

**THE ADEQUACY IN TRAINING AND PERFORMANCE
OF SECONDARY SCHOOL COUNSELLORS
(A CASE STUDY OF KITUI DISTRICT)
KENYA**



**BY
JACOB WAMBUA MUTAMBUKI
BED/13612/61/DF**

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DECLARATION

This research report is my original work and has not been presented for any award of degree in any other university.



JACOB WAMBUA MUTAMBUKI

BED/13612/ 61/ DF

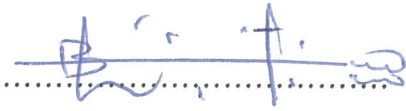
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DEDICATION

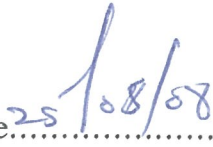
This project is dedicated to my dear wife – Suzan, children, Tabby, Ben, Sam, Alice, and my mother Tabitha whose patience and love made me work hard.

APPROVAL

This research report has been submitted with my approval as a university supervisor

A handwritten signature in blue ink, appearing to read 'John The Baptist Baliruno', written over a horizontal dotted line.

MR. JOHN THE BAPTIST BALIRUNO

Date. 25/08/08

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ABBREVIATIONS

A.S.C.A	American school counselor Association
B.O.G	Board of Governors
P.G.D.E	Post graduate Diploma in education
T.S.C	Teacher service commission

DEFINITION OF TERMS

- **Counseling**

It is a confidential relationship which the counselor conducts with students individually and in small groups to help them resolve or cope constructively with problems and developmental concerns (America schools counselors Association 1990).

- **Guidance**

A process of helping students to understand themselves and the world around them (Makinde 1984). This is provided for all students through collaborative efforts by the counselors and teachers,

- **Secondary school teacher counselors.**

Shall refer to head of department in secondary schools in charge of guidance and counseling services in school respective of the training.

- **Training:** To bring one to a desired standard of efficiency by acquiring professional knowledge

- **Nature of schools.** Means pure boys, girls or mixed schools

ABSTRACT

Kenya is facing an increasing demand regarding quality of guidance and counseling programmes for secondary school counselors. counseling has been de emphasized and priority mainly given to better academic grades for students.

The secondary school counselors seems in adequately trained to meet the emerging students needs. This is evident with increasing report of indiscipline and unrest among secondary school students especially the month of June/July some many schools were closed early. Many students were involved in serious school riots, cases of student dying for example upper hill secondary school or dormitories burnt down for example in st. Angelas in Kitui district (24/8/2008)

The guidance and counseling teachers are either appointees of the teachers service commission, board of governor or school sponsors, most of these counselors to some extent are ill equipped to meet students needs either educational, social and physical needs. They also face challenges in performing their task like heavy teaching load, and uncooperative school administrators who are ignorant about counseling. This study sought to establish challenges faced by secondary school counselors in Kitui district, and to what extent are they adequately trained in performing their counseling tasks.

The study was to bring to open the status of secondary school counselors in regard to challenges they face because of inadequate training. This was awakening call for the ministry of education to formulate a clear policy on guidance and counseling program for secondary school counselors. In order to understand the status of the secondary school counselor a descriptive study was used. A sample was taken from the

thirty six counselors each from the thirty six secondary schools in Kitui district. This study used a questionnaire as means of collecting data. The data was analyzed by descriptive statistics by use of tables, the charts pie charts and frequency tables.

Findings from the study revealed that secondary school counselors are inadequately trained and faces a number of challenges which needs to be addressed.

Recommendations arising from this study are that; the ministry of education was to harmonize the training of teacher-counselors and only trained teacher-counselors should be posted in schools as counselors.

CHAPTER ONE

INTRODUCTION

1.1 Background information

Training is an essential aspect of any profession. An occupation is held to be profession when it requires a high order of special skills (Makinde, 1984). Guidance and counseling program has been given more emphasis by the ministry of education (MOE) in Kenya since 1980's. The program is operational in secondary schools as a component of the national curriculum.

Kenya is facing an increasing demand regarding quality of guidance and counseling programmes for teacher counselors in secondary schools. Tumuti (1985) notes that the most counselors in schools are not trained as counselors but as teachers hence giving priority to teaching of core subjects. Teachers are out to make better grades and students counseling needs are de emphasized or completely ignored. This study will attempt to address the problems faced by the secondary schools counselors in regard to inadequate training when performing their tasks.

The aim of school counseling is to support the intellectual development human and social development and career development each student. This will make the student become a responsible and productive citizen. This study will help the ministry of education guidance and counseling unit) formulate better training policies for training secondary school counselors. Report of the commission of inquiry into education system of Kenya (1999) observes that there is an urgent need to have adequate and professionally trained staff to handle guidance and counseling in education and training institutions throughout the country . School counseling programmes have significant influence on discipline problems. Baker and Gerder(2001) reported that students who

participated in a school counseling programmes had significantly fewer in appropriate behaviors and more positive attitude towards school than those who did not participate in the program. Report of the task force on students discipline and unrest in secondary schools (2001) observed that whenever guidance and counseling teachers are appointed they did not meet the expectation of school this is due o lack of relevant training.

The ministry of education (MOE) has no clear policy guidelines on qualification of a teacher counselor. It as in this report that the task force recommended that the hand of department in guidance and counseling be required to have a post graduate qualification and experience in counseling. The ministry of education has allowed the teacher service commission to deploy heads of department for guidance and counseling in secondary schools. In schools where teachers service commission has not deployed teacher counselors. The head teacher, through the board of governors or school sponsors, appoints a teacher counselor to be in charge of guidance and counseling. This study will address problems of those appointed teacher in charge of guidance and counseling in regard to their training to met student needs.

1.2 Historical perspective of guidance and counseling

Guidance movement began in United states of America in 1990s among the pioneers were Frank Parsons of Boston, who founded the vocational Bureau of Boston and wrote the first book on choosing a vacation (motile and Ndambuki, 1999).

The federal government in 1999 increased funding directed to increase the number of elementary schools counselors, given that such counselors can contribute to the personal growth educational development and emotional well being of the elementary and secondary

schools children by providing professional counseling intervention and referred services (Riley and Mc Daniel, 2000).

The ministry of education in conjunction with the ministry of labor began the guidance services in Kenya in 196. They produced a pamphlet called 'choosing careers in which on career selection was obtained. (Wanjohi; 1990). This marked the beginning of guidance and counseling programmes in Kenya. Guidance and counseling unit in the ministry of education was established in 1990. The unit provides services to secondary schools and teachers training colleges.

The unit conducts in services courses for primary Head teachers in various districts and developed a hand book on career guidance, for use in secondary schools in once a vibrant unit its effectiveness and lack of personnel has been noted with concern by the report of the commission of inquiry into education system in Kenya (1999). The report recommends for a national program be instituted for professional training of teachers to handle guidance and counseling in secondary schools.

Kenya as a rapidly developing society is undergoing chiastic social economic and educational changes consequently, the changes have made guidance and counseling services in educational institutions a necessary component of educational systems. Emerging problems in Kenya today are not the preserve for community outside the schools.

A counselor in school has to deal with students indiscipline and drug abuse. The report of the task force on students discipline and interest in secondary schools (2001) observes that students have embraced western culture whole sale. This is influenced by electronic media television video and internet use among students which breeds a culture of violence.

The changing nature of the job market and economic institutions that are part of the new global economy make future difficult for students (Archer and cooper, 1998) deterioration of family structures and numerous social problems such as poverty violence, substance and alcohol abuse have profound of the students on the fortunate. A considerable number of them suffer from psychological and emotional disabilities and deficits.

HIV/AIDS, which is prevalent in Kenya and other developing world pose a great risk to youth sexuality. Fifty percent (5%) of the infections occur in the fifteen to twenty age groups (15-20 years) Tabifor, 2000). This calls for sexuality and reproductive health awareness in secondary schools.

The government through the ministry of education banned the use of corporal punishment as a method of disciplining students on a circular dated march 29, 2002 hence leading indiscipline cases to teacher counselors. This has lead to the government of Kenya to strengthening the guidance services through the ministry of education while private agencies are also promoting guidance in schools (Mutie and Ndambuki 1999). They further observed that out of 3000 secondary schools in the country 1000 have departments posted by the teacher service commission. Other schools have counselors appointed by the school heads teachers professionally trained personnel in guidance and counseling in the secondary schools are rare.

Most schools do not have funds to run effective counseling programmes and in some schools guidance and counseling is seen as luxury (Mutie and Ndambuki, 1999). The teacher counselors are overloaded with normal teaching loads and other responsibilities, and therefore have little time for actual guidance and counseling. These challenges call for

guidance and counseling in educational institutional to be offered by professional trained and mature members staff. There is a need for clear national policy for introducing and developing counseling programmes in schools and colleges with adequate funding and allocation of time.

1.3 Statement of the problem

The secondary school teacher counselors are inadequately trained in their tasks. The report of taskforce on students disciplines and unrest in secondary schools (2001) observed that lack of knowledge and skills in guidance and counseling procedures will equipped teacher counselors. The taskforce recommended that the head of guidance and counseling be required to have postgraduate qualification and experience in guidance and counseling. This study therefore seeks to establish challenges of a secondary school counselor necessitated inadequate training in relation to their counseling tasks. It also seeks to investigate to what extent the leads of departments of guidance and counseling are trained in performing their testes. Guidance and counseling program are not precisely coordinated in Kenya. (KESI,) 2002) observed that the content is not specific, the period of training has not been clearly defined, and also the facilitors are often un known..

According to Wambua (1989), the teacher counselors are allocated heavy teaching loads and have misunderstanding with administrators for being popular with students.

The report of the taskforce on students discipline and unrest in secondary schools (2001) observes that there is lack of training in guidance and counseling for teachers counselors be given a priority

1.4 Purpose of the study

The purpose of the study was to determine the adequacy in training and performance of secondary school counselors. The researcher investigated the extent to which teacher counselors are trained in performing their task and find out the challenges they face in their guidance and counseling work.

1.5 Objective of the study.

1. To identify challenges that a counselors face in performing their tasks in relation to the nature of their schools
2. To establish secondary school counselors preferred approaches of acquiring counseling knowledge and skills to enhance their performance.
3. To determine secondary school counselors adequacy of training in performing their counseling tasks.
4. To investigate whether secondary schools counselor's performance is affected by the gender.

1.6 Research questions

- (i) The study attempted to answer the following questions
 1. What are the challenges that secondary schools counselors face in performing their tasks in relation to the nature of their schools (boy girls or mixed) in Kitui district?
 2. What are the secondary school counselors preferred approaches of acquiring counseling skills to enhance their performance in Kitui district?
 3. To what extent do secondary school counselors demonstrate adequacy in training in performing their tasks in Kitui district?
 4. Does gender affect secondary school counselors' performance in Kitui district?

1.7 Significance of the study

This study draws its significance from the importance attached to guidance and counseling in secondary schools. Various students have shown the need and importance of guidance and counseling but very few studies have deeply addressed the problems faced by counselors due to inadequate training in relations to their counseling task.

In this respect the study brought to the open the status of secondary school counselors regarding challenges they face are facing because of inadequate training. Inadequate personnel in guidance and counseling programmes have hampered the implementation of the policies of the ministry of education regarding guidance and counseling services in secondary school.

This study was useful to the ministry of education in policy formation on guidance and counseling programmes for secondary school councilors. It was further to help the ministry to harmonize the training of counselors in secondary school and bring about professionalism in the field and avoid quacks in the private agencies.

The study was to help the Kenya education staff institute (K.E.S.I) which is charged by the ministry of education to oversee training of educational manager in the country. They will develop proper training programmes in guidance and counseling for secondary school counselors with their needs in minds.

The study is geared to be useful to various Universities in Kenya and East Africa who are offering certificate, diploma undergraduate and postgraduate degrees in guidance and counseling. The findings of the study will make them informed of the needs at stake for secondary school counselors as they organize their training programmes.

The study was to benefit religious and Para church organization that offer parts time guidance and counseling examples of that are Kenya catholic education secretariat the Christian churches educational associations (C.C. E.A) the national council of churches of Kenya (N.C.C.K) among other.

The study was to stimulate further research on issue related to guidance and counseling which is gaining popularity even out side school set up.

The studies brought to the light the status of the teacher counselors in secondary schools in Kitui district. This was to lead to harmonization in training secondary school counselors in the district and possible help to explain the indiscipline cases and poor career choices.

1.8 Assumption of the study

1. This study assumed that secondary school teachers need professional training to be adequately equipped to change the behavior of adolescents.
2. It is assumed in this study all the responses to be made to the questionnaire are true reflections of what the respondents think about their training.
3. The studies assumed that professional counselors help greatly in the discipline of students.

1.9 Limitations

The researcher may find uncooperative counselors who may view the study probing where they have failed to some extent. The researcher was to plan carefully and use support skills to overcome this problem.

The study was conducted with the challenge of limited time and other resources through effects will be made to do with scare resources and use available time wisely.

Little research has been done and published in the areas of study. The researcher used available literature from foreign countries from online.

CHAPTER TWO

LITERATURE REVIEW



2.1 Introduction

This chapter will discuss the following issues

- the role of a professional teacher counselor
- The state of guidance and counseling service in Kenya secondary schools
- Need for effective counseling in secondary schools in Kenya
- Challenges faced by councilors in secondary in secondary schools in Kenya
- Training and challenges of teacher counselor

2.2 The role of a professional teacher counselor

Schools provide an appropriate setting in which coping skills may be either taught and the by special service professional or received specific training (forman, 1993) This is in relation to basic discussion of the schools to prepare youth to function affectively in society.

According to America school counselor Association (1999) school counselor is a certified licensed educator in school counseling.

The professional school counselors address needs of students through implementation of a comprehensive standard based developmental school programme.

The school counselors are employed in junior and senior high schools, and in post secondary setting where they work with all students, including those considered at risk and those with special needs. They are specialist in human behavior and relations whose role is evident in the following services.

Counseling

This is a confidential relationship, which the counselor conduct with students individually and in small groups to help them solve or cope constructively with their problems and developmental concerns. The counseling should be both an interception and prevention (British Colombia Department of education, 2003)

This promotes personal and social development appropriate to developmental stages.

In the course of development according to Mutie and Ndambuki (1999) students faced a number of problems ranging from emotional conflicts, anxiety, frustration, fears, poor self- concept, indecision, substance abuse, teenage pregnancies, HIV/AIDS epidemic and sexuality transmitted infections, suicide, inability to set goals in life, and poor interpersonal.counselling should be geared at meeting these students concerns in their development stages.

A counselor provides appropriate interventions to assist students with school elated problems and issues and facilitate the goals of career education

Guidance

This is a planned developmental programmes activity designed to faster student's academic career and professional/ social development (American school counselor Association 1999) It is provided for all students through collaborative effort by counselors and teachers.

Consultation

This is collaborative partnership in which the counselor works with parents, teacher, administrators ,schools psychologists ,school workers , visiting teachers ,medical professionals and community health services,

to plan and implement strategies to help students be successful in a education system (American school counselor Association, 1999)

This promotes the educational sound emotional and career development of students. (British- Colombia Development of education, 2003, consultation may focus on students individual needs or on school.

Co-ordination

This is leadership process in which a counselor helps organizational and evaluate the school counseling (American school counselor Association, 1999) coordination may include information gathering case management, referred and follow up process. It serves as vision between the school and community agencies so that they may collaborate in efforts to help students

Developing schools program.

School counselors and responsible for developing comprehensive school counseling program what promote and enhance students' learning. The program should provide. Prevention and intervention services within a comprehensive program where heir skills, time and energies are focused on direct service to students staff and families American school counselor Association (1999) recommends that professional school spend their time in direct service to students. The association considers a realistic counselor student ratio for effective programmes delivery to be a maximum of 1: 250.

Education

Schools counselors may provide direct instruction to students in are such as peer helping conflict resorting, social skills and life skills (British Colombia education department, 2003).

School counselor are integral part of all school efforts to ensure a safe learning environment and safe guard the human rights of all members of the school community. (American.

School counselor Association, 1999

Roles of school counselor differ from the country to another though the above roles are cardinal to make guidance and counseling successful in schools.

According to America school counselor Association (1999) the personnel giving guidance and counseling service should meet certain standards. School counselor should be licensed and uphold actual and professional standards. The counselor should be committed to continued professional growth and personal development. The school counselors are proactively involved in professional organization which faster and promote counseling.

The school counselor should have a professional teaching certificate and a masters degree recognized by the college of teachers in counseling psychology or related discipline with a focus in counseling (British-Colombia department of education, 2003.

2.3 State of Kenya secondary school guidance and counseling services.

The ministry of education established guidance and counseling section in 1911 under the ministry's inspectorate division (Tumuti 1985) report of the commission of inquiry into education system of Kenya (1999) observed that the unit has faced its short coming because of the lack of personnel.

General acceptance of a need for a school guidance and counseling services does not mean that the issue of role and function has been clarified or understood (Angaha, 1987).

Makinde (1984) observes that classrooms teacher carried out guidance and counseling but with recent development in African education counseling services and beyond scope of training and capability of a classroom teacher

According to omache (1989) those giving counseling services in Kenya's schools do not have required skills this makes them untold blunders and cause untold harms to the youth.

Report of the professional working party on education and manpower for the next decade and beyond (1988) recommends establishment of guidance and counseling in schools. This brings understanding that where is need for guidance and counseling services in secondary schools. Lack of basic training in the discipline has a major drawback in efforts to develop guidance and counseling (Wanjohi, 19990)

Guidance and counseling has been viewed in Kenya until recently as career guidance hence de-emphasizing other areas of students development. This made school counselors to be referred to as career advisors or career masters because they interested school leavers to fill careers forms.

Report of the task force on student

Discipline and unrest in secondary school (2001) recommends that ministry of education should appoint teacher counselor for every public school who should be trained to have required skills and knowledge in guidance and counseling. This prompted the teachers service commission (T.S.C) display teacher counselors as head of department in

guidance and counseling where there are no T.S.C appointees the B.O.G sponsors through the head teacher appoints a teacher to be in charge of guidance and counseling.

Kangaroo (2003) observes that those appointed as head of department in guidance and counseling are fewer professional school counselors. This is because many of them lack training in the field of guidance and counseling. There is no organized training standards for school teacher counselors through reports of the Task force on students discipline and unrest in secondary school (2001) recommends that the heads of department.

Guidance and counseling be required to have a postgraduate qualification and experience in guidance and counseling this has not been implemented; besides even if the TSC was to implement the policy very few officials would qualify as required.

Wanjohi (1990) observes that there is no standard qualification for secondary school counselors in Kenya. The only qualification known is being a secondary school classroom teacher. There is no clear ethical standards to guide them and lack organizations for their professional development like those in western countries.

According to Makinde (1984) counseling will earn the status of a true profession in developing countries when its training programme increases competence and ethical attitudes. He further observes institution that training should provide programmes that lead to professional competence and human development.

The state of guidance and counseling services calls for professional counselor in Kenya secondary school.

2.4 Need for effective counseling in secondary schools in Kenya.

Effective counseling programmes are important to school climate and a crucial element in improving student achievement (American school counselor Association, 2002). This calls for effective school counseling in Kenya in view of the following

Change of society life style. The culture, traditions values of society has undergone tremendous changes since independence. The change of traditional way of living to modern way had made the world complex for a child who finds itself in ambiguity uncertainty and value confusion (omache, 1989). Children are left to go to school at a tender age and on mercy of busy teachers who are out to cover the academic syllabus.

Studies by Borders and Drury (1992) show that counseling intervention has substantial impacts on students educational and personal development schools counselors are therefore needed to spend majority of their time performing these intervention.

Education system.

Kenya education system is a comparative arena where students strive to pass and take little time to reflect on life as whole (Omache, 1989).study by Lapan, Gsysbers and Sun (1997) in U.S.A show that schools with fully implement model guidance programmes had students who were more likely to report that they had earned higher grad. Teachers counselor are needed whole will help students develop themselves in whole.

School dropout

Discontinuation of school due to pregnancy is a major social problem in Kenya (Omache, 1989). This results in many girls dropping out if school warranting a professional teacher counselor who will keep students cope well with their sexuality. Report of the task force on students discipline

and unrest in secondary schools (2001) observes that moral decay in Kenya has been accelerated by the electronic media which has led to culture of violence in schools indiscipline leads to school dropouts students having no one to turn to and not knowing how to use their energy in acceptable manner results into antisocial behaviors (Omache, 1989). In absence of adequate counseling the administrative alternative has been to send students home this though satisfying in the short run does not solve the issues at hand.

According to youth and violence (2000) health and mental health care can play an important role in violence prevention at all levels of education primary secondary and tertiary institutions they further observe that mental health services prevent problem behaviors from developing identifying and serving specifics at risk population and reducing the deleterious effects violence on victims and witness studies by Kaufman and Frase (1999) in U.S.A found that counseling services were one of the key elements of promising dropout prevention initiatives.

Students who have access to counseling programmes reported being more positive and having greater feelings of belonging and safety in their schools (Lapan, Cysbers and sun 1997). Professional school counselors in Kenya secondary schools need to move to prevent dropouts in schools due to mentioned problems,

Career guidance and counseling.

Job opportunities present problems and Kenya is faced by acute unemployment arises (Omache, 189). Guidance and counseling services can assist student in the world of careers and available job opportunities in the country.

Mau, Hitchcock and Calvert (1998) found that high school counselors influenced students future plans by encouraging them to have high

expectations in their career plans. This affected students own educational expectation positively.

Career guidance will help students to understand their abilities interest ambitions and resources in relation the limitations and projects in different lines of work. The counselor will help them consider a wide range of occupations.

The HIV/AIDS crisis

Report of the commission of inquiry into education system of Kenya (1999), observes that if the present rate of infection continues Kenya shall be having one million orphans infected or affected by HIV/ AIDS by 2008. the HIV/ AIDS rate has rose to

Physical appearance and sexuality are important issues and these are emotional areas for those dealing with HIV/AIDS. This requires counseling services with broad approach in secondary schools.

Peer counseling should be established combining use of drama, music and other co-curricular activities. Tobias and Myrick (1999) observes that students trained by counselors to be peer facilitors are more effective in helping others adjust positively to school peer counseling will help youth express their desire to protect themselves against HIV/AIDS and other sexually transmitted infections.

Drugs and substance abuse.

Drugs are on increase use in Kenya today. The vulnerable groups are secondary school students. A professional counselor is needed to make the students aware of negative effect of drugs. These issues facing high school students in Kenya demands professionalism in provision of guidance and counseling services.

2.5 challenges facing secondary school counselors in Kenya.

The work of a teacher counselor in our present education system is very challenging. It is not just the case of schools alone but the whole society need for counseling is called for effective counseling programmes are therefore needed in over institution to assist learners go through a smooth developmental process and minimize disruption of their educational progress (Nyagah, 2002).

Teacher counselors lack competence in performing their task brought about by lack of training in counseling skills. Feeling of professional adequacy and professional competence can influence counselors behaviors in counseling interactions (cornier and cornier 1979). Lack of training in counseling will bring feelings of incompetence and in adequacy on the part of the counselor. Counseling as it is today is purely western discipline traditionally people did not discuss personal or family matters with outsiders.

Students may refuse to open up even when they go to a counselor (Nyaga, 2002). These social cultural issues presents difficult in rapport building between the students and the counselors.

Age variation between counselors and clients are bond to cause difficulties. Traditionally orders people were respected and expected to give words of wisdom. Report of the commission of inquiry into education system of Kenya (1999) observes that good number of learners did not seek guidance and counseling from teacher counselor who well relatively young even if they were trained. Likewise it was observed that students were found not to be free with older members of staff even if they were professionally trained.

Cross -sex counting is challenging for teacher counselors. According to Wambua (1989) some parents would not like to their daughters to be counseled by men on some problems which only women can understand well and help. Most students were unconformable with being counseled by counselors of opposite sex especially girls.

Report of the education commission of inquiry into education system of Kenya (1999) recommends on age and cross -sex counseling that guidance and counseling in educational institutions be offered by professionally trained and mature members of staff and unless otherwise requested students be guided and counseled on bias of gender parity. This poses concern for teacher counselor in schools where gender parity policy in counseling may not work.

Teachers counselors are vested with other school responsibilities bonds counseling tasks. They are class teachers, subject teachers and times disciplinarians. This brings role conflicts in their counseling tasks. Effective counseling requires time and teacher counselor in Kenya education system is a classroom teacher with a regular teaching workload. This makes them over worked hence ineffective in meeting students demand in counseling. It is in this respect, report of taskforce on students discipline and most in secondary school in Kenya (2001) recommends that number of teaching lessons to be reduced to allow enough time to effective guidance and counseling. A study Wambua (1989) counselor felt they had been allocated heavy teaching load to get enough time to perform their counseling tasks effectively.

Teachers. Counselors lack support from other teachers, parents and schools principal who do not understand or appreciate the role of the teacher - counselor (Ndugu, 1989).

The head teacher suspect teacher counselor as being too social and popular with students because when role demands, they talk to individual students or groups (Wambua, 1989) other teachers view the teacher counselor with suspicious as under concern man for administration hence going teacher counselors adequate support.

Teacher counselors lack faculties' to enhance guidance and counseling in schools. According to Wambua (1989) most of teachers counselors lack offices ,references books and records file for their clients, hence maintaining confidentiality is very different where teacher counselors are dealing with administrators who do not understand counseling.

Teacher counselors lack funds to expand counseling programmes and do meet the expenses of the programmes. Teachers counselor lack legislation to protect them incase of falsely accused by the clients parents guardian to which lack of training aggravates in secondary schools in Kitui district.

2.6 Training and challenges for teacher counselor

A look at studies dealing with teacher counselors in Kenya reveal that counseling in Kenya schools has been in state of gross ineffectiveness, The ineffectiveness is a making of policy planners in the ministry of education and not the teacher counselor. According to Wambua (1989) a study to determine aspects of Christian pastoral care and counseling in the contemporary schools found that 88 percent of the administrators believed disciplined of students had improved. This was a result of services given by Christian pastoral counselors. In this study he pointed out that students preferred teacher counselors knowing their concern than parents. He recommends training for teacher counselors because many had not even received in- service course in guidance and

counseling. He further underlines the fact that ignorance and lack of training in pastoral care and counseling makes teacher –counselors ineffective in servicing students needs.

Study by Ndugu' (1989) on guidance and counseling services in Kenya schools notes that the guidance and counseling services are inadequate in meeting students needs, She concludes the most of counseling services offered are reactive rather than practice counseling. The study puts emphasis on the need for training teacher counselors and better remuneration for them. Teacher counselor face heavy teaching load ,lack of counseling room and lack of cooperation from parents the study notes.

Wanjohi (1990) a study to investigate perceptions on the role of teachers counselor in secondary schools recommends that schools should a void facilities to enhance guidance and counseling. He notes that funds, offices, books and other facilities were lacking for teacher counselors. The study recommended research to investigate whether training of school counselors would improve the effectiveness of guidance and counseling in secondary schools. This study to some extent is geared to this recommendation.

According to Angaha (1987), study on the conditions of guidance and counseling in schools observes that there is lack of programmes for guidance and counseling. The study recommends that teacher counselors should make consistence programme for guidance and counseling services. Sutton and Fall (1995) study on the relationships of schools climate factors to counselors self efficacy shows that school counselor effectiveness was influenced by school climate, school with effective counseling programmes, principals generally provided emphatic support for the programmes and encouragement to the counselors.

This chapter has examined the role of a professional teacher counselors state of guidance and counseling services in Kenya secondary schools. The challenges facing teacher counselors have been exposed as a variable being investigated in the study. The researcher hopes that, investigating training and challenges faced by teacher counselors in Kitui district will help the policy makers in the ministry of education make informed steps to improve counseling services in our secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describes the procedures to be used in the study

It includes the research design, population, sampling procedures, research instruments, instrument reliability and validity, data collection procedures and analysis.

3.1 Research design

Descriptive research method was used in this study. The design involved making careful description educational phenomena and is concerned principally with "what is" (Borg 1996:pg 374)

It aimed at generating an accurate description of the existing educational phenomena and makes a case for reforming it. The design has been chosen because the researcher aims to investigate challenges of secondary school counselors in Kitui district necessitated by inadequate training. It is a fact finding study.

3.2 Population

The focus of the study was all secondary schools counselors in Kitui district. There are 36 secondary schools in Kitui district, Eastern Kenya which can be placed in the following categories as below.

Table I Distribution of population by category of schools

Category of schools

Category of schools	Number of schools	Counselors
Provincial school	13	13
District schools	22	22
Private schools	1	1
Total	36	36

Source: Primary data

The district has about 376 teachers but the research was concerned with 36 secondary school counselors in the district who form the population.

3.3 Sample and sampling procedure

Sampling is a process of selecting few cases in order to provide information that can be used to make judgment about a much larger number of cases (kathuri and pal,1993;48).

In each case, one teacher who is the head of the department of guidance and counseling was selected to respond to the questionnaire for secondary school teacher counselors.

The study targeted all the head of department of guidance and counseling in kitui district irrespective of their gender and level of education.

Those deployed by the teacher's service commission (T.S.C) Board of governors or the school sponsor were included in the study.

Table II sample distribution by type of the schools

School category	Total number	Sample
Provincial schools	13	13
(a) Girls	4	4
(b) Boys	4	4
(c) Mixed	5	5
District schools	22	22
(a) Girls	3	3
(b) Boys	1	1
(c) Mixed	18	18
Private (Boys)	1	1
Total	36	36

Source: Primary data

In each of the sampled school, the teacher, Head of department guidance and counselor was selected. The 36 teachers counselors responded to the research questionnaire.

These teachers-counselors were selected having in mind that their schools have a functional guidance and counseling department.

3.4 Instrumentation

This study used a questionnaire to collect data. The instrument has been developed by the researcher designed to access the training level of counselors, challenges and performance of their tasks .in this study independence variables are training, age, and sex of the teacher-counselor measured against performance of the tasks as a dependent variable. Nature of the school, that is boys or girls will be treated as independent variable. This study investigated challenges of teacher – counselors whether they denote any significant differences for those in girls and boys school in Kitui district.

The secondary school counselor questionnaire had 22 items

Item 1 and 2	Adequacy of training in guidance and counseling
Item 3	Preferred method of acquiring counseling knowledge
Item 4-9	Performance of counseling tasks
Item 10-14	Counselors' challenges
Item 15	Nature of teacher counselor's school
Item 16	Counselor's age
Item 17	Counselor's gender
Item 19	Counselor marital status

3.5 Instruments reliability and validity.

Validity and Reliability of the research instrument in this study was tested using pre-testing of the questionnaire at Mutomo district.

The researcher tested the validity of research instrument by sampling a few schools for the purpose of piloting.

The pilot was done at Mutomo district where the researcher comes from, and secondary schools in Mutomo and Kitui districts share the same educational challenges. The data was collected and analyzed. This was to prove whether the procedure to be followed and data collecting instruments are clear and yield valid results.

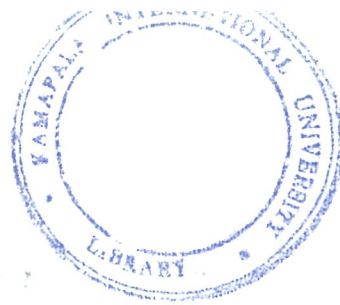
3.6 Data collection procedures

The data was collected in the sampled secondary schools in Kitui district. This was done in the month of May, 2008 immediately schools open. Permission was sought from head teachers in order to administer questionnaires to the head of departments in each sampled secondary schools' was administered personally to heads of departments of guidance and counseling.

The researcher introduced the instruments and the issue of confidentiality was assured. The researcher also undertook data checking at every stage to ensure no mistake was done during transfer of data.

3.7 Data analysis

Data analysis in this study was based on descriptive statistical analyses, which include tabulations, percentages, pie charts and graphic presentation. This was reflected in chapter four. It was easy to organise the data into tables because the questions in questionnaires were designed in particular categories.



CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter contains detailed description of the results obtained, presented and analyzed. The presentation was done in organized table and figures.

The chapter is sub-divided into 4 sections in relation to the research questions

4.1.0 Challenges facing secondary school counselors in performing their duties

4.2.0 Preferred approaches of acquiring counseling skills to enhance their performance

4.3.0 Extend of demonstrating adequacy in training in performing their tasks

4.4.0 Effects of gender on secondary school counselor's performance

Table III Place for individual counseling

Place	%	Number of respondent
• In guidance and counseling office	13	5
• In staffroom	2.8	1
• In the field	27.8	10
• In deputy principal office	16.7	6
• In Principal office	8.3	3
Any convenience place	30.6	11
Total	100	36

Source primary data

From Table III 30.6% of the respondents stated that they do counseling in any convenient place.

Table IV Record keeping for individual counseling

	Percentage	Number of Respondents
Single file for each student	27.8	10
one file for all clients	55.6	20
CD-Rom (Computer)	16.7	6
Memory	0	-
None	0	-
Total	100	36

Source: Primary data.

Recording keeping is still a problem because one file is used by many students this also interferes with confidentiality of the student information, from table IV 55.6% teacher counselors keep one file for all the students.

Table V Teaching load

Teaching load	Percentage	Number of respondents
Exempted from teaching altogether	0	0
Reduced to accommodate counseling duties	16.7%	6
Regular teaching load	83.30%	30
Total	100%	36

Source primary data

From Table V 83.30% of the teacher counselors are overloaded with teaching load .hence no time for the students.

Table VI Co-operation from parents and other teachers

Support	Parents	Teachers
Extremely cooperative	2.8	2.2
Cooperative	5.5	13.9
Fairly cooperative	13.9	16.7
Uncooperative	27.8	11.4
Extremely uncooperative	50	55.6
	100%	100%

Source: primary data

It is very clear that teacher, counselor, don't receive enough support from both parents and other teachers.

Table VII Rating of school responsibilities enhancing provision of counseling

	%	Number of respondents
Very good	2.8	1
Fair	8.3	3
Poor	33.3	12
Very poor	55.6	20
	100%	36

Source: Primary data

From Table VII 55.6 % indicate that those other responsibilities, affect guidance and counseling service adversely

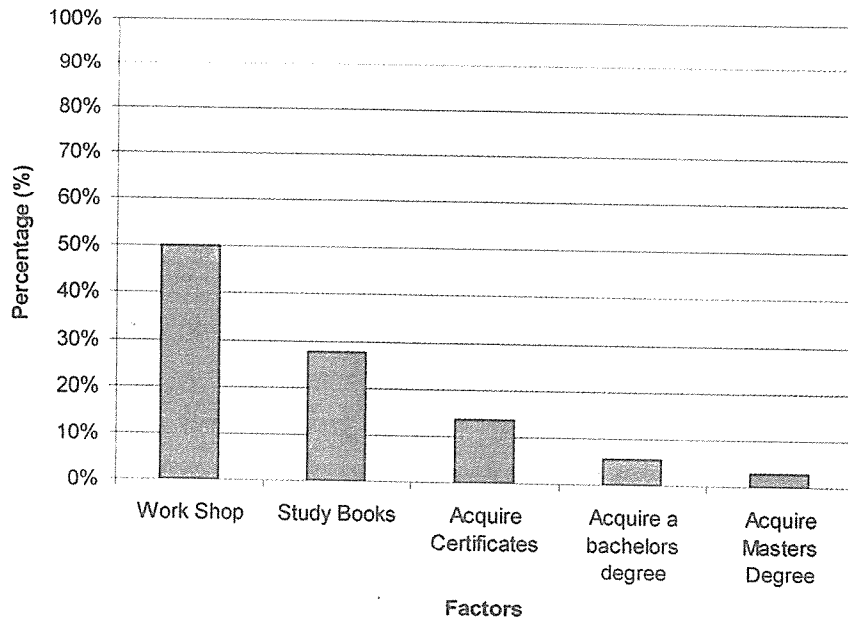
Table VIII Time allocated for guidance and counseling

	%	Number of respondents
Very adequate	8.3	3
Adequate	13.9	5
Fairly adequate	8.3	3
Inadequate	19.5	7
Extremely inadequate	50	18
	100	36

Source: Primary data

From Table VIII It was very clear that time allocated was inadequate, 50% respondents

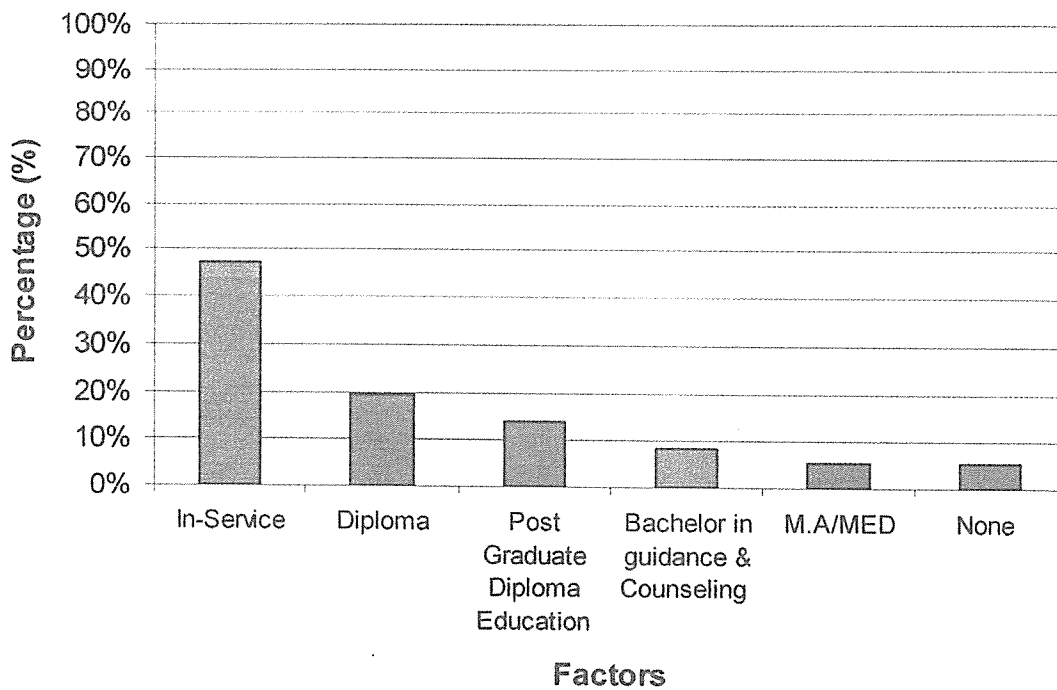
Figure I Distribution of the respondents according to the preferred approach of acquiring counseling knowledge and skills



Source: Primary data

From figure 1 most teacher 50% preferred acquiring counseling knowledge and skills through attending workshops

Figure II Distribution of respondents according to the level of education of guidance and counseling attained



Source: Primary data

From figure 2 most of the teacher counselors in the field have attended in service course

4.3.0 Extended of demonstrating adequacy in training in performing their tasks

The extended of demonstrating adequacy in training in performing guidance and counseling services can be ascertain on the following

Table IX Frequency of meeting as guidance and counseling committee per term

	No of respondents	%
Once	16	44.4
Twice	7	19.5
Thrice	3	8.3
When needed arises	10	27.8
Not at all	0	0
	36	100

Source: Primary data

From Table IX most of the guidance and counseling committee meet 44.4%, 19.5%, 8.3%, 27.8% and 0% percent per term

Table X Frequency of making guidance and counseling school programmes

	No. of respondents	Percentage (%)
Monthly	5	13.9
Termly	10	27.8
Yearly	15	41.6
When need arises	6	16.7
Not at all	0	0
Total	36	100

Source: Primary data

From Table X most of the teacher counselors make school programmes

Table XI Frequency of meeting students per week

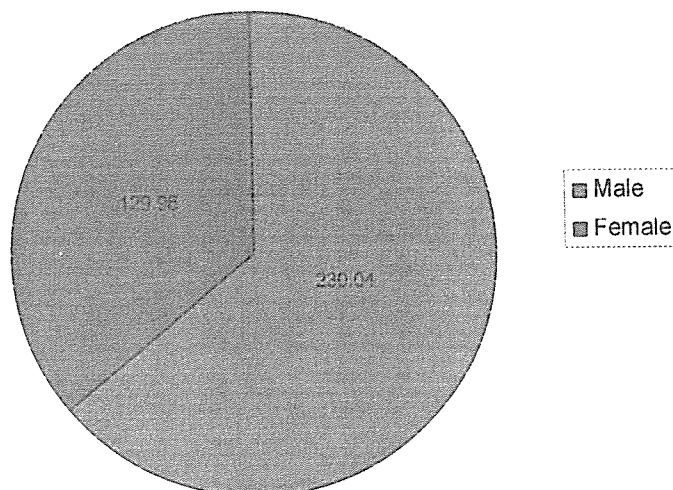
	No of respondents	%
1-2 times week	18	50
3-5 times	7	19.4
More than 5 times	1	2.8
When need arises	10	27
Not at all	-	0
Total	36	100

Source: Primary data

Most of the teacher counselors meet their students 1- 2 times per week.

4.4.0 Effect of the gender on secondary school counselor's performance

Figure III Distribution of respondents according to gender



Source: Primary data

From the pie-chart Male respondents were 63.9% (249.84⁰) while females were 36.1% (110.16⁰) as shown.

Table XII Distribution of respondents according to the kind of students who came for counseling

Sex	Gender	
	Male	Female
Boys	44.4 %	11.1%
Girls	5.6%	16.7%
Both girls /boys	13.9%	8.3%
	63.9%	36.1%

Source of information – mixed schools

From Table XII it was indicated that 44.4% boys, 5.6% girls and 13.9% both were attended by the male teacher counselors while 11.1% boys , 16. 7% girls, and 8.3% both girls and boys were attended by female teacher counselors

CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSION CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter is divided into the following sub- headings

- Summary of the findings and discussions
- Conclusion
- Recommendations

5.1 Summary/ Discussion

From the data analyzed it was evident that secondary schools counselors in Kitui district are inadequately trained and faces a number of challenges as they perform their tasks.

It was clear that there was no permanent office for guidance counseling, most of the counselors meet any place which looks convenient for them this erodes the confidentiality of the guidance and counseling because 30.6% of the counselors attend students any where.

Record keeping was still a problem because 55.6% of the teacher counselors keep only one file for all the students this interferes with the confidentiality attached to guidance and counseling.

It was evident that 83.30% of the teacher counselors are overloaded with teaching load and other school extra responsibilities hence have no time to meet students or consults where possible.

In terms of support from the administration, other teachers and parents, it was clear that they received little support. only 2.8% from the administration, other teachers and parents, this hampered guidance and

counseling because the administration should back the counselors, other teachers and parents can be a source of vital information for guidance and counseling.

In terms of training, bulky of the teacher's counselors 47.2% acquired their knowledge of counseling and guidance through in -service courses and it was clear that 5% of the teachers preferred to attend workshops to acquire guidance and counseling knowledge and skills. What is covered in the workshop is not clearly defined.

Due to inadequate training of secondary school teacher counselors, the frequency of meeting as department was 44.4% per term, meeting of students is 1-2 times per week, thus 50% per week. This was a very low frequency hence no interaction within the department and the students.

From the data analyzed from the thirty six secondary school teachers counselors it was seen that twenty three (63.9%) were males and thirteen (13.1%) were females. There was a clear relationship between the gender of the teacher counselor and sex of students attended to, male teachers counselor were seen to handle mostly boys (44.4%) and the female teachers handle (11.1%) of the boys while the male teachers -counselors handled (5.6%) of girls and the female teachers counselors handled 16.7%). Therefore it was clear that gender of the teacher counselor affected the guidance and counseling performance in secondary schools.

5.2 Conclusion

This study established that secondary school teacher counselors are faced by a range of challenges as they perform their duties for example heavy teaching load, lack of support from the head teacher, other teachers and parents, lack of offices, funds ,filling material, extra responsibilities and little time allowed .The above challenges effects the

effectiveness of the teacher counselor in his /her daily task of guidance and counseling.

The teacher counselor were indeed inadequately trained hence had little impact to the students needs This was clearly seen because of the frequency of meeting as a department, making guidance and counseling school programmes even meeting the students was minimal.

There was a clear relationship between the gender of the teacher counselor and the sex of the student to be attended to, boys found to be comfortable to be counseled by male teacher- counselor and girls by female teacher- counselor.

5.3 Recommendations

The government of Kenya through the ministry of education should come up, with a clear policy of who should be appointed as secondary school teacher counselor. It should also put in place the syllabus to be covered by those who aspire to be secondary school counselors.

The trained secondary school counselors should develop a comprehensive school guidance and counseling programme that promotes and enhances student's learning.

The government should have teacher counselors those who are not involved in any school responsibilities but only talking to the students.

The teacher counselors should reside in school or near the school in order to meet students frequently.

At school level, the head teacher and other teachers should support the teacher counselor for effectiveness in the guidance and counseling services.

The head teacher should provide an office, files and funds to help the teacher counselor to run the department without strain.

Lastly the teacher counselors should be dynamic and interactive to enhance effectiveness in guidance and counseling programme.

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APPENDICES
APPENDIX A: QUESTIONNAIRE

SECONDARY SCHOOL COUNSELLOR'S QUESTIONNAIRE

This study seeks honest opinion on training and challenges of secondary school teacher counselors. Feel free to respond. There is no correct answer for any item. Please respond to each item with a check () in the box that best represents your opinion. The response shall be used for academic purpose only. All information will be treated confidentially.

1. Which highest of training in guidance and counselling have you attained?

- | | |
|-----------------------------------------------|-----|
| In service course in guidance and counselling | [] |
| Diploma in guidance and counseling | [] |
| PGDE(guidance and counselling) | [] |
| Bachelor's degree in guidance and counselling | [] |
| M.A/M.ED in guidance and counselling | [] |
| None | [] |

2. If trained, how adequate would rate the course in relation to your counselling tasks

- | | |
|----------------------|-----|
| Extremely adequate | [] |
| Adequate | [] |
| Fairly adequate | [] |
| Inadequate | [] |
| Extremely inadequate | [] |

3. Which is your preferred approach of acquiring counselling knowledge and skills

- | | |
|------------------------------|-----|
| Study books | [] |
| Workshops | [] |
| Acquiring a certificate | [] |
| Acquiring a bachelors degree | [] |
| Acquiring a masters degree | [] |

4. How often do you meet students for counselling?

1-2 times a week []

3-5 times a week []

More than 5 times a week []

When need arises []

Not at all []

5. How often do you meet as guidance counseling committee on term basis

Once []

Twice []

Thrice []

When need arises []

Not at all []

6. How often do you make guidance and counselling programmes for your school

Monthly []

Termly []

Yearly []

When need arises []

Not at all []

7. Where do individuals counseling for students?

In the guidance and counselling office []

In the staff room []

In the field []

In the deputy's office []

In the principal's office []

Any convenient place []

8. What type of record do you keep concerning counseling sessions

Single file for each client []

One file for all clients []

CD -ROM (computer) []

Memory []

None []

9. How adequate would you rate time allocated for counselling in your school?

Very adequate []

Adequate []

Fairly adequate []

Inadequate []

Extremely inadequate []

10. How would you rate other school responsibilities besides guidance and counseling in enhancing provision of counseling?

Very good []

Fair []

Poor []

Very poor []

11. How would you rate other teachers co-operation in handling guidance and counseling services in your school?

extremely co-operative []

Co-operative []

Un co-operative []

Extremely unco-operative []

12. How would you rate parents co-operation in handling guidance and counseling tasks

Extremely co-operative []

Co-operative []

Fairly co-operative []

Un co-operative []

Extremely unco-operative []

13. Which of the following is applicable concerning your teaching load.

Exempted from teaching altogether []

Reduced to accommodate []

Counselling duties []

Regualr teaching load []

14. What is your overall assement of the school administration in supporting guidance and counselling services in your school

Very good []

Good []

Fair []

Poor []

Extremly poor []

15. Nature of your school

Girls []

Boys []

Mixed []

16. Which is your age brackets

Below 24 years []

25 -35 years []

35 – 44 years []

Over 45 years []

17. Indicate your se

Male []

Female []

18. If male/female what sex of student do come for guidance and counselling

Boys []

Girls []

Box []

19. What is your religion affiliation

Muslim []

Protestant []

what is the sex of your children

Male []

Female ☐

Both ☐

20. Are a TSC or B.O.G, SPONSOR appointment Teacher counsellor

TSC ☐

B.O.G ☐

SPONSOR ☐

22. What is your marital status?

Married

Single

Separated

Divorced

