UNIVERSITY OF NAIROBI

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FACTORS THAT INFLUENCE STUDENTS PERCEPTION OF COUNSELORS ROLES AND FUNCTIONS IN INSTITUTIONS OF HIGHER LEARNING: A CASE OF UNIVERSITIES AND COLLEGES IN MOUNT KENYA EAST REGION

BY

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DECLARATION

This research project is my original work. It has not been submitted for a degree in this or any other University

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WILLIAM WILLYS   DATE

This project has been submitted for examination with my approval as the University supervisor.

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PROF. EDWARD MBURUGU   DATE

DEDICATION

I dedicate this project to my client students, and my family.

ACKNOWLEDGEMENTS

I would like to first and foremost thank God for giving me the ability to bring this work to completion.

My profound gratitude to my supervisor Prof. Edward Mburugu for his commitment, thoroughness and detailed assessment of my work.

I also wish to thank all the respondents for their cooperation and participation in the study.

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ABBREVIATIONS AND ACRONYMS

CAS   Council for the Advancement of Standards

HIV/AIDS   Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome

IACS   International Association of Counseling Services

ICT   Information and Communication Technology

MoE   Ministry of Education

NCST   National Council Science &Technology

NAGADA   National Agency for the Campaign against Drug Abuse

SPSS   Statistical Packages for Social Sciences

SSSU   Student Support Service Unit

ZOU   Zimbabwe Open University

ABSTRACT

The purpose of this study was to critically examine university students' perception of counselors' roles and functions in Kenyan universities located in the East region of Mount Kenya. The objectives were to establish the influence of counselors gender on the students perception on counselors roles and functions, determine the influence of counselors age on the students' perceptions of the counselor's role and functions and to examine the influence of skills and competence on the students' perception of counselors' roles and functions. The study adopted a descriptive research design. The target population was 5,568 students drawn from the Kenyan universities and Colleges located in the East region of Mount Kenya. A total of 120 respondents were sampled using systematic stratified sampling technique. Data was collected using questionnaire and interview schedules. Data was analysed using descriptive statistics such as the frequency, means, tables and percentages. The qualitative data was analysed using content analysis. The study established that most of the respondents had confidence in the counselors' roles and functions. The study further established that the counselors' age influenced the students' perception of the counselors' role and function as the elderly counselors were perceived to be experienced, knowledgeable and mature in handling issues. The counselors' gender influenced the students' perception of the counselors' role and function. The findings revealed that counselors' skills and competence were important determinant of the students perception of the counselors role and functions as those perceived incompetent were thought as inappropriate for help with personal problems. The study recommended that the universities should employ experienced counselors who have worked long enough and are advanced in age so that the students do not see them as their peers. This is due to the fact that the elderly counselors were found to be appealing to the students. The study further recommended that the Universities put more resources in hiring counselors of both gender so as to give the students more room for choice of their preferred counselor. Finally the study recommended that the University should only employ counselors with the right qualification to enhance the students' confidence on the counselors.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This study is geared toward assessing the perception of university students towards counselors' roles and functions. In this chapter, the introduction will briefly explain of primary terms in the study, the background to the study, problem statement, the purpose or objective of the study, the significance and delimitation would be discussed. The research questions and the organization of the study would also be hashed out.

1.1 Background of the Study

The fundamental reason why a lot of resources are invested in the Guidance and counseling services of university students is for them to be well positioned for the betterment of their individual life, enjoy their career choices and attained their life aspirations. A tertiary institution can be viewed as a distinctive socio-cultural system that contains a diversity of new experiences for students which stimulates varying responses and perceptions (Tinsley et al., 2001). Whereas, there are many transitions in an individual's lifetime; for many students entering university and College, this is the major transition in their lives.

Indeed, the transition from high school to university/college can be seen as a complex life event for students since they encounter a new environment (Fisher, 2006) and face particular issues, such as dealing with academic pressure, diverse cultural set up, developing new interpersonal relationships, organizing their time, use newly found freedom and managing their personal finances. Each one of these issues demands a degree of adjustment. University students worldwide are challenged by the vast amount of knowledge available, which demands a high level of ability in sorting, evaluating and assembling (McCarthy et al., 2010). Most students will cope with all these challenges but some perceive the challenges differently without seeking assistance from professional counselors.

College is a time of development, transition and relationships (Turner and Bradley, 1991). As college students matriculate through classes, they are also engaged in progressive cognitive and emotional development. This process promotes greater

complexity of thought and expression of emotion and can prove a tumultuous journey for some students (Cohen and Wenner, 2006). As students attain higher levels of cognitive and emotional development, they become more self-aware, at the same time, engage in a parallel process of connecting with others in complex and exciting ways.

Research has shown that sources of perception are not confined to situational factors. They are related to other predisposing factors, such as attachment, personality, lower self-esteem, gender, and age. Additionally, some of the social and emotional problems experienced by university/college students may, in part, be due to the particular characteristics of this stage of personal development (Gladding, 2004). Holmberg(2003) pointed out that the time of entering university is one that coincides with a huge physical and identity crisis resolution for many students, therefore the perception of the students on the roles and functions of counselor's should be drawn from an effective source to help them adjust to personal and emotional challenges (Woosley and Shepler,2011).

A research conducted by Angela et'al (2012) revealed that students themselves bring intrinsic perceptions and the university provides extrinsic, these are two distinct groupings of perception which form a basis to seek guidance and counseling services or not .This should be addressed by the stakeholders so as to enhance transition, acceptance and understanding of their critical roles and functions played by counselors. With intrinsic measures students are able to exercise a degree of control over issues relating to transition, including willingness to seek academic support, commitment towards career and embrace university culture. Despite these being internally related measures; the universities need to consider how they can facilitate student empowerment, commitment and a shared sense of belonging as well as the desire to seek support from passionate and helpful counseling staff.

Multicultural counseling professionals stressed that clients from different ethnic and cultural backgrounds might perceive and prefer counseling theories, models, concepts, techniques, and skills differently (Sink and Yillik, 2004). The counseling profession was borrowed from Western thinking about human problems and is anchored on Western philosophies, values and culture. Sink and Yillik (2004) pointed out that, clients from different ethnic or cultural background have the problem of incompatibility or conflicts

when being counseled by a counselor employing western counseling theories, philosophies, models, concepts, skills and techniques. For example, due to profound differences of the essence between Eastern culture and Western counseling theories, Asian or African clients might perceive a counselor's performance differently from Caucasian clients. The importance of culture and its impact on counseling cannot be ignored in universities given that they are multicultural entities.

Getachew et al. (2014) indicated that the most common sources of information are word of mouth, media, culture, past experiences and personal experiences which determine positive or negative understanding of counselors' roles and functions. Students who trust their counselors are more likely to stay in counseling and get the assistance needed to improve their academic, personal and career experiences. However, the experiences of students among different races in USA show that black students are not likely to seek the services of a counselor and are likely to terminate counseling prematurely (Turner and Quinn, 1999). One reason for this pattern is a lack of trust in counselors, who are perceived as representing the establishment or institution that has no clients' interest at heart (Wallace and Constantine, 2005).

Watson (2012) concurs with many study findings which have shown that the roles and functions of university/ college counselors may be perceived differently from one group of students to another, whether spiritual or professional counselors'. The perceptions may also vary among students within a single university or college. It is important for counselors to understand the way students perceived roles and functions so as to provide effective services.

1.2 Statement of the Problem

Over the years, much research has been done to illustrate how stakeholders view the school and college counselor's role. Most students complete tertiary level schooling without having an idea as to the occupation to pursue (Kelechie & Ihuoma, 2011). According to Kelechie and Ihuoma (2011) students do not make informed career choice because they are largely influenced by their peers and parents' preference for certain careers. School counsellors are not significant in the decision making process because

students may have some perception about these counsellors which prevents them from seeking guidance and counselling on career choices.

Besides academic needs, young people in the contemporary society today experience several conflicting, distracting, difficult and stressful situations. In the past young people generally tended to rely on the advise, wisdom and judgment of their elders. In modern times, owing to their exposure to the other cultural milieu through mass media, books, and travel, and to some extent through personal contact with others, they are tempted to emulate other modes and patterns of behaviour. The myriad of issues bombarding the students require the services of a counselor to provide guidance and counseling services. However, the number of students seeking counseling services has been described as dismally small despite the services being available in the institutions (Bowers & Hatch, 2002). Fia (2011) undertook a study of guidance and counselling services in schools in the Ho Municipality, Ghana. He reported that educational, vocational, and person-social counselling were lacking in schools in Ho even where some of them possessed clearly demarcated counselling centers to cater for the needs of clients. This begs the question as to the perception of the students on the counselors role and function.

Various stakeholders' including students' perceptions of the school counselor's roles and functions have been studied over time. However, the factors affecting the students' perceptions of the councilor role and function have not been assessed. For instance, a study conducted by Kuhn (2004) looked at the students' perception of the counselors' role and function, but did not look at the factors influencing the students' perception of the school counselor. The study proclaimed that the study was confined in the secondary schools. There is however, dearth of information on the factors affecting the students' perception on counselors' roles and functions. The study purposed to look at college students' perceptions of the roles of counselors and the functions associated with those roles. Knowing the perceptions of students regarding the roles and functions of the school counselor was important because it helps counselors better understand how to address student needs.

1.3 Purpose of the Study

The purpose of this study was to critically examine the perception of students on counselors' roles and functions with a view of understanding factors influencing perceptions, their sources of perception, the desired counseling services and the impact of their perception on counselors' functions.

1.4 Research Questions

i. How do university students view different counseling styles and services?

ii. Which factors influence students' perceptions of the counselor's role and functions?

iii. Which factors hinder the students from understanding counselors roles and functions?

iv. Which guidance and counseling services are desired by college and university students?

v. What is the impact of university and college students' perception on to the roles and functions of counselors?

1.5 Objectives of the study

1.5.1 Main Objective

The main objectives of this study was to critically examine university students' perception of counselors' roles and functions in Kenyan universities located in the East region of Mount Kenya.

1.5.2 Specific Objective

This study was guided by the following specific objectives:-

i. To establish the influence of counselors gender on the students perception on counselors roles and functions;

ii. To determine the influence of counselors age on the students' perceptions of the counselor's role and functions;

iii. To examine the influence of skills and competence on the students' perception of counselors' roles and functions.

1.6 Significance of the Study

This research intends to examine the perception of university students of counselors' roles and functions in Kenyan universities located in the East region of Mount Kenya with a view of filing in gaps from the previous researchers work especially the impact of students' perception towards counselors function and roles at university level. The study shall also identify research gaps and generate new ideas or knowledge in the area of students' sources of perceptions which adversely influence use of counseling services. The study shall also generate information to improve the database for future researchers in the area of students perceptions, this information will provide a platform for counselors training and capacity building.

It will provide updated information which will enhance the understanding of the roles and functions counselors in improving service delivery. The findings will also be very useful to guardians, mentors, education providers, health providers and spiritual leaders in dealing with the thoughts and emotions that shape behavior of the perception of students. The findings of this study will help the government, non-governmental organizations, and academic institutions (especially, the universities) to promote awareness on benefits of counselor's roles and functions, as future leaders, students need to inculcate the spirit of volunteerism into themselves in order to help themselves , their peers , societies and the nation as a whole.

1.7 Scope and Limitations of the Study

1.7.1 Scope of the Study

The study involved students in Kenyan universities located in the Eastern region of Mount Kenya. It also entailed; examining the factors influencing students' perceptions of the counselor's role and functions; establishing the student perceptual differences that exist in counselors roles and functions; examining factors hindering students from understanding counselors roles and functions; assessing students' perceptions on desirable guidance and counseling services; examining the impact of students perception on counselors functions and roles.

1.7.2 Limitations of the Study

This study anticipated that the following were the limitations; some respondents may have limited had access to information related to this study. However, the researcher overcame this by assuring them that the information obtained would be shared to them and would not be revealed to any person. The researcher anticipated to encounter situations of uncooperative respondents who may not be willing to disclose necessary information on the topic under investigation. Most of the respondents were not ready to answer the questionnaires appropriately and this could have made the researcher to miss vital information from them. The researcher elaborated the importance of the study to them in order to cooperate and participate by producing relevant documents of the study including a requisition letter from the relevant authorities. The respondents in the study were not ready to answer the questions directed by the researcher for being victimized. The researcher explained to them that the information will not be shared to any body and will only be used for academic purposes.

1.8 Assumptions of the study

The study made the following assumptions;

i. The respondents gave the required information to the best of their knowledge.

ii. All university /college students were exposed to the same counseling service hence they had requisite information regarding perception of the counselors roles and functions.

iii. The emerging issues and problems affecting students at college or university level could be addressed appropriately by establishing the effective guidance and counseling units.

iv. There was no direct relationship between the source of information and students perception of counselor's' functions and roles.

1.9 Definitions of Significant Terms

Critical Incidents

Defined as the amount of suicides, suicide attempts, high level violence, and low level violence that occurs per year in schools that have not implemented the Comprehensive Guidance Counseling Program.

Counseling

Is the act of helping the client to see things more clearly, possibly from a different view point. This can enable the client to focus on feelings, experiences, events or behavior with a goal to facilitating positive change.

Desired Counselors

Refers to acceptable or expected services by students from their respective counseling unit**.**

Guidance and counseling programme

Refers to a wide range of issues affecting learners such as financial, psychological, social, academic, career, developmental and drug abuse & addiction

Students

Refers to a learner in college or university pursuing a particular course of study.

Sources of perceptions

Refers to how students determine what they feel or see or interact and act upon the world through the environment, peers, mass media, neighbours etc,

Perceptions

Means toward gaining an intelligent interest in the values of human beings; understanding or insight into people or objects.

Roles and Functions

Services identified as being rendered by college /university counselors, which may also be contained within the three domains of personal/social, academic, and career.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The related literature review were discussed in tandem with the study of objectives, then presented as follows; the introduction on the status of counseling in colleges and universities at global level, in Africa and Kenya; bring out the gaps through summary, theoretical framework and conceptual framework.

Perception is not reality but perception is nonetheless very cogent relative to how humans come to understand reality. Moreover, perception tends to drive behavior and decisions made by consumers. Acculturation is seen as the degree in which the attitudes, behaviors, values, and identities of persons from one culture become modified and more similar to that of their host culture, as a result of contact with that host culture's norms and traditions (Moyerman & Forman, 1992).

2.2 Overview of Counseling

Counselling is defined as a learning oriented process, carried on in a simple one-to-one social environment, in which the counselor, professionally competent in relevant psychological skills and knowledge, seeks to assist the client by methods appropriate to the latter's need and within the context of the total personnel program to learn how to put such understanding into effect in relation to more clearly perceived, realistically defined goals to the end that the client may become a happier and more productive member of the society (Gustad, 1953). Rodgers, (1952) describes counselling as the process by which the structure of the self is relaxed in the safety of the client's relationship with the therapist, and previously denied experiences are perceived and then integrated into an altered self. Counselling involves bringing about sequential changes over a period of time leading to a set goal. These definitions stress that cousellor-counsellee relationship is not casual, matter-of-fact and business-like but that it is characterized by warmth, responsiveness and understanding. Counselling is concerned with bringing about a voluntary change in the client. To this end, the counsellors provides facilities to help achieve the desired change or make the suitable choice. The client alone is responsible

for the decision or the choices he makes, though the counsellor may assist in this process by his warmth and understanding relationship (Blocher, 1966).

Counselling must have existed in one form or another since the very beginning of human civilization. Man must have sought comfort, help and solace from family and close associates. However, it is only the recent past that counselling emerged as a distinct branch of psychology. Modern counselling is a product of the educational system more especially of the American education system. It has deep rooted in the concern for an individual's freedom, rights, dignity and worth of human being. Many thinkers hold the view that man's essential nature is neither good nor evil, but is neutral. The modern scientific attitude favors this view. According to empiricist and objective standpoint, man is neither good nor bad by nature, but has potentialities to develop in either direction. When circumstances are favorable the individual is likely to behave in 'good' ways and when they are adverse, he may learn to behave in an undesirable or 'bad' ways. If man's essential nature is neither good nor bad, depending on the prevailing conditions and circumstances, man's action take the flavor of goodness or become tainted with evil. If suitably helped, he can become a creative and constructive individual and if misdirected he can become dangerous to society, (Fuster, 2004). This study seeks to establish the factors influencing the help seeking behavior among the secondary school students.

The school counseling profession is one in which the academic achievement of all students is the central goal (ASCA, 2005) while focusing on the relations and interactions between students and their environment in order to reduce the effects of environmental and institutional factors that do not allow students to achieve academically (Education Trust, 2009). In order to contribute to the achievement of students and schools, the American School Counselor Association (ASCA) (2005) has set forth a framework under which comprehensive school counseling programs should focus on academic achievement by working with students in three domains: academic, career, and personal/social with the goal to promote the learning process. A comprehensive guidance and counseling program is one that is structured and organized in a school district serving students from kindergarten through high school graduation (Whiston & Aricak, 2008).

The ASCA National Model was developed to assist school counselors in creating, implementing and evaluation a comprehensive developmental school counseling program (Whiston & Quinby, 2009). These programs have prevention as the primary focus and are geared toward teaching all students relevant developmental tasks and skills (Aluede, Imonikhe, & Afen-Apaida, 2007).

2.3 Roles and Functions of Counselors

School counselors today assume many different responsibilities and tasks based on the particular needs of students and school districts (Mclean, 2006). The school counselling profession has evolved from an early focus on career development into "today's comprehensive, developmental, and collaborative school counselling programs" (Paisley & Mcmahon, 2001; Dekruyf, 2008).

Thus, in the past twenty years, school counsellors have moved from providing services to individual students to providing a comprehensive programme that delivers A specific developmental school guidance and counselling model begun to gain popularity in the United States in the 1990s. According to proponents of this model, represented by Gysber *et al* (1992) and Myrick (1993), the focus should be on the student's personal, social, educational and career needs, and counsellors are required to move to a skill based counselling programme. The guiding principles for designing such a programme were suggested by Myrick (1993). These include that it should have a flexible, organised and planned curriculum that meets the needs of all students, should be integrated in to the educational process, involve all school staff including those who provide counselling services, and should help students to learn in an effective way.

To extend the discussion on the historical development of school counselling, a multitude of opinions as to what the counsellor's role involves are presented in this section. However, due to practical considerations dictated by the nature of the present survey, special emphasis will be placed on the counsellor's role according the American viewpoint. This approach is justified in that school counselling in Saudi Arabia is strongly influenced by the American school of thought. Counselling in its modern form

emerged and developed in an American environment, and the early school counselling and guidance programme emphasized occupational information. However, due to changes in the social and economic environment, there was a call for school counsellors to work with all students and address a variety of personal, social, career, and academic developmental needs. As a result, by the late 1970s, changing conditions and student needs prompted the (American School Counselor Association (1977) to define the counsellor's role and propose as to assist the students to develop their educational, social career and personal strength; to help them develop healthy habits, values and positive attitudes; to encourage them to understand themselves and their abilities and participate in school activities; to evaluate their academic progress; to assist them adjust to school and increase personal satisfaction.

Overall, the role of the school counsellor is changing. School counselors today assume many different responsibilities and tasks based on the particular needs of students and school districts (Mclean, 2006). The school counselling profession has evolved from an early focus on career development (Aubrey, 1991) into "today's comprehensive, developmental, and collaborative school counselling programs" (Paisley and McMahon, 2001; Dekruyf, 2008).

Thus, in the past twenty years, school counsellors have moved from providing services to individual students to providing a comprehensive programme that delivers services to all students (Gysbers and Henderson, 2006; Whiston and Aricak, 2008). By definition, a comprehensive developmental programme leads to structured group activities for all students, de-emphasises administrative and clerical tasks, requires accountability, and is proactive rather than exclusively reactive (Dekruyf, 2008). A specific developmental school guidance and counselling model begun to gain popularity in the United States in the 1990s. According to proponents of this model, represented by Gysber et al (1992); Myrick (1993); Reynolds (1993), and Sears (1993), the focus should be on the student's personal, social, educational and career needs, and counsellors are required to move to a skill based counselling programme. The guiding principles for designing such a programme were suggested by Myrick (1993). These include that it should have a

flexible, organized and planned curriculum that meets the needs of all students, should be integrated in to the educational process, involve all school staff including those who provide counselling services, and should help students to learn in an effective way.

Webber and Mascari (2007) stated that counseling is the most significant component of the school counselling program, and the one by which the counsellor's professional identity often is established". Thus, counselling is often regarded as the cornerstone in the counsellor's profession (Gibson *et al.,* 1983). However, in order to engage in effective counselling, counsellors should be committed to helping children and able to establish a relationship based on trust and respect (Pecherek, 1997). In other words, the counselling relationship is formed based upon trust and caring. Leadership through counselling and guidance fosters "enduring values, and honest, open communication" (Stephenson, 2004; Merrill-Washington, 2007). Bor et al (2002) mentioned that a strong and effective student-counsellor relationship can be established through the application of empathy, genuineness and unconditional positive regard, which requires unconditional caring, accepting students as they are, and accepting their right to have feelings.

In most cases, counselling can be used for the purposes of either prevention or intervention. Preventative counselling is based on proactive planning, such as designing a programme to teach coping skills to children in order to help them resist pressure to engage in substance abuse (Baker, 1996). Intervention or crisis and remedial counseling aims at the remediation of existing concerns (Schmidt, 1984). For example, counseling here is mainly concerned with the problems of the student, including those pertaining to bullying, social exclusion, family crises, scholastic underachievement, abuse, and substance misuse (Bor *et al*., 2002). Within this context, counselling facilitates student's personal, and social growth, especially at the stage of adolescence (Remley and Albright, 1988), and helps children to work independently (Corey, 1996).

More specifically, counselling can take one of two forms: individual counseling and group counselling. The former type is useful and important in that it encourages students to disclose information about themselves in private (Dryden and Palmer, 1997).

Individual counselling is also an important vehicle to facilitate interaction, especially with middle grade students (Schmidt, 1999), and it enables the counsellor to elicit information and identify problems (Bor et al., 2002).

Group counselling encourages interaction among students, and enables them to handle their emotions (Kahn, 1988). Davis (2006) and Steen et al (2007) noted that group counselling is an effective means to provide services to elementary, middle school, and high school students on a range of topics. Thompson (2002) observed that small group counselling has been found to be efficacious for changing "attitudes, perspectives, values, and behaviours". According to a study conducted by Myrick and Dixon (1985), 62% of students who participated in group counselling sessions showed positive behavioural changes and 86% gained better understanding of themselves.

2.4 Students' Perception of Counselors

The American Counselors Association (2012) observed that the primary role of counseling is to enhance student learning through academic, career, personal and social development. These should be emphasized in levels of education. Wisconsin Development Counseling Model echoes this sentiment on developmental areas; however points out that teamwork and proper coordination among lecturers, counselors, administrators, support staff and students must be given priority. Angela et al.(2012) acknowledge there is disparities between students and counselors regarding their roles and functions, where some perceive counselors as advisers or educators, other view them as intruders. In addition some scholars have argued that certain policies enacted in higher learning institutions act as deterrent to students seeking human services.

Cohen *et al*.,(2006) states that, students seek counseling for various reasons including; questions about sexual orientation, overwhelming stress, persistent sadness, difficult relations, anxiety, intrusive worry, eating concerns, emotional or verbal abuse, loss or grief, difficult decisions or choices and lack of parental guidance. He asserts that if these concerns are not sufficiently addressed such students are vulnerable to problems, however some student never recognize counselors but seek help from their peers.

Wallace and Constantine (2005) pointed out that, the students' perceptions of their own body image and self-image as they relate with the social media and their peers, creates a psychological process that allows students to attain meaningful information exhibited through certain behaviour. He concluded that perceptions are formed through immediate environment acquired from peers, parents, media and neighbors. Self-knowledge should always precede career knowledge (Watson, 2012). The need to establish career and personal guidance at university is therefore of national concern.

Student's expectations of school counselors are to assist in solving academic problems by developing study skills. Students view the school counselor's role as someone who has knowledge about school curriculum and can provide information about educational and career opportunities. Students also confide in their school counselors in regard to personal/social problems. It was found in this study that teachers believe strongly that the counseling department makes a positive contribution to the school's instructional program. Teachers also believed that counselors enhance instructional programs, and act as change agents in the school with regards to students' personal/social development, as well as academic development. Teachers also believed that school counselors designed appropriate interventions for students with special needs (Aluede & Imonikhe, 2002).

According to the reviewed studies on stakeholders' perceptions of the school counselor's role, respondents were generally satisfied with the role of the school counselor. Another common finding was that teachers felt strongly that school counselors were not responsible for administrative duties, and when they have to carry out certain tasks, such as conducting psychological examinations, it took counselors away from their professional role (Aluede & Imonikhe, 2002).

Participants of the study completed an inventory based on state and professional standards of practice for school counselors. The respondents were asked to rate the importance of specific tasks on a 5-point Likert scale of not significant to significant. The survey consisted of 20 items. More than two thirds of the items were directly related to counseling standards. Students undertaking educational administration were asked to

respond to the survey of which more than 86% returned usable forms. The respondents rated non-counseling tasks including registration, testing, record keeping, discipline, special education assistance, as the five least important duties of the school counselor. However, the respondents rated the tasks as important aspects of the school counseling program. The study further established that participants rated providing a safe setting for students to talk, direct crisis response, helping teachers respond to crisis, communicating empathy, and helping students with transitions, as the most important tasks of the school counselor. In another study by Fitch, Newby, Ballestero, and Marshall (2001), it was found that there existed many misperceptions of the role of the school counselor. In their study, discipline was not considered leading tasks of the school counselor according to most respondents. One third of the respondents rated it as either important or highly important task. It was revealed that most of the respondents rated record keeping as a significant duty. The studies concluded that it was in the best interest of the school counselors to be aware of how their supervisors view their role and to enhance their collaboration with school principals to deliver the best services to students. As Wagner (1998) expressed, students' needs are better able to be met as a result of collaboration and support among school personnel.

2.5 Influence of Counselors Gender on Perception of Counselor

Many studies have been done on the effects of gender in conjunction with other counselor/client characteristics. Counselor sex-role orientation is one variables which has received a great deal of attention. Sex-role orientation is the extent to which a person exhibits characteristics judged to be stereotypically masculine or feminine, and socially describle, to some degree, in both sexes. According to Spence, Helmreich, & Stapp (1975) masculinity and femininity are separate, independent dimensions and are both present in varying degrees in both men and women. While masculine characteristics is characterized by more instrumental and self-assertive in nature, feminine characteristics is characterized by expressive and interpersonal.

According to Feldstein (1982), feminine counselors from both genders were rated higher on the Barrett-Lennard Relationship Inventory scales of empathic understanding, congruence, and regard. According to him, masculine counselors were rated higher on unconditional positive regard. The study found that subjects were more willing to disclose to, and preferred, androgynous and feminine counselors, regardless of gender (Highlen & Russell, 1980). Study by BaniMotes and Merluzzi (1981) found that female counselors were perceived as most expert while "traditional" (feminine) counselors were seen as least expert. The study found male "traditional" (masculine) counselors to be least trustworthy by the subjects. In a study by Blier, Atkinson, and Geer (1987), differing perceptions of counselors were shaped by the client concerns. The studies found that, for personal concerns, the subjects were more willing to see feminine sex-role counselors than masculine sex-role counselors. On the other hand, for academic concerns, the studies revealed that subjects were more willing to see masculine and androgynous counselors than feminine counselors.

The effect of counselors' sex-role orientation and gender on their behavior in actual counseling sessions and how they are perceived by clients, or even how they learn counseling skills have received little attention. Borders and Fong (1984) in his study raised a number of important questions with regarding to the effects of counselor sex-role orientation on areas such as counselors as learners, counselor's interaction with clients, and process and progress of counseling. This study seeks to explore these questions by use of exploratory study described here.

It is difficult to make meaningful conclusions regarding the role of sex-role orientation on counseling outcomes. Counseling "effectiveness," is measured using the outcomes. Studies have used client preferences; improvement as rated by clients; improvement as rated by independent observers; client satisfaction; client ratings of counselor characteristics such as expertness, attractiveness, and trustworthiness; client ratings of counselor attitudes such as empathy and unconditional positive regard; client willingness to see the counselor; and so on. Furthermore, few studies have used actual counselors and clients in real counseling situations (Cook, 1987). Instead, it is common practice to use

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analogue studies in which non-client subjects respond to videotapes or written descriptions of counselors that reflect different sex-role orientations.

Scher (1975), however, found no significant contribution of therapist or client gender to the prediction of outcome. Similarly, Hoffinan-Gratf (1977) found interviewer-subject gender pairing had no significant effect upon the perceived therapist characteristics or client behavior. In a study by Orlinsky and Howard (1976) individuals completed a questionnaire assessing their reactions to various dimensions of patient experiences after therapy sessions. The results were interpreted as suggesting that therapist attributes may be less important than what a male or female therapist means to a patient, as young single females were most intensely reactive to male therapists. Tanney and Birk (1976) and Toomer (1978) reviewed the research on gender matching (client to therapist) and concluded that although gender similarity obviously plays an important role in psychotherapy, gender matching alone does not adequately predict a successful therapy expense.

Research on the effects of counselor gender on counseling outcomes is equivocal in some studies, male and female clients have reported greater improvement and satisfaction with female therapists than with male therapists (Jones, Krupnick, & Kerig, 1987; Kirshner, Genack, & Hauser, 1978). Clients in another study felt that female therapists formed more effective therapeutic alliances, although no differences were found in client reports of improvement (Jones & Zoppel, 1982). Female subjects have reported greater comfort disclosing to female counselors (Banikiotes and Merluzzi, 1981), and Yanico and Hardin (1985) noted female clients' preferences for female counselors. Feldstein (1982), on the other hand, found that male counselors were rated higher than female counselors on all three scales of the Counselor Rating Form. Bernstein, Hofmann, and Wade (1987) reported a general preference for male counselors, while Petro and Hansen (1977) found male and female counselors to be equally empathic. It is clear that counselor gender, in and of itself, is not sufficient to account for differences in client perceptions or in outcome.

Research concerning the salience of therapist age as a factor in client preference also has been somewhat contradictory. Clayton and Jellison (1975) and Furchtgott and Busmeyer (1981) found almost without exception individuals prefer older over younger therapists. Similarly, Donnan and Mitchell (1979) found age of therapist, age of client, and the level of communication (information gathering versus facilitating) jointly affected older male and female clients' preferences for a therapist. Robiner (1987) investigated the effects of client age and therapist age on transference-like projection onto therapists in a younger and older age condition. This study concluded clients view therapists of similar age as peers. Further, the results of this study suggested that regardless of clientage, older therapists are more likely than younger therapists to be viewed in parental roles. However, in a study which measured client satisfaction with the therapist and the therapy relationship, Robiner and Storandt (1983) did not find that client age and therapist age was a joint influence. Their research seemed to reject age in favor of individual differences in therapeutic skills as a basis for therapist preferences among clients. They found that specific therapists, irrespective of age, who were more facilitating were perceived more favorably. The variety of research strategies employed in the studies makes it difficult to integrate results of investigations assessing the impact of therapist age on a client's first impressions.

2.6 Influence of Counselors' Skills and Competence on Perception

Perceived Counselor expertness has been defined as "the client's belief that the counselor possesses information and means of interpreting information which allow the client to obtain valid conclusions about and to deal effectively with his problems" (Strong & Dixon, 1971). Delineating the construct further, one finds that perceived expertness has been reported to be influenced by events in at least three categories: (a) objective evidence of specialized training such as diplomas, certificates, and titles, (b) behavioral evidence of expertness, such as rational and knowledgeable arguments and confidence in presentation, and (c) reputation as an expert (Strong, 1968). A fourth category seems to be characteristics associated with the counselor, such as sex, attire, and room decor. In turn, researchers have begun to delineate and to examine the relative function of each of the various aspects of expertness within the counseling context.

Gelso and Karl (1974) found that students perceived counselors as less competent if they did not include the word "psychologist" in their titles, and even rated such counselors as inappropriate for help with personal problems. Two studies, Heppner and Pew (1977) and Siegel and Sell, (1978) found that specific stimuli such as awards and diplomas hung in a counselor's office favorably cued the initial perception of counselor expertness. A fourth study found that presession introductions manipulating titles, educational and vocational levels did not differentially affect student perceptions of counselor expertness (Claiborn & Schmidt, 1977). None of these studies examined the effects of titles or diplomas on counselor power.

Several investigations examined the effects of using titles in conjunction with prestigious information (the third source of perceived expertness) in the initial description or introduction of the counselor. Because these two sources of expertness have been combined as independent variables in many investigations, the review must also examine them jointly. One finding appears quite consistently in studies which combine titles with prestigious information; when the same counselor is introduced with expert credentials as opposed to inexpert credentials, the counselor is viewed as being more expert (Atkinson & Carskadden, 1975; Claiborn & Schmidt, 1977; Greenberg, 1969). There is some evidence which suggests that the perceptions of counselor expertness in these studies may be limited to certain counselor characteristics. Scheid (1976) found that the status of the counselor only had a significant effect on two variable perception of counselors and counselor comfort; status did not seem to influence perceptions of the counselor in general.

Many of these investigations did not attempt to influence the client's opinions. Binderman, Fretz, Scott and Abrams, (1972) investigated whether the effects of expert credentials and the counselor's reputation were powerful enough to influence an opinion change in a client. The evidence regarding opinion change is conflicting; Binderman, et al. (1972), Browning (1966), Friedenberg and Gillis (1971, and Hattley (1969) found that credentials and/or a prestigious reputation were sufficient to influence a client's opinions,

but Greenberg (1969), Strong and Dixon 1971), and Strong and Schmidt (1970) did not confirm these findings.

An earlier study found that status differences did not affect the subject's verbal behavior (for instance self-disclosure, amount of talking) in an initial interview nor the perceptions of the interviewer's trustworthiness (Jackson & Pepinsky, 1972). In short, it seems that there is considerable evidence which indicated that certain stimuli, such as titles, diplomas, awards, and prestigious introductions do cue a client's perceptions of counselor expertness, but the function of these client's perceptions is not convincingly supported in terms of affecting a counselor's ability to change a client's opinions.

Getting a good counselor for students goes beyond the fact that there is someone who is a professional in counseling services. (Phillips & Smiths, 2011) go ahead to identify the types of counselors that exists in the market. Two main types of counselors are identified here to include those doing counseling as a profession but go ahead to establish themselves as business people as well as those who establish themselves as more of teachers ready to offer services with no much focus on the profit entry. This was considered in a school in Wales where management came up with a fully-fledged department of counseling services to help its students in the different social issues troubling them.

Having a fully-fledged department is one step towards having available counseling talent in schools. There is still need to have a system of talent management that will ensure that the skills of the counselor are always up to date. Short course in psychology or any other discipline related to counseling would be necessary for the good performance of the councilor. This is greatly emphasized as an important aspect of talent management in schools operating in developed countries (Ulrich & Smallwood, 2011).

2.7 Summary of the Literature

This study will present the knowledge gaps as follows:

Many studies have been carried out on perceptions of school counselors and school administrators with respect to the roles of school counselors, however no studies have generated clear cut information on university/college students' perception of counselor's roles and functions which this seeks to address. Although numerous studies have been conducted on the perception of roles and functions of school psychologists and gender perceptions on effectiveness of counseling services in different countries, none has been conducted at university or college level specifically in Kenya.

This study will bring out pertinent data on the sources of perceptions for students, factors that influence perceptions, desired counseling services among students, views on different counseling styles or services, barriers to students understanding of counselors' roles and the impact of students' perception of counselors' roles and functions would be interesting to establish. The study will also examine do different groups of students in different colleges/universities or within the same perceive counselors roles and functions the same?

Caleb, Gift, and Shillah (2011) conducted a study that examined students' perceptions on the quality and effectiveness of guidance and counseling services at the Zimbabwe Open University in Zimbabwe. Major findings of the study revealed that: although ZOU has institutionalized guidance and counseling as a key support service under ODL by setting up a student support service unit (SSSU), the majority of students 80% of who live and work in the rural areas who cited no quality and effective guidance and counseling.. This study will be keen on understanding students' perceptions of the counselors' roles and functions in three colleges and three universities in Mount Kenya East region.

2.8 Theoretical Framework
This study will explore two theories relevant to perception.

2.8.1 Self-Perception Theory
The self-perception championed by Moyerman and Forman (1992) states that a person creates an attitude or belief of self-awareness through observation and reflection of the

causes of his or her own behavior. The person believes his or her own attitudes, inner feelings and abilities are derived from his or her external behaviors, or the way in which he or she interacts with the world. Self-perception theory developed as an explanation for cognitive dissonance, which permits two contradicting ideas at the same time. It can create discomfort to a person who is most likely to believe that his or her own choice is correct, even in the face of evidence that proves otherwise. Self-perception theory (SPT) is an account of attitude formation developed.

This theory also states that some of the effects of cognitive dissonance have been shown to persist for, at least, 3 or so years. Specifically, after individuals chose one option against other options, they are more likely to perceive the chosen alternative favorably. That is, they want to feel their choices or behaviors align to their attitudes, arguably to reduce cognitive dissonance. These effects of choice last at least three years. This is relevant because students seem to derive their inner feelings or abilities from their external behaviour by observing themselves in the same manner that they observe others and draw conclusions about their likes and dislikes. This directly points to their sources of perceptions and factors that influence students' perception of counselors' roles and functions.

2.8.2 Social Learning Theory

The second theory will be the theory of Social Learning by Bandura(1995) operates on the premises that except for elementary reflexes; people are not born with repertoire of behaviour which they must learn (Bandura, 1995). He further underscored this by contending that new response patterns can either be acquired by direct experience or by observation. According to him therefore, the environment is the major source of observable behaviour. The theory postulates that children learn new behaviours largely through modeling.

Bandura (1995) argued that a full range of social behaviors from competitiveness to nurturance are learned by watching other people perform those actions. For example, a child who sees his parents arguing or fighting when they are angry is most likely to learn violent ways of solving problems. Based on this theory, there is a conviction that the

influences of significant others like biological parents, teachers, and peers can easily be emulated by the youth. In this regard with reference to this study, if peers, teachers, parents and other adults in the school and society use alcohol and provide poor examples and guidance to the youth, then the young people will copy their behaviour.

This theory is relevant to this study because perception is a product of social choices and therefore students can learn different forms of socialization by interacting with their colleagues or mass media or the general public. In turn their perception of life experiences and problems are addressed informally, without utilizing the institutional counseling unit. The theory is relevant to the study in that those students who have not been extensively exposed to guiding and counseling services develop negative perception towards the counselors roles and functions, therefore, their behaviour may be consistent with their transition in university/college.

2.9 Conceptual Framework

This section presents the conceptual framework of the study which diagrammatically explains the relationship between the independent, moderating and dependent variables as shown in Figure 2.1. The independent variables which include: sources of perception, factors influencing students' perception, barriers to counseling and perceptions ,impact of students perceptions and desired counseling services was investigated to determine their influence on dependent variables which are counselors' roles and functions. However, a person's beliefs and behaviors are determined by their values and attitudes which are strongly correlated with perception of students on counseling services.

The moderating variables will also be measured because they are likely to have a direct relationship with independent variables. University/college counselors deal with a number of individual student-related issues, which can also be challenging at times. These issues might include; media influence, bad experience, diverse expectations, overwhelming freedom, financial difficulties, poverty, physical, and mental disabilities, the student's decision to drop out of college, physical and emotional abuse, pregnancy, lack of motivation, and behaviors deemed inappropriate by university /college officials. Counselors may also be responsible for developing programs helpful to the success of

students within their University/College, conduct and participate in research studies. However such programs can be undermined by effects of students' perception of their perceived roles and functions.

It is the belief of this researcher that those who are more likely to have a greater understanding of the role and functions of the counselor would be the student population once served, and who have had ample time for critical reflection on the impact of the counselor functions and roles. Research throughout the literature revealed that perceptions and attitudes regarding the counselor's role and functions from students do differ; therefore, perceptions may provide valuable feedback that can be used to enhance any university and college counselors' roles and functions.

Conceptual Framework

The Figure 2.1 shows the linkages between the independent, the intervening and the dependent variables.

Figure 2.1: Conceptual Framework
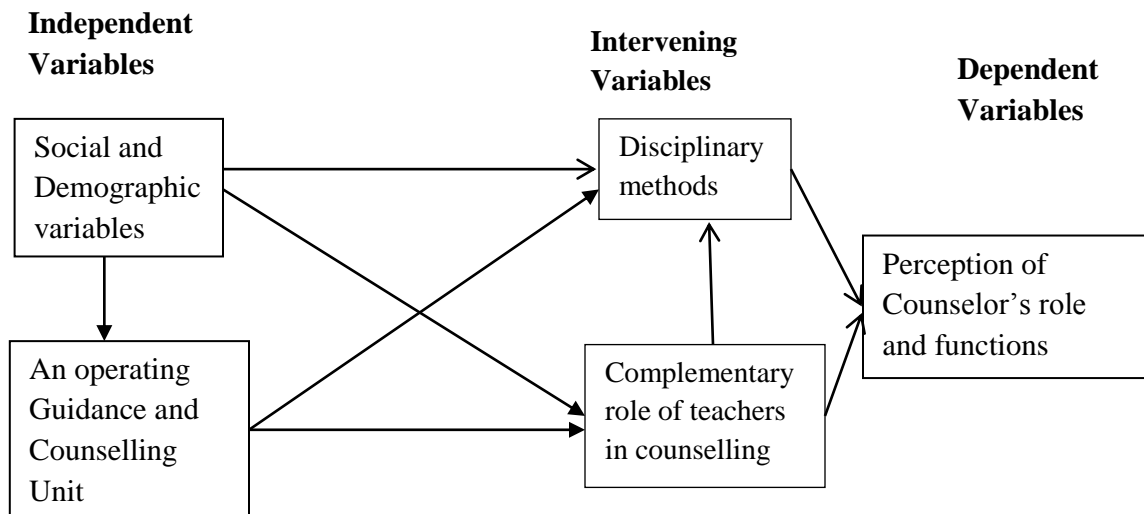
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, target population, sample size and sampling procedures, sampling procedure, data collection instrument, Pilot testing of the instruments, validity of the instrument, reliability of the instrument, data collection procedures, data analysis techniques and ethical considerations.

3.2 Site of Study

This study was carry out a survey of all the universities and colleges situated within the East region of Mount Kenya for more reliable inference and results. This are Chuka University location on Serene eastern slopes of snow-capped Mt. Kenya approximately 186 km from Nairobi started in September 2004, University of Embu location Meru-Nairobi Highway 5km from Embu town Old Embu Agriculture Staff Training (EAST) 1947, Kirinyaga University located in Kerugoya in Kirinyaga county, Kenya Medical Training School located in Embu town, and Kigari Teachers College. The target population was 5,568 students. Mount Kenya East region has a long history of educational institutions which have seen transformation.

3.3 Research Design

The study used descriptive survey design to establish the perceptions of students on counselor's roles and functions. According to Kothari (2004) the descriptive survey design is appropriate where the overall objective is to establish whether significant relationship among variables exists at some point in time. This design was helpful for this study because it enhanced understanding students' perceptions of the counselors' roles and functions at university/college. It helped the researcher to minimize of biasness and maximize the reliability of evidence to be collected.

3.4 Unit of analysis and units of observation

The unit of analysis for this study was the perception of counselor's roles and functions while units of observation was the students from whom relevant data was collected in institutions of higher learning.

3.5 Target Population

Orodho (2008) states that the target population is an hypothetical population from which the data is collected and comprises of persons or elements that have at least one thing in common. It is a group of interest for a researcher from where he or she can be able to generalize the findings of the study. The study target population was 5, 568 students drawn from Kenyan universities and Colleges located in the East region of Mount Kenya. The respondents included: diploma, degree students and peer counselors. The study target population was the selected universities in the Mount East region which include; their gender, different specializations, department/schools, special needs and university/college related characteristics within the period of study.

3.6 Sample Size and Sampling Procedures

3.6.1 Sample Size

The sample size is a portion of the population under study which should be adequately representative of the population for which is generalized, economically viable and available. This was drawn from diploma and degree students.

Table 3.1: Distribution of Sample Size

School/Department	Category	Target population	Sample size	
Department of education	Diploma/Certificate			4
	Arts	200	200*0.022	
	Sciences	112	112*0.022	3
Department of Social Sciences	Social sciences	145	145*0.022	3
	Physical sciences	77	77*0.022	1
Department of Physical Sciences				
School of Education	Degree	Education science		19
	Education science			
	Education in arts	850	850*0.022	25
	Health sciences	1150	1150*0.022	
School of Health Sciences	Social sciences	234	234*0.022	5
School of Social Sciences	Hospitality and tourism	510	510*0.022	11
School of Hospitality and Tourism	Engineering	633	633*0.022	14
School of Engineering	Nursing	432	432*0.022	10
School of Nursing	Business	325	325*0.022	7
School of business		800	800*0.022	18
Total		5568	5568x0.022	120

3.6.2 Sampling Procedures

For this study the researcher applied both stratified and random sampling procedures to get the requisite sample size for the study that was drawn from respective respondents. The study employed a multistage stratified sampling where first sampling was according to the department or the school. The second phase of stratification was according to the course undertaken. The stratified sampling procedure was applied through calculating a representative formula. For instance the 120 proposed sample size= n divide by target population N= 5,568 students. This was translated to constant fraction/decimal that was multiplied by each group of respondents.

Calculated as follows;

$$n/N$$ Where N stands for target population and n stands for the proposed sample size.

$$\frac{n}{N} = \frac{120}{5568} = 0.022$$

The study then used random sampling procedure which involved systematic selection of every K^{th} students in the sampling inferral that was determined by the required sample size in relation to the target population in the category students in various schools and departments.

3.7 Methods of Data Collection

The data collection instruments were questionnaire, interview schedule and documentary evidence.

3.7.1 Questionnaire

The questionnaire contained closed and open end questions. It contained questions on demographic variables which are relevant to the study. These included: gender, age, specialization, year of study, University/college.

The questionnaire was divided into three sections: Section A: demographic information; and Section B: student perception items. A five-point Likert scale was used to measure the responses to the items on the questionnaire in Section B.

3.7.2 Interview Schedule

The qualitative data collected from the key informants namely the chaplains, university counselors, peer counselors and dean of students from the sampled universities and colleges. The main purpose of the interview was to elicit responses from the interviewees by directing questions to them. The researcher made use of semi-structured interview schedule. Further by means of open-ended questions, the researcher hoped to get in-depth understanding of the responses of the participants (Kothari, 2003) with regard to the subject matter of the study. The researcher sought to get more in-depth information on the factors influencing the student's perception of counseling roles and functions in the institutions of higher learning.

Prior to the actual data collection, the researcher obtained a letter of introduction from the University which states the purpose of the study. The researcher then booked appointments with the administration of the sampled institutions and notified them of the mission and purpose of the study. The researcher self administered the questionnaires to clarify any question not clear to the respondents. The researcher then conducted interviews with the key informants. The interviews were recorded in form of jotting and transcribing.

3.8 Ethical Considerations

The purpose of the research was clearly stated to the respondents, privacy and anonymity was maintained during the research. Oral consent was also be obtained from each respondent before any data collection activity conducted. The researcher obtained a formal introductory letter from the graduate school, UoN, Permission to collect the data was granted by the relevant authorities such as Ministry of Education (MoE), License from the National Council Science &Technology (NCST).

3.9 Data Analysis

Data analysis procedure includes the process of packaging the collected information, putting in order and structuring its main components in a way that the findings can be easily and effectively communicated. After all data was collected, the researcher conducted data cleaning, which involves identification of incomplete responses, which was corrected to improve the quality of the responses. Data collected from the field was analyzed using descriptive and inferential statistics. Descriptive statistics involved the use of frequency, means, tables and percentages.

The results of the study was tested at 95% confidence level. The five point Likert Scale was used to assess aspects of variable in the study. This research yielded both qualitative and quantitative data. Qualitative data was analyzed qualitatively using content analysis and implications emanating from respondents information and documented data. On the other hand, quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) version 21.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

In this chapter, the researcher presents the data analysis findings and interpretation. Also presented is the discussion where the findings of the study are compared with previous studies done by other researchers. Researcher gave out 120 questionnaires out of which 96 were completed and returned. This gave a response rate of 80% which is way above the 50% recommended response rate by Mugenda and Mugenda (2003).

4.2 Respondents Social and Demographic Information

In this section the researcher sought to establish the demographic information about the respondents. These included gender, age bracket, year of study and the type of guidance and counseling services that have been offered to students in their schools. The findings are presented below.

4.2.1 Distribution of Respondents by Gender

The respondents were asked to state their gender. The findings are presented in Figure 4.1.

Figure 4.1: Distribution by gender
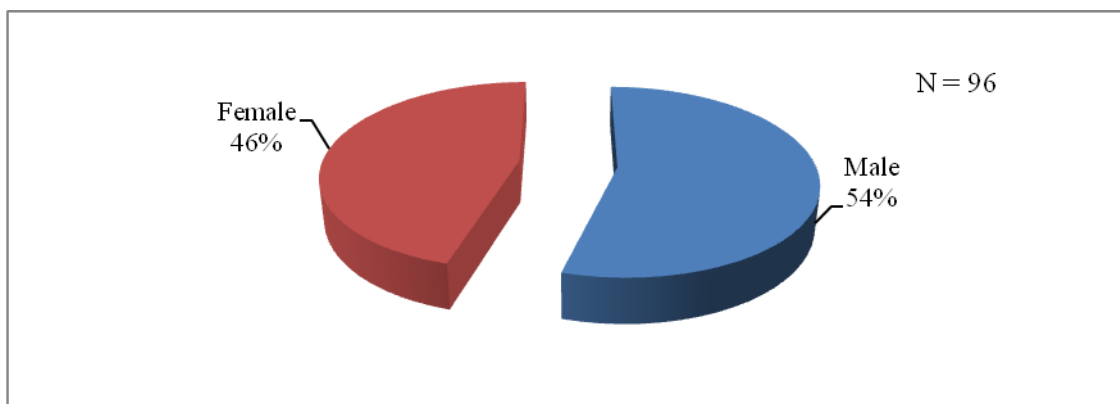
The study findings show that most of the respondents (54%) were male while 46% were female. The results mean that the male respondents were slightly more than the female, however this is very negligible. The findings could be due to the perception that women

are probably not available for the interview as they were more involved in the activities fending for their families.

4.2.2 Distribution of respondents by Age

The study sought to determine the ages of the respondents. The findings are presented in Figure 4.2.

Figure 4.2: Distribution by Age
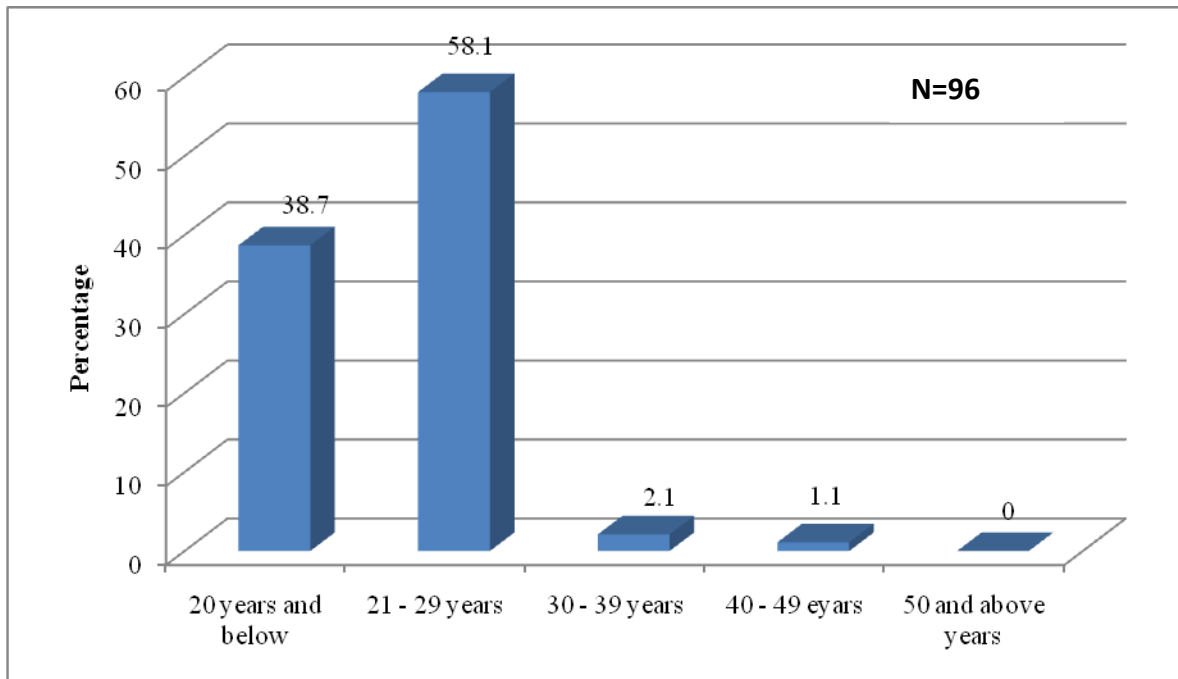
The study findings show that most of the respondents (58.1%) were aged between 21 and 29 years. The results further show that 38.7% of the respondents were aged 20 years and below. The results therefore mean that the respondents were mainly youthful.

4.2.3 Distribution of Respondents by Year of Study

Respondents were asked to state their years of study. The findings are presented in Figure 4.3.

Figure 4.3: Distribution of Respondents by Year of Study
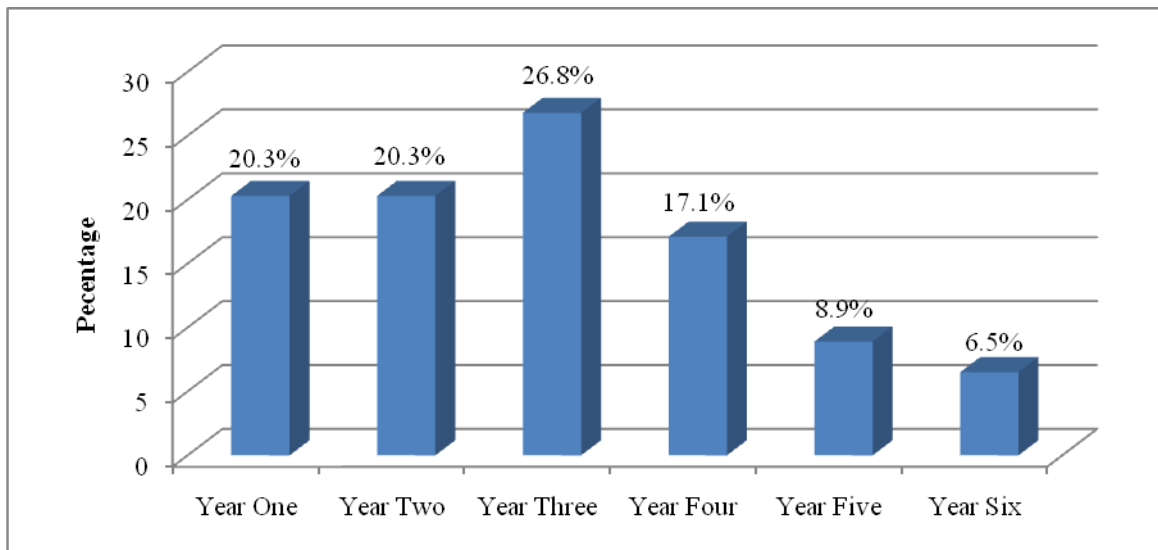
The findings of the study show that 26.8% of the respondents were in their third year of study while 20.3% of the respondents were either in year one or year two. The findings mean that most of the respondents were in the first three years.

4.2.4 Types of Guidance and Counseling Offered in School

The respondents were asked to state the types of guidance and counseling services that were offered to students in their schools. The results are presented in Figure 4.4.

Figure 4.4: Types of Guidance and Counseling Offered in School
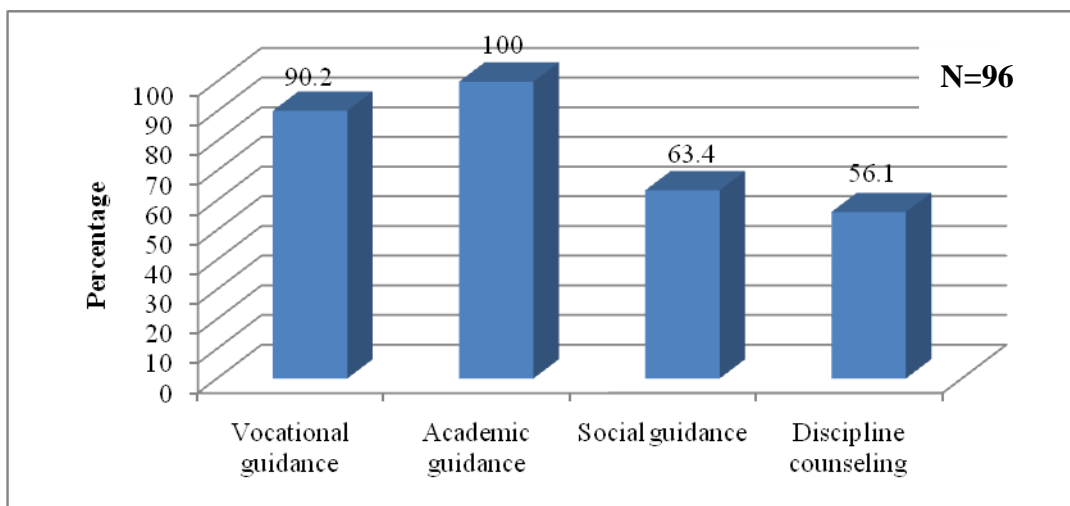
The study findings show that all the types of counseling services were offered in the schools. The results show that all the respondents indicated that the schools offered academic guidance. The results further show that 90.2% of the respondents indicated that the schools offered vocational guidance. The findings of the study show that 63.4% of the respondents indicated that the schools offered social guidance while according to 56.1% of the respondents, the schools offered discipline counseling. The findings mean that the institutions offered various types of counseling, however, the most common counseling needs were vocational guidance and academic guidance.

4.3 Factors Influence Students' Perceptions of the Counselor's Role and Functions

In this section the researcher sought to determine the factors influencing the students' perceptions of the counselors' role and functions. The results are presented in the subsequent sections.

4.3.1 Number of Times Counselors Meet Students for the Guidance and Counseling Services

The respondents were asked to state the number of times the counselors met students for the guidance and counseling services. The results of the study are presented in Figure 4.5.

Figure 4.5: Number of Times Counselors Meet Students
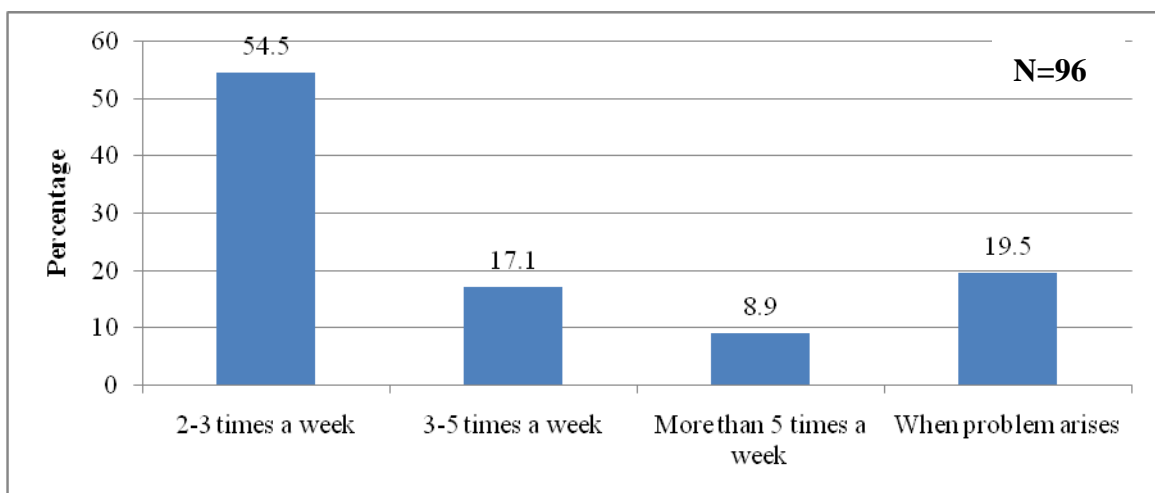
The results of the study show that most of the respondents (54.5%) indicated that the counselors met the students 2 to 3 times a week. The findings also show that 17.1% of the respondents indicated that the counselors met the students 3 to 4 times a week while 19.5% indicated that the counselors met students whenever need arose. The findings therefore mean that the schools had a programme of 2 to 3 times a week when the counselors met the students.

4.3.2 Guidance and Counseling Assigned Specific Time

The study sought to establish whether guidance and counseling in the schools were apportioned specific time in the school timetable. The findings are presented in Figure 4.6.

Figure 4.6: Guidance and Counseling Assigned Specific Time
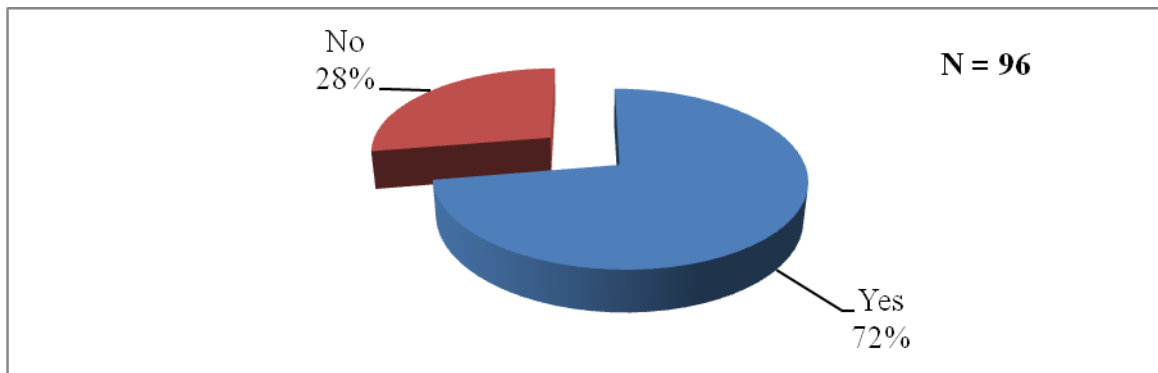
According to majority of the respondents (72%), guidance and counseling was assigned a specific time. These findings imply that the institutions did not provide guidance and counseling services to the students whenever they required them but had to wait for the particular time, may be when the counselor is from class. The findings mean that the institutions did not take seriously guidance and counseling, but an activity which is only looked into after the most important activity (classes) has been completed.

4.3.3 University Counselors Teaching Load

The respondents were asked to state whether the statements were applicable with regard to the University counselors teaching loads. The findings are presented in Figure 4.7.

Figure 4.7: University Counselors Teaching Load
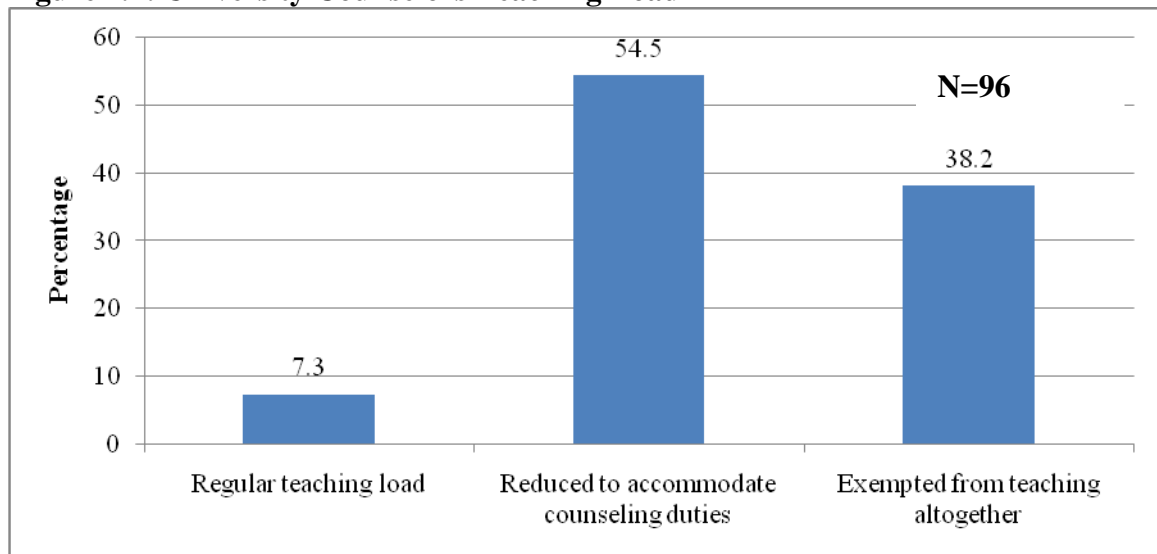
The study findings show that 54.5% of the respondents indicated that the University counselors teaching loads were reduced to accommodate their counseling roles. The results further show that 38.2% of the respondents indicated that University counselors were exempted from teaching altogether. The results mean that the universities have minimized the teaching workload of the counselors.

4.4 Influence of Counselors Gender on Students Perception on Counselors Roles and Functions

In this section the study sought to determine the influence of the counsellors gender on the students perception of the counselors role and functions. The findings of the study are presented in the subsequent sections.

4.4.1 Influence of Counselors Gender on Perception

The respondents were asked to state the extent to which they agreed with the statements regarding the influence of counselors' gender on the students' perception of counselors' role and functions. This was on a five point scales of strongly disagree, disagree, neutral, agree and strongly agree. The score $0.0 - 1.0$ was taken to mean strongly disagree, score $1.1 - 2.0$ was taken to mean disagree, score $2.1 - 3.0$ was taken to mean neither agreed

nor disagreed, score 3.1 – 4.0 was taken to mean agree and score 4.1 – 5.0 was taken to mean strongly agree. The findings are presented in Table 4.1.

Table 4.1 : Extent of Agreement with Statement Related to Influence of Counselors Gender on Student Perceptions

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total %	N	Mean
Prefer seeking counseling services from persons of a particular gender	4.1	12.2	24.4	53.7	5.7	100	96	3.45
Don't mind being counseled by persons of any gender	8.9	25.2	31.7	32.5	1.6	100	96	2.93
Persons of a particular gender giver better counseling services than the other	4.9	13.0	27.6	45.5	8.9	100	96	3.41
perceive secretes will only be kept by counselors of particular gender	6.5	12.2	23.6	48.0	9.8	100	96	3.42

The study findings show that most of the respondents (53.7%) agreed with the statement that they preferred seeking counseling services from persons of a particular gender. The findings further show that 24.4% of the respondents neither agreed nor disagreed with the statement. The average of the responses show that respondents generally agreed with the statement (mean score 3.45). The findings of the study mean that the respondents preferred receiving counseling services from persons of a particular gender.

The results of the study show that 32.5% of the respondents agreed with the statement that they did not mind being counseled by persons of any gender. The findings also show that 31.7% of the respondents neither agreed nor disagreed with the statement. The average of the responses show that respondents neither agreed nor disagreed with the statement (mean score, 2.93). The study findings mean that nearly one third of the respondents wouldn't mind being counseled by persons of any gender.

On the quality of service, the findings show that 45.5% of the respondents agreed that persons of a particular gender give better counseling services than the other. The findings also show that 27.6% of the respondents neither agreed nor disagreed with the statement.

The average of the responses show that the respondents generally agreed with the statement (mean score 3.41). The study findings mean that gender of the counselor determined the quality of the service by the guidance and counselors in the institutions.

The study findings show that 48% of the respondents agreed with the statement that they perceived that their secretes will only be kept by counselors of a particular gender. The results further show that 23.6% of the respondents neither agreed nor disagreed with the statement (mean score 3.42). The results of the study mean that the respondents perceive that their secretes were only be safe with counselors of a particular gender.

Asked to state how the counselors gender influenced their perception of the counselor's roles and functions, the study show that some respondents indicated counselee or the help seeker tend to prefer counselors of their gender since they feel comfortable sharing some of their personal problems with persons of same gender where they feel free sharing their issues. Some student respondents stated that:

> "*to us the gender of the counselor does not matter, however, there are some instances where you do not want to share your need with the counselor of another gender as you will not feel comfortable or rather you feel shy to share your needs freely.*" The guidance and counselor respondents on the other hand stated that, "*the gender of the counselor in most cases would not influence the students' perception of the functions and the roles of the counselor, however, how the information is conveyed to the subjects will determine how they will perceive the counselors' roles and functions.*"

The study findings generally show that the respondents indicated that the counselors' gender influenced the students' perception of the counselors' roles and functions. The findings concur with the views by BariMotes and Merluzzi (1981) who noted that the counsellors gender influenced the clients perception as according to them, the female egalitarian counselors were perceived as most experts and female counselors traditionally seen as least experts and male traditional counselors were seen as least trustworthy by their subjects. The findings further agreed with the views of Blier, Atkinson and Geer (1987) that depending on the needs, the subjects preferred a particular gender as they

noted that for personal concern, subjects were more willing to see feminine sex-role counselors. On the other hand, for academic concerns, the subjects were more willing to see masculine androgynous counselors than feminine counselors.

4.5 The Influence of Counselors Age on Students' Perceptions of the Counselor's Role and Functions

In this section the researcher sought to determine the influence of counsellors age on the students' perception of the counselors role and function. The findings are presented in the sections below.

4.5.1 Influence of Counselors Age on Students' Perceptions

The respondents were asked to state the extent to which they agreed with the statements regarding the influence of counselors' age on the students' perception of the counsellors role and function. This was on a five point scales of strongly disagree, disagree, neutral, agree and strongly agree.

Table 4. 2: Extent of Agreement with Statements Related to Influence of Counselors Age on Students' Perceptions

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total %	N	Mean
comfortable with my counselor's age	8.1	12.2	18.7	49.6	11.4	100	96	3.44
prefer an elderly counselor	7.3	10.6	22.0	50.4	9.8	100	96	3.45
counselors age does not in any way influence my perception of the counselor's role and functions	8.1	26.0	34.1	30.1	1.6	100	96	2.91
Counseling services are better provided by older counselors	7.3	10.6	23.6	48.8	9.8	100	96	3.43

The study findings show that 49.6% of the respondents agreed with the statement that they were comfortable with their counselors' age. The findings also show that 11.4% of

the respondents strongly agreed with the statement. The average of the responses show that respondents generally agreed with the statement (mean score 3.44). The results of the study mean that the respondents were not intimidated by the age of their counselors.

The study findings further show that 50.4% of the respondents agreed with the statement that they preferred elderly counselors. The findings show that 22% of the respondents neither agreed nor disagreed with the statement. The average of the responses show that respondents agreed with the statement (mean score 3.45). The results mean that the respondents to a great extent preferred elderly counselors.

The results of the study show that 30.1% of the respondents agreed with the statement that the counselors' age did not in any way influence their perception of the counselors' roles and functions. The results also show that 34.1% of the respondents neither agreed nor disagreed with the statement. The average of the responses show that the respondents neither agreed nor disagreed with the statement (mean score 2.91). The findings mean that according to a sizable proportion of the respondents, age of the counselor influenced their perception of the role and function of guidance and counselor.

The study findings show that 48.8% of the respondents agreed with the statement that counseling services were better provided by older counselors. The results also show that 23.6% of the respondents neither agreed nor disagreed with the statement. The average of the responses show that respondents agreed with the statement (mean score 3.43). The findings mean that the respondents preferred the counseling services by older counselors. The respondents were asked to explain how in their opinion, the counselors age influenced their perception of the counselors roles and functions. The results of the study show that some student respondents stated that:

> "*the elderly counselors were more experienced as they have been providing the guidance and counseling services for many years and therefore can counsel sagaciously*."

The results also show that most respondents stated that:

> "we *would prefer the elderly counselors because they are perceived to have more knowledge in the field of specialization due the fact that they have worked for many years and therefore are more likely to have handled different cases and thus can provide quality counseling services.*"

The results show that some student respondents preferred counselors of middle age as they are more likely to effectively deal with current issues as opposed to the elderly counselors. They stated that:

> "*we prefer the younger counselors in their middle age as even though the elderly counselors are wise in dealing with issues, this may not be so in the current issues affecting us the current generation and would therefore prefer middle age counselor as he is more likely to understand our needs.*"

Some respondents however, stated that the age of the counselor did not influence their perception much with regard to the counselors' roles and functions. However, they noted that they would prefer older counselors as they take their work more seriously. Some respondents stated that what really matters was the professionalism in relation with the students.

The findings of the study show that the age of the counselor had a definite influence of the respondents' perception. The results revealed that the respondents preferred the elderly counselors as they were perceived to be knowledgeable, experienced and mature in handling issues. The study findings agree with the views of Clayton and Jellison (1975) and Furchtgott and Busmeyer (1981) that individuals prefer older over younger therapists. The study findings further are in support of Donnan and Mitchell (1979) who found that age of the therapist, age of the client and the level of communication jointly affected older male and female clients preference for therapists.

4.6 Influence of Skills and Competence on Students' Perception of Counselors' Roles and Functions

In this section the study sought to determine the influence of skills and competence on the students' perception of the counselors' roles and functions. The findings are presented in the subsequent sections.

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4.6.1 Influence of Skills and Competence on Students' Perception

The respondents were asked to state the extent to which they agreed with the statements regarding the influence of counselors' skills and competence on guidance and counseling on the students' perception of the roles and functions. This was on a five point scales of strongly disagree, disagree, neutral, agree and strongly agree. The findings are presented in Table 4.3.

Table 4.3: Extent of Agreement with Statements Related to Influence of Skills and Competence on Students' Perception

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total		Mean
						%	N	
Perceive the counselor to be competent	9.8	11.4	18.7	48.0	12.2	100	96	3.41
Counselors skills and competence influence perception of the counselors role and functions	8.9	11.4	19.5	49.6	10.6	100	96	3.47
Counselors with many years of experience give better counseling services	8.9	12.2	17.1	50.4	11.4	100	96	3.49

The study findings show that 48% of the respondents agreed to the statement that they perceived the counselor to be competent while 12.2% strongly agreed with the statement. The mean of the responses show that the respondents generally agreed with the statement (mean score 3.41). The findings mean that the respondents largely perceived the counselors to be competent.

The study findings further show that 49.6% of the respondents agreed with the statement that counselors' skills and competence influence their perception of the counselors' role and functions. The findings also show that 19.5% neither agreed nor disagreed with the statement. The average of the response show that respondents agreed with the statement (mean 3.47). The findings mean that according to respondents' skills and competence influenced the counselors' roles and functions.

Asked to state in their opinion how the counselors' skills and competence influenced your perception of the counselors' roles and functions, some respondents indicated skills and competence builds trust enabling them to accommodate the advices relayed. The results show that some respondents stated that the competence and skills develop a good atmosphere, friendly and enough to share and get relieved of life's struggles.

From the results of the study it is evident that the counselors' skills and competence influenced the respondents' perception of the counselors' roles and functions. These findings of the study agreed with the views of Gelso and Karl (1974) who found that the students perceived counselor as less competent if they did not include the word 'psychologist' in their titles and even rated such counselors as inappropriate for help with personal problems. The findings of the study further agree with Heppner and Pew (1977) and Siegel and Sell (1978) who found that specific stimuli such as the awards and diploma hung in a counselors office favourably cued the initial perception of counselors expertness. The results are in support of the views by Binderman et al (1972), Browning (1966), Friedenberg and Gillis (1971) and Hattley (1969) that credentials and/or a prestigious reputation were significant to influence a client's opinion. The study findings however, contradict the views of Greenberg (1969), Strong and Dixon (1971) and Strong and Schmidt (1970) that the counselors skills and competence had no influence on the subjects' perception of the counselors role and functions.

4.7 Factors that Hinder the Students from Understanding Counselors Roles and Functions

In this section the study sought to determine the factors that hindered the students from understanding the counselors' roles and functions. The findings are presented in the subsequent sections.

4.7.1 Discipline Problems in Schools

The respondents were asked to state how often the listed discipline problems were experienced in their schools. This was on a scale of 'very often', 'often' 'rarely' and 'never'. The score 0.0 to 1.0 was taken to represent very often, score 1.1 to 2.0 was taken

to represent often, score 2.1 to 3.0 represent rarely and score 3.1 to 4.0 represents never. The results are presented in Table 4.4.

Table 4.4: Extent of Agreement with Statements Related to Discipline Problems in Schools on Students' Perception

Statements	Very often	Often	Rarely	Never	Total %	N	Mean
Drug taking	22.0	46.3	28.5	3.3	100	96	2.13
Boy/girl sexual relationship	18.7	43.9	32.5	4.9	100	96	2.24
Fighting among students	4.1	16.3	59.3	20.3	100	96	2.96
Students sneaking out of the school	4.9	17.1	45.5	32.5	100	96	3.06
Laziness	19.5	35.8	38.2	6.5	100	96	2.32
Rude students to teachers	6.5	16.3	48.8	28.5	100	96	2.99
Bullying of students	4.9	17.1	47.2	30.9	100	96	3.04
Mentally sick	4.9	8.9	41.5	44.7	100	96	3.26
Stressed-depressed	4.9	20.3	43.9	30.9	100	96	3.01
Traumatized	4.1	7.3	38.2	50.4	100	96	3.35

The study findings show that 46.3% of the respondents indicated that drugs taking was often a problem in their schools while 22% indicated that very often, this was a problem. The average of the responses show that drug taking was rarely a problem (mean score 2.13).

The study findings further show that according to 43.9% of the respondents boy/girl sexual relationship was often a problem in the schools. The results further show that 32.5% of the respondents indicated that this relationship was rarely a problem in the schools. The average of the responses show that respondents indicated that the boy/girl sexual relationship was rarely a problem (mean score, 2.24).

Fighting among the students according to 59.3% of the respondents was rarely a problem in the schools. The findings further show that 20.3% of the respondents stated that fighting among the students was never a problem. The mean of the responses show that fighting among the students was rarely a problem (mean score, 2.96).

The results of the study show that according to 44.7% of the respondents, mental sickness never occurred in the institutions while 41.5% indicated that it was a rare occurrence. The average of the responses show that the respondents indicated that mental sickness never occurred in the institutions (mean score, 3.26).

The study findings revealed that the three commonest discipline problems in the institutions were drug taking, sexual relationships and laziness among the students.

4.7.2 Factors Hindering Use of Guidance and Counseling

The respondents were asked to state the extent of agreement with the statements on the factors hindering the effective use of guidance and counseling in the management of student discipline. This was on a five point scales of strongly disagree, disagree, neutral, agree and strongly agree. The findings are presented in Table 4.5.

Table 4.5: Extent of Agreement with Statements Related to Factors Hindering Use of Guidance and Counseling on Students' Perception

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total		Mean
						%	N	
Lack of policy framework for implementation	4.1	8.1	32.5	46.3	8.9	100	96	3.48
Lack of trained teacher counselors to head the department	18.7	35.0	35.0	8.9	2.4	100	96	2.41
Lack of resource material to be used during counseling sessions.	4.9	8.1	30.1	50.4	6.5	100	96	3.46
Too much workload for teacher hence no time for counseling.	4.1	8.1	39.0	39.8	8.9	100	96	3.41
The students do not take guidance and counseling sessions seriously	4.9	16.3	39.8	36.6	2.4	100	96	3.15
Lack of private rooms for guidance and counseling.	15.4	36.6	43.1	4.9		100	96	2.37

The results of the study show that 46.3% of the respondents agreed that lack of policy framework for the implementation was a hindrance to the effective use of guidance and counseling in the management of student discipline. The results show that 32.5% of the respondents neither agreed nor disagreed with the statement. The average of the responses show that respondents agreed with the statement (mean score, 3.48). The study result mean that the absence of the policy framework was a hindrance to the effective us of guidance and counseling.

The study findings show that 35% of the respondents disagreed with the statement that lack of trained teacher counselors to head the department of counseling was a hindrance to effective use of guidance and counseling. The result further show that a similar proportion of the respondents neither agreed nor disagreed with the statement. The average of the responses show that respondents neither agreed nor disagreed with the statement (mean score, 2.41). The findings mean that lack of trained teacher counselor was not to blame for lack of effective implementation of guidance and counseling in the institutions.

The findings show that 50.4% of the respondents agreed that lack of resource material to be used during counseling sessions was a hindrance to effective use of guidance and counseling. The findings show that 30.1% neither agreed nor disagreed with the statement. The average of the responses show that the respondents agreed with the statement (mean score, 3.46). The findings mean that lack of resource materials was blamed for the ineffective implementation of guidance and counseling in the institutions of learning.

The study findings revealed that 39.8% of the respondents agreed with the statement that too much workload for teacher hence no time for counseling was a hindrance to effective use of guidance and counseling in schools while 39% neither agreed nor disagreed with the statement. The average of the responses show that the respondents agreed with the statement (mean score, 3.41). The results mean that the counselors were overloaded with

other class duties which hampered the effective implementation of the guidance and counseling in institutions of learning.

The results of the study show that 39.8% of the respondents neither agreed nor disagreed with the statement that the students do not take guidance and counseling sessions seriously was a hindrance to the effective use of guidance and counseling in schools. The findings further show that 36.6% of the respondents agreed with the statement. The mean of the responses show that respondents generally agreed with the statement (mean score 3.15). The study findings mean that lack of seriousness by the students towards seeking guidance and counseling was a major drawback to the effective implementation of the guidance and counseling in the institutions of learning.

The respondents were asked to state some of the challenges the counseling department faced in dealing with disciplinary cases. Some of the counselor respondents stated:

> "as you can see, the counseling department is not well equipped to handle all the cases as with just one counselor with this students population is not practical and secondly, the departments receives very little support from the school administration as it is not given the priority it deserves.

According to some respondents, some schools did not have a specific room where the guidance and counseling cases could be handled. The study show that some principal respondents stated:

> "you see it is impractical to have a functioning counseling departments when you lack reliable counselors and you just have to pick one of the teachers to act as a counselor, this will compromised their output as some of the teacher counselors lack knowledge and understanding of individuals' behaviour."

The schools especially the counseling departments according to the respondents lacked adequate counselors to handle the cases of discipline issues which hindered the delivery of guidance and counseling services the students. The results of the study revealed that according to some of the respondents, some of the counseling cases were handled ruthlessly without any attention given to the clients and further there was lack of

confidentiality. There was also the problem of lack of student co-operation and opening up for effective guidance and counseling process.

The study sought to determine the main issues that hindered guidance and counseling in the universities associated with lack of resources. The Principal respondents stated that:

> *"in our institutions we do not have personnel purely dedicated to provide guidance and counseling. This implies that the department is dysfunctional and as such quality is not guaranteed and even many students missed on this important service in the schools."*

The guidance and personnel respondents stated that:

> *"you see, it is not easy to provide guidance and counseling in a shared office or in a staffroom where everyone is listening to your conversations, the colleges need to provided rooms exclusively dedicated for guidance and counseling where the counselor and his/her subjects feel comfortable to interact freely."*

The principals also stated that:

> *"it is very difficult to have a functional department without qualified personnel. The guidance and counseling in the institutions are ineffective due to the lack of qualified guidance and counselors as in most cases we use teachers who are not professionally trained counselors stepped in to save the situation."*

The respondents were asked to state main administrative roles of guidance and counseling department in delivering guidance and counseling services in your school. The results of the study show that the guidance and counselor respondents stated that,

> *"in most cases, our roles as counselors entails looking for the students with needs in the forms of academic and/or personal. This is due to the fact that some students shy off seeking these services even though some of their problems are obvious for instance declining academic performance, lack of concentration in class and frequent illness."*

The respondents also stated:

"it is our role to invite the parents of the students with needs or disciplinary case whenever necessary for a guidance and counseling session of their children, this is aimed at making the parents understand the problems of their children and participate in findings a solution for their children's needs."

The respondents further noted that the counselors' role included providing report on the students' needs and advice to the school administration whenever required to do so.

The respondents were asked to state how guidance and counseling in their institutions could be made better. The results show that the principals stated that there was need to hire more qualified guidance and counseling professionals will purely be dedicated to guidance and counseling services in the school. The guidance and counseling professionals stated that there was need for the institutions to separate the guidance and counseling room from the rest of the offices for privacy purposes as this was importance to enhance the performance of the guidance and counseling in the institutions.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings from where the conclusions are drawn. Also presented in the recommendation and suggestions for further research.

5.2 Summary

5.2.1 Factors Influence Students' Perceptions of the Counselor's Role and Functions

The study established that most of the respondents (54.5%) indicated that the counselors met the students 2 to 3 times a week. According 17.1% of the respondents, the counselors met the students 3 to 4 times a week while 19.5% indicated that the counselors met students whenever need arose. Most of the respondents (72%) indicated that the guidance and counseling was assigned specific time. According to 54.5% of the respondents, the University counselors teaching loads were reduced to accommodate their counseling roles while 38.2% indicated that University counselors were exempted from teaching altogether.

5.2.2 Influence of Counselors Gender on Students Perception on Counselors Roles and Functions

The study findings revealed that most of the respondents (53.7%) indicated that they preferred seeking counseling services from persons of a particular gender. The results showed that 45.5% of the respondents indicated that persons of a particular gender give better counseling services than the other. The results showed that 48% of the respondents perceived that their secretes will only be kept by counselors of a particular gender. Some respondents indicated counselee or the help seeker tend to prefer counselors of their gender since they feel comfortable sharing some of their personal problems with persons of same gender where they feel free sharing their issues.

5.2.3 The Influence of Counselors Age on Students' Perceptions of the Counselor's Role and Functions

The study findings revealed that 49.6% of the respondents agreed with the statement that they were comfortable with their counselors' age. The study established that respondents preferred elderly counselors (mean score 3.45). The study established that 30.1% of the respondents stated that the counselors' age did not in any way influence their perception of the counselors' roles and functions. Most of the respondents (48.8%) indicated that counseling services were better provided by older counselors. The results revealed that some respondents stated that the elderly counselors were more experienced and therefore can counsel sagaciously. Most respondents would prefer the elderly counselors because they are perceived to have more knowledge in the field of specialization thus can provide quality counseling services. Respondents explained that even though the elderly counselors are wise in dealing with issues, this may not be so in the current issues and would therefore prefer middle age.

5.2.4 Influence of Skills and Competence on Students' Perception of Counselors' Roles and Functions

The study findings showed that 48% of the respondents perceived the counselor to be competent. The study findings further showed that 49.6% of the respondents stated that counselors' skills and competence influence their perception of the counselors' role and functions. Some respondents indicated skills and competence builds trust enabling them to accommodate the advices relayed. The results show that some respondents stated that the competence and skills develop a good atmosphere, friendly and enough to share and get relieved of life's struggles.

5.2.5 Factors that Hinder the Students from Understanding Counselors Roles and Functions

The study revealed that 46.3% of the respondents indicated that drugs taking was often a problem in their schools. The study findings further showed that according to 43.9% of the respondents boy/girl sexual relationship was often a problem in the schools. Fighting among the students according to 59.3% of the respondents was rarely a problem in the

schools. According to 46.3% of the respondents, lack of policy framework for the implementation was a hindrance to the effective use of guidance and counseling in the management of student discipline. Most of the respondents (50.4%) indicated that lack of resource material to be used during counseling sessions was a hindrance to effective use of guidance and counseling. The findings revealed that 39.8% of the respondents indicated that too much workload for teacher hence no time for counseling was a hindrance to effective use of guidance and counseling in schools.

5.3 Conclusion

Based on the findings of the study, the researcher concludes that the respondents had confidence in the counselors' roles and functions. The study concludes that indeed the counselors' age influenced the students' perception of the counselors' role and function as the elderly counselors were perceived to be experienced, knowledgeable and mature in handling issues. The study also concludes that the counselors' gender influenced the students' perception of the counselors' role and function. The counselors' skills and competence were important determinant of the students perception of the counselors role and functions as those perceived incompetent were thought as inappropriate for help with personal problems.

5.4 Recommendations

The study made the following recommendations:

5.4.1 Avail experienced counselors

The universities should employ experienced counselors who have worked long enough and are advanced in age so that the students do not see them as their peers. This is due to the fact that the elderly counselors were found to be appealing to the students.

5.4.2 Hire Counselors of Both Genders

The Universities put more resources in hiring counselors of both gender so as to give the students more room for choice of their preferred counselor.

5.4.3 Recruit Qualified Counselors

The University should only employ counselors with the right qualification to enhance the students' confidence on the counselors.

5.5 Suggestions for Further Research

The study was done on the perception of students on the counselors' role and functions in Universities in Eastern Region. The researcher suggests that similar studies should be replicated in other universities in Kenya.

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LIST OF APPENDCES

APPENDIX I: WORK PLAN

Activity / Time	June	July	Aug	Sept	Oct	Nov	Dec
Developing draft proposal	■	■					
Writing final Proposal			■	■			
Preparation of instruments			■	■			
Proposal defense				■			
Pre-testing instruments and data collection (fieldwork)				■	■		
Editing and processing of data					■		
Analysis of data					■		
Report writing					■		
Project Defense					■		
Final report writing and submission						■	
Graduation							■

APPENDIX II: RESEARCH BUDGET

ACTIVITIES	ITEMS	COST (KSHS)	(CTS)
PROPOSAL WRITING	Research Consultancy	30000	00
	Binding	2,000	00
	Flash disk	1,000	00
	Photocopying	2000	00
DATA COLLECTION	Transport	40000	00
	Analyzing data	62000	00
PROJECT WRITING	Printing/Photocopying	10000	00
	Binding	1,000	00
	Hard Cover Binding	4500	00
	Sub-total	**152500**	**00**
	Contingency 10% of the Sub-total	**2,500**	00
	GRAND TOTAL	**150000**	**00**

Source: Self sponsored

APPENDIX III: QUESTIONNAIRE

Dear Respondent,

You have been selected to take part in this research study to examine critically the perception of students on counselors' roles and functions with a view of understanding factors influencing perceptions, their sources of perception, the desired counseling services and the impact of their perception on counselors' functions. This research is conducted for academic purpose for obtaining a Master Degree at University of Nairobi. I request that you provide your honest opinion required for this research study. The information obtained from you is solely for the purpose of this research and will be treated with utmost confidentiality.

Yours Sincerely

………………………

William Willys

C50/64987/2013

SECTION A: SOCIAL AND DEMOGRAPHIC CHARACTERISTICS

1. **Gender**   Male ☐   Female ☐

2. **Age Bracket**

   20 years and below ☐   21-29 Years ☐

   30-39 Years ☐   40-49Years ☐

   50 and Above ☐

3. **Which is your year of study?**

   1st year ☐   2nd year ☐ 3rd year ☐   4th year ☐

   5th year ☐   6th year ☐

   Others (Specify)……………………………………………………………………

4. What type of guidance and counseling services/programs are offered to students in your school (you can tick more than one).

   Vocational guidance ☐

   Academic guidance ☐

Social guidance ☐

Discipline counseling ☐

SECTION B

Factors Influencing Students' Perceptions

5. How often does the counselor meet students for guidance and counseling services?

2-3 times a week ☐

3-5 times a week ☐

More than 5 times a week ☐

When problem arises ☐

Any other ☐

Specify_____

6. Is guidance and counseling assigned a specific time in the time table?

Yes ☐

No ☐

7. Which of the following is applicable concerning the university counselors teaching

load?

Regular teaching load ☐

Reduced to accommodate counseling duties ☐

Exempted from teaching altogether ☐

Influence of Counselors Gender on the Students Perception

8. State the extent to which you agree with the following statements regarding the influence of counselors gender on the students perception of counselors role and functions on a scale of 1-5 where 1 represents strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree.

	1	2	3	4	5
I prefer seeking counseling services from persons of a particular gender					
I don't mind being counseled by persons of any gender					
Persons of a particular gender giver better counseling services than the other					
I perceive that my secretes will only be kept by counselors of particular gender					

In your opinion, how has the counselor's gender influenced your perception of counselors role and functions _____

_____

_____

_____

SECTION D

Influence of Counselors Age on the Students' Perceptions

The respondents were asked to state the extent to which they agreed with the statements regards to the influence of the counselors age of the students perception of the counselors role and functions.

	1	2	3	4	5
I am comfortable with my counselor's age					
I prefer an elderly counselor					
The counselors age does not in any way influence my perception of the counselor's role and functions					
Counseling services are better provided by older counselors					

In your opinion, how has the counselor's age influenced your perception of counselors role and functions _____

_____

_____

_____

SECTION E

Influence of Skills and Competence on the Students' Perception

17. What is the influence of counselors' skills and competence on guidance and counseling have on the students' perception of the counselor's role and functions? Rate your response using the following rating.

1-Strongly Disagree, 2-Disagree, 3-Not sure, 4-Agree, 5-Strongly Agree

Counselors' Contributions	1	2	3	4	5
I perceive the counselor to be competent					
The counselors skills and competence influence my perception of the counselors role and functions					
Counselors with many years of experience give better counseling services					

In your opinion, how has the counselor's age influenced your perception of counselors role and functions _____

_____

_____

_____

Statements	1	2	3	4	5
It helps to develop a very free and friendly atmosphere					
It allows students to vent out any pent-up anger that would otherwise					

have been let loose to fellow students or school property					
It helps diffuse tension in school					
It reduces suspicion and builds trust on the part of students					
It would improve on the behavior of students					
It helps students to cope with change on their daily lives and environment.					

20. In your assessment, how would you describe the contribution of guidance and counseling in the management of student discipline?

      5. Very significant   ☐

      4. Significant   ☐

      3. Moderate   ☐

      2. Insignificant   ☐

      1. No contribution   ☐

21. What are some of the factors hindering effective use of guidance and counseling in the management of student discipline? (Use the rating below) tick appropriately.

 1-Strongly disagree 2-Disagree 3-Not sure 4-Agree 5-Strongly Agree

	1	2	3	4	5
Lack of policy framework for implementation					
Lack of trained teacher counselors to head the department					
Lack of resource material to be used during counseling sessions.					
Too much workload for teacher hence no time for counseling.					
The students do not take guidance and counseling sessions seriously.					
Lack of private rooms for guidance and counseling.					

22. What are some of the challenges your department faces in dealing with disciplinary cases.

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

23. How often are the following in your school? (Tick appropriately)

Disciplinary problem	Very often	Often	Rare	Never
Drug taking				
Boy/girl sexual relationship				
Fighting among students				
Students sneaking out of the school				
Laziness				
Rude students to teachers				
Bullying of students				
Mentally sick				
Stressed-depressed				
Traumatized				

24. Who do you prefer to go to for counseling?

Peer counselor [ ]

Teacher counselor [ ]

My parents [ ]

The school Administration [ ]

25. Which of the following according to your view is the best category in supporting guidance and counseling in your school?

(i) The support from the school administration [ ]

(ii) The teacher counselor's experience [ ]

(iii) The peer counseling method [ ]

(iv) Availability of reading and reference material [ ]

30. Do you think your school takes guidance and counseling seriously?

Yes [ ]   No [ ]

25. What is the area that students benefit most from guidance and counseling in your school? Please tick appropriately.

In learning Yes [ ] No [ ] In relationships Yes [ ] No [ ] In problem solving Yes [ ] No [ ] in discipline observance Yes [ ] No [ ]

25. Which of the following challenges to guidance and counseling is the biggest in your school?

(i) Few guidance and counseling sessions [ ]

(ii) Inexperienced teacher counselors [ ]

 (iii) Lack of financial and moral support from the school administration [ ]

(iv) No involvement from peer counselors [ ]

26. Can you say that guidance and counseling is of any benefit to your school?

Yes [ ] No [ ]

Explain………………………………………………………………………………………..

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Thank you for filling this questionnaire.

APPENDIX IV: KEY INFORMANT INTERVIEW GUIDE

1. What are the main issues hindering guidance and counseling due to lack of resources in your school?

2. What are the main administrative roles of guidance and counseling department in delivering guidance and counseling services in your school?

3. In your opinion how can guidance and counseling be improved in your school.

4. Do you think your school takes guidance and counseling seriously?

5. What is the area that students benefit most from guidance and counseling in your school?

6. Apart from guidance and counseling, what can be done to promote discipline in your school?

7. Can you say that guidance and counseling is of any benefit to your school?

8. How does head of guidance and counseling contribute to management of students in your school?

9. How do you rate the success of the counseling services provided in your school in solving discipline problems on a scale of 1-10?

APPENDIX V: A LETTER OF TRANSMITTAL

University of Nairobi,

Faculty of Arts

P.O Box 00100,

Nairobi, Kenya.

22 NOVEMBER 2015

Dear Sir/Madam,

TO WHOM IT MAY CONCERN

I, **William Willys** Registration No: C50/64987/2013, a student pursuing a Master of Arts in sociology (Counseling), University of Nairobi.

As part of the course I am required to go to the field for data collection and prepare a research project report. I am collecting data related to my research topic: "factors that influence student perception of counselors roles and functions in institutions of higher learning: a case of universities and colleges in the East region of Mount Kenya".

This information I am gathering is purely for academic purposes and will be treated with utmost confidentiality. Thank you for your cooperation.

Yours Sincerely,

………………………………………

William Willys

C50/64987/2013