

**A STUDY OF SECONDARY SCHOOL HEADTEACHERS
INVOLVEMENT IN GUIDANCE AND COUNSELLING
PROGRAMME IN KEIYO DISTRICT**

Fred.

BY

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FULFILMENT FOR THE DEGREE OF MASTER OF EDUCATION IN
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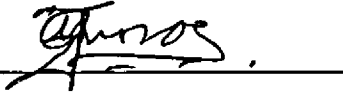
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DECLARATION

This project report is my original work and has not been presented for a degree in any other university.



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



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DEDICATIONS

I dedicate this work to my wife Mildred and our children: Paul, Alvin and David. Their love, encouragement, support, endurance and prayers gave me the will and determination to complete the course.

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ABSTRACT

The major purpose of the study was to establish the extent to which secondary school headteachers are involved in implementation of guidance and counselling programmes for students in Keiyo District. The study also sought to determine whether the age, administrative experience, type of school headed by headteacher and training of headteachers had any influence on their involvement in guidance and counselling programmes. The study further sort to determine the problems headteachers face and the areas in which they are involved in guidance and counselling programmes. The literature review was organised under various sub-headings: the meaning of the terms guidance and counselling; the scope of the guidance and counselling programme which covered vocational; psychological and educational guidance and the role of guidance and counselling in facilitating school administration. Literature was also reviewed on the involvement of headteachers in guidance and counselling programmes and the need for headteachers to be trained in guidance and counselling skills.

In this study two questionnaires were used as research instruments. The questionnaires targeted secondary school headteachers and teacher-counsellors as respondents. The headteachers questionnaire was divided into two parts. The first part sought demographic information of the school and headteachers. The second part tested the headteachers involvement in guidance and counselling and problems which they encounter during implementation of the programme. The teacher counsellor questionnaire sought the involvement of headteachers in guidance and counselling programmes.

The study was ex-post facto in design. The subjects for this study were 21 headteachers and 24 teacher counsellors drawn from public and private secondary schools in Keiyo District. The respondents were from girls, boys and mixed schools. Before the main study, a pilot study was conducted to test the validity and reliability of the instruments. The pilot study was conducted in four schools randomly drawn

from the mixed school category, which had the majority of the schools in the district. The pilot study led to the modification of the research instruments. Some items were dropped.

The reliability of the involvement items was 0.9. It was hypothesized that headteachers' personal qualities such as age, and administrative experience played a significant role in their involvement in guidance and counselling. It was also hypothesized that there was no significant relationship between the type of school headed and headteachers involvement in guidance and counselling. The last hypotheses of the study was that training of headteachers in guidance and counselling skills did not influence their involvement in guidance and counselling programme. A two-tailed t-test and one way analysis of variance (ANOVA) were used to test the set hypothesis. The 0.05 alpha level of significance was used for both tests as a standard for rejection or acceptance of the null hypotheses.

The study established that headteachers' personal qualities like age and administrative experience had no significant effect on their involvement in guidance and counselling programmes. The study also found that there was no significant relationship between the type of school headed by headteacher and their involvement in guidance and counselling. However, there was a significant relationship between training of headteachers in guidance and counselling and their involvement in guidance and counselling programme. Trained headteachers showed a higher involvement in guidance and counselling services than untrained ones. It was found that headteachers faced a number of problems during their participation in guidance and counselling programmes. These included: students related problems, parent related problems, unco-operative teachers, untrained personnel, too many administrative duties, high work-load, lack of organisation by teacher-counsellor and lack of resources including financial, and material. It was further established that headteachers participated in a number of areas during their involvement in guidance and counselling programmes. These areas included: planning of guidance and counselling services, staffing of guidance and counselling programmes, involving other people in guidance and counselling programmes, provision of materials and other facilities for guidance and

counselling, encouraging students to be guided and counselled and, finally, establishing peer counselling service. The study found out that headteachers involvement in guidance and counselling services is not influenced by their age, administrative experience, the type of schools headed but by their training in guidance and counselling. Further, it was realised that headteachers regarded guidance and counselling as a way of enhancing students discipline.

The study concluded that guidance and counselling has not been given the seriousness it deserves. Therefore the following recommendations were made:

- i) Headteachers should be trained and oriented in guidance and counselling through regular inservice courses, workshops and seminars.
- ii) Headteachers should provide materials and facilities for guidance and counselling.
- i) That teacher counsellors should be assigned lighter teaching load and sponsored to attend inservice course in guidance and counselling.
- ii) That peer counselling should be strengthened in all schools
- iii) Headteachers should establish referrals for difficult cases
- iv) The Teachers Service Commission should appoint more heads of guidance and counselling department.
- v) The headteachers should use participative leadership and avoid using students as their spies against teachers.

Finally, the study made the following suggestions for further research:-

- i) Research on headteachers involvement in guidance and counselling programmes using a wide sample and a large area.
- ii) An investigation on student vocational, educational and psychological needs in secondary schools.
- iii) A research on the use of guidance and counselling services in minimizing indiscipline in secondary schools.

- iv) A study on the level of motivation of teachers in participating in guidance and counselling.
- v) A research on student perception on how teachers and teacher-counsellors handle students' educational, vocational and psychological needs.
- vi) A study on the attitudes of secondary school teachers towards guidance and counselling.
- vii) A comparative study on headteachers' administrative tasks in attempt to find out which areas headteachers lay emphasis.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Headteachers are charged with six school administrative tasks (Okumbe, 1998). These include financial management, school community relations, curriculum choices, provision and maintenance of physical facilities, staff personnel and pupil personnel.

On student personnel, Mbiti (1974) views headteachers as charged with great responsibility of fostering the right atmosphere for child growth and development. Pupil personnel consists of all those services to students that supplement regular classroom instruction. Guidance and counselling is one of the programmes or services under pupil personnel. According to the Republic of Kenya (1979) headteachers are responsible for guidance and counselling of students even though they may delegate to other teachers. This implies that the headteacher is to blame for failure of guidance and counselling programme in the school (Mbiti, 1974). Hence headteachers' major challenge is the student personnel management since the students are the ones who are the main consumers of the school programme (Campbell, Corbally and Nystrand, 1985).

When Kenya attained independence in 1963, a commission chaired by Professor Ominde was formed to advise the government on the education system it could offer. Some of the recommendations made by this commission in 1964 were on guidance and counselling. For instance, the commission recommended that children should be

given courses of education and training best fitted for their needs. It also recommended for provision of advice on careers and openings for employment to students (Republic of Kenya, 1964). The objective of guidance at that time was careers oriented. Hence guidance and counselling in schools mainly concentrated on career guidance based on the voluntary efforts of the teachers who felt motivated to provide it, and was not a requirement of the regular duties of teachers (Republic of Kenya, 1976).

Due to this, there were careers conferences held in 1967 and 1968 whose reports initiated formal establishment of guidance and counselling in schools (Gitonga, 1999). Consequently, in July 1971, a Guidance and Counselling Unit in the Ministry of Education was established and a hand book for school guidance counsellors was produced in the same year and revised in 1973 and in 1977.

According to the Guidance and Counselling handbooks, the headteachers were held responsible for selecting competent and committed teacher counsellors and guidance committee to co-ordinate the programme. They were to provide time and facilities needed in the programme, gather and avail relevant information about students and define areas of responsibilities for teacher – counsellors. The Government, in its Development Plan of 1974 – 1978 hoped that headteachers would arrange timetables in such a way that the members of staff responsible for guidance and counselling have time to deal with inquiries directed to careers and personal problems (Republic of Kenya, 1974). At that time guidance and counselling was based on both career advice and helping children solve their personal problems.

The 1977 Handbook for School Guidance and Counselling edition emphasised that:-

“The headteacher by virtue of his/her position was responsible for the guidance and counselling programme in the school and his/her encouragement and leadership was essential for the success of the programme” (p.3). In addition, the Ministry of Education viewed the school heads as key players in initiating and organising good guidance and counselling programmes (Rono, 1989).

According to Gitonga (1999) guidance and counselling programmes in Kenya secondary schools are compounded by a multitude of problems as highlighted by the government policy documents, print mass media and various studies carried out in this area. Gitonga (1999) highlights some of these problems as: limited time for guidance and counselling purpose, lack of training personnel, lack of training materials and facilities, lack of parental involvement and support, student indifference; subjective selection of counsellors and the fact that guidance services are limited only to fourth formers and in third term.

Most of these problems may be attributed to the failure of most headteachers to take the programmes seriously. Kimutai (2001) in Kenya Times of 5th July (2001) p. 9 observed that, headteachers were to blame for failure of guidance and counselling programmes in schools. On the same point, Tumuti (1989) observed that the guidance and counselling programme did not receive the seriousness and the attention it deserved from headteachers. Indeed most headteachers neither involve themselves in guidance and counselling programmes nor implemented the government policies on guidance and counselling. Gitonga (1999), Tumuti (1989), and Wanjohi (1990) assert that headteachers have continued to allocate teacher-counsellors full teaching load,

leaving them with little time to guide and counsel students despite the recommendations made by the government against the same. A study carried out by Wanjohi (1990) established that in Nyeri District, some headteachers had unfavourable views towards guidance and counselling programme and teacher-counsellors. According to him, the behaviour of headteachers towards guidance and counselling was due to their negative attitudes towards the programme.

The Gachathi Report which focused on Educational Objectives and Policies observed that guidance and counselling services had been left to teachers who were not only ill-equipped for the job but had other heavy duties to attend to (Republic of Kenya, 1976). This made guidance and counselling ineffective. Therefore the report recommended:

- i) A compulsory course on guidance and counselling as part of teacher training in all colleges.
- ii) In-service courses on guidance and counselling for practising teachers.
- iii) Participation of all teachers in guidance and counselling.
- iv) Integration of guidance and counselling in other topics as careers, social ethics, human relations, family life and sex education.
- v) Involvement of parents and other community members in guidance and counselling.
- vi) Headteachers were to assign a member of staff to be responsible for guidance and counselling.

In essence, headteachers were expected to take a lead in being involved in implementation of the programmes.

In spite of these recommendations it is unfortunate that most teachers lack basic skills in guidance and counselling. A study by Amukoa (1984) on the need for serious counselling in Kenya schools, and involving 21 teacher counsellors established that only one teacher counsellor (5%) had basic training (Gitonga, 1999). Lack of training could be due to the failure of headteachers in facilitating teacher-counsellors training. It was also noted by Aduda (1997) and Wahome (1989) that the criteria used for appointing teacher-counsellors was subjective. It is reasonable to argue that such headteachers are not serious with the guidance programmes in their schools.

The Kamunge Report on the Presidential Working Party on Education and Man Power Training for the Next Decade and Beyond noted that some schools tended to over-emphasise the cognitive aspect of education at the expense of the affective aspect relating to development of desirable character and values (Republic of Kenya, 1998). This suggests that headteachers had little regard for guidance and counselling (Gitonga, 1999).

The Kamunge Report recommended the:-

- i) Establishment of guidance and counselling programmes in schools and senior teachers made responsible;
- ii) Decentralisation of guidance and counselling Units of the Ministry of Education to the district level; and

- iii) Introduction of Social Education and Ethics (SEE) as a subject in the school curriculum so as to enhance the provision of guidance and counselling in schools.

The Educational Development Plan 1997 – 2002 (Republic of Kenya, 1997) noted that, there was gender insensitivity and education counselling was poorly done. This suggest that not much was done by headteachers in implementing guidance and counselling programmes, despite many government recommendations. Subsection 6.3.12 of the Development Plan 1997 – 2002 recognise that improving the relevance of education is financially tied to quality education and facilities and recommended the promotion of gender sensitivity in curriculum development and that education counselling be enhanced.

The government, in its Master Plan on Education and Training (1997 – 2010) has emphasised improvement of the quality of life. It also aimed towards the development of learners' self-confidence and free expression, acceptable spiritual and social values and appreciation of other people's needs and views. In essence the headteacher is expected to provide an enabling environment for the success of guidance and counselling programmes. It also means that the headteachers should promote psychological and social guidance (Republic of Kenya, 1997).

The Koech Report (Republic of Kenya, 1999: 61-62, 79) noted that the guidance and counselling Unit in the Ministry of Education provided very effective services to secondary schools and teacher training colleges as well as being able to conduct in-service course for primary school headteachers in various districts. The Republic of

... observed that a large number of learners in education and training institutions were in dire need of guidance and counselling". It singled out learners who are infected by HIV AIDS who require professional guidance and counselling services not only for themselves but also members of the immediate family. The commission pointed out that in view of the increase in anti-social behaviour there is an urgent need to have adequate and professionally trained staff to provide guidance and counselling in educational and training institutions throughout the country. In essence the headteachers are expected to facilitate training of teacher-counsellors and themselves in guidance and counselling.

The Kibaki Report (Republic of Kenya, 1999: p. 68) recognised the need for introduction of peer counselling in schools. For peer counselling to be established, headteachers should play a leading role.

The report of The Task Force on Student Discipline and Unrest in Secondary Schools (Republic of Kenya, 2001) highly recommended that guidance and counselling in schools be strengthened by equipping teacher-counsellors with knowledge and skills to perform their duties. It recommended that pastoral care programmes be enhanced and involve well trained religious personnel capable of relating the teaching to moral values and ethics to handle this. Guidance and counselling and pastoral care should be strengthened to provide a strong foundation on moral values and spiritual growth. The Kibaki Report (Republic of Kenya, 2001, pp. 39 – 59) also recommended that prefects be encouraged to perform their roles and the knowledge of guidance and counselling be imparted to all teacher trainees at all levels of training. In addition, it recommended the involvement of parents in counselling services in schools, and that guidance

counselling be strengthened at the peer and teacher levels. Peer counselling groups are to be set in every school and peer counsellors equipped with knowledge and skills. In essence, the Ministry of Education expects headteachers to implement all the above recommendations in their institutions. It is also expected that the involvement of headteachers in implementation of the above policies will instil discipline in students and improve performance.

Unfortunately, Kilonzo (1980) observed that guidance and counselling was limited to Form Four and only in third term due to the headteachers unfavourable attitudes towards guidance and counselling. It was stated by Shertzer and Stone (1966) that if guidance and counselling services are to develop students in all ways, it should start as early as possible in their school lives and it should also provide for all students.

Hence, headteachers have a major responsibility to ensure that guidance and counselling services are provided not only to Form Four students but also to all other students. This can be enhanced if the headteachers get committed to guidance and counselling programmes by performing their roles.

The then Vice-Chancellor of University of Nairobi was quoted by Aduda saying, "lack of proper career guidance in schools is taking its toll in university admission ...about a third of students applying for university admissions annually fail to get admission because of unsuitable subject combination and poor career choices" (Daily Nation 1997, June p. 17). On the same issue, Osumba (1998) observed that secondary school students joined institutions of higher learning without proper course choices, leading to poor performance and constant career changes in university and working life. This

is due to lack of guidance and counselling programmes in secondary schools which has hampered professional development of many students.

Statement of the Problem

Kiarie (1999) observed that lack of involvement of headteachers in guidance and counselling programmes in secondary schools could be the cause of unrest, strikes and closures of schools. Keiyo District has been one of the districts hit by student unrest and abuse of drugs in Kenya as reported by print mass media. Odwesso (2001) noted that the reported arson incidents which were executed and caused grievous injuries to deaths topped over 30 in Kenya. It was observed that a number of schools in Keiyo District were involved in strikes in the year 2002. These included Kipsaina Girls Boarding, Mwoko Girls, Lelboinet Boys Boarding, Koptega Mixed Secondary and Kitany Secondary School. It was also observed that Keiyo District performs poorly in Kenya Certificate of Secondary Education (KCSE) and that the district hardly produces five grade A students as contrasted to one school like Alliance Boys High School or Precious Blood Girls Secondary school or Starehe Boys Centre which individually produces more than seventy grade As in KCSE (Mumo, 2002).

Students on strike have protested against lack of entertainment, mismanagement by Board of Governors and headteachers, high handedness of school administrators, harsh treatment, lack of freedom and failure to have their grievances listened to (Gitonga, 1999; Wahome, 1999). Strikes in school suggest that students have psychological, educational and social problems. They need to be helped to understand themselves

and make appropriate decisions in solving their problems. In essence, guidance and counselling is vital in combating student unrest.

The continual strike and unrest in schools and poor performance in KCSE indicates that many headteachers are inadequately prepared to deal with problems associated with growing youth. Lytton and Graft (1971) have noted that students with personal problems can be a severe problem to school management and can have a disruptive effects on other children (p. 49). From the foregoing discussion headteachers cannot afford to neglect guidance and counselling programmes.

Purpose of the Study

Therefore, the purpose of this study was to establish the extent to which headteachers are involved in implementing guidance and counselling programmes for students in Keiyo District.

Objectives of the Study

The study was guided by the following objectives

1. To determine whether the age, administrative experiences and the type of school headed have any effect on the involvement of headteachers in guidance and counselling programme.
2. To determine whether training of headteachers in guidance and counselling have any effect on their involvement in implementation of guidance and counselling programme.

3. To determine the problems headteachers face during implementation of guidance and counselling programme.
4. To establish the areas in which headteachers are involved during the implementation of guidance and counselling programmes.

Hypotheses

The following hypotheses were stated:-

1. There is no significant relationship between the type of school headed by the headteacher and the involvement in students' guidance and counselling programmes.
2. There is no significant relationship between the age of the headteachers and their involvement in students' guidance and counselling programmes.
3. There is no significant relationship between the administrative experience of the headteachers and their involvement in students' guidance and counselling programmes.
4. There is no significant relationship between the training of headteachers and their involvement in guidance and counselling programmes.

Significance of the Study

The findings of this study may be used by the headteachers of secondary schools in enhancing guidance and counselling programmes for students in their schools. This may in turn improve discipline and performance in Kenya Certificate of Secondary

Education. It may also assist the Ministry of Education, Science and Technology to establish training needs of secondary school headteachers in guidance and counselling.

The results of the study may also be useful to the personnel of universities and teacher training colleges in providing information and imparting skills necessary in enhancing the success of guidance and counselling programmes in secondary schools to future teachers and headteachers. As a result, these future teachers and headteachers may enter the teaching profession better equipped with skills which may lead to effective enhancement of student guidance and counselling programmes.

Limitation of the Study

The study was confined to Keiyo District and the result may not be generalised to other parts of the country. The study used teacher-counsellors and headteachers as respondents to give information on the involvement of the other members of the school community in enhancing students' guidance and counselling programmes. The result may not be generalised to primary schools and tertiary institutions.

Delimitation of the Study

The study was basically concerned with the involvement of headteachers in enhancing guidance and counselling programmes for students in secondary schools and therefore other areas of secondary school administration were not studied. The target population for the study is headteachers and teacher-counsellors in secondary schools in Keiyo District.

Basic Assumptions

1. The headteachers and teacher-counsellors would give truthful and honest responses to the items in the study.
2. Guidance and counselling programmes for students in secondary schools could only be effective when headteachers are involved.
3. Success of guidance and counselling programmes for students in secondary schools could only be enhanced when the entire school community is involved.
4. Guidance and counselling programmes improves student discipline and performance in examinations.

Definition of Terms

The following terms were used:-

- Clients:** Refers to students who are in need of guidance and counselling services.
- Counselling:** Refers to help given to students through talking out to remove frustrations or problems that interfere with the student normal development and learning in school.
- Discipline:** Refers to self-restraint in individuals for the welfare of all, that is, the control of someone's or one's own emotions and actions for the development of desirable attitudes according to acceptable standards.
- Guidance:** Refers to help, advice and information given to student to enable them to make their decisions on educational and vocational matters.

Headteacher: Refers to school principal or administrator, male or female in-charge of running a secondary school.

Indiscipline: Refers to acts of lawlessness and disorder, individually or collectively precipitated against established norms.

Peer Counselling: Refers to counselling service provided by students to other students.

Schools of different sexes: Refers to schools of different types, for example, girls boys or mixed schools.

Teacher- Counsellor: Refers to title given to a teacher who is also in-charge of guiding and counselling students in schools.

Organisation of the Rest of the Study

The study was organised into three chapters, chapter two dealt with literature review related to the study. The review covered concepts of guidance and counselling, objectives and scope of guidance and counselling programme, the involvement of headteachers in the guidance and counselling, the role of guidance and counselling in facilitating school administration and factors that hinder the success of guidance and counselling programmes in schools was also outlined. Summary of literature review, and a conceptual framework of the study formed the final section of the chapter.

Chapter three describes the methodology that was used in the study. It comprises of research design, target population, sample of the study, data collection procedures and data analysis techniques. Chapter four entails data analysis, interpretations and discussion. The chapter consist of introduction, characteristics of the sample used in the study, results of testing the hypothesis, problems headteachers face in implementation of guidance and counselling programmes, areas in which headteachers are involved in guidance and counselling and general suggestions. The summary, conclusions and recommendations of the study are provided in chapter five.

CHAPTER TWO

LITERATURE REVIEW

The concept of guidance and counselling

The terms guidance and counselling have different meanings though they are generally used interchangeably. Tuiyot (1999) defines counselling as a purposeful understanding and assistance given to a person so that he/she is better and able to handle his/her own problems. He also stated that counselling is a person to person process in which a person is helped by another to increase his understanding and ability to meet his problems. Tattum (1986 p. 158) quoting Carl Rogers (1951) defines counselling as “a helping process which depend on the development of a relationship between people which is sufficiently supportive to enable one of these people (the student as the client) to explore aspects of his life more adequate ways of coping”.

Considering Tuiyot's and Tattums's conceptualisation, counselling is dialogue between someone who has a problem and some one with specialised knowledge who can help in the understanding of the problem. Musungu (2002) defines counselling as a healing process. According to her, the troubled person is helped to examine the situation reach various options and make informed choices aimed at resolving or coping with the situation. The Global Counselling Centre (2002) defines counselling as the advice given to another person with the general objective of decreasing or eliminating the problem the person may have. Counselling is reserved for more personal aspects of guidance that demands highly specialised skills. It is concerned

with emotional disturbance and behaviour. Counselling is usually initiated by a client and it is intimate, personal, private and confidential. It is not meant to instruct and the counsellor does not express his/her own view and values to the client (Makinde, 1987). The broad objective of counselling is to help the individual clear away the entangling and hampering tentacles so that a person can be what he/she really is and contributes more both to self and to his/her fellows.

According to Makinde (1987) guidance, unlike counselling can be initiated by the counsellor. Guidance is more public, less personal, less intimate, informative and meant to instruct. Both Okwasa (2002), Barki and Mukhopadyoy (1989) define guidance as assistance made available by competent counsellors to an individual of any age to help him direct his own life, develop his own point of view, make his own decisions and carry his own burden. Okwatsa (2002) further defines guidance as that aspect of education which is concerned especially with helping the pupil to become adjusted to his/her present situation and to plan his/her future in line with his/her interests, abilities and social needs. Considering Okwasa's definitions, guidance can be viewed as a process and a service. As a process guidance assists a student to make wise decisions choices and adjustments in light of his/her potentialities and limitations and a realistic awareness of the world around him/her. As a service, guidance provides information and assistance to students, teachers and parents to facilitate the process and make judgement. Therefore Musungu (2002) asserts that guidance is basically instructional information giving.

In schools, guidance embraces the educational and vocational aspects. Educational guidance is concerned with raising student's educational standards. This means

inculcating proper study habits, making good use of instructional resources and facilities and participating satisfactorily in curricular and co-curricular activities (Makinde, 1987). On the other hand, vocational guidance is the process of assisting any individual who possesses certain assets, abilities and capabilities to select from the many occupations, one that is best suited to him/her and to aid the person prepare for, enter and progress in it (Okwatsa, 2002). Educational and vocational guidance should begin from the moment a student enters the school and should be a continuous process until the day he/she leaves (Okwatsa, 2002; Gitonga, 1999).

In brief, counselling is a service incorporated in the guidance programme. All counselling is a part of guidance and all guidance work is not counselling. Guidance activities may precede, accompany or follow counselling. Essentially guidance and counselling should be more concerned with developing the clients own capacity for decision making and problem solving rather than handing a client ready made solutions (Gitonga 1999). Both Wanjohi (2002) and Lytton and Graft (1971) assert that there is need for a teacher- counsellor to direct a student with a problem to an expert probably in a field divorced from his/her professional scope. These could be a doctor, social worker or a clergyman. Such services are called referral services (Wanjohi, 2002).

Objectives of Guidance and Counselling Programme in Schools

Herman, Peters and Shertzer (1974) note that the purpose of providing counselling services in school can be seen against the fact that most students at some time or other become concerned with uncertainties in their lives. They further state that modern life

is often characterised as an age of turmoil, conflict and uncertainties. It is also characterised as an age of freedom, excitement and adventure. Hence, it is in the relatively calm, non-threatening and mutually participating counselling atmosphere that today's student is most likely to face his/her development courageously, sort out the ideals and values that are valid and implement them with consistent responsible actions (Gitonga, 1999). The objectives of guidance and counselling in schools is to help every student in formulating adjustments and goals, to new situations solving personal – social problems (Moser, 1963 and Mburu, 2002). According to Mburu (2002), the aims of counselling are:-

- i) To help students gain insight into the origins and development of emotional difficulties hence increase capacity to take rational control over feelings and actions.
- ii) To alter misadjusted behaviour
- iii) To assist student fulfil their potentials, achieve and integration of conflicting elements within themselves.
- iv) To provide students with skills, awareness and knowledge which will enable them to confront social inadequacy.

Borland (1980) asserts that the following are the major objectives of guidance and counselling:-

- i) To assist students to appraise their potentialities and free their capabilities to learn.
- ii) To enable student to explore their objectives.
- iii) To provide vocational counselling and

- iv) To provide help to students with personal problems that hinder academic progress.

Shertzer and Stone (1970) states that guidance and counselling is designed to help individual with psychological problems to voluntarily change their behaviour and to enable them make wise future decisions, clarify their ideas, perceptions, attitudes and goals. In Kenya, objectives of guidance and counselling are to help all learners grow in self understanding, develop their capabilities for making realistic career decisions, overcome any personal deficits and make optimal academic progress (Kilonzo, 1980).

The provision of career/vocational guidance in our educational institutions has been necessitated by great changes in society and the world at large, and which has become more complex. The rate of technological change and the isolation of young people from possibilities of early retirement and retrenchment have created problems in occupational choices. As emphasised by Barki and Mukhopadyoy (1989) the main thrust for guidance and counselling services is on helping the student to achieve an all round growth and not just problems solving.

The Scope of Guidance and Counselling Programme in Schools

According to Tuiyot (1999) guidance and counselling at school level include; educational guidance, personal guidance, social guidance and moral guidance. Gitonga (1999) views guidance and counselling in school to embrace three components namely:- educational guidance, vocational guidance and personal and psychological counselling. The Global Counselling Centre (2002) views educational guidance as

involving helping an individual in planning suitable educational programmes like: choice of subject, development of good study habits, use of libraries, adjustment to school life, role of co-curricular activities in schools and those for guiding poor performing students. Gitonga (1999) summarises the educational guidance into three components. The first relates to developing a favourable setting for the individuals education. This include induction or orientation of new students to adjust to the new school, new teacher, new subjects and new regulation and generally new environment since these can be overwhelming to some students. Students need to be carefully introduced to the new setting so that it will not present hindrances to learning (Republic of Kenya, 1977).

The second component of educational guidance relates to curriculum choices. A student with many abilities and interest may have difficulty in deciding which subjects will not be most meaningful for him/her in long run. Such students need assistance in understanding the relationship of his curricular choices to his vocational objectives in that their interests require a higher level of ability than their tested levels. Although the counsellor guides students to make his/her choices, the final decision should always be left to the students. The third component of educational guidance services is concerned with recognition of individual differences and their relation to educational achievement. This means, giving assistance to enable them to become aware of their abilities, special needs, interests and limitations. Educational guidance also includes keeping academic records and observation reports for each student. An analysis of those records and reports gives an indication of students who might require help and in which academic areas (Republic of Kenya, 1977).

Vocational guidance is focused on helping a student choose what he/she will do in life. According to Okwatsa (2002) the provision of vocational guidance in educational institutions has been necessitated by great changes in the society and world at large leading to high rate of unemployment. Therefore, vocational guidance is concerned with assembling information about many common occupations in which they may find satisfaction and develop the fullness potential (Patterson, 1971). It cautions both parents and students against being attracted by the loftiness or lucrativeness of a particular occupation or profession regardless of whether they meet the requirement. At times, parents choose careers for their children which are beyond the child's ability or interest. According to the government of Kenya guidance and counselling services should assist in reducing conflicts between students and their parents regarding choices of education and training and various careers (Republic of Kenya 1976).

The third component of guidance and counselling programme is personal and psychological counselling. According to Mburu (2002) personal and psychological counselling deals with emotional distress and behavioural difficulties arising with the individual struggle to deal with development stages and tasks. Oketch and Ngumba (1991) have pointed out that major emphasis has been on educational and vocational guidance ignoring the social and psychological counselling. Yet psychological and social factors are the cause for youth unrest, increasing school strikes and poor performance. Aduda (Daily Nation, 1995 September, p.17) pointed out that many counsellors restrict their duties to advising students on academic matters including subjects and career choices and this was a mistaken practice. They fail to address social and emotional problems that torment the students. However, studies carried out by Tumuti (1985) on guidance and counselling needs of primary schools in the rural,

town and metropolitan setting, revealed that pupils had guidance and counselling needs in all areas, that is academic, psychological and occupational. Tumuti (1985) concluded that there was need for balanced guidance and counselling with emphasis on the growth and development of the total person. Kiarie (1999) observed that students indiscipline arises from personal and psychological needs. On the same point Republic of Kenya (1977) noted that discipline problems are usually associated with actions but most actions are as a result of feelings. Stopping an unacceptable action may do nothing to help the feeling that produced it. Students need to be encouraged to recognise the relationship between their feelings and their action. Often taking over one's feeling with an understanding adult will obviate the need for acting out (p. 6). Therefore punishment may not eliminate or change behaviour. Organ and Bateman (1991) noted that punishment never really extinguishes or eliminates response tendencies, but only temporarily suppresses them. This tendencies reappear with full force when the threat of punishment is removed. In a guidance and counselling workshop for secondary heads (August, 14 –18, 1978) at Mombasa Polytechnic, it was also noted that punishment does not necessary eliminate misconduct. Therefore, it is recommended to have a combination of punishment and guidance and counselling as the best approach to discipline (Mbiti, 1974). Essentially, headteachers need to be informed of the various components of the guidance and counselling programmes and what each component involves to be able to implement the programmes.

Involvement of headteachers in the student guidance and counselling programmes

The school head by virtue of his position, is responsible for the guidance and counselling programme in the school (Republic of Kenya, 1977). He/she is the chief

counsellor because the nature of his appointment requires that he/she assumes the responsibility to provide guidance and counselling for the whole school and especially to the learners. The success and effectiveness of the guidance and counselling programme depends wholly upon headteacher. Their encouragement and commitment is essential to the success of the programme. Kebaya (1989) has stated that “a good administrator defines the duties to be performed, defines competencies required for each, selects the most competent personnel available, provides them with the material that they require, helps them develop good working relationships and encourages their growth on the job” (p.8). Therefore, the role of headteachers in guidance and counselling programme is seen against Kebaya’s setting.

Headteachers have a responsibility to recognise the need for and the importance of a comprehensive guidance and counselling programme (Shertzer and Stone, 1966). In addition headteacher must be seen to be interested, supportive and encouraging in the operation of the guidance and counselling services. The school administrator’s leadership is critical for the success of the programme. According to UNESCO (2000) the school administrator can show leadership and support to the programme by recognising and utilising the counsellor, providing time, facilities and providing a conducive atmosphere for guidance and counselling.

According to Gutch and Alcorn (1970) the success of the programme depends upon a state of readiness of the school staff to accept, to contribute and to utilise the service. These suggest that, it is the responsibility of the headteacher to create among school staff members, students and the community an awareness of the need for guidance and counselling services. Moser (1963) states that unless the students are made aware of

the purpose and importance of guidance and counselling services, they are likely not to utilise such services. In addition, some parents attempt to sabotage its development even though their children need counselling for fear of invasion of their privacy and that of their children (Makinde, 1987). Kilonzo (1980) stated that one constraint that guidance and counselling programme in Kenya suffers is lack of parental involvement and support. According to Jacobson, Reavis and Lagsidon (1954) parental co-operative in the guidance and counselling programme, can be obtained in a number of ways such as through parents, teachers associations, parent bulletins, school newspapers and parent workshops. Headteachers therefore, have a duty to persuade parents to take guidance services in schools.

Manoti (2002) states that the headteacher has responsibility to appoint a teacher to be in-charge of guidance and counselling where the Teachers Service Commission has not appointed one. He/she should also appoint a school guidance committee from among the staff comprising of five to eight members (Republic of Kenya, 1977). The headteacher is expected to encourage the development of the committee as an advisory and policy recommending body (Shertzer and Stone, 1966). The headteacher is responsible of identifying staff for guidance and counselling that is professionally prepared and defining, clarifying and allocating responsibilities to them. When selecting teacher counsellors, headteachers are expected to look for certain qualities or attributes. The personality of the counsellor is the most critical variable in the counselling relationships. Patterson (1971) identifies other attributes that headteachers have to look for in a teacher counsellor. These are interest in students welfare, willingness to serve others, devotion to duty, competence, one who can inspire the

confidence of students and the support of fellow staff members and a good working knowledge of the school norms, values and traditions of the people.

In addition, the headteacher is expected to delegate the actual responsibilities to the teacher – counsellors. The headteacher should delegate responsibilities to the right person that is to a person with integrity, interest and ability. The headteacher should give specific instructions on how the duty should be performed and hold regular advisory meeting with the teachers. Moser (1963) maintains that “the principal, heads the guidance staff not in an ex-official capacity but as a fully participating member. Though he may delegate the administrative task, he maintains a controlling interest in the work of the guidance staff” (p. 167).

A headteacher who views guidance and counselling as an integral aspect of the education and development of youngster will see to it that he/she has not only professional personnel but that they have time and facilities to do the job. In this respect headteachers have to provide adequate time by arranging the teaching schedule and non-teaching duties of the teacher-counsellor so that adequate time and acceptance of the programme will be realised. Oketch and Ngumba (1991) have stated that effective counsellors need to be available to their clients both physically and emotionally. Just to know that a counsellor is reachable is good enough to many clients. Unfortunately, the issue of time is one of the major constraints to guidance and counselling programmes.

According to Gitonga (1999) a study carried out by Amukoa (1984) using a questionnaire for headteachers and teacher-counsellors in twenty-one schools

established that in the twenty-one schools none had a period set aside for counselling. Amukoa established that 90% of the teacher-counsellors felt that time set aside for counselling was not adequate. Wanjohi (1990) investigated perceptions of the role of the counsellor in Nyeri District using a sample of 265 students, 65 teachers, and 10 practising headteachers. Wanjohi, established that teacher-counsellors had little time to attend to the needs of students. Lack of adequate time therefore, was a major hindrance to the success of guidance and counselling programmes. It is a prerogative of the headteacher to provide free time to teacher-counsellors (Global Counselling Centre 2002).

The school head has to provide materials, equipment and facilities such as an office, filing space, forms for securing data from pupils, folders to contain counselling notes, shelves for books, filing cabinets, notice board, desks and chairs. The headteacher has to recognise importance of privacy for counselling and respect for the confidentiality of the counselling relationships by providing a room or office. Effective counselling is not performed in the presence of others according to Smith, Roeber and Erickson (1955). Kilonzo (1980) states that in Kenya, facilities and materials for the guidance and counselling programme are inadequate. Some schools especially the newly established ones, lack extra rooms where students and counsellors can speak privately. A study carried out by Kebaya (1989) using a questionnaire and eliciting information from students, established that teacher-counsellors had no private office to deal with students' concerns. Kebaya attributed the failure of students to seek the help of teacher-counsellors on emotional and personal problems to lack of private room. Rithaa (1996) using an interview schedule for headteachers highlighted the need for a room for

private counselling. It is unlikely that a client will reveal his or her deepest, most personal problems in the presence of staff members or students.

The school headteacher is responsible for gathering occupational, vocational and educational information of students from the teachers, by observations and watching student's behaviour in and out of class, behaviour in different situations and from academic performance (Kebaya, 1989). According to Wango (2002) educational and vocational guidance is based upon a thorough knowledge of the students problem progress and potential. Sometimes, some students may need to be referred to outside agencies for further counselling. It is therefore the administration's responsibility to gather information concerning counselling referral agencies related to where they are situated and the services they provide (Wango, 2002).

It is upon the headteacher to build relationship with community professional and then promote interaction between students, teachers and professionals (The Global Counselling Centre 2002, Wango, 2002). This can be done by organising workshops and seminars at school or invite professionals to describe their work in informal sessions in schools (Wango, 2002). Other responsibilities of headteacher in guidance and counselling programme are to co-ordinate guidance planning with other phases of educational planning. Smith, Roeber and Erickson (1955) maintains that unless guidance and counselling services are developed in harmony with the total educational programme of the school, students and teachers will not co-operate. The school head has also to budget sufficient amount of funds to adequately support the programme (Gutch and Alcorn, 1970). The headteacher has to encourage constant evaluation and improvement of the programme. Jacobson, Reavis and Cogsidon (1954) stated that

evaluation is the keystone to successful guidance programme and it is one of the roles that the headteacher cannot delegate. Barki and Mukhopadyoy (1989) concur with Jacobson, Reavis and Logsidon (1954) in their statement that “periodic appraisal of the guidance programme should be continuously carried out for its improvement and effective functioning” (p.7).

Jones, Salisbury and Spenser (1969) summarise the leadership role of the headteacher in guidance and counselling programme by stating that: “If the school director of guidance can be looked upon as the ‘quarter-back’ of the guidance team, then the principal is the coach of the team. He does not play all the positions, but he has the ultimate responsibility if the team fails” (p.369). It is for this reason that Wanjohi (1990) maintains that, guidance and counselling services will flourish only when the administration recognises and supports the objectives and activities of the programme. And particularly so, when the headteacher sets the ‘tone’ or provides the organisational climate in which the guidance and counselling services have very good response from the students. Therefore, as Jacobson et al. (1954) notes, the obligations to see that the school has guidance and counselling services, is a major responsibility of the headteacher.

Training of Headteachers in Guidance and Counselling Skills

Most secondary headteachers are appointed to that position of school managers without formal training in school management. Jacobson, Reavis and Logsidon (1953) state that most school principals are only knowledgeable in their subjects area and acquire management skills through personal experience. Jacobson et al. (1954)

further stated that the teacher who knows his subject matter well and acquires the reputation of being able to manage unruly pupils and to pacify angry parents is said to possess the requisites of the headteacher or principal (p.249). Wango (2002) is in agreement with this in his statement that the general view in most African commonwealth countries was that if one was a good teacher, one was most likely to be a good headteacher. Headship was regarded as a mere extension of good classroom practice. Republic of Kenya (1988) noted that in Kenya, headteachers were appointed from among the serving teachers most of whom had no prior training in institutional management. Wango (2002) states that for headteachers to perform their administrative tasks effectively they need training in technical skills, conceptual skills and human relation skills. He has also noted that neglect of training is seen as a major bottleneck in educational administration, yet little attention is paid to the training of the front-line implementors such as headteachers. In particular, headteachers not only need training in human relations to enable them to manage pupils personnel tasks but also specifically guidance and counselling to manage student behaviour and discipline (Tuiyot, 1999).

Studies by Adhola (1985) and Obudho (1987) established that the greatest challenge headteachers faced was in performing pupil personnel management task. Wachira (1997) supports this view. In her study focusing on headteachers in Kenya and the need for pre-service training, Wachira (1997) singles out students' deviant behaviour as one of the major concerns of headteachers. Both Mumo (2002) and Wachira (1997) asserts that students deviant behaviour manifests itself in general indiscipline, such as mob action, rebellion to authority, truancy, drug abuse, poor rapport with teachers and headteachers.

Wachira (1997) and Adhola (1985) indicated that headteachers used guidance and counselling to deal with such deviant behaviours. However, the headteachers indicated feelings of incompetence and expressed the need and desire to be trained in guidance and counselling skills. Jacobson et al. (1954) have emphasised the significant role headteachers play in guidance and counselling. Some of the roles cannot even be delegated. Counselling is a profession and as a profession, it requires competence, knowledge and skills which are learned (Mumo, 2002).

Barki and Mukhopadyoy (1989) have clearly stated that guidance and counselling should not be carried out by anybody other than professionally trained persons. The principle that guidance and counselling should be provided by trained personnel must be strictly adhered to. If guidance and counselling is dealt with by untrained personnel they are likely to harm their clients. Hence headteachers must be trained in guidance and counselling. Jacobson et al. (1954) have indicated that "Unfortunately, the function of guidance has not always been skilfully performed or fully understood. The principal probably does the best that he can to meet the situation, but such knowledge of guidance as he may have possessed may have been acquired largely from trial and error experience. Specialised training for guidance is not available. Guidance is carried on in only the most rudimentary of student and even teachers". According to Gitonga (1999, p.3) Dadey and Harber (1991) maintain that training has a major advantage over trial and error apprenticeships in that it helps to organise and discipline knowledge which would otherwise only be gained after prolonged and possibly wasteful experiences. Therefore headteachers need to be trained in guidance and counselling skills because as in Kenyan situation, they are expected to assume

responsibility for the guidance organisation and impart professional knowledge which would otherwise be gained only after prolonged wasteful experiences. Patterson (1971) and Herman, Peters and Shertzer (1974) have stated that for someone to work with another or others in a helping relationship, there is need for specific skills in guidance and counselling. Wahome (1989) in a paper presented to guidance and counselling seminar remarked that "most teacher-counsellors, headteachers included, have no training for the job except probably for the course they took during their undergraduate or diploma training. Some have attended a one or two day seminar organised by the counselling unit" (p.3).

Patterson (1971) quoting Arbuckle (1950) explains that unlike teaching, counselling is more than just giving instruction. Counselling is not just knowledge about the student, but understanding of the student. It is a dynamic process that facilitates the growth of a student in all aspects. For this reason, guidance and counselling teachers, headteachers included should be trained in psychology, tests and measurement, hygiene and guidance and counselling techniques. The guidance counsellor is a psychologist whose main pre-occupation is to help each one of his clients solve his problem and effect change in his life.

Makinde (1987) states that guidance counsellors are multi-faceted professionals. The better informed they are of the details of different careers and professions, the better are the services which they are called upon to give. Unfortunately, Aduda (1995) reported that schools provided inadequate counselling services because school counsellors lacked training. Aduda stated that, most counsellors are not qualified in counselling and guidance. Observers argue that counsellors need to be appraised on

the development in counselling to cope with the changing times. In 1991, the Presidential Committee on Unrest and Indiscipline in Schools chaired by Lawrence Sagini was told that poor leadership contributed to incidents of unrest in schools. It was particularly stressed that headteachers should continuously be exposed to training on youth psychology.

Mumo (2002), in her paper presented during a Kenya Education Staff Institute national induction course for secondary school heads of departments, informed the members that the government has embarked on a policy of appointing headteachers who have undergone a training course in management and guidance and counselling. For this reason, the Teachers Service Commission, is keen in providing a paid study leave for teachers who wish to undergo further studies in management courses or guidance and counselling.

The need for headteachers training in guidance and counselling has also been recommended by the government of Kenya in its report of the Task Force on student Discipline and unrest in secondary schools (Republic of Kenya, 2001). From the foregoing, it is evident that the headteacher as an overall coach in charge of guidance and counselling programmes must be well informed and this is achieved by training.

Role of Guidance and Counselling in Facilitating School Administration

Tuiyot (1999) in his paper presented during a heads of department in-service course for Uasin Gishu District held at Moi Girls (Eldoret) (23 – 24 September 1999) noted that guidance and counselling in schools performs the following roles:- minimise

student unrest and strikes hence promoting discipline in the school, advises students to cultivate a sense of purpose, helps in development of good study habits and helps to improve academic performance.

The Global Counselling Centre (2002) summarises the role of guidance and counselling department in school management as to facilitate decision making, prefects and peer counsellors selections and promotions of discipline in the school. According to Everand (1986) indiscipline is one of the problems of managing schools. Tattum (1986) indicated that counselling had become something of a remedy for disruptive and violent behaviour in British schools. Indiscipline or deviant behaviour manifest itself in form of laxity towards work, improper grooming, rudeness, alcoholism, drug abuse, sex abuse, rebellion to authority (Mumo, 2002, Wangeri 1986; Ayieko 1988; Wachira, 1997).

The report of the task force on student discipline and unrest in secondary schools (Republic of Kenya, 2001) noted that guidance and counselling was the best way of dealing with indiscipline cases. It has also been observed that guidance and counselling is preferred and effective methods of maintaining discipline as compared to the use of corporal punishment, suspension and expulsion (Ayieko, 1988). According to Ayieko (1988) notes that guidance and counselling is used more frequently than punishment. According to his study on methods used in solving indiscipline, Ayieko (1988) established that 52% used guidance and counselling 4% used punishment, 40% used other methods. Counselling enables the teacher to get to the root of the problem and therefore it has a long lasting effect. The student has the

freedom to talk and realise the consequences of his/her disobedience (Ayieko, 1988, Mumo, 2002).

Despite the observations of both Mumo and Ayieko, punishment is still used in schools. According to Mbiti, (1974), when we punish a child, there are certain disorders that result from the act. Punishment has not been proven to improve learning or to change behaviour. When punishment is used far too often, it will bring the behaviour of either avoidance or escape. Hence corporal punishment has been burnt in schools (Republic of Kenya, 2001).

Guidance and counselling improves schools administration because it deals with both disruptive behaviour of students and takes preventive measures against unpleasant situations which may occur later. Tattum (1986) observes that counselling recognises the situations in which individuals are likely to be disruptive or the first signs of disruptive behaviour and acts quickly in a preventive way if possible to stop influencing others in the group.

A vigilant teacher-counsellor will spend time around the school observing particular pupils and will provide frequent opportunities for informal counselling. A few words enquiring about the situation at home, an enquiry about health or state of mind and a check on school progress. This in turn will keep the administrator informed of individual student's well being. Guidance and counselling also enhances effective administration by providing knowledge about the student's physical condition, medical history, family background, scholastic record, academic achievements and personal characteristics which will in turn help the teacher provide better instruction

for the student (Hermans, Peters and Fairwell, 1967). The guidance staff aid in supplying information about school policies and goals to parents, thus leading to continued future, support of levies by parents and in parents assisting in the improvement of the child's study habits at home. In addition, the guidance and counselling programmes supports school policies and reinforces student conformity to social standards or norms of behaviour (Hermans et al. 1967). The programme also helps the entire school by aiding students in their choices on the basis of their aptitudes and interests (Wango, 2002).

The Development Plan (1994 – 1996) states that the basic guiding philosophy in education has remained that of producing individuals who are properly socialised and who possesses the necessary knowledge, skills, attitudes and values to enable them to participate positively in nation building (Republic of Kenya, 1994). The Report of the National Committee on Education Objectives and Policies (1976) had earlier pointed out that to be of use, guidance and counselling should be based on the values of society regarding the expectation of what education and training should enable society to achieve (Republic of Kenya, 1976). Through the guidance and counselling programme the school administrator is able to inculcate desirable values, attitudes and desirable behaviour as is expected and demanded by the society and at the same time reap such values and acceptable behaviour from the students. Houghton and Morgan (1975) argue that the out put of the school flows out across the boundary to the larger society. They consist of all the changes in the learners which the school has produced, all the learning of skills knowledge, attitudes and behaviour. This means that the behaviour of students not only affects the school but also the surrounding environment.

Factors that Hinder Success of Guidance and Counselling Programme

The development and effectiveness of the guidance and counselling programme depends upon many conditions, varying from those inherent in the guidance and counselling situation to the dealing with the overall organisation and administration of the guidance programme.

The Global Counselling Centre (2002), and Smith, Roeber and Erickson (1955) attribute the failure of guidance and counselling programmes to the following factors: failure of school administrators to offer leadership and support to the programmes, lack of trained school-counsellors, personality of the school counsellor, time allocated to the programmes, inadequate facilities, teachers and student perception of the programme and failure to have clear objectives for the programmes. Manoti (2002) observes that unless the school administrator supports and leads, the guidance and counselling programme cannot succeed. This view is also expressed by the Hermans, Peters and Fairwell (1967) in their statement that “good guidance programme will not be realised if the administrative functions of leadership, co-ordination and facilitation are adverse to and insensitive to the scope of school counselling and the attendant personnel function. It is through the facilitative prerogative of the administration that the teacher and counsellor can be helped to assist boys and girls in their striving maturity” (p.515).

Another major problem that hinders the success of guidance and counselling services is its lack of trained headteacher and teacher-counsellor. The success of the guidance and counselling services is dependent upon a trained counsellor. Lack of training

makes teacher-counsellors feel inadequate to deal with psychological and social problems. One of the perennial fallacies related to guidance and counselling services is the assumption that every teacher is or should be a counsellor. Barki and Mukhopadyoy (1989) emphasize that guidance and counselling is a professional activity not to be carried out by anybody but should be taken up by professionally trained persons. If dealt with by others, the chance of harming the interest of the affected persons will be more than one of helping them (p.6). To include other teachers in counselling, an in-service course in guidance and counselling should be provided. Therefore, when teacher-counsellors are appointed on the strength of age and religious inclination and where they lack training and competence, the end result is that the guidance and counselling programme is haphazard and moribund.

To a large extent, the success of the guidance and counselling programme depends upon the personnel qualities of the counsellor, and upon appropriate use of specified guidance and counselling techniques. The nature of a counsellor as a person becomes vital in counselling because of the intimate, personal relationship that is essential for the success of the programme. Makinde (1987) identifies some attributes of a good counsellor such as devotion to duty, high integrity, honesty, discipline and good knowledge of the school norms. In addition, Ananda (1975) indicated that; "For a counsellor to be most effective in working with others in a helpful capacity, it is essential, that he know what and who he is...only in as much as he is aware of dimensions of his self to benefit the others" (p.1). Musungu (2002) identifies the attributes of a good counsellor as respect for religion, making disposition, ability to win confidence, patience, impartiality, honesty and sincerity.

Unfortunately, some of the teacher counsellors lack the qualities and characteristics essential for successful counselling relationship. Their values contradict with those of the client. Lack of confidentiality in counselling constitutes a real problem in many schools. The counselling relationship is a professional relationship in which the counsellor is ethically bound to confidentiality. Lytton and Graft (1971) have noted that many young people may not wish to be involved with the school counsellor. They feel that their confidential concerns cannot be respected within the schools setting. A student was quoted by the Sunday Nation (1998, 29 March, p.2) saying that “teacher counsellors have no sense of confidentiality, everything they discuss with students finds its way to everybody’s ears. The most annoying things is that after a guidance and counselling session, the other teachers look at students strangely in class. This breach of confidence is very disturbing”.

The guidance and counselling programme cannot flourish if it does not gain the support of the students by way of utilising services provided. More often than not, students feel that guidance and counselling is for those students with problems, for the deviant, for those displaying character disorders and for the weak academically. Moser (1963) maintains that, “it is necessary to keep before the students the purposes of counselling, to keep reminding them that counsellors are available and to continue not only instructing them concerning the type of help given, but also how to avail themselves to it” (p.222). The school headteacher together with the teachers and guidance personnel have to inform students about the counselling services, its organisation, the kind of problems with which it proposes to assist and its relation to other aspect of the total school programme. Where a client has a negative perception of guidance and counselling services, the programme is less effective.

One important factor that hinders the successful implementation of guidance and counselling services in schools is the availability of facilities. A counsellor needs a private room or office where he/she can meet the clients. It is unlikely that students will reveal their deepest, most personal problems within hearing of other staff members or students. In addition, the success of guidance and counselling services depends upon a state of readiness of the school staff to accept contribute to and utilise the service. Gutch and Alcorn (1970) state that if guidance and counselling is to be continuous in the school, it is desirable that the teachers possess an understanding of the nature of guidance as it relates to their work. The government of Kenya, pointed out that for guidance and counselling programmes to be effective, all teachers should participate in guiding students (Republic of Kenya, 1988). It further called upon all the staff to co-operate with and support the guidance programme (Republic of Kenya, 1977).

Finally, lack of peer counsellors, hinder the success of implementation of guidance and counselling programmes in schools. According to Kariuki (2002) peer counselling is the counselling service provided by trained people to their age mates. Peer counselling is a complementary service to the guidance and counselling initiations since teachers will never have adequate time to attend to the needs of students. It is also argued that counselling is not readily accepted by students if the class teacher, who is a symbol of authority is also a guidance and counselling service provider. Peer counsellors are readily accepted by their age-mates due to the age similarity and the fact that the counsellor and the client are undergoing similar school experiences and problems (Kariuki, 2002). It is the responsibility of a headteacher to

initiate peer counselling in his school. Lastly, the success of guidance and counselling programmes is hindered by none participation of the community. According to Wanjohi (2002) there is need for the school to maintain good relationship with the community. It is from the community at large that referral service can be enhanced. Therefore the school head has a duty to enhance good community relation in order to successfully enhance guidance and counselling programme. In conclusion, the headteacher bears the ultimate responsibility for a successful guidance and counselling programme.

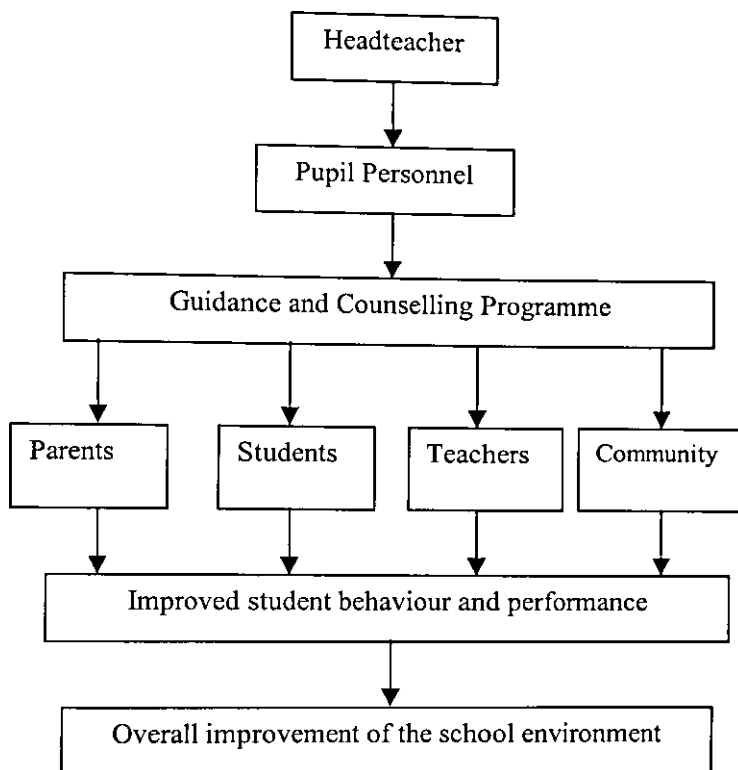
Summary of literature review

In literature review, the differences between guidance and counselling are clarified. Counselling deals with emotional disturbance and behavioural problems while guidance in school is concerned with the educational and vocational aspects. However, both guidance and counselling are concerned with developing the client's own capacity for decision-making and problem solving. The three components of the guidance and counselling programme which are educational guidance, vocational guidance, and personal and psychological counselling are reviewed under the scope of guidance and counselling programmes in secondary schools. The involvement of headteachers in implementing and developing guidance and counselling in schools has also been reviewed. The headteacher is responsible for initiating, supporting and providing leadership to the programme. He/she is also responsible of providing required materials and facilities and securing trained teacher-counsellors. The need to train headteachers in guidance and counselling skills to enable them to handle student management tasks has also been reviewed.

Other issues that have been reviewed are the role that guidance and counselling plays in facilitating school administration and the factors that hinder successful implementation of guidance and counselling programme in schools. The maintenance of discipline stands out as a major role of guidance and counselling in facilitating school administration. The factors that hinder successful guidance and counselling in schools are lack of support and leadership of the headteacher, training in guidance and counselling skills for headteachers and teacher-counsellors, lack of facilities and support of students, parents and teachers. Figure 1 is the conceptual framework of the study.

Figure I
Conceptual Frame work of the study

Fig. I



From figure I, student personnel is one of the main administrative task and guidance and counselling is one of the major administrative function under student personnel. The success of guidance and counselling programme requires the participation of parents, students, teachers and the community. Therefore, the head teacher's concern should be to involve them. A good guidance and counselling programme will result in improved student behaviour and performance and the overall improvement of the school environment. Yet the headteacher bears the overall responsibility for the success of the programme.

CHAPTER THREE

RESEARCH METHODOLOGY

This section will deal with research design, the target population sample of the study, research instruments, validity of research instruments and reliability. Lastly, the chapter contains data collection procedure and how the data was analysed.

Research Design

Since the research relied on facts that occurred in the past, an ex-post facto research design was used. The ex-post facto research design is used to explore possible cause and effect relationship among variables that cannot be manipulated by the researcher. The researcher investigated the independent variables like age, type of school, administrative experience and training in retrospect for the possible relationship to and effect on the dependent variable, that is headteachers involvement in guidance and counselling programme. Guidance and counselling programme have been going on in schools. According to Kerlinger (1973) an ex-post facto design is a system of empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are not manipulable. Inferences about relations among variables are made, without direct intervention from the independent and dependent variables. The ex-post facto design is recommended for educational and social research since many in this disciplines do not lead themselves to experimental inquiry (Kerlinger, 1973).

Target Population

The target population of the study consisted of public and private secondary school headteachers and teacher counsellors in Keiyo district. Table 2 shows secondary schools in Keiyo district.

Table 2 secondary school in Keiyo district

<u>Category of School</u>	Number of <u>Girls school</u>	Number of <u>Boys school</u>	Number of <u>Mixed</u>
Public	7	5	17
Private	1	0	0
Total	8	5	17

Total number of secondary schools in Keiyo district is 30.

Source: Ministry of education, Keiyo District Headquarter.

The schools are grouped in two categories:-

- i) Public - those sponsored by the government
- ii) Private – those not sponsored by the government (Education Act Cap.211).

Sample of the Study and Sampling Techniques

According to the table for determining sample size from a given population provided by Mulusa (1990) if there are about 30 subjects in a population, the sample should consist of 28 subjects.

The schools were first categorised into mixed, boys and girls schools. Random sampling was used to select 4 schools from the mixed school category for the purposes of piloting of the research instruments. Due to their fewer in number, the boys and girls schools were exempted from this sample. There was no major sampling done since the researcher was to visit all schools in the district. However, a total of 24 schools comprising of 6 girls, 5 boys and 13 mixed were visited.

Research Instruments for Data Collection

Data was collected by questionnaire. There were two sets of questionnaires one for headteacher's and the other for teacher-counsellors.

The headteachers questionnaire was divided into two parts. Part A of the questionnaire had questions meant to test the null hypothesis. Part B of the questionnaire was meant to establish the involvement of headteacher in guidance and counselling and to establish problems faced during implementation of the, programmes.

The teacher-counsellors' questionnaire had one part meant to establish the headteachers involvement in guidance and counselling.

Validity of the Research Instrument

To enhance validity, a senior lecturer, who is a specialist in Educational Administration reviewed the instruments.

Reliability of the Research Instruments

Piloting the instruments enhanced the reliability, that is, the dependability, accuracy and adequacy of the instruments since the responses from the respondents indicated whether the instruments measured what they purported to measure (Bennet, 1973). After analysing of pilot study responses, some items were removed from the instruments. Piloting of research instruments was done in 4 schools not included in the main study. The purpose of piloting was to find out whether the instruments were precise and comprehensive enough to provide the anticipated type of data, determine whether the research objectives were being fulfilled and the items in the instruments were clear to the respondents.

The researcher used the split-half method to determine the coefficient of internal consistency or reliability coefficient whose values vary between 0.00 and + 1.00. The closer the value to + 1.00, the stronger is the congruence measure (Adams and Schraneldt, 1985). The instruments were split into two sub-tests of even numbered items and odd numbered items. The scores of all the odd and even numbered items for each of the respondents in the study were computed separately. The Pearson Product Moment Correlation Coefficient was used. The correlation coefficient obtained was found to be 0.9.

Data Collection Procedure

The researcher sought permission and authority from the Ministry of Education Science and Technology headquarters to conduct the study in Keiyo District. After being granted a research letter and permit, the researcher reported to the District

Commissioner and District Education Officer's offices as instructed by the letter. The researcher visited the schools to personally deliver the questionnaires. The researcher tried to create a rapport with the headteachers and teacher-counsellors before explaining to them the purpose of the study and how to fill the questionnaire. The researcher did not find teacher counsellors in two schools even after visiting the schools twice. Moreover, the researcher did not find two headteachers after visiting their school three times, and two headteachers after visiting once.

Data Analysis

Data was analyzed using frequency tables, percentages and means. Each item on teacher counsellor questionnaire and part B of headteachers questionnaire was analyzed using frequency tables, percentages and means. Part A of the headteachers questionnaire was analyzed using two tailed t-test to determine whether there was significant difference between headteachers; involvement in enhancing guidance and counselling and their personal qualities of age and administrative experience. ANOVA was used to test all the hypotheses.

Analysis of variance is a statistical procedure used to examine whether the observed differences or variances among more than two samples can be attributed to chance or whether they indicate actual differences among the means of the population sampled. That is whether the difference is statistically significant (Freud and Simon, 1991, p.357). Analysis of variance is also known as F-test (Shuttle, 1977,p.146). In ANOVA the null hypothesis is $\mu_1 = \mu_2 = \mu_3 = \mu_4 = \dots \mu_k$. The hypothesis test was

made at the 0.05 level of significance. If the completed F-ratio was found to be smaller than the critical value, the null hypothesis was accepted, while if the F-ratio was greater than the critical value, the null hypothesis was rejected. Alternatively, when P-value was found to be less than the specified alpha of 0.05, the null hypothesis will be rejected. If P-value is 0.05 or larger, the null hypothesis was accepted (Sanders, 1990 p. 397). Both approaches were used in rejecting or accepting the hypothesis.

A t-test is the test of significance of the difference between two sample means (Best and Khan, 1989, p.271). Since the variables were independent, the following formula was used:

$$t = \frac{X - Y}{\sqrt{\frac{[(1/N_x + 1/N_y) [(\sum x^2 - (\sum x)^2/N_x) + (\sum y^2 - (\sum y)^2/N_y)]}{N_x + N_y - 2}}}}$$

Where X = mean of sample 1

Y = mean of sample 2

N_x = Size of sample x

N_y = Size of sample y

$\sum x^2$ = Sum of squared scores in sample x

$\sum y^2$ = Sum of squared scores in sample y

$(\sum x)^2$ = The square of sum of scores in sample x

$(\sum y)^2$ = The square of sum of scores in sample y

When t-value exceeded t-critical at the 0.05 level of significance the null hypothesis was rejected and accepted if otherwise. Alternatively, when P-value exceeded alpha 0.05, the null hypothesis was accepted. And when the P-value was found to be less than alpha 0.05, the null hypothesis is rejected (Freud and Simon, 1991,pg. 346). This second approach was used in accepting or rejecting the null hypothesis. A computer programme, SPSS/PC + (Statistical Package for Social Science) was used in analyzing the data.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

Introduction

The chapter presents and analyses the findings of the study. The findings of the study are organised under various sub-headings according to research objectives. These sub-headings are results of tested hypothesis, problems which head teachers face during implementation of guidance and counselling programmes, involvement of headteachers in guidance and counselling. Before presenting analysis of data collected and emerging interpretations, the chapter briefly presents the characteristics of the samples used in the study and demographic data of the respondents. In the analysis of data, two tailed t-test and one way analysis of variance were used. The results of the data are presented using frequency tables and percentages.

Characteristics of the Sample used in the Study

A total of 24 respondents out of 28 completed the teacher-counsellors' questionnaire, while 21 out of 28 respondents completed the headteachers' questionnaire. All respondents for headteachers' questionnaire were headteachers drawn from both public and private schools in Keiyo District. In a total of 21 schools, 1 (4.8%) was a private school, and 20 (95.2%) were public schools. The data collected also revealed that the schools varied in composition. There were more mixed schools than each of the single sex schools, forming 52.3% of the total. The boys schools were 4 (19%),

while 6 (28.5%) were girls schools. Table 3 shows responses on headteachers' questionnaires by school type and category.

Table 3: Responses on headteachers' questionnaire by school type and category

Category / Type	Girls	Boys	Mixed	Total
Public	5	4	11	20
Private	1	0	0	1
Total	6	4	11	21

According to table 3, there were more public schools in the district than there were private schools.

In Table 4, school category by headteachers' sex is presented.

Table 4: School Category by sex of Headteacher

Sex of Headteacher	Public			Private			Total
	Girls	Boys	Mixed	Girls	Boys	Mixed	
Female	5				0	0	5
Male		4	11	1			16
Total	5	4	11	1			21

According to Table 4, male teachers headed all boys and all mixed schools. One male headteachers headed a girls school. This implied that male teachers had higher chances of being school administrators.

Sex and Ages of Headteachers in the Sample

In Table 5, sex and age of headteachers are presented

Table 5: Sex and Age of Headteachers

Sex of Headteachers		Age in Years			
		25 - 35	36 – 40	Over 40	Total
Female	N	0	4	2	6
	%	0	19.04	9.52	28.56
Male	N	4	9	2	15
	%	19.04	42.85	9.52	71.42
Total	N	4	13	4	21
	%	19.04	61.92	19.04	100

According to Table 5, there were more male headteachers in Keiyo District secondary schools than there were female headteachers. The male respondents formed a total of 15 (71.4%) as compared to 6 (28.6%) females. The respondents differed in age with majority of them 61.92% falling in the age bracket of 36-40. The age bracket of 25-35 and over 40 years, had 4 (19.04%) respondents each. The number of elderly headteachers and young headteachers was the same.

The administrative experience of headteachers is presented in table 6.

Table 6: Administrative experience of headteachers

Experience in years	Number	Percentage
0 – 2	4	19.04
3 – 5	7	33.33
Over 6	10	47.63
Total	21	100.00

The study revealed that most headteachers had worked for over 6 years that is 47.63%, a few headteachers, that is 4 (19.04%) had been recruited in the last two years.

Training of Headteachers in Guidance and Counselling

Training of headteachers is presented in Table 7 (a).

Table 7 (a): Training of Headteachers

Level of Training	Number	Percentage
No training	11	52.4
By attendance to seminars organised by the Ministry of Education	6	28.6
Certificate	3	14.2
Diploma	1	4.8
Total	21	100.0

The study revealed that 52.4% of headteachers had not attended any training or seminar in guidance and counselling. It was observed that even though the Ministry of Education Science and Technology had organised seminars for guidance and counselling, only 28.6% of headteachers in Keiyo district secondary schools had attended them. Moreover, only 14.2% of the respondents had undertaken a certificate course in guidance and counselling and only 4.8% had a diploma in guidance and counselling. In essence, a total of 19% of the respondents had undergone a formal training in guidance and counselling. This is a very small number considering that 95% of the respondents acted as counsellors in their schools. These findings concur with the views expressed by Wahome (1989) and Tumuti (1989) that headteachers and teacher-counsellors have no training for the job except probably for the course they took during their undergraduate or diploma training. This was the same concern

expressed by the respondents themselves. Moreover, this conflicts with one of the principles of guidance and counselling that: guidance and counselling should be carried out by professionally trained personnel (Barki and Murkpodyay, 1989). Dadey and Harver (1991) stated that training has many advantages over trial and error apprenticeship.

From the foregoing, it has been revealed that only 28.6% of headteachers have attended seminars / workshops organised by the Guidance and Counselling Unit of the Ministry of Education Science and Technology. It is unfortunate that a majority of headteachers, 71.4% had never attended any seminar organised by the Guidance and Counselling Unit of the Ministry of Education Science and Technology. This results concurs with the findings of Gitonga (1999) which revealed that 72.5% of headteachers in Meru district had not attended seminars organised the Guidance and Counselling unit of the Ministry of Education. This is unfortunate due to the fact that the Guidance and Counselling Unit is responsible of organising seminars, workshops and inservice courses for headteachers and counsellors to update them on the developments in guidance and counselling in order to cope with changing times, yet little is seen or known of them. These view are in agreement with sentiments expressed by Kilonzo (1980) that the Guidance and Counselling Unit hamper effective development of guidance and counselling services. Only 4 out 32 headteachers with administrative experiences of less than 1 – 10 years had attended such a seminar (Gitonga, 1999).

Establishment of Guidance and Counselling Services

The study revealed that schools in Keiyo District have established guidance and counselling services. A total of 20 out of 21 headteachers and 23 out of 24 teacher-counsellors respondents indicated that their schools have guidance and counselling programmes. Table 7 (b) shows services provided by guidance and counselling programmes in schools as indicated by teacher counsellors.

Table 7 (b): Guidance and Counselling Services Provided in Schools

Services	Frequency	Percentage of Responses	Relative Percentage
Educational guidance	19	79.2	48.7
Psychological	13	33.3	33.3
Career guidance	7	18	17.9
Total	39		100

From Table 7 (b), it was revealed that educational guidance is the most provided with 79.2% followed by psychological guidance with 33.3%. Career guidance which had 17.9% of respondents was least provided. The study revealed that the schools lack career guidance. This concurs with the views of the then vice-chancellor of the University of Nairobi as quoted by Aduda in the Daily Nation (1997, June p.17) that "lack of proper career guidance in schools is taking its toll in university admission....about a third of students applying for university admissions annually fail to get places because of unsuitable subject combination and poor career choices". Also, Osumba (1998) observed that secondary school students joined institutions of higher learning without proper course choices, leading to poor performance and constant career changes in university and working life.

Further, the study revealed that psychological and social guidance are not well taken care of. Even though 54.2% teacher-counsellors respondents indicated that they offer psychological and social guidance, majority lamented that it was not effectively done due to students unwillingness to discuss their problems. Teacher-counsellors felt that the ineffective psychological and social guidance was the cause of most strikes in the district. This findings concur with the finding of Wahome (1999) that strikes in school suggested that students have psychological and social problems.

Moreover, only 10 out of 24 teacher-counsellors indicated that guidance and counselling services in their schools were effective. The majority of the teacher-counsellor respondents 58.3% indicated that guidance and counselling services were ineffective in their schools.

Results of testing the Hypotheses

The one way analysis of variance (ANOVA) and two way t-test were used to test significant differences in the headteachers' involvement in implementation of guidance and counselling programme in relation to their age, administrative experience, the type of school headed and their training.

The 0.05 level of significance was used to accept or reject each of the hypotheses. The hypotheses catered for objective one and two. Objective one sort to establish whether the age, administrative experience, and the type of school headed by headteachers influenced their involvement in student guidance and counselling programmes. Objective two sought to determine whether training of headteachers in

guidance and counselling had any influence on their involvement in implementation of the programmes. Each response on section B of headteachers' questionnaire was awarded 1 (one) mark if it showed involvement of the headteachers in the programme and -1 (negative) mark if it revealed none involvement of headteachers in guidance and counselling programme. The sum of the scores awarded to each response on the headteachers' questionnaire was worked out and recorded on each headteacher's questionnaire. Table 8 presents the results of the findings.

Table 8: Scores of Headteachers involvement in Guidance and Counselling Programmes

Variables	Scores
Administrative experience:	
0 – 2 years	28, 34, 27, 23
3 – 5 years	18, 20, 20, 36, 50, 45, 16
Over 6 years	20, 8, 22, 16, 16, 41, 32, 39, 34, 15
Trained:	41, 36, 50, 45, 28, 20, 20, 23, 39, 34
Untrained:	18, 20, 32, 34, 27, 8, 16, 15, 27, 16, 16
Age:	
25 – 35 years	36, 50, 20, 20
36 – 40 years	18, 27, 23, 16, 16, 45, 28, 34, 27, 8, 16, 15, 34
Over 40 years	20, 41, 32, 39
Type of School Headed:	
Mixed	18, 41, 36, 16, 34, 45, 27, 8, 16, 27, 20
Girls	20, 16, 32, 39, 34, 15
Boys	20, 50, 28, 23

Hypothesis 1

- Ho There is no significant relationship between the type of school headed by the headteachers and the involvement in guidance and counselling programmes.
- H₁ The type of school headed by headteachers have a significant effect on their involvement in guidance and counselling programmes.

The results of analysing this hypothesis are presented on Table 9 and 10.

Table 9: Analysis of variance for the type of school headed by headteachers and their involvement in guidance and counselling.

Source of Variations	Sum of squares	Degree of freedom	F-ratio	Mean square
Between samples	55.65	2	0.204	27.83
Within samples	2454.35	18		136.36
Total	2510.00	20		

Critical value of F(2, 18) at 0.05 level of significant is 3.55.

F ratio = 0.204. The critical value obtained in tables was 3.55. The critical value exceeds the F-ratio of 0.204. Therefore the null hypothesis was accepted.

This indicated that there was no significant relationship between the type of school headed by the headteacher and their involvement in student guidance and counselling. Headteachers in all schools depicted similar involvement.

Table 10: Analysis of two tailed t-test for type of school and involvement of headteachers in guidance and counselling

Statistical measure \ Type of School	Mixed	Boys	Girls	T-test value		
				Mixed and Boys	Boys and Girls	Girls and Mixed
Mean	26.2	30.25	26	0.58	0.51	1.753
Number	11	4	6			
Σx^2	8916	4213	4582			
$(\Sigma x)^2$	82944	14641	14641			
t-critical at 0.05 level of significance				1.771	1.86	1.753

The calculated value of t between mixed and boys schools, boys and girls schools, girls and mixed schools were 0.58, 0.5 and 1.753 respectively. These values were found to be less than their corresponding critical values of 1.771, 1.86 and 1.753 respectively. Hence the null hypothesis was accepted. Hence, there was no relationship between the type of school headed and involvement of headteachers in guidance and counselling programmes.

Hypothesis 2

- Ho There is no significant relationship between the age of the headteachers and their involvement in students' guidance and counselling programmes.
- H1 The age of the headteachers have a significant effect on their involvement in students' guidance and counselling programmes.

The results of analysing this hypothesis are presented on table 11 and 12.

Table 11: Analysis of variance for the age of headteachers and their involvement in guidance and counselling programmes.

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F-ratio
Between samples	374	2	187	1.58
Within samples	2136	18	118.7	
Total	2510	20		

F- Critical = 3.55

The calculated value of F-ratio was 1.58. The critical value of F ratio from tables was 3.55. The calculated value of F was less than the observed value. Hence, the null hypothesis was accepted. It was concluded that there was no significant difference between the age of the headteachers and their involvement in students' guidance and counselling services. Headteachers of different ages depicted similar involvement.

The data was also analysed using a two tailed t-test and the results are presented in table 12.

Table 12: Analysis of two-way t-test for the age of headteachers and their involvement in guidance and counselling programmes

Age \ Statistical measure	25 - 35	36 - 40	Over 40	t- ratio between		
				25-25 and 36-40	25 - 35 and Over 40	Over 40 and 36 - 40
Mean	31.5	23.6	33	1.24	0.173	1.639
Σx^2	4596	8489	4626			
$(\Sigma x)^2$	15876	94249	17424			
N	4	13	4			
t-critical at 0.05 level of confidence				1.753	1.943	1.753

According to table 12, the results of t-test for ages between 25-35 and 36-40, 25-35 and over 40, and over 40 and 36-40, which were 1.24, 0.173, 1.639, respectively, were less than their corresponding critical value from tables which were 1.753, 1.943 and 1.753 respectively. Hence the null hypothesis was accepted. There was no significant difference between the age of the headteachers and their involvement in students' guidance and counselling programmes.

Hypothesis 3

H₀: There is no significant relationship between the administrative experience of the headteachers and their involvement in students' guidance and counseling programmes.

H₁: The administrative experience of the headteachers have significant effect on their involvement in student guidance and counseling programmes.

The results of analysing this hypothesis are presented on Tables 13

Table 13: Analysis of variance for the administrative experiences of headteacher and their involvement in guideline and counselling services

Source of variation	Sum of squares	Degree of freedom	Mean square	F-ratio
Between samples	89	2	44.5	0.33
Within samples	2421	18	134.5	-
Total	2510	20	-	-

F- critical = 3.55

The calculated value of F (0.33) was less than the value obtained from the table which was 3.55. Therefore the null hypothesis was accepted. It was concluded that there was no significant difference between the administrative experience of the headteachers and their involvement in student guidance and counseling programmes. Headteachers of difference administrative experience exhibited similar involvement in implementation of student guidance and counseling programmes.

Hypothesis 4

- H_0 There is no significant relationship between training of headteachers and their involvement in guidance and counselling programmes.
- H_1 Training of headteachers have a significant effect on their involvement in students' guidance and counselling services.

Table 14 and 15 presents the results for testing the null hypothesis.

Table 14: Analysis of variance for training of headteachers in guidance and counselling and their involvement in students' guidance and counselling programmes.

Source of variation	Sum of squares	Degree of freedom	Mean square	F-ratio
Between samples	856	1	856	9.83
Within samples	1654	19	87.05	-
Total	2510	20		-

F- critical = 4.38

The calculated F ratio was 9.83, whereas F critical from tables was 4.38. F- critical was less than the calculated F ratio. Therefore the null hypothesis was rejected. The alternative hypothesis H_1 was accepted. It was concluded that training of headteachers in guidance and counselling had a significant effect on the headteachers' involvement in guidance and counselling programmes.

Trained headteachers in guidance and counselling showed higher involvement in guidance and counselling programmes than untrained headteachers. According to Dadey and Harver (1991) training has many advantages over trial and error apprenticeship.

Analysis of T-test ratio revealed the same results as presented by table 15.

Table 15: Analysis of a two way t-test for training of headteachers and their involvement in guidance and counselling programmes.

Training of Headteachers	Trained	Untrained	T-test
Statistical measure			
Mean	33.6	20.8	3.14
number	10	11.0	
Σx^2	12292	5419.0	
$(\Sigma x)^2$	112896	52441.0	
t- critical			1.727

The calculated t ratio was 3.14. T-value from tables was 1.729. The calculated t-ratio was greater than the table value, hence the null hypothesis was rejected. Therefore training of headteachers in guidance and counselling has a significant effect on their involvement in students' guidance and counselling programmes.

Problems Headteachers Face During Implementation of Guidance and Counselling Programmes

The third objective of the study sort to determine the problems headteachers face during implementation of guidance and counselling programmes. A summary of the major constraints are presented on Table 16.

**Table 16: Frequency and Percentage of Problems encountered by Headteachers
in the Guidance and Counselling Programmes.**

Headteachers problems in guidance and counselling	Frequency	Percentage	Relative Percentage
Students related problems	18	85.7	18.75
Lack of financial resources	14	66.7	14.58
Untrained personnel	11	52.4	11.46
Overloaded with administrative duties	10	47.4	10.42
Lack of material resources	9	42.4	9.38
Academic work overload	8	38.1	8.33
Parents related problems	8	38.1	8.33
Unco-operative teachers	7	33.3	7.29
Lack of organization by teacher- counsellor	6	28.6	6.25
Lack of knowledge on what entails in guidance and counseling	5	23.8	5.21
Total	96		100

The number of headteachers who were interviewed was 21.

Students related problems were cited as the main problems encountered by headteachers in their endeavor to develop the guidance and counselling programme. About 85.7% of the respondents cited that students are generally unwilling to discuss their problems. They refuse to open up and become very unco-operative. Students may not have proper understanding about what guidance and counselling entails. Students seemed to avoid seen with the guidance teachers or to go to guidance office. This concur with Gitonga (1999) findings which concluded that students displayed negative attitudes towards guidance and counselling. According to studies carried out by Wanjohi (1990) and Amukoa (1984) students preferred holding to their problems than share them with the headteacher or teachers. However, their study established that students were free to discuss their problems with other students than to teachers. Students fear discussing their problems with teachers because of lack of confidentiality, and also because some teachers may end up concluding that the students are indiscipline. For instance, students who have problems with abuse of drugs fear to reveal to teachers since they perceive that they may be expelled from the school. Therefore students fear to reveal their problems to headteachers could be attributed to the disciplinary role of the headteacher which is conflicting with the guidance and counselling role.

Parent related Problems

Parent related problems featured as one of the main problems facing headteachers in implementation of guidance and counselling programmes. The findings agree with Gitonga (1999) findings which revealed that parent related problems ranged from:-

Parents failure to guide and counsel their sons and daughters, parents overprotecting their children, parents failure to be co-operative to discuss problems affecting their children to parents assumption that guidance and counselling is an invasion of students private lives and family information. One headteacher lamented that some parents do not attend meetings to discuss the welfare of their children. This unco-operativeness lowers the morale of headteachers in implementation of guidance and counselling programmes. Parental involvement in guidance and counselling is very important. This concur with Jacobson et-al (1954) that lack of parental involvement and co-operation can be a real hindrance to the development of guidance and counselling services in schools.

Unco-operative teachers

The study revealed that teachers and even teacher-counsellors, lacked interest and commitment in carrying out guidance and counselling duties. Teachers lacked interest because most of them were not officially appointed by the T.S.C, they lacked training thus feeling inadequate; they received no incentives; they had same working load like other teachers, headteachers employed autocratic methods of leadership thus not considering views of teachers in decision making. Some teachers felt that guidance and counselling was the role of headteachers and their deputies.

Moreover, some teachers felt that their headteachers did not take into account the teachers views in decisions regarding the teachers duties. Headteachers were alleged to use students to spy on teachers making their jobs insecure. This made the teachers withdraw from participating in guidance and counselling programmes hence leading to

ineffectiveness of the programmes. Some teachers stated that their main role was to “defend their pay slips and nothing else”.

Untrained Personnel

The study revealed that most teachers were not trained in guidance and counselling. This made them feel inadequate in implementations of guidance and counselling programmes. It was also revealed that most teachers had not attended guidance and counselling seminars organized by the Guidance and Counselling Unit in the Ministry of Education Science and Technology. Some teachers complained of lack of information about when the seminars were organised, some blamed their headteachers for not sponsoring them to attend the seminars. However, some headteachers asserted that the Ministry of Education Science and Technology rarely organised workshops/seminars in the district. Some headteachers indicated that they felt inadequate to deal with some problems like drug abuse and immorality due to lack of training. These findings agree with Kilonzo (1980) who states that counsellors felt incompetent to deal with psychological and social problems because they are not trained.

Overloaded with administrative duties

The study revealed that most headteachers were overloaded with administrative duties leaving them with very little time to participate in guidance and counselling programmes.

Headteachers have administrative duties like financial management, school community relations, curriculum choices and supervision, provision and maintenance of physical facilities and staff personnel management. Most headteachers felt that these duties were too many to allow time for guidance and counselling. The study revealed that most headteachers had left the running of guidance and counselling programmes to teacher-counsellors. It was revealed that 33.3% of the respondents on teacher counsellor questionnaire indicated that their headteachers required them to submit a report on guidance and counselling every term. It follows that 66.7% of the headteachers do not ask their teacher-counsellors to submit guidance and counselling reports every term. This could be due to too many administrative duties, which have caused low participation in guidance and counselling programmes.

Academic work overloaded

It was revealed that the 8-4-4 system of education demands a lot of time making it difficult to avail adequate time for guidance and counselling programmes. The 8-4-4 system was launched in Kenya in 1985. It consists of the first eight years of primary education, followed by four years of secondary education and four years of university education. Guiding and counselling demanded a lot of time that is not easily available. The study revealed that just a few schools, that is 33.3% of teacher-counsellors respondents had timetables for guidance and counselling programmes. The headteachers stated that they found it hard to set specific time for guidance and counselling due to tightness of the 8-4-4 system of education. In addition, 90.4% of teacher-counsellors' questionnaire respondents indicated that they were not assigned a lighter teaching load by their headteachers. Since guidance and counselling is a

tedious activity, it is difficult for the teacher-counsellors to implement it effectively. This findings concur with those of Tumuti (1989) and Wanjohi (1990) which established that guidance and counselling received limited time because teacher-counsellors were assigned full-teaching load.

Lack of Knowledge on What Entails in Guidance and Counselling

The study revealed that 23.8% of headteachers as a category of respondents indicated that they did not have knowledge on what entails guidance and counselling. This is not a major reason since majority of the respondents, 66.7% indicated that they have knowledge about what entails guidance and counselling. In addition, the Republic of Kenya (1976), which is the report which focused on Educational Objectives and Policies (Gathathi Report) recommended a compulsory course on guidance and counselling as part of teacher training in all colleges. Since all respondents were trained teachers, they can not plead ignorance on guidance and counselling. Moreover, the Guidance Unit of the Ministry of Education Science and Technology has provided very effective services to secondary schools and teacher training colleges as well as being able to conduct in-service course for primary school headteachers in various districts (Koech Report, 1999; p, 61-62 and p. 79). Therefore the headteachers ignorance on what entails to guidance and counselling programmes can be attributed to their unfavourable attitudes towards the programmes. This concur with the findings of the study carried out by Wanjohi (1990) which established that in Nyeri District, some headteachers had unfavourable views towards guidance and counselling programme.

Lack of Organisation by Teacher-Counsellors

About 29% of headteachers indicated that their teacher-counsellors were disorganised. This could be due to lack of training of the teacher-counsellor, and low morale as discussed earlier on uncooperative teachers and untrained personnel. Therefore, there is need to induct teacher counsellors about their roles.

Lack of Resources

Both headteachers and teacher-counsellors lamented the lack of finance, resource material and facilities such as handbooks for different occupations, bulletins on different topics, handbooks for different education opportunities, books on social-psychology and career booklets. Table 17 presents material provided by headteachers.

Table 17: Material Resources Provided by Headteachers.

Material/Facilities	Number of responses	Percentage of responses	Relative Percentage of responses
Career	13	61.9	16.5
Pupils inventories	12	57.1	15.2
Private office	11	52.3	13.9
Handbooks for different educational opportunities	8	38.1	10.1
Books on social-psychology	8	38.1	10.1
Videos	8	38.1	10.1
Bulletin on different topics	7	33.3	8.9
Handbooks for different occupation	5	23.8	6.3
Psychology magazines	4	19	5.1
Films	3	14.3	3.8
Total	79		100

Headteachers and teacher-counsellors stated that lack of material resources was a hindrance to the development of guidance and counselling. About 19% of headteacher respondents indicated that they had not provided any material to the guidance department. In addition, 71.4% of headteachers indicated that they had provided a private office for guidance and counselling department. However 66% of teacher-counsellors' questionnaire respondents lamented that they were not provided with a private office for guidance and counselling. The study revealed that most guidance

and counselling offices were either adjacent to the staffroom or administration block. Some guidance and counselling offices were shared by other departments. Some schools did not have an office for guidance and counselling. Lack of a private office for guidance and counselling is a major cause in failure of guidance and counselling programmes.

Areas in Which Headteachers are Involved in Guidance and Counselling

The last objective was to establish the areas in which headteachers were involved during the implementation of guidance and counselling programmes. Both the headteachers' questionnaire and teacher-counsellors' questionnaire responses were used to establish the areas which headteachers were involved during implementation of guidance and counselling programmes. It was revealed that headteachers are involved in the following areas in guidance and counselling; planning, staffing, involving other people, implementation of guidance and counselling programmes, provisions of material resources and facilities and evaluation of the programme.

Planning for guidance and counselling activities

Table 18: presents planning activities of guidance and counselling which headteachers are involved.

Table 18: Planning of Guidance and Counselling Programmes by Headteacher

Activity	Frequency	Percentage	Relative percentage
Defining guidance and counselling in schools	13	61.9	33.3
Making arrangements for collecting of educational and occupational information	11	52.4	28.2
Setting goals for the programme	7	33.33	18.0
Developing a philosophy on guidance and counselling	6	28.6	15.4
Preparation for guidance programme	2	9.5	5.1
Total	39		100

The study revealed that most headteachers participated in making arrangements for collection of educational and occupational information. Only 33.3% of the respondents indicated the involvement of headteachers in setting goals for the guidance programmes. Most headteachers leave this aspect of planning to the teacher counsellors. It is important for school headteachers to participate in setting goals for guidance and counselling department so that they can control the programmes. The study has also revealed that headteachers participate in defining the role of guidance and counselling in school. This is indicated by 13 (61.9%) responses on the headteacher questionnaire. However, majority of headteachers do not participate in preparation of guidance and counselling programmes. Only 2 (9.5%) of respondents indicated that the headteachers oversees the preparation of the programmes.

Staffing the Guidance and Counselling Departments

It was established that 85.7% of teacher counsellors were appointed by headteachers. The Teachers Service Commission has appointed only 9.5% of teacher-counsellor. One school did not have a teacher counsellor which formed 4.76% of the responses. It was concluded that headteachers have appointed most of the teacher-counsellors. It was also observed that headteachers have appointed guidance and counselling committees.

About 28.6% of the headteachers responses indicated that their teacher counsellors were trained. About 100% felt that training in guidance and counselling was necessary. However, only 30% of headteachers had sent their teacher-counsellors to seminars organised by Guidance Unit in the Ministry of Education. About 70% of headteachers felt that it was their responsibility to send the teacher-counsellors to a training service. This indicated favourable attitudes on the part of headteachers towards training of teacher counsellors. However, this seem to contradict them since only 30% of the headteachers had sent their teacher-counsellors for training. Even though, training of teacher-counsellors is also affected by some other factors like availability of finance, time for training and willingness on the part of teacher-counsellor. It was also established that only a few of guidance and counselling committee members had attended guidance and counselling seminars organised by the Ministry of Education Science and Technology. As mentioned earlier, guidance and counselling is technical and it requires to be handled by professionals.

Involving other people in guidance and counselling

Table 19 presents data on people who are involved in creating awareness of guidance and counselling programmes.

Table 19: Creation of awareness of guidance and counselling programmes

Participant	Frequency	Percentage	Relative Percentage
Entire staff	17	81.0	41.5
Headteacher	10	47.6	24.4
Speakers from outside	8	38.1	19.5
Class teachers	6	28.6	14.6
Total	41		100

From table 19, it is revealed that the entire staff takes the lead in creating awareness of guidance and counselling programmes. About 81% of headteachers indicated that their entire staff participated in creating awareness of guidance and counselling programmes.

It was also revealed that only 47.6% of headteachers respondents indicated that the headteachers create awareness of guidance and counselling programmes. This is a small number since headteachers are responsible for overall running of guidance and counselling programmes. The small number of headteachers indicate that they have left this role to teachers. These findings concur with the findings of the Republic of Kenya (1976), Gachathi Report, which revealed that guidance and counselling

services had been left to teachers who were not only ill-equipped for the job but had other heavy duties to attend to.

Table 20 presents data on how awareness is created.

Table 20 : How awareness of guidance programmes is created

Place	Frequency	percentage	Relative Percentage
In class meetings	17	81.0	34.7
Meeting with head of guidance and counselling department	13	61.9	26.5
Meeting with the headteachers	10	47.6	20.4
In house meeting	9	42.9	18.4
Total	49		100

From table 20, 42.9% of headteachers respondents indicated that awareness of guidance and counselling programmes were done in house meetings. It was revealed that 81% of awareness was done in class meetings but with only 28.6% of the classteachers participants. It means that most awareness of the guidance and counselling programmes was left to the head of guidance and counselling department. About 61.9% of the headteachers respondents indicated that awareness of guidance and counselling was done by head of guidance and counselling department. Only 47.6% of the headteachers provided awareness of the guidance and counselling programmes. It was also revealed that external speakers participate in creation of awareness of guidance and counselling programmes. Table 21 presents the percentage

of other people who were involved in guidance and counselling programmes apart from teacher counsellor.

Table 21: People who provide guidance and counselling services

Participants	Frequency	Percentage	Percentage
Speakers of different professions	18	85.7	27.7
Subject teachers	14	66.0	21.5
Headteachers	11	52.4	16.9
Parents	11	52.4	16.9
Class teachers	8	38.1	12.3
House teachers	3	14.3	4.7
Total	65		100

From table 21, it was revealed that a part from teacher-counsellor, speakers of different professions take a lead in guiding and counselling students followed by subject teachers, then headteachers and parents, class teachers and finally the house teachers. The percentage of headteachers' participation in guidance and counselling students is low since they are charged with overall responsibilities of running the programme.

The study revealed that teacher-counsellors in consultation with headteachers invited participants for guidance and counselling programmes. About 81% of headteachers responses indicated that teacher-counsellors in consultation with the headteachers invites the participation of guidance and counselling programmes. About 60% of

teacher-counsellors' responses indicated that headteachers involved other teachers in guidance and counselling. This means that headteachers involved other teacher in guidance and counselling programmes through teacher counsellors.

Provision of materials and facilities for guidance and counselling

The study found out that headteachers participated in guidance and counselling programmes by providing material resources. About 71.4% headteachers respondents indicated that headteachers provided materials for guidance and counselling. Moreover, 76.2% teacher-counsellor indicated that headteachers provided materials for guidance and counselling programmes. Table 22 (a) and 22 (b) below presents data on the materials resources which headteachers provided for guidance and counselling.

Table 22(a): Materials provided by headteachers for guidance and counselling programmes (headteachers responses).

Material resource	Frequency	Percentage	Relative Percentage
Career booklets	13	61.9	15.5
Pupils inventory	12	57.1	14.3
Books on various guidance and counselling topics	11	52.3	13.1
A handbook for prevention of drug abuse	11	52.3	13.1
Handbooks for different educational opportunities	8	38.1	9.5
Videos	8	31.1	9.5
Handbooks for different occupations	7	33.3	8.3
Bulletins	7	33.3	8.3
Psychology magazine	4	19.0	4.8
Films	3	14.3	3.6
Total	84		100

Table 22(b): Material provided by headteachers for guidance and counselling programmes (Teacher-Counsellors responses)

Material resources	Frequency	Percentage	Relative Percentage
Career booklets	15	62.5	20.3
Pupils inventories	14	58.3	18.9
Handbooks for different educational opportunities	9	37.5	12.1
Films	9	37.5	12.2
Bulletins	8	33.3	10.8
Handbooks for different occupations	7	29.2	9.5
Books on guidance and counselling	4	16.7	5.4
A handbook for prevention of drug abuse	4	16.7	5.4
Psychology magazine	4	16.7	5.4
Total	74		100

From table 22 (a) and 22 (b), it was concluded that headteachers provided careers booklets and pupils inventories. It means that teacher-counsellors had enough material to deal with careers guidance. Only a few headteachers provide other materials. About 73.9% of the headteachers respondents indicated that the schools buy the materials while 26.1% indicated that materials are availed through donation.

It means that school sponsors do not provide material for guidance and counselling to schools. Lack of material resources for guidance and counselling can also be attributed to lack of finance. About 66.7% of the headteachers respondents indicated that lack of financial resources was a major hindrance to provision of guidance and counselling materials.

Headteachers provide guidance and counselling room in their involvement in implementation of guidance and counselling programmes. About 71.4% of headteachers respondents indicated that headteachers provide a private office for guidance and counselling departments. However, the teacher-counsellors respondents commented that the offices provided were not private. That they are either shared with other departments or adjacent to administrative office or the staffroom. Lack of privacy of the offices provided made the guidance and counselling departments unsuccessful.

Encouraging of students to be guided and counselled

Headteachers encourage their students to be guided and counselled during their involvement in the guidance and counselling programmes. About 61.9% of the teacher-counsellors respondents indicated that headteachers encourage their students to be guided and counselled. In addition, 85.7% of the teacher-counsellors respondents indicated that headteachers refers students with guidance and counselling problems to them. Only 28.6% of teacher-counsellor respondents indicated that their headteachers deal with guidance and counselling problems of students without their knowledge. This is a problem which demotivates teacher counsellors in a few schools.

Giving a teacher counsellor a lighter teaching load and allowing time for guidance and counselling

The study revealed that headteachers do not allocate teacher-counsellors a lighter teaching load. One (1) out of 24 teacher-counsellor respondents indicated that headteachers assigned them a lighter teaching load. It was also revealed that headteachers do not provide enough time for guidance and counselling programmes. Only 33% of teacher-counsellors respondents indicated that their headteachers provide time for guidance and counselling on the timetable. However, headteachers have allowed their teacher-counsellors to run a weekly guidance and counselling programme. 76.2% of headteachers respondents indicated that their schools have a guidance and counselling programme. However, only 2 out of 21 headteachers respondents indicated that they oversee the preparation of guidance and counselling programme. Preparation of guidance and counselling programmes has been left to teacher-counsellors as indicated by 85.7% of the headteachers respondents. The headteachers do not co-ordinate the activities of guidance and counselling as indicated by 66.6% of teacher-counsellors respondents. The study also revealed that headteachers enable their teacher-counsellors to invite external speakers to go and give talk to their students on guidance and counselling. This was indicated by 76.2% of teacher-counsellors respondents. It was revealed that headteachers provide subsistence and transport for the invited speakers.

Sending teacher- counsellors for in-service training

The study found out that headteachers do not send their teacher-counsellors for in-service training. Only 7 out of 24 teacher-counsellor respondents indicated that their headteachers send them for in-service training. This is only 29.2% of the respondents. Majority of teacher-counsellors respondents, which is 70.8% indicated that they were not send for in-service training by their headteachers.

Evaluation of guidance and counselling programme

The study revealed that headteacher in Keiyo District do not evaluate the guidance and counselling programme in their schools. Only 7 out of 24 teacher-counsellors respondents indicated that their headteachers ask them to submit to them a report on guidance and counselling every term.

Establishment of peer counselling service

52.2% of teacher-counsellor respondents indicated that their schools have established peer counselling services. However, only 6 out of 24 teacher-counsellors respondents indicated that peer counselling services have fully developed. Even though the study revealed that headteachers in Keiyo District have introduced peer counselling in their schools.

Establishment of referrals

Headteachers have not established referrals where difficult cases are handled. 88% of the teacher-counsellor respondents in schools have not established referrals to handle difficult cases. The teachers lamented that students with difficult cases

General Suggestions

The following suggestions were made by headteachers on how to improve guidance and counselling programme on a par with the constraints cited.

Strengthening Peer Counselling Services

The respondents were of the opinion that peer counselling strengthened to enhance guidance and counselling programme free to share their psychological information with their peers. If they were be trained in counselling they would be in a better position to solve their problems. One of the headteacher respondents remarked, "it is the only way forward".

Educating students

The study revealed that students were not educated on the purpose and importance of guidance and counselling. It was further revealed that students fear being associated with both the teacher-counsellor and the counselling office. It was revealed that students fear to be associated with guidance and counselling department because if they do so, others would view them as people with problems. Therefore students depicted unfavourable attitude towards guidance and counselling by being uncooperative and reluctant to open up to the teacher-counsellors and headteachers.

Training of Teacher-Counsellors

Both headteachers and teacher-counsellors expressed the need for thorough training for teacher-counsellors. They argued that training of teacher-counsellors would make them competent and confident while handling students problems. The headteachers stated that training of teacher-counsellors would be expensive if left to schools alone. They appealed to the Ministry of Education Science and Technology, to organise for training and provide for financial support for the same.

Refresher Seminars and Workshops

The headteachers suggested that refresher seminars and workshops for both teachers, and teacher-counsellors should be organised on regular basis to update them on current issues pertinent to guidance and counselling techniques.

Involvement of Professionals

Both the headteachers and teacher-counsellors were of the opinion that professionals should be involved in the guidance and counselling programmes. Professionals in different fields would enlighten students on career choices, act as role models and speak confidently on issues related to their field. The respondents further suggested that there was need to have professional counsellors in schools whose role would be to counsel and guide students. Establishment of referral services where difficult cases would be referred to was another suggestion.

Provision of Resource Material

Provision of resource materials such as pamphlets, reference books, bulletins, cassettes, videotapes and other correspondence materials relating to choice of careers should be made available.

Provision of Facilities

Both the headteachers and teacher-counsellors indicated that provision of facilities will facilitate the success of guidance and counselling programmes. Facilities such as a private office, desks, chairs, stationery, reference books, files and students records should be provided.

Teachers Service Commission's Support

The headteachers called upon T.S.C. to support the guidance and counselling programmes by appointing Heads of the Departments with responsibility allowance.

Majority of the schools in Keiyo District did not have Heads of Guidance and Counselling Departments were appointed by T.S.C. Due to this, there was low morale among teachers towards participating in guidance and counselling.

Reducing the Teaching Load

Teacher-counsellors appealed to their headteachers to lessen their teaching load. They complained of being assigned a full teaching load leaving them with little time to deal with guidance and counselling cases.

Headteachers' Support

Teacher counsellors felt that their headteachers should show their full support to the programme by being members of the team. They viewed support of headteachers as the only way forward for success of the programmes. Teacher-counsellors appreciated the fact that their headteachers had shown interest in the guidance and counselling programmes by supporting them to invite external speakers.

Involvement of Parents in Guidance and Counselling Programmes

The respondents complained about lack of co-operation from parents toward guidance and counselling. They lamented of over protection of children by their parents. They suggested that parents should be educated on the importance of guidance and counselling services.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the findings of the study, presents conclusions and recommendations for improvement of guidance and counselling. Suggestions for further research are also included in the chapter.

Summary

The purpose of this study was to establish the extent to which the headteachers were involved in guidance and counselling- programmes. A number of research objectives were set to guide the collection of the needed information. The first objective was to determine whether the age, administrative experience and the type of school headed by headteachers had any influence on their involvement in guidance and counselling. The second objective sought to determine whether training of headteachers had any effect on their involvement in guidance and counselling. The third and fourth objective dealt with problems headteachers face and areas in which they are involved during implementation of guidance and counselling programmes respectively.

In order to investigate these issues, four null hypotheses were formulated. These were:-

H₀₁: There is no significant relationship between the type of school headed by the headteachers and their involvement in student guidance and counselling programmes

- Ho2:** There is no significant relationship between the age of the headteachers and their involvement in students' guidance and counselling programmes.
- Ho3:** There is no significant relationship between the administrative experience of the headteachers and their involvement in guidance and counselling programmes.
- Ho4:** There is no significant relationship between training of the headteachers and their involvement in guidance and counselling programmes.

The literature review focussed on the concept of guidance and counselling, objectives and scope of guidance and counselling programme in schools, involvement and training of headteachers in guidance and counselling and benefits of guidance and counselling in the running of the school. The literature review provided guidelines and laid the background for this research.

The study was conducted in Keiyo District, encompassing both public and private secondary schools. The study involved a total of 21 headteachers and 24 teacher-counsellors. Random sampling was used to select four schools from the mixed school category whose headteachers and teacher-counsellors participated in the pilot study. However all other headteachers and teacher-counsellors in the district were eligible respondents.

Data was collected through two questionnaires. One questionnaire for teacher-counsellor and the other for headteachers. The data gathered was analysed by the use of a two way t-test and one way analysis of variance. Frequencies and percentages

were calculated to draw some inferences related to the variables investigated. Information that could not be quantified was subject to content analysis.

Findings

The findings of the study were presented in accordance with the research objectives. The conclusions reached were based on the findings made. The following is a brief summary of the findings of the study. The first and second objectives of the study were answered by the results of formulated hypotheses.

Results of formulated objectives hypotheses

Hypothesis 1

There was no significant relationship between the type of school headed by the headteachers and their involvement in student guidance and counselling programmes.

Hypothesis 2

There was no significant relationship between the age of the headteacher and the involvement in student guidance and counselling programmes.

Hypothesis 3

There was no significant relationship between the administrative experience of the headteachers and their involvement in students' guidance and counselling.

Hypothesis 4

Training of headteachers had a significant effect on their involvement in students' guidance and counselling programmes.

Problems which headteachers face during implementation of guidance and counselling programme

The study established that headteachers face a lot of problems during their involvement in guidance and counselling programmes. Top on the list was student-related problems (85.7%). Such as unwillingness to open up and ununiformed notion of what guidance and counselling was all about. This problem was followed by lack of financial and other resources to carryout the programme. The other major problem was lack of trained personnel according to 52.4% of respondents. Headteachers also complained of having too many administrative duties. Lack of co-operation from parents, lack of time due to academic responsibilities, lack of knowledge of what entails guidance and counselling, lack of organization on the part of teacher-counsellor and that guidance and counselling services were still undeveloped.

Areas in which headteachers were involved in guidance and counselling Programme

The study established that during planning, headteachers participated in making arrangements for collection of educational and occupational information and in defining guidance and counselling in their schools. However, the headdteachers neither set goals, nor develop a philosophy nor oversee the preparation of guidance

and counselling programmes. It was further established that headteachers participated in staffing of guidance and counselling departments. This was by appointing both teacher-counsellors and guiding and counselling committee. Although headteachers had favourable attitudes towards training of their teacher-counsellors, most of them had not sent their teacher-counsellors for in-service course. The study also established that headteachers involved other people including the entire staff, class teachers and external speakers to participate in guidance and counselling programme. However, headteacher most of the guidance and counselling duties to their teacher-counsellors. Provision of materials and facilities for guidance and counselling was another area headteachers got involved in as indicated by 71.4% of headteachers respondents and 76.2% of teacher counsellors respondents. However, the materials provided were few due to lack of finance. In addition, headteachers encourage students to be guided and counselled. This was indicated by 61.9% of teacher-counsellors respondents. It was revealed that the headteachers did not assign a lighter teaching load to their teacher-counsellors. Further, it was revealed that headteachers allowed the running of guidance and counselling programme which was prepared and managed by teacher-counsellors. The headteachers enabled their teacher counsellors to invite external speakers to talk to students as indicated by 76.2% of teacher-counsellors respondents. The study revealed that headteachers had allowed the establishment of peer counselling services in their schools. This was indicated by 52.2% of teacher-counsellors responses. However the study found that 70.8% of teacher-counsellors had never been sent for in-service by their headteachers. Further, only 29.2% of teacher counsellor responses indicated that their headteachers ask them to submit to them a termly report on guidance and counselling. It means that headteachers did not evaluate the guidance and counselling services. The study found

that headteachers had not established referrals in their schools as indicated by 88% of teacher - counsellor-respondents.

Conclusions

Based on the findings of this study, it was concluded that headteachers involvement in guidance and counselling was not influenced by their personal qualities such as age and administrative experience. The type of school headed by headteachers did not influence their involvement in guidance and counselling. It was also concluded that training of headteachers in guidance and counselling skills was not only essential but urgent since majority of them (52.4%) were not trained. Furthermore, the results indicated that training has a significant effect on the headteachers participation in guidance and counselling.

The findings of the study led to the conclusion that headteachers regarded guidance and counselling as a contemporary way of dealing with discipline issues. Most of them attributed the improvement of student discipline and school academic performance to guidance and counselling services.

The findings of the study further led to the conclusion that guidance and counselling services were not given the seriousness that it deserved. In virtually all schools, resource materials and facilities were inadequate if not lacking. For example 66.7% of teacher-counsellor responses lamented of not having private offices, schools lacked enough materials resources. Only 4.8% of teacher-counsellors are assigned a lighter teaching load making their role of guidance and counselling very difficult. About

66.7% of teacher-counsellors indicated that their headteachers did not provide adequate time for guidance and counselling on the timetable. Hence time for guidance and counselling was not specific, it depended on the availability of teacher-counsellors. It was also found that majority of teacher-counsellors had not received any in-service training in guidance and counselling apart from the course they took during pre-teaching training.

Recommendations

In light of the findings and conclusions of the study, the following recommendations were made;

1. Headteacher should be trained and oriented in guidance and counselling through regular in-service courses, workshops and seminars. This recommendation is made in view of the fact that:
 - Only 47.6% of headteachers had either attended seminars/workshops organised by the Ministry of Education or undergone formal training in guidance and counselling. This means 52.4% of headteachers who were majority have not undergone any training in guidance and counselling.
 - Over 95% of headteacher respondents indicated that they participated in guiding and counselling students. However, as mentioned earlier, guidance and counselling requires to be handled by professionals. Hence the need for training headteachers.

2. Headteacher should provide materials and facilities to guidance and counselling departments. This recommendation is made due to the fact that most guidance and counselling departments did not have material resources. Moreover, 66.7% of teacher-counsellors respondents indicated that the offices provided were not private. Counselling is personal and require to be handled in privacy, therefore a private office for the service was essential. Such facility did not exist in most schools.
3. That teacher-counsellors should be given lighter teaching load and headteachers should sponsor them to attend in-service courses. These recommendations were made due to the fact that:-
- Only 1 out of 24 teacher-counsellors indicated that his/her headteacher assigned him/her a lighter teaching load. Majority of the teacher-counsellor respondents were assigned a full teaching load. This made their participation in guidance and counselling services difficult.
 - Teacher-counsellors expressed their incompetence in dealing with social and psychological counselling which, according to them needed expertise which they did not have. Only 52.6% of teacher-counsellors had attended seminars and workshops organised by the Guidance and Counselling Unit of the Ministry of Education Science and Technology. However, respondents felt that such training were not enough to enable them handle psychological problems.

4. That peer counselling should be strengthened in all schools. According to the findings, peer counselling was the most appropriate service to solve students problems. Students were free to open up to their peers. Headteachers and teacher-counsellors felt that peer counselling was the way forward for enhancing guidance and counselling in schools.
5. That headteachers should establish referrals where difficult cases can be handled. Some teacher-counsellors and headteachers expressed inadequacy in dealing with some of the students' problems. This recommendation was in line with what both Wanjohi (2002) and Lytton and Graft (1997) recommendation that there was need for a teacher-counsellor to direct students with problem to experts who were able to deal with complex problems which were above the teacher-counsellors' profession competence. Such experts could be doctors, social workers or clergymen.
6. The Teachers Service Commission should appoint more Heads of Guidance and Counselling Departments as a way of motivating them. Finally, headteachers should employ participative leadership styles in handling matters related to guidance and counseling and avoid using students as their spies against the teachers. These recommendations are made due to the fact that:-
 - Only 9.5% of teacher-counsellors were appointed by T.S.C as Heads of Guidance and Counselling Department. However, 85.7% who are a majority have been appointed by their headteachers. This had demotivated the teacher-counsellors. Moreover, Republic of Kenya (1988), Report of the Presidential Working Party on Education And Manpower Training for

the next Decade and Beyond (the Kamunge Report), recommended the establishment of guidance and counselling programmes in schools and that senior teachers be made responsible for guidance and counselling.

- Most of the teacher-counsellors complained of headteachers using students as spies and not listening to teacher-counsellors' views. Such incidents had created low morale among teacher-counsellors.

Suggestions for further research

Taking into account the limitation and delimitation of this study, the following suggestions were made for further research

1. Thorough research to be carried out on headteachers involvement in guidance and counselling by using a wider sample and larger area in order to get findings which could be generalised.
2. A study on student vocational, educational and psychological needs in secondary schools be conducted.
3. A research on the use of guidance and counselling services in minimizing indiscipline in secondary schools.
4. A study on the level of motivation of teachers in participating in guidance and counselling

be conducted on students' perception of how
counsellors handle students' educational, vocational

the attitudes of secondary school teachers towards
services.

study on headteachers' administrative tasks in an
areas headteachers lay emphasis should be carried

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APPENDIX A

KEIYO DISTRICT SECONDARY SCHOOLS

A. PRIVATE SCHOOLS

1. KESSUP A.I.C GIRLS BOARDING

B. PUBLIC SCHOOLS

1. ANIN MIXED DAY SECONDARY SCHOOL
2. ATNAS KANDIE MIXED DAY SECONDARY SCHOOL
3. BIWOTT MIXED DAY SECONDARY SCHOOL
4. CHEBONET MIXED DAY SECONDARY SCHOOL
5. EMUSOA ST.AUGUSTINE MIXED BOARDING SECONDARY SCHOOL
6. KAPKENDA GIRLS BOARDING SECONDARY SCHOOL
7. KAPKESSUM MIXED DAY SECONDARY SCHOOL
8. KAPTAGAT GIRLS BOARDING SECONDARY SCHOOL
9. KAPTEREN MIXED DAY SECONDARY SCHOOL
10. KAPTUM MIXED DAY SECONDARY SCHOOL
11. KAPUTONY GIRLS BOARDING SECONDARY SCHOOL
12. KIMARER MIXED BOARDING SECONDARY SCHOOL
13. KIMURON MIXED DAY/BOARDING SECONDARY SCHOOL
14. KIPSAINA ST. JOSEPH'S GIRLS BOARDING
15. KIPSAOS MIXED BOARDING
16. KIPSOEN MIXED BOARDING
17. KIPTULOS MIXED DAY (GIRLS BOARDING)
18. KITANY BOYS BOARDING
19. KOCHOLWA MIXED BOARDING
20. KOPTEGA MIXED DAY SECONDARY SCHOOL
21. LELBOINET BOYS BOARDING SECONDARY
22. METKEI GIRLS BOARDING
23. MOKWO GIRLS BOARDING
24. ST. PARTICKS - ITEN BOYS BOARDING
25. SERGOIT MIXED DAY (GIRLS' BOARDING)
26. SIMOTWO BOYS BOARDING
27. SING'ORE GIRLS BOARDING
28. SOY MIXED BOARDING
29. TAMBACH BOYS BOARDING

APPENDIX B
HEADTEACHERS' LETTER

MESHACK OPWORA
UNIVERSITY OF NAIROBI
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION AND PLANNING
P. O. BOX 92
KIKUYU.
21ST MAY 2003.

To HEADTACHER

.....

.....

Dear Sir/Madam,

**RE: A QUESTIONNAIRE ON THE GUIDANCE AND COUNSELLING
PROGRAMME IN SECONDARY SCHOOL**

I am a graduate student in the Faculty of Education at University of Nairobi carrying out a research on Guidance and Counselling Programme in secondary schools. The purpose of this research is to gather information which will improve the guidance and counselling programme in secondary schools. I would be grateful if you could answer the questions in the questionnaire and also share your experiences with me. Your responses will be kept in confidence. Kindly complete all sections of the questionnaire. Your input is very important towards enhancement of guidance and counselling in the country. Please do not indicate your name or the name of your school anywhere on this paper.

Thank you.

Yours faithfully,

MESHACK OPWORA

APPENDIX C
HEADTEACHERS QUESTIONNAIRE

SECTION A

1. Please indicate which among the following age bracket represents your age.
- a) 25 – 35 years []
- b) 36 – 40 years []
- c) Over 40 years []
2. Is your school
- a) Mixed []
- b) Girls []
- c) Boys []
3. How long have you been a headteacher?
- a) 0 – 2 years []
- b) 3 – 5 years []
- c) Over 6 years []
4. a) Have you ever been trained in guidance and counselling?
- Yes [] No []
- b) If Yes, which level?
- i) Seminars organized by the Ministry of Education []
- ii) Certificate level []
- iii) Diploma level []
- iv) Degree level []
- v) Masters level []

SECTION B

5. Is there student guidance and counselling done in your school?

Yes [] No []

If your answer to question five (5) above is No, answer question 6 if Yes, go to question Seven (7).

6. The following are some of the reasons that may contribute to lack of guidance and counselling in school, please tick (✓) the reasons that apply to your school

a) Lack of qualified teacher to be in-charge []

b) Absence of material resources to carry out the job []

c) Any other reason(s) please specify _____

7. Does guidance and counselling have a person in-charge?

Yes [] No []

8. Who appointed him/her?

a) Headteacher []

b) T.S.C. []

c) Volunteered []

9. Is the person in-charge of guidance and counselling trained?

Yes [] No []

10. If NO, do you think training in guidance and counselling is necessary?

Yes [] No []

11. If your answer in question 10 above is YES, have you sent him/her to any in service course?

Yes [] No []

12. If your answer in question 11 is Yes, so you think it is your responsibly to do so?

Yes [] No []

13. The following are some of the reasons why Teachers in charge of guidance and counselling do not attend in-service courses. Which one(s) apply to your guidance and counselling teachers?

- a) Lack of time for training due to too much time needed for in class Work []
- b) Teacher in-charge of guidance and counselling is not interested []
- c) Waste of funds since the service are not used by students []
- d) Lack of sponsorship []
- e) Training is not necessary []

Any other specify _____

14. How would you rate your teacher-counsellors' competence?

- a) Competent [] b) Average [] c) Incompetent []

15. If your answer in 14 above is C, what have you done to improve his/her competence?

- a) I provide reading material for him/her []
- b) I regularly send him/her to workshops/seminars []
- c) I do nothing []

Any other please specify _____

16. Who creates awareness of guidance and counselling to students?

- a) Head teacher []
 b) Entire Staff []
 c) House teacher []
 d) Class Teacher []
 e) Speakers from outside []

Any other Specify _____

17. Indicate by ticking how awareness is created

- a) In house meetings []
 b) In class meetings []
 c) Meeting with the head teacher []
 d) Meeting with the head of guidance and counselling []

Any other Specify _____

18. Apart from the teacher-counsellor, who else gives guidance and counselling to students.

- a) Subject teachers []
 b) House teacher []
 c) Class teacher []
 d) Headteacher []
 e) Parents []
 f) Speakers of different professions []

Any other Specify _____

19. How do persons you have indicated in 18 above come to be involved in guidance and counselling?

- a) Teacher-counsellor invites them []
 b) Headteacher invites them []
 c) Teacher-counsellor in consultation with the headteacher invites them []

Any other Specify _____

Do the students make use of the guidance services in your schools?

Yes []

No []

1. Does guidance and counselling have a programme for its activities in your school?

Yes []

No []

12. If Yes, who oversees its preparations?

a) Head of guidance and counselling

b) The Headteacher

Any other Specify _____

23. a) Does your school have a private office for guidance and counselling?

Yes []

No []

b) Does guidance and counselling have material resources in your school?

Yes []

No []

24. If your answer in 23 (b) above is Yes, tick from the following list the materials that are available

a) Pupils inventories []

b) Handbooks for different occupations []

c) Bulletins []

d) Handbooks for different education opportunities []

e) Books on various guidance and counselling topics []

f) A handbook for prevention of Drug Abuse []

g) Psychology magazine []

h) Career booklets []

i) Films []

j) Videos []

Any other Specify _____

25. Please show by ticking how the materials are made available.

- a) School buys []
 b) Donation []

Any other Specify _____

26. The following are some of the reasons that make headteachers not to be involved in the coordination of guidance and counselling activities. State which of them apply to you?

- a) Too many administrative duties []
 b) It is the work of the teacher in charge of guidance and counselling []
 c) There are enough teachers to do that work []
 d) Lack of knowledge about what entails guidance and counselling []
 e) Lack of experience in administration []

27. Below is a list of the functions of the guidance and counselling programme as provided by schools. Tick as many as possible those that apply to the programme in your school.

- a) Setting long and short terms goals for guidance and counselling []
 b) Holding staff meeting for the purpose of developing a philosophy for guidance and counselling []
 c) Defining guidance and counselling services in school []
 d) Identifying staff member to assist in guidance and counselling []
 f) Appointing a guidance and counselling committee []
 g) Informing students about the programme for guidance and counselling []
 h) Making arrangements for collection of education and occupational information []

28. Who implements the programme?

- a) Teacher-counsellor []
 b) Entire Staff []
 c) Head teacher []

Any other Specify _____

29. Below are some constraints headteachers experience in trying to discharge their duties in guidance and counselling. Tick those that apply to your case.

- a) Lack of financial resources []
 b) Uncooperative teachers []
 c) Uncooperative parents []
 d) Students not willing to discuss their guidance and counselling problems []
 e) Lack of guidance and counselling training on the part of the teacher counsellor []
 f) Too many administrative duties []
 g) Too much academic work, hence little time for guidance and counselling []
 h) Lack of knowledge on what entails the guidance and counselling programme []
 i) Lack of organization on the part of the teacher in charge of guidance and counselling []
 j) Lack of material resources to carry out the job []
 k) Lack of awareness on the part of the students []
 l) The guidance and counselling services are still undeveloped []

Thank you.

APPENDIX D

TEACHER COUNSELLORS' LETTER

MESHACK OPWORA
UNIVERSITY OF NAIROBI
DEPARTMENT EDUCATIONAL
ADMINISTRATION AND PLANNING
P. O. BOX 92
KIKUYU.
20TH MAY 2003.

To TEACHER COUNSELLOR

.....
.....

Dear Sir/Madam,

**RE: A QUESTIONNAIRE ON GUIDANCE AND COUNSELLING
PROGRAMMES IN SECONDARY SCHOOLS**

I am a graduate student in the Faculty of Education at the University of Nairobi carrying out a research on Guidance and Counselling Programmes in secondary schools. The research is meant to gather information to enhance guidance and counselling programmes in secondary schools. You are kindly requested to provide any information asked for in the questionnaire provided as genuinely as possible. Note that the information is purely for the purpose of this research and will be treated with great confidentiality. Please do not indicate your name.

Yours faithfully,

MESHACK OPWORA

APPENDIX E

TEACHER-COUNSELLORS' QUESTIONNAIRE

INSTRUCTION FOR FILLING IN THE QUESTIONNAIRE

Please put a tick (✓) in the appropriate brackets or answer as required in the questions that follow.

1. Is students' guidance and counselling provided in your school?
Yes [] No []

2. Which of the following services would you say is mainly provided?
a) Career Guidance []
b) Educational Guidance []
c) Psychological and Social guidance []
Any other Specify _____

3. Would you say that Guidance and Counselling Department is functioning effectively in your school?
Yes [] No []

4. If your answer in question 3 above is No, which of the following reasons would you say are responsible for its ineffective functioning?
a) Lack of cooperation from parents []
b) Lack of cooperation from fellow staff members []
c) The headteacher does not give support to this aspect of school []
d) Students are unwilling to discuss their problems []
e) Lack of material resources to carry out the function []
f) The teacher counsellor is not adequately skilled for the job []
g) Heavy teaching load assigned to the teacher-counsellor []
h) The head teacher feels that guidance and counselling is not necessary []
Any other Specify _____

5. Below is a list of guidance and counselling materials, tick (✓) appropriately those that are available for use in your school.

- | | | |
|----|---|--------|
| a) | Pupil inventories | [] |
| b) | Handbooks for different occupations | [] |
| c) | Bulletins on different topics | [] |
| d) | Handbooks for different educational opportunities | [] |
| e) | Books on Social Psychology | [] |
| f) | Psychology magazines | [] |
| g) | Careers booklets | [] |
| h) | Films | [] |
| i) | Videos | [] |

Any other Specify _____

6. Below is a list of guidance and counselling activities. Tick (✓) from the boxes provided the correct response to show the activity that your headteacher does.

- | | | |
|----|---|--------|
| a) | Appoints guidance and counselling staff | [] |
| b) | Provides materials for guidance and counselling | [] |
| c) | Involves other teachers in guidance and counselling | [] |
| d) | Encourages students to be guided and counseled | [] |
| e) | Gives you a lighter teaching load | [] |
| f) | Provides for time for guidance and counselling on the timetable | [] |
| g) | Coordinates the activities of guidance and counselling | [] |
| h) | Helps in the preparation of a guidance and counselling programme | [] |
| i) | Regularly sends you for in-service training in guidance and counselling | [] |
| j) | Asks you to submit to him/her a report on guidance and Counselling every term | [] |
| k) | Refers students with guidance and counselling problems to you | [] |

- l) Deals with guidance and counselling problem of students
without your knowledge []
- m) Enables you to invite external speakers to come and give talk
to students on guidance and counselling []

Any other Specify _____

7. Below is a list of problems that teacher-counsellors experience in carrying out their duties. Tick (✓) from the list the ones you experience.

- a) Lack of material resources for guidance and counselling []
- b) Lack of support from the headteacher []
- c) Lack of training in guidance and counselling []
- d) Lack of time for guidance and counselling due to:
- i) Too many other responsibilities []
- ii) Heavy teaching loads []
- iii) Residing outside the school []
- iv) Students being too much engaged with their academic work
to come for guidance and counselling []

Any other Specify _____

8. Indicate whether the statements below are true or false.

- a) The school has established peer counselling services?
True [] False []
- b) The school has established referrals where difficult cases are handled
True [] False []

Thank you

