The in adequacy of materials contributes a lot the way teachers and students perceive the guidance and counselling services in secondary schools in Kenya.

2.4 A Historical Background of Guidance and Counselling in Secondary Schools and Professional Qualification of Teacher Counsellors: A Kenyan Perspective

Guidance and counselling is a service that all human beings need at one point of their life. There is no human being that has never got a problem at one point or another. Once a problem arises, one seeks solutions, suggestions or even other people's opinions about the problem. In one way or another, one seeks for guidance and counselling services. Guidance

and counselling services are a service that has been in existence as long as human beings have lived, either formally or informally.

Guidance and counselling has been engraved in African traditional society since time immemorial. According to Were (2006), guidance and counselling was entrusted to the immediate and extended family where individuals confined in and depended upon their relatives for advice when faced with problems. As such in the African traditional society, people of all ages could seek for this service from the elderly or respected people in the society. Fortune-tellers, wizards, astrologers, palmists and future-tellers were thought to be getting information from the gods and could therefore guide and counsel others according to what the gods have counselled. Young people could be counselled by the elderly on the norms of the society and what was expected of them in the society. All this was informal counselling.

Mwiti (2005) in his manual for youth counselling also emphasises that in the African traditions, the older counselled the younger and the wiser counselled those with less experience. Likewise, the expertise and religious leaders counselled the whole society. He further adds that behaviour was reinforced through rewards, punishment and taboos. With the coming of western education, young people were not available to be counselled by the elderly resulting to erosion of the societal norms and ethics. This called for formal guidance and counselling services in schools where these young people were now to be found.

According to the KIE (2003), the formalization and integration of guidance services in Kenya began in the late 1950s. Were (2006) asserts that as early as 1960s when the country was anticipating independence, there was need to train human power and vocational guidance was part and parcel of that preparation. Thus, the Ministry of Labour and Ministry of Education came up with a plan to offer vocational guidance with the help of career masters in schools in 1962. Thus, as young people were being taught and trained for the job market, they

were counselled and guided on how to be all-round citizens. However, even though there is a lot of development in the provision of the guidance and counselling services in the country, the young people do not seem to be seeking for the services. This is evident in the increase of social ills and erosion of societal norms. These called for the need to look into the perceptions the teachers and students may be having towards guidance and counselling that are making them not to make use of the available guidance and counselling services.

In Kenya, recommendations on the provision of guidance and counselling services in schools have been given in different government reports since independence 1963. In 1964, the Ominde Report recommended that learners should be given courses in education and training which are best suitable to their needs. The report also recommended that learners should be given guidance on careers and employment opportunities. As a result, the Ministry of Education established guidance and counselling unit in 1971 at the inspectorate headquarters located at Jogoo House. The unit was given the duty of dealing with problems of psychological maladjustments of pupils in schools and run seminars for teachers on vocational guidance. According to this report, guidance was not a requirement of the regular duties of teachers (Republic of Kenya, 1976).

The Gachathi Report of 1976 observed that proper guidance and counselling and learning of pupils played an important role in enhancing the pupil's future adaptability. This report then recommended that all teachers participate in guidance and counselling as one of their normal teaching duties. It also recommended guidance and counselling to be integrated with other topics such as ethics, careers, human relations, family life and sex education (Republic of Kenya, 1976). The Kamunge Report of 1988 (Republic of Kenya, 1988), Pointed out that guidance and counselling of the youth in secondary schools was essential in helping them identify their individual interests and needs and recommended that guidance and counselling should be decentralised to district level.

Guidance and counselling is therefore expected to help students develop positive attitudes towards work while in school and thereafter in the job market. This can be achieved if the students have right perceptions towards guidance and counselling services that are being offered. Guidance and counselling was key for the country to develop and produce citizens that are not only responsible but also patriotic to their country and ready to handle life situations as they arise.

Since then, the MOEST has also set up structures and mechanisms to facilitate the establishment of guidance and counselling in schools, which enhances the provision of this service (Kilonzo, 1980). These include guidance and counselling forming part of the teacher training curriculum at all levels, Teachers Service Commission identifying and appointing teacher counsellors as departmental heads, peer counselling and clubs such as abstinence and straight talk clubs being established in most schools mainly through the effort of the MOEST and Non-Governmental Organisations. Kilonzo (1980) further explains that these clubs assist teacher counsellors in providing guidance and counselling services to students. Also, the MOE with the help of the United Nations Education Science and Cultural Organization (UNESCO) has provided training opportunities for a few teachers (Kilonzo, 1980). This has helped them to acquire the required knowledge on guidance and counselling. The Kenyainstitute of Education has also been charged with the responsibility of developing resources that are relevant and suitable in facilitating guidance and counselling services in schools.

The Kenyan government is thus committed to the establishment of the guidance and counselling programmes, through the Ministry of Education, in learning institutions. It endeavours to make this programme more effective in the services they offer to students. Developments in the guidance and counselling programmes have been taking place mainly because of the continued needs of the youth. However, despite the efforts being made by the

government in the development of the guidance and counselling programmes, students and the youth in general do not seem to be making use of the services being offered. This may be as a result of the perceptions they may be having towards this guidance and counselling services. The study therefore aimed at finding out the perceptions of the teachers and students towards guidance and counselling services.

Mutie and Ndambuki (1999), writing on guidance and counselling for schools and colleges emphasised that teacher counsellors in Kenyan secondary schools should be well prepared. They noted that in preparing for counselling, it is important to acquire knowledge of theories of personality and psychotherapy, diagnostic and behavioural intervention techniques as well as dynamics of human behaviour.

Many scholars have confirmed the lack of professionally trained teacher counsellors or inadequate training programmes for guidance and counselling teachers in Kenya. Ringera (2008) carried out a study on the challenges facing guidance and counselling services in secondary schools in Miriga Mieru West Division in Meru District. In the study, survey design and questionnaires and interview guides were used to collect data. It was found out that not all objectives of guidance and counselling were met. It was also noted that teacher counsellors are not frequently trained in guidance and counselling services hence do not have much information on the current trends in guidance and counselling. As a result, they lack skills in handling guidance and counselling, like not observing confidentiality. It was also noted that there are no modern guidance and counselling methods that are used in secondary schools and most teacher counsellors are not aware of them. The study was mainly concerned with the challenges the guidance department faces and did not give any insight on whether these challenges made students and teachers develop certain perceptions towards guidance and counselling services. As such, the current study focused on the perceptions that students and teachers have towards guidance and counselling services.

In his study on guidance and counselling services in secondary schools in Nyeri Municipality, Bernard (2002) found out that the major problems facing the teacher counsellors in Kenyan schools are inadequate training and information on guidance and counselling guidelines. A study carried out by Amukoa (1984) on the need for serious counselling in Kenya involving 21 teacher counsellors established that only 5% had basic training in counselling. The rest of the teacher counsellors were appointed on the basis of their academic qualifications and experience as teachers. As a result, most teacher counsellors wait until students' emotions have developed into problems, before they take action. These studies showed clearly that teacher counsellors are not trained and thus not able to handle students with counselling needs. They however did not show whether lack of training has any impact on the perceptions held by teachers and students towards guidance and counselling services in secondary schools. The current study looked at whether the professional qualifications of teacher counsellors affect the students' and teachers' perceptions towards guidance and counselling services.

Wachira (1997) carried out a study on the preparation of secondary school heads and implications on their performance and found out that lack of training in guidance and counselling contributed to incompetence of the teacher-counsellor hence unfavourable attitude towards the programme. Survey design was employed in this study and questionnaires were used to collect data. Without these skills, teacher counsellors cannot detect students' problems early enough before they develop into impairments. Okola (2005) in his study on the factors hindering effective provision of educational guidance and counselling services in secondary schools in Trans-Nzoia District employed survey design. Questionnaires and one interview guide were used to collect information from respondents. From his findings, Okola (2005) agreed with other scholars that trained personnel in guidance and counselling are few or not available at all in many schools. The study recommended the

need for clear national policy for introducing, implementing, evaluating and developing guidance and counselling programs. The study generally looked at educational guidance and counselling but did not consider the guidance and counselling services. From the study, it was also not clearly pointed out whether the lack of trained counsellors has an effect on the perceptions of both teachers and students towards guidance and counselling services. The current study however looked at guidance and counselling services in general and whether lack of training has any impact on the perceptions held by teachers and students towards guidance and counselling services.

All these studies point out clearly that in most schools, teacher-counsellors lack professional qualifications for guidance and counselling. This results to them not being effective when providing the guidance and counselling services to students. When the services are not provided for effectively, both teachers and students develop perceptions which may hinder their continued seeking for the same. It is in this light that the researcher wanted to establish whether teacher-counsellors are professionally trained in guidance and counselling and also establish whether this contributes to the perceptions students and teachers may be having towards guidance and counselling services.

2.5 Teachers' and Students' Perceptions Towards Guidance and Counselling Services in Kenya

The Kamunge report (1988) clearly points out that guidance and counselling of the youth in secondary schools is essential in helping them identify their individual interests and needs. The report recommended that guidance and counselling should assist pupils to appreciate their roles as workers and develop the right attitude towards discipline and management of time. However, research has revealed that only a small number of adolescents usually seek out for guidance and counselling services offered by school counsellors when in distress (Friedman, 1991). Patterson (1973) adds that students perceive guidance and

counselling services differently. He thus points out that the guidance and counselling service should be concerned about the way it is perceived by students.

Teacher counsellors find themselves in conflict with the administration and disciplinary committees especially in confidentiality. Confidentiality according to Corey (2005) means the characteristics of being secret. It is an intimacy of knowledge shared by a few who do not divert it to others. The teacher counsellors are expected to maintain confidential the information shared in counselling with students yet they are expected to keep the administration informed of the general issues in schools. This hampers effective counselling because the entire profession of counselling is founded on confidentiality. Most people, students included think that guidance is only for those who have discipline, academic or other problems. However, Skinner (2001) asserts that guidance is a service for all and not a few. He goes on to say that the teachers' initial attitude towards the student client is important.

In his research, Wanjohi (1990) noted that if the head teacher supports teacher counsellors, there is a very good response from the students on the services offered. As such, for the guidance and counselling services to be effective and successive, the school heads must fully support the programme. The goals of guidance and counselling can be effectively achieved if both students and teachers perceive guidance and counselling as a positive service in their academic and professional life and one that can enable them function effectively as adults and all round citizens. Students within Ngong and Ongata Rongai Zones are not seeking for the guidance and counselling services which have resulted to majority of them being maladjusted. This shows that the guidance and counselling services are not effective meaning that head teachers may not be fully supporting the programme. As a result, both teachers and students have certain perceptions towards guidance and counselling services.

A survey by Gelso and Karl (1973) indicated that administration held a more unfavourable view of counselling services because they viewed counsellors as quasi administrators. They also expressed the feeling that counsellors should be involved with discipline, which contradicts with counselling. Cochran and Peters (1972) in their studies noted that the administrators many times make the counsellors to perform duties that are beyond their roles simply because the job is legitimate for the school. Alutu & Etiobhio (2006) also emphasised that facilitating the learning process and self development of learners is one of the major aims of guidance and counselling. As such, they emphasise that the role of the teacher counsellor has to be clearly defined by the administration to teachers and students so that there is no overlap or role conflict. Juma (2009) emphasised that areas of responsibilities should be clearly defined so as to avert misunderstanding as the two parties are committed to the same goal. She also adds that most head- teachers have a negative attitude towards guidance and counselling as they view the teacher counsellor as a person that discusses other teachers with their students. The main concern in these studies was the challenges and not the perceptions held by students and teachers. The current study focused on the perceptions held by teachers and students towards guidance and counselling services.

Kilonzo (1980) in his seminar paper on guidance and counselling noted that there is mistrust between ordinary regular teachers and teacher counsellors. Teacher counsellors are seen as a threat to the school by even the principals because of the close interaction with students and the practice of confidentiality. He further says that some teachers who really wanted to be appointed as teacher counsellors view teacher counsellors as sycophants who are out to please head-teachers by reporting other teachers. This hostility affects teacher counsellors who end up developing wrong attitudes towards guidance and counselling and fail to give their best to the programme. This seminar paper was however looking at guidance

and counselling in general and not restricted to the perceptions held by teachers and students towards guidance and counselling services which the current study has focused on.

Wachira (1997) in his study on how prepared secondary school heads are and its implications on their performance, noted that some head of departments appointed to head the guidance and counselling departments by either the TSC or head teachers had not desired to head guidance and counselling departments. This makes the teacher counsellors to lack seriousness in providing guidance and counselling services. It also contributes to negative attitudes towards guidance and counselling. Juma (2009) while researching on the challenges the guidance and counselling departments face, found out that heavy work load and other duties have contributed to teacher counsellors not perceiving guidance and counselling as a priority in their busy schedules. This makes them to rarely address the needs of individual students. This study touched on perceptions of teachers and students on passing because it was not within their area of research. The current study however focused mainly on the perceptions of teachers and students towards guidance and counselling services.

Wrenn (1962) asserts that evidence shows that no matter how excellent advice and information can be, unless it is related to a student's desire to know and focused upon those personal concerns that have immediate meaning for the student, the advice can be forgotten or perceived in a distorted form. Studies carried out on young people have revealed that adolescents like being accepted and liked by other people. As a result, they frequently value other people's opinions above their own, thus attempt to become what others want them to be. Under these conditions, students find it difficult to disclose what they feel or think about themselves for fear of being rejected or disliked. Kombo (1980) carried out a study on correlates of students' deviant behaviour in selected schools in Nairobi. He pointed out the following as the factors that may lead to students having a negative attitude towards guidance and counselling services: teacher counsellor training, sex of teacher counsellor and age of

teacher counsellor. However, the study revealed that these factors affect the students' attitude to a lesser extent. He also noted that a small percentage of students were seeking for guidance and counselling services and this was attributed to the attitude they may be having towards the services. The study was mainly concerned with deviant behaviour and did not dwell much on why the students were not seeking for the guidance and counselling services. The current study therefore focused on perceptions held by students and teachers towards guidance and counselling services because it is these perceptions that they hold that determine whether they seek for the service or not.

The perception given to guidance and counselling determine whether or not students use the counselling services in schools. In his research on effectiveness of guidance and counselling in secondary schools after the ban of corporal punishment in Kenya, Mutunga (2003) found out that the level of voluntary consulting with the guidance and counselling department by students was very low. This he attributed to lack of trust, fear of being victimized and poor counselling environment. He therefore noted that students are yet to perceive the role of guidance and counselling positively and embrace it appropriately. Wanjohi (1990) adds that most students feel that it is only those students with problems who should see a counsellor. The students who are bright in class and with no academic problems should not seek for any help. This is why according to Amukoa (1984) and Wanjohi (1990) students are indifferent to guidance and counselling services. It was therefore important to get the perceptions held by students and teachers and find ways in which these perceptions can be improved positively.

Yunis (2006) carried out a study on the students' perception of guidance and counselling services in secondary schools in Kajiado Central Division, Kajiado District. Survey design was used and employed questionnaires only to establish the perception of students towards guidance and counselling in secondary schools. The study found out that

when guidance and counselling service is perceived as part of the administration, students avoid using it. On the other hand, when students perceive it as concerned with only educational or academic problems, it will still keep students with other problems from using it.

Yunis (2006) goes on to explain that the attitudes held by students towards seeking help also determines how effectively counselling resources are used. Therefore, students with positive attitudes towards seeking help are more likely to seek counselling than those with negative attitude. As such, special attention must be drawn to adolescents' attitudes towards guidance and counselling services and counsellors, so as to develop willingness to seek for these services. In this study, only perceptions of students were studied while teachers' perceptions were left out yet the perceptions of either group influence both groups either positively or negatively. More so, the study only employed questionnaires to establish the perceptions of students towards guidance and counselling services. Questionnaires have limitations thus the findings may not have been exhaustive. In the current study, both questionnaires and interview schedules were used. The interview schedules sought to get in-depth information which may not easily be captured in a questionnaire.

Sydney (1997) carried out a case study of Tongaren Division Bungoma District investigating the factors that lead to indiscipline in schools. The study found out that students did not seek counselling, the class teacher was not well equipped with counselling skills and the teacher counsellor was blamed for problems with the school. By students not seeking counselling services, it means there was a problem with their attitude. Most of the students felt that there was lack of confidentiality. The current study investigated the perceptions of teachers and students towards guidance and counselling services. This is because the kind of perceptions held determine whether they seek for guidance and counselling services or not.

Successful counselling that will be very important requires some degree of voluntary client participation (Simelane, 2001). In his research on the needs and perceptions of secondary school students in selected schools in Nairobi province, citing Wilson (1973), Simelane (2001) observes that the self referred client is the highest motivated for change and most co-operative. Mwangi (1991) also observed that how a client perceives counselling may serve as a barrier to the process. This perception is derived from the client's prior experiences in or out of counselling and the nature of the client's concerns. This may keep the client from seeking help. Students interact with one another, support staff and teachers while in the school environment. They undergo different experiences that impact on the perceptions they develop towards the services they are given in school, guidance and counselling being one of them. The current study looked at the experiences students go through in their daily lives that affect their perceptions especially towards guidance and counselling.

Mutie and Ndambuki (1999) have noted that student' wrong perceptions towards guidance and counselling has led to the failure of the guidance and counselling programme. This has in turn affected the education process. It is important to help students develop the right perceptions towards guidance and counselling as this will enable them seek for the services voluntarily. This way, the services will be more meaningful to the students and lead to the achievement of the guidance and counselling programme's goals and therefore the success of the education system. This study was not concerned with how the wrong perceptions can be improved to make the guidance and counselling services useful to the students. In the current study, however, ways of improving the perceptions of both teachers and students towards guidance and counselling have been considered. This will enable students make use of the guidance and counselling services in schools and reduce indiscipline among students.

Wanjohi (1990) carried out a study on the perceptions of the role of counsellors in secondary schools in Nyeri District and revealed that the guidance and counselling services are viewed with scepticism by students. He thus stressed that counsellors must create awareness among students on the importance of these services. Anyona (1989) comparing the psychological counselling needs of adolescents in Lari Division, Kiambu District, observed that schools are expected to help individual students through educational counselling to be aware of their fullest potential. She notes that adolescents have many psychological and social problems that need to be counselled. This will enable them attain higher educational and training opportunities. She concluded from her studies that there were no effective guidance and counselling services being offered in schools. Kebaya (1987) while studying on high school students' perception of their problems and their help seeking preferences also established that a significant percentage of the respondents did not have a previous guidance and counselling experience. This study did not limit itself to the counselling needs of students but rather went deeper into finding out the perceptions held by both teachers and students towards guidance and counselling and how these perceptions can be improved.

Gitonga (1999) researched on secondary school head-teachers' attitudes towards guidance and counselling programme in Meru Central District. In an attempt to establish the problems encountered by heads in the guidance and counselling programs in secondary schools, the study revealed that generally students were unwilling to admit that they had problems. They therefore refuse to open up and become uncooperative. In her study, she observed that students had a wrong notion on what guidance and counselling was and what it offers. She also noted that students were afraid of being seen with the teacher counsellor or in the counselling room. All these show that students display negative attitude towards guidance and counselling services. The study did not however explain what brought about the negative attitude towards guidance and counselling. More so, only head teachers were involved in the

study. The current study looked at the perceptions of the teachers and students and why these teachers and students developed the perceptions they hold. This is because students are the main clients in the guidance departments in schools and teachers are fully involved in offering this service.

The counselling relationship is a professional relationship in which the counsellor is ethically bound to confidentiality (Makinde, 1963). Lytton & Graft (1974) have noted that students or young people may not wish to be with the teacher counsellor. They feel that their confidential concerns cannot be respected within the school setting. Gitonga (1999) notes that the guidance and counselling programme can achieve its objectives if it gets the support of students. Students can give the support by utilizing the services provided. Confidentiality therefore will play a major role in the students utilizing of services. Yunis (2005) concurs with Gitonga and says that there is need to enhance positive attitude in students towards guidance and counselling services in their respective schools. This can be achieved if guidance and counselling incorporates other significant help-givers in the school to strengthen the services rendered. She goes on to say that more information is still needed at secondary school level to make guidance and counselling services more apt. This is because although students perceive guidance and counselling favourable, more has to be done to make the perception better. The current study did not only focus on the perceptions held by teachers and students but also looked into ways that will better these perceptions.

Nyambura (2007) carried out a survey of the attitudes of students and teacher counsellors towards guidance and counselling in selected schools in Limuru Division. She only used questionnaires for data collection. The study found out that fear of breaking confidentiality was one of the reasons that kept students away from seeking help. The students expected the teacher counsellors to be confidential. She also adds that students expect teacher counsellors to have qualities like genuineness, acceptance, trustworthiness and

empathy. Nyambura (2007) adds that the teacher counsellor's personal attributes can influence the help seeking habits of students. There is need therefore for teacher counsellors to model the behaviour they expect the students to learn. She established that students fear seeking for help for fear of what people would think of them, besides being ashamed to disclose certain problems to counsellors. The current study used questionnaires and interview schedules so as to get in-depth information from the students and teachers that questionnaires alone could not get.

Teacher counsellors relate with students in more than one relationship. This may hinder effective counselling as students will find it difficult to differentiate between the strict judgemental duty teacher and the emphatic counsellor in the same person. In professional counselling, dual relationship should be avoided if possible (Corey, 1991). This can only be possible if teacher counsellors specialize in counselling and are not given other duties that are conflicting to their counselling work. Kilonzo (1980) in his paper also reported that students always avoided seeking for help from counsellors holding positions of authority. This will therefore mean that students will not readily seek for counselling services from deputy principals or principals.

2.6Establishment of Guidance and Counselling in Kenyan Secondary Schools

Wanjohi (1990) carried out a study on perceptions of the role of counsellors in secondary schools in Nyeri District. He used questionnaires to gather information and established that head-teachers did not give guidance and counselling programmes the attention and seriousness it deserved. This is reflected in the head-teachers' failure to implement most of the recommendations made by the government development plan and education reports. Thus, the teacher counsellors do not get time off to attend to their problems or carry out some inquiries. He further notes that they have full teaching loads that makes

them inadequate to guide and counsel students. Besides, guidance and counselling is not timetabled. As a result, Wanjohi (1990) adds that the teacher counsellor finds it very difficult to administer this service outside the timetable. The current study was based on the perceptions of teachers and students towards guidance and counselling services. It therefore focused on whether the shortcomings met during guidance and counselling have any impact on the perceptions teachers and students develop towards guidance and counselling services.

In her study on the assessment of counselling needs among high school students in Nyamira Division, Nyamira District, Mongare (2005) established that there is lack of flexibility of the school budget where it cannot accommodate the needs of the guidance and counselling department. As such, there is no money set aside for the maintenance of cumulative records in guidance and counselling. Were (2006) has also noted that the guidance and counselling programme is dynamic in nature thus keeps on changing in order to cater for the current needs of students. There should be therefore frequent evaluation in its development to ensure its continuing utility. All these require money, which the head-teachers are not ready to part with. These studies however failed to show on how lack of funds set aside for guidance and counselling affect the perceptions held by teachers and students towards guidance and counselling services.

Ringera (2008) agrees with the other scholars and adds that most secondary schools lack facilities like counselling rooms. She goes on to say that guidance and counselling records are not used appropriately in all schools and in some schools, proper guidance and counselling records is non existence. Okola (2005) in his research also found out that Kenyan schools have very few reference books on guidance and counselling. He also noted that most schools do not have sufficient funds to carry out the programme effectively. Bernard (2002) further confirms that teacher counsellors were constrained by inadequate training and lacked adequate resources in general. Amukoye (2008) noted that both students and teacher

counsellors face the challenge of inadequate time in offering and accessing counselling services respectively. Juma (2009) studied on the challenges guidance and counselling departments face while offering their services in secondary schools in Ngong Division. She used descriptive survey design and questionnaires and interview schedules to collect data. The findings established that the department in most schools here lack rooms from where they can carry out their activities. This affects the delivery of the teacher counsellors. Although they looked at the challenges faced when implementing the guidance and counselling services, they did not clearly show how these challenges affects the perceptions held by teachers and students towards guidance and counselling services in secondary schools.

All these researchers agree that the guidance and counselling departments although being in existence in most schools, they seriously lack the major resources required for the services to be effective. Lack of these resources affects the way the teacher counsellors perform their duty. Accordingly then, this may contribute to the perceptions that students and teachers may be having towards guidance and counselling services. This study looked at the availability of resources and how they affect the perceptions of teachers and students towards guidance and counselling services.

2.7 Summary of Reviewed Literature

The reviewed literature revealed that guidance and counselling programmes are going on in nearly all schools in Kenya but they are not yielding much. The literature highlighted some of the issues that are dealt with during counselling. These include adolescent problems, career counselling, and peer pressure, psychological and emotional problems among others.

Most reviewed studies showed that effective implementation of guidance and counselling in secondary schools is hindered by: most counsellors not professionally trained,

counselling having no place on the school timetable and most schools having insufficient funds to carry out the programme effectively. Also, teacher counsellors are overloaded with other instructional duties and responsibilities like any other teacher.

The reviewed literature showed that there are limited studies on the perceptions held by teachers and students towards guidance and counselling services in secondary schools in Ngong and Ongata Rongai Zones of Kajiado North District which is the gap that the current study hoped to address. Even though studies have been done related to the area of study, none of them has been done in Ngong and Ongata Rongai Zones of Kajiado North District. These two zones are special in that they are sub-urban areas with students and teachers coming from different ethnic backgrounds and economic activities. With these varied backgrounds, these two groups may tend to have different perceptions towards guidance and counselling services as they have rich experiences.

More so, the studies mainly used questionnaires to collect data. Questionnaires have limitations thus the findings may not have been exhaustive. The current study however, used both questionnaires and interview schedules. The interview schedules sought to get in-depth information which would not easily be captured in a questionnaire.

However, in order to capture the perceptions of students and teachers towards guidance and counselling, other related factors of counselling were considered. These factors were teacher counsellor training, availability of resources and the challenges the guidance and counselling departments face when offering their services. Perceptions of students and teachers towards guidance and counselling services were also sought for and ways in which these perceptions might be improved.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The main purpose of this study was to investigate the perceptions of teachers and students towards the guidance and counselling services in public secondary schools in Ngong and OngataRongai Zones, Kajiado North District. This section has described the procedures and strategies that were used in the study under the following sub-headings: description of research design, target population, sample and sampling procedures, data collection instruments, validity and reliability of instruments, data collection procedures, data analysis procedures and ethical considerations.

3.2 Research Design

Cross-sectional survey design was used to conduct this study. According to Orodho (2004) and Kasomo (2007), a cross-sectional survey is a method of collecting information by interviewing or administering a questionnaire to different categories of people at the same time. Cross-sectional survey research studies are designed to get pertinent and precise information concerning the current status of a problem with respect to one or more variables and where possible draw valid general conclusions from the facts discovered (Mugenda & Mugenda, 1999). Surveys also aim at obtaining information, which can be analysed, patterns extracted and comparisons made. It is the most frequently used for collecting information about people's perceptions, attitudes, opinions, habits or any of the variety of education issues. Since survey is used to collect data about perceptions, opinions, attitudes, practices and suggestions for improvement using a large sample, it was appropriate for this study. This provided an in-depth understanding of the phenomenon under study.

Case study was used for qualitative data. According to Kasomo (2007) a case study is an investigation of a small group to determine in great detail the characteristics of that particular case.

3.3 Target Population

The target population comprised of all principals, teacher counsellors and form three and four students of public secondary schools in Ngong and Ongata Rongai Zones. Ngong and Ongata Rongai Zones have a total of twelve public secondary schools (N= 12).

The Principals (N=12) were included in the study because they are administrators and supervisors of school activities. They are therefore involved directly in the discipline of students. They were expected to give information on their perceptions towards guidance and counselling services and whether students make use of this service in their respective schools.

Teacher counsellors (N=120) gave first hand experience of their roles. They therefore gave information on how they perceive the services they offer, besides the perceptions of students and other teachers towards the guidance and counselling services.

The Form Three and Four students (N=2400) in the public secondary schools were used because they have been in school for long thus have experienced the outcomes of guidance and counselling services. They are also in the height of adolescence and therefore most vulnerable group due to identity crisis and other social, emotional and psychological related issues.

3.4 Sample and Sampling procedures

Ngong and Ongata Rongai Zones have twelve public secondary schools. Six secondary schools were sampled for the study using stratified and simple random sampling techniques. The schools were stratified according to their categories, which are mixed day

secondary schools, boys boarding secondary schools and girls boarding secondary schools. A list of all secondary schools in Ngong and Ongata Rongai Zones was obtained from the District Education Office. Schools were categorised into three categories and each school was given a number. Papers were written, folded and put into three boxes and schools were picked at random with replacement to increase chances of equal probability for any school to be picked. Two mixed schools, two boys' schools and two girls' schools were picked for the study. This according to Kasomo (2007) and Ogula (2002) ensured an equal chance of selecting schools on the basis of the categories. Stratified random sampling was preferred because Ngong and Ongata Rongai Zones have a heterogeneous population in terms of sex of participants and number of schools in each category. Thus, stratification allowed creating a set of homogeneous sample based on the type of school.

Ten percent of the total student population from each selected school was used in the study. According to Kasomo (2007), 10% of the accessible population is enough in descriptive studies. Because only form three and form four classes were used, each with an average of about one hundred students, ten from each class represented ten percent (10 %).Systematic sampling procedure was used to select 20 students, 10 from form three and 10 from form four in each school. A total of 120 students were selected for the study. In mixed secondary schools, students in form three and four were categorised into boys and girls. Five students were selected from each category so as to have ten boys and girls to make a total of twenty students. To achieve this, students in each stratum were assigned numbers. The researcher then selected every nth (10) element from the numbers of students until a total number of 10 students in each class of the study sample was arrived at.

Since the teacher population was small, the sample for teacher counsellors was 20%. The teacher counsellors were a total of 120, N=120 but n=24. The teacher counsellors were purposively selected to participate in the study. Twenty four teacher counsellors were

selected for the study, four from each selected school. The selected schools have established guidance and counselling departments whose membership vary from one school to another depending on the student enrolment. Averagely, each school has ten teacher counsellors.

Principals were automatically included in the study. Since each school sampled has one principal, six principals were included in the study. The principals or deputy principals were purposively selected for the study because they are administrators and supervisors of school activities. Mugenda and Mugenda (1999) say that, purposive sampling technique allows the researcher to use cases that have the required information with respect to the objectives of his or her study. Table 3.1 below shows target population and sample sizes.

Table 3.1:Sample Size and Sampling Design for the Target Population

Target Group	**Actual Sample**	**Sampling Design**	**Sample Sizes Frequency (f)**	**Percentage**
Students	1200	Simple random	120	10
Teachers	120	Simple random	24	20
Schools	12	Stratified/Simple random	6	50
Principals	12	Purposive	6	50
Total	**1344**		**150**	**130**

Source: Ngong Division Education Office

3.5Description of Research Instruments

The research instruments that were used in the data collection were questionnaires for the teachers and students and interview schedules for principals or deputy principals, and teacher counsellors. Thus, instrument triangulation was employed where more than one instrument is used to gather data. This type of triangulation gives a more detailed and balanced picture of the situation under study. Besides, triangulation increased the credibility

and validity of the results. A description of each instrument is discussed in the section that follows.

3.5.1 Questionnaires for Teachers and Students

The questionnaires for teachers and students are indicated in the appendices 1 and 2. Questionnaires were used because they provide important information about the population. It has the ability to collect a large amount of information within limited time (Mugenda & Mugenda, 1999). The questionnaire consisted of open and closed ended items. Open ended items were used because they allow the respondents the freedom to respond to the items in their own words. This reveals hidden information, background, hidden motivation, interests, decisions and feelings that cannot be captured in closed-ended items.

The questionnaire for teachers (Appendix 1) had four sections. Section A solicited demographic information and professional qualifications of the teacher counsellors. Section B gathered information on the establishment of the guidance and counselling departments in secondary schools in Ngong and Ongata Rongai Zones while section C sought information on the perceptions of teachers and teacher counsellors towards guidance and counselling services. Section D solicited information on how the guidance and counselling services could be improved to enhance right perceptions of both teachers and students towards guidance and counselling services.

The questionnaire for students is attached in this thesis as appendix 2.Questionnaire for students had five sections. Section A sought demographic information of students such as age, sex and class. Section B solicited information on the types of guidance and counselling services offered to students while section C gathered information on the establishment of guidance and counselling departments in their schools. Section D sought information on the perceptions of students towards guidance and counselling services. Finally, section Esolicited

information on how guidance and counselling services could be improved to become more effective and enhance right perceptions in students towards the services.

3.5.2 Interview Schedule for Teachers and Principals

The interview schedule that was used is attached as appendix 3 in this thesis. Interview schedule were used for the principals or deputy principals and departmental heads for guidance and counselling department in order to obtain in-depth information. The interview schedule were semi structured, that is, semi structured questions were asked together with open ended ones. It composed of five sections. Section A sought to get demographic information of the principals and teacher counsellors. Section B solicited information on the qualifications of teacher counsellors while section C sought information on the establishment of the guidance and counselling departments in secondary schools in Ngong and Ongata Rongai Zones. Section D sought information on the perceptions of teachers and students towards guidance and counselling services and section E gathered information on measures to be taken to enhance effective guidance and counselling services which could lead to development of the right perceptions towards guidance and counselling services.

The researcher chose this method of data collection because it is applied in descriptive research where opinions and perceptions of respondents are necessary (Khan, 2008). Besides, interviews give more accurate and reliable information as doubts could be clarified and respondents cross-checked.

3.6 Pilot Testing

Instruments were pilot tested in two schools within the two divisions, which were randomly selected. The two schools that were used in pilot testing did not take part in the main study. The data collected during the pilot test were prepared, analysed and interpreted.

The results got from piloting were used to help in rectifying any misleading questions in the instruments before the study was carried out therefore making the instruments valid and reliable. The adjustments that were done included changing words that were not clear, and removal of some questions that were soliciting for the same information.

3.7 Validity and Reliability of the Research instruments

3.7.1 Validity of the Instruments

Validity of an instrument is the extent to which it measures what it is intended to measure. To ensure content validity so that the instrument accurately measures the effects intended a combination of both questionnaires and interview schedules were used. The questionnaires were given to specialists in educational research, the researcher's supervisors and guidance and counselling specialist to ascertain whether the content was correct. Their comments and corrections were then incorporated in the questionnaire, thus validating the questionnaire. Content validity of the instruments was further ensured by carrying out a pilot test. Any questions that were not clear and therefore misunderstood were corrected before the main study. The adjustments included inserting simpler words, reframing the questions such that they could easily be understood and removal of some questions that were collecting the same information.

3.7.2 Reliability of the Instruments

According to Mugenda and Mugenda (1999), reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. Internal consistency technique was used to test the reliability of the questionnaires and interview schedules. Instruments were pilot tested in two schools within the two zones, which were randomly selected. The instruments were administered to the participants only once. Reliability was then determined using split-half where the instrument was split into two

halves and the respondent's scores on the two halves correlated. The two schools that were used in pilot testing did not take part in the main study.

The data collected during the pilot test were prepared, analysed and interpreted. The results got from piloting were used to help in rectifying any misleading questions or information in the instruments before going out for the study. Further, Cronbach's alpha analysis was used on Likert scale items. Here, scores obtained from one item were correlated with scores obtained from other items in the instrument. The correlation among items was determined by computing Cronbach's Coefficient Alpha and the result were as indicated in appendix 4.

The tables in appendix 4 show that the questionnaire for teachers and students yielded an alpha/ reliability coefficient of 0.7290 and 0.6710 respectively. This was above the alpha index of 0.6, which is an indication of the consistency among items measuring a concept and therefore was accepted (Orodho, 2004, Mugenda & Mugenda, 1999). This meant that the responses given to the questions of the questionnaire by the respondents were both consistent and well understood.

3.8 Data Collection Procedures

After obtaining a research permit from the MOE and a letter of introduction to the principals of schools, the sampled schools were visited. Permission was then obtained from either the principal or deputy principal of the school. The questionnaires for students were then handed over to the deputy principal or principal with explanations about the purpose of the items. They were collected immediately the respondents finished filling them.

The interview schedule was administered to the principal or deputy principal and teacher counsellors. The interview schedule with the deputy principal or principal was administered in the office of either the principal or deputy principal. However, the one for

teacher counsellors took place in the guidance and counselling departmental office. The time for the interview had to be convenient to the interviewee. The researcher allowed the interviewee to choose a convenient time for the interview. Each interview schedule took about 30 minutes per a person.

3.9 Data Analysis

At the end of the collection exercise, questionnaires and interview schedules were checked for completeness, organised and summarised. The data was then coded using SPSS, version 10 for windows (Kasomo, 2007, Ogula, 2002). The outcome of the quantitative data coded from the open and closed ended questions were tabulated using tables, percentages, frequencies and means to determine facilities or resource materials used and their availability, professional qualification of teacher counsellors and perceptions of teachers and students towards guidance and counselling services.

Qualitative data from interview schedules and open ended questions was continuously transformed throughout the collection exercise. This was followed by data reduction which helped to sort, focus and organize the data into themes after which it was reported verbatim. Independent T-test was used to test for the hypotheses. The set value for the hypothesis was 0.05 level of confidence.

3.10 Ethical considerations

While carrying out research, ethical consideration has to be taken seriously. According to Madge (1994), ethical research is one that gains information and consent from respondents, respects the rights of individuals under study and does not cause any harm to them. Further, ethical issues take into consideration sensitivity to cultural differences, gender and anonymity, privacy and confidentiality. Ethical considerations where adhered to while undertaking the study.

Permission was sought from the Ministry of Higher Education Science and Technology, the District Commissioner and the District Education Officer to get a permit for the study. All participants from the selected schools were informed about the study and permission sought before collection of data. Confidentiality and anonymity of the respondents was highly guarded and where applicable, numbers were used instead of names. The purpose of the study was explained to the respondents both by a written introduction and verbally. Participants were also notified that they were free to withdraw in case they did not feel like participating (Mugenda & Mugenda, 1999).

Plagiarism was avoided by always acknowledging the source of data or information from other people used in the study. High integrity was maintained while conducting the study. Voluntary and informed consent of the respondents was always sought and no respondent was coerced or forced to answer any questions he or she was not willing to answer. The purpose of the study was disclosed to the respondents so that they could make informed decisions about participating in the study (Mugenda & Mugenda, 1999).

CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS OF FINDINGS

4.1 Introduction

This chapter presents the data and analysis of the findings in tables, frequencies and figures. The first section presents the background characteristics of the respondents, namely the students, teacher counsellors and principals. This is followed by other sections which are presented thematically according to the research questions.

4.2 Demographic Characteristics of the Respondents

The background information of the participants, namely students, teacher counsellors and principals was considered in this study. The response rate of the respondents was as shown in the table 4.1 below.

Table 4.1: Participants' response rate

Response rate	Expected	Actual	Response rate %
Teachers	24	23	95.8
Students	120	119	99.2
Principals	6	6	100.0
Total	**150**	**148**	**98.7**

Table4.1 shows that 95.8% of teachers while 99.2% of the students participated in the study. This is because appointments were made with the teachers and as such, most of them availed themselves. Secondly, the study was carried out when schools where in session. As such, the teachers had to be in their work stations most of the time thus available. Majority of the students also responded. The schools being in session, students were in school thus were available. All the principals in the sampled schools participated. The principals being the supervisors of the curricula and co-curricular activities in schools were always available in their work stations.

Generally, the participation in the study was very good with an overall percentage of 98.7%. This could mean that the administrators, teachers and students in secondary schools in

Ngong and OngataRongai Zones have high interests in the way guidance and counselling is perceived and how it can be improved so that students benefit from it maximally.

4.2.1 Students

The demographic information of the students included, sex, age and class. The frequency and percentage of students in terms of sex, class and age is as shown in table 4.2 below.

Table 4.2: Background Characteristic of Students

Variable	Frequency	Percentage
Sex		
Male	59	49.6
Female	60	50.4
Total	**119**	**100.0**
Age		
13-16 years	18	15.1
17-20 years	100	84.0
21 and above	1	0.8
Total	**119**	**100.0**
Class		
Form three	57	47.9
Form four	62	52.1
Total	**119**	**100.0**

Sex of students

Majority of the student respondents who participated 50.4% were female while 49.6% were male. The almost symmetrical distribution of male and female participants in this study could have been due to the sampling procedures that were used.

Age of students

In terms of age, the majority of student participants, 84.0% were between 17 to 20 years, 15.1% were between 13 to 16 years while only 0.8% had 21 years and above. Most students who participated were between 17 to 20 years of age because the students in the classes that took part ranged between these ages. Students in this age are adolescents with

many counselling needs. They are undergoing many emotional, psychological and even hormonal changes which if not handled well can result to problems. As Ominde (1994) asserts, guidance here is paramount as it will help in giving direction to the achievement of developmental tasks of the adolescents.

4.2.2 Teacher Counsellors

The teacher counsellors' demographic information focused on sex, age, academic qualification and years in present station. The findings have been summarized in table 4.3 below.

Table 4.3: Demographic Information of Teacher Counsellors

Variable	Frequency	%
Sex		
Male	5	21.7
Female	18	78.3
Total	**23**	**100.0**
Age		
Less than 30years	1	4.3
31-40 years	4	17.4
41-50 years	17	73.9
Above 50 years	1	4.3
Total	**23**	**100.0**
Years in present station		
Less than 1 year	2	8.7
1-5 years	5	21.7
6-10 years	7	30.4
11-15 years	3	13.0
Over 15 years	6	26.1
Total	**23**	**100.0**
Highest academic qualification		
Diploma	1	4.3
Bachelors' degree	12	52.2
Masters' degree	8	34.8
Any other	2	8.7
Total	**23**	**100.0**

Sex of teacher counsellors

Majority of the teacher counsellors 73.3% were female while a small number 21.7% were male. This big disparity could be attributed to the fact that the two divisions are sub-urban. Majority of the male teachers prefer other jobs to teaching thus readily move out when an opportunity arises. Secondly, most males lack the patience that is required in guidance and counselling consequently avoid being involved in guidance and counselling programmes as compared to their female counterparts. Kombo (1980) and Juma (2009) also found out the same sex disparity and attributed it to the willingness of the female teachers to offer the service as compared to their male counterparts.

Age of teacher counsellors

Majority of the teacher counsellors 73.9% were between 41-50 years, a small number 17.4% were between 31-40 years while those that were less than 30 years and above 50 years 4.3% were minimal. Majority of the teacher counsellors were between the ages of 41-50 years because this is the last group of teachers that were employed enormously by the government of Kenya. Most of those who are above 50 years have either taken early retirement or opted out for other job opportunities thus resulting to the minimum number. Those that are less than 30 years are also minimal 4.3% because the government stopped employing teachers and only recruits when need arises. The fact that most of the teacher counsellors are elderly, enables them to handle adolescents and their problems effectively thus influence their perceptions about guidance and counselling positively.

Academic Qualifications of teacher counsellors

The findings revealed that most of the teacher counsellors 52.2%are holders of bachelors' degree, a small number 34.8% are holders of a masters' degree and a minimal number 8.7% and 4.3% are holders of other qualifications and diploma respectively. These findings show that generally, an overwhelming number of teacher counsellors have undergone training in education where psychology in human development is one of the areas

that are covered. As such, they have undergone training on the psychology of adolescence which helps them handle teenagers. Okola (2005), Yunis (2006) and Juma (2009) also indicate that most teacher counsellors are holders of at least bachelor of education degree meaning that they are academically qualified to handle students at secondary level.

Years in Present Station of teacher counsellors

On years one has stayed in the present station, the findings revealed that a sizable number of teacher counsellors 30.4% have worked in the present station between 6-10 years, 26.1% have been there over 15 years, 21.7% have worked there for between 1-5 years, 13.0% have been there for between 11-15 years while only 8.7% have been there for less than one year. These findings mean that most teacher counsellors have been in their present station for long and therefore are aware of the perceptions held by students towards guidance and counselling and the challenges the guidance and counselling programme is facing in their stations.

The teacher counsellors' demographic information given above is important in this study because teacher counsellors are the implementers of the guidance and counselling programmes in secondary schools. They have the responsibility of guiding the students on how to live their lives in the right way and should shape and improve the behaviour of students so that they can be able to achieve their goals**.**

4.2.3 Principals

The demographic information of the school principals was vital as it was meant to give characteristics of the participants and their ability to implement and supervise the guidance and counselling programmes effectively in schools.

The demographic information of principals included age, sex, experience in current school and educational level and they are as shown in table 4.4 below.

Table 4.4: Demographic Characteristics of Principals

Variable	Frequency	%
Sex		
Male	4	66.7
Female	2	33.3
Total	**6**	**100.0**
Age		
Less than 30 years	0	0.0
31-40 years	1	16.7
41-50 years	3	50.0
Above 51 years	2	33.3
Total	**6**	**100.0**
Experience in current school		
Less than one year	0	0.0
1-5 years	2	33.3
6-10 years	3	50.0
Over 10 years	1	16.7
Total	**6**	**100.0**
Level of education		
Diploma	0	0.0
Bachelors' degree	3	50.0
Masters' degree	3	50.0
Any other	0	0.0
Total	**6**	**100.0**

Most, 66.7% of the secondary school principals were male and 33.3% were female. This could be due to the fact that the mixed schools that were sampled were headed by male teachers. A mixed school in Kenya can be headed by a male or female teacher, but girls' school must be headed by a female teacher and boys' schools by male teachers strictly.

The findings also indicated that a half of the school principals, 50.0% are between the age of 41 and 50 years, a small number, 33.3% are above 51 years and a minimum number 16.75% are between 31 and 40 years. These findings show clearly that the schools in Ngong and Ongata Rongai zones are headed by mature persons who can handle the discipline of students well and supervise well the implementation of the guidance and counselling programmes in their schools. Besides, they can also guide and counsel students well on issues affecting adolescents and the youth in general. The findings in Table 4.4 also indicate that 50.0% of the school principals have served in one school for a period of between 6 to 10

years, 33.3% between 1 and 5 years and only 16.7% has been in one station for over 10 years. This suggests that most principals stay in one station for long. This is advantageous as the principal can have enough time to accomplish the developments he or she has started especially in connection with the guidance and counselling departments. Also, they are able to witness the changes that are taking place in individual students and take action immediately.

With regard to the educational level of school principals, the data in Table 4.4 indicate that a half, 50.0% of the principals hold a bachelors' degree and the other half, 50.0% hold a masters' degree. This scenario indicate that principals in secondary schools within the two divisions are well learned graduate teachers who are capable of handling secondary schools and therefore can be able to handle the adolescents and their problems well. All these items are important when looking at the perceptions of teachers and students towards guidance and counselling services. Principals play a big role in managing and controlling discipline, besides being the supervisors of both the curricula and co-curricular activities and government policies.

4.3 Counselling Services Offered in Secondary Schools in Ngong and Ongata Rongai Zones

The first research question was to find out the different counselling services that are offered in secondary schools in Ngong and Ongata Rongai Zones. Table 4.5 summarizes the responses of students on the type of guidance and counselling services offered in their schools.

Table 4.5: Guidance and Counselling Services Offered as Mentioned by Students

Guidance and Counselling Services	Number of Respondents	%
Academic Performance	86	72.3
Career Guidance	55	46.2
Subject Choice	56	47.1
Social Relations	61	51.3
Family Problems	33	27.7
Religious Issues	33	27.7

The findings in Table 4.5 shows that although there are several guidance and counselling services offered in schools, most students do not seek for guidance and counselling services that are concerned with the changes that are taking place in them. This concurs with Okola's (2005) findings that there are several guidance and counselling services offered in secondary schools in Kenya. 72.3% of the students seek guidance and counselling on academic performance, 46.2% on career guidance and 47.1% on subject choice. Students that seek guidance on social issues (51.3%), family problems (27.2%) and religious issues (27.7%) combined are fewer than those that seek help for academic performance, career guidance and subject choices together. This shows that students are not ready to open up and seek for guidance on issues that are connected to the psychological, emotional and physical changes that are taking place in their bodies. These results confirm what Wanjohi (1990) and Mutunga (2003) said that there is low level of voluntary guidance and counselling by students. Further, Wanjohi (1990) had noted that most students feel that it is only those students with problems who should see a counsellor and those who are bright in class and with no academic problem should not seek for any help. It is because of this that students are indifferent to guidance and counselling.

Table 4.6 shows the responses of teacher counsellors and principals on the type of guidance and counselling services offered in their schools.

Table 4.6: Guidance and Counselling Services Offered as Mentioned by Teacher Counsellors and Principals

Guidance and Counselling Services	Number of Respondents	%
Educational issues	29	96.6
Peer pressure	22	73.3
Relationships	20	66.6
Personality differences	21	70.0
Social roles	18	60.0
Family issues	15	50.0
Religious issues	12	40.0
Career guidance	26	86.6
Health issues	9	30.0
Conflict resolution	13	43.3

Table 4.6 shows that there are several guidance and counselling services that are offered in secondary schools within the two zones. However, the services that are most offered to students is guidance on educational issues (96.6%) and career guidance (86.6%). This shows that although there are several guidance and counselling services that teacher counsellors can offer, students only seek for guidance on issues related to academics.

Some of the teacher counsellors that were interviewed said that rarely will students come on their own seeking for guidance on social relations, family problems or religious issues. Most of the students attended to on these issues are referrals from the disciplinary committee or the principal. They further said that even when referred, they rarely open up to the teacher counsellors. This can have negative impact on their academic performance because unless their problems are sorted out, they cannot understand what they are learning, thus poor performance in their academic work. During the interview, a teacher counsellor said:

> Some students come from home suffering from sexually transmitted infections and go for medication only when the situation has become too bad. They are given treatment and referred to the guidance and counselling department but they never come. If the teacher insists on seeing them, they also insist that they are so sick and need to go

home for further treatment, hoping that by the time they come back, the teacher would have forgotten (Teacher counsellor, 10th 2012).

This shows that students are not ready to seek for the guidance and counselling services even when they have a problem. This therefore implies that they have wrong perceptions towards the guidance and counselling services.

4.4Training levels of the Secondary School Teacher Counsellors in Ngong and Rongai Zones

This question was meant to clearly show whether the teacher counsellors are trained in counselling or not. According to Mutie and Ndambuki (1999), teacher counsellors in Kenyan secondary schools should be well prepared in counselling. In preparing for counselling, it is important to acquire knowledge of theories of personality and psychotherapy, diagnostic and behavioural intervention techniques as well as dynamics of human behaviour.

When teacher counsellors were asked whether they are trained or not, their responses were as shown in table 4.7 below.

Table 4.7: Training of Teacher Counsellors

Response	Frequency	Percentage
Yes	9	39.1
No	14	60.9
Total	**23**	**100.0**

The findings in table 4.7 indicate that most of the teacher counsellors (60.9%) are not trained as counsellors and only a small number (39.1%) are trained. The situation in the two zones is not different from what Ringera (2008) and Okola (2005) found out. Ringera (2008) had noted this scenario meaning that nothing has been done to alleviate the problem. Also, Okola (2005) had pointed out that trained personnel in guidance and counselling are few or not available in many schools. When teacher counsellors are not trained in guidance and

counselling, they lack information on the current trends of guidance and counselling making the objectives of the guidance and counselling programmes not to be met.

When teacher counsellors were interviewed, the number of those that are trained decreased to 28.6%. What some teachers were referring to as training is the counselling psychology that is integrated in education learnt as part of the undergraduate course in education. Of those that have been trained, 66.7% have a masters' degree in guidance and counselling in education whereas a small number (33.3%) have done it at certificate level. Those that have been trained at certificate level gave the following as short courses in which they have been trained: drug and substance abuse, adolescent development and psychology, youth sexuality, time management and discipline and deviant behaviour. Despite the courses being short with limited time, the knowledge got was very useful as noted by the respondents. This is in agreement with what scholars like Benard (2002), Ringera (2008) and Juma (2009) found out that teacher counsellors in schools are not professionally trained as counsellors. This hinders them from offering effective services as teacher counsellors. Other short cases that are offered include health guidance, disaster management, conflict resolution, mass media influence on young people, loss and grief cults and traditional practices among others.

Teacher counsellors' lack of training means that they are not able to detect when students have emotions and only wait until the emotions develop into problems before they can take action. As such, this makes them incompetent resulting to students developing a wrong perception towards guidance and counselling programme in general. Principals that were interviewed agreed that the administration rarely sponsors teacher counsellors for training.

4.5 Availability of Resources for Implementation of Guidance and Counselling Services

Materials and resources are key for the effective implementation of the guidance and counselling programmes. Teacher counsellors and students were asked about the availability

of materials and resources for the implementation of guidance and counselling programmes and their responses were as shown in tables 4.8 and 4.9.

Table 4.8: Responses of Teacher Counsellors on Availability of Materials and Resources for Guidance and Counselling

NA- Not Available, N- Not Adequate, U- Undecided, A- Adequate, VA- Very Adequate

Resource	**NA**		**N**		**U**		**A**		**VA**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Career booklets	9	(39.1)	10	(43.5)	1	(4.3)	3	(13.0)	-	
Videos/DVDs/CDs	13	(56.5)	9	(39.1)	-		-		1	(4.3)
Students' files	6	(26.1)	6	(26.1)	2	(8.7)	6	(26.1)	3	(13.0)
Handbook for different Professions	9	(39.1)	11	(47.8)	1	(4.3)	2	(8.7)	-	
Guidance and Counselling books	6	(26.1)	15	(65.2)	-		-		2	(8.7)
Funds for purchasing Guidance and Counselling services	5	(21.7)	10	(43.5)	3	(13.0)	4	(17.4)	1	(4.3)
Guidance and counselling Departmental office	6	(26.1)	8	(34.8)	1	(4.3)	4	(17.4)	4	(17.4)
Guidance and Counselling rooms	8	(34.8)	5	(21.7)	-		8	(34.8)	2	(8.7)

Table 4.9: Responses of Students on Availability of Materials and Resources for Guidance and Counselling

NA- Not Available, N- Not Adequate, U- Undecided, A- Adequate, VA- Very Adequate

Resource	**NA**		**N**		**U**		**A**		**VA**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Career booklets	57	(49.1)	20	(17.2)	3	(2.6)	25	(21.6)	11	(9.5)
Videos/DVDs/CDs	90	(77.6)	12	(10.3)	5	(4.3)	8	(6.9)	1	(0.9)
Students' files	48	(41.4)	9	(7.8)	9	(7.8)	31	(26.7)	19	(16.4)
Handbook for different Professions	57	(49.1)	25	(21.6)	16	(13.8)	13	(11.2)	5	(4.3)
Guidance and Counselling books	43	(37.1)	16	(13.8)	11	(9.5)	38	(32.8)	8	(6.9)
Guidance and counselling Departmental office	19	(16.4)	7	(6.0)	3	(2.6)	59	(50.9)	28	(24.1)
Guidance and Counselling rooms	51	(44.0)	16	(13.8)	9	(7.8)	32	(27.6)	8	(6.9)
Guidance and Counselling teachers	7	(6.0)	14	(12.1)	2	(1.7)	54	(46.6)	39	(33.6)

From table 4.8 and 4.9 above, teachers and students gave the following responses on availability of materials and resources for the provision of guidance and counselling:

a) Career booklets. A good number of the teacher counsellors (43.5%) said that career booklets are not adequate while (39.1%) said that they are not available. Generally, those that said that career booklets were available were a small number (13%). Of the students who responded, 49.1% said that career booklets were not available while a small number said that they were not adequate. However, about 31.1% said that they were adequate. This is in agreement with Amukoa (1984) that generally, career booklets are not available in most schools and those few schools that may be having, they are not adequate. Career booklets contain information on the different careers, the different courses that are on offer in institutions of higher learning and the subject combinations that are required for the different courses. The information contained in

them is very important as the knowledge can be used by teacher counsellor when guiding students on subject choice and careers. Consequently, the teacher counsellors lack the knowledge and facts on careers therefore not able to guide students adequately in this area. This may make both teachers and students to develop wrong perceptions towards guidance and counselling programmes.

b) Videos/DVDs/CDs. On the availability of videos/DVDs/CDs, a half of the teacher counsellors (56.5%) indicated that they are not available while 39.1% said that they are not adequate. Majority of the students (77.6%) said that they are not available and only 10.3% said that they are not adequate. The number of both students and teacher counsellors who agreed that videos/DVDs/CDs are adequate was very minimal. This is a clear indication that there are no videos that the teacher counsellors can use to educate students and make them understand better when guiding and counselling them. The videos, DVDs and CDs have information on the effects of drug and substance abuse, effects of pre-marital sex and abortion and sexually transmitted infections among others. This information is very important as it will enable the students visualize what they are being guided on. In her research, Juma (2009) had indicated that lack of videos/DVDs/CDs in secondary schools make it difficult for teacher counsellors to explain some information to students. Students are not also able to understand some of the outcomes of their actions and this may make both teachers and students to develop wrong perceptions towards the guidance and counselling services.

c) Students' files. A sizable number of the teacher counsellors (39.1%) keep students' files and 43.1% of the students are aware of this. Files are available for the purposes of keeping students' records for future reference. A small number of teacher counsellors (26.1%) and students (41.4%) said that these were not there. This shows that there are schools that do not keep students files while others do keep. Students' files are important because teacher counsellors get to know what has been happening in the lives of students and are able to follow up the students

with the aim of helping them understand themselves better. Lack of these files makes especially teacher counsellors who are new in the department to handle issues concerning certain students repeatedly as asserted by (Juma, 2009). This will make these students to develop wrong perceptions towards the guidance and counselling services.

d) Handbook for different professions. A good number of the teacher counsellors (47.8%)and 21.6% of students indicated that these are not adequate while 39.1% of the teacher counsellors and 49.1% of the students said that they are not available. This implies that when students need guidance on different professions, the teacher counsellors guide them on this using their general knowledge. Students may not be guided well making them have wrong perceptions towards guidance and counselling. Because the teacher counsellors lack up to date facts on different professions, they may feel uncomfortable guiding students on the issue thus making teacher counsellors have wrong perceptions towards guidance and counselling services.

e) Guidance and counselling books. Most teacher counsellors (65.2%) indicated that guidance and counselling books are not adequate while 26.1% showed that they are not available. Only a minimal number (8.7%) said that they are available. On the other hand, 37.1% of the students indicated that they are not available whereas 13.8% said they are not adequate. This implies that generally guidance and counselling books are missing in most schools in Ngong and Ongata Rongai Zones. Teacher counsellors have no reference materials while doing their work making it more difficult for them. These books contain the current strategies on guidance and counselling and other emerging issues. Lack of these books frustrates the effort of the teacher counsellors to implement the guidance and counselling services resulting to wrong perceptions towards the same.

f) Guidance and counselling departmental office. A sizable number, 34.8%,of the teacher counsellors agreed that they have departmental offices while 34.8% indicated that the offices are

not adequate. Majority of the students (75.0%) indicated that these offices are available. This implies that guidance and counselling departmental offices are in existence in most schools only that they may not be able to accommodate all the teacher counsellors in the school as was realized during the interview. Thus, students have to contact the teacher counsellors either in the staffroom or other offices when they need guidance, making them not to feel free. As a result, the students may develop wrong perceptions towards guidance and counselling services.

g) Guidance and counselling rooms. 34.8% of the teacher counsellors indicated that guidance and counselling rooms are not available while 21.7% indicated that they are not adequate. 43.5% indicated that they are adequate. A good number of students (44.0%) however indicated that these are not available while 13.8% said that they are not adequate. However, 34.5% of the students indicated that these are adequate. While interviewing teacher counsellors and principals, it was realized that these are rooms used for other purposes such as the dining hall, Christian union prayer room and home science rooms that are turned to guidance rooms when need arises. This implies then that there are no rooms specifically set aside for guidance and counselling. Most students prefer being counselled in an enclosed environment where they are not easily seen by other people. Thus, for purposes of privacy, guidance and counselling rooms are a necessity in a school set-up. This agrees with what Juma (2009) found out that most schools lack guidance and counselling rooms. This results to students and teachers developing wrong perceptions towards guidance and counselling as there is no privacy.

h) Guidance and counselling teachers. This question was posed to students and an overwhelming number (80.2%) indicated that teacher counsellors are adequate while 6.0% indicated that they are not available. This shows that most schools in the two divisions have teacher counsellors. A number of scholars, Wachira (1997), Benard (2002), Okola (2005) and Yunis (2006) assert that generally most schools have adequate teacher counsellors. However, these teacher counsellors

are not well utilized by students due the perceptions that the students may be holding.

The study sought to find out the availability of materials and resources for the implementation of the guidance and counselling programmes in schools. The findings clearly indicate that most of the materials and resources are not adequate. What is available are the teacher counsellors but without the materials and other resources, the goals of guidance and counselling cannot be achieved. As noted by Okola (2005), Ringera (2008) and Juma (2009), resources and materials are a major challenge that faces the implementation of guidance and counselling programmes. Lack of these materials and resources has contributed to the perceptions held by teacher counsellors and students towards guidance and counselling services in secondary schools.

4.6 Why Students in Secondary Schools in Ngong and Ongata Rongai Zones avoid Guidance and Counselling Services

Here, the researcher was interested in finding out reasons why students avoid seeking for the guidance and counselling services in their schools. The researcher recommended that reasons the students gave will be an indication of how they perceive guidance and counselling services.

Students were first asked whether there is time allocated for guidance and counselling services in their schools. The table 4.10 shows their responses to this question.

Table 4.10: Scheduled Time for Guidance and Counselling

Response	**Frequency**	**%**
Yes	82	69.5
No	36	30.5
Total	**118**	**100.0**

Most students (69.5%) indicated that there is time allocated for guidance and counselling while 30.5% indicated that there is no time specifically allocated for guidance and counselling. When teacher counsellors were asked the same question, 47.6% indicated that there is time allocated for guidance and counselling while 52.4% indicated that there is no specified time for guidance and counselling.

A good number (42.0%) of the students who said that there is scheduled time for guidance and counselling indicated that this takes less than 30 minutes whereas 40.7% indicated that it takes more than 60 minutes. Only 17.3% indicated that it takes more than 60 minutes. For teacher counsellors, 50.0% of those that said that there is scheduled time for guidance and counselling indicated that it takes 60 minutes while 30.0% indicated 30 minutes. Only 20.0% indicated that it can take more than 60 minutes. When principals and teachers were interviewed on the same, they said that this guidance and counselling takes place mostly during lunch break or games time. There is therefore limited time as teachers are in a hurry to go home after 5pm.

Majority of the students (67.6%) indicated that there is no specified time for guidance and counselling, and 61.1% teacher counsellors indicated that students are counselled as need arises. This implies that students are mostly counselled when need arises giving them the perception that guidance and counselling is for those students with problems only as found earlier by Wanjohi (1990). This clearly shows that there is no specified time for guidance and counselling services in secondary schools. This concurs with Juma (2009) who noted that guidance and counselling programme should be time-tabled for it to be implemented effectively. Its not being time-tabled results to the programme not effective therefore making both teachers and students develop wrong perceptions towards the same.

Students were then asked why they avoid seeking for guidance and counselling services and they gave the following reasons as summarised in table 4.11 below.

Table 4.11: Reasons for Avoiding Guidance and Counselling

Response	Frequency	%
No confidentiality	37	34.3
No counselling rooms	8	7.4
Unfriendly teachers	27	25.0
Inadequate time	26	24.1
Ignorance	8	7.4
No schedules	2	1.9
Total	**108**	**100.0**

A sizable number of students (34.3%) gave lack of confidentiality as the reason why they do not seek for guidance and counselling services while 25.0% indicated teachers' unfriendliness. Inadequate time was indicated by 24.1%, 7.4% indicated lack of counselling rooms, 24.1% and only 1.9% gave lack of scheduled time as the reasons why they do not seek for guidance and counselling services. Teacher counsellors are expected to maintain confidential the information shared in counselling with students. According to Corey (1996) confidentiality is the characteristic of being secret. Confidentiality, lack of counselling rooms and inadequate time featured prominently in the findings of Juma (2009). The reasons given above by students make them have wrong perceptions towards the programme thus not seeking for the services offered.

4.7 Perceptions of Teachers and Students towards Guidance and Counselling Services

To get to know the perceptions of teachers and students towards guidance and counselling services, the researcher gave a list of statements to which teachers and students were to show their level of agreement to effectiveness of guidance and counselling services in schools. As such, these statements were indicators of the perceptions held by teachers and students. Their views have been captured in the tables 4.12 and 4.1

Table 4.12: Teachers' views on Effectiveness of Guidance and Counselling Services in School

SD- Strongly Disagree, DA- Disagree, U- Undecided, A- Agree, SA- Strongly Agree

Resource	**SD**		**DA**		**U**		**A**		**SA**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Most teacher Counsellors are Trained in G/C	7	(30.4)	9	(39.1)	1	(4.3)	6	(26.0)	-	
Elderly teachers Are better Counsellors	5	(21.7)	6	(26.1)	3	(13.0)	8	(34.8)	1	(4.3)
Female teachers Make better Counsellors	3	(13.0)	6	(26.1)	5	(21.7)	6	(26.1)	3	(13.0)
In servicing makes G/C more effective	2	(8.7)	-		3	(13.0)	11	(47.8)	7	(30.4)
Long teaching Experience make Counsellors better	-		6	(26.1)	4	(17.4)	8	(34.8)	5	(21.7)
Government should Sponsor G/C courses	-		-		-		3	(13.0)	20	(87.0)
G/C has reduced Drug and substance Abuse among Students	1	(4.3)	1	(4.3)	2	(8.7)	13	(56.5)	6	(26.1)
G/C has led to Improved academic performance	1	(4.3)	-		6	(26.1)	11	(47.8)	5	(21.7)
There is good Relationship between Students and teachers Due to effective G/C	1	(4.3)	-		5	(21.7)	12	(52.2)	5	(21.7)
Teacher counsellors Are confidential	1	(4.3)	4	(17.4)	5	(21.7)	10	(43.5)	3	(13.0)
School has well established G/C department	2	(8.7)	6	(26.1)	3	(13.0)	8	(34.8)	4	(17.4)

Table 4.13: Students' views on Effectiveness of Guidance and Counselling Services in School

SD- Strongly Disagree, DA- Disagree, U- undecided, A- Agree, SA- Strongly Agree

Resource SD	**DA**		**U**		**A**		**SA**			
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Teacher counsellors Are not confidential	34	(28.8)	37	(31.4)	15	(12.7)	21	(17.8)	11	(9.3)
Students prefer Male teacher counsellors	22	(18.5)	27	(22.7)	23	(19.3)	19	(16.0)	28	(23.5)
G/C has led Good relations Between teachers And students	12	(10.1)	13	(10.9)	14	(11.8)	47	(39.5)	33	(27.7)
Most students Prefer young Teacher Counsellors	5	(4.2)	8	(6.7)	16	(13.4)	32	(26.9)	58	(48.7)
There is no privacy While counselling Is taking place	33	(27.7)	35	(29.4)	14	(11.8)	24	(20.2)	13	(10.9)
G/C has reduced Drug and substance Abuse among Students	6	(5.0)	10	(8.4)	23	(19.3)	48	(40.3)	32	(26.9)
G/C has led to Improved academic performance	6	(5.0)	5	(4.2)	10	(8.4)	60	(50.4)	38	(31.9)
Teacher counsellors Report what has Been discussed To administrators	19	(16.0)	21	(17.6)	32	(26.9)	27	(22.7)	20	(16.8)

The teachers' and students' views on the effectiveness of guidance and counselling services in schools presented in the tables4.12 and 4.13 were discussed as follows.

a) Most teacher counsellors are trained. Most (69.5%) of the teacher counsellors agreed to this while 26.0% disagreed. Teacher counsellors not being trained may make most teachers to have wrong perceptions towards guidance and counselling as they lack the necessary skills that are required.

b) Elderly teachers are better counsellors than young ones. A good number of the teacher counsellors (47.8%) disagreed while 39.1% agreed. When the same question was posed to students, majority of them (75.6%) disagreed while 10.9% agreed to this. This may be an indication that most students prefer young teacher counsellors as compared to elderly ones. This means that students may be having wrong perceptions towards guidance and counselling services when it is dominated by elderly teacher counsellors. They may be feeling that because of the age gap between them and the elderly teachers, their problems are not clearly addressed. This is contradictory to what Kombo (1980) had indicated. This is ashow that time has changed and the students may be feeling that their issues are not being addressed effectively by elderly teachers because of the generation gap.

c) Female teachers are better counsellors than the male. A sizeable number of teacher counsellors (39.1%) of the teacher counsellors disagreed and the same number, 39.1%, agreed. The equal number of those agreeing and those disagreeing may be because each sex felt that they are better than their counterparts. The same question was answered the same way by students, where 41.2% agreed and 41.2% disagreed. This then indicated that the sex of the teacher counsellors does not affect students seeking habits for guidance and counselling. Kombo (1980), in his study had pointed out that the sex of the teacher counsellor affects the attitude of students negatively to a lesser extent.

d) In-service courses have made guidance and counselling more effective. Majority of the teachers (78.2%) agreed to this while only 8.7% disagreed. This is a clear indication that

teacher counsellors will be more confident if they are trained as compared to when they are not. Thus, they may develop wrong perceptions to guidance and counselling services when they are not trained.

e) Teachers with long teaching experience make better counsellors than those who are young in the profession. A half of teachers (56.5%) agreed to this while only 26.1% disagreed. This indicates that teachers feel experience in the teaching profession enables them to understand students better and make them better counsellors. This means that as much as students may prefer young teacher counsellors to elderly ones, the young ones may not be able to handle them because of lack of experience.

f) The government should participate in making guidance and counselling more effective by sponsoring them in service courses. All the teacher counsellors (100.0%) agreed to this. This further indicates that the teacher counsellors feel that they should be trained for them to be able to effectively carry out the guidance and counselling services. A number of scholars (Wachira, 1997, Yunis, 2006, Juma 2009, et al)agree to the fact that training of teacher counsellors will give them the confidence to handle students and be more effective.

g) Guidance and counselling services has led to reduced drug and substance abuse. An overwhelming number of teacher counsellors (82.6%) agreed to this while only 8.6% disagreed. Most of the students (67.2%) agreed to this while only 13.4% disagreed. This indicates that both teachers and students feel that guidance and counselling is an important endeavour despite the challenges that are faced during the implementation.

h) Guidance and counselling has led to improved academic performance. Most teacher counsellors (69.5%) agreed to this while 4.3% disagreed. When students were asked the same question, 82.3% agreed while only 9.2% disagreed. Here, both the teachers and students agree that guidance and counselling is playing a big role in the academic

performance of students. This can only be achieved if they have the right perceptions towards guidance and counselling.

i) There is good relationship between students and teachers due to effective guidance and counselling. Majority of the teacher counsellors (73.9%) agreed to this while only 4.3% disagreed. Most students (67.2%) agreed to this while 21.0%disagreed. Both teacher and student respondents agree that there is a health relationship between them as a result of guidance and counselling services. This shows that they are in agreement that guidance and counselling services are important for students. These services will however be important if both teachers and students have a right perception towards it.

j) Teacher counsellors keep information confidential. A half of the teachers (56.5%) agreed to this while 21.7% disagreed. Most of the students (60.2%) disagreed to this while 27.1% agreed. This clearly indicates that students feel that whatever they discuss with the teacher counsellors finds its way to other teachers or administration in the school. Corey (1996) notes that lack of confidentiality hampers effective counselling because the entire profession of counselling is founded on confidentiality.

k) My school has a well-established guidance and counselling departments. A half of the teacher counsellors (52.2%) agreed while 34.8% disagreed. This implies that most schools have well established guidance and counselling departments. For schools to have effective guidance and counselling programmes, the guidance departments must be well established. Teacher counsellors were then asked how often indiscipline cases are referred to them. Their responses are shown in figure 4.1 below.

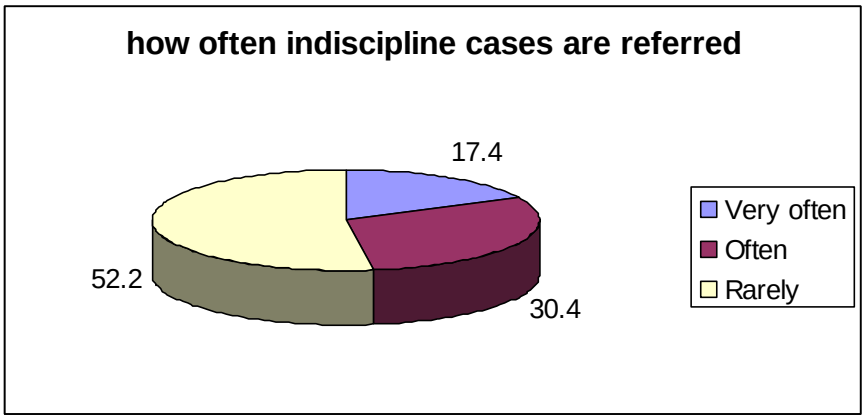

Figure 4.1: Referral of Indiscipline Cases

The findings in figure 4.1 show that indiscipline cases are rarely referred for guidance and counselling 52.2%, 30.4% indicated they are often referred while a minimal number 17.4% indicated that they are referred very often. This shows that the disciplinary committee and the administration in general do not see the important role played by the guidance and counselling departments in their schools and that is why they do not refer indiscipline cases to them.

To find out whether principals are concerned with what goes on in the guidance and counselling departments, teacher counsellors were asked whether principals supervise the guidance and counselling services. A good number(52.2%) of the teacher counsellors indicated that principals supervise the guidance and counselling services while 47.8% indicated that they do not. This means that there are some principals that are concerned with what happens in the guidance and counselling departments. The researcher wanted to find out further how often this supervision is done and the responses were as shown in figure 4.2.

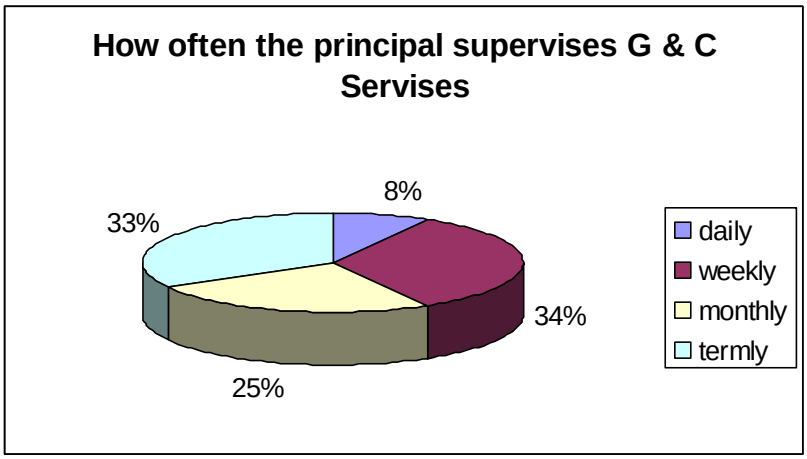

Figure 4.2: Frequency of Principals' Supervisory Role

A sizeable number 34% of the teacher counsellors indicated that this is done weekly, 33% indicated termly, 25% indicated monthly while a minimal number 8% indicated that it is done daily. Principals supervise the school curriculum on a daily basis but from figure 4.4 above, it show that they do not take the supervision of the guidance and counselling services seriously. This may be an indication that they are least bothered with what happens there because they do not value its role. Wanjoho (1990) revealed that most head-teachers have failed to implement the guidance and counselling programme in their schools. This is still clearly seen in this study by how often they supervise the programme. These impacts on teacher counsellors negatively making them develop wrong perceptions towards the programme.

4.8 Challenges Teacher Counsellors Face in Guiding and Counselling Students

The researcher was interested in finding out whether teacher counsellors face any challenges when guiding and counselling students. The following are the responses that were given during the interview.

Table 4.14: Challenges that face the Provision of G/C Services

Response	Frequency	Percentage
Inadequate teacher Counsellors	1	2.9
Inadequate funds	2	5.7
Lack of reference Materials	3	8.6
Students' reluctance to seek help	4	11.4
No privacy	5	14.3
Lack of training for teacher counsellors	5	14.3
Lack of time	15	42.9
Total	**35**	**100.0**

A good number of the teacher counsellors (42.9%) gave lack of time as one of the challenges. During the interview, they explained that they are given the same work load as any other teacher besides other responsibilities such as being a class teacher, a dormitory master or mistress and club patrons. As a result, they lack time for guiding students. This agrees with past studies of Juma (2009) who also identified similar challenges and added that these make it difficult for guidance and counselling teachers to guide students.

A small number, (11.5%) of the teacher counsellors indicated students' reluctance to seek help as a challenge. This implies that students are not free to consult with their teachers. This can be associated with the perception that students have that teacher counsellors are not friendly.

Kombo (1980) noted the same that a small percentage of students seek for guidance and counselling services. He attributed this to the attitude the students may be holding towards the programme, which may be the case secondary schools in Ngong and Ongata Rongai Zones.

The research findings also showed that lack of privacy was a challenge to teacher counsellors during the implementation of the guidance and counselling services. This was indicated by 14.3% of the teacher counsellors. This implies that there are no rooms specifically set aside for guidance and counselling services and this drives the students away from seeking for the service. Students will not feel free to be counselled in an environment that is open to everybody. They feel insecure and will not be ready to open up. In her study, Gitonga (1999) noted that students were afraid to be seen in the counselling rooms by their fellow students. She attributed this to the wrong notion the students held to guidance and counselling services and what it offers. Students in Ngong and Ongata Rongai Zones may also be having wrong perceptions towards the guidance and counselling services as a result of lack of privacy which make them not to seek for the same.

Another challenge that was pointed out by teacher counsellors is inadequate funds. 2.9% of the teacher counsellors said that they are not allocated any funds to be used by the department. Mongare (2005) established that there is lack of flexibility of the school budget where it cannot accommodate the needs of the guidance and counselling department. As a result, there is no money set aside for maintenance of cumulative records in the department. Were (2006) also noted that the guidance and counselling programme is dynamic in nature thus keeps on changing in order to cater for the current needs of the students. Money is therefore required for frequent evaluation in its development to ensure its continuing utility. Lack of funds set aside for the guidance and counselling department in these two divisions results in the peer counsellors not being taken for seminars. The peer counsellors are not able to carry out their roles effectively

and consequently, the students develop wrong perceptions towards the guidance and counselling services.

Inadequate teacher counsellors were also noted as one of the challenges that face the guidance and counselling departments. This was indicated by 2.9% of the teacher counsellors. The principals during the interview indicated that some teacher counsellors are not ready to do the work once appointed. This comes about as a result of the criteria used to appoint them. 69.2% of the teacher counsellors interviewed said that they are appointed on the basis of their teaching experience, 23.1% indicated that their appointments are based on age and only 7.7% indicated that they are appointed based on the training. This makes teacher counsellors feel like they are being forced to do the counselling work. As a result, some are not ready to do the work while others do it unwillingly. In his study on how prepared secondary school heads are and its implications on their performance, Wachira (1997) noted that some teachers who had not desired to be teacher counsellors were appointed to head the department. This makes them to lack seriousness in their work and develop wrong perceptions towards the programme. As a result, they may have made students to also develop wrong perceptions towards the guidance and counselling services.

A small number of teacher counsellors (8.6%) indicated that lack of reference materials is another challenge that they face. This makes them feel incapable of handling students. However, 14.3% of teacher counsellors gave lack of training as one of the challenges that they face. They are never taken for seminars or any form of training. This makes them unaware of the current trends and issues in guidance and counselling. This implies that they are not able to handle the issues to do with adolescents well, making students to withdraw instead of drawing near. This is in agreement with what Wachira (1997), Okola (2005) and Juma (2009) had indicated. These agreed with other scholars that trained personnel in guidance and counselling are few or not

available at all in many schools a fact that may be contributing a lot to the perceptions held by both teachers and students.

4.9 Improving the Provision of Guidance and Counselling Services

On this question, the researcher was interested in finding out from the participants (students, teacher counsellors and principals) how the provision of guidance and counselling can be improved. To answer this question, the respondents were asked what can be done by the learners, teacher counsellors and the administration to enhance effective guidance and counselling and positive perceptions towards the service.

4.9.1 Students' Responses

4.9.1.1 Ways learners can adopt to make guidance and counselling services more effective

When students were asked to suggest ways learners can adopt so as to make guidance and counselling service more effective, they gave suggestions that have been summarized in table 4.15.

Table 4.15: Ways learners can make the Provision of G/C Services effective

Response	Frequency	Percentage
Being peer counsellors	6	6.7
Following advice	15	16.7
Being Cooperative	17	18.9
Positive attitude	21	23.3
Being active in guidance	31	34.4
Total	**92**	**100.0**

A sizeable number (34.4%) of the students felt that if they became active and interact freely with the teacher counsellors, the guidance and counselling services will be more effective. When

students interact freely with teacher counsellors, they easily air their problems and can be helped before the problem gets out of hand.

A small number of students (23.3%) felt that effective guidance and counselling can be easily achieved by students developing a positive attitude. With the positive attitude, students can freely seek for the service whenever they have an issue.

However, 18.9% of the students felt that the services can best be improved and made effective by them cooperating with the teacher counsellors while 16.7% felt the service can be made effective by them following advice. This implies that students may be given certain instructions concerning issues that they have but if they do not cooperate and take the advice given, then little can be achieved.

The use of peer counsellors was given by 6.7% of the students who suggested that appointment of peer counsellors will make the services more effective. When fellow students are involved in guidance and counselling, students become free as they see the peer counsellors as colleagues who can understand them better.

4.9.1.2 Ways teacher counsellors can adopt to improve guidance and counselling service

The same students were asked to suggest ways teacher counsellors can adopt to improve the guidance and counselling services and they gave suggestions that have been summarized in table 4.16.

Table 4.16: Ways teacher counsellors can make the Provision of G/C Services Effective

Response	Frequency	Percentage
Encourage positive attitude	3	2.9
Share experiences	3	2.9
Being in-serviced	4	3.8
Involve peer counsellors	5	4.8
Invite external counsellors	7	6.7
Relate well with students	11	10.5
Being committed	14	13.3
Provide facilities	14	13.3
Allocated more time for G/C	16	15.2
Being confidential	28	26.7
Total	**105**	**100.0**

Being confidential was pointed out by 26.7% of the students as one way teacher counsellors can adopt to make guidance and counselling effective. Students can only confide in the teachers if the teachers can keep what they have discussed confidential.

Allocating more time for guidance and counselling was suggested by 15% of the students as one of the ways teacher counsellors can adopt to improve guidance and counselling services. By adopting this, students will have enough time to seek for the service and be helped. Counselling is a process that takes a lot of time. Thus, allocating more time will make the service more effective.

A small number (13.3%) of the students indicated that the teacher counsellors should be more committed to the guidance and counselling service. Uncommitted teacher counsellors

are never serious in helping students and therefore cannot be taken seriously.

Providing facilities was given by 13.3% of the students. Here, facilities like guidance and counselling rooms and books can make the service more effective and enable students and teachers to develop right perceptions towards the guidance and counselling services.

However, 10.5% of the students pointed out that teacher counsellors should related well with students. By teacher counsellors relating well with students, the students can be open to them and be ready to share with them any problem they come across.

A small number (6.7%) of the students indicated that external counsellors should be invited while 2.9% pointed out that their teacher counsellors should share experiences with other teachers. By adopting this, it will reduce monotony and enable the teachers to get new ideas on how to solve issues that affect students.

Involving peer counsellors was suggested by 4.8% of the students. By adopting this, the teacher counsellors can easily reach the students than when they do it all alone while 3.8% of the students felt that if the teacher counsellors are trained, they will be able to effectively handle their problems as they will have the knowledge and skills required.

Encouraging positive attitude was suggested by 2.9% of the students. This can be done by teacher counsellors regularly having talks with students and telling them the importance of the guidance and counselling service.

4.9.1.3 Strategies the School Administration can Adopt to Improve the Guidance and Counselling Services

The students were finally asked to suggest strategies that they feel if the school administration adopted, will improve the guidance and counselling services and they gave the following responses.

Table 4.17: Strategies that can be Adopted by the School Administration

Response	Frequency	Percentage
Supporting the G/C team morally	8	8.7
Allocating more time For G/C services	14	15.2
Involving more guidance teachers	15	16.3
Establishing a strong G/C department	24	26.1
Providing facilities and money For G/C resources	31	33.7
Total	**92**	**100.0**

A sizeable number (33.7%) of students felt that the guidance and counselling services can be made more effective if the administration provided facilities and money for guidance and counselling resources. Availability of facilities such as guidance office and rooms will make the students feel freer to seek for the service.

Establishing strong guidance and counselling departments was given by 26.1% of the students. This implies that if the administration appointed committed teachers who are ready to offer the service to this department, then the services will be more effective and both teachers and students will develop right perceptions towards the services offered.

Involving more teachers in guidance and counselling was suggested by 16.3% of the students as another strategy that can be adopted. When there are more teacher counsellors, students will have a variety from where they can choose the teacher to seek help from. In this way, students will be able to consult with teachers they are freer with.

Allocating more time was suggested by 15.2% of the students. This can be achieved if there are scheduled times when the teacher counsellors can attend to students. However, 8.7% of the students felt that the guidance and counselling services can be made more effective if the administration supported the guidance and counselling team. The support can be provided in terms of motivation, providing required funds and relieving them of other responsibilities.

4.9.2 Principals' and Teacher Counsellors' Responses on how Guidance and Counselling can be Made Effective

Teacher counsellors were asked what learners should do to benefit from the counselling services that are provided in schools and they gave the following suggestions summarized in table4.18.

Table 4.18: What learners can do to benefit from G/C services

Response	Frequency	Percentage
Having peer counsellors	3	13.1
Speak out their Challenges	5	21.7
Visit G/C department Regularly	7	30.4
Have positive attitude Towards G/C	13	56.5

A half of the teacher counsellors (56.5%) suggested that learners can best benefit from the guidance and counselling services by having a positive attitude towards the service. Once the positive attitude is developed, learners will embrace the services and make use of it. During the interview, the principals and teacher counsellors pointed out that students needed to be sensitized on the importance of guidance and counselling so that they see its

importance and make use of it.

Visiting the guidance and counselling department regularly was suggested by 30.4% of the teacher counsellors. This implies that students rarely visit the department. The principals and teacher counsellors emphasised that even when students are referred to the department, they have to be followed up and sometimes even threatened for them to go for the service. Frequent visits will therefore make them feel free with the teachers and be ready to share their problems.

Students speaking out their challenges was pointed out by 21.7% of the teacher counsellors as one way that learners can benefit more from the guidance department. Most students are not ready to share their problems with the teacher counsellors. Even when teacher counsellors realize that a student has a problem that needs counselling, the students rarely open up. Teacher counsellors and principals felt that if students were to open up, they will benefit more and the department will be more effective.

Making use of peer counsellors was given by 13.1% of teacher counsellors. Teacher counsellors pointed out that students were not making use of peer counsellors because they view them as spies who will report them to the administration. One teacher counsellor further said during the interview that:

> This is worsened when some of the peer counsellors become student leaders. As student leaders, the administration requires that they report any indiscipline case whether they got aware of it during guidance or by chance
>
> (Teacher counsellor, 19th July 2012).

The researcher then asked how the administration can enhance effective guidance and counselling services and positive perceptions towards the service. The teacher

counsellors gave several suggestions as shown in table 4.19.

Table 4.19: Ways of Enhancing Effective G/C Services and Developing Right Perceptions

Response	Frequency	Percentage
Conveniently positioning G/C offices	1	4.4
Creating open talk forums	1	4.4
Encouraging learners to Speak out	2	8.6
Having peer group counselling	3	13.1
Involving motivational speakers	4	17.4
Sensitizing learners on G/C	4	17.4
Scheduling G/C sessions	5	21.7
Facilitating more G/C Sessions	6	26.1
Provision of facilities	8	34.8
Ensuring confidentiality	9	39.1
Using trained counsellors	11	47.8
Morally and economically Supporting teacher Counsellors	16	69.6

Most teacher counsellors (69.6%) felt that the administration can make guidance and counselling services more effective and enhance right perceptions towards it by supporting them morally and economically.

A good number of teacher counsellors (47.8%) indicated that the guidance and counselling service can be more effective if the administration engaged trained counsellors.

This implies that when the administration is appointing teacher counsellors, they should do it on the basis of whether they are trained or not. Further, the trained teacher counsellors have the knowledge and skills that are required to handle the learners. As a result, the students will be well handled and this will make them develop right perceptions towards the service.

Ensuring confidentiality was pointed out by 39.1% of the teacher counsellors as one of the ways that can make the guidance and counselling services more effective and enhance right perceptions towards the service. They explained that some information is shared with the administration and the administration does not keep it confidential.

Provision of facilities was indicated by 34.8% of the teacher counsellors. The administration can make the guidance and counselling services more effective by availing counselling rooms where students can be counselled from. This will give the students confidence and enable them develop a right perception towards the service

Facilitating more guidance and counselling sessions was pointed out by 26.1% of the teacher counsellors. This implies that the learners will have more contact with the counsellors and this will enable them to understand each other better and developing right perceptions towards guidance and counselling services. Also, this can be achieved by having peer group counselling as indicated by 13.1% teacher counsellors and scheduling the counselling sessions (21.7%). All these will increase contact time, develop a rapport and make both students and teacher counsellors to be free to each other.

The use of motivational speakers was given by 17.4% teacher counsellors. These speakers encourage students to open up and air their feelings, problems and issues that they are not comfortable with. Thus, in this way, the students get sensitized as indicated by 17.4%, on the importance of the guidance and counselling services.

A small number (4.4%) of the teacher counsellors pointed out that the guidance and counselling offices should be conveniently positioned. This implies that when the guidance offices are situated in areas where students cannot be easily seen by other students and teachers when they are going for help, it will make them freer to seek for the service. This is because most students do not like being seen by their peers especially going for the guidance and counselling service.

During the interview, teacher counsellors and principals were asked to suggest ways the administration can adopt to ensure improved guidance and counselling services to parents. 56.5% of the teacher counsellors indicated that holding meetings with parents to discuss issues concerning their children will help in making the guidance and counselling services more effective. A sizeable number of teacher counsellors(39.1%) pointed out that parents need to be sensitized on their role. The principals agreed that this will really help because some parents have neglected their roles and do not care what happens to their children in and out of school. One of the school principals said:

> Some parents literally damp their children in school. The students may not be having personal effects but if you try calling the parent, they just say that the child can survive without the personal effects. If you try calling them to school, they excuse themselves and claim to have taken their cattle to Tanzania and therefore cannot come until it has rained (Principal, 30th July 2012).

A small number (4.3%) of the teacher counsellors felt that parents should always be involved when their children have issues and are being counselled. This is because some of the problems that students have emanate from home and can only be solved amicably if the parents are involved.

4.10 Inferential Statistics/ Testing of Null Hypotheses

The study used the independent sample T-Test statistical test for testing the study hypotheses. David and Ryan (2006) explain that a t-test is convenient for testing mean attitude scores of respondents. The hypotheses that were tested here are:

1. There is no significant difference in the perception mean scores of students in schools with established guidance and counselling departments and those without.

2. There is no significant difference in the perception mean scores of trained teacher counsellors and those without training.

The decision rule for this study was that if the calculated t value is greater than the critical at significance level of 0.05 (5%) then the null hypothesis is not rejected. A t-value that falls below 0.05 would mean the null hypothesis would be rejected.

4.10.1 Null hypothesis1

There is no significant difference between the perception mean scores of students in schools with established guidance and counselling departments and those without.

The relevant data for this null hypothesis was computed and analysed using independent t-test. The results are shown in table 4.20.

Table 4.20: T-Test for Null Hypothesis1

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
MEAN SCORE	Equal variances assumed	.005	.945	.545	115	.587	.0036	.00657	-.00944	.01660
	Equal variances not assumed			.538	65.18	.593	.0036	.00666	-.00972	.01688

Table 4.20, shows that the significant value is greater than the set value. In this case then, at t, 0.587, degrees of freedom (df) 115, there was no significant difference between the perception mean scores of students in schools with established guidance and counselling departments and those without. The null hypothesis was non-directional and therefore a two tailed-test was done. The decision rule was therefore to accept the null hypothesis at p greater than 0.05.

The results indicate that the perception mean score of students from schools with established guidance and counselling departments and those from schools without established guidance and counselling is not significantly difference. Both therefore have wrong perceptions meaning that it is not just the establishment of guidance and counselling departments that affects their perceptions towards guidance and counselling.

An earlier study carried out by Juma (2009) had revealed that the establishment of guidance and counselling departments in secondary schools in Kajiado North District affects the effectiveness of the department in the provision of the services. This study

sought to find out whether establishment of the guidance and counselling departments in secondary schools affects the perceptions of students towards the services provided. The establishments that were considered were: availability of counselling rooms, materials and resources for counselling and departmental offices.However, the findings revealed that the establishment of the guidance and counselling departments in secondary schools in Ngong and OngataRongai Zones does not affects the students' perceptions towards guidance and counselling services.

4.10.2 Null Hypothesis 2

The second hypothesis stated that: There is no significant difference in the perceptions mean scores of trained teacher counsellors and those teacher counsellors who are not trained.

The relevant data for this null hypothesis was also computed and analysed using independent sample t-test and the results were as shown in 4.21 below.

Table 4.21: T-Test for Null Hypothesis 2

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
MEAN SCORE	Equal variances assumed	2.782	.110	-1.217	21	.237	-.1021	.08396	-.2767	.07246
	Equal variances not assumed			-1.411	19.54	.174	-.1021	.0724	-.2534	.04912

The set value for alpha was 0.05. From table 4.21, at t, .237 degrees of freedom 21, there was no significant difference in the perception mean scores of teacher counsellors who are trained and those without training. The null hypothesis was non-directional and therefore a two tailed test was done. The decision rule was then not to reject the null hypothesis that there is no significant difference in the perception mean scores of trained teacher counsellors and those that are not trained. This implies that both trained and untrained teacher counsellors have wrong perceptions towards guidance and counselling services.

Other scholars (Benard, 2002; Okola, 2005; Ringera, 2008 & Juma, 2009) have pointed out that most teacher counsellors are not trained as teacher counsellors. This makes them unable to handle students professionally besides keeping the information got during counselling confidentially. This study has also revealed the same and this may be contributing to a great extent to teachers and students developing wrong perceptions towards guidance and counselling services together with other factors.

CHAPTER FIVE

SUMMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The summary, conclusions and various recommendations are presented in this chapter. These were derived from the findings of the study. The study intended to investigate into the perceptions of teachers and students towards guidance and counselling services in public secondary schools in Ngong and Ongata Rongai Zones of Kajiado North District, Kajiado County. The study was guided by the following research questions: What are the counselling services offered in secondary schools in Ngong and Ongata Rongai Zones? What are the professional qualifications of the secondary school teacher counsellors in Ngong and Ongata Rongai Zones? To what extent are resources available for teacher counsellors for implementing guidance and counselling services in secondary schools in Ngong and Ongata Rongai Zones? Why do students avoid seeking the guidance and counselling services in secondary schools in Ngong and Ongata Rongai Zones? What are the perceptions of teachers and students towards guidance and counselling services? What are the challenges that the teacher counsellors face in guiding and counselling students? How can the provision of guidance and counselling services in secondary schools in Ngong and Ongata Rongai Zones be improved?

After reviewing related literature, it was found out that studies on the perceptions of teacher counsellors and students towards guidance and counselling in secondary schools had not been sufficiently done. The few that have been done have mainly used questionnaires to collect data thus information got may not be exhaustive. Descriptive survey research design was used to generate the primary data with the help of questionnaires and interview schedules. The target population was all public secondary schools, all principals, all teacher

counsellors and all form three and four students in public secondary schools in Ngong and Ongata Rongai Zones of Kajiado North District. The sample comprised of six (6) secondary schools sampled using stratified and simple random sampling techniques. The sample consisted of one hundred and twenty (120) students, twenty four (24) teacher counsellors and six (6) principals. This made a total sample of one hundred and fifty (150) participants. Teacher counsellors and principals were selected using purposive sampling procedures. However, simple random sampling procedures were used to select students with stratified sampling being applied in mixed secondary schools.

The researcher used SPSS (Statistical Package for Social Sciences) version 10.0 for windows to process the collected data. Descriptive statistics such as frequencies and percentages were used to summarize the data. Both quantitative and qualitative methods were used. Data analysis enabled the researcher to come up with the following findings based on the research questions.

5.2 Summary of the Findings

Question one: What are the counselling services that are offered in secondary schools in Ngong and Ongata Rongai Zones?

A list of guidance and counselling services was made. It included academic performance, career guidance, subject choice, social relations, family problems and religious issues. Teacher counsellors were also asked to give some of the counselling services that they offer. The findings show that there are different types of guidance and counselling services that are offered in secondary schools in Kajiado North District which include academic performance, career guidance, subject choice, social relations, family problems, religious issues, peer pressure, personality differences and health guidance.

Question two: What are the professional qualifications of the secondary school Teacher counsellors in Ngong and Ongata Rongai Zones?

With regard to qualification of teacher counsellors, the study found out that most teacher counsellors (60.9%) do not have any form of training in guidance and counselling. This shows that a large percentage of teacher counsellors are not trained, implying that they lack the knowledge and skills required in dealing with problems and issues that adolescents may be having. It is when these issues and problems are not well handled that students develop wrong perceptions towards the guidance and counselling

services.

Question three: To what extent are resources available for teacher counsellors for implementing guidance and counselling services in secondary schools in Ngong and Ongata Rongai Zones?

A list of materials and resources were presented to the respondents. The respondents indicated that most of the materials and resources are not adequate or not available. The only resource that is available is the teacher counsellors. It is important to note that teacher counsellors can achieve little if the other resources are not available. As a result, unavailability or inadequacy of the resources has contributed a lot to the wrong perceptions that the teacher counsellors and students may be having towards guidance and counselling. Also, the few materials that are available in some schools are not being put into use. This was reflected when some students and teachers from the same school were saying that the materials are not available while others were saying they are inadequate.

Question four: Why do students avoid seeking the guidance and counselling services in secondary schools in Ngong and Ongata Rongai Zones?

There were a number of issues that make students not to seek for guidance and counselling services. The findings of the study showed that most students avoid seeking for

guidance and counselling services because teacher counsellors lack confidentiality, lack of counselling rooms, teacher counsellors not being friendly, guidance and counselling services not having scheduled time and ignorance. All these discourage students from seeking for the guidance and counselling services.

Question five: What are the perceptions of teachers and students towards guidance and counselling services?

The findings of the study showed that students and teachers hold certain perceptions towards guidance and counselling services. The teachers and student respondents were given statements to which they were to show their level of agreement on the effectiveness of the guidance and counselling services. From the results, it showed that these respondents have wrong perceptions towards guidance and counselling services. Further, both respondents suggested ways that can be adopted to make the guidance and counselling services effective. These include teacher counsellors being confidential, committed, undergoing training, sharing experiences, relating well with students, inviting external counsellors and motivational speakers besides providing facilities and sensitizing students to develop positive attitude towards the service. All these will help students develop a right perception towards guidance and counselling services.

Question six: What are the challenges that the teacher counsellors face in guiding and counselling students?

There were a number of challenges that teacher counsellors encounter as they guide and counsel students. The findings of the study found out that the main challenges that the teacher counsellors face include lack of time, lack of facilities, lack of training, lack of reference materials, students being reluctant to seek for help, inadequate funds and the administration not supporting them. These discourage teacher counsellors from striving to assist students improve their behaviour and consequently be all rounded persons.

Question seven: How can the provision of guidance and counselling services in secondary schools in Ngong and Ongata Rongai Zones be improved?

The study found out that the main ways of improving guidance and counselling services in secondary schools is by teacher counsellors being confidential, committed and relating well with students. They can also improve the service by making use of peer counsellors and sensitizing students on the importance of guidance and counselling services. Students can improve the services by being cooperative, following advice given, being interactive and being peer counsellors. The administration can also help in improving the services by establishing strong guidance and counselling services, providing the required facilities and funds, supporting the guidance and counselling team, reducing the teacher counsellors' work load, training the counsellor and motivating them. Besides, they should also involve teacher counsellors in some decisions that are made and refer discipline cases to them. In this way, the students will be helped to see why they were being disciplined and draw them closer.

These entire if implemented will go along way in improving the guidance and counselling services. This is because from the independent t-test that was carried out, there was no significant difference in the perception mean scores of students from schools with established G/C departments and those from without. Also, there was no significant difference in the perception mean scores of trained and untrained teacher counsellors. This shows that all these factors together play a big role in the perceptions held by teachers and students.

5.3 Conclusions

The following conclusions were drawn from the research questions and the findings of the study: Schools in these two zones have guidance and counselling departments in place. There are different services that are offered by the department. However, most

students seek for services that are related to academic work avoiding issues to do with social life and family. Yet, without solving issues to do with social life and family, the academic performance will still be low.

There are few trained teacher counsellors in secondary schools within the two divisions. Teacher counsellors need to be trained for them to be able to handle students' issues effectively. This lack of training may have contributed a lot the teacher counsellors not being confidential resulting to students developing wrong perceptions towards the guidance and counselling programme.

To a large extent, the findings show that resources are not adequate in secondary schools in Ngong and Ongata Rongai Zones. Adequacy of resources like offices, rooms, and reference materials will help enhance right perceptions towards the guidance and counselling services. Consequently, this will make the services to be more effective and problems that face students will be solved in time before they develop into a crisis.

There are a number of factors that hinder students from seeking for the guidance and counselling services. These include teacher counsellors' not confidential, lack of facilities, unfriendly teachers, tight school schedule, shyness and ignorance. These make students not to seek for the services resulting to truancy, drug and substance abuse, poor performance and other social ills.

On the issue of the perceptions held by teacher counsellors and students towards guidance and counselling services, the findings show that they have wrong perceptions towards the services. Students perceive it as a service meant for those with academic problems and where teachers want to know more about their family and social issues. This has resulted to them not seeking for the services and teachers not offering the services in the best way they should be offered.

Both students and teacher counsellors face the challenge of inadequate time in accessing and offering services respectively. All the challenges that are faced hinder the students from accessing the services besides preventing teacher counsellors from offering effective services.

Research question seven solicited information on ways of improving the provision of the guidance and counselling services. It is important to note that counselling is concerned with the worth of an individual, awareness of various aspects of growth, helping individuals understand themselves and their world. Thus, it provides favourable conditions for healthier growth and correction of unbecoming behaviour. These will then enable the guidance and counselling departments achieve their objectives and result to students who will be all rounded citizens.

Other conclusions that emerged during the study were: the guidance and counselling services if effectively done can reduce drug and substance abuse to a great extent, principals' supervisory role is minimal on guidance and counselling services offered and that effective guidance and counselling services will result to good relationships between teachers and students. All these will help a great deal in the prevention of riots and strikes in schools.

5.4 Recommendations

Basing on the findings of the study, the following recommendations were made:

The ministry of education through teacher counsellors should enlighten students on the importance of the guidance and counselling programme and the different services that are offered. This will enable students to understand the importance of the guidance and counselling services and seek for the different services that are offered by the department.

The ministry should offer more counselling seminars to guidance and counselling teachers to empower and update them on the counselling strategies. Also, these seminars

should be extended to the other regular teachers since some students may wish to confide in them rather than the teacher counsellors. The ministry of education should provide guidance and counselling materials to schools or at least to the guidance and counselling departments at the district headquarters to provide referral services.

Through the ministry of education, the government should introduce guidance and counselling friendly environment that creates time for organized counselling in schools. This can be achieved by the government coming up with policies that ensure scheduled time for guidance and counselling and teacher counsellors given a lower work-load.

Students should be encouraged and helped to develop right perceptions towards guidance and counselling by encouraging them take an active role in peer counselling. Constant sensitization of the students and good relations with the teacher counsellors will also help students develop the right perceptions.

Teacher counsellors should organize peer counselling groups in their respective schools. This will create confidence among students. It will also make students to be free to share with their peers when they have a problem.

Principals of secondary schools should take their supervisory role seriously in the implementation of government policies including supervision of the guidance and counselling programme. This will make the teacher counsellors to be serious with their work and do it effectively.

The ministry of Education should endeavour at sensitizing all teachers on the importance of having a healthy relationship with students. This will make the students to be free with the teachers and ready to share their problems with them. This will also enable teachers to solve students' problems before they develop into issues.

5.5 Recommendations for Further Study

The following issues emerged from the research and were recommended for further studies:

1. The role of peer counsellors in guidance and counselling programmes in secondary schools

2. The effectiveness of peer counsellors in the guidance and counselling programmes

3. Ways of motivating teacher counsellors.

REFERENCES

Aduda, D. (2001, April 11). *Minister outlaws caning in schools.* Daily Nation. P.9.

Agutu, M. and Siele, S. (2009, May 12). *Kenya schools told not to expel students*. Daily Nation. P.11.

Akinade, E. A. &Adedipe, V.O. (2004). *Behaviour modification principles and practices.* Ibadan: Stirting-Holding. Retrieved on 10/10/11 from wwebscohost.com

Aluede, Oyaziwo, JustinaI.&Justina A. (2007). *Towards A conceptual Basis for Understanding Developmental Guidance & Counselling Model. Education Journal.128(*2), 189-201.Retrieved on 16 December,2011, from ww ebscohost.com

Aluede, O.O (2006). *Comprehensive Guidance Progamme for Nigerian Schools. Pakistan Journal of Education.23,* 75-81 Retrieved on 16 December, 2011, from ww ebscohot.com

Aluede, O.O. and Imonikhe, J.S. (2002). *Secondary School Students' and Teachers' Perception of the Roles of the School Counsellor. Guidance and Counselling,* 17, 46-50. Retrieved on 16 December, 2011, from ww ebscohost.com

Alutu, A.N. &Etiobhio, C. (2006). *The Need for Classroom Guidance and Counselling in Secondary School Curriculum in Nigeria. Guidance and Counselling Journal. 21* (4), 188- 195. Retrieved on 16 December, 2011, from ebiscohost.com

AmericanSchool Counsellor Association (2003). *The AmericanSchool Counsellor Association Model: A framework for School Counselling Programmes.* Alexandria,VA:Author. Retrieved on 16 December, 2011, from ww ebscohost.com

AmericanSchool Counsellor Association / Hatch, T. and Bowers, J. (2005). *The ASCA National Model: A framework for School Counselling Programs*. Alexandria, VA: Author.
Retrieved on 21 February, 2012, from http://en.wikipedia.org/wiki/school counsellor

AmericanSchool Counsellor Association (2007). *Why Secondary School Counsellor?* Retrieved on 21February,2012,from http://education.stateuniversity.com/pages/2023/Guidance- counselling-school.htn

Amukoa, E. F. (1984). *Need for Serious Counselling in Schools*. (Unpublished Post Graduate Diploma in Education). University of Nairobi, Nairobi, Kenya.

Amukoye, J.M. (2008).*The effects of Guidance and Counselling on Academic Achievement of Secondary School Students: A case Study of Secondary Schools of Navakholo Division Kakamega District*. (Unpublished Masters Thesis). Catholic University of Eastern Africa. Nairobi, Kenya.

Anyona, C.K. (1989). A com*parative study of counselling needs of adolescent boys and girls in*

Kenyan schools, Nairobi. (Unpublished Postgraduate Diploma in Education,Thesis). Kenyatta University.Nairobi, Kenya.

Araya, B. (2008). Counselling in an Eritrean Context. (2nd edition). Nairobi: The Catholic University of Eastern Africa.

Association for Supervision & Curriculum Development (1962). *Perceiving Behaving Becoming.*ASCD Washington DC.

Atodo, M. (2008). *An Assessment of Students' Perceptions of Effectiveness of Guidence and Counselling in Secondary Schools in EldoretMuniciparity*. (Unpublished Masters Thesis). MoiUniversity, Eldoret, Kenya.

Barasa, W. (2001, May 20). *Schools Assured over Ban on Caning*. Daily Nation. P.10.

Barki, B.G &Mudhopadyay B. (1989). *Guidance and Counselling Mannual*. Bombay: Stering.

Bernard, J.N (2002). *A study of Guidance and Counselling Services in Secondary Schools in Municipality Division of Nyeri District*. (Unpublished Masters Thesis). Kenyatta University, Nairobi, Kenya.

Bier, W.C (1965) *The Adolescent: His search for Understanding*. New YorkU.S.A.:Fordham University Press.

Corey, G. (2005). *Theory & Practice of Counselling & Psychotherapy.* (7th edition). USA Inc: Brooks and Cole.

Corey, G. (1991). *Theory and Practice of Counselling and Psychotherapy*. (5th ed.) Pacific Grove: Califonia: Brooks/Cole

Egbochuku, E.O. (2008). *Guidance and Counselling: A comprehensive Text*. Benin City: Universityof Benin Press. Retrieved on 10 October, 2011 from wwebiscohost.com

Esere, M.O. (2006). *The Psychological Techniques of Shaping Human Behaviour: A counsellor's Viewpoint.Journal of Issues and Practice in Education*, **1**:78-85.

Fields, M. and Boesser, C. (2002). *Constructive Guidance and Discipline: Preschool and Primary Education.* 3rd edition. Upper Saddle River, New Jersey: Prentice-Hall. Retrieved on 10 October, 2011 from wwebscohost.com

Friedman, I.A(1991). *Areas of Concern Adolescents, Adolescence*, 26, p. 967-976.

Gibson, R.L and Mitchell, M.H (2003).*Introduction to Counselling and Guidance (sixth edition).*Upper Saddle River, NJ: Pearson Education Inc. Retrieved on 17 December, 2011 from wwebscohost.com

Gitonga, P.K (1999). *A study of Secondary School Head-teachers' Attitude Towards Guidance and Counselling Programmes in Meru Central District*. (Unpublished Masters Thesis). University of Nairobi, Nairobi, Kenya.

Gysbers, N.C. and Henderson, P.G. (2000). *Developing and Managing your School Guidance Program.* Alexandria VA: American Counselling Association Retrieved on 16 December, 2011 from ww ebiscohost.com

Herman, J.P (1967). *Guidance. A developmental Approach*, 2nd Edition, Chicago. Rand MC Nally and Company.

Hui, E.K.P (2002). *Guidance as a Whole School Approach in Hong Kong Teachers' perception. British Journal of Guidance and Counselling. **30**, 63-80. Retrieved on 7 December, 2011 from ebscohost.com*

Juma, E.N. (2009). *The Challenges that Face the Guidance and Counselling Departments in Secondary Schools in Ngong Division, Kajiado North District*. (Unpublished Masters Project). KenyattaUniversity, Nairobi, Kenya.

Kasomo, D. (2007). *Research Methods in Humanities & Education (Research, Statistics, Measurement, Evaluation & Testing).* Eldoret, Kenya. Zapf Chancery.

Kazdin, A.E. (2001). *Behaviour Modification in Applied Settings* (6th edition).Pacific Grove, CA: Brooks/Cole.

Kebaya, S.O (1987). *High School Students' Perception of their Problems & their Help Seeking Preferences.* (Unpublished M.A. Thesis). KenyattaUniversity, Nairobi, Kenya.

Kenya Institute of Education, (2003). *Kenya Institute of Education and Life Skills Promoters.* Nairobi: Kenya Institute of Education.

Kenya Institute of Education, (2004). Guidance and Counselling Teacher's Hand Book. Nairobi: Kenya Institute of Education.

Khan, J.A. (2008). *Research Methodology*. New Delhi. APH Publishing Corporation.

Kilonzo, G.K. (1980). *Guidance and Counselling in Kenya*. *Bureau of Education and Research (eds). Educational Research Development.* Nairobi: Bureau of Educational Research.

Kombo, K.D. (1980). *Correlates of Students' Deviant Behaviour in Selected Secondary Schools in Nairobi*. (Unpublished Doctorate Thesis). Kenyatta University, Nairobi, Kenya.

Le Surf, Anne, Lynch & Gordon (1999*). Exploring Young People's Perceptions Relevant to Counselling: A qualitative Study. British Journal of Guidance and Counselling* **27**:231- 243, Retrieved on 18 December, 2011 ,from wwebscohost.com

Lytton, H. & Graft, M. (1974). Guidance and Counselling in British Schools. A discussion of Current Issues. (2nd edition). London: Edmard Arnold.

Madge, C. (1994). The Ethics of Research in the Third World in Robson E and Willis,K. (Eds).Post graduate field work in developing areas pg91-102. DARG Monograph No.8 DART Institute of British Geographers.

Makinde, O. (1994).*Foundamentals of Guidance and Counselling.*London, Britain: Macmillan Educational Lmt.

Miltenberger, R.G. (2004). *Behaviour Modification Principles & Procedures* (3rd edition). Pacific Grove, CA: Brooks/Cole.

Ministry of Education (2011). *Type and Number of Schools in Kajiado North District* (District Education Office).

Ministry of Education (2011). Kajiado North District KCSE Examination Analysis Report. District Education Office.

Ministry of Education (2010). Secondary Schools Stakeholders' Seminar on Performance of Students (District Education Officer's Speech) Kajiado District Education Office.

Ministry of Education (2008).Kajiado District Students' Discipline Committee Report. District Education Office.

Ministry of Education (2001). *Banning of Caning in Schools in Kenya.* Kenya Gazette Notice Number 56/2001

Ministry of Education (1977). *A handbook for School Guidance and Counselor. A manual for Careers Reference for Secondary School Students.*Nairobi: Jomo Kenyatta Foundation.

Mongare, O. (2005). Assessment of Counselling Needs Among High School Students in NyamiraDivision, Nyamira District. (Unpublished MED Project). Kenyatta University, Nairobi, Kenya

Muchemi, W. (2001, May 1). *Chronology of protests and destruction in schools*. Daily Nation, p.9.

Mugenda, O. and Mugenda A. (1999). *Research Methods. Quantitative and Qualitative Approaches*. Nairobi, Kenya. ACTS

Mundia, A. (1993). *Modern Education Psychology for Teachers and Educationists*. Machakos, Kenya: Triton Publishers.

Mutie, E.K. &Ndambuki, (1999). *Guidance and Counselling for Schools and Colleges*. Nairobi: Oxford

Mutunga, J.M. (2003). *Research on Effectiveness of Guidance and Counselling in Secondary Schools after the Ban of Corporal Punishment*. (Unpublished Research Project). Egerton University, Nakuru, Kenya.

Mwangi, J.M (1991). *University Students' Problems, Awareness and Preferences of Counselling Resources and Attitudes Towards Seeking Help. A case Study of Kenyatta University.* (Unpublished Masters Thesis). Kenyatta University, Nairobi, Kenya.

Mwangi, W. K. (2002*). Student Perception of Guidance and Counselling: A Case Study of Loreto Schools, Nairobi*. (Unpublished Masters Thesis). University of Nairobi, Nairobi, Kenya.

Mwiti, R.G (2005). *Moving on Towards Maturity. A manual for Youth Counselling.* Nairobi: Evangel Publishing House.

Myrick, R.D. (2003). *Developmental Guidance & Counselling: A practical Approach* (4th edition). MinneapolisMN: Educational Media Corporation. Retrieved on 16 December, 2011 from wwebscohost.com

Myrick, R.D (1993). *Developmental Guidance and Counselling: A practical Approach (2nd edition).*Minneapolis: Educational Media Corporation. Retrieved on 16 December, 2011 from ww ebscohost.com

Nachmias, C.F. and Nachmias, D. (1996). *Research Methods in Social Sciences* (5th edition) London: Arnold.

Njenga, J. (2004). *Research on Problems that Require Guidance and Counselling*. (Unpublished Research Project). EgertonUnversity, Nakuru, Kenya.

Nyambura, R. (2007). *A survey of the Attitudes of Students and Teacher Counsellors Towards Guidance and Counselling in Selected Secondary Schools in Limuru.* Unpublished MastersThesis). KenyattaUniversity, Nairobi, Kenya.

Ogula, P.A (2002).*Monitoring and Evaluation of Educational Projects and Programmes.* Nairobi: CEPED & New Kemit Publishers.

Okola, P.O (2005*). Factors Hindering Effective Provision of Educational Guidance and Counselling Services in Secondary Schools in Trans-Nzoia District, Kenya.* (Unpublished Masters Thesis). CatholicUniversity of Eastern Africa, Nairobi, Kenya.

Orlando, N. (2010). *Are Sensory Properties Represented in Perceptual Experience? Journal of Philosophical Psychology.23*:721-722.

Orodho,J.A (2004). *Elements of Education and Social Sciences. Research Methods.*Nairobi:Masolapublishers.

Oyaziwo, A, Adriana, G.M. and Maureen, C.K. (2005). *Counselling in Nigeria and the United States of America: Contrasts and Similarities. International Journal for the Advancement of Counselling, 27,* 198-210. doi: 10.1007/S10447-005-8200-1/ijadvcounselling.2005.

Patterson, S.R (1973). *Counselling in Schools.* 4th edition. McGrow-Hill Book Company.

Purkey, W.W & Novak, J.M (1996). *Inviting School Services. A self Concept Approach, (4th edition)* Minneapolis, MN:Educational Media Corporation.

Republic of Kenya 1976. *Report of the National Committee Educational Objectives & Policies (Gachathi Report).*Nairobi. Government Printers.

Republic of Kenya. (1988) *Report of the Working Party on Education & Manpower Training for the Next Decade & Beyond*. (Kamunge Report) Nairobi: Government Printers.

Ringera, L.M. (2008*). Challenges Facing Guidance and Counselling Services in Secondary Schools in MirigaMieru West Division in Meru Central District.* (Unpublished MED Thesis). Kenyatta University, Nairobi, Kenya.

Schmidt, J.J. (2003*). Counselling in Schools: Essential Services and Comprehensive Programes.* 4thedition, Boston: Allyn and Bacon.Retrived on 21 February 2012 fromhttp://en.wikipedia.org/wiki/school counsellor

Schmidt, J.J (1993*). Counselling in Schools: Essential Services and Comprehensive Programs.* Boston, MA:Allyn and Bacon. Retrived on 16 December, 2011. from ww ebscohost.com

Simelane, G.E (2001). *The Needs and Perception of Secondary School Students in Selected Schools in Nairobi Province*. (M.A. Thesis Proposal). University of Nairobi, Nairobi, Kenya.

Siro, R.M (2008*). Analysis of effectiveness of implementation of guidance and counselling services in secondary schools in Rigoma Division, Nyamira District*. (Unpublished Masters thesis). Catholic University of Eastern Africa, Nairobi, Kenya.

Skinner C.E (2001). *Educational Psychology*. (4th edition) New Delhi:Prentice-Hall.
Uba (1990*). Counselling Units.*IbadanKeife.

Stickel, A.S and Yang, J. (1993). *School Guidance and Counselling in the United States of Americaand Taiwan: Parallels and Beyond. International Journal for the Advancement of counselling16*: 229-244, 1993. doi:10.1007/BF01407848 Kluwer Academic Publishers, Netherlands.

The East Africa Standard (2012, March 1*). Maranda Surprises as Alliances Stays Put.* The Standard, p1 Standard media group Limited.

The Kenya National Examination Council (2011). *The Year 2010 KCSE Examination Report with Question Papers and Sample Marking Schemes*. The Kenya National Examination Council, Nairobi, Kenya.

Uba, (1990). Counselling Units. IbadanKeife

Wachira J.N. (1997). *Preparation of Secondary School Heads and Implications on their Performance. (*Unpublished MED Thesis). KenyattaUniversity, Nairobi, Kenya.

Waihenga, K. (2009, May 19).*Alternative ways of discipline*. Daily Nation. P. 11.

Wanjohi, K. (1990). *A study to Investigate Perceptions of the Role of Counsellors in Secondary Schools in Nyeri*. (Unpublished Masters Thesis). KenyataUniversity, Nairobi, Kenya.

Watanabe, M; Mieko, A; Senzaki, T.A; and Herr, E.L. (2001). *Donald Supers Contribution to the Career Guidance in Japan. International Journal for Education and Vocational Guidance.*3-101.

Were, N. M. (2006). *Discipline: Guidance and Counselling in Schools*. Nairobi: Nehema Publishers.

Wrenn, C.G (1962). *The Counsellor in a Changing World*. WashingtonD.C.USA; American Personnel and Guidance

Yunis, A.H (2006). *Students' Attitudes and Perceptions of Guidance and Counselling Services in Secondary Schools in Kajiado Central Division, Kajiado District,* Kenya:(Unpublished Mastes Thesis). KenyattaUniversity, Nairobi, Kenya.

APPENDICES

APPENDIX 1

QUESTIONNAIRE FOR TEACHERS

Dear Sir/Madam,

I am a student at Catholic University of Eastern Africa carrying out a study in which your assistance is very vital. My study involves an investigation of the perceptions of teachers and students towards the guidance and counselling services. Attached please, find a questionnaire for you to fill. The purpose of the questionnaire form is to assist the researcher in investigating the perceptions of teachers and students towards guidance and counselling in Ngong and OngataRongai Zones, Kajiado North District. Please assist by providing relevant information. Your responses will be handled with utmost confidentiality and privacy and will only be used for the above study for statistical analysis, planning and reporting of aggregated information. Place a tick ( ) in the bracket of the most appropriate response and where comments are required, use the space provided.

SECTION A: Demographic data

1) Name of school_____

2) Age of teacher: i) Less than 30 years ( ) ii) 31-40 years ( )
iii) 41-50 years ( ) iv) above 50 years ( )

3) Sex: i) Male ( ) ii) Female ( )

4) How long have you been teaching in this school?
i) Less than 1 year ( ) ii) 1-5 years ( )
iii) 6-10 years ( ) iv) 11-15 years ( )
v) Over 15 yeas ( )

5) What is your highest academic qualification?
i) Diploma ( )
ii) Bachelor's degree ( )
iii) Master's degree ( )

iv) Any other, specify ( )

6) Are you trained as a counsellor?

i) Yes ( ) ii) No ( )

If yes, how long did the training take?

_____

If no, what challenges are you facing as an untrained counsellor?

_____

_____

_____

SECTION B: Establishment of Guidance and Counselling Department in your School

7) Below is a list of guidance and counselling materials and resources. Tick appropriately to show their adequacy for the implementation of the guidance and counselling services in your school.

Key:

VA- Very adequate (5)

A- Adequate (4)

U- Undecided (3)

N- Not adequate (2)

NA- Not available (1)

8 a) Is there specific time allocated for guidance and counselling services?

i) Yes ( ) ii) No ( )

b) If yes, how long?

i) 30 minutes ( )

ii) 60 minutes ( )

iii) More than 60 minutes ( )

c) If no, what time are students counselled?

SECTION C: Perceptions of Teachers Towards Guidance and Counselling Services

9) In this section, you may strongly agree, agree, be undecided, disagree or strongly disagree with each item concerning the effectiveness of guidance and counselling services in secondary schools. Place a tick ($\surd$) against each statement to indicate the degree to which you agree with the statement.

Key:

SA- Strongly agree (5)

A- Agree (4)

U-Undecided (3)

D-Disagree (2)

SD-Strongly disagree (1)

	Statement	SD	DA	U	A	SA
1	Most teacher counsellors are trained in guidance and counselling					
2	Elderly teachers are better teacher counsellors as compared to young ones					
	Female teachers make better teacher counsellors than their male counterparts					
4	In-service courses in guidance and counselling has made guidance and counselling services more effective.					
5	Teachers with long teaching experience make better counsellors than those who are new in the profession					
6	The government should participate in making guidance and counselling more effective by sponsoring more in-service					

	courses.					
7	Guidance and counselling services have reduced drug and substance abuse amongst students					
8	Guidance and counselling services have lead to improved academic performance in our schools					
9	There is good relationships between students and teachers due to effective guidance and counselling services					
10	Teacher counsellors keep confidential information					
11	My school has a well established guidance and counselling department					

10) How often are the indiscipline cases referred to guidance and counselling in your school?

i) Very often ( )

ii) Often ( )

iii) Rarely ( )

11 a) Does the principal supervise guidance and counselling services in your school?

i) Yes ( ) ii) No ( )

b) If yes, how often?

i) Daily ( )

ii) Weekly ( )

iii) Monthly ( )

iv) Termly ( )

SECTION D: Measures to Improve Guidance and Counselling Services

12) What should the school administration do to enhance effective guidance and counselling services and positive perceptions towards the service?

13) What should learners do in order to benefit from the counselling services provided in schools?

14) Suggest on what should be done to ensure positive perceptions towards guidance and counselling.

Thank you for your cooperation and be blessed

APPENDIX 2

QUESTIONNAIRE FOR STUDENTS

Dear Student,

I am a student at Catholic University of Eastern Africa carrying out a study in which your assistance is very vital. My study involves an investigation of the perceptions of teachers and students towards the guidance and counselling services. Attached please, find a questionnaire for you to fill. The purpose of the questionnaire form is to assist the researcher in investigating the perceptions of teachers and students towards guidance and counselling in Ngong and Ongata Rongai Zones, Kajiado North District. Please assist by providing relevant information. Your responses will be handled with utmost confidentiality and privacy and will only be used for the above study for statistical analysis, planning and reporting of aggregated information. Place a tick (✓) in the bracket of the most appropriate response and where comments are required, use the space provided.

SECTION A: Demographic Data for Students

1) Sex:

i) Female ( ) ii) Male ( )

2) What is your age?

i) 13-16 years ( )
ii) 17-20 years ( )
iii) 21 and above ( )

3) Which class are you in?

i) Form three ( )
ii) Form four ( )

SECTION B: Guidance and Counselling Services Offered

4a) Have you had any interaction with guidance and counselling in your school?

i) Yes ( ) ii) No ( )

b) If yes, what type of guidance and counselling services were offered?

i) Academic performance ( )

ii) Career guidance ( )

iii) Subject choice ( )

iv) Social relations ( )

v) Family problems ( )

vi) Religious issues ( )

vii) Any other? _____

_____

c) If no, give three reasons as to why you have never sought for the guidance and counselling services.

_____

_____

_____

_____

d) Below is a list of the types of guidance and counselling services that are offered in secondary schools. Put a tick against those that are available in your school.

i) Academic performance ( )

ii) Career guidance ( )

iii) Subject choice ( )

iv) Social relations ( )

v) Family problems ( )

vi) Religious issues ( )

vii) Any other? _____

_____

SECTION C: Establishment of Guidance and Counselling Department in your School

5) Below is a list of guidance and counselling materials and resources. Tick appropriately to

show their adequacy for the implementation of the guidance and counselling services in your school.

Key:

VA- Very adequate (5)

A- Adequate (4)

U- Undecided (3)

N- Not adequate (2)

NA- Not available (1)

No	Resource	NA	N	U	A	VA
1	Career booklets					
2	Videos/DVDs/CDs					
3	Students' files					
4	Handbook for different professions					
5	Guidance and counselling books					
6	Guidance and counselling departmental office					
7	Guidance and counselling rooms					
8	Guidance and counselling teachers					

6 a) Is there specific time allocated for guidance and counselling services?

i) Yes ( ) ii) No ( )

b) If yes, how long?

i) 30 minutes ( )

ii) 60 minutes ( )

iii) More than 60 minutes ( )

c) If no, what time are students counselled?

_____

SECTION D: Perceptions of Students Towards Guidance and Counselling Services

7) The following are statements concerning the effectiveness of guidance and counselling services to secondary school students. Please indicate by a tick (√) the degree to which you agree with the statement.

Key:

SA-Strongly agree (5)

A-Agree (4)

U-Undecided (3)

D- Disagree (2)

SD- Strongly disagree (1)

No	Statement	SD	D	U	A	SA
1	Teacher counsellors cannot keep what you discuss with them confidential					
2	Students prefer male teacher counsellors than female teacher counsellors					
3	Guidance and counselling has led to good relationships between students and teachers					
4	Most students prefer young teacher counsellors as compared to elderly ones					
5	There is no privacy while counselling is taking place					
6	Counselling services has led to the reduction in					

	drug and substance abuse					
7	Teacher counsellors report what has been discussed to the administration					
8	Counselling services has led to improved academic performance					
9	As a result of guidance and counselling services, there is better relationships between students and teachers					

8) What are some of the reasons that make guidance and counselling services not effective in your school?

_____

_____

_____

_____

SECTION E: Measures that can lead to effective guidance and counselling services

9) Suggest three ways that teacher counsellors can adopt to improve the guidance and counselling services in your school.

_____

_____

_____

10) Suggest four strategies the school administration can adopt to improve the guidance and counselling services.

_____

_____

_____

_____

_____

11) Give three ways that students in your school can adopt so as to make guidance and counselling services more effective.

_____

_____

_____

_____

Thank you for your cooperation.

APPENDIX 3

INTERVIEW SCHEDULE FOR PRINCIPALS AND TEACHER COUNSELLORS

Dear Sir/Madam,

I am a student at Catholic University of Eastern Africa carrying out a study in which your assistance is very vital. My study involves an investigation of the perceptions of teachers and students towards the guidance and counselling services. Attached please, find a questionnaire for you to fill. The purpose of the questionnaire form is to assist the researcher in investigating the perceptions of teachers and students towards guidance and counselling in Ngong and OngataRongai Zones, Kajiado North District. Please assist by providing relevant information. Your responses will be handled with utmost confidentiality and privacy and will only be used for the above study for statistical analysis, planning and reporting of aggregated information. Place a tick (✓) in the bracket of the most appropriate response and where comments are required, use the space provided.

SECTION A: Demographic Data for Principal and Teacher counsellors

1a) Date of interview_____

b) Time Start_____Stop_____ Duration_____

2a) Age: i) 21-30 ( ) ii) 31-40 ( ) iii) 41-50 ( ) iv) above 50 ( )

b) Gender: i) Male( ) ii) Female ( )

3) To which of the following categories does your school belong?

i) Girls boarding ( )

ii) Boys boarding ( )

iii) Mixed Day ( )

4) What is your highest academic qualification?

i) Diploma ( )

ii) Bachelor Degree ( )

iii) Masters ( )

Any other, specify _____

_____

SECTION B: Professional Qualification of Teacher counsellors

5 a) Are the guidance and counselling members trained as counsellors?

i) Yes ( ) ii) No ( )

b) If yes, up to what level?

i) Certificate ( ) ii) Diploma ( ) iii) Degree ( ) iv) Masters ( )

Any other, specify

_____

_____

5c) If no, what criteria is used in your school in selecting guidance and counselling members?

i) Training ( )

ii) Age of teacher ( )

iii) Sex of teacher ( )

iv) Teaching experience ( )

Any other, specify

_____

_____

SECTION C: Establishment of Guidance and Counselling Department in your School

6) Does the guidance and counselling department in your school have an office?

i) Yes ( ) ii) No ( )

7) Are there special rooms where guidance and counselling services can be offered from?

i) Yes ( ) ii) No ( )

8 a) Is there special time allocated in the time table for guidance and counselling?

i) Yes ( ) ii) No ( )

b) If yes, for how long?

i) Up to 30 minutes ( )

ii) One hour ( )

iii) Up to 2 hours ( )

c) Is the time within the working hours?

i) Yes ( ) ii) No ( )

d) If your answer to 10a is no, what time are the guidance and counselling services offered?

_____

_____

SECTION D: Perceptions of Teachers Towards Guidance and Counselling Servises

9) In your own view, how effective are the guidance and counselling services on the following areas?

a) Drug and substance abuse.

b) Academic performance.

c) Career choices.

d) Indiscipline cases

e) Healthy relationships with teacher

10) In your opinion, what are some of the factors that hinder the provision of guidance and counselling services in your school?

_____

_____

_____

SECTION E: Measures to be Taken to Enhance Effective Guidance and Counselling

11) State some of the strategies that the school administration can adopt to ensure improved guidance and counselling services to the following groups of people.

i) Students_____

_____

ii) Parents_____

_____

iii) Teachers_____

_____

i) Others _____

_____

_____

12) Suggest ways students can adopt to make guidance and counselling services effective in your school.

_____

_____

_____

_____

_____

13) What measures do you think should be put in place by the MOE to make sure that the guidance and counselling program is embraced fully by students?

_____

_____

_____

_____

Thank you for your cooperation.

APPENDIX 4

CRONBACH'S COEFFICIENT ALPHA

Cronbach's Coefficient alpha: Reliability Analysis for Questionnaires for teachers

Reliability Coefficient
Number of cases=23 Items in part 1=9 Alpha part 1=0.7290

Cronbach's Coefficient alpha: Reliability Analysis for Questionnaires for Students

Reliability Coefficient
Number of cases=118 Items in part 1=8 Alpha part 1=0.6710