

Guidance and Counselling: What is the level of Human and Physical Resource Preparedness in providing effective Services in Secondary Schools in Bureti Sub County, Kericho County, Kenya?

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Abstract

The gist of this study was to examine the human and resource preparedness to provide effective guidance and counselling (G&C) services in secondary schools in Bureti Sub County, Kericho County, Kenya. The study used combinations of descriptive survey and correlation research designs. Stratified sampling technique was employed to select 20 principals and 20 heads of G&C department while simple random sampling technique was used to select 400 students yielding a sample size of 440. Questionnaire, interview schedule and document analysis guide were used to collect data for the study. The study established that approximately two thirds of the practicing school guidance and counseling personnel did not have the required qualifications of diploma and above. Guidance and Counseling facilities were too inadequate to facilitate effective implementation of G&C services in most schools within the study locale. Based on the findings, it was recommended that regular workshops on G&C for public secondary school teachers and other service providers be intensified to enable them improve significantly in pedagogy and effectiveness. The importance of professional self-development and upgrading for teacher effectiveness through self-sponsored workshop attendance should be encouraged. These findings are significant to teacher counselors, Principals and the Ministry of Education Science and Technology as it will enable them to enhance G&C services in schools and achieve the set objectives of school guidance and counseling program in schools.[224 words]

Keywords: Guidance and Counselling, Human and Physical Resources, Preparedness , effective Services , Secondary Schools, Bureti Sub County, Kericho County, Kenya.

Background to the Study

Literature is abundant which attempts to relate the effects of resources on classroom management and effective curriculum implementation (Birimana & Orodho, 2014; Orodho, 2013; Orodho, Waweru, Ndichu & Thinguri, 2013; Waweru & Orodho, 2014). A study by Birimana and Orodho on teaching and learning resource availability and teachers effective classroom management and content delivery in secondary schools in Huye District, in the Republic of Rwanda established that there was a positive and significant correlation between human and physical resources and teacher effective classroom management, content delivery and eventual enhanced school outcomes. This finding was in tandem with the findings documented earlier by Orodho, Waweru, Ndichu and Thinguri (2013) in Kenya which established that the challenges of availability and adequacy of learning resources was found to negatively affect teacher effectiveness in the use of teaching methods as well as focus on individual learner, hence fostering discipline and good attainment of good academic results.

The foregoing is expected against the background that human and physical resources are the most important among all the resources which organizations own (Getange, Onkeo & Orodho, 2014). Teacher effectiveness in use of instructional resources is considered important to enable them master the requisite knowledge of the subject matter content and enhance their teaching capabilities (Orodho, 2013, 2014). To retain efficient and experienced workforce in an organization such as a school set up is very crucial to the standard organization. Hammon (2006) found that teachers subject matter knowledge, teaching capability among others are leading factors in teaching effectiveness. Effective teachers understand and are able to apply strategies to help students increase not only the academic achievement of students but also help learners cope with other life skills (Goldhaber 2006; Abobo & Orodho, 2015). Betts et al., (2000) found that engaging teachers in high quality professional learning is the most successful way to improve teacher effectiveness. Training and retraining of teachers in academic setting is paramount in order to move with the trends of things in society. Society is also

dynamic; therefore, it will be very injurious to schools if teachers are not exposed to the innovations and newness of job techniques (Ampofo & Orodho, 2014)), especially those that enhance students discipline and acquisition of appropriate life skills (Abobo& Orodho, 2015).

It is arguable that, the extent of professional teacher preparation in prudent utilization of physical and human resources is a prerequisite to effective provision of effective guidance and counseling services in schools. This implies that improved pedagogy and better knowledge of subject matter content related to guidance and counseling are likely to be acquired through in-service training .In the Kenyan context, in-service training is usually organized and conducted by the ministry of education, under the auspices of the Kenya Educational Staff Institute (KEMI). Unfortunately recruitment and sponsorships of teachers to such in-service training workshops are minimal due to poor funding to education and probably prioritizing of needy areas to be improved(Orodho,2013) .It is against this background that this study that examined the level of adequacy and preparedness to effectively implement guidance and counseling services was premised.

The State of the Art Review

Literature is abundant globally that indicates that students in educational institutions have needs that call for guidance and counselling services which if unattended could lead to numerous disciplinary issues, wastage and failure to secure proper placement (McLead,2000; Biwalo,1996; Nyaga, 2011; Nyangia & Orodho,2014). The global literature search indicates that in Britain as noted by McLeod (2000), the provision of educational systematic counselling was first introduced in the mid-1960s partly as the process of rendering service to students who needed assistance in making decisions about important aspect of their education and career choices such as choice of courses, careers to pursue or decisions regarding interests and academic abilities and choices of universities. The literature on formal guidance and counselling in African countries is rather scanty and can be traced back to the fifties in Nigeria and sixties in Botswana, Tanzania, Zambia and Swaziland (Biswalo, 1996).

In Kenya, a former British colony, the growth and development of the counselling profession is closely associated with the evolution of traditional societal structures caused by multiple social and economic factors over the last 20 years and which call for professional interventions (Oketch, 2012). These evolutions have shifted emphasis on need for effective G&C services in our institutions to fill the gap left by these changes. Koech Report, (Republic of Kenya, 1999) on its part, observed that the guidance and counselling unit in the ministry would provide effective services to secondary school students and teachers in various districts. The gap however and which this study sought to fill was the implementation of this recommendation.

MOEST has been critical of this assumption as well (Republic of Kenya, 2005) contesting that the government supports the provision of guidance and counselling services in schools while the policy response in this area remains haphazard. There are, as yet, no comprehensive guidance and counselling services in place within Kenya's education system. As a result, issues to do with discipline, violence and poor academic performance by students have been handled in an ad-hoc manner perhaps due to unqualified counsellors. In response to this MOEST (Republic of Kenya, 2012) had advocated for proper guidance and counselling services for acceptable outcomes when it contested that the mandate of the Education Sector is to respond to the 2010 Constitution and Kenya Vision 2030 and in so doing propose strategies that address wastage and inefficiency⁹ Republic of Kenya, 2014).

Teachers in Kenyan public schools are recruited, appointed, promoted and deployed by the Teachers Service Commission and its agents. The power to appoint and minimum qualification required as stated is derived from the TSC Act Cap 212, 1967 revised 1980 and 2012. However, from Wangai's report (Republic of Kenya, 2001), it was recommended that teachers with training in guidance and counselling be identified and deployed as heads of guidance and counselling departments in secondary schools. This report also recommended that such teachers be given incentives. Mutie and Ndambuki (2002) seem to have been in agreement with this recommendation, but observed that: majority of the 1000 out of over 4000 G&C teachers appointed by Teachers Service Commission as heads of guidance and counselling departments in public secondary schools in Kenya possessed no training in Guidance and Counselling. Perhaps lack of well trained counsellors in some schools could be one of the impediments to effective G&C services offered and which could be one of the causes of poor academic performance hence need to establish the status of professional training of teacher counsellors and their effects on academic performance.

Kamunge report (Republic of Kenya, 1988) merely recommended that schools should establish guidance and counselling programs headed and coordinated by senior teachers. In addition, the report proposed that the co-ordination of guidance and counselling activities be decentralized from national level to province and district levels. With increasing number of schools and students enrolment further decentralization to school level is

necessary and its follow up since much has happened about the training and coordination of guidance and counselling activities in Kenyan schools since Gachathi report (Republic of Kenya, 1976) so that more information on its recommendation is availed. Curiously, both Gachathi and Kamunge reports only recommended a senior member of staff to be appointed head of the guidance and counselling department in school without reference at all to his or her training yet this affect service delivery as suggested by Nyaga (2011) and Biswalo (1996).

In addition to training, Vacc and Loesch (1987) suggested consideration of personality qualities when appointing a counsellor. This was because the personality of a counsellor affected his or her behaviour when handling the counselee. He suggested that counsellors working with clients need to possess personality traits that include genuineness, positive scepticism, trust, courage, security and empathy. What was not made clear by Vacc & Loesch is whether these qualities can be acquired through training & if it affect eventual output of service delivery as reflected on the quality of grades attain by counselee. A report published in Republic of Kenya (1997) was even more emphatic on these personality qualities when it contested that such teachers must bear a sincere interest in each student's development as a person and should be committed to a program that develops the student's needs and that the teachers need to be warm and outgoing with the ability to inspire the confidence of students and the support of fellow staff members. They also need to have good public relations in addition to being creative in developing new areas of services as needed. But over and above these, they need to be people of mature judgment with organizational ability to establish priorities.

Republic of Kenya(1999) had noted with concern that once vibrant unit in the Ministry of Education Science and Technology is no longer as effective as it used to be. Most of the "professionally" trained Personnel in this unit have since retired or been deployed to other sections. The institutional and field staffs have nowhere to seek the necessary advice to help them in carrying out their guidance and counselling duties effectively. This was why a study in this area in Bureti Sub County was necessary to establish current status of G&C services.

Within Kenyan schools, the cited reports and their recommendation appeared to have been no more than wishes as there was no emphasis placed on a comprehensive procedure that would ensure implementation. This is one of the knowledge gaps this study seeks to fill by establishing current status of training of G&C teachers. As is pointed out by Mutie and Ndambuki (2004) and Wango (2006), guidance and counselling has remained a weak component at all levels of the education system. Wango (2006) study on Policy and Practice in G&C in Kenya found that despite the emphasis on guidance and counselling in schools, the provision of guidance and counselling services is highly variable and somewhat fragmented in scope largely depending on individual schools. In response to Wango's (2006) recommendation this study examined the relationship between professional qualification of school counsellor and G&C service delivery as reflected on academic performance of counsel students in addition to using a larger sample to justify generalisation of the entire Bureti Sub County where Wango had only used one school.

Though guidance and counselling had gained recognition in Kenya in the recent past, there was still too often an assumption that anyone can offer counselling services anywhere whether or not there was the time, resource facilities, supervisory support, personality or administrative skills to manage resources. Egbochuku (2008) study on the assessment of the quality of guidance and counselling services on students' adjustment in Nigeria pointed out that:

The facilities needed by the school counsellor to carry out quality guidance and counselling services in the school are numerous. Some of these are accommodation, bookshelves, and tables with drawers, cabinets for storing pamphlets, finance, time and psychological test materials among others. Inadequacy of these facilities limited the effectiveness of the service rendered (Egbochuku, 2008:47).

Simatwa (2007) on his part pointed out that students discipline remains the most serious problem facing education systems. He further acknowledged that a good percentage of prefects and teachers perceived guidance and counselling services in schools negatively as a waste of time and ineffective. Perhaps due to lack of qualified G&C administrators or deficit of guidance and counselling resource facilities and materials in our educational institution.

Mutie and Ndambuki (2004) posited that:

The effectiveness of the educational and vocational information service in a school depends largely on the systematic organization, proper maintenance and regular use

of the G&C centre. Ideally the centre should be a large room equipped with filing cabinets, display racks, bulletin boards, tables and chairs where the materials can be maintained and displayed (P107).

This centre should offer ideal place for interactions between service providers and recipients. By using these resource centre with all its human and physical facilities G&C clients will benefit in gaining insight of their academic endeavours. The ideal guidance and counseling Centre as stipulated by the national guidance and counseling policy, Republic of Kenya (2011) are: Guidance and Counseling Office (size 5 x 4 meters) equipped with one office table with drawers, shelves for books and magazines; Sound proof quiet counseling room furnish with, 2 good office desks/tables, Lockable cabinets, Computer, printer and shredder, Four office chairs, fresh flowers and notice board. The status of G&C facilities and materials in public secondary schools in Bureti was not known in view of the recommendation by the government (Republic of Kenya, 2011 and Mutie and Ndambuki, 2004), this was the knowledge gap that the study sought to fill.

In addition, Shirley (2004) on her part pointed out that for a G&C programme to be sustainable and effective financial resources is needed to provide all the facilities needed as stipulated above. She further noted that G&C programme activities determine the materials and equipment required and that adequacy of the necessary resource facilities and materials had positive impact on guidance and counselling services. This study seeks to establish if this is the case for Bureti Sub County where performance in KCSE is wanting. Ziro (2002) in regard to the provision and management of discipline pointed out that; the government has designed a secondary school curriculum which provides opportunities for students to be instructed in vital lessons on morality through religious studies, social ethics and guidance' and counselling in order to instil in them good character. What Ziro (2002) fail to acknowledge is the fact that social ethics is no longer offered and that religious studies is optional. This had singled out, guidance and counselling with well-equipped resource centre as the only avenue for students to be instructed in vital lessons on morality, good study habits and career opportunities available and their academic entry requirements.

UNESCO (2000) on its part noted that financial resources include the school budget for G&C. When resources are limited it is obvious that the scope of the programme will be affected. In addition to physical facilities, time is another very important resource for effective guidance and counselling. The guidance calendar should therefore show all guidance activities that are planned in the school. It should ensure that particular needs are addressed at appropriate time and place and should accomplish certain activities in a sequence.

The foregoing were still wishful thoughts as there was no clear guidelines on policy implementation of such recommendation especially in Bureti Sub County (Republic of Kenya, 2012). Neither was there a study on the correlation between students' academic performance and G&C services offered. Perhaps this is why the quality of G&C services, discipline and performance in some schools is still wanting. It was from these glaring gaps that this study seeks to examine but not limited to adequacy of G&C resource facilities and materials in Bureti Sub County.

There is little doubt that Kenya has strong provisions for guidance and counselling in schools. The Sessional paper No. 1 of 2005 (Republic of Kenya, 2005) gave general guidelines on guidance and counselling services in schools. The only glaring gap as highlighted further by the same Sessional paper is the acknowledgement that the rapid expansion of University education faces challenges such as mismatch between skills acquired by university graduates and the demands in the work place (Republic of Kenya, 2005a, 2005b). The National Conference on Education and training also recommended that programs be instituted for professional training of teachers handling guidance and counselling services. Ideally institutions in Kenya as recommended by Mutie and Ndambuki (2004) should have a G&C resource center managed by a trained counselor.

The Blueprint for public schools in Kenya places teacher quality at the very center of learning. Research reports consistently highlight the quality of teachers as a key determinant of variation in student achievement, which is brought about by exposure to conferences, seminars and workshops (Teitel, 2004). In order to be effective, teachers need a deep understanding of their subject area, knowledge of how students learn specific subject matter and a range of strategies and practices that support student learning. Studies also affirm that engaging teachers in high quality professional learning is the most successful way to improve teacher effectiveness (Betts, Rueben, & Dannenberg, 2000). Furthermore, teaching is a dynamic profession and, as new knowledge about teaching and learning emerges; new types of expertise are required by educators. Teachers must keep abreast of this knowledge base and use it to continually refine their conceptual and pedagogical skills. This high expectation of teacher productivity is even more critical when they are expected to take up other specialized assignments such as guidance and counseling that require more specialized training in the area.

Statement of the Problem

Despite the fact that training and retraining of teachers at all levels is imperative in order to move with the society and to be at par with other libraries within and outside the environs, the level of such training for school guidance and counseling service providers seems quite negligible compared to number of cases in need of such timely interventions. As it has been documented by literature reviews, adequate training and retraining bring about schools efficiency, increased productivity and increased teachers' satisfaction (Goldhaber, 2006). Yet, the level and logistical support given to teachers to effectively execute such tasks is below par. It is arguable that the management, both at ministry and school-based levels are not adequately pursuing this approach seriously and this trend is not conducive to quality school outcomes. The relevant bodies entrusted with such mandates such as KEMI and schools cannot afford to shy away from this motivating factor. No school can effectively succeed in its operation without interaction with others and its teachers being exposed to constant workshops. It is the contention of this paper that the success of the school system in achieving its goals and objectives to a great extent depends on the efficiency and effectiveness of its teachers and their efforts (Allen, 2009; Ndayambje & Orodho, 2014; Sava & Orodho, 2014). It is against this background that this study was spurred to attempt an examination of the level of human and physical resource preparedness in providing G&C services in secondary schools in Bureti Sub-County, Kericho County, Kenya.

Purpose and Objectives of the Study

The purpose of this study was to examine the status of guidance and counselling services in Bureti Sub County, Kenya. The objectives of this study were to:

- i. Establish the professional qualifications of teacher counsellors in public secondary schools in Bureti Sub County.
- ii. Examine the adequacy of guidance and counselling facilities and materials in public secondary schools in Bureti Sub County.

The Theoretical Framework

This study was anchored on the Systems Theory propounded by Ludwig von Bertalanffy. In his work on general systems theory development and application, Bertalanffy cited in Blauberg et al (1977) interpreted "systems" to mean complexes of elements standing in interaction. The theory investigates the component of a phenomenon, examines the interaction between the components and the relationship that exists between the components and their larger environment. Reigeluth, Bathany and Olson (1993) in a further research on the systems theory outlined three main assumptions underlying this theory. These assumptions are that in a system, various components relate to the whole, there is the view of embeddedness of the system in its environment and the system requires both coordination and integration.

In reference to the educational system, the System Theory recognizes the interdependencies and interrelationship among the parts of the education system (Jenlink et al, 1996). Thus, any changes in one part of the education system are likely to impact other parts of the system. In the school setting therefore, a variation in a particular component is likely to result in variations in the interdependence between the other components such as the students, teachers, school authorities, parents, and many more.

Applying the above specifically to this study, the researcher deems the application of this theory appropriate because the secondary schools in Kericho County in general and the Kenya in particular are independent systems with various components such as educational authorities, teachers, school heads, students, non-teaching (support) staff, parents and the community interacting continuously to ensure the realization of stated goals and objectives of these institutions. Any changes in any of the components are likely to affect the others. For instance, the school heads in these schools are the first line supervisors of instruction. They are therefore expected by the educational policy of the nation to ensure that teachers undertake their guidance and counseling activities as expected. The proper execution of these responsibilities positively influences the teachers' professionalism in their discharge of G&C activities. On the other hand, poor execution of G&C activities these teachers is likely to negatively impact on teacher quality outcomes.

Research Design and Methodology

Research Design

The study employed both descriptive survey and correlation designs. Descriptive survey design involved asking a sample population questions about a particular issue to explore their opinions, attitudes and knowledge about the issue in question (Frankel & Wallen, 1993). Borg and Gall (1996) noted that descriptive survey research is intended to provide statistical information about aspects of education that interest policy makers and Educators.

Correlation research design uses inferences to explain relationships among variables systematically and emphatically without direct control of independent Variables (Kerlinger, 1973; Orodho, 2009a, 2009b). This hybrid design was justifiable because no single method suffices in any study (Newby, 1997). According to Cohen and Manion (1994) as well as Creswell (2009) a combination of two or more methods compensates for the inadequacies of each individual method. Fraenkel and Wallen (1993) , Gay (1996)and Creswell, Vicki and Clarke(2011) also correctly argue that a study such as this one which considered a number of variables and intended to answer a number of research questions thereby providing a more holistic picture cannot afford to use a single research design.

Study Population and Sampling Procedures

The target population included all the 22 Principals, 22 heads of guidance and counselling departments and 1,201 students in all the 22 public sub county secondary schools in Bureti Sub County. Principals were chosen because they are the accounting officers and sponsors of G&C services, G&C teachers were chosen because they are the service providers and both were better placed to supply the information needed. Students were chosen because they are the beneficiaries of G&C services and the ones who did KCSE in 2012. The study employed stratified and simple random techniques. Stratified sampling was used as all public sub county secondary schools which registered students for 2012 KCSE were selected for the study. Simple random sampling was used to select 400 students for the study. The entire sampling strategy yielded 440 subjects for the study as exhibited in Table 1.

Table 1 : Population and sample size

Category	Target Population	Sample size	Percentage (%)
Principals	22	20	91
G&C Teachers	22	20	91
Students	1201	400	33
Total	1245	440	35.34

Research Instruments Data Collection and Analysis

Three types of research instruments were used to collect data for the study. These were interview schedule, questionnaires and document analysis guideline. While data collected using interview schedule were audio taped and transcribed into themes, categories and sub-categories as they emerged from the data. Validation of the research instruments in the context of this study referred to content validity, and is the extent to which the values provided by an instrument actually measure the attributes they were intended to measure (Orodho, 2009a, 2012). Experts in the Faculty of Education, Maseno University were asked to assess the relevance of the content and tools to ensure that they cover the areas under investigations in the study. Reliability of the instruments is the extent to which a measuring instruments such as a questionnaire and or interview schedule yield consistent results. According to Orodho (2012), once the instrument has been finalized and validated it should be tried in the field to determine its reliability. A test-retest method was carried out within an interval of two weeks in two schools which were not used in the actual study. Responses from the two tests showed reliabilities of more than 0.70. The two tests showed reliabilities of 0.72, 0.71 and 0.74 for Principals, G&C teachers and Students questionnaires respectively.

Permission to conduct research from the respective schools was obtained before conducting the research. After getting research permission from school administration, the researcher administered the questionnaires himself in person to Principal, G&C teachers and sampled 2012 form four students one month to the start of 2012 KCSE. Questionnaires were hand delivered to the respondents in respective schools. On a pre-arranged date the respondents were asked to complete the questionnaires themselves. Face to face interview for the principals were conducted two weeks after they filled the questionnaires. The interview was audio recorded with permission from the respondents. Audio recorded interview transcripts were summarized into themes and sub-themes as they emerged from the data. When 2012 KCSE results for the same group were out five months later, their results from KNEC 2012 KCSE computer prints out were obtained from their respective schools for analysis with permission from the school administration. The data collected through questionnaire were analysed using inferential statistics that is Pearson r, multiple regressions and descriptive statistics in form of frequencies, percentages and mean ratings.

Results and Discussion

Human Resource and Guidance and Counselling

The first objective of this study was to examine the status of human resources bestowed with the responsibility of providing guidance and counselling services to students. The G&C teachers were asked to indicate their length of service in G&C. Their responses are as shown in Figure 1.

The results portrayed in Figure 1 indicate that majority of teachers, constituting over half of the total had served as guidance and counseling teachers for over four years. About one quarter of the teachers had served for between three and four years. Cumulatively, over three quarters of the teachers in the study locale of Bureti Sub-County of Kericho County had provided G&C services for more than three years. This shows that majority of the respondents had gained enough experience to be able to respond to the items in the questionnaire adequately and more so they are also able to guide and counsel students.

This study found out that all teachers in the selected school in charge of G&C have vast experience partially agreeing with Omondi (2007) which also found that over 80% of G&C teachers in secondary schools in Kisumu District were professionally qualified and therefore in a position to offer quality G&C service.

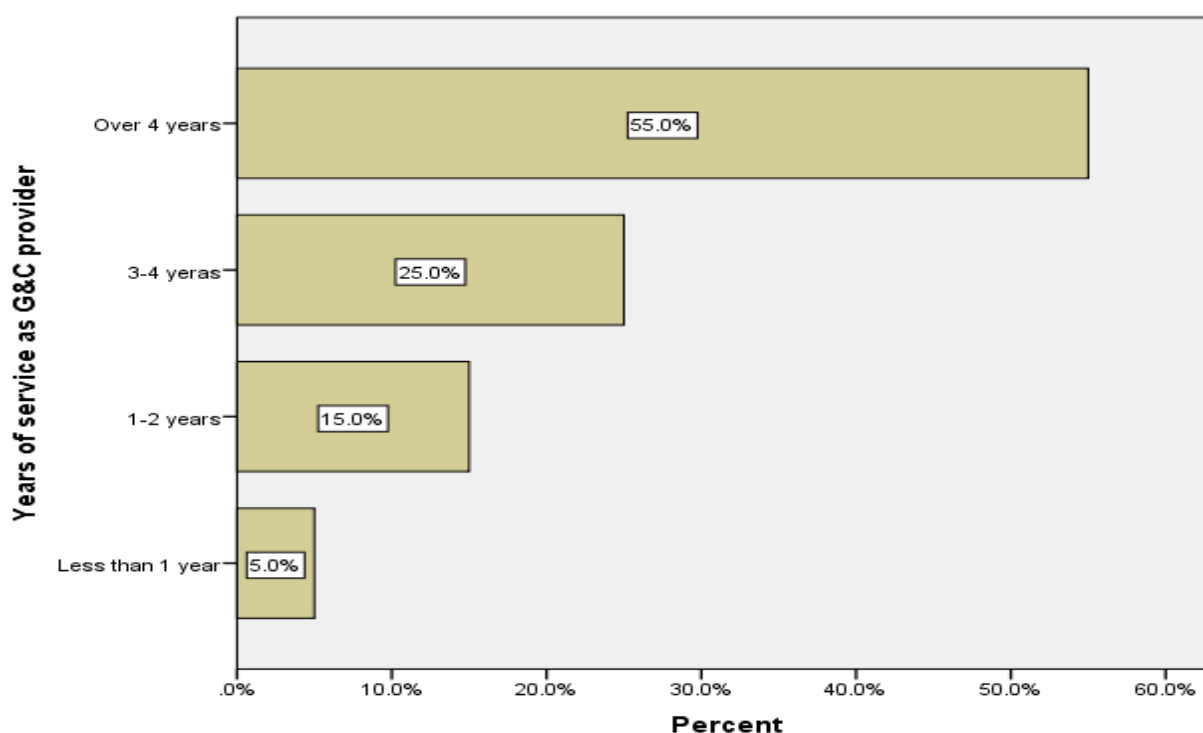


Figure 1 : Years of Service as G&C Service Provider

With regards to professional qualifications, the teachers were requested to state the type of qualifications they held as at the time of the study. Figure 2 carries data regarding the professional qualifications of teacher counselors as given by the Guidance and Counseling teachers. As it can be seen, nearly one third of the teacher counselors in Bureti Sub-County of Kericho County had only up to certificate level training with an almost identical percentage of 30 % having no training at all in G&C. This means most teacher counselors providing G&C services in secondary schools in Bureti require capacity building in the form of in-service training to offer effective counseling. This concurs with Afullo's (2005) study which also found that classroom teachers lack sufficient skills to effectively manage students' discipline. Afullo (2005) further recommended in that connection necessity of periodic in-servicing of teacher counsellors to update skills and enrich pre-service teacher training.

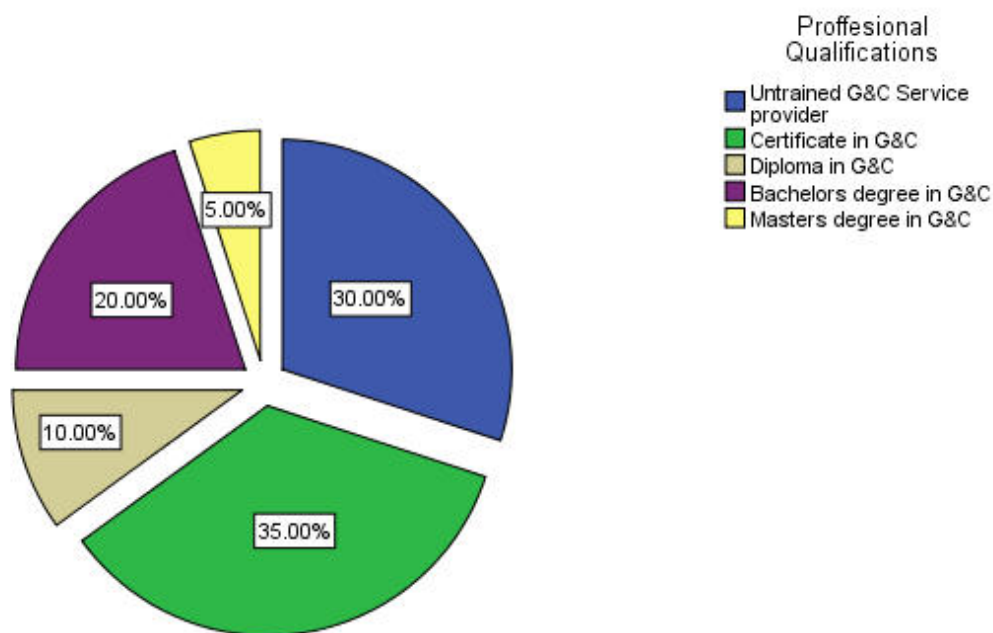


Figure 2: Professional Qualification of Teacher Counsellors

The findings shown in Figure 2 were confirmed when teacher counselors and principals were asked whether teacher counselors possess relevant professional qualifications. A third of head teachers said ‘yes’ and two thirds ‘no’, while only a quarter of G&C teachers said ‘yes’ and three quarters ‘no’. When both the principals and teacher counsellors were asked what can be done to improve G&C service delivery most, more than 90 % identified sending teacher counsellor for further training, in-servicing the teacher counsellor and inviting external professional counsellors. The same was the case also with those interviewed. Less than 5% of principals interviewed and who responded to the questionnaires agreed that teacher counsellors do not have very adequate G&C training. When principals were asked whether college training in G&C was adequate the response was 0%. This shows that guidance and counselling teachers in Bureti require additional training in G&C.

This supports Wafula (2012) position that, teacher training is critical as the country looks to become a middle income economy by 2030 and we need to invest more in training as a way of diversifying the pools of skills for national development. It further argued that most teachers do not upgrade their skills even in the light of changing technological and socio-economic environment hence fossilized skills. Multiple researchers by various stakeholders in education also point to ‘fossilization’ of teacher’s knowledge after college with some findings pointing apathy.

Further, the finding is in line with what is contained in a report by M.O.E task force that was constituted to realign education to the new constitution. Sections of the yet to be released report are categorical that teacher training has not develop in tandem with the changing needs in education (Wafula 2012). This study has become another voice that add to calls by Wango (2006) that there are no proper procedures as at now for administering teacher counselors education in Bureti and to some extend the country nor are proper policies on appointing these cadre of professionals.

The implication from both the principals’ and teacher counselors’ responses from Figure 2 is that practicing teacher counselors in Bureti Sub County do not possess the relevant professional training to effectively deliver guidance and counseling services. Pre- training was inadequate and most counselors themselves or their respective schools had to a greater extended never bothered to send unqualified teacher counselors for in-service or further training in G&C. Refresher courses were also inadequate.

Another striking finding from those interviewed showed that apart from teacher counsellor, principals (47%), deputy principals (46%), professional counsellor (5%) and D.E.O (2%) at times offer group G&C services at

school level. The findings also overwhelmingly showed all respondents acknowledged the need for G&C training for teacher counsellors. This was in support of Republic of Kenya (2005) which also acknowledged the need for improving G&C services by developing capacities of school counsellors so as to undertake assigned tasks with confidence.

This also supports Mutie and Ndambuki (2002) observation that majority of the 1000 of the T.S.C appointed G&C teachers out of over 4000 public secondary schools in Kenya possess no training in G&C. It further supports Strauss and Sayles (1980) assertion that developing human resource in any organization is very important. Majority of respondents identified the following as some of the reasons why inset is necessary for teacher counsellors: need to keep updated with emerging issues and techniques in G&C, to improve on G&C service delivery, to realise good performance in exams among others.

When the respondents were asked to identify two major obstacles affecting G&C service delivery, most identified inadequate training in G&C, lack of enough resources such as G&C room, negative attitudes of students to go for counselling, lack of policy framework on G&C, lack of incentives, too much work load of teacher counsellors leaving little time for counselling, among others.

Excerpt from one of the interviewed Principal noted: “Guidance and counselling are made out of ignorance and sheer experience, no emphasis is laid on capacity development of school counsellors, emphasis is laid on subject performance”. Another Principal interviewed also noted: “Given the two roles of teaching and counselling most schools dedicate more time to teaching as education stake holders’ judge schools performance on how much grades they produce in KCSE and not how many students are counsel”. This seems to agree with World Bank (2008) which also observed that teachers’ workloads are perceived to increase significantly while time on task decreases because of new roles such as guiding and counselling. One of the Principal interviewed also identified the following as the most important changes needed in the process of appointing and organizing pre- and in-service training for school counsellors:

Developing policies for recruitment and career development of teacher counsellors; clear career and professional route to becoming school counsellor; investing in training teacher counsellors’ , and supervisors at county and national level and availing relevant resource materials and facilities for guidance and counselling.

This finding concurred with (Republic of Kenya,2005) which advocated for working with other education stake holders to provide, promote and coordinate quality lifelong education, training and research for Kenya’s sustainable development and responsible citizenry.

Adequacy of Guidance and Counselling Resource Facilities and Materials

The research question responded to was: what is the adequacy of guidance and counselling resource facilities and materials in secondary schools in Bureti Sub County? The responses to this research question were as shown in Figure 3. Figure 3 shows that teacher counsellors’ opinion on adequacy of G&C facilities in their schools indicated that most schools lacked vital physical and instructional facilities for teaching G&C. A quarter of all respondents indicated the lack of furniture for teaching or consulting students on G&C issues. A nearly similar percentage, constituting 22.0 per cent indicated the lack of reference materials. The other commonly mentioned resources in short supply included audio-visual equipment, sound proof rooms and computer assisted technologies, cited by 16.16%, 14.71%, and 14,71 % , respectively. This meant G&C teachers’ rating on adequacy of G&C facilities and materials in their schools were below average.

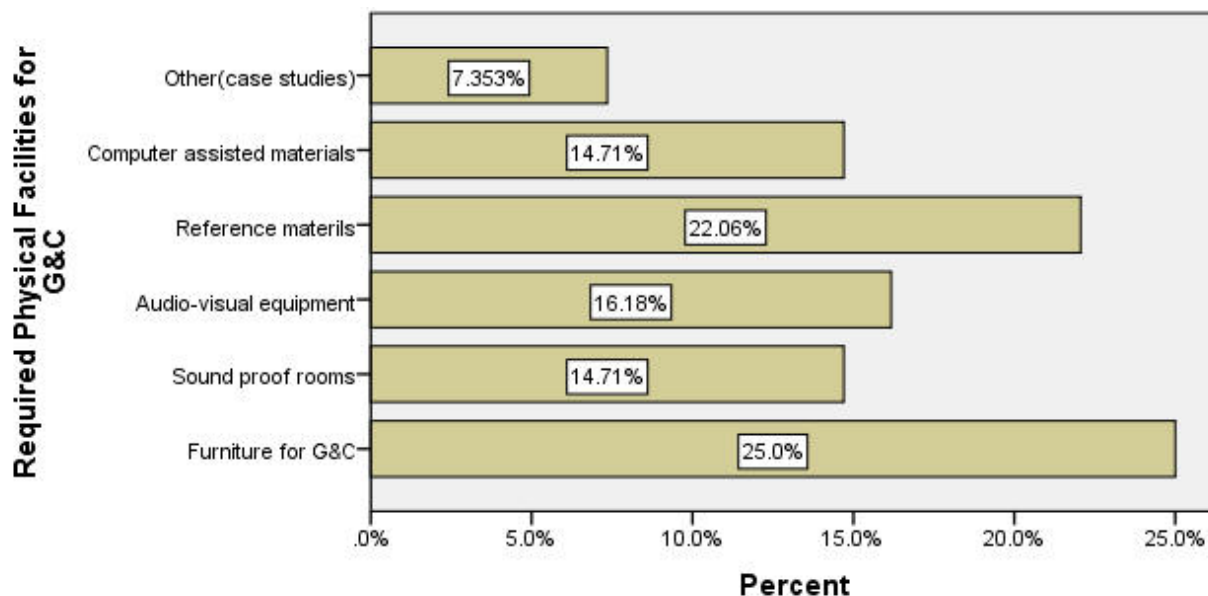


Figure 3: Adequacy of Guidance and Counselling Facilities

However there were some instances where principals claimed to have G&C facilities when it was the opposite according to their G&C teachers. One Principal when asked why her school was not having a room and furniture like lockable cabinets for G&C, her response was:

This being a small school such facilities are not yet available, however we normally allow G&C teacher to use the deputy's or principal's office whenever a need arises. In fact one of the cabinets under key and lock in the deputy's office is exclusively hers.

Ideally schools should have a G&C centre with furniture. The centre should be a large room equipped with adequate furniture, resource materials like books, audio visual equipment, computer, filing cabinets, display racks, bulletin boards, tables and chairs where the materials can be maintain and displayed, Mutie and Ndambuki (2004) and Republic of Kenya (2011).

From the responses, it emerged that majority of the schools are unable to set aside a room fully equipped with resource materials like computer for G&C, career books, prospectus or furniture for G&C. Otherwise, this would significantly improve service delivery. Rotich (2010) study on the effect of subsidized secondary education on academic curriculum implementation in Kenya recommended that teachers need to have tools, equipment and resources in order to carry out their tasks effectively.

On the second objective, which was to examine the adequacy of G&C resource facilities and materials in public sub county secondary schools in Bureti Sub County, the findings as discussed above showed that most schools in Bureti lacked adequate G&C facilities. Oral face to face interview undertaken also reveal the same. One principal when asked why his school was not having a room and furniture like lockable cabinets for G&C, his response was:

With inflation our schools live from hand to mouth, tuition facilities, laboratory chemicals and equipment and to some extend games take priority. Furniture and offices like for G&C is always among the least priorities.

All those who were interviewed were however sceptical to the fact that G&C is slowly becoming a necessity in secondary schools in Bureti Sub-County, Kericho County. This seems to be in line with Republic of Kenya (2005) assertion that there are, as yet, no comprehensive guidance and counselling services in place within Kenya's education system. However the awareness is slowly gaining momentum.

Conclusions and Recommendation

The thrust of this study was to examine the level of adequacy and suitability of human and physical resources for effectively implementing G&C in secondary schools in the study locale. The study concluded reached several

conclusions. First, it was evident that majority of practicing G&C teachers in public sub county secondary schools in Bureti Sub County do not possess relevant professional training and qualification to effectively deliver guidance and counselling services. Secondly, the guidance and counselling facilities and materials were inadequate in most public secondary schools in Bureti Sub County. This inhibited quality service delivery. Third, most head teachers finance other sectors at the expense of guidance and counselling. Finally some schools were conducting counselling sessions on makeshift rooms.

Based on the findings and conclusions thus far, the following recommendations are made;

1. There is need for Teachers Service Commission to recruit and appoint professional G&C teachers and assign them task of guiding and counselling students. This will improve the quality of G&C service which in turn will improve management of students learning environment and overall school outcome.
2. There is a need also to in-service practicing G&C teachers to give them fresh and updated ideas on techniques and principles of counselling to match with modern cultures and work expectations.
3. Schools to adequately fund G&C programs and avail adequate G&C facilities and Materials.
4. Schools should set aside a room as guidance and counselling centre well equipped with necessary furniture, computers and audio visual materials.
5. Investment on guidance and counselling resources and services by school management should be prioritize just like tuition and games as this affect good learning environment and eventual performance in examination.

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