

**AN ASSESSMENT OF THE CHALLENGES FACING IMPLEMENTATION  
OF GUIDANCE AND COUNSELLING PROGRAMME IN PUBLIC  
SECONDARY SCHOOLS: A CASE OF LUGARI SUB COUNTY,  
KAKAMEGA COUNTY, KENYA**

**BY**

**REBECCA AMAMBIA MAGERO**

**A RESEARCH THESIS SUBMITTED TO THE SCHOOL OF EDUCATION  
AND SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE CONFERMENT OF MASTER OF EDUCATION  
IN GUIDANCE AND COUNSELLING DEGREE OF THE KENYA  
METHODIST UNIVERSITY**

**October 2020**

## DECLARATION AND RECOMMENDATION

### Declaration by Candidate

This thesis is my original work and has not been presented for any award of a degree or any other award in any University / institution.

**Rebecca Amambia Magero**

**Reg. No. MEG-3-0351-2/2013**

Signature



Date

29/07/2020

### Recommendation by Supervisors

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

**Prof. N. J Kathurri**

Kenya Methodist University

Signature

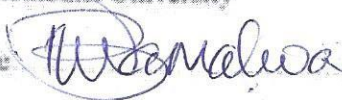


Date

**Dr Benard Wamalwa**

Kenya Methodist University

Signature



Date

ii

## **COPYRIGHT**

©2020

**REBECCA AMAMBIA MAGERO**

All rights reserved. No part of this thesis may be reproduced or transmitted in any form, by means of mechanical, including photocopying, recording or any other retrieval system, without prior written permission of the author or Kenya Methodist University, on that behalf.

## **DEDICATION**

I dedicate this work to my husband Evans and my daughters Annette, Laura and Shua for their encouragement and financial support throughout the study.

## **ACKNOWLEDGEMENT**

I would like to acknowledge my supervisors Prof. N. J Kathuri and Dr. Benard Wamalwa for their guidance throughout this work. Their support and counsel has been of immense help in shaping this thesis. In addition, I appreciate the motivation role of my course mates at a time when things were difficult. I also thank my family members and friends who played a major role on the accomplishment of this work. My thanks also go to the Kenya Methodist University for giving me the opportunity to pursue the Master's Degree in guidance and counselling. I wish to thank my colleague students whose companionship during the course work was great motivation. Our discussions during the course work assisted a lot in coming up with the topic for this study. My lecturers in the subject of Guidance and Counselling opened my mind as to the concept and meaning of the subject.

Thanks to all the principals, teachers and the Guidance and Counselling teachers who volunteered to complete the questionnaire and also interview them accordingly.

Finally I wish to thank my family who always kept on urging me to continue even when I felt like giving up due to other pressures. Thanks to all "others" who contributed to this work in one way or another.

God Bless you all!

## ABSTRACT

Students studying in public secondary schools in Kakamega County, Lugari Sub-County have a range of challenges, these include, deteriorating academic performance, drug and substance abuse, low self-esteem, theft cases among themselves, socially unacceptable sexual behaviour such as lesbianism and sodomy, destruction of school property, arson attacks, teenage pregnancies and risky abortions, as well, as serious grudges between learners and their teachers. These problems exist despite the fact that guidance and counselling programmes were established in public Secondary Schools in 1970s. This study carried out an assessment on the challenges facing implementation of guidance and counselling programme in public Secondary Schools in Lugari Sub-County. The study employed descriptive survey research design. The target population was 21 principals, 42 Guidance and Counselling teachers, as well as, 336 teachers in public Secondary Schools in Lugari Sub-County, making a total of 399 subjects. The sample size was composed of 30% of the total target population which was 120 subjects. The 120 subjects were composed of 6 principals, 12 guidance and counselling teachers and 102 public secondary school teachers from the study area. A pilot test was carried out on the instruments in two Secondary Schools using test/retest method, with a two weeks interval between the tests to enable assessment of both validity and reliability of the data collection instruments. Simple random sampling was used to select 30% of the principals. However, purposeful sampling was used to select the 30% of the guidance and counselling teachers. Simple random sampling, purposeful, as well as, stratified random sampling were used to select teachers from the schools where the principals were drawn. Stratified sampling was necessary because teachers were selected with respect to their populations in the six schools. Data was analyzed using descriptive statistics. Results were presented, using frequency distributions, percentages and narratives for qualitative results. The study established that principals' support to the G&C department was minimal as principals gave less weight to this department. The study established that schools had G&C departments but lacked teachers with G&C skills. In some schools either the principal or the senior teacher was in charge of G&C yet they lacked relevant skills. The study noted that G&C teachers were overwhelmed with responsibilities as most of them held dual responsibilities, such as, being class teachers and games teachers, besides handling their respective lessons in their teaching subjects. This limited their contribution to G&C which, subsequently contributed to unruly behaviour among students. The study established that G&C teachers had personal issues, such as, bereavement, family status and past experiences in life that negatively affected them when handling their counselling roles. The study recommends that: school principals should provide G&C teachers maximum support so as to ensure that discipline is maintained through counselling in the secondary schools. Teachers should take in-service courses and short seminars in G&C. This will make them skilled in G&C. School principals should ensure optimum time for G&C teachers so that the teachers can devote more time for the G&C activities. G&C teachers should share information on issues affecting them because in such interactions they can encourage each other in the process of G&C.

## TABLE OF CONTENTS

<b>DEDICATION</b> .....	<b>iv</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>LIST OF TABLES</b> .....	<b>x</b>
<b>LIST OF FIGURES</b> .....	<b>xi</b>
<b>ABBREVIATIONS AND ACRONYMS</b> .....	<b>xii</b>
<b>CHAPTER ONE</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
1.1 Background to the Study .....	1
1.2 Statement of the Problem .....	15
1.3 Purpose of the Study .....	15
1.4 Objectives of the Study .....	15
1.5 Research Questions .....	16
1.6 Significance of the Study .....	17
1.7 Assumptions of the Study .....	17
1.8 Scope of the Study .....	17
1.9 Limitations of the Study .....	18
1.10 Operational Definition of Terms .....	19
<b>CHAPTER TWO</b> .....	<b>21</b>
<b>LITERATURE REVIEW</b> .....	<b>21</b>
2.1 Introduction .....	21
2.2 Meaning and Purpose of Guidance and Counselling in Secondary Schools .....	21
2.3 Principals' Support for School Counsellors .....	22
2.4 Counselling Training for Guidance and Counselling Teachers .....	28
2.5 Guidance and Counselling Teachers' Workload .....	36
2.6 Teacher Counsellor's Personality .....	41
2.7 Theoretical Framework .....	43
2.8 Conceptual Framework .....	44

2.9 Summary of Literature Review and Research Gap .....	47
<b>CHAPTER THREE.....</b>	<b>49</b>
<b>RESEARCH METHODOLOGY.....</b>	<b>49</b>
3.1 Introduction .....	49
3.2 Location of the Study.....	49
3.3 Research Design .....	50
3.4 Target Population .....	50
3.5 Sample Size and Sampling Procedure .....	51
3.6 Research Instruments .....	52
3.7 Piloting of Instruments.....	53
3.8 Data Collection Procedure .....	55
3.9 DataAnalysis .....	56
3.10 Ethical Considerations .....	57
<b>CHAPTER FOUR .....</b>	<b>58</b>
<b>DATA ANALYSIS AND DISCUSSION.....</b>	<b>58</b>
4.1 Introduction .....	58
4.2 Response Rate .....	59
4.3 Challenges Facing Implementation of the Guidance and Counselling Programme with Respect to the Principals Support .....	59
4.4 Training of Teacher Counsellors as a Challenge to the Implementation of Guidance and Counselling Programme .....	63
4.5 Guidance and Counselling Teacher Workload as a Challenge to the Implementation of the Guidance and Counselling Programme .....	67
4.6 Challenges in the Implementation of Guidance and Counselling due to Teacher Counsellor’s Personality .....	71
<b>CHAPTER FIVE .....</b>	<b>75</b>
<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>75</b>
5.1 Introduction .....	75
5.2 Summary of the Findings .....	76
5.3 Conclusions .....	78
5.4 Recommendations.....	79



5.4 Suggestions for Further Research.....	80
<b>REFERENCES .....</b>	<b>81</b>
<b>APPENDICES .....</b>	<b>92</b>
Appendix A: Introductory Letter.....	92
Appendix B: Questionnaire for Teacher Counsellors and other Teachers .....	92
AppendixC: Interview Schedule for Principals.....	95
Appendix D: Institution Letter .....	96
Appendix E: License .....	97
Appendix E: Research Permit .....	97
Appendix F: Research Permit .....	98

## LIST OF TABLES

Table 1.1: Trend of Students Disciplinary Cases in Public Secondary Schools in LugariSub County between 2014-2017 .....	14
Table 3.1: Distribution of the Target Population .....	51
Table 3.2: Sample Size in Relation to Target Population.....	52
Table 4.1: Response Rate.....	59
Table 4.2: Influence of Principals Support on Implementation of the Guidance and Counselling Programme.....	61
Table 4.3: Influence of Counsellor Training on Implementation of Guidance and Counselling Programme.....	65
Table 4.4: Influence of Guidance and Counselling Teacher’s Workload on Implementation of the Guidance and Counselling Programme .....	69
Table 4.5: Influence of Teacher Counsellor’s Personality on Implementation of Guidance and Counselling Programme .....	73

## LIST OF FIGURES

Figure 2.1: Conceptual framework on variables of the study. ....	46
--	----

## **ABBREVIATIONS AND ACRONYMS**

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>ANNPPCA</b>	African Network for the Prevention against Child Abuse and Neglect
<b>ASCA</b>	American School Counsellor Association
<b>CACRED</b>	Council for Accreditation of Counselling and Retarded Educational Diagnostics
<b>CSOs</b>	Curriculum Support Officers
<b>G&amp;C</b>	Guidance and Counselling
<b>HIV</b>	Human Immunodeficiency Virus
<b>KIE</b>	Kenya Industrial Education
<b>MOEST</b>	Ministry of Education Science and Technology
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>NCEOP</b>	National Committee on Educational Objectives and Policies
<b>RoK</b>	Republic of Kenya
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization
<b>TCP</b>	Teacher Counsellor Personality
<b>TSC</b>	Teachers Service Commission

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the Study**

Traces of guidance and counselling (G&C) that seemed formalized can be tracked back to between 1890 and 1900 within the United States. The father of vocational guidance, Parson Frank, is attributed to this movement of G&C. The society benefitted from important contributions from the recognition and organized services of his efforts. According to Makinde (1984) it was in the USA where the initial institution was founded by Parsons. Thereafter the pace was set in developing psychological testing. With time the movement of guidance and counselling was crafted into a service that was organized, hence, continuing to deliver considerable contributions in regards to growth in the society.

Guidance and counselling helps students handle their psychological challenges that can badly impact their studies. Guidance and counselling also creates room for students to be advised on how to cope with different situations they encounter on their school life, hence, help them in shaping their behaviour and instill enough discipline in them. Through G&C students learn how to peacefully coexist in unity with others in the school community. The gap between students and the school administration is bridged and talks related to alcohol, drugs, personal feelings or any kind of abuse is openly discussed. This is because high school G&C have a considerable role to play in the entire development and growth of students in high schools, such as, discipline among the students, having a positive attitude towards life and managing stress among learners. At this stage, the students at high school level are at adolescent stage which is signaled by changes in both their psychological and physical being, such as, need for independence from grown ups, ease in accepting peer pressure, attachment of

value to romance and sexual relationships, with some becoming defiant. Mutie and Ndambuki (1999) stipulate that these changes present some challenges in their education, social and personal self.

School counsellors in the US are regarded as essential members within the education team. In order for school counsellors to effectively undertake their responsibilities, their functions and roles have to be properly defined. There lacks a clear comprehension of the school counsellors' roles amongst the counsellors themselves, the school, school employees, parents and even administrators. When these roles are defined in a clear manner, it could assist minimize in divergence of the expected roles amongst students, parents, teachers and administrators. Partnership among all stakeholders is needed in defining the roles of counsellors. A certain contextual background is used in defining a school counsellor's roles. Teacher counsellors help students in certain aspects of academic performance, social development and also career development. Moreover, counsellors in a school contextualize, adopt, assess and magnify the programme of school counselling that is inclusive and one that promotes and assists in improving the success level of students (America School Counsellor Association [ASCA], 2012). By partnering, championing and leadership, school counsellors who are professionals enhance accessibility and equity within an experienced system that is rigorous among all learners (ASCA, 2012).

On the basis of this universal framework, it is essential to re-define the roles of school counsellors within a social cultural context. It is opined by Painsley and Hayes (2003) that increasing the success of students and reforming education will require to make contributions through transformative training programme for counsellors with focus on practice, as well as, preparation. The 21<sup>st</sup> century should be reflective of dynamic needs of Kenyan learners through service delivery and latest preparations. This kind

of transformation can only be achieved through the collaborative efforts of all stakeholders together with school counsellors, department heads in charge of education at county level, officials in the ministry of education and college tutors. Such will comprise an assessment of the courses offered, as well as, teaching approaches. The design of the programme will have to be evaluated considering the programmes underlying basic assumptions, as well as, rationale; items of the curriculum and structure of the programme; approach of teaching; and evaluation of the programme (Paisley & Hayes, 2003). In addition, such change will need intentional fusion of practice and theory within the structure of the programme, crafting of the curriculum, and cumulative assessment. Hayes and Paisley (2003) argue that reconstructing counsellor education from the current one that is focused on individuals to one that is focused on the approaches of a system will need widening the curriculum, for instance, including current items regarding systems such as communities and schools.

Training of school counsellor within the US is directed by an accredited council of councilors and a Programme of education related to it that has standards. Regrettably, in Kenya, the curriculum is grounded on counsellors who focus on the community or models of private practice that have little regard for existential learning or distinctive needs of a school setup. Programmes targeting school counsellors will require analyzing curriculums of other countries then modifying them to suit the requirements of schools in Kenya, for instance, the curriculum in America. Theory and existential training should be included in the school counsellor's curriculum. In as much as it is essential to gain broad knowledge by attending workshops and lectures, internship and apprenticeship in the setup of the school enables the school counsellors to be prepared for practical responsibilities and duties that they will embark on after

graduation. Suitable internship and apprenticeship will need organized supervision from the supervisor in the field and the instructor within the university. According to Romano and Wahl (2005), this can only be attained when the university collaborates with the schools.

In addition, issues of ethics can be considered through re-evaluating present tutoring of school counsellors. There is need therefore, for crafting of ethical standards distinct to counselling in schools. Teaching of these standards should be done to trainee counsellors to impart them with the concepts of deciphering ethical challenges that they will be confronted with while in school. Gysbers and Henderson (2012) state that an extensive guidance and counselling programme will need to be operationalized in Kenya that addresses school counsellors for their functions and roles to be defined successfully.

Even though school counselling in most schools in the United States is shifting towards an extensive approach in relation to programmes of guidance (Gysbers and Henderson 2012), schools in Kenya still require organized programmes on guidance. It is obvious that there is a need for coordination in guidance, as realized by the US towards the end of 1960s. Inadequate infrastructure within the organization has captured the manner in which counselling in schools has resulted in inconsistent and difference in how various schools have conducted guidance and counselling.

Dynamic societal values and traditions of families including fragmented communities have contributed to psychological and social challenges influencing learners in schools (Wambu & Fisher, 2015). It was noted by Mapfumo and Nkoma (2013) that there is immense psychological and socio-economic pressure on learners in the current world which affects their process of learning. The



degenerative trends in the society have stressed the urgent need for professionalized services by teacher counsellors to offer extensive programmes of guidance and counselling in O level institutions in order to meet the learners needs. To meet this need, the United States adopted a programme of guidance and counselling, making it outstanding in schools in America in after the First World War (Corsini, 1987). The adoption of counselling in schools within Britain was, according to Taylor (1971), in response to societal changes, family life and within learning institutions which resulted in the situations where a lot of scrutiny to needs of an individual was required.

Even though guidance and counselling in Africa is still a new concept within systems of education, it has been welcomed by majority of the nations (United Nations Educational, Scientific and Cultural Organization,[UNESCO] 2001). Significant successes have been reported in establishing administrative structures so as to provide services focusing on guidance and counselling within institutions of learning to enhance the development of students on a vocational, educational and personal level. Consequently, the formulation of guidance and counselling programme has enabled African nations with a means of tackling various challenges in the current age of complicated technological and scientific growth (Okobiah & Okorodudu, 2004).

The education system in Africa did not emphasize on guidance and counselling until when respective countries got independence. Then, it was presumed that guidance and counselling was something to be offered by parents at home, within the community or even within religious settings by the religious leaders and other religious persons (Mutie & Ndambuki, 1999). Physical punishment was encouraged within the education system on school going children as a measure of

imparting discipline. This included physical work and caning. In the middle of 1900s and the beginning of 2000s, Uganda experienced in its secondary schools a surge in indiscipline cases and strikes (Achieng, 2007). This situation together with a shift in entertainment, education, politics, economy and social aspects compelled the formulation of guidance and counselling as an approach of responding to the shift. Secondary school provisions of guidance and counselling have been faced by challenges in the form of culture, human resource, structures and attitude. Such encompass lack of participation in proper analysis of organizational challenges that were to be tackled by guidance and counselling. Counsellors in schools are also insufficiently trained, as well as, sufficient time, structures and also reference materials provided for use by counsellors.

In Tanzania, learning institutions officially implemented guidance and counselling in 1970 with the aim of assisting learners cope with challenges such as social, vocational, educational, psychological and emotional that was part of their everyday lives (Wango & Mungai, 2007). In order to make it effective, strong and enhance it, services offered by guidance and counselling programmes were expanded through resources provision as recommended by a report produced by a committee whose mandate was to look at the objectives of education policies in Tanzania. To promote development of students, schools must focus their guidance and counselling towards this. Eyo et al. (2010) opined that programmes in secondary schools relating to guidance and counselling must be structured towards focusing on academic challenges of students in adolescent stage, future vocations, social matters, emotional development and physical growth.

The aim of the guidance and counselling programmes is to assist the learners in acquiring a number of their needs, covering adjustments in their education,

sociology and psychology. It is expected that school counsellors should effectively develop guidance and counselling Programmes within schools, which will assist in the overall growth of the learners. Nevertheless, American School Counsellor Association, 2012) states that these presumptions differ on how to adopt guidance and counselling Programmes. In as much as one can easily access guidance and counselling services in most developed nations, its gains are yet to be adequately utilized in third world and developing nations (Hiebert & Bezanson, 2002). Guidance and counselling services are provided in other nations as a luxury whose availability is based on subject's choice (Gybsers & Henderson, 2001). The role of counselling in schools, according to Harel and Erhard (2005), differs due to the preferences of the counsellor within the school, expectations of the principal and level of that school. In some instances, such as in Nigeria and Zambia, the provision of guidance and counselling is done by class teachers who are added these responsibilities on top of their normal duties or they are allocated few teaching assignments but also undertaking counselling duties (ASCA, 2005). Counsellors in secondary schools in Nigeria act as career mistresses or masters while they also undertake teaching that consume their time while discharging counselling services.

Guidance and Counselling (G&C) in Kenya is somewhat a profession that is new. It was in the 1930's that school guidance and counselling was recognized formally when guidance and counselling professional bodies emerged to provide consultancy services which later, was adopted in learning institutions. In 1970s guidance and counselling was formed as a unit by the M of E (Ministry of Education) falling within the division of inspectorate. According to Ministry of Education Science and Technology (MOEST,2005), the responsibility of the unit was to provide G&C

services to colleges that were training teachers and to secondary schools, also providing primary school teachers with in-service courses. In order to deliver high standards of education and training, MoEST set out to develop a policy addressing G&C within the sector of education, provide G&C services and monitor, as well as, evaluate the G&C programme. The objective of this was to institutionalize and reinforce guidance and counselling within institutions of learning (Ministry of Education Science and Technology ,2005). This ingenuity was nonetheless not supported as it should. Consequently, it was not fulfilled, as well, and as efficiently as intended. According to Oketch and Kimemia (2012), proposals for G&C services in learning institutions, such as, providing a well-structured department of guidance and counselling in each learning institution were thereafter included in the policy by the government.

In 1976, a committee the Republic of Kenya (RoK, 1976) recommended that G&C be provided as a teachable unit within ethics, social education, and religious education, to enhance the development of self-discipline within learners in learning institutions. In spite of these proposals, guidance and counselling fell short of meeting the students' needs since the learners were not examined on guidance and counselling, hence, tend to ignore the concept, in any case, teachers failed to teach guidance and counselling concept since it was and is still not examinable. In addition, the government lacked commitment in doing follow ups to the policy implementation (Oketch & Kimemia, 2012).

A renewed call to develop G&C within schools in Kenya was further made with a lot of vigour in the 1980's and 1990's in a follow up to the nation experiencing the worst school arson incidents to ever occur. Teenage school girls were raped by

male students and 19 others died in a night of dormitory attack in St. Kizito Boarding School in eastern Kenya (The New York Times Archives, July 29, 1991 section A, page 1). In 1998 March, the death of another 26 girls occurred in an arson case meted on Bombolulu girl's secondary school. The following arson attack occurred in 1999 taking the lives of another 17 girls, while 70 others were raped in a Chepalungu Boarding School. Kyanguli boarding school lost 67 school boys in 2001 in another school arson case meted to them by fellow students while asleep (East African Standard, 2001). The highlighted cases and other incidences caught the government's attention together with other stakeholders in the sector of education. A task force was constituted in 2001 and the recommendations were tabled in 2003. Its terms of reference were based on arson cases reported in secondary schools, especially in girls' boarding schools. This commission investigated the causes of upsurge in discontent in O level education. The following were noted as causes: the superficial surrounding of the school which was filled with violent images and perceptions of abuse of drugs, as well as, principals being rejected by the surrounding communities. Other causes were agitation caused by examinations, lack of security inside and outside learning institutions, influences of external peer groups, devil worshiping, bad role models, child employment surrounding environments, unsanctioned visitors and period of visitation, rise in awareness of human rights, violence being glorified by mass media, desperation by those leaving school caused by challenges in the economy. Wide differences in distribution of resources within the community also fanned the school problems. According to the findings, the government recommended that G&C programmes be implemented in all schools (RoK, 2003). These recommendations were later implemented though at a slower rate.

Their implementation improved students' discipline in schools. Additionally, several other researchers and institutions like Human Rights Watch (1999), Kithyo and Petrina (2012) continued to make similar calls.

Consequently, the state outlawed caning in learning institutions by publishing in the Kenya gazette legal notice no. 95 (GoK, 2004). As a substitute, the state proposed the establishment of a department on guidance and counselling within all learning institutions. Henceforth, the Ministry of Education has recommended promotion of G&C programmes in schools. Subsequently, the institutions focusing on human rights have supported this move. Regrettably, majority of the programmes are managed by teachers who are appointed as counsellors, yet they are inadequately or lack training in counselling (Tumuti, 1985; Wambui & Wickman, 2011). Additionally, the same teachers were expected to discharge their regular duties as class teachers together with counselling, yet very little or no time at all was allocated for rest or away from their responsibilities of teaching. In 1920s, a series of tasks were performed by educators in America hence, had limited time to concentrate on Guidance and Counselling roles (Gybsers, 2005; Gysber & Henderson, 2012). Kenya was therefore not alone in the overloading of those assigned G&C responsibilities

Additional support of school G&C has been documented in policy briefs in Kenya highlighting plans by the government in relation to integration of G&C and education requiring reinforcement (MoEST, 2005). Some of the identified concerns that needed the attention of guidance and counselling included students orphaned by HIV/AIDs, lack of information on employment chances, abuse of drugs and other substances among learners, and several challenges experienced by families that affected the academic achievements of students (MoEST, 2005). The

MoE in 2008 additionally answered the needs of students by initiating in the curricula a subject known as “LIFE SKILLS” (Muthoni, 2010). This forum was conducted in Nairobi and addressed G&C teachers on better approaches to guidance and counselling practice to students. Every class was to teach this subject once every week. The subject’s aim was to impart the learners with skills for everyday living, while hoping they would acquire knowledge to self-modulate their feelings and discipline and finally minimize the cases of indiscipline. However, the training of teachers in the special subject has been minimal. Hence, those appointed to fill the gap but without the training, have not been willing to take up the responsibility.

There is recognition that G&C programmes were formed to cater for an all rounded growth of needs of learners (UNESCO, 2002). However, Schools in Kenya are yet to observe this. The fact that social, economic and cultural development of learners bases their roots on G&C is without doubt that Kenya’s G&C has developed with a focus on addressing the discipline need to solve school problems (Ajowi & Simatwa, 2010). Today, the child in most cases is in the hands of a caregiver and the school, due to the introduction of the western civilization. However, there is an outcry on issues of drug taking, recurrent abortions, suicide cases, homosexuality, arson cases, sporadic strikes and school dropouts (Mutie & Ndambuki, 1999). Schools always create a conducive environment for adolescent growth and development. Secondary schools are avenues for interactions at various levels. In the process of interactions, conflicts may arise amongst learners, the school administration and other members of the school community, among others (McGuinness, 2001).

In as much as G&C was tackling issues of discipline, it was paramount to note that delegating school counselling to perform this function was a major damage to the profession and misuse of personnel. Additionally, ascription of counselling as a profession leading to a lack of application of counselling services by learners has been an extension of the misuse of the profession.

Discipline in schools cannot be maintained without addressing the core issues that give rise to indiscipline. Cases of indiscipline are mostly brought about by underlying challenges emanating from family backgrounds, adolescent-related problems, social, political and economic problems that need to be uncovered through the use of professional interventions. Adolescents need to be advised and guided right from parental monitoring. Guidance and Counselling should not only be a teacher's role but also a parental responsibility. Students should be allowed to socialize freely but keenly monitoring their interactions. Guidance and Counselling experts should be dedicated to their work besides the economic gain obtained from the role. Politics should not be a guide in G&C as professionalism is needed for a successful G&C function. This would go a long way in helping curb the extreme cases of indiscipline that have been rampant in the recent past. Keeping in memory that the Ministry of Education banned corporal punishments in all institutions in the country because of its range in form and severity and the resulting negative consequences as a strategy to eliminate undesired behaviour, the government encouraged the utilization of professional interventions to address students' issues in schools (UNESCO, 2002).

Gachathi report (RoK, 1976) observed that the holistic nature of student's growth and development rely on guidance and counselling to make sure of its suitable incorporation in to the society's values and fruitful activities. The report



underscored that services related to G&C need to be oriented to the values that learners would be deemed disciplined. The Kamunge report (1988) also recognized that the role of G&C in maintaining discipline was that, the programme should help students grow appropriate attitudes toward behaviour and time management. This happens because G&C motivates and stimulates the individual student to examine themselves and find out what they are naturally able to do. Students are helped to develop along those lines and to match their aspirations with their abilities. In addition, the Koech report (1999) reported that the G&C unit was at some point spirited, was not as vibrant as it used to be because majority of the trained professionals teaching the unit had since pensioned or have been posted in other institutions, while staff in the field no longer had a place to get advice to assist them continue their guidance and counselling services effectively. Majority of the students in institutions of learning and education critically required services of guidance and counselling. Instances of HIV and AIDS infected students required professional services of guidance and counselling not just for themselves but for close relatives as well. Most of the teaching staff offering guidance and counselling services were not professionally trained to handle such cases.

Despite the knowledge that guidance and counselling controls indiscipline and the expected commitment of the Ministry of Education to establish a secondary school G&C, many schools in the country continue to experience disciplinary problems. In Kakamega County Government, giant schools in the region such as Kakamega High School, Musingu Boys High School and Butere Girls High School have had a poor history on discipline cases. Education without character has affected most of the learners in the region. In 2009 Chavakali and Lubinu Boys High School students burnt down their dormitories (MoEST, 2000). Lugari Boys on the other

hand recorded mediocre mean scores for the preceding five years which was associated with malpractices in the school.

**Table 1.1:**

*Trend of Students Disciplinary Cases in Public Secondary Schools in Lugari Sub County between 2014-2017*

Type of Indiscipline	2014	2015	2016	2017
Students' Unrest	5	7	28	16
Pregnancies	130	256	319	705
Drug Abuse	70	101	213	384

**Source: MoEST, 2018.**

The information shown in Table 1.1 casts doubt on the effectiveness of implementation of guidance and counselling programmes in public secondary schools in Lugari Sub-County, hence, a call for a study to establish the challenges facing effective implementation of G&C in secondary schools, with specific focus on Lugari Sub County. The questions that need answers are: Do these schools have functional guidance and counselling departments? If they do, why are there many disciplinary problems? A study among western Kenya schools observed that, many learning institutions within the region programmes of guidance and counselling programmes (Lutomia & Sikolia, 2002). The study further observed that there was a big gap between the guidance and counselling departments and the students. This research sought to establish the challenges facing implementation of Guidance and Counselling programme in Public Secondary Schools in Kenya, more so, Lugari Sub County, in Kakamega.

## **1.2 Statement of the Problem**

The government of Kenya has been coming up with ways of strengthening G&C programme in each secondary school after realizing its importance. Despite the government effort, public secondary schools in Lugari sub-county continue to experience school disruptions due to students' unrest, early pregnancies, drug and substance abuse among other school malpractices (Table 1.1). These are clear indicators of inefficiency in G&C in Lugari sub county, Kakamega County. It is this prevailing situation that necessitated a study to establish the challenges facing effective implementation of G&C in secondary schools, with a specific focus on Lugari Sub County

## **1.3 Purpose of the Study**

The purpose of this study was to identify challenges facing implementation of guidance and counselling programme in public secondary schools of Lugari Sub-County, Kakamega County, Kenya.

## **1.4 Objectives of the Study**

The study aimed at achieving the following objectives, which suggest the possible causes of the ineffectiveness of the implementation of G&C programme in schools.

- i. To assess the extent to which the principals' support affect the implementation of guidance and counselling programme in public secondary schools in Lugari Sub-County, Kakamega County.

- ii. To investigate the contribution of teacher counsellor training and experience on the implementation of guidance and counselling programme in public secondary schools in Lugari Sub- County, Kakamega County.
- iii. To establish whether teacher counsellor's work load influences implementation of guidance and counselling programme in public Secondary schools in Lugari Sub- County, Kakamega County.
- iv. To investigate whether a teacher counsellor's personality influences the implementation of guidance and counselling programme in public secondary schools in Lugari Sub-County, Kakamega County.

### **1.5 Research Questions**

The study attempted to answer the following research questions:

- i) To what extent does the principals' support affect implementation of guidance and counselling programme in public secondary schools in Lugari Sub-County, Kakamega County?
- ii) What is the contribution of a teacher counsellor training and experience to the implementation of guidance and counselling programme in public secondary school in Lugari Sub- County, Kakamega County?
- iii) Does teacher counsellor teaching workload influence the implementation of the guidance and counselling programme in public secondary schools in Lugari Sub-county, Kakamega County?
- iv) Does the teacher counsellor's personality influence the implementation of the guidance and counselling programme in public secondary schools in Lugari Sub-County, Kakamega County?

### **1.6 Significance of the Study**

The findings of the study will contribute to the advancement of knowledge about guidance and counselling in Kenya. It is therefore, anticipated that the outcome of the study will benefit the Kenya Institute of Curriculum Development in making any needed revisions of the curriculum. School administrators, comprising of the principal and deputies will understand why the programme is not working effectively and hence, support the G&C teachers in achieving G&C roles. The study hoped to come up with recommendations, which would help teacher counsellors, principals and other educationists to understand and so, alleviate the negative situations in the schools. The study report is expected to make the MoE understand the relationship between teacher's workload and counsellors' personality and hence, address it in G&C courses provided for teachers. Consequently, this report will assist all the stakeholders in making the necessary adjustments to make implementation of G&C in schools more effective.

### **1.7 Assumptions of the Study**

It is assumed that respondents in public secondary schools in Lugari Sub-County gave accurate information while responding to various questionnaire items.

### **1.8 Scope of the Study**

The study was limited to an assessment of the implementation of guidance and counselling programmes in public secondary schools in Lugari Sub-County. The study focused on teachers and principals in Lugari Sub-County as the sources of information required. The study also used questionnaire and interview to obtain data from the respondents.

### **1.9 Limitations of the Study**

The study was limited by some of the reluctance of some teachers who felt that they had already participated in too many studies as research subjects. As such, some of them were unwilling to participate in this study. However, the researcher persuaded them into the study, understanding that this study was more critical than other previous studies.

Another limitation of the study was brought about by the study confining itself to teachers, teacher counsellors and principals and leaving out other people like the students and parents who may have been in a position to give more relevant information on the topic under study. The study was limited to variables within the school set up which were more critical to the information on challenges facing the implementation of the G&C programme in Secondary Schools. The above limitations imply that the generalization of the results to the whole County or other Counties may have to be done with caution.

## 1.10 Operational Definition of Terms

The following terms assume the definitions or explanations indicated against them unless otherwise stated.

**Adolescence** A human development stage, after puberty, when youths try to establish some independence from their parents rule and develop their own identity. It is a stage characterized by social storms and turmoil

**Attitude** A desire that an individual holds regarding specific item, individual, or scheme that makes an individual embrace or rebuff it. According to Allport (1935) in Warren & Jahoda (1973) an attitude is a mental and neural state of readiness developed using experience, asserting instruction or changing impact.

**Counselling** A concerted assistance relationship considered to help a person to resolve his/her academic, psychological and social challenges.

**Discipline** This is a behavioural status witnessed through moulding of one's behaviour and it is in this context parental, teachers and societal responsibility.

**Guidance and counselling head** This is the teacher elevated/appointed by the principal or TSC as the coordinator or Head of Department of guidance and counselling programme in a given school.

**Guidance** This is the act of giving direction to a learner to do the required task that is meant to mould the learner's character.

**Professional** A person who has been trained in the theories, techniques and skills

<b>counsellor</b>	of counselling and certified to help people with their problems.
<b>Public school</b>	This is a school which is developed, managed, equipped and provided with teachers from public funds.
<b>Roles</b>	Duties that a teacher counsellor carries out besides teaching.
<b>Teacher counsellor</b>	A teacher who is selected by the guidance and counselling head/coordinator and the principal to carry out counselling and guidance services within the school.
<b>Workload</b>	The number of lessons a teacher is supposed to teach in one week
<b>Support</b>	The tem can be used to indicate the help and support given to someone having a difficult time. In the context of this study the term means the willingness and deliberate effort by a school principal to make all the provisions needed by a G&C teacher so that she/he is able to implement the school G&C programme successfully.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter attempts to review and critique the pertinent literature related to the intended study. The chapter is divided into various sections derived from the research objectives. These mainly include; principals' support on the implementation of guidance and counselling programme; teacher's counsellor training on the implementation of guidance and counselling, teacher counsellor's workload and teacher counsellor's personality. The purpose is to investigate how previous literature deals with the effectiveness on the implementation of G&C.

#### **2.2 Meaning and Purpose of Guidance and Counselling in Secondary Schools**

Guidance and counselling involves giving directions to a learner to carry out a required task that is meant to mould his or her character. It also includes assisting a student or any other person to resolve his or her academic, psychological and social challenges facing him or her.

Guidance and Counselling is majorly an essential programme in Secondary Schools. Learners benefit from guidance as a way of handling emotional challenges and individual problems. At times, career guidance is given in which students are advised on the courses they can take in relation to their job expectations. The purpose of guidance and counselling is to help a learner to resolve issues affecting his/her mind. Counselling process in Kenya is quite dynamic as it mostly centres on receptive assistance where counsellors based in schools service immediate demands and apprehensions of the learners. In majority of the instances, learners are known to the teachers or principal, and on rare occasions, learners decide on their own to approach

the counsellor. After being referred, an individual undergoes crisis intervention in the form of counselling, for instance, when the learner suffers due to death of a sibling or parents. The school counsellor has to play both the role of a counsellor and that of a teacher. Their students' availability for counselling by the counsellors may also be limited. Counselling is mostly conducted during break time, lunch hour and at the end of school. Additionally, school counsellors utilize a lot of their time responding to the demands of just a few of the learners, most of the time these learners have been sent to them by either the principal or the teachers due to issues of indiscipline. Therefore, majority of the learners have related counselling with indiscipline, thus creating a dismissive attitude in seeking services on cases of abortion, theft, lesbianism and many other deviant behaviours (Wambu & Wickman, 2011).

### **2.3 Principals' Support for School Counsellors**

The roles of principals in the school administration are clearly laid down. Among others, the principals are adopters of the school policies and procedures as provided by the state. They provide leadership within the team composing of managers and trained educators as they provide and effectively utilize resources which include human, financial and material resources (Onyango, 2001). School principals allocate available resources related to school programmes. This is done through board of management guidelines. School principals also assist in ensuring that materials are available at all times to ensure school programmes are not affected. Lastly, they ensure that implementation of G&C Programmes is adhered to. In as much as guidance and counselling is concern, its championing by the school principals is quite essential to enable its growth, implementation and upkeep of counselling programmes, including the accomplishment of the teacher

counsellors and the programmes. The school 'principal has a big impact on the programme of counselling in the school. Establishing a positive working interrelationship between the school counsellor and the principal is vital to the success of the counsellors (Mwaniki, 2008).

Majority of counsellors in schools view themselves as emissaries of change, group leaders, specialists and crisis administrators (Kimathi, 2002). They acknowledge that the principal's support, as well as, the support of other administrators is vital to the achievement of their accomplishment. The support of the principal can be a link that cements the achievement of counselling in schools, while absence of support from the school administrators can be the missing link that undermines the counsellor's job.

More often than not, counsellors find themselves being handed other tasks in the schools which leave them with too little time for the students, while carrying out the other non-counselling duties diminishes the overall commitment to the counselling programme, and this reduces the counsellor's effectiveness. Some principals are confused about the counsellor's roles and duties in the school. This is because the latter lack knowledge of the formers' roles and duties. The counsellors are looked upon with a lot of suspicion by the principals. The reason for this is because the counsellors tend to be too close to the students. They are supposed to handle the students' issue with confidentiality. So, when information is kept from the principal and he/she gets suspicious, conflicts are sure to arise between the principal and the teacher counsellor (Mwaniki, 2008).

Role conflicts management being part of teacher counsellor also makes the educators ineffective in the Guidance and Counselling performance. There are

periods when G&C teacher has to instil discipline on the learners. Yet at other times he/she is supposed to guide and counsel the same learners. It therefore, appears like double standards in the eyes of the learner. Once punished by the teacher counsellor, the student starts treating the teacher as an enemy rather than the friend he/she can turn to for counselling services (Kimathi, 2002).

Counsellors extend their prospects of successful cooperation when they view their professional input is cherished. When they learn that principals cherish their input, counsellors may feel the appreciation from the administrators and deliver more usefully to their learners and educators. The teacher-counsellor's efficiency will be increased once they learn that the managers cherish their professional input. This will further increase the level of job satisfaction experienced by the counsellors (Kimathi, 2002). According to the Ministry of Education (1976) every guidance and counselling programme relies on the efforts of the team. Kimathi (2002), in her study on perception of the teachers' role, acknowledged that in as much as the principal or teacher counsellor may be committed and competent, they cannot attain an effective programme implementation without the co-operation of other people. Wanjohi (1990), in his study observed that when the principal supports the teacher counsellor, there will be a better reaction from the learners on the provided services. William (1993) agreed by adding that when the principal withholds support from the programme then little commitment and devotion will be provided to the learners by the teachers.

The Ministry of Education (1977) observed that for productivity of guidance and counselling programme, there is demand to develop a better relationship between the principal and the counsellor. This is due to guidance and counselling being focussed

on aiding students by understanding their behaviour and advancement. This is vital for the achievement of productive learning and good performance. The learning institution, and by extension, the principal needs to provide suitable facilities including a supportive work surrounding for the participation of learners and teachers in the programme. Accomplishment of the counselling programme majorly relies on reinforcing actions of the headteachers. Fuller and Bernard (2004) point out that the organisation of counselling services requires careful planning of objectives and the execution of actions, consistent with education objectives. These objectives and activities must also be clearly visible and supported by the local school personnel like administrative component who assumes primary responsibility for focusing, implementing evaluation and translating the many undertakings of the school (Fuller & Bernard, 2004).

In Lugari Sub County, principals play a lesser role than expected in ensuring guidance and counselling programmes are managed in the schools. There is negligence on matters regarding guiding and counselling as resources such as finances and materials are not provided to the department. Furthermore, human resource is not empowered to handle the tasks that are prevailing in G&C. Neglect of principal's responsibility towards G&C has made maintaining discipline in these institutions a challenge (MoEST, 2018)

Principals are required to avail resources for programmes related to guidance and counselling. Unavailability of support and resources may develop considerable challenges for school counsellors operating in Kenya. Apparently, school counsellors have raised the issue of school principals not providing the needed support. When the G&C teachers perform their duties in isolation, then they will not succeed in the

responsibilities as school counsellors. The productivity of school counsellors requires all the stakeholders to come on board to provide the needed support. In addition, resource unavailability or their inadequacy either through counselling materials including counselling space, office supplies and videos, negatively affect delivery of services. Learning institutions require to apportion finances to assist in the operations of the counselling unit, whose productivity is pegged upon its structure and area of operation within the school. Regrettably, few counselling units exist in Kenyan secondary schools and where they do, they are poorly supplied with the required resources or the unit is not suitably located. There is sharing of offices in some institutions between the teaching staff and the school counsellors, hence compromising individual records of students, which are deemed confidential (MoEST, 2018). The unavailability of support from the community is another problem facing counsellors in Kenyan schools. School counsellors should have access to resources within the community so that students can be referred there if there is need for long term therapy. In the absence of such like support, then the school is so much limited in scope in terms of services it can provide. Absence of sources for referral and consultation also hinders the assistance that can be received by students. Moreover, a broad absence of support from the structure of learning institutions and the society can demoralize the school counsellors from productively achieving their responsibilities. It was noted by Mushaandja et al. (2013) that teachers and school administrators are not providing the adequately needed support by school counsellors. This is caused by inadequate information concerning counselling to enlighten school administrator and teachers. It was revealed by Nyamwange et al. (2012) that school counsellors receive minimal support from heads of schools.

This unfortunate situation is occurring because it is not easy for school counsellors to perform their roles due to lack of school administrators support. Schools are offering services of guidance and counselling because counsellors are discharging services important to the development of the student's persona, social, emotional, vocational and educational needs (Yuksel-Sahin, 2009). Additionally, information on counselling is being provided by counsellors to parents and authorities of learning institutions to assist in the development of informed policies. Most of the teachers usually show support for the counselling services, because they attribute them to an atmosphere of orderliness with the school surrounding, in cases where the school counsellor is responsible for tackling behavioural and emotional upsets (Cooper et al., 2005) and to assist learners get the better of the challenges and obstacles in their lives (Sun & Stewart, 2007).

In Lugari Sub County school principals have not supported guidance and counselling teachers. Mullan (1990) posits that productive application of programmes related to guidance and counselling rely on stakeholders' support, such as, from school principals. The success of the G&C programme needs stakeholders support including the community, head teachers, students, staff, and administrators. In Lugari Sub County, school principals are unnecessarily suspicious of guidance and counselling teachers. This has created conflicts between the principal and the teacher counsellors as principal's assume teacher counsellors are close to students and hence, influential. School principals in Lugari Sub County, rarely allocate available resources related to guidance and counselling to the G&C teachers. There is no allocation of funds for guidance and counselling yet the government subsidizes student's tuition fees per student in all public schools (Ngumi, 2003). School principals in Lugari are

sabotaging Board of Management plans to fund guidance and counselling programme. School principals are supposed to assist in ensuring that materials are available at all times to ensure school programmes are not affected. Counsellors feel supported by learning that principals value their contributions. The teacher-counsellor's efficiency will be increased once they learn that the administrators value their professional work and lack of support from Lugari Sub County administrators demoralise teacher counsellors. William (1993) said that if the principal does not support programmes of guidance and counselling then little dedication and devotion may be provided by students and teachers. As far as guidance and counselling is concerned, the support of the school principals is quite essential in the growth, implementation and uplifting of counselling programmes. However, this is not the case for school principals in Lugari since they do not provide maximum support to the guidance and counselling programme (MoEST, 2018)

#### **2.4 Counselling Training for Guidance and Counselling Teachers**

Herman (1967) through the American School Counsellor Association conducted a study on various groups and established that school counsellors are required to have expertise in interpersonal working relationships and self-acceptance. The same study concluded that the school counsellor should have essential competence in behavioural sciences. Herman (1967), while supporting this, added that most vital matter that affect counselling is quality of preparation of the counsellor and assurances of expertise needed by teacher counsellors. The concept of a teacher counsellor as viewed by Milner (1974), project that counselling is offered by an individual who should have had received relevant capacity building, although there are a few people who can counsel without training. This reflects, to some extent,



the concept of teacher counsellors' practices in Kenyan secondary schools. In this context, any individual in the set up of a school, just by expressing their interest in assisting learners can guide, for instance, the chaplain of the school, its teaching staff and the administrators. This is a negative perception because just like any other profession, counselling needs practical expertise and theories to carry out, hence, training (Pecku, 1991).

In her studies, Ndambuki (1999) tends to disagree with the foregoing view of teacher counsellor in Kenyan secondary schools and emphasizes that in getting ready for counselling, it is essential to equip yourself with experience on psychotherapy and personality theories and also approaches of behavioural interventions and diagnosis, including the aspects of human behaviour. The consequences are that every counsellor should be prepared to be challenged to perform in accordance with their full capabilities. It is noted by GoK (1978) that its development strategy of 1979-1983 was to incorporate guidance and counselling into the curriculum of teacher training within university and college level. According to Tumuti (2002), even though this suggestion was then applied, the course of guidance and counselling was not productively addressed and the course only focused on the introductory part of guidance and counselling. This left educators with very little in terms of guidance and counselling. The teachers were, therefore, left incapacitated to deliver the much-needed service.

In a study by Nthusi (1999), which focused on how secondary schools were selecting teacher counsellors. It was disclosed that in Kenya, teacher counsellors were at times nominated by the school heads, elected by teachers or proposed to head the unit by TSC. There was no consideration as to whether the teacher

possessed appropriate expertise and experience in guidance and counselling. This was happening because the selection was being done like the way other selections of a subject teacher would happen within the school. The teachers providing G&C were, therefore, ineffective because they possessed little understanding for their responsibilities in G&C. It is only a handful of schools which recognized the importance of a guidance and counselling office in servicing students.

The 1988 Kamunge report suggested that schools bestow the roles of guidance and counselling to senior teachers. The Sessional Paper No. 6 of 1988 recommended that senior and head teachers should oversee guidance and counselling programmes which exist within secondary schools. No training was considered to be necessary. One needed only to be the head or senior teacher to oversee the guidance and counselling programmes. This recommendation was appropriate for that time. However, the recommendation subsequently led to further failure in the departments to offer the required services (Tumuti, 2002).

The MoEST (2005) suggested that all teachers who were practicing counselling within secondary schools attend short course seminars and in-service courses at the district level and be overseen by the Kenya Institute of Education (KIE) department of counselling which was later renamed Kenya Institute of Curriculum Development (KICD). To appropriately discharge counselling services, suitable practical skills and knowledge are required to be acquired by the teacher counsellor. However, counselling needs go beyond the attending short courses because human behaviour is involved which is complex. It is supposed to be incorporated in teacher training institutions syllabuses. In Lugari Sub County most of the teachers handling the guidance and counselling department lack any training

on G&C. They are simply appointed to handle the department after being requested by the school principals. The desire to have a G&C department with competent teachers has remained a challenge. Consequently, students get incompetent information and assistance as far as guidance and counselling is concerned, hence, the need for this study (MoEST, 2018).

It was a tradition to have been a certified teacher first before being trained as counsellor in guidance and counselling. Thus, a master's degree was considered as a guidance and counsellor's entry level. Currently, some universities have since, changed this criterion and are accepting a bachelor's degree to train school counsellors. Primary and secondary schools without trained professional counsellors are benefiting from this change because more school counsellors are being produced. Otherwise, school counsellors are being produced with various categories of expertise due to the fact that they are being trained at different levels. Absence of proper guidelines to direct counsellors training or the outcome to be expected when handling students may have disastrous outcome. When such differences exist in terms of the qualifications, the greatest concern is on the ability of counsellors in Kenyan schools to assist students in the social and personal changes, career issues and academic development. The successful achievement of services related to counselling requires counsellors in schools to be well trained, not just having good knowledge but also equipped with better clinical expertise gained through experience. Nevertheless, in Kenya, majority of the training Programmes do not need the in-training counsellors to undertake internship or practicum within the setting of a school. Hospitals and other setups have been the choice of students when undertaking their practicals within some Programmes. The

practicums have also not been assigned a definite number of hours for students. According to Kimathi (2002), guidance and counselling Programmes will only be successful depending on the attitude and knowledge base of those tasked with providing the service.

In America, 700 hours have been clearly specified as a requirement to be undertaken by in-service training counsellor, either as internship or practicum. The absence of clinical skills within the setup of a school has hindered the delivery of services by counsellors in Kenyan schools. In addition to the training challenges experienced by school counsellors within Kenya, there is also lack of supervision. Majority of the instances are overseen by those providing instruction on the course within the setting of the university. A site supervisor is preferred in these instances instead of course instructors, therefore, making the supervision inadequate. Additionally, chances are that the course instructor is insufficiently informed about the school environment, making them unable to sufficiently guide the interns on the distinct problems in their situation. The lack of field supervisors hinders effective knowledge transfer to counsellors in schools on clinical practices and ethics. Ngumi (2003) is of the opinion that educators who attain certificate qualifications do not vastly cover content on guidance and counselling within their training programmes which can make them capable of effectively providing the services of guidance and counselling. The author revealed that it is only a small number of teachers who are professionally trained to provide counselling services.

The focus of training is to be able to succeed in acquiring positive attitude and the required knowledge during guidance and counselling programme. Nonetheless, Mapfumo and Nkoma (2013) note that majority of nations in sub-Saharan Africa

are acutely faced by inadequate numbers of trained teacher counsellors. Inadequacy of trained staff was one of the items mentioned as an obstacle faced by teacher counsellors. Nyamwange et al. (2012) is one scholar among others who have identified and raised this matter of shortage. Data emanating from his survey showed that certificate holders formed a big number of teacher counsellors and hence, the study considered them to be inadequately trained.

Mapfumo and Nkoma (2013) in their study evaluated the readiness and expertise of staff conducting guidance and counselling in secondary schools. The study revealed that just a single principal was qualified to provide guidance and counselling services. According to Mapfumo (2001), the teachers were tasked with providing school guidance and counselling were qualified teachers for other subjects but lacked the prerequisite training in guidance and counselling and therefore, did not have the required training to effectively provide guidance and counselling. The situation, according to Nyamwaka et al. (2013), was completely the opposite in developing nations which had master's holders and licensed school counsellors who were allowed to provide services of guiding and counselling.

In Kenya, all the stakeholders are yet to agree on the school counsellor identity, therefore, making it an ongoing debate. It is yet to be decided if the school counsellor should first be a counsellor first or a teacher first. The absence of a well-defined policy has surrendered the role of school counsellors at the mercy of interpretation for the counsellors themselves, parents, the principal, and teachers. School counsellor's roles in Kenya are therefore, not defined and clear. According to Wambu and Wickman (2011), on top of the teaching duties, school counsellors have continued to perform counselling duties. Absence of clearly defined roles for

school counsellors has challenged service delivery in Kenya by school counsellors. School counsellors in Kenya have diverse roles which rely on the particular school. School counsellors are assigned their duties mostly by the school principal. School counsellors are perceived differently according to the stakeholders. Wambu and Wickman (2011), state that a barely stipulated role of a school counsellor is handling learners with problems of adjustment and behaviour, basically by counselling them individually. By defining the roles of a school counsellor in a narrow way, other role as stipulated by American School of Counselling Association (2012), such as the role of consulting with guardians and educator, leadership and policy are left out. Additionally, it nullifies the vitality of class guidance and group counselling in tackling social and personal matters, career and students' academic performance. According to Okech and Kimemia (2012), school counsellors are always conscious of absolute perspective of the roles they are supposed to undertake though they are faced with need to undertake administrative duties or absence of clinical experience that supports training.

Lack of counselling and career guidance is apparent in majority of the learning institutions. Nyutu (2007) argues that even though learning institutions have career masters, service delivery is poor due to absence of training. The key role of a career master is to assist learner's complete forms for applying for university admission. After graduation, the students do not have adequate information on their career options. Due to that, Nyutu (2007), notes that these students opt for courses in the university having scarce information on the job surrounding for which these courses lead to. The career master's role can be well substituted with that of a professional school counsellor in assisting them develop their careers. To

enable school counsellors have a clear professional identity and sustain programmes of counselling in schools, school counsellors in Kenya require clearly defined roles and involvements and be equipped with adequate expertise and experience, relevant in effectively discharging services of counselling (Lee, 1997). Additionally, the effectiveness of school counselling programmes can be increased in tackling personal and social growth, career and students' academic progress when they lead in outlining their roles and disseminating their views to the environment of the institution and by exercising their expertise with visible outcome (Lee, 1997). The training received by school counsellor should assist them in establishing their roles as professionals. Absence of proper training, a well outlined role of involvement or properly setup Programme of guidance, will mean that school counsellors in Kenya will continue on their path of performing responsibilities not related to counselling as directed by the school heads instead of tackling the majority of challenges currently facing students.

In Lugari Sub County school principals assume that administrators, all teaching staff and school chaplains are best suited to handle G&C. The assignment to G&C is not based on G&C training requirements. However, schools in Lugari Sub County are facing shortage in guidance and counselling departments, since the Teachers Service Commission has not succeeded in posting teachers with G&C skills in the learning institutions within the Sub County (Ngumi, 2003). School principals have been constrained in providing time and resources to existing teachers for short courses in guidance and counselling as recommended by MoEST (2000). This limitation among school principals has made guidance and counselling departments ineffective. In Lugari Sub County there is limited

consideration as to whether the educators hold prerequisite expertise and experience in G&C for him/her to offer services of guidance and counselling. As indicated, the principals are non-committal, as far as, further training and attendance of seminars by G&C teachers is concerned.

## **2.5 Guidance and Counselling Teachers' Workload**

The Ominde report suggested that students be provided with guidance. This was accomplished through publishing a career manual and selection of career masters (Ominde, 1964). These career masters were ordinary educators who were selected to offer services of career guidance to learners, on top of their class responsibilities. The development plans of the government of Kenya which were published in 1976 suggested that the education ministry allow the selected teachers with guidance roles to be assigned extended periods to counsel students. Nevertheless, the suggestions were never applied in majority of the A level institutions. However, the designated guidance and counselling teachers ended up assuming double roles. They taught and counselled learners at different times. Accordingly, additional time, if any, was utilized on pedagogy and very little time, if any, was spent in counselling students.

Gachathi report (1976) observed that teachers in charge of guidance and counselling were expected to provide some counselling and that dual service proved ineffective. The selected teachers to offer G&C spent extra period teaching their formal subjects instead of counselling. Counselling teachers found themselves performing more than one duty. Some had a course load of more than 20 lessons; they were class teachers, while others could be heading other departments. Others



were principals and counsellors of students (Kimathi, 2003). This was a major challenge to effective counselling due to breach of confidentiality. Students feared that the conflicting roles of a teacher, a counsellor and a principal would bring out a problem of trust. Balancing time for counselling services and for teaching the classes allocated was a major challenge. This balance was necessary if burnout and stress among teacher counsellors was to be avoided in the quality of teaching during the class hours. According to a Nyamira sub-county report by Nyamwange et al. (2012), teacher counsellors tackled in a week 18 lessons or more which was a normal load while 9.6% tackled fewer than 18 lessons in a week. This meant that there was little time for teacher counsellors to commit to offering services of guidance and counselling, hence, lowering the quality of the provided service. Cochran and Peter (1974) in their studies, contend that educational roles of counsellors took most of their time. They further state that the educational role of a counsellor is minimized to offering guidance on education, with the teacher counsellor taking up the role of a resource person in terms of school subjects. The same study revealed the counsellor's role of being a bridge connecting the community with the school by continuously checking up on studies of graduates and drop outs to acquire information on the career, equip present learners with tomorrow's changes in the community, as demanding and expensive to the school.

In other related studies such as Pecku, (1991), it was observed that guidance approach was not only restricted to official subjects being taught in O level institutions guidance also included activities within and outside school, careers, vocational expertise like sportsmanship, tryout skills and short-term work programmes. It is the duty of the teacher counsellor to open up these chances for

the learners. These opportunities helped to shape their attitude and discipline for them to revamp the society, enable the clients to socialize with one another and improve their physical and mental wellbeing.

Teacher counsellors also found themselves handling individual issues of students and development needs of students in addition to vocational and educational roles. Milner (1974) observed that the counsellor spends most of his/her period on college advice and educational scheduling. Much time is taken by quasi-clerical and administrative duties. Counselling on individual issues seems reduced, in part because learners' distrust, as well as, lack of time and inadequate emotions.

A study conducted by Kimathi (2003) on teachers' role perception, observed that educators who are counsellors felt that due to the roles as classroom teachers, fellow teachers did not resent them. They viewed them as quasi administrators who did not put the same emphasis on counselling function as counsellors themselves. They expressed the feeling that teacher counsellors acted more as advisors than as counsellors and were busier with discipline and clerical duties than assisting the students with personal and education concerns. In Lugari Sub County, G&C teachers' high workload is evident. The designated guiding and counselling teachers have subjects to teach and are under pressure to generate good mean scores in their teaching subjects, therefore, rendering guidance and counselling duties unattended to. Guidance and Counselling teachers find themselves overwhelmed, especially when on duty. During such times they handle the daily routine reports, G&C reports and subjects taught reports. This has rendered the entire guidance and counselling process ineffective.

Heavy workload is cited by teacher counsellors as an obstacle in productive application of guidance and counselling programmes. To support this Mghwelo et al. (2014) disclosed that teacher counsellors tackled their share of 18 or more classes in a week as part of their workload on top of their responsibilities as counsellors, including other duties delegated to them by heads of schools. This amounted to less time being committed to services of guidance and counselling, therefore, making the quality of the counselling services to be compromised. The entire group of teacher counsellors who took part in the survey of Nyamwange et al. (2012) indicated that a heavy work load contributed to the challenges they faced in their application of guidance and counselling within their school. In the view of this obstacle, schools therefore need to select permanent teacher counsellors or minimize the number of lessons allocated to teacher counsellors to allow them dedicate themselves to the service of guidance and counselling.

Despite the presence of school counsellors in majority of the learning institutions, it remains unclear as to what their roles are to the person receiving the counselling services. Most of the school counsellors are still taking up class loads on top of their counselling responsibilities. Engaging in these two roles together results in very little time being allocated for purposes of students counselling (Wambu & Wickman, 2011). Additionally, it is common to find cases of violation of ethical boundaries based on the double roles (Nyutu, 2007). It is a challenge to develop a connection with learners in a counselling session, yet at the same time be a teacher to the students and effectively assess their academic performance. In Kenya, services of school counselling are in most cases offered in O level institutions. In situations where teacher counsellors are appointed, the selection is focused on

personal characteristics instead of training that is professionally done (Njoka, 2007). At the moment, there exists at least one school counsellor who is professionally trained in majority of the O levels institutions, although a few schools have a locally appointed teacher by the Teachers Service Commission or the head teacher taking up the school counsellor's position without prerequisite training. Majority of the teachers have been only subjected to a short course or a workshop. Njoka (2007) has identified the biggest hindrance of providing counselling services as being absence of training.

In Kenya, guidance and counselling has concentrated on services that are reactive where the immediate requirements and issues of the learners are attended to by the school counsellors. In several cases, the learners were sent by either the teachers or the principal, and on other instances, learners may volunteer themselves for the service. In the event of being referred, counselling is offered to the students individually to intervene in the crisis, for instance, in the occasion a learner suffers a loss of a sibling or a parent.

Due to counsellors taking up the two roles of a counsellor and of a teacher, limited time becomes available to them. Counselling is basically provided either at the end of school time, during lunch break and other breaks. Additionally, counsellors in school dedicate a big share of their time tackling to the demands of a small portion of the learners, majorly the ones that have been sent to them by the school head teacher or the other teachers for indiscipline cases. Accordingly, majority of the learners have related counselling with indiscipline, therefore, building a negative perception towards the offered service (Wambu & Wickman, 2011).

In Lugari Sub County guidance and counselling teachers are overwhelmed with multiple tasks whereby some of them are subject teachers, heads of departments, senior teachers, class teachers or even games masters. This makes them lose focus on guidance and counselling. Furthermore, appointed teachers conducting guidance lack adequate time to tackle the learners counselling needs. However, with guidance and counselling teachers playing dual roles, Lugari Sub County guidance and counselling programme is rendered ineffective (Ngumi, 2003).

## **2.6 Teacher Counsellor's Personality**

Personality is more or less stable and enduring organization of a person's character, temperament, intellect and physique which determine his unique adjustment to the environment (Child, 2007). The desire and urge of being a G&C provider, the desire of helping the affected comes out of heart regardless of training that is provided for that task. Personality issues come in a number of ways: the heart of counselling, readiness of providing counselling, empathy, sympathy, and struggle to provide solution, general appearance and mood of counselling, friendliness and mediation skills. Dryden et al. (1995) stipulated personality issues as those related to self, self in connection with the learners and self in relation to clients. In his studies, Rogers (1961) stated that through guidance an individual received greater awareness not only of who he is but of whom he can become. He further observed that counselling services facilitate self-understanding.

Though teachers received guidance and counselling courses in the training, it is imperative, as Rogers (1961) observed, that teacher counsellors receive greater personal awareness and understanding through therapy, which is not directly provided

to them. It is thus implied that teachers just like clients could be having personal issues which could interfere with their counselling.

Counselling requires the G&C teacher to get out of the class context and totally act as a counsellor; the fear of student teacher relationship should shade and embrace student counsellor relationship which rarely exists in the school scenario. The importance of ethical practices in counselling cannot be overlooked when it comes to teacher counsellor's personality. The lack of a common code of ethics for Kenyan school counsellors presents a big obstacle. The available standard of ethics is in regards to the whole counselling profession. For decades, Kenya has been applying the American Counselling Association (ACA) code of ethics which are foreign for lack of its own code. According to Okech and Kimemia (2012), the Kenya Counselling and Psychological Association in 2012 developed the codes of ethics currently being used in Kenya. These general ethics are expected to be adhered to by school counsellors. Their application however, has been limited because they were not customized to the setting of schools in Kenya. For instance, Njoka (2007) points out that sustaining confidence for school counsellors is challenging in the school setting. At times, teachers and school heads are adamant to be privy to the discussions that took place between the student and the school counsellor. School counsellors will find themselves in a difficult position in a case where they cannot stand their ground supported by this ethical code when pressured to disclose their discussions. Another challenge is keeping client records. Not having a specified room allocated within the school for counselling can be a challenge in relation to storage and safety of confidential files. In addition, absence of standards of ethics to guide how records are created is challenging, how long they are to be stored and who should access them.

According to Nyutu (2007), it is critical for Kenya to develop standards of ethics in relation to school counsellors.

## **2.7 Theoretical Framework**

This study was focused on Socio exchange theory and Eclectic theory. Social exchange theory is a distinguished conceptual frame of reference that has been predominantly applied in social psychology and sociology. The theory is traced to Emerson (1976) who tries to illuminate on social dynamics and stability as proceedings that include negotiating exchanges between parties. According to the theory, all relationships by human beings are established through an impressionistic cost and benefit evaluation and considerations of alternatives. Case in point is a person who believes that the cost of a relationship would exceed the assessed benefits would decide to pull out of the relationship. The guidance and counselling programme in the school is constituted of the teacher counsellor, students and the principal. The theory was relevant to this study as it assessed the challenges facing implementation of guidance and counselling programme in public secondary schools. The relationship in this case is the support the principal provides to the G&C programme in terms of the personnel, infrastructure, finances and time provided to the teacher counsellor. The teacher counsellor also appreciates by giving their all to the G&C programme. The students on the other hand will appreciate the time and considerations being put in place to stir them to the best directions. The student would only seek counselling services if they thought something useful will come out of it. Without a perception of value addition, the student will keep away. The teacher counsellor would also devote their time to providing counselling services if they expected a positive outcome

from the process. They would otherwise stay away if they were demotivated and demoralized. The G&C programme, therefore, entails social relationships and exchanges among the teachers, teacher counsellors and the school principals. An effective social exchange among the players will lead to effective school G&C programme. The social exchange can only be effective if the principal avails the necessary support, the teacher counsellor is well and professionally trained, his/her workload and personality do not undermine the implementation of the programme.

## **2.8 Conceptual Framework**

Oso and Onen (2009) noted that conceptual framework is a diagrammatic presentation of various variables included in the study and their relationships among them. It is pictorial representation of the link between the variables derived from the objective of the study. The independent variables and their indicators are outlined below;

<b>Variable</b>	<b>Indicators</b>
Principals' support towards G&C programme	- Teamwork, trust in G&C
	- Working relationship
	- Time allocation for G&C
Teacher counsellors training	- Management of G&C by senior school managers
	- Qualifications of the G&C teacher
	- Practical skills in G&C

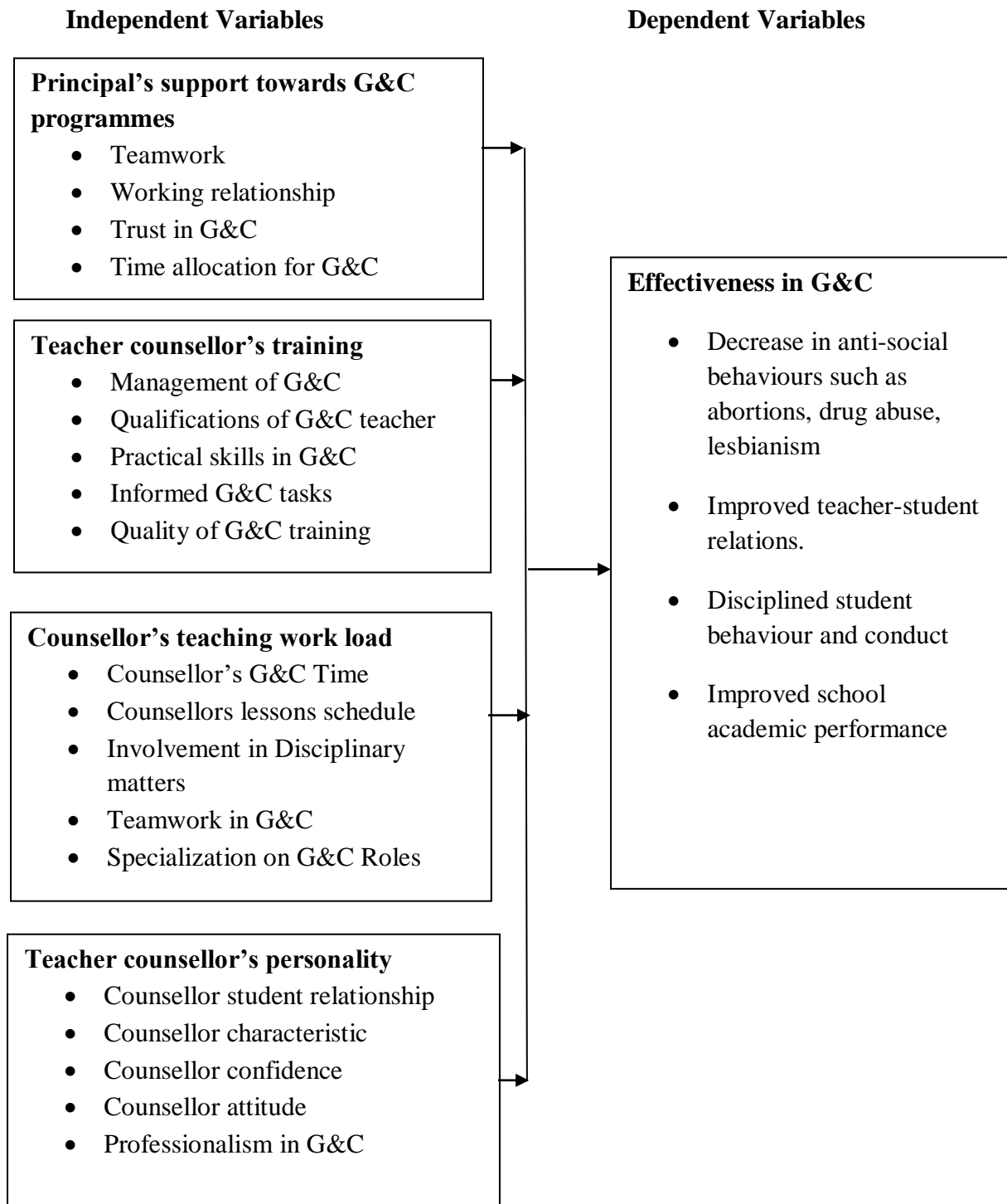


- Information on G&C roles
  - Quality of training in G&C
- Teacher counsellor's teaching load
- Number of lessons/weeks
  - Schedule of the teachers' lessons
  - Involvement in disciplinary matters.
  - Teamwork in G&C
  - Specialization in G&C roles
- Teacher counsellor personality
- Counsellor-student relationship
  - Teacher counsellor characteristics
  - Counsellor's confidentiality
  - Counsellor's attitude
  - Professionalism in G&C training and practice

The dependent variable will be the effectiveness of the G&C programme implementation which may be manifested through decrease in anti-social behaviour, improved teacher-student relationship, school discipline and improved school academic performance.

**Figure 2. 1:**

*Conceptual framework on variables of the study*



## **2.9 Summary of Literature Review and Research Gap**

This chapter has highlighted literature on the assessment of the challenges facing implementation of the G&C programme in public secondary schools. Guidance and Counselling is an activity in which students are provided with advice on approaches to tackle their personal issue and emotional challenges. It is therefore a very essential programme in secondary schools, which deal with teenagers and adolescents. For these reasons, G&C programmes are needed so as to enable these young people to focus on learning. Majority of the teachers are mostly in support of counselling services due to its ability to provide the school with some order, in cases where the counsellor's role is to tackle behavioural and emotional challenges (Cooper et al., 2005), and to assist students tackle their challenges, issues and risky factor characteristics of the age group. Observations in Lugari Subcounty, Kakamega County, have demonstrated an upsurge of various types of unwelcome behaviours, such as student unrest, teenage pregnancies, as well as drugs and substance abuse.

Literature on four areas of concern has been reviewed. The areas included principal's support to the school G&C programme (Mwaniki, 2008; Ngumi, 2003), G&C teachers skills and training (ASCA, 2012; MoEST, 2005; Nyamwaka et al., 2013; Tumuti, 2002), G&C teachers workload (Kimathi, 2003; Mghweno, 2014; Wambu & Wickman, 2011), and teacher counsellors personality (Njoka, 2007; Nyutu, 2007; Okech & Kimemia, 2012). Whereas these four areas are critical, the researcher wondered whether the failure to address them was the one contributing to the negative and ineffectiveness in the application of programmes related to G&C in Lugari Subcounty, Kakamega public secondary schools. Therefore, it was found worthwhile

to carry out an investigation on the four variables' influence on the implementation of the G&C programme in the Sub County.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section highlights the used methodology. It highlights the details of what was done and how it was done. It include, location of the study, research design, target population, size of sample and process of sampling, instrumentation, piloting, procedure for collecting data and data analysis. The chapter also covers ethical considerations observed during the study.

#### **3.2 Location of the Study**

Kakamega county and specifically the sub county of Lugari formed the locale of this study. According to Singleton (1993), the concept of having a study setting is to ensure that researchers can access the area under study and to be able to permit a rapport between the researcher and the participants. Kakamega County has 12 sub counties namely: Lurhambi, Malava, Mumias East, Mumias West, Matungu, Butere, Khwisero, Shinyalu, Ikolomani, Likuyani, Navakholo and Lugari. According to Kenya National Bureau of Statistics (2019) Kakamega County had a population of 2,375, 063 people making it a densely populated county since the area is only 210 square kilometers. Lugari Sub-County was chosen from the 12 Sub Counties because of increase of cases of disciplinary cases among students in public secondary schools within the sub county in comparison with the rest of the sub counties within the county of Kakamega, hence, putting to question the implementation of G&C programmes within public secondary schools in the sub-county. Further, the researcher has not so far come across any study that has been carried out on

evaluation of the implementation of G&C programmes in Lugari Sub-County, Kakamega County.

### **3.3 Research Design**

The study employed a descriptive survey research design. Descriptive research design is a mixed method approach of acquiring information by either deploying questions or interviews to an identified group of people (Orodho, 2009). The researcher selected this design since it used interviews and questionnaires to acquire pertinent information on participant's lifestyle, behaviour, feelings, and attitude. The design also enabled the researcher to acquire and analyse information from a wide range of respondents in Lugari Sub County, that is; the principals and teacher counsellors within Lugari Sub County. The researcher utilized a mixed method approach for acquiring the required data.

### **3.4 Target Population**

The population that was focused on was derived from teachers in 21 public secondary schools in Lugari Sub-County with comparatively many cases of student's unruly behaviour and students unrest cases based on past occurrences in the schools, therefore, the study targeted 21 Principals, 42 teacher counsellors and 336 teachers, making a target population of 399 participants (Table 3.1).

Principals were to be involved in the study so as to help attain the variable on principal's support on G&C, Teacher counsellors and teachers were best positioned to provide information on teacher counsellor training, counselling teacher's workload and teacher counsellor personality.

**Table 3.1:**

*Distribution of the Target Population*

<b>Stratum</b>	<b>Principals</b>	<b>Teacher Counsellors</b>	<b>Teachers</b>	<b>Total</b>
Boys Boarding	3	6	52	61
Girls Boarding	4	8	84	96
Mixed Day	14	28	200	242
<b>Total</b>	<b>21</b>	<b>42</b>	<b>336</b>	<b>399</b>

### **3.5 Sample Size and Sampling Procedure**

The researcher adopted the Mugenda and Mugenda (2003) recommendation of a sample size of 10- 30% of the target population. Results from such a sample size are acceptable and reflective of the outcome of the target population. Using 30% of the recommendation, the sample size consisted of 6 principals, 12 teacher counsellors and 102 teachers, making a sample size of 120 respondents. Random sampling to select the 6 principals. The 12 teacher counsellors were purposefully selected from the six schools the principals were selected. The 102 teachers were purposively selected from the six schools. Proportionate random sampling was used to ensure equal and proportionate representation of the teachers.

**Table 3.2:**

*Sample Size in Relation to Target Population*

<b>Stratum</b>	<b>Target Population</b>	<b>Sample Size</b>
Principals	21	6
Teacher Counsellors	42	12
Other teachers	336	102
<b>Total</b>	<b>399</b>	<b>120</b>

### **3.6 Research Instruments**

Interview guides and questionnaires were used as tools for data collection. Questionnaires were used to acquire data from the teacher counsellors and other teachers since they were relatively many in number. In addition, questionnaires are appropriate for gathering detailed data within a short period of time. Interviews were used on school principals as they were relatively few in number. Interviewing was, therefore, used to obtain first-hand information from the top leadership of schools.

#### **3.6.1 Questionnaires**

The questionnaire was used to collect data from teacher counsellors and other teachers. The questionnaire was used for data collection because, as Kiss and Bloom (1985) observe, questionnaires offer considerable advantage in the administration, especially in the sense that many subjects can be reached within a shorter time than using other instruments. This also makes it cheaper besides giving a basis for



comparing responses from various subject responses. The questionnaire further offers a uniformed mechanism with prompting potential for relatively substantial sizes of participants and offers the researcher ease of data gathering. The questionnaire had restricted/closed items, as well as, open-ended items. The latter gave room for the respondents to give their own opinions freely.

### **3.6.2 Interview schedule**

This is a tool for orally prompting participants and acquiring instant feedback in regards to their oral reactions. The interview requests for information face to face from the respondent. The interviewer asks questions and the interviewee provides feedback. The interviewee is prompted by the interviewer, who gathers pertinent information from the participant. This technique is appropriate for a thorough interrogation by way of probing for additional information and clarification to acquire information relevant to the study. It is conducted in a structured way by utilizing pre-decided questions and standardised techniques of recording (Kothari, 1990). The researcher used an interview guide to collect data from the principals of the six schools.

### **3.7 Piloting of Instruments**

According to McMillan and Schumacher (2001), it is highly recommended that a researcher conduct a pilot assessment of the questionnaires and other instruments before using them for the actual data collection. A sample of subjects with attributes related to the ones that are in the study, are exposed to the research instruments to check whether they are reliable and valid. This helps in making changes on the data collection items, if necessary.

The researcher conducted piloting within two randomly selected public secondary schools in a sub-county next to Lugari Sub-County that had similar characteristics as the study area. Six teachers, two G&C teachers and two principals were selected for the study. The purpose for piloting was to help the researcher to check the clarity of the items, get the responses and establish how well the questions would be answered. It also helped in provoking comments from the respondents that would help in the improvement of the instrument's comprehension. The questions that were left blank or inappropriately answered in a way the researcher was not expecting, were modified, accordingly. Generally, piloting assisted the researcher to discover weaknesses in the research instruments so that they could be modified beforehand. This ensured that the data collection instruments were valid and reliable.

### **3.7.1 Validity**

Validity of the instruments included the face and the content validity. Validity is explained by Oso and Onen (2009) as the level by which objects or items in a test sample represent the content to be measured by the designated test. According to McMillan and Schumacher (2001), it is highly suggested that piloting of their questionnaires and other instruments be carried out before using them for data collection. It is, therefore, necessary to locate a sample of subjects with characteristics similar to those in the study. In the case of this study, six teachers, two G&C teachers and two principals from two schools were used. The outcome of the piloting assisted in ascertaining the lucidity of the items and the duration taken to dispense the instruments. Experts were consulted for further validation, in addition to ensuring that the items were comprehensive enough for the respondents. The researcher ensured that all the items were extracted from the research objectives.

### **3.7.2 Reliability**

Reliability is described as being similar to consistency and replicability over a duration of time and within a category of respondents (Orodho, 2009). Reliability is about being precise and compatible. A study is deemed to be reliable when similar results are found when subjected on the same category of respondents within the same context at different periods (Orodho, 2008). The study therefore becomes replicable. To test reliability, test re-test reliability approach was adopted to approximate the level at which the outcome could be acquired when repeated using similar concepts. The following steps were followed: the researcher administered the developed questionnaire to two principals, six teachers, three from each school and two G&C teachers. The responses to the items were then scored manually. The same questionnaire was re-administered to the previously used individuals afresh in a span of two weeks and once again, manually scoring the responses from the questionnaire. The scores from the second administration were correlated with the scores from the first administration using Pearson's product moment formula, in order to establish the extent of reliability. Reliability coefficient of 0.76 was obtained. This reliability coefficient was considered acceptable since the minimum coefficient in social sciences is 0.70. The questionnaire items were, therefore, considered fit enough for the main data collection. The interview schedule items were assessed by equating responses from various respondents.

### **3.8 Data Collection Procedure**

Prior to embarking on field work, the researcher requested for an introduction letter from Kenya Methodist University. The letter's main purpose was to facilitate being granted a permit to conduct research by National Commission for Science,

Technology and Innovations (NACOSTI). After this, the researcher visited the schools concerned, prior to the day of administering data collection instruments, in order to familiarize herself with the school administration, as well as, guidance and counselling heads. Further, the researcher verbally explained the core objective of the study and created a chance to establish rapport with the school administration. This made the targeted individuals relaxed and free during the questionnaire filling. During this visit, the researcher also made appointments as to when the administration of the instruments could be conducted. Questionnaires were hand delivered to teacher counsellors and teachers by the researcher and similar time of 30 minutes was given to each respondent for completion. Interviewing was conducted within a period of 3 days whereby the researcher gave a maximum of 20 minutes per interviewee. Interview time was extended in case it was necessary so as to obtain critical information. The researcher personally administered the questionnaires and conducted the interviews.

### **3.9 Data Analysis**

The collected data was scrutinized to detect whether there were any errors or any omissions. Where necessary, coding of data was also done to facilitate use of a computer. The coded data was tabulated, and then evaluated descriptively and thematically. Quantitative analysis involved coding of data. The data was also categorized according to the responses with respect to the set objectives. The results were then summarized using descriptive statistics especially means and percentages. The analysis was facilitated by use of SPSS computer software. Qualitative data was also categorized into themes derived from the data. Various categories were then

coded and explored through SPSS 22.0 computer software. Results were presented using tables and narratives.

### **3.10 Ethical Considerations**

In research, exercising ethics is essential for purposes of sustaining dignity of humans (Ng`ang`a, 2004). The appropriateness and acceptability of behaviour is worth considering since this may affect broader social norms of behaviour. The researcher applied ethical considerations in this survey through guaranteeing confidentiality of information and of respondents, treating respondents with due regard and nobility and maintaining high standards and procedures throughout the process. Ethics in research is about the accord that a researcher enters with those who engage with in the study. The respondent's accord was sought at the beginning of the study for them to take part, as well as, agreeing to the use of the acquired data, its evaluation and eventual reporting and dissemination. The confidentiality and privacy of the participants was considered in high regard and at no point were they required to provide their names or any form of information that uniquely identifies them within the questionnaire. Data analysis was not conducted on an individual participant basis but collectively as a pool of responses.

## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION

#### 4.1 Introduction

The purpose of this study was to identify challenges facing implementation of guidance and counselling programme in public secondary schools of Kenya, a case of Lugari Sub-County, Kakamega County, Kenya. In order to achieve this purpose, the following objectives were addressed.

- i. To assess the extent to which the principals' support affect the implementation of guidance and counselling programme in public secondary schools in Lugari Sub-County, Kakamega County.
- ii. To investigate the contribution of teacher counsellor training on the implementation of guidance and counselling programme in public secondary schools in Lugari Sub- County, Kakamega County.
- iii. To establish whether teacher counsellor's work load influences implementation of guidance and counselling programmes in public secondary schools in Lugari Sub- County, Kakamega County.
- iv. To investigate whether a teacher counsellor's personality influences the implementation of guidance and counselling in public secondary schools in Lugari Sub-County, Kakamega County.

This chapter, therefore, provides the study findings in pursuant of achieving the stated objectives. The findings are presented from data provided during primary data collection. The findings are organized on the basis of the stated objectives.

## 4.2 Response Rate

Response rate is the number of respondents who actually responded to the study instruments compared to the number actually intended as per the sample size. Out of 120 subjects a total of 106 subjects responded during data collection process. The responses by various categories of respondents are outlined in Table 4.1.

**Table 4.1:**

*Response Rate*

Category	Sample	Response	Response rate
Principal	6	6	100
Guidance and Counselling teachers	12	12	100
Teachers	102	88	86.3
<b>Total</b>	<b>120</b>	<b>106</b>	<b>88.3</b>

The general response rate was 106 out of 120, hence, 88.3%. The rate at which the questionnaires were returned was regarded to be adequate and acceptable in arriving at acceptable inferences. This was bolstered by an opinion from Mugenda and Mugenda (2009) that a 75% response rate or more is both credible and acceptable. The response rate in this study was therefore, considered excellent and data suitable for further analysis and generalization.

## 4.3 Challenges Facing Implementation of the Guidance and Counselling Programme with Respect to the Principals Support

This section provides information about Principals Support on Implementation of Guidance and Counselling Programme. As observed earlier (Mwaniki, 2008), the

support of the school principals is quite essential for development, application and maintenance of guidance and counselling programmes, as well as, the success of teacher counsellors and the programmes. The school has a very strong influence on the school's counselling programme. Consequently, establishing a positive working relationship between principal's and the school counsellors is vital to the success of the counsellors.

The purpose of this section was, therefore, to investigate the extent to which principals supported the counsellors in their endeavours. Five indicators of support were explored. These areas included: encouragement of teamwork in G&C, influence of school counsellors programmes, good working relationship, adequacy of time allocated to G&C and trust of teacher counsellors by the principal. The responses of both teacher counsellors and other teachers are as per Table 4.2



**Table 4.2:*****Influence of Principals Support on Implementation of the Guidance and Counselling Programme***

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Totals</b>
Team work in Guidance and Counselling	8(8%)	12(12%)	8(8%)	32(32%)	40(40%)	100(100%)
Strong influence on school's counsellor programmes	12(12%)	8(8%)	20(20%)	28(28%)	32(32%)	100(100%)
Good working relationship	10(10%)	12(12%)	4(4%)	20(20%)	40(40%)	100(100%)
More time in Guidance and Counselling	32(32%)	28(28%)	20(20%)	10(10%)	10(10%)	100(100%)
Trust among teacher counsellors by principals	20(20%)	8(8%)	12(12%)	20(20%)	40(40%)	100(100%)

Table 4.2 shows responses on the Influence of principals' support on implementation of guidance and counselling programme. Seventy two percent of the respondents either agreed or strongly agreed that school principals provide support to teachers on guidance and counselling programme through team work in G&C. This was a positive response which is in line with the Ministry of Education (1977), which asserts that the success of guidance and counselling programmes rely on developing better relations between principals and teacher counsellors. Sixty percent of the respondents either

agreed or strongly agreed that there was a strong influence on schools' counsellor programmes. Regarding a good working relationship between principals and guidance and counselling department, 60% of the respondents agreed or strongly agreed. This was the same case regarding the principals' trust on teacher counsellors. However, of the respondents (guidance and counselling teachers, as well as, other teachers), 60% either disagreed or strongly disagreed that there was adequate time allocated for guidance and counselling in their schools. However, it needs to be observed that concerning the allocation of adequate time for guidance and counselling, 60% responded on the negative, while 20% indicated that the time allocated was adequate. An attempt to work out the overall mean rating indicated that 30% disagreed or strongly disagreed that there was adequate support, while 55% agreed or strongly agreed. But it needs to be observed that except for the fourth indicator, adequacy of time allocated for guidance and counselling, the respondents expressed their satisfaction with the principals' support. That satisfaction with teamwork, influence of the school counsellor programmes, good working relationship and principals' trust on the teacher counsellors was of little value if there was inadequate time to implement the schools G&C programme. It seems that many principals did not recognize the need for allocating reasonably adequate extra time for the programme implementation. No wonder more often than not, the counsellors find themselves being handed other tasks in the schools, which leave them with too little time for the students. This is because, they are required to carry out other non-counselling duties which diminishes the overall commitment to the counselling programme, which subsequently reduces their effectiveness. Dissatisfaction was well expressed by one of the teacher counsellors, who during an informal interview stated that,

*“I find it difficult to run the guidance and counselling department. My principal is not cooperative and he has sidelined my department on what he calls concentrating on academic oriented sectors, forgetting that education without character is useless”.*

During an interview with school principals, most of them indicated that they dwell mostly on academic and co-curricular activities. One of them stated that;

*“A school has many aspects of learning and all of them need money. Outcomes of academic programmes are closely monitored by different stakeholders and reward or punishment is given by the end of the year. I would rather spend money and ran programmes that will earn me a name than invest in G&C which is not exterminable”*

This implies that some principals are rigid in embracing support to guidance and counselling. This implies that among the criteria investigated, the greatest challenges were teacher counsellor, principal’s support and provision of adequate time.

#### **4.4 Training of Teacher Counsellors as a Challenge to the Implementation of Guidance and Counselling Programme**

A school counsellor should have personal competence in self-acceptance and interpersonal working relationships. Equally the counsellor should have essential components in behavioural sciences (Herman, 1967). According to Herman, the most critical issue that faces counselling is the quality of counsellor preparation and guarantee of competence in the roles they must fulfill. Milner (1974) stresses that counselling should be provided by a person who is expected to have had some training for this work, although there are a few people who can counsel without

training. It seems that this is the view that Kamunge (1988) had when he recommended that senior teachers should be in charge of all Programmes of guidance and counselling within learning institutions. In her study, Nambuki (1999) disagreed with the above view and emphasized that in getting ready for a session in counselling, it is essential to possess experience on psychotherapy and theories of personality. Preparation of G&C teachers should also include training in behaviour mediation approaches and analysis, including changing aspects of human behaviour. According to RoK (1979) universities and colleges were to incorporate in the curriculum a unit on guidance and counselling while training teachers. Was this recommendation actually applied? The purpose of this section of the study was to find out whether there were any challenges due to the needed competence skills among the teacher counsellors, for the effective implementation of the guidance and counselling in Kenyan Secondary schools with particular reference to Lugari Sub County, Kakamega County. In order to investigate whether there was any challenge to the implementation of the G&C programme, the respondents (teacher counsellors and other teachers), five indicators were selected. The indicators included: management of G&C by senior teachers and principals understanding of personality, psychotherapy and behaviour interventions, techniques, familiarity with roles of G&C, as well as, appointment of teacher counsellors based on appropriate qualifications. The responses are outlined on Table 4.3.

**Table 4.3:**

*Influence of Counsellor Training on Implementation of Guidance and Counselling Programme*

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Totals</b>
Principals, deputies or senior teachers manage G&C as per Kamunge report	80(80%)	12(12%)	0(0%)	8(8%)	0(0%)	100(100%)
Use of practical skills in Guidance and Counselling is practiced.	80(80%)	8(8%)	12(12%)	0(0%)	0(0%)	100(100%)
Understand theories of personality, psychotherapy and behavioural intervention technique	68(68%)	20(20%)	8(8%)	4(4%)	0(0%)	100(100%)
Conversant with roles in guidance and counselling.	32(32%)	20(20%)	8(8%)	8(8%)	32(32%)	100(100%)
Appointment of teacher counsellor based on qualification in G&C.	68(68%)	24(24%)	8(8%)	0(0%)	0(0%)	100(100%)

Table 4.3 shows teachers' responses on whether there was influence of counsellor training on the application of the programme on guidance and counselling, with 92% either strongly disagreeing or disagreeing that schools had quality teacher counsellors.

This strong rejection that schools lacked quality counsellor teachers, was surprising as principals, deputies or senior teachers manage G&C, as per Kamunge report. Furthermore, 88% either strongly disagreed or disagreed that use of practical skills in Guidance and Counselling was practiced by stakeholders. Based on whether teacher counsellors understood theories of personality, psychotherapy and behavioural intervention techniques 88%, either disagreed or strongly disagreed, 52% either strongly disagreed or disagreed that they were conversant with roles in guidance and counselling as 92% either strongly disagreed or disagreed that appointment of teacher counsellors was based on qualifications in Guidance and Counselling. The overall rating was that 82% either strongly disagreed or disagreed. This was an indication that there was a dire need for the training of G&C teachers, as well as, in the management of the G&C programmes in schools. From interviews, it emerged that some schools were yet to implement the Kamunge report (1988) that stated that either principals or senior teachers should be in charge of guidance and counselling, whether they were in charge or not, since they lacked skills in the area of guidance and counselling. Furthermore, dual roles of school leadership, as well as, being in charge of G&C department was unrealistic. One of the principals also affirmed that,

*“My guidance and counselling teacher lacks skills in G&C despite requesting for a competent one in the Ministry of Education, this has left a deficit in G&C department which has led to unruly behaviour in my school”.*

Some of the guidance and counselling teachers lamented about the procedure used in the selection of teachers to undertake guidance and counselling as sometimes it was unsatisfactory. This was also noted by Nthusi (1999) that sometimes skills are not considered in choosing guidance and counselling teachers. One other principal asserted that he found it difficult to handle students' character due to less skills of those

assigned the duty. He further asserted that he gave guidance and counselling roles to the school chaplaincy where priests or nuns counselled students. This implies that the Ministry of Education was yet to set out the qualities to be considered when recruiting guidance and counselling teachers and as a result, it has led to unruly behaviour in schools. As a whole, effective training of counsellors remains a big challenge in the implementation of guidance and counselling programmes in Kenyan secondary schools.

In the year 2000 (MoEST, 2000) it was recommended that there should be in-service courses and shorter seminars for all practicing teacher counsellors in secondary schools organized at district levels and coordinated by the guidance unit at KIE (current KICD). The teacher counsellor was expected to gain knowledge and practical skills appropriate for guidance and counselling. However, the preceding results indicate that there was much more that was needed than in-service training and seminars in the preparation of skilled and competent teacher counsellors.

#### **4.5 Guidance and Counselling Teacher Workload as a Challenge to the Implementation of the Guidance and Counselling Programme**

This section provides information about guidance and counselling teacher workload on the implementation of guidance and counselling programme. The aim was to find out whether teacher workload was a challenge to effective G&C practice in the schools. According to Gathathi (1976) it had been observed that Guidance and Counselling teachers were expected to provide some counselling and that due service had proved ineffective. This is because the designated teachers spent more time in teaching their formal subjects rather than counselling. Consequently, counselling teachers found themselves teaching more than 20 lessons as they were class teachers,

while others could be heading other departments. Others were even principals, besides being students' counsellors (Kimathi, 2003). This was a major challenge to effective counselling. In a study done in Nyamira Sub county (Nyamwange et al., 2012) it was observed that in a week, a workload of 18 or more lessons was being handled by teacher counsellors, yet others in a week only handled less than 18 lessons amounting to 9.6%. This essentially meant that teacher counsellors had little time to commit themselves to offering services related to guidance and counselling. This deteriorated the standards of the service provided. Consequently, the National Education Sector Plan (MoEST, 2015) put a lot of emphasis on Guidance and Counselling in schools, including provision of more time for teacher counsellors. Has the emphasis made any difference in the provision of the service? What has caused the observable weaknesses in the effects of implementation of the guidance and counselling programme in the secondary schools? Could the teacher counsellors' workload have undermined their effectiveness in offering the services? To investigate the effect of the teacher counsellors' workload, five criteria were used to which the teacher counsellors and other teachers were given freedom to respond to. These included: adequate time provided for G&C, number of lessons per week, involvement in G&C in school discipline matters, teamwork in provision of the service and handling the normal weekly duties by the teacher counsellors. Table 4.4 outlines the responses from the respondents who included the teacher counsellors and other teachers.

Table 4.4 shows responses on the influence of guidance and counselling teachers' workload on implementation of the guidance and counselling programme. There is lack of enough time provided for guidance and counselling activities as teachers have limited time to handle such cases as 88% of the respondents either disagreed or



**Table 4.4:*****Influence of Guidance and Counselling Teacher's Workload on Implementation of the Guidance and Counselling Programme***

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Totals</b>
Enough time is provided for G&C	80(80%)	8(8%)	0(0%)	8(8%)	4(4%)	100(100%)
Majority of G&C teachers have less than 20 lessons	4(4%)	80(80%)	8(8%)	0(0%)	8(8%)	100(100%)
Teacher counsellors are involved in discipline cases.	0(0%)	16(16%)	8(8%)	4(4%)	72(72%)	100(100%)
Guidance and Counselling is done in team work.	28(28%)	20(20%)	12(12%)	8(8%)	32(32%)	100(100%)
Teacher counsellors handle the normal teaching duties weekly	4(4%)	12(12%)	8(8%)	8(8%)	68(68%)	100(100%)

strongly disagreed, 84% of respondents either disagreed or strongly disagreed that majority of the guidance and counselling teachers had less than 20 lessons per week.

Teachers undertaking guidance and counselling services were overwhelmed with lessons, yet they had to handle guidance and counselling cases which made G&C practice difficult. Seventy six percent of respondents either agreed or strongly agreed that teacher counsellors were involved in discipline cases. This showed that G&C teachers were also responsible for handling discipline cases. Guidance and

Counselling was not really done in team work in most schools as 48% of respondents either strongly disagreed or disagreed, while 40% either agreed or strongly agreed. This indicated that whether the principal and the teacher counsellor worked as a team or not, was not clear. Seventy six percent of the respondents strongly agreed or agreed that teacher counsellors handled the normal teaching duties per week. This was too demanding on such teachers, hence, inadequacies in G&C department. From an informal interview one of the guidance and counselling teachers gave the following remarks,

*“I lack time to attend to guidance and counselling needs as I have a packed class time table with other responsibilities such as departmental head and being a class teacher in one of the form four classes”.*

This statement was in agreement with the school principle where this guidance and counselling teacher executed her roles. The principal noted that;

*‘My guidance and counselling teacher has a series of duties to undertake some which are not related to guidance and counselling even though within her scope of work, her teaching responsibility has affected execution of guidance and counselling tasks’*

Gachathi report (1976) and Cochran & Peter (1974) noted that dual roles, limited effectiveness of offering guidance and counselling services. One of the school principals interviewed noted that teachers were overwhelmed by their duties. He cited that a teacher who was forced to work as games teacher, senior teacher, CRE teacher and he happened to be the guidance and counselling teacher, confirming that the teacher could not allocate enough time for G&C. This implies that guidance and

counselling teachers should have enough time to handle their work and hence, get minimal work from other school demands. The foregoing results indicate that as far as the teacher counsellors were concerned, their effectiveness in offering the services was to quite a great extent, harboured therefore, a challenge by the excessive ‘other’ workloads. The team work effect was not well understood.

#### **4.6 Challenges in the Implementation of Guidance and Counselling due to Teacher Counsellor’s Personality**

This section provides results on whether the teacher counsellor’s personality presents a challenge on implementation of the G&C programme. Personality is the total pattern of characteristic ways of thinking, feelings and behaviour that constitute the individual’s distinctive method of relating to his or her environment. This implies that our personality may determine the ways we respond to the environment. Other people form a part of that environment. According to Eysenckas cited by Child (2007), personality is *“the more or less stable and enduring organization of a person’s character, temperament, intellect and physique which determines his unique adjustment to the environment”* (pg.235). Included in this definition is “character” which is an evaluative term referring to such traits as honesty, self-control, persistence (needed in patience while dealing with other people) and sense of justice. Such traits relate to qualities which we can define as socially acceptable or objectionable and incorporate the development of attributes and values (Child, 2007). A teacher counsellor’s attitudes and values about himself/herself and about those to be guided or counselled, as well as, his/her work, to quite a great extent, will determine his/her success in assisting students through guidance and counselling. All the foregoing emphasize the need for knowledge of human personality, particularly because a

teacher is daily involved in making judgements about the effective qualities of himself/herself, students and colleagues. According to Child, (2007)

*“Much of our time is spent in trying to weigh up the personalities of those around us and adjusting to them where possible. We observe the way people move, talk, or react on different occasions, we watch their faces for clues to their attitudes and we listen to their prejudices’ and we find ourselves changing to suit their circumstances, so that a man, among his friends, is usually not the same, (when faced with different social situations)”*(pg. 234).

Every time a teacher counsellor is faced with different students or teachers, he/she requires these elements of personality so that he/she can be successful in assisting the client. So, does the teacher counsellor’s personality pose a challenge in his/her attempts to implement the guidance and counselling programme with a particular reference to Lugari Sub County, Kakamega County? In order to get an answer to this question, teacher counsellors and other teachers were requested to respond to the five indicators of personality in the G&C practice. Their responses are outlined in Table 4.5.

**Table 4.5:*****Influence of Teacher Counsellor's Personality on Implementation of Guidance and Counselling Programme***

<b>Statements</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Totals</b>
Poor teacher counsellor - student relationship	8(8%)	12(12%)	8(8%)	32(32%)	40(40%)	100(100%)
Good teacher counsellor personal characteristics.	8(8%)	12(12%)	20(20%)	28(28%)	32(32%)	100(100%)
Good attitude towards Guidance in the school.	20(20%)	12(12%)	8(8%)	20(20%)	40(40%)	100(100%)
Lack of confidentiality in teacher counsellor when handling student's cases.	8(8%)	12(12%)	20(20%)	28(28%)	32(32%)	100(100%)
Good professionalism in G&C.	20(20%)	12(12%)	8(8%)	20(20%)	40(40%)	100(100%)

Table 4.5 shows responses on the influence of teacher counsellor personality on implementation of guidance and counselling programme. As to whether there existed poor teacher counsellors - student relationship, 72% of the respondents either agreed or strongly agreed that teachers were feared by students, yet counselling is supposed to be a friendly exercise, 60% of the respondents either strongly agreed or agreed that they were good teacher counsellors or had personal characteristics that made counselling easier. From the study, 60% of the respondents either agreed or strongly agreed that they had good attitude towards guidance and counselling towards students

in their respective schools. Furthermore, 60% of the respondents either agreed or strongly agreed that there was lack of confidentiality in the teacher counsellor when handling student's cases as they could narrate such annoying cases when giving examples during class lessons, whereas 60% of the respondents either agreed or strongly agreed that there was good professionalism in guidance and counselling. The principal of a given school during interview narrated that the guidance and counselling teacher in her school was more overwhelmed with issues and was more of a problem than students to be counselled. *"My guidance and counselling teacher despite his knowledge in G&C is always upset, with family wrangles and always not sober, I find myself executing G&C roles"*. A guidance and counselling teacher in a different school narrated his loss of spouse as an issue he could not erase in his mind and was totally emotional in cases where students required guidance on bereavement, *"for such cases I just pass them to my colleagues to handle"*. According to Dryde et al., (1995) personal issues can influence a teacher counsellor's effectiveness. This implies that teachers have personal issues that could interfere with counselling if not handled well. The results indicate that although teacher counsellors were doing their best in offering the guidance and counselling services, failure to maintain confidentiality and their poor relationship with the students, still remained critical to effectiveness in offering the said services under consideration.

Consequently, teacher's personality continued to be a big challenge in the effective implementation of the guidance and counselling programme in public secondary schools in Lugari Sub county.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The purpose of this study was to identify challenges facing implementation of the guidance and counselling programme of public secondary schools of Kenya, a case study of Lugari Sub County, Kakamega County. In order to achieve this purpose, the study addressed the following objectives:

- i. To assess the extent to which the principals' support affect the implementation of guidance and counselling programme in public secondary schools in Lugari Sub-County, Kakamega County.
- ii. To investigate the contribution of teacher counsellor training on the implementation of guidance and counselling programmes in public secondary schools in Lugari Sub- County, Kakamega County.
- iii. To establish whether teacher counsellor's work load influences implementation of guidance and counselling programmes in public secondary schools in Lugari Sub- County, Kakamega County.
- iv. To investigate whether a teacher counsellor's personality influences the implementation of guidance and counselling in public secondary schools in Lugari Sub-County, Kakamega County.

This chapter presents a summary of the key findings, conclusions drawn from the findings and the recommendations made.

## **5.2 Summary of the Findings**

The findings arrived at were organized according to the related objectives.

### **5.2.1 The Influence of Principals' Support on Implementation of Guidance Counselling Programme**

The study established that principal's support to the G&C department was minimal. An overall mean rating indicated that 30% disagreed or strongly disagreed that there was adequate support, while 55% agreed or strongly agreed. However, it needs to be noted that except for the adequacy of time allocated for G&C, the respondents expressed their satisfaction with the principal's support. That satisfaction with teamwork, influence of the school counsellor programmes, good working relationship and principal's trust on the teacher counsellors, was of little value if there was inadequate time allocated to implement the schools G&C programme. It seems that many principals did not recognize the need for allocating reasonably adequate extra time for the programme implementation.

### **5.2.2 Counsellor Training and the Implementation of guidance counselling programme**

The study established that schools had guidance and counselling departments but to a great extent, they lacked teachers with G&C skills. The overall rating was that 82% of the respondents either strongly disagreed or agreed that G&C teachers had the appropriate training, skills and experience to appropriately handle G&C cases. There was, therefore, a dire need for the training of the teachers, as well as, in the management of the programmes in the schools. Most of the teachers handling the department required G&C lacked adequacy of the needed skills. In some schools



either the principal or the senior teachers were in charge of guidance and counselling, yet they lacked the relevant skills.

### **5.2.3 Guidance and counselling teachers' workload on implementation of guidance counselling programme**

The study noted that guidance and counselling teachers were overwhelmed with responsibilities as most of them held dual responsibilities such as being class teachers, games teachers and handling their respective lessons in their teaching subjects. In one case, a teacher was expected to work as a games teacher, a senior teacher, C.R.E. teacher and the same teacher happened to be the G&C teacher. This was just one of the common cases that limited their scope of work in the guidance and counselling sector that contributed to unruly behaviours in schools.

### **5.2.4 Teacher counsellor personality on implementation of guidance counselling programme**

The study established that guidance and counselling teachers had personal issues which interfered with their counselling responsibilities. Such issues included personal character, confidence level, attitude, bereavement, family status and past experiences in life that touched them so much when handling counselling roles. In essence, in a number of cases teacher counsellor's personality posed a challenge in his/her attempts to implement the G&C programme. During training, prospective teacher counsellors are coached to handle such issues. However, as noted earlier, generally, the teachers lacked that education and practicum to deal with their personal issues.

### **5.3 Conclusions**

This study had sought to investigate the challenges facing implementation of guidance and counselling in Lugari Public secondary schools and gave the conclusions as follows:

#### **5.3.1 Principals support**

Principals are key in the establishment and maintenance of G&C departments. Their full participation in running the programme is very critical. Generally, there has been inadequate relevant principal's support, therefore, a big challenge to the effective implementation of the G&C programme.

#### **5.3.2 Counsellor training**

Lack of adequate training and experience among those who participate in the implementation of the G&C in secondary schools is a big challenge to the implementation of the programme. The inadequacy of the training and experiences in G&C contributes to lack of adequate knowledge on the planning and implementation of the G&C programme in secondary schools.

#### **5.3.3 Guidance and counselling teachers' workload**

Guidance and counselling requires maximum concentration. It was obvious that because of the pressures of school academic work and inadequate staffing, G&C has, in many cases, to take second consideration after classroom teaching. Consequently, the extra workload on G&C teachers continues to be a challenge to the teacher, leaving inadequate time to attend to the G&C programme implementation.

### **5.3.4 Teacher counsellor personality**

Personality deals with personal issues that interfere with the counselling process. It has been observed that counsellors are unable to make proper decisions due to their internal and external factors that affect their proper guidance and counselling activities. This is very likely to be a consequence of lack of, or inadequate training of the G&C teachers. It is during such trainings that the teachers can gain knowledge in personality, psychotherapy, self-evaluation and behavioural intervention techniques that can assist them, not only in dealing with other peoples' issues, but also their own personality issues too. Therefore, inadequate training and experience in G&C continue to be a challenge to the teachers because they lack adequate skills to handle other personality issues that may interfere with the effectiveness in G&C.

### **5.4 Recommendations**

- i. School principals should provide guidance and counselling teachers maximum support to ensure effectiveness in the teachers' responsibilities. This eventually yields good fruits through improved school discipline and improved academic performance.
- ii. Guidance and counselling teachers should take in-service courses and short seminars in guidance and counselling. Where possible, the principal and the TSC can even release them for further education. This will make them skilled in guidance and counselling.
- iii. School principals should appropriate more time to guidance and counselling teachers. This will enable them devote more time to G&C. The teachers should be motivated to like their work in G&C because it has a lot of contribution towards a favorable school climate.

- iv. Teachers should be encouraged to share information on issues affecting them since as they can device solutions from friends. These issues could affect their counselling activities if not managed. The MoE should organize courses/seminars that can contribute to the teachers' understanding on how they can handle their own personality issues besides those of their clients.

#### **5.4 Suggestions for Further Research**

The study did not exhaust all issues in Guidance and Counselling. Other issues that emanated from the study, that require further investigation are as follows:

- i. A study to establish the influence of guidance and counselling programme on academic performance of learners in public secondary schools.
- ii. A thorough study should be carried out on the characteristics of effective secondary school G&C personnel.
- iii. Investigate on the contribution of school G&C to the school climate or school culture.

## REFERENCES

- Achieng, A. A. (2007). *Guidance and Counselling: An Introduction*. Exact Concepts Publishers.
- Ajowi, J. O. & Simatwa, E. M. W. (2010). The role of guidance and counselling in promoting discipline in secondary schools in Kenya. *Educational Research and Reviews*, 5(5), 263-272.  
<http://www.academicjournals.org/ERR>
- Allport, R. (1935). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14–26.  
10.3102/0013189X033007014
- American School Counsellor Association (2005). *The ASCA National Model: A Framework for School Counselling programmes* (2<sup>nd</sup> Ed.). ASCA.
- ASCA (2012). *The millennium Development Goals, Report 2007*.  
[https://www.who.int/pmnch/knowledge/topics/un\\_mdgreport\\_2007/en/](https://www.who.int/pmnch/knowledge/topics/un_mdgreport_2007/en/)
- Bandura, A., (1986). *Social foundations of thought and action: a social cognitive theory*. Englewood cliffs. Prentice –Hall.
- Cary, R. W. (1965). *The specialized school counsellor* [PhD Dissertation, Western Reserve University]. Western Reserve University repository.  
<http://erepository.ru.ac.ke/handle/11295/75268>
- Child, D. (2007). *Psychology and the Teacher*. Riner hart and Winston.
- Cochran, J. R. & Peters, H. J. (1974). *Guidance: An introduction to selected reading*. A bell and Howell Company.
- Cooper, D., Hough. G. & Lloyd, J. (2005). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Prentice-Hall.
- Corsini, R. S. (1987). *Concise Encyclopedia of psychology*. John Willy & Sons Inc.

- Dryden, W., Ian, H. & Dave, M. (1995). *Counsellor trainer and supervisor: Issues in Professional Counsellor Training*. Cassel.
- East African Standard. (2001, April 23). *School tragedies related to indiscipline*. The East African Standard Media Group.
- Emerson, R. M. (1976). Social Exchange Theory. *Annual Review of Sociology*, 2(1), 335–362. 10.1146/annurev.so.02.080176.002003
- Eyo, M. B., Joshua, A. M. & Esuong, A. E. (2010). Attitude of secondary school students towards guidance and counselling services in Cross River State Edo. *Journal of Counselling*, 3(1), 87-99. 10.4314/ejc.v3i1.52684
- Fuller, H. & Benard, O. (2004). “*Understanding the role of education in development: Examination Theories and Practices from an intervention perspective*” staff seminar paper [Master’s thesis, Kenyatta University]. Kenyatta University repository. <https://ir-library.ku.ac.ke/handle/123456789/10920>
- Gachathi, A. (1976). *Guidance and Counselling in Kenyan Secondary Schools: The Role of ICT*. *Modern Education and Computer Science*, 8(2), 26-33. <http://www.mecs-press.org/ijmecs/ijmecs-v4-n8/IJMECS-V4-N8-4.pdf>
- Goldfried, M. R. (1982). *Converging Themes in Psychotherapy: Trends in Psychodynamic, Humanistic and Behavioural Practice*. Springer.
- Government of Kenya (GOK) (1978). *The Kenya posts and telecommunications corporation act, chapter 411*. Government Printer.
- Government of Kenya. (GoK) (2004). *Kenya Gazette Supplement, the Persons with Disabilities Act 2003*. Government Printer.
- Gybsers, N. C. (2005). Comprehensive school guidance programmes in the United States: A career profile. *International Journal for Education and Vocational Guidance*, 5(1), 203-215. <https://10.1007/s10775-005-8800-7>

- Gybsers, N. C., & Henderson, P. (2001). Comprehensive guidance and counseling Programmes: A rich history and a bright future. *Professional School Counseling*, 4(4), 246-257. <https://psycnet.apa.org/record/2001-00797-002>
- Gybsers, N. C. & Henderson, P. (2012). *Comprehensive guidance and counselling programmes: A rich history and a bright future. Professional School Counselling*, 4(4), 246-257.<https://eric.ed.gov/?id=EJ634439>
- Harel, C. & Erhard, H. (2005). *Methods for studying programs and policies*. Prentice Hall.
- Hayes, R. L., & Paisley, P. O. (2003). *Transforming school counsellor preparation programmes. Theory into Practice*, 41(3), 169-176. [www.jstor.org/stable/1477238](http://www.jstor.org/stable/1477238)
- Herman, J. P. (1967). *Guidance: A developmental approach* (2<sup>nd</sup> Ed). Rand McNally and Company.
- Hiebert, R. & Bezanson, H. (2002). Evaluation and organizational learning: Past, present, and future. *The American Journal of Evaluation*, 22(3), 387–395. <https://10.1111/1467-6486.00203>
- Human Rights Watch. (1999). *Spare the child; Corporal punishment in Kenyan schools*. <http://www.unhcr.org/refworld/docid/45dladbc2.html>
- Kamunge, I. M. (1988). *Report on the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond*. Government Press.
- Kegode, D. (2009). *Development of Education in Africa: The Kenyan Experience*. Initiatives Ltd.
- Kenya National Bureau of Statistics. (2019). *Statistics: An Introductory Analysis* (2<sup>nd</sup> ed.). Government Printers.

- Kenya National Bureau of Statistics. (2019). *Kenya population and housing census results*. <https://www.knbs.or.ke/?p=5621>
- Kimathi, C. K. (2002). *Perception of the Teacher Counsellor's Role in the Implementation of secondary school curriculum: A case of Central Division, Machakos District* [Master's Thesis, Kenyatta University]. Kenyatta University repository. <http://ir-library.ku.ac.ke/handle/123456789/2463>
- Kimathi, F. K. (2003). *Perception of the teacher counsellor role in the implementation of secondary school curriculum* [Masters Thesis, Kenyatta University]. Kenyatta University repository. <https://ir-library.ku.ac.ke/handle/123456789/2486>
- Kiss, J. & Bloom, G. (1985). *Educational Research: Competencies for Analysis and Application*. Merrill.
- Kithyo, I. M. & Petrina, S.(2002).Gender in school to school transitions: How students choose career programmes in technical colleges in Kenya. *Journal of industrial Teacher Education*, 3(9), 12-30. <https://scholar.lib.vt.edu/ejournals/JITE/v39n2/kithyo.html>
- Koech Report. (1999). *Totally integrated quality education and training. Report of the commission of inquiry into education system of Kenya*. Government printer.
- Kothari, C. R. (1990). *Research Methodology Methods and Techniques*. Wishwa
- Kothari, C. R. (2009). *General guide to writing research proposal and report. Handbook for beginning researchers*. Jomo Kenyatta Foundation.
- Lee, S. (1997). Perceptions of developmental guidance among Korean school counsellors. *Journal of Education and Practice*, 6(11), 93-102. <https://10.1007/BF03025555>
- Lutomia, A. G. & Sikolia, L. W. (2002). *Guidance and Counselling in schools and colleges*. Uzima press



- Lutomia, G. & Sikolia, I. (2006). *Handling problems facing youth*. Uzima publishing house.
- Makinde, J. (1984). *Literacy-Human Right, Not privilege. Development and Cooperation*. German Foundation for International Development.
- Mapfumo, J. & Nkoma, E. (2013). The State of Guidance and Counselling Programmes in High Schools in Manicaland, Zimbabwe. *International Journal of Scientific Research in Education*, 6(2), 100-116. <https://www.ijlter.org/index.php/ijlter/article/view/593>
- Mapfumo, J. S. (2001). *Guidance and Counselling in Education*. Post Graduate Diploma in Education, Module PGDE 012. Zimbabwe Open University.
- McGuiness, J., Alred, G., Cohen, N., Hunt, K. & Robson, M. (2001). Globalising counselling: Humanistic counselling in Kenya. *British Journal of Guidance and Counselling*, 29(3), 293-300. 10.1080/03069880120073012.
- McGuiness, J., GeofAlred, N. C., Kathy, H. & Maggie, R. (2001). Globalizing counselling: Humanistic counselling in Kenya. *British Journal of Guidance & Counselling*, 29(3), 293-30. doi.org/10.1080/03069880123130
- McMillan, J. H. & Schumacher, S. (2001). *Research in Education: A Conceptual Introduction* (5<sup>th</sup> ed.). Longman.
- Mghwelo, E., Hofmann S. G., Barlow D. H. (2014). Evidence-based psychological interventions and the common factors approach: the beginnings of a rapprochement? *Psychotherapy*, 1(2), 51, 51–513. 10.1037/a0037045
- Mghweno, P. E., Mghweno, L. R., & Baguma, P. (2014). Access to guidance and counselling services and its influence on students' school life and career choice. *African Journal of Guidance and Counselling*, 1(1), 7-15. <https://www.semanticscholar.org/paper/Access-to-guidance-and-counseling-services-and-its-Eliamani-Richard/5eb2bd8322aabe13f4f28df89d9438527d832d48>
- Milner, P. (1974). *Counselling in education*. J. M. Dent and Sons Ltd.

- Ministry of Education (1977). *Educating Our Future Policy. Institutional Supplier Limited.* Kenneth Kaunda Foundation.
- Ministry of Education Science and Technology. (2000). *Kenya education sector support program 200-2005.*  
<http://planipolis.iiep.unesco.org/upload/Kenya/Kenya%20KESSP%20FINAL%202005.pdf>
- Ministry of Education Science and Technology. (2005). *Kenya Education Sector Support Programme 2005-2010.*  
<https://www.ircwash.org/resources/kenya-education-sector-support-programme-kessp-2005-2010-strategic-plan-development-school>
- Mugenda, O. N & Mugenda, A. G. (2003). *Research Methods. A Quantitative and Qualitative Approach.* ACTS Press
- Mugenda, A. & Mugenda, O. (2009). *Research Methods: Quantitative and Qualitative Approaches.* Acts Press.
- Mullan, K. (1990). *Proposal and Thesis writing: An introduction.* Pauline's Publications Africa.
- Mushaandja, J., Haihambo, C., Vergnani, T. & Frank, E. (2013). Major challenges facing teacher counsellors in schools in Namibia. *Educational Journal*, 2(3), 77-83. <https://10.11648/j.edu.20130203.13>
- Muthoni, K. (2010). Professional Counseling in Kenya: History, Current Status, and Future Trends. *Journal of Counseling & Development*, 2(4), 90-107. [10.1111/j.1556-6676.2012.00015.x](https://10.1111/j.1556-6676.2012.00015.x).
- Mutie, E. K. & Ndambuki, P. (1999). *Guidance and counselling for schools and colleges.* Oxford University press (E. Africa).

- Mwaniki, M. (2008, May 7). Pregnancies kick girls out of school. *The Daily Nation*. <https://www.nation.co.ke/kenya/counties/machakos/over-3900-girls-impregnated-in-machakos-731184>
- Ndambuki, P. & Mutie, E. K. (1999). *Guidance and counselling for schools and colleges*. Oxford University Press.
- Ng'ang'a, T. (2004, July 31). Counselling week in schools. *The Daily Nation*. <https://www.nation.co.ke/kenya/blogs-opinion/opinion/here-is-how-to-keep-children-from-poor-families-in-school-289624>
- Ngumi, O. N. (2003). *Assessment of the level of training and resource needs of secondary school guidance counsellors in Nakuru municipality, Kenya* [Unpublished Masters Thesis, Egerton University]. Egerton University repository. <http://ir-library.egerton.ac.ke/handle/123456789/1186>
- Njoka, E. W. (2007). *Guiding and counselling pupils in Kenyan public primary schools: Headteachers and teacher counsellors' role perceptions and experiences*. [Doctoral theses, Durham University]. Durham University repository. <http://etheses.dur.ac.uk/2463/>
- Nthusi, N. M. (1999). *Students' leadership, delinquency guidance and pastoral care in schools. A paper presented on the National conference on student leadership delinquency guidance and pastoral care in schools* [Master's thesis, Kenyatta University]. Kenyatta University repository. <http://ir-library.ku.ac.ke/handle/123456789/3952>
- Nyamwaka, E.O., Ondima, P. C., Nyamwange, C., Ombaba, S. & Magaki, E. K. (2013). Assessment of implementation levels of guidance and counselling programme in Kenyan secondary schools: A case of Sotik district, Bomet County, Kenya. *Journal of Education and Practice* 4(3), 178-186. <https://www.iiste.org/Journals/index.php/JEP/article/view/4507>
- Nyamwange, B. C., Nyakan, O. P. & Ondima, C. P. (2012). Assessment of Challenges facing Secondary School Guidance and Counselling Teachers

in Nyamira District, Kenya. *Journal of Education and Practice*, 3(1), 1-8.  
[https:// 10.5281/zenodo.1064807](https://10.5281/zenodo.1064807)

Nyamwange, C. B., Nyakan, P. O & .Ondima, P. C. (2012). Assessment of challenges facing secondary school guidance and counselling teachers in Nyamira district, Kenya. *Journal of Education and Practice*, 3(16), 41-47.  
<https://www.iiste.org/Journals/index.php/JEP/article/view/3694>

Nyutu, P. N. (2007). The development of the student counselling needs scale. *Educational Action Research*, 4(2), 45-78.  
[https:// 10.1080/09650792.2020.1729218](https://10.1080/09650792.2020.1729218).

Oketch, E. & Ngumba, W. (1991) *Principles of guidance and counselling*. The college of education and external studies.

Okobiah, W. & Okorodudu. A. (2004). *Fundamentals of sociology of Education with Reference to Africa*. University of Nairobi press.

Ominde report (1964). *The Kenya education commission report*. Government printer.

Onyango, G. A. (2001). *Competencies Needed by Secondary School Headteachers and Implications on Pre-Service Education* [Doctoral Dissertation, Kenyatta University]. Kenyatta University repository. <https://ir-library.ku.ac.ke/handle/123456789/2593>

Onyango, J. A. (2001). *Competences needed by secondary school head teachers and implication for pre-service and in-service Education. A case of Nairobi and Kakamega district (Kenya)*. *Educational administration, planning and curriculum development*. [Master's thesis, Kenyatta University]. Kenyatta University repository. <https://ir-library.ku.ac.ke/handle/123456789/2593>

Orodho, J. A. (2008). *Techniques of writing research and reports: In education and social sciences*. Kanezja HO Enterprises.

- Orodho, J. A. (2009). *Techniques of Writing Research Proposals and Reports in Education and Social Sciences*. Masola Publisher Nairobi
- Oso, A. & Onen, H. (2009). *Elements of Education and Social Science Research Methods*. Kanezfa Publishers.
- Osoro, B, K., Amundson, N, E., & Borgen, W. A. (2000). Career decision making of high school students in Kenya. *International Journal for the Advancement of Counseling*, 2(2), 289-300. <https://doi.org/10.1023/A:1005661001209>
- Painsley, P. O. & Hayes, R. L. (2003). School counselling in the academic domain: Transformations in preparation and practice. *Professional School Counselling*, 6(3), 198-209. <https://go.gale.com/ps/anonymous?id=GALE%7CA100732136&sid=googleScholar&v=2.1&it=r&linkaccess=abs&issn=10962409&p=AONE&sw=w>
- Pecku, N. K. (1991). *Introduction to guidance for training colleges*. Assemblies of God Literature Centre.
- Republic of Kenya. (1976). *Report of the National committee on Education Objectives and policies*. Nairobi Government Printer.
- Republic of Kenya (1979). *National Committee on Education Objectives and Policies*. Government Printer
- Republic of Kenya. (2001). *Report of the taskforce on students discipline and unrest in secondary schools in Nairobi Kenya*. Jomo Kenyatta Foundations.
- Rogers, C. (1961). *On Becoming a Person*. Houghton Mifflin
- Romano, H. G., & Wahl, N. (2005). Research in Computer Science and Management Studies. *International Journal*, 2(3), 12-24.  
<https://www.acseusa.org/journal/index.php/aijbms>
- Singleton, A. (1993). *Education and Sociology: Sociology of African Education*. Macmillan Publishers.

- Sun, J., & Stewart, D. E. (2007). Development of population-based resilience measures in primary school setting. *Health education, 107*(6), 575 – 599. <https://www.semanticscholar.org/paper/Development-of-population%E2%80%90based-resilience-measures-Sun-Stewart/d97084c2687bb123c6970be10585369180b0d086>
- Taylor, F. (1971). *Management journal: An Introduction*. Harcourt Brace, Jovanovich, Inc.
- Tumuti, S. (1985). *Needs assessment for guidance and counselling in Kenya*. <http://www.unesco.org/education/news-en/Kenya.doc>.
- Tumuti, S. (2002). *An introduction to counselling and Psychotherapy*. Graduate Manual for Open learning, Kenyatta University.
- United Nations Educational, Scientific and Cultural Organization (2001). Module 8: *Guidance and Counselling Programme Development*. Botswana
- United Nations Educational, Scientific and Cultural Organization UNESCO (2002). *The first international conference on guidance, counselling and youth development in Africa, Nairobi, Kenya*. <http://www.unesco.org/education/news-en/kenya.doc>
- Wambu, G. W. & Fisher, T. A. (2015). School Guidance and Counselling in Kenya: Historical Development, Current Status, and Future Prospects. *Journal of Education, 6*(11), 46-85. <https://eric.ed.gov/?id=EJ1081671>
- Wambu, G. W., & Wickman, S. A. (2011). Advocacy for Kenyan school counsellors and the counseling profession. *Journal of Counseling in Illinois, 2*(1), 34-42. <https://doi.org/10.1007/s10447-015-9253-4>

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

Wanjohi, M. (1990). *Distance education: A systems view*. Wadsworth.

Warren, N. & Jahoda, M. (1973). *Attitudes*. Middlesex

Williams, K. (1993). *The school counsellor*. McCheven and Company Ltd.

Yuksel-Sahin, F. (2009). The evaluation of counselling and guidance services based on teacher views and their prediction based on some variables.

*International journal of instruction*, 2(1), 59 – 76.

<https://10.11648/j.edu.20130203.13>

## APPENDICES

### Appendix A: Introductory Letter

Rebecca Amambia Magero

P.O.Box 31

Ndhiwa

Mr, Mrs, Miss, M/S.....

#### Dear Participant,

This is to inform you that I am undertaking a research study leading to a Master of Education in Guidance and Counselling degree in Kenya Methodist University. The study focuses on *An assessment of challenges facing implementation of guidance and counselling programme in public secondary schools in Kenya, a case of Lugari Sub-county*. When successfully completed, the findings will enable the Ministry of Education and the County Education Board to come up with the best practices that will minimize the challenges to the benefit of both the students and the Ministry of Education. In this regard, please take some time to complete this questionnaire. Your accurate and frank response will be highly appreciated. You do not need to write your name on the questionnaire. All the information you provide will be treated with confidentiality. The findings of this study will be used only for research purposes.

Thank you for your cooperation.

Rebecca A. Magero.

Tel 0722 679 468

### Appendix B: Questionnaire for Teacher Counsellors and other Teachers

#### (A) Effects of principals' support towards G&C.

To what extent do you agree with these statements towards the head teacher's input in G&C? Please tick (✓) where necessary.



**SA - Strongly agree, A-agree, NS -Not sure**

**D- Disagree, SD –Strongly Disagree**

<b>Activity</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
1. Team work in G&C					
2. Strong influence on school's counsellor programme					
3. Good working relationship between the principal and the teacher counsellors					
4. The principal allocates adequate time for G&C					
5. There is a good trust between the principal and G&C teachers					

**(B) Effects of teacher counsellor training in G&C on the implementation of G&C programme.**

<b>Activity</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
1. Principals, deputies, senior teachers or G&C teachers could handle G&C					
2. Use of practical skills in G&C is practiced.					
3. Understand theories of personality, psychotherapy and behavioural intervention technique					
4. Conversant with roles in guidance and counselling.					
5. Appointment of teacher counsellor based on qualification in G&C.					

**(C) Influence of teacher counsellor's work load on the implementation of G&C programme.**

<b>Activity</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
1. Enough time provided for G&C.					
2. Majority of G&C teachers have less than 20 lessons					
3. Teacher counsellors are involved in discipline cases.					
4. G&C is done in team work.					
5. Teacher counsellors handle the normal workload per week					

**D) Influence of teacher counsellors' personality on the implementation of G&C programme.**

<b>Activity</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
1. Poor teacher counsellor- student relationship					
2. Good teacher counsellor personal characteristics.					
3. Good attitude towards guidance in the school.					
4. Lack of confidentiality in teacher counsellor when handling student's cases.					
5. There is good professionalism in G&C.					

### **Appendix C: Interview Schedule for Principals**

1. How is the school administration involved in the G&C programme in your school?
2. As a school, how do you ensure that the G&C teacher improves on the G&C skills and professionalism?
3. According to your own observations, what would you consider to be the most critical characteristics that a G&C teacher should possess?
4. Is there any committee or group that is vested with the responsibility of overseeing the G&C practice in the school? Please explain how the committee was established and its functions.
5. How has the G&C programme in your school contributed to the school's relationships among the members of the school community?
6. Would you consider teamwork to be a necessity to the success of G&C programme in your school?
7. What would you say about the adequacy of the support given to the G&C department by the school administration?
8. Please explain the workload of the G&C teacher as compared to that of other teachers.
9. What challenges do you encounter in the management of G&C programme in your school?
10. What suggestions would you make regarding improvement of G&C programme in your school?

## Appendix D: Institution Letter



### **KENYA METHODIST UNIVERSITY**

P. O. Box 267 Meru - 60200, Kenya  
Tel: 254-064-30301/31229/30367/31171

Fax: 254-64-30162  
Email: info@kemu.ac.ke

Our ref: PS/NAC/MEG-3-0351-2/2013

27<sup>TH</sup> MARCH 2019

Commission Secretary,  
National Commission for Science, Technology and Innovations,  
P.O. Box 30623-00100,  
**NAIROBI.**

Dear Sir/ Madam,

**RE: REBECCA AMAMBIA MAGEKO – MEG-0-0351-2/2013**

This is to confirm that the above named is a bona fide student of Kenya Methodist University, undertaking a Masters degree in Guidance and Counseling. She is conducting a research titled "An Assessment of the Challenges Facing Implementation of Guidance and Counseling Programmes in Public Secondary Schools: A Case of Lugari Sub-county."

We confirm that her thesis proposal has been defended and approved by the university.

In this regard, we are requesting your office to issue a permit to enable her collect data for her Masters thesis.

Any assistance accorded to her will be appreciated.

Yours faithfully,

A handwritten signature in black ink, appearing to be "John Muchiri", is written over a horizontal line.

**DR. JOHN MUCHIRI, PhD.**  
**DIRECTOR, POSTGRADUATE STUDIES**

Encl.

**Appendix E: License**



REPUBLIC OF KENYA



NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 613722

Date of Issue: 04/October/2019

**RESEARCH LICENSE**



This is to Certify that Ms., ALWENA REBECCA of Australian National University, has been licensed to conduct research in Kakamega on the topic: GUIDANCE AND COUNSELLING OF THE KENYA METHODIST for the period ending : 04/October/2020.

License No: NACOSTI/P/19/1716

613722

Applicant Identification Number

Director General  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document,  
Scan the QR Code using QR scanner application.

## Appendix F: Research Permit

REPUBLIC OF KENYA



**MINISTRY OF EDUCATION**  
**STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**

Telephone: 056 -30411  
Fax: 056 – 31307  
E-mail:wespropde@yahool.com  
When replying please quote our ref. no.

COUNTY DIRECTOR OF EDUCATION  
KAKAMEGA COUNTY  
P.O. BOX 137 -50100  
KAKAMEGA

Ref. No. KAKA/C/GA/29/17 VOL V/

Date: 6<sup>th</sup> July, 2020

MS. ALWENA REBECCA  
**AUSTRALIAN NATIONAL UNIVERSITY**

### RE: RESEARCH AUTHORIZATION

The above has been granted permission by National Council for Science & Technology vide letter Ref. No. NACCOST/P/19/1716/613722 dated 4<sup>th</sup> October, 2019 to carry out research on **Guidance and Counseling of the Kenya Methodist** in Kakamega County, Kenya for the period ending 4<sup>th</sup> October, 2020.

Please accord her any necessary assistance she may require.

  
DICKSON O. OGONYA  
**COUNTY DIRECTOR OF EDUCATION**  
**KAKAMEGA**

COUNTY DIRECTOR OF EDUCATION  
KAKAMEGA COUNTY

CC:  
The Regional Director of Education  
**WESTERN REGION**