

**FACTORS INFLUENCING THE IMPLEMENTATION OF GUIDANCE
AND COUNSELING OF SELECTED SECONDARY SCHOOLS
IN KISII DISTRICT, KENYA**

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DEDICATION

The researcher dedicates this work to his first born son, the late Amos Mogunde, whom the researcher had great plans for but 'left' them in a huff, long before the researcher could unveil his vision.

DECLARATION

This is my own original work and has not been presented for a Degree or any other Award in any institution.

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ABSTRACT

Objectives: This study investigated the factors influencing the implementation of guidance and counseling of selected secondary schools in Kisii District, Kenya. Specifically, these data were gathered: profile of teacher counselors as to age, gender, professional qualifications, number of years in service and legal status; and degree of factors influencing the implementation of guidance and counseling as to training, availability of material resources, time availability, attitude towards guidance and counseling and managerial support.

Design: This study employed the descriptive survey method of investigation.

Environment: This study was conducted in Keumbu division of Kisii Central District, Kenya. Keumbu Division is found in the Kisii highlands, about 9 kilometers from Kisii Town, wherein there are 14 secondary schools in that division. Out of the fourteen secondary schools, 2 are mixed boarding and day while 12 are mixed day schools, both private schools.

Respondents: This study targeted all fourteen (14) teacher counselors of selected secondary in Keumbu division of Kisii District, Kenya.

Instrument: This study utilized a researcher devised instrument which was a questionnaire that contained questions about profile of

the respondents in terms of age, gender, professional qualifications, number of years in service and legal status; degree of factors influencing the implementation of guidance and counseling in five areas namely: training, availability of material resources, time availability, attitude towards guidance and counseling and managerial support. They were rated as follows: 4 strongly disagree (you disagree with no doubt at all), 3 disagree (you disagree with some doubt), 2 agree (you agree with some doubt), and 1 strongly agree (you agree with no doubt at all).

Data Collection Procedures: The frequency and percentage was used to determine the profile of the teacher counselors. The weighted mean was used to determine the degree of factors influencing the implementation of guidance and counseling in five areas namely: training, availability of material resources, time availability, attitude towards guidance and counseling and managerial support. The obtained data were expressed in the following mean range: 3.26 – 4.00 very good, 2.51 – 3.25 good, 1.76 – 2.50 fair, and 1.00 – 1.75 poor.

Findings: This study revealed the following: the mean age of the teacher counselors was 32.64; and the degree of factors influencing the implementation of guidance and counseling were good (mean = 2.88).

Conclusion: Based on the findings, it was concluded that the factors influencing the implementation of guidance and counseling are good.

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

World over, education is a commodity that cannot be ignored. For this reason different governments have endeavored in devising bodies that can assess and evaluate curriculum implementation at school level and elsewhere. However, these could only be possible if the teachers and the students are in an environment conducive for learning. This condition can only be maintained when the learners and the teachers make the environment so. However, the situation in schools in Kenya is evident of moral decadence highlighted the worst recorded examples of student unrests witnessed in schools in Kenya. In 1991, more than seventy girls were raped and killed by their fellow male students at St. Kizito Secondary School, Meru, Kenya. In 1992, an arsonist set a girls dormitory on fire at Bombolulu Secondary School killing at least twenty students. In 1999, some students at Nyeri Boys High School in Nyeri set ablaze four prefects to death. To address this problem, some teachers and students need special advice and guidance from specialists known as counselors. This calls for immediate implementation of guidance and counseling in schools.

The moral situation of secondary schools has been worsened by the recent decision whereby the Ministry of Education in Kenya phased out the Social Education and Ethics (S.E.E) in secondary schools, a subject that inculcated moral values among students. The fear of the moral situation in schools and the society was also witnessed by the

Commission of Inquiry into the Education System in Kenya: Total Quality Education and Training –TIQET, (Republic of Kenya, 1999) that observed that there existed escalating destructive tendencies in schools. The Commission attributed this social malady to the inability of the education system to produce socially responsible persons. Resignedly, the Commission proposed that the schools needed expert counselors urgently besides improving the curriculum to address social issues.

Guidance and counseling in schools has attracted many observations and support at various policy levels. Government of Kenya development plan (1979-1983) maintains that guidance and counseling should be part of the curriculum at the teacher training colleges and universities. The Ministry of Education report (Republic of Kenya, 1988) has also not been left out of these. The Ministry has made a number of recommendations with regard to this. First, it recommended that guidance and counseling programmes should be decentralized to district levels and senior teachers be responsible for running the programmes. Secondly, to effect this, it directed the Kenya Institute of Education (KIE), a body endowed with making the curriculum to develop a suitable and relevant guidance and counseling curriculum.

According to the Ministry of education report (1988), guidance and counseling aims at helping students to: identify their abilities, interests and values that will help them to adjust to their educational, social, personal and career environments, develop a positive self concept, develop skills on how to cope with problems of everyday

living, develop a clear understanding of their sexuality and other family life issues, understand and appreciate the impact of gender on their participation in social economic and cultural realities that affect their lives, identify their abilities, interests and values that will help them to adjust to their educational, social, personal and career environments.

Guidance and counseling is important to students on personal matters, self-understanding and how to relate with other people. Despite these, it has been observed that guidance and counseling services is mostly confined to form four students especially with regard to career choices, whereby the students are provided with the information with regard to further education, training and employment. Consequently, naturally, students in lower forms do not get guidance and counseling. This situation is aggravated by the fact form fours are more willing to seek counseling help than other class in the school. For instance, the students in form four were willing to seek counsel than those in form two in selected secondary schools in Nairobi. However this should not be the case.

Worst still, it is on record that only a few districts had established guidance and counseling programme in secondary schools. The report further attributes this problem to the deficit of officials to implement guidance and counseling programme and the habit of teachers giving priority to teaching. The school counselors should extend their services to all students in the school as this might improve the level of awareness in guidance and counseling in secondary schools. According to the Ministry of education report (1988), all the secondary school

students are at a transitional stage both developmentally and vocationally and thus the schools need to recognize their developmental needs. By so doing, they will be preparing them for the world of work.

In a related vein, guidance and counseling as a programme that helps the youth to understand who they are, where they want to go, what they want to do and how to solve problems arising in their lives.

Though these arguments and suggestions prevail, the secondary schools in Kenya have for a long time shown a level of indiscipline that makes guidance and counseling really urgent. Further, when it comes to career choices, students have continually seen some jobs as purely designed for a particular sex. They have further gone ahead and based their choices of careers on these stereotypes due to lack of proper guidance and counseling.

The report of the Task Force on students' discipline and unrest in secondary schools (Republic of Kenya, 2001), indicates that lack of guidance and counseling is a major cause of indiscipline and student unrest in secondary schools. Thus, it is felt that guidance and counseling is still suspect in secondary schools. However, different schools have different environments and thus, the requirements for implementation of guidance and counseling is not the similar. Among such factors are material resources, managerial support, positive attitudes to guidance and counseling, training of teacher counselors and instituting the necessary offices for guidance and counseling. Kisii Central District in its entirety is one area where guidance and

counseling programme implementation is still suspect considering the indiscipline cases reported.

The researcher who is a graduating student seeks to assess the factors affecting the implementation of guidance and counseling in public secondary schools in Keumbu Division of Kisii Central District with a view of seeking the way forward.

Theory

This study is based on the theory of Okoth (2002), which states that human beings have inherent self-actualization tendency. This tendency helps a person's needs to develop positive view about oneself and interact with others in the society effectively. A harmonious environment encourages the self-actualization tendency. On the other hand, if the environment is demeaning and uncomfortable, the self-actualizing tendency will be discouraged. In such scenario, a person develops a false image in which reality is denied and distorted.

The theory holds that a person must fulfill his/her psychological and physiological needs in a responsible manner. Maladjustment is the result of either not fulfilling one's needs or fulfilling them in an irresponsible manner. Guidance and counseling thus helps students to learn healthy ways of interacting with other people to focus on what is happening in the present time rather than the past or the future. This is because guidance and counseling helps an individual to focus on his/her needs and to learn to fulfill them in a responsible manner. For instance, within the school level the student needs are in terms of morals,

adolescent crisis or career development, for example. However, the reality therapy theory mentioned that each individual should strive to develop identity success. This success has a semblance to self-actualization in Karl Rogers' theory. Also, each individual should maintain a set of moral standards in his/her society. Thus, if the teacher counselors embraces the client centered theory which has a bearing on reality therapy in guidance and counseling programme in secondary schools in Kenya, the programme will take root.

Therefore, it becomes the onus of the counselors to help the clients to be more adaptive in their behaviours. Thus, the theory calls upon the existence of counselors. Secondly, the counselors should be provided with the resources, time, support and space they need so that they could be able to achieve this purpose. This is because if there is inadequacy of the conditions that enhance implementation of guidance and counseling, definitely the programme cannot kick off. The features of an instable environment for instance in schools are students unrests, uncalled for demonstrations, general indiscipline, improper career choices among others. In such an environment, it will be difficult for one to realize self-actualization tendency.

Review of the Related Literature

According to Mutie and Ndambuki, guidance and counseling is essential in schools because it: enables students make proper choices, helps in the total development of the students, helps students choose, prepare for and progress in a career, help the students in vocational development, help the students make adjustments in various situations

in school and at home, supports the efforts at home, minimize the mismatch between education and employment and help in the efficient use of labour force, identifies and motivate the disadvantaged, help check wastage and stagnation by providing counseling services.

Guidance and counseling programme need administrative support for it to take root at school. The support ranges from goodwill to material. He realized that lack of administrative control and support of the guidance personnel in schools made it impossible for the programme to take off.

The head teachers who are expected to give support to guidance and counseling programme need to attend seminars on the same. Consequently, they are likely to understand it and thus give it support. Supportive services can also take the form of monitoring. Monitoring as the process of ensuring that the programme is running as it should and that it is having the impact it is intended to. Monitoring may be done through inspection, interviewing the service providers and recipients, examining relevant records and through making follow up studies. The head teacher should evaluate guidance and counseling programme in the school periodically so that improvement and revision can be made (Okoth, 2002).

School counseling services can be divided into the following three main groups: educational guidance, personal guidance and vocational guidance. He further outlines the following as the objectives of counseling services in school: to help individuals work through temporary crises, help adolescents deal with normal developmental

problems, note signs of abnormal disturbance at the earliest stages, refer cases needing specialist treatment at the earliest possible opportunity, help communications within and between the school, the home, the community and its resources, support teachers who are helping individuals in their care but who themselves want reassurance and guidance (Jones, 1999).

Discipline is the foundation of reliable citizens. Guidance and Counseling programme can also go a long way in behaviour modification in institutions of learning. Further, though the student may not be cognitively and emotionally prepared in life guidance and Counseling will make him behave as a responsible adult (Griffin, 1996).

The student unrests had taken a new dimension as happened at St. Kizito Mixed Secondary School on 13th July 1991 when male students invaded the girls dormitory and violently raped a number of them. Consequently, 19 Girls lost their lives.

The Commission of Inquiry into Education System in Kenya (republic of Kenya, 1999) had note earlier that devil worship had become widespread in schools and violent acts had become a way of life in many schools. The Commission had recommended the strengthening of counseling in schools besides curriculum intervention in these problems.

The situation in schools in terms of discipline has worsened with the recent legislation banning corporal punishment in schools, hence repealing the section that permitted canning in schools, that is, legal Notice No. 40 1972. Thence, guidance and counseling in secondary

schools is such an urgent requirement to fit this vacuum Ministry of Education Report (Republic of Kenya, 2001).

Guidance and counseling can only become meaningful to individuals in developing countries if only it focuses on decision-making skills, educational skills, interpersonal skills, life planning skills, career planning skills, enhancement of teacher and parent effectiveness and value clarification. He adds that problems facing the provision of guidance and counseling are attitudinal, structural, human and cultural (Mankinde, 1984).

The lack of trained school counselors in institutions of learning coupled by lack of enough time and facilities for use by counselors and lack of research work in the area of guidance and counseling for utilization in the improvement of the profession. He further, notes that lack of administrative and other relevant authority support can also be an influencing factor on guidance and counseling in secondary schools. He also added that all teachers should have the ability to guide and counsel pupils. But many teachers are not professional counselors (Ndung'u, 2003).

Teachers need to be equipped with adequate skills if they are to continually deal with pupils' problems. This has been felt so by many studies and scholars. The role of the teacher is to guide pupils through an exploration of their own values (Glickman, 1986).

In the school the child sees the teacher as a father or mother substitute, and therefore, expects him or her to be more than a mere impartor of knowledge. The child looks upon the teachers often as his

ideal in matters of behaviour and personal character and tries to emulate him / her in many ways. Such a person cannot be of that social caliber unless he or she is trained on ethical standards.

Similarly, the participation of talented students in a classroom at Mwangaza Primary school, Nairobi province in a bid to find out whether the teachers were aware of talented children in their classrooms. This aspect can be detected well by teachers who are trained in guidance and counseling. She found out that the teachers were aware of this cadre of students in their classrooms.

However, the teachers indicated that the students were challenging and that to keep up their pace is difficult especially with the large numbers they handle. The foregoing arguments indicate calls for training of teachers on guidance and counseling to enable him/her become a professional and hence perform his/her duties as required (Mutua, 2005).

Elsewhere, fears have been expressed that guidance and counseling should not be carried out by anybody else other than professionally trained persons. They feel that such untrained counselors are likely to harm their clients. Many teachers have no training for the job except save for the course they took during their undergraduate or diploma training (Gitonga, 1990).

Teacher training institutions in Africa offering educational psychology, he claims that though they offer educational psychology, it does not relate to the African social and cultural setting thus becoming unsuitable for the African child.



He thus feels that the colleges should revitalize their psychology courses so that they can address the African issues. Thus, teacher counselors should be trained to execute their duties effectively (Durojaive, 1990).

The Ministry of Education Science and Technology (M.O.E.S.T) should appoint teacher counselors for every public school. These teachers should be trained so that they could have the required skills and knowledge in guidance and counseling.

The trained counselors are the ones who will be able to address problems facing adolescents, especially in managing their sexuality (Task Force Recommendation 141, Republic of Kenya, 2001).

The academic issues of students need to be addressed by experienced qualified counselors (Gitau, 2000).

Similarly, guidance and counseling is based on some ethics and a set of norms guiding human behaviour in terms of right and wrong. For this reason, it should be approached as a profession (Banners, 1993).

There is need for facilities availed to trained teacher counselors in order for them to execute their duties. However, this is not always the case with public secondary schools in Kenya. Most public secondary schools in Kenya are day schools that may only be having four classrooms and the Head teacher's office plus a staff room. For instance, states that there lacks a private office in which the teacher can counsel a student. This is to ensure that there is no interruption. Other materials that might be lacking in schools is reference books on guidance and counseling. This might be a carryover factor from

inadequate funds, a situation common in most secondary schools. The inadequacy of funds has prompted even the highest stakeholders in education to give advice on how to ensure the available fund are used well (Mushila, 1990).

On commenting on how to make secondary school education affordable, the Assistant Minister of Education in Kenya stated that the head teachers should not charge parents extra levies. He felt that that there are anomalies in the spending of schools funds thus making it impossible for the schools to meet their objectives. He felt that the principals should give some projects priorities, especially those that enhance student interest. Priorities that are urgent in schools are guidance and counseling programmes. This is because they harmonize the school environment to the extent of making learning and teaching possible. Besides insufficient funds to implement the guidance and counseling programme some schools consider it as a luxury and optional. Teacher counselors are therefore left with no option but to view it likewise (Mwiria, 2007).

Guidance and counseling is a programme that requires time. This is because the counselors are approached as a group or individuals. In most cases, they are approached as individuals because they have personal problems. However, it is common knowledge that guidance and counseling is not timetabled in schools. Consequently, it is done when the teacher counselor has time especially at Games time or lunch time. It is possible that many students who have problems do not have access to guidance and counseling services. Some teacher counselors

end up employing group and infrequent counseling. He further claims that some counselors consciously increase the number of pupils they serve in groups. Others end up delegating their work to fellow students. But it is felt that students find it easy to approach counselors as individuals. This is one way of enhancing confidence. Thus, to expose students to a counselor as a group therefore hampers the effectiveness of that exercise (Mushila, 1990).

In her study on students' problems and their attitudes towards seeking counseling help in some selected schools in Nairobi, she realized that teacher counselors were not popular with students due to lack of confidentiality and fear. She thus recommended that schools should provide facilities that that will help the process of guidance and counseling in secondary schools to regain the confidence of students.

A student's attitude towards guidance and counseling cannot be ignore in the exercise. Attitude is the positive or negative predisposition of feelings, ideas, perceptions and behavior in a certain way towards a given situation. They are mental and are acquired or developed through experiences in our environment and are taught in much the same way that skills and habits are learned. The attitudes of the teacher counselors, students, head teachers, staff members, parents/guardians and the general public are crucial for making guidance and counseling more effective in its implementation. In concluding her study resignedly recommended that all stakeholders, counselors, teachers, clergy, parents, and policy makers should be involved to help the students cope with psychological, social and emotional problems. She also

realized that class level of students influenced their attitudes towards seeking help. She realized that students are most open to using counseling services while in form four, and least desiring to do so, while in form two (Chesoto, 2005).

Studies have revealed that guidance and counseling services, which are relatively new in Kenyan secondary school, are viewed with skepticism by the students (Wanjohi, 1990).

Similarly, the students have a somewhat negative attitude towards guidance and counseling services. He recommended that teachers and parents should change their approaches while offering guidance and counseling services because it was found out that parents and teachers over relied on punishment during their guidance and counseling sessions making it feared by the students (Kombo, 1998).

The students were unwilling to admit that they had problems. This is because of having a wrong notion of what guidance and counseling is all about (Gitonga, 1999).

The attitude held by students when seeking help determine how effective counseling resources are used (Mwangi, 1999).

The attitudes of secondary school students to seeking counseling help in Thika District found out that students seek help when they have a positive attitude towards counselors. The teachers thus need to establish the students' attitude to guidance and counseling with a view of remedying them. That will be the only way to ensure that guidance and counseling takes ground in schools. The teacher counselors should

also be those who are willing to take up the job. Teachers should not be assigned by the head teacher to take guidance and counseling as a duty (Kibui, 2005).

In Kenya, there are mixed day schools, girls only, boys only, boys boarding or mixed boarding. Further, within the schools, there are social constructs in form of genders. The type of school and gender thus may have some influence on the effectiveness of guidance and counseling. Mixed schools are known to equip students with the ability to coexist and interact well in future. However, it requires super qualified supervision to maintain discipline that lacks in many cases. Guidance and counseling therefore becomes handy in handling students in such schools. However, guidance and counseling may be hampered by rampant indiscipline cases in mixed secondary schools. This problem is aggravated by the fact that students are experiencing adolescence crisis and there is more concentration on attracting the attention of the opposite sex rather than on academics. Thus it becomes the onus of the teachers to change the students' attitudes towards different social constructs and make guidance and counseling easier. For instance, the students should be told that being a boy or girl does not mean that there are particular jobs meant for each group.

The foregoing indicates that for proper implementation of guidance and counseling in secondary schools in Kenya, there is need for material support, managerial goodwill and support, positive attitudes of the students and teachers to guidance and counseling, and

training of teacher counselors on guidance and counseling (National Council of Churches of Kenya, 1992).

Significance of the Study

This study will be done in Keumbu Division, Kisii Central District Kenya. It will seek to investigate the factors that influence guidance and counseling in the secondary schools in the Division. The findings of this study will hopefully:

The Ministry of Education helps in enhancing the implementation of guidance and counseling in schools. The Ministry will make use of the findings and recommendations of this study to make remedial changes in the programme planning, design and implementation.

The principals will use the findings of this study, to serve as a bench mark for the secondary schools in implementing guidance and counseling in their schools.

The teacher counselors will realize the bottlenecks to effective guidance and counseling and take remedial measures.

The district supervisors will utilize the research findings to strengthen guidance and counseling having established the retrogressive processes and practices in terms of guidance and counseling in schools.

The parents will also find the findings of the study useful by being beneficiaries to refined products of guidance and counseling who are the students. They will also realize their role in enhancing guidance and counseling programme, especially in material resources provision.

The students will be the prime beneficiaries of the findings of this study since the teacher counselors and the school at large will make necessary reforms in meeting the objectives of guidance and counseling programme. This will be in terms of personal matters, self-understanding and how to relate with other people.

The others secondary schools will also find these findings useful in rectifying the situation on guidance and counseling in their schools by removing barriers to effective guidance and counseling that could have been unearthed by this study.

The future researchers will find this study as a starting point for further research.

Objectives

General: This study investigated the factors influencing the implementation of guidance and counseling of selected secondary schools in Kisii District, Kenya.

Specific: this study sought to

1. determine the profile of the respondents in terms of:

1.1 socio demographic data

1.1.1 age

1.1.2 gender

1.1.3 professional qualifications

1.1.4 number of years in service

1.1.5 legal status

2. determine the degree of factors influencing the

implementation of guidance and counseling as to:

RESEARCH METHODOLOGY

Design

This study employed the descriptive survey method to investigate the factors influencing the implementation of guidance and counseling of selected secondary schools in Kisii District, Kenya.

Environment

This study was conducted in Keumbu division of Kisii Central District, Kenya. Keumbu Division is found in the Kisii highlands, about 9 kilometers from Kisii Town, wherein there are 14 secondary schools in that division. Out of the fourteen secondary schools, 2 are mixed boarding and day while 12 are mixed day schools, both private schools. The Gusii Ethnic community predominantly occupies the area though it has a few immigrants in shopping centers and Keumbu Town.

Respondents

This study targeted all fourteen (14) teacher counselors of selected secondary in Keumbu division of Kisii District, Kenya. The numbers of teacher counselors are not known. However, the ministry of education's requirement is that at least one teacher in each school is appointed a teacher counselor.

Instrument

This study utilized a researcher devised instrument which was a questionnaire that contained questions about profile of the respondents in terms of age, gender, professional qualifications, number of years in service and legal status; degree of factors influencing the implementation of guidance and counseling as to training, availability of

material resources, time availability, attitude towards guidance and counseling and managerial support.

Data Collection Procedures

A letter was addressed to the selected secondary schools in Keumbu Division of Kisii Central District, Kenya. Consequently, a researcher sought permission from the Office of the president, Kisii Central District and the Ministry of Education, Kisii Central District to carry research in Keumbu Division that falls within this geopolitical jurisdiction. He introduced himself to the Principals of the participating schools.

Having acquired the permission of the head teachers, the researcher tried to establish a rapport with the teacher counselors and administer the questionnaires and collect them immediately after they are responded to.

The data were collected then the researcher went ahead to calculate the frequency and percentage in terms of age, gender, professional qualifications, number of years in service and legal status and the weighted mean to determine the degree of factors influencing the implementation of guidance and counseling as to training, availability of material resources, time availability, attitude towards guidance and counseling and managerial support.

Statistical Treatment of Data

The frequencies and percentages were used to describe the profile of pupils in terms of age, gender, professional qualifications, number of years in service, and legal status.

Formula:

$$f/n \times 100$$

where: f = frequency

n = total number

100 = constant

The weighted mean was used to determine the degree of factors influencing the implementation of guidance and counseling as to training, availability of material resources, time availability, attitude towards guidance and counseling and managerial support.

Formula:

$$\bar{x} = \frac{\sum x}{n}$$

where: \bar{x} = mean score

$\sum x$ = summation of the individual scores of the responses

n = total number of responses

The obtained data were expressed in the following numerical values:

3.26 – 4.00 = very good

2.51 – 3.25 = good

1.76 – 2.50 = fair

1.00 – 1.75 = poor

DEFINITION OF TERMS

For the purpose of the study, the following terms are defined according to how they are used in the study:

Degree of Factors is whether it is very good, good, fair, and poor in the following aspects:

1. training which includes the following: the qualifications affect the quality of guidance and counseling in school, have a guidance and counseling certificate / diploma besides the university / college education certificate, should just be appointed by the Board of Governors / Head teacher / Staff members, have a certificate or diploma in guidance and counseling will be allowed to conduct guidance and counseling in school, the school should sponsor teachers for guidance and counseling in-service courses, be a holder of a basic college / university degree in education.

2. availability of material resources which includes the following: have enough guidance and counseling office, have enough guidance and counseling books, the quantity of guidance and counseling books at school determine the quality of guidance and counseling in our school, the quality of guidance and counseling books at school determine the quality of guidance and counseling, have funds to fully cater for guidance and counseling expenses in our school, guidance and counseling can still do well even without funds.

3. time availability which includes the following: guidance and counseling is timetabled at school, the school timetable accommodates guidance and counseling, guidance and counseling should be allocated

extra school time, the students should seek counseling services at their appropriate time if it is available to them, some subjects should be given less time on the timetable to accommodate guidance and counseling programme, guidance and counseling caters the student needs.

4. attitude towards guidance and counseling which includes the following: students in school like seeking counseling help, teachers in school like seeking counseling help, the principal in school encourages counseling services, guidance and counseling services can be improved through induction of teachers and students, parents interfere with guidance and counseling services in school, students like teacher counselors in school, the cultural background of the students interfere with guidance and counseling in school.

5. managerial support which includes the following: the B.O.G. encourages guidance and counseling in school, the Principal encourages guidance and counseling in school, the subordinate staff interfere with guidance and counseling in school, enough funds to run guidance and counseling office in school, enough materials to facilitate guidance and counseling in school, the prefects encourages guidance and counseling in school, teachers encourages guidance and counseling in school.

Profile is a description of the important information of teacher counselors as to age, gender, professional qualifications, number of years in service, and legal status.

RESULTS AND DISCUSSION

This study presents, analyses and interprets the profile of the teachers counselors as to age, gender, professional qualifications, number of years in service and legal status; and degree of factors influencing the implementation of guidance and counseling as to training, availability of material resources, time availability, attitude towards guidance and counseling and managerial support.

Profile of Teacher Counselors

A total of fourteen teacher counselors were included in this study where twelve were male and two were female. The ages were categorized into four: thirty six years old and above, thirty one years old to thirty five years old, twenty six years old to thirty years old, and twenty one years old to twenty five years old.

Five or thirty six percent were thirty six years old and above, six or forty three percent were thirty one years old to thirty five years old, two or fourteen percent were twenty six years old to thirty years old, and one or seven percent were twenty one years old to twenty five years old. It gives the implication that the majority of the teacher counselors were at thirty one to thirty five years old and the mean ages was 32.64.

With the professional qualifications the following were registered: one or seven percent were master's degree and thirteen or ninety three percent were bachelor's degree. It gives the implication that the majority of the teacher counselors were bachelor's degree holders.

The number of years in service was categorized into four: seventeen to twenty one years, twelve to sixteen years, seven to eleven years, and two to six years.

Fourteen percent were seventeen to twenty one years, twenty one percent were twelve to sixteen years, twenty nine percent were seven to eleven years, and thirty six percent were two to six years. It implies that the majority of the teacher counselors had served the school from 2 to 6 years.

The legal status was categorized as follows: seven percent (7%) were single and ninety three percent (93%) were married. It implies that most teacher counselors were married.

Table 1

Profile of Teacher Counselors

Category	Frequency	Percentage (%)
Age		
36 - above	5	36
31 - 35	6	43
26 - 30	2	14
21 - 25	1	7
Total	14	100
Gender		
Male	12	86
Female	2	14
Total	14	100

Professional Qualifications		
Master's degree	1	7
Bachelor's degree	13	93
Total	14	100
Number of Years in Service		
17 – 21	2	14
12 – 16	3	21
7 – 11	4	29
2 – 6	5	36
Total	14	100
Legal Status		
Single	1	7
Married	13	93
Total	14	100

Degree of Factors Influencing the Implementation of Guidance and Counseling

Table 2 shows that the five categories of degree of factors influencing the implementation of guidance and counseling were rated good. The availability of material resources had the greatest mean followed by attitude towards guidance and counseling, training, managerial support, and time availability. This gives the impression that the teacher counselors are qualified to counsel/guide the pupils.

From the 3.21 (good) calculated mean for the availability of material resources category, we could assume that the school had

enough guidance and counseling office, had enough guidance and counseling books, had the quantity of guidance and counseling books at school determined the quality of guidance and counseling in our school, had the quality of guidance and counseling books at school determined the quality of guidance and counseling, had funds to fully cater for guidance and counseling expenses in our school, and had guidance and counseling can still do well even without funds.

The calculated mean for the attitude towards guidance and counseling category was 3.19 (good), we could say that students in school sought counseling help, teachers in school sought counseling help, the principal in school encouraged counseling services, guidance and counseling services improved through induction of teachers and students, parents interfered with guidance and counseling services in school, students like teacher counselors in school, and the cultural background of the students interfered with guidance and counseling in school.

The training category was rated 3.12 (good), wherein we could say that there the qualifications affected the quality of guidance and counseling in my school, had a guidance and counseling certificate / diploma besides the university / college education certificate, should just appointed by the Board of Governors / Head teacher / staff members, had a certificate or diploma in guidance and counseling was allowed to conduct guidance and counseling at school, the school should sponsored teachers for guidance and counseling in-service

courses, and had a holder of a basic college/university degree in education.

The managerial support category was rated 2.98 (good), we could assume that the B.O.G. encouraged guidance and counseling in school, the principal encouraged guidance and counseling in school, the subordinate staff interfered with guidance and counseling in school, had enough funds to run guidance and counseling office in school, had enough materials to facilitate guidance and counseling in school, the prefects encouraged guidance and counseling in school, and teachers encouraged guidance and counseling in school.

The time availability category was rated 1.88 (fair), we could say that guidance and counseling was quite timetabled at school, the school timetable was quite accommodated guidance and counseling, guidance and counseling had quite allocated extra school time, the students quite sought counseling services at their appropriate time if it is available to them, some subjects were given less time on the timetable to accommodate guidance and counseling programme, and guidance and counseling quite catered the student needs.

Mushila (1990) however states that this is not always the case with public secondary schools in Kenya. Most public secondary schools in Kenya are day schools that may only be having four classrooms and the Head teacher's office plus a staff room. They thus lack a private office in which the teacher can counsel a student without interruption. Other materials that might be lacking in schools are reference books on

guidance and counseling. This might be due to inadequate funds, a situation common in most secondary schools.

Mwangi (1999) found out that students seek help when they have a positive attitude towards counselors. The teachers thus need to establish the students' attitude to guidance and counseling with a view of remedying them. That will be the only way to ensure that guidance and counseling takes ground in schools. The teacher counselors should also be those who are willing to take up the job. Teachers should not be assigned by the head teacher to take guidance and counseling as a duty.

When the teacher counselors responded to statements that were seeking the situation of these conditions in schools, a mean of 3.191 was realized that implied that attitude of stakeholders to guidance and counseling was good (Kibui, 2005).

This contrasted Chesoto (2005) findings in her study on students' problems and their attitudes towards seeking counseling help in some selected schools in Nairobi. She realized that teacher counselors were not popular with students due to lack of confidentiality and fear. She thus recommended that schools should provide facilities that will help the process of guidance and counseling in secondary schools to regain the confidence of students.

Similarly, Kombo (1998) asserts that the students have a somewhat negative attitude towards guidance and counseling services. He recommended that teachers and parents should change their approaches while offering guidance and counseling services because it



was found out that parents and teachers greatly depended on punishment during their guidance and counseling sessions making it feared by the students.

The lack of trained school counselors in institutions of learning coupled by lack of enough time and facilities for use by counselors and lack of research work in the area of guidance and counseling for utilization in the improvement of the profession. He further, notes that lack of administrative and other relevant authority support can also be an influencing factor on guidance and counseling in secondary schools. He also added that all teachers should have the ability to guide and counsel pupils. But many teachers are not professional counselors (Ndung'u, 2003).

Mwiria (25th February, 2007) for instance felt that the principals should give some projects priorities, especially those that enhance student interest Such as guidance and counseling programmes. Besides, they should not consider it as a luxury and optional. This is because guidance and counseling programmes harmonize the school environment to the extent of making learning and teaching possible.

Mushila (1990) for instance state that in some schools, some teacher counselors end up employing group and infrequent counseling. He further claims that some counselors consciously increase the number of pupils they serve in groups. Others end up delegating their work to fellow students. But it should be noted that students find it easy to approach counselors as individuals and this is the only way to

enhance confidence. Thus, to expose students to a counselor as a group hampers the effectiveness of that exercise.

Table 2
Degree of Factors Influencing the Implementation of
Guidance and Counseling

Category	Mean	Interpretation	Rank
Training	3.12	Good	3
Availability of Material Resources	3.21	Good	1
Time Availability	1.88	Fair	5
Attitude Towards Guidance and Counseling	3.19	Good	2
Managerial Support	2.98	Good	4
Total	2.88	Good	-

CONCLUSION

Based on the findings, it is concluded that the factors influencing the implementation of guidance and counseling are good.

RECOMMENDATIONS

The following recommendations were reached based on the findings of the study:

1. Guidance and counseling programme should be allocated more time in secondary schools considering its contribution to making the learning environment comfortable
2. The material resources necessary for guidance and counseling should be availed in schools to enhance the programme. This should include a private room for counseling
3. The school management should give goodwill and other support to guidance and counseling programme so that it can take off in schools
4. The school and other education stakeholders should organize for in-service training (INSET) and induction courses for teacher counselors so that more qualified personnel could be available in implementing guidance and counseling programme in secondary schools
5. More guidance and counseling female teachers should be trained to cater for the girls in secondary schools who might be uncomfortable approaching male teacher counselors
6. The Quality Assurance and Standards (QAS) office should ensure these conditions are met so that guidance and counseling become part of the school programme.

Areas for Further Research

Similar studies are recommended in other geographical areas in Kenya so that generalizations can be made. There is also need to do a study on the content of guidance and counseling programme to ascertain its facility in implementation. Finally, a comparative study of the content of guidance and counseling programme and the formal school curriculum should be done to find out whether there are areas of conflict that might be interfering with the programme implementation.

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APPENDIX A - 1**TRANSMITTAL LETTER TO THE HEAD TEACHER**

June 10, 2007

Head Teacher
Kisii Secondary School
Keumbu Division, Kisii District, Kenya

Dear Sir,

I am a student at Kampala International University. I intend to conduct a study entitled "Factors that influence the implementation of guidance and counseling programme in Keumbu Division, Kisii central District, Kenya" as from June to July 2007 in your school. The study targets the teacher counselors in your school. I request that you grant me the permission for the same. I promise to conduct myself with integrity and observe the regulations of the Ministry of Education and rules of the school during the exercise. I look forward to your positive response.

Thank you very much!

Yours truly,

MOGUNDE A. INNOCENT
BED (Arts) candidate
Kampala International University
Kampala City

Noted by:

CYBELLE A. GONZALES, BSED, MATS
Adviser

JOSEPH KASOZI, BCOM, ACCA
Assistant Director, Academics, ICDS

APPENDIX A – 2**TRANSMITTAL LETTER TO THE TEACHER COUNSELOR**

June 10, 2007

Guidance Counselor
Kisii Secondary School
Keumbu Division, Kisii District, Kenya

Dear Madam,

I am a student at Kampala International University. I intend to conduct a study entitled "Factors that influence the implementation of guidance and counseling programme in Keumbu Division, Kisii central District, Kenya" as from June to July 2007. The study targets the teacher counselors. I request that you honestly respond to the questionnaire herein attached. I promise treat your responses with confidentiality. I look forward to your participation.

Thank you very much!

Yours truly,

MOGUNDE A. INNOCENT
BED (Arts) candidate
Kampala International University
Kampala City

Noted by:

CYBELLE A. GONZALES, BSED, MATS
Adviser

JOSEPH KASOZI, BCOM, ACCA
Assistant Director, Academics, ICDS

APPENDIX B
QUESTIONNAIRE

Dear Sir / Madam,

You are kindly requested to supply information needed to complete this research questionnaire on the topic "Factors that influence the implementation of guidance and counseling in Keumbu Division, Kisii Central District, Kenya" Thanks for your co-operation.

SET A. Profile of the Respondents

Age: _____

Gender: Male ☐

 Female ☐

Professional Qualifications:

Master's degree ☐

Bachelor's degree ☐

Number of Years in Service:

17 - 21 ☐

12 - 16 ☐

7 - 11 ☐

2 - 6 ☐

Legal Status:

Single ☐

Married ☐

**SET B. Degree of Factors Influencing the Implementation of Guidance
and Counseling**

Using the scale give below, indicate against each statement your level of agreement.

- 4 - Strongly agree (you agree with no doubt at all)
- 3 - Agree (you agree with some doubt)
- 2 - Disagree (you disagree with some doubt)
- 1 - Strongly disagree (you disagree with no doubt at all)

I. Training

- _____ 1. the qualifications affect the quality of guidance and counseling in my school
- _____ 2. have a guidance and counseling certificate / diploma besides the university / college education certificate
- _____ 3. should just be appointed by the Board of Governors / Head teacher / staff members
- _____ 4. have a certificate or diploma in guidance and counseling will be allowed to conduct guidance and counseling at school
- _____ 5. the school should sponsor teachers for guidance and counseling in-service courses
- _____ 6. be a holder of a basic college / university degree in education

II. Availability of Material Resources

- _____ 1. have enough guidance and counseling office
- _____ 2. have enough guidance and counseling books
- _____ 3. the quantity of guidance and counseling books at school determine the quality of guidance and counseling in our school
- _____ 4. the quality of guidance and counseling books at school determine the quality of guidance and counseling

_____ 5. have funds to fully cater for guidance and counseling expenses
in our school

_____ 6. guidance and counseling can still do well even without funds

III. Time Availability

_____ 1. guidance and counseling is timetabled at school

_____ 2. the school timetable accommodates guidance and counseling

_____ 3. guidance and counseling should be allocated extra school time

_____ 4. the students should seek counseling services at their
appropriate time if it is available to them

_____ 5. some subjects should be given less time on the timetable to
accommodate guidance and counseling programme

_____ 6. guidance and counseling caters the student needs

IV. Attitude Towards Guidance and Counseling

_____ 1. students in school like seeking counseling help

_____ 2. teachers in school like seeking counseling help

_____ 3. the principal in school encourages counseling services

_____ 4. guidance and counseling services can be improved through
induction of teachers and students

_____ 5. parents interfere with guidance and counseling services in
school

_____ 6. students like teacher counselors in school

_____ 7. the cultural background of the students interfere with guidance
and counseling in school

V. Managerial Support

_____ 1. the B.O.G. encourages guidance and counseling in school

- _____ 2. the Principal encourages guidance and counseling in school
- _____ 3. the subordinate staff interfere with guidance and counseling in school
- _____ 4. enough funds to run guidance and counseling office in school
- _____ 5. enough materials to facilitate guidance and counseling in school
- _____ 6. the prefects encourages guidance and counseling in school
- _____ 7. teachers encourages guidance and counseling in school

APPENDIX C

PLAN FOR DATA PRESENTATION

Table 1

Profile of Teacher Counselors

Category	Frequency	Percentage (%)
Age		
36 - above		
31 - 35		
26 - 30		
21 - 25		
Total		
Gender		
Male		
Female		
Total		
Professional Qualifications		
Master's degree		
Bachelor's degree		
Total		
Number of Years in Service		
17 - 21		
12 - 16		
7 - 11		
2 - 6		

Total		
Legal Status		
Single		
Married		
Total		

Table 2

Degree of Factors Influencing the Implementation of
Guidance and Counseling

Category	Mean	Interpretation	Rank
Training			
Availability of Material Resources			
Time Availability			
Attitude Towards Guidance and Counseling			
Managerial Support			
Total			

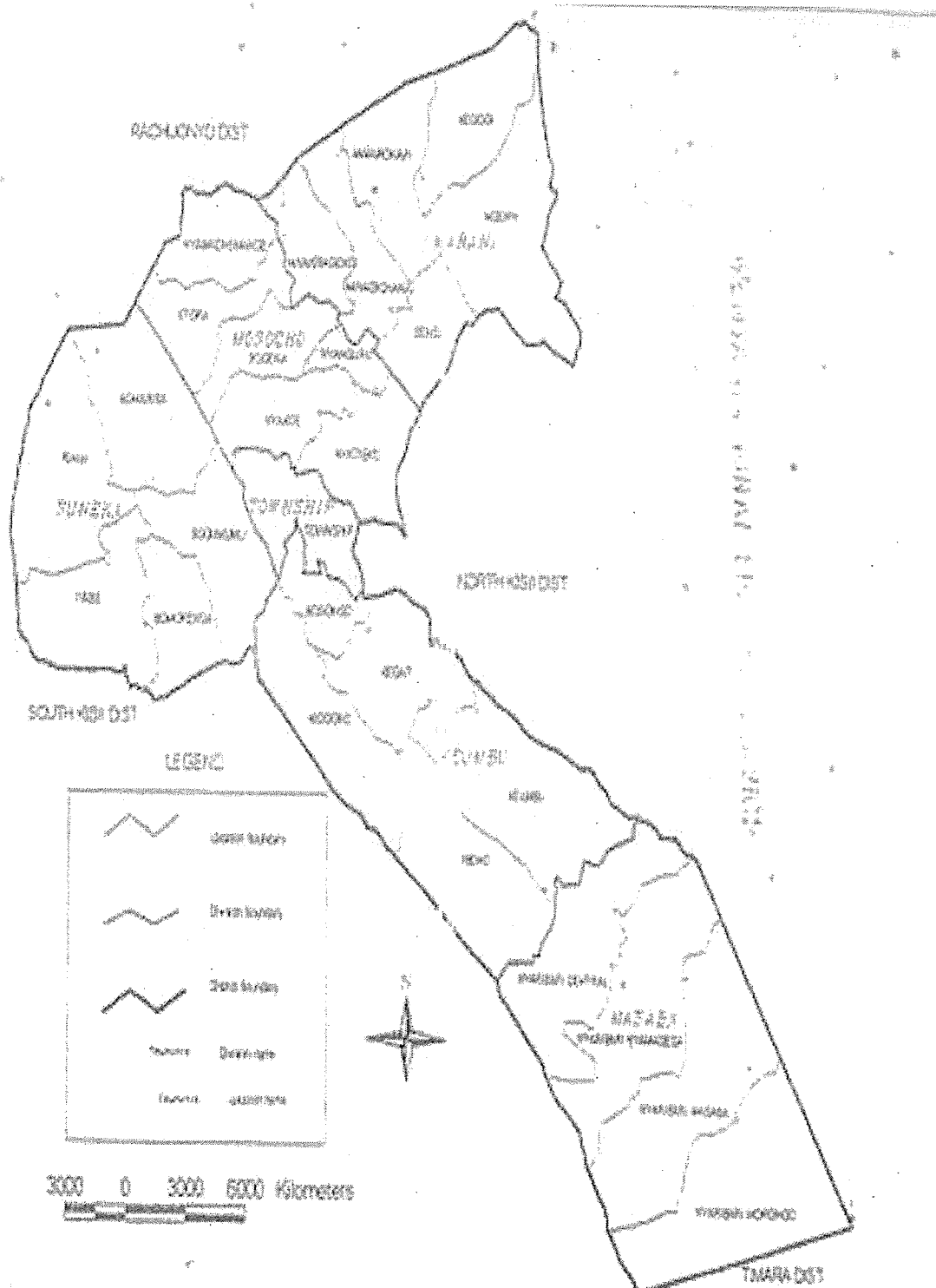
Legend:

3.26 - 4.00 = very good

2.51 - 3.25 = good

1.76 - 2.50 = fair

1.00 - 1.75 = poor



CURRICULUM VITAE

Personal Background

Name : Mogunde Innocent Aloise
Date of Birth : 29th February 1964
Religion : Christian (Catholic)
Marital Status : Married
Mobile Number : 0733425957
Email Address : mogundeai@yahoo.com

Educational Background

College : Kampala International University
Bachelor in Guidance and Counseling
2004 - 2007
: Kisii College
Diploma of Education
1987 - 1989
Secondary : Nyansabakwa Secondary School
1979 - 1982
: Kisii School
Certificate of Secondary Education (CSE)
Div.2, 28 points
1983 - 1984
: Kenya Certificate of Secondary Education
(KACE): 3 principals and 1 subsidiaries

Primary : Suneka Primary School
Certificate of Primary Education (CPE)
1972 – 1978

Research Experience

Bachelor of Education (Arts) in Religious Studies with Guidance and
Counseling

"FACTORS INFLUENCING THE IMPLEMENTATION OF GUIDANCE AND
COUNSELING IN SELECTED SECONDARY SCHOOLS IN KISII DISTRICT,
KENYA"

