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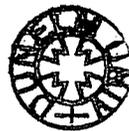
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**Guiding and Counselling Pupils in Kenyan Public Primary Schools:  
Headteachers and Teacher Counsellors Role Perceptions and  
Experiences**

**Njoka, Evangeline Wanjira**

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**A thesis submitted for the degree of Doctor of Philosophy at the  
School of Education, University of Durham, UK**



**2007**

**- 4 MAY 2007**

## **DECLARATION**

I declare that this thesis, which I submit for the degree of Doctor of Philosophy at the University of Durham, results entirely from my work and has not previously been submitted for a degree at this or any other university.

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## **DEDICATION**

This work is dedicated to

My dear friend and loving husband

Robert M. Njoka

My loving children

Charles Murimi, Danson Njeru, Denis Namu,

Jane Margaret Murugi and Derrick Muthee;

The Gakenge and Mbiriai families

Whose

Enormous support, encouragement and understanding

Walked with me to the very end

## ABSTRACT

The purpose of this study was to determine the role perceptions of headteachers and the teacher counsellors in the guidance and counselling of pupils in public primary schools of Embu District, Kenya as well as determining whether there were any qualitative different ways in which respondents (headteachers and teacher counsellors) viewed and experienced these roles. In addition, the study established whether there were any significant differences between the respondents' role perceptions in guiding and counselling pupils and the selected demographic variables of age, sex, marital status, academic qualification, teaching experience, experience in management, training in guidance and counselling, school category and geographical location of school. The study also established if there existed any significant differences between headteachers' perceptions of teacher counsellor's role and the teacher counsellors' perceptions of their role.

The study used a survey design with a multi-strategy research approach which provided both quantitative and qualitative data through questionnaires, interviews and observations. The data were analysed using both descriptive and inferential statistics. The inferential statistics employed were t-test and Analysis of Variance (ANOVA), which were used to test the hypotheses of the study at significance level of 0.05. The interview data were analysed phenomenographically.

Both the headteachers and the teacher counsellors had high levels of perception of their roles in the guidance and counselling of pupils (4.57 and 4.52 respectively out of a maximum of 5.0). The headteachers' level of perception of the teacher counsellors' role was 4.54. The results obtained after testing the hypotheses indicated that there were no significant differences between headteachers' role perceptions and the independent variables of age, gender, marital status, academic qualifications, training in guidance and counselling, administrative experience, teaching experience, school category and geographical location of school. There were also no significant differences between teacher counsellors' role perceptions and the independent variables of age, gender, marital status, academic qualifications, training in guidance and counselling, administrative experience, and school category. In addition, there was no significant difference between the headteachers perception of the teacher counsellors' role and the perception of the teacher counsellors about their role. There was however a significant difference realised between teacher

counsellors' role perceptions and the geographical location of school. Over half of the teacher counsellors (55.6%) and the majority of the headteachers (71.4%) had not received any basic training in the guidance and counselling skills. Observations carried out revealed that 90.7% of schools had not time-tabled for guidance and counselling and was only done when need arose. The majority did not have guidance and counselling offices (93.3%), reference materials (79.0%) and training materials (76.5%). Counselling atmosphere in more than half (57.0%) of the counselling sessions was found to be either tense or suspicious.

Phenomenographic analysis of data revealed that there were qualitative different ways in which the respondents viewed and experienced their roles in the guidance and counselling of pupils. The pupils who needed guidance and counselling in public schools had socio-cultural, socio-economic, and academic problems or needs. Drug abuse (socio-cultural) was ranked as the most serious with alcohol being most abused. Early pregnancies and marriages were the leading causes of girl school drop outs, while drug abuse and child labour were the leading causes of the boys drop outs.

The majority of the teacher counsellors (89.1%) and the headteachers (94.9%) missed out many functions despite having high role perceptions. Lack of support from the stakeholders; intensive poverty and widespread illiteracy; cultural/traditional practices; and negative media influence, were recorded as interfering with their role performance. Several suggestions to solve these problems were offered. Although the respondents listed several indicators of poor role performance in the guidance and counselling of their pupils, the majority still perceived their role performances to be either good or fair.

The research findings have justified the need for change in the management of guidance and counselling and several recommendations have been put forward. Some suggestions for further research have also been included.

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## LIST OF ABBREVIATIONS/ACRONYMS

|                   |   |
|-------------------|---|
| <b>ASCA</b>       | American School Counselling Association                               |
| <b>APGA</b>       | American Personnel and Guidance Association                           |
| <b>ATS</b>        | Approved Teacher Status   |
| <b>BA</b>         | Bachelor of Arts Degree   |
| <b>BACP</b>       | British Association of Counselling and Psychotherapy                  |
| <b>B ED</b>       | Bachelor of Education Degree  |
| <b>B Sc</b>       | Bachelor of Science Degree  |
| <b>DEB</b>        | District Education Board  |
| <b>DES</b>        | Department of Education and Standards                                 |
| <b>EAACE</b>      | East Africa Advanced Certificate of Education                         |
| <b>EACE</b>       | East Africa Certificate of Education                                  |
| <b>FGM</b>        | Female Genital Mutilation   |
| <b>FPE</b>        | Free Primary Education  |
| <b>G/C</b>        | Guidance and Counseling   |
| <b>HIV/AIDS</b>   | Human Immuno deficiency Virus/ Acquired Immune Deficiency Syndrome    |
| <b>HOD</b>        | Head of Department  |
| <b>H/T</b>        | Headteacher   |
| <b>KANU</b>       | Kenya African National Union  |
| <b>KACE</b>       | Kenya Advanced Certificate of Education                               |
| <b>KAPC</b>       | Kenya Association of Professional Counsellors                         |
| <b>KCA</b>        | Kenya Counselling Association   |
| <b>KCSE</b>       | Kenya Certificate of Secondary Education                              |
| <b>KDHS</b>       | Kenya Domestic Household Survey                                       |
| <b>KEPSHA</b>     | Kenya Primary School Heads Association                                |
| <b>KESI</b>       | Kenya Education Staff Institute                                       |
| <b>KIE</b>        | Kenya Institute of Education  |
| <b>KSHS</b>       | Kenya Shillings   |
| <b>KSSHA</b>      | Kenya Secondary Schools Heads Association                             |
| <b>LEA</b>        | Local Education Authority   |
| <b>MOEST</b>      | Ministry of Education Science and Technology                          |
| <b>MPET</b>       | Master Plan of Education and Training                                 |
| <b>NACADA</b>     | National Agency for the Campaign Against Drug Abuse                   |
| <b>NGO</b>        | Non Governmental Organisation   |
| <b>OFSTED</b>     | Office for Standards in Education                                     |
| <b>P1</b>         | Primary 1   |
| <b>PSHE</b>       | Personal, Social and Health Education                                 |
| <b>PSHE&amp;C</b> | Personal, Social, Health Education and Citizenship                    |
| <b>PTA</b>        | Parents Teachers Association  |
| <b>QUASO</b>      | Quality Assurance Standards Officer                                   |
| <b>SbTD</b>       | School-based Teacher Development                                      |
| <b>SCAGES</b>     | Standing Conference of Association for Guidance in Education Settings |
| <b>S1</b>         | Secondary 1   |
| <b>TC</b>         | Teacher Counsellor  |
| <b>TIQUET</b>     | Totally Integrated Quality Education and Training                     |
| <b>TTCS</b>       | Teacher Training Colleges   |
| <b>UGC</b>        | University Grants Committee   |
| <b>UK</b>         | United Kingdom  |

**UNODC** United Nations Office on Drugs and Crime in Africa  
**UPE** Universal Primary Education  
**USA** United States of America

## SECTION I: INTRODUCTION AND CONTEXT OF THE STUDY

### CHAPTER ONE

#### 1.0 INTRODUCTION AND CONTEXT OF THE STUDY

##### 1.1 Introduction

#### Figure 1: Case Study: A Discourse of Pain

“How is your son?” a salon attendant asked Emma (not her real name) as she worked on her hair. “Please don’t remind me of that crazy boy. His head is not functioning well. He’s out of his mind. He has dropped out of school and he’s only 13 years old!”. “Why? What has happened?” asked the lady attendant. “Nobody understands. All we know is that he has joined a gang of boys in the village and we suspect they are taking ‘something’ that is making them behave abnormally”, lamented Emma. “We are planning to involve the police to have them all locked in...” The researcher listened carefully to this discussion as she had her hair washed in the same salon. Unable to hold longer and filled with pity she asked. “And where do you come from Emma? Has anybody tried to find out what the boys are taking and how they spend most of their time during the day and night?” From this discourse, the researcher managed to gather that Emma’s home village was in an area where *miraa* (khat), was being grown in relatively large scale, with plenty of bhang smoking and local brew taking. Indeed there were many of *miraa* shrubs in her parents’ small garden where her son lived with her aged mother. Emma was a single parent who worked and stayed away from her parents’ home. Her job was one of the very lowly paid ones and she hardly made ends meet. She had hoped that her boy would be successful in school and become an important person in future, hence breaking away from the cycle of poverty that she thought her family had been condemned to. Her dreams had been shattered. This was a discourse of a parent in pain. Is it only her who was in pain? Certainly no! The relatives, the teachers, the villagers, the friends, name them; all including the victim were in pain. Many other parents and people’s hearts were in pain too. The researcher too! But how can this kind of pain be reduced if not entirely eliminated?

Think of a situation where many parents are hurting because their children are involved in drugs or other practices that interfere with their emotional, psychological and physical development; some eventually dropping out of school. Think about the education providers who must carry the heavy burden of nurturing such children. Think about the society as a whole as it laments about the future of their children. The truth is that everyone in such a society must be hurting and at the



same time hoping that solutions are found to arrest the sad situation. This study is based against such context. The reality is that the future of many young people in Kenya is at stake. The aforementioned case study speaks volumes about this. This study seeks to understand the existing nature of the nurturing process in public primary schools through provision of guidance and counselling services. In so doing the researcher aims to elicit ways of improving these services with a hope that they will help reduce or eliminate the pain that now seems evident among all the stakeholders. The study attempts to do this by focusing on role perceptions and experiences of both headteachers and teacher counsellors as they are charged with the responsibility of guidance and counselling.

The decision to do this study was not without some motivation. The experience of the researcher in the guidance and counselling of secondary school students when she taught in two schools (Kangaru Boys and Kangaru Girls High Schools) and as a headteacher in two others (St. Mary's Kiangima and St. Anne's Kiriari Girls Secondary Schools), all in Embu District, Kenya, has been one of the major driving forces to undertake this study. Her experience revealed that most of the students who abused drugs in secondary schools had had problems since the time they were in primary schools. It was always a very sad state whenever such students could not be assisted to fully live normal lives since the counselling process started too late. This suggested strongly that the counselling programme in primary schools needs a critical examination and some revamp. A study of the role perceptions and experiences of the headteachers and the teacher counsellors in guiding and counselling pupils in primary schools was therefore considered a vital starting point for this.

## **1.2 Context of the Study**

### **1.2.1 Education in Kenya: Challenges and Interventions**

Education has been considered as one of the most essential influences on the quality of life especially to the young people (Onyuka, 2002). It is in this vain that the government of Kenya has been committed to the promotion of education through the provision of resources to schools and creation of more educational opportunities at all levels (Republic of Kenya, 1994, 2003). Since independence, the Kenyan education sector has been characterised by rapid growth in terms of number of schools and in enrolments. The number of primary schools (both public and private), for instance,

increased from 6,053 in 1963 with an enrolment of 891,103 to 17,080 in 2001 with an enrolment of 6,155,500 (Republic of Kenya, 2001). By December 2003, the total number of primary schools stood at 17,604 with an enrolment of 7,208,100 (MOEST, 2003). Due to the increased enrolments in schools and poor economical performance, the government has been faced with many challenges such as sustaining equity, quality and making the education more relevant in tackling emerging issues (Republic of Kenya, 2001).

One of the major goals of the Kenya Government's development strategy has been the attainment of Universal Primary Education (UPE). This was first expressed in the Sessional Paper Number 10 of 1965 (Republic of Kenya, 2003). The strategy articulated in the Sessional Paper was geared towards eradication of ignorance, poverty and disease based on African Socialism. In an effort towards the attainment of UPE, the Government started Free Primary Education (FPE) in January 2003. In reality, this was a re-introduction. FPE was first tried in 1974 by the former KANU Government but failed due to poor preparations (Onyango, 2003). Introduction of FPE was a welcome move in fulfillment of the United Nations Convention on the Rights of the Child (1989), the World Declaration on Education for All (1990) and the United Nations Millennium Development Goals to which Kenya is a signatory. Following the introduction of FPE, the country experienced exceptional influx of children to schools (Republic of Kenya, 2003; MOEST, 2005). By December 2003, the national enrolments in public primary schools stood at 7,159,500 up from 5,874,255 by the end of 2002 (Republic of Kenya, 2006; 2003). According to the MOEST Eastern Province 2003 Annual Report, the enrolments in Embu District public primary schools increased from 56,514 in December 2002 to 62,342 in December 2003 after the introduction of FPE. This significant percentage increment of 10.31 consisted mainly of disadvantaged children who have learning challenges and are therefore likely to need guidance and counselling services to cope.

One of the major challenges facing the government in the provision of education is the increasing number of orphans, most of who are affected by the HIV/AIDS scourge. HIV/Aids pandemic was declared a national disaster in 1999 (Republic of Kenya, 2003). By 2001, it was estimated that between 100,000 and 200,000 children under the age of 5 years were infected with HIV/AIDS (Republic of Kenya, 2003). Also, over 1.2 million children had already been orphaned by HIV/AIDS. By January 2005, the Ministry of Home Affairs gave a staggering 1.8

million as the number of children already orphaned by HIV/AIDS (IRIN Plus News Editor, 2005). The number of infected children is growing rapidly in both the rural and urban areas of Kenya. The government faces the challenge of providing basic needs besides the provision of free education. In addition, these children need to be supported psychologically in and out of school. The report of the Task Force on Implementation of Free Primary Education (Republic of Kenya, 2003) emphasised the role played by guidance and counselling in rehabilitating these orphaned pupils and other disadvantaged ones and in helping them to fit in the normal school system and cope with learning challenges. In addition, the Task Force lamented that the guidance and counselling services were ineffective and needed improvement.

Another major source of challenge to the Kenyan Government is the increasing level of indiscipline in schools (Odalo, 1998; NACADA & KSSHA, 2004). According to Wachira (2004) cases related to negative influence such as drug abuse, truancy and dangerous exposure to contracting HIV/AIDS among school students are on the rise. Secondary schools have been rocked by strikes, destruction of property, physical and sexual molestation, and even killings (as happened in Kyanguli fire tragedy in Machakos District where sixty eight students lost their lives in a night fire started by some malicious boys (Njoka, 2002)). The high level of indiscipline in secondary schools casts serious doubts about the quality of guidance and counselling services in primary schools. The worrying trend of indiscipline in secondary schools prompted the government to set up a taskforce on students discipline i.e. *'The Task Force on Student Discipline and Unrest in Secondary Schools'* (popularly known as the *Wangai Report* of 2001). The taskforce observed that through the infiltration of foreign culture, immoral practices such as homosexuality, lesbianism, drug abuse, exhortation and exploitation of the poor and the weak have been introduced in the society and in schools (Republic of Kenya, 2001). Strengthening of guidance and counselling services in schools was hence underscored as an intervention measure. Unfortunately, not much emphasis was laid on strengthening the services in primary schools; the breeding ground for many problems.

Africa is the world's poorest continent, according to the United Nations Office on Drugs and Crime in Africa (UNODC) report dated June 2005. The report further reveals that half the people of Sub-Saharan Africa live on less than the equivalent of 65 US cents per day. In Kenya, poverty is a glaring problem, especially

in the rural areas. Poverty compounded with HIV/AIDS, the increased breakdown of the marriage structure and the now common single parenthood pose a big challenge to the provision of education in Kenya. Children, whose parents have divorced, separated and those of single mothers often lack family guidance and are vulnerable to child abuse and use as free or paid labour leading to school dropouts. Many girls from poor or unstable families fall prey to sexual abuse leading to early pregnancies and/or early marriages and in some cases child prostitution. Early pregnancies and marriages are the leading causes of girl drop outs in Kenyan primary schools. The government emphasises interventions by the school managements and the guidance and counselling departments to help these children to remain in school and complete their education.

Drug abuse, a global problem, is a major threat to Kenyan youth, especially in secondary schools (Githiari, 2002). A number of students' unrests in secondary schools are attributed to drug abuse. Of late, Kenya is experiencing a rapid increase in the production, distribution and consumption of drugs of dependence (NACADA & KSSHA, 2004). The International Narcotics Board Report 2004 identified Kenya as a hub on a major international trafficking route. According to the report, heroin is smuggled through Kenya and its abuse is on the rise while cannabis (bhang) has remained among the most abused illicit drugs (Mugo, 2005). The findings of the Task Force on Drug and Substance Abuse in Kenyan Secondary Schools (NACADA & KSSHA, 2004) indicated that drug and substance abuse is a major and a real problem in secondary schools and other institutions of learning, with alcohol leading in the list of abused drugs. The task force also observed that most of the children, who abused drugs, started the practice in primary schools.

According to a recent study among secondary school students by the Psychiatry Department of the University of Nairobi, alcohol is the most abused followed by tobacco and bhang (Kigotho, 2005, *The Standard*, February 16). The report gives a worrying revelation concerning children and alcohol consumption. According to the report, children as young as 10 years old are consuming alcohol in Kenya, implying that some start abusing drugs when they are in primary schools. A recent report by American Medical Association as cited by Kigotho has underlined the dangers of underage drinking. According to the report, underage drinkers face a greater risk of damaging the prefrontal region of the brain which is vital in adult personality, reasoning, planning and moderating behavior. The report further adds

that the adolescents who used alcohol scored more than 10 per cent lower than non-drinking peers in tests that measured verbal and non-verbal recall. Both the aforementioned study and the report by the American medical association clearly put forward a strong case for intensifying guidance and counselling services in primary schools.

The Report by the World Confederation of Organisation of the Teaching Profession on drug abuse by the students in six African countries (Kenya, Nigeria, Togo, Cameroon, Senegal, and Sierra Leone) associated the problem of drug abuse with traditional practices that encourage children to take drugs (Kigotho, 2005, The Standard, February 16). According to the report, many parents in Kenya excessively drink alcohol or illegally smoke bhang in their children's presence. Sadly, some parents even send their children to obtain drugs for them. The report further stated that pupils in rural areas and slums (where poverty is pronounced) help their parents to prepare *chang'aa* (an illicit brew) and industrial alcohol. This encourages drug abuse among pupils and some cases of children who have abused drugs before joining primary school have been reported; some aged only four years (Chesos, 2005)). The location of this study is predominantly rural and many parents are involved in *chang'aa* brewing, hence the concern of the researcher and the desire to do the study. Pure *chang'aa* is colorless, like water, and some pupils have been known to carry it to school in bottles and consume it "as water". The effects thereafter are of course detrimental. Other abused drugs are tobacco, bhang, khat (*miraa*), inhalants and some "over the counter drugs".

*Miraa* has been known to cause serious health risks and harmful social consequences and is currently under critical review by WHO Expert Committee on Drug Dependence (Chesos, 2005). It is widely cultivated in Eastern Province, Kenya including of late, Mbeere and Embu (location of this study) districts. The sad thing about *miraa* growing is that in a family where it is grown, every member becomes an abuser including small children. A significant number of families have broken up as a result of serious negative social effects associated with *miraa* despite the apparent financial gains from its business. A majority of children in these families opt to drop out of school as a result of its side effects or simply out of the luring business of quick money (Flash News, 2005). The case study at the beginning of this chapter is a good example. *Miraa* growing is a serious challenge facing the society and educators more so because it is not outlawed despite the serious damage it causes to

families (NACADA/ KSSHA, 2004). According to Africa's Premier Monthly Science Newspaper issue number 50, *miraa* twigs are mainly picked by children because their slight weight and agility is good for climbing the delicate tree branches. The newspaper points out that *miraa* has no doubt contributed to children dropping out of school. The church has been looked upon to educate the society against growing *miraa* while the burden of ensuring students remain in school without its influence has been left to the management, and particularly the guidance and counselling departments.

### **1.2.2 Kenya Government's Policy on Management of Guidance and Counselling in Schools**

Many past Government Education Reports have made recommendations for the creation of guidance and counselling departments in schools and for the appointment of teacher counsellors who should be trained in guidance and counselling skills. These reports include the Report of the National Committee on Educational Objectives and Policies of 1976 (Gachathi report), the Report of the Presidential Working Party on Education Manpower Training for the Next Decade and Beyond of 1988 (Kamunge report), the Totally Integrated Quality Education and Training of 1999 (Koech report) and the most recent, the Task Force on Student Discipline and Unrest in Secondary Schools of 2001 (Wangai report). According to the Koech report, education should be a foundation for instituting moral processes in a society. In order to realise this goal, the report underscores the significance of education managers in setting up effective guidance and counselling programmes in schools. Koech emphasises that the school headteacher sets the tone of his school through the implementation of various school programmes and singles out guidance and counselling as one of the indispensable one (Republic of Kenya, 1999).

The MOEST Primary Schools Management Handbook (Republic of Kenya, 2002) clearly states that it is the responsibility of the headteacher to ensure that guidance and counselling department is put in place in every school. It is also the responsibility of the headteacher to appoint a teacher in charge of the guidance and counselling department assisted by the other members who together form the committee of the teacher counsellors. These teacher counsellors must have the desired qualities on and above the professional roles of teaching. This is within the administrative function of stimulating and directing the development of school

programmes in order to achieve the desired goals and purposes as outlined by Campbell et al (1983). Besides appointing teacher counsellors with the desired qualities, it is the responsibility of the headteacher to provide the necessary resources and support for the guidance and counselling programme. It is also his/her responsibility to appraise the effectiveness and efficiency of the programme. In order to accurately do this, the headteacher must have accurate role perceptions of the teacher counsellor's role. Needless to mention that the efficiency and effectiveness of the programme will greatly depend on the accurate perceptions of teacher counsellors of the roles they have to play.

The MOEST School Management Guide (2002) observed that with an effective guidance and counselling arrangement in schools, there would be few indiscipline problems that warrant use of serious punitive measures such as caning (banned), kneeling down for long hours, cutting grass or digging the school garden during class hours. Such an arrangement should instill a sense of responsibility in the pupils as early as possible to help them develop a positive attitude towards learning and their teachers. With the banning of the use of corporal punishment (caning) as a means of instilling discipline on learners in the legal notice No.56/2001, the Government advised teachers to intensify guidance and counselling to take the place of the cane (Republic of Kenya, 2001). In addition, the parents were expected to step-up their role of guidance and counselling for their children. Unfortunately, this does not seem to be happening.

According to the MOEST Primary Schools Management Handbook of 2002, the teacher in charge of guidance and counselling department should be a teacher with the following qualities: high integrity; mature and responsible; kind and considerate; patient; understanding and sympathetic; and have genuine interest and concern in pupils' problems and welfare. Other members of the guidance and counselling department should have similar qualities (Republic of Kenya, 2002). The roles of the school guidance and counselling committee/department as outlined in the School Management Guide can be categorised in the following areas: general guidance in which the committee is expected to sensitise pupils on the negative effects of harmful practices such as taking drugs, engaging in pre-marital sex, undesirable behavior and misconduct; career guidance and; counselling pupils with individual problems in order that undesirable behavior is arrested and corrected in good time. In order to carry out these functions, the counsellor is expected to keep

detailed and confidential records of individual students while at the same time monitoring progress of behavior improvement. Despite the descriptions of roles by the MOEST, the guidance and counselling departments are performing poorly as documented in the earlier cited government reports. This suggests some underlying problem(s), hence the concern of the researcher and the desire to do this study.

### **1.2.3 Emphasis for Improvement in School Guidance and Counselling**

The past and recent Government Educational reports (KIE, 1999; Republic of Kenya, 1976; 1988; 1999; 2001; 2003; NACADA & KSSHA, 2004) have indicated that the guidance and counselling departments in schools need improvement. The reports have observed that the teacher counsellors involved in guidance and counselling lack basic skills. Repeated calls have hence been made to train these teachers including the headteachers who are charged with the responsibility of supervision of all school programmes. Several educational researchers have made similar calls. These include Kinara (2004), Wachira (2004), Ndegwa (2003), Waudo (2001), Gitonga (1999), Abagi (1986) and Tumuti (1985). Generally, there is a strong feeling in the Kenyan society that guidance and counselling services need to be strengthened to play a greater role in assisting to fight the challenges that are now facing schools. A strong emphasis on improvement of services and proper functioning of roles has been put forward.

The Kenya Institute of Education Needs Assessment Survey Report on the Primary Education Curriculum (KIE, 1999) underlined the need to have teachers with guidance and counselling skills. According to the needs assessment report, the social, moral and health education needs were not being fully met by the curriculum. This was due to the ineffective guidance and counselling services in primary schools. In some of the schools, it was revealed that little or no guidance and counselling at all was going on. The survey implied that the management of counselling services in these schools was poor. Following the KIE Needs Assessment report, the curriculum was reviewed to cater for the needs and emerging issues (KIE, 2004), but teachers still lacked skills in guidance and counselling. According to the Republic of Kenya (2003) report, many teacher counsellors in both primary and secondary schools still lack in relevant skills.

Literature on previous studies done on the needs and guidance and counselling of students/pupils in Kenyan schools has indicated that management of

guidance and counselling services is still wanting (Kinara, 2004; Wachira, 2004; Gitonga, 1999; Abagi, 1986; Tumuti, 1985). In a previous study by the researcher on *Job Satisfaction of Heads of Departments in Public Secondary Schools in Embu District* (Njoka, 2002), guidance and counselling heads of departments (referred to as teacher counsellors in this study) were found to be the most dissatisfied but on average all the heads of departments were satisfied. Both the heads of departments and the headteachers in the study cited lack of clear job descriptions of the heads of departments' roles and lack of training in management and administration as some of the factors that contributed to dissatisfaction. Guidance and counselling heads of departments expressed the source of their dissatisfaction as due to lack of clear job descriptions, training in management and recognition for their work; among other factors. It was suspected that a similar scenario existed in the primary schools with the heads of guidance and counselling since their performance was wanting. A study of role perceptions by the heads of guidance and counselling in primary schools was hence considered essential.

In the same study (Njoka, 2002) the secondary school headteachers involved indicated that majority of the heads of departments performed poorly. On the other hand, the majority of heads of departments indicated that they were satisfied with their jobs. The researcher sighted this discrepancy and gave suggestions for further research on perceptions of headteachers on heads of departments' roles in management hence the inclusion of headteachers role perceptions in this study.

### **1.3 Statement of the Problem**

The Kenyan education sector has faced many challenges since independence in 1963. In an effort to address these challenges, the Kenya government has set up a number of committees and taskforces to review the education system and tackle emerging issues with a view to improving the quality of its education, relevance and accessibility. Guidance and counselling programmes have also been introduced in schools. Despite these efforts, many emerging issues that affect provision of education have continued to persist (Kimathi, 2002). Lack of effective guidance and counselling services has been singled out as a major cause of students' unrests in schools. The past Government Education Reports and Commissions (Republic of Kenya, 1976; 1988; 1999; 2001 & 2003) have all indicated that the schools' guidance and counselling departments are still performing poorly, one of the reasons

being, a serious shortage of teachers with guidance and counselling skills. The guidance and counselling programmes have also been found to lack adequate time and clear and adequate support from stakeholders (Aura, 2003; Gitonga, 1999). The Republic of Kenya (2003) report observed that many teacher counsellors in primary schools are still lacking in training and cited this as a constraint to proper implementation of Free Primary Education (FPE) Policy. The role perceptions of such untrained teachers who perform poorly, is an area of focus in this study.

According to the 2004 report by the National Agency for the Campaign Against Drug Abuse (NACADA) and the Kenya Secondary Schools Heads Association (KSSHA), drug and substance abuse is one of the greatest problems in Kenyan secondary schools and has been associated with the recent state of unrest and indiscipline among the youths in these schools. According to Wachira (2004) cases related to negative influence such as drug abuse, truancy and dangerous exposure to contracting HIV/AIDS among school students are on the rise. Currently, it is estimated that 70 per cent of the nation's youth are at risk of becoming involved with drugs in one way or another (The Editor, 2006, Sunday Nation, August 20). According to the editor, the young people are either destroying their lives with drugs or getting infected with HIV because of sharing needles. Kenya has been one of the major drug markets in the world where drugs are easily brought in for redistribution to the rest of the world (Nation Reporter, Daily Nation, 2006, August 21). It is feared that a whole generation will be lost to drugs unless serious measures are put in place. The most depressing scenario is the fact that the Government, religious leaders and the general population do not seem to have accepted that drug abuse is a major problem; hence the vice lacks the measure of attention it deserves. The NACADA baseline survey on substance abuse among youth in Kenya carried out in 2002 revealed that substance use begins at a very young age; in primary schools. Despite this revelation nothing much seems to have been done to tackle the problem at this level.

HIV/AIDS was declared a national disaster by the then president of Kenya in October 1999. It is estimated 700 people die everyday and for every adult person dying, many children are left behind. To date, there are about 1.8 million orphaned children nationally, most of whom are in primary schools. Free Primary Education (FPE) has brought in more of these children. These orphans need specialised attention as some of them are already infected with the deadly virus. Teachers and

teacher counsellors have not been adequately prepared to tackle this problem contributing to frustrations and despair.

Many children continue dropping out in Kenyan primary schools. Although the number of boys dropping out is equally worrying, the most affected are the girls despite the many interventions by both the Government and Non-Governmental organisations. Causes of dropouts are varied but most of them are compounded by poverty and HIV/AIDS. When children are orphaned, it is the girl in the family who assumes responsibility at the expense of her education. Even with both parents alive, girls are culturally overburdened with housework, and sometimes get involved in child labour to supplement the family's resources. Other factors that lead to girls dropping out are related to reproductive health, sexual behavior and maturation. Quite a number of girls engage in early sex leading to pregnancies, early marriages and infections. There is lack of proper guidance and counselling in primary schools and this aggravates the rate at which girls drop out.

The changing trends in Kenyan education including the most recent Free Primary Education (FPE) have brought new challenges. Some of the challenges of FPE include overage learners, congestion, understaffing, inadequate resources and facilities, re-entry cases and children in difficult circumstances (MOEST, 2004). Children in difficult circumstances, according to MOEST include the street children most of who are drug addicts, victims of child labour, children orphaned through HIV/AIDS and other traumatised children. A number of disadvantaged children have undoubtedly benefited from the FPE policy but such challenges certainly call for comprehensive preparations for FPE's successful implementation. This is an enormous responsibility that has been added to teacher counsellors who already have heavy teaching loads. Considering this responsibility, the number of contact hours between the teacher and the child determined by other responsibilities in school assigned by the management and the fact that few teacher counsellors are trained in guidance and counselling resulting in poor performance, some determination of headteachers and teacher counsellors' role perceptions and experiences in guidance and counselling of pupils is considered imperative.

#### **1.4 Purpose of the Study**

The purpose of this study was to determine the role perceptions of headteachers and teacher counsellors in guidance and counselling of pupils in public primary schools in Embu District, Kenya as well as determining whether there are any qualitatively different ways in which respondents viewed and experienced these roles. The study also aims to establish whether significant differences exist between each of the subject's (headteachers and teacher counsellors) role perceptions in guidance and counselling of pupils and selected demographic variables. These variables include age, sex, marital status, academic qualifications, teaching experience, experience in management, training in guidance and counselling, school category and geographical location. The study also aims to establish if there exist any differences between headteachers' perceptions of teacher counsellor's role and the teacher counsellors' perceptions of their role.

#### **1.5 Research Questions**

The study seeks to answer two broad questions. These are:

- Q1. What are the headteachers and teacher counsellors' role perceptions in guidance and counselling of pupils in public primary schools in Embu District?
- Q2. How do the headteachers and teacher counsellors view and experience their roles in guidance and counselling of pupils in public primary schools in Embu District?

#### **1.6 Objectives of the Study**

While seeking answers to the above research questions, the study aims to achieve the following objectives:

1. To determine the role perceptions of both headteachers and teacher counsellors towards various aspects of guidance and counselling programme.

2. To assess whether any qualitatively different ways exist in which headteachers and teacher counsellors view and experience their roles in guidance and counselling of pupils.
3. To identify whether headteachers' and teacher counsellors' personal characteristics such as age, sex, marital status, academic qualifications, teaching experience, management experience (in guidance and counselling for teacher counsellors) and training in guidance and counselling have any effect on their role perceptions in guidance and counselling of pupils.
4. To investigate if there are differences between headteachers' and teacher counsellors' role perceptions in guidance and counselling of pupils in different categories and geographical locations of school.
5. To investigate whether there exist any differences between the headteachers' perceptions of teacher counsellor's role and those for the teacher counsellors about their role.
6. To determine the extent to which headteachers and teacher counsellors are trained to guide and counsel pupils.
7. To establish whether there are any problems faced by both the headteachers and the teacher counsellors in the provision of guidance and counselling services and to identify possible solutions to those problems.

In the light of the above findings, it is hoped that recommendations for action for the headteachers, teachers and government officials working in primary education can be made.

### **1.7 Hypotheses of the Study**

From the foregoing objectives the following hypotheses on headteachers/teacher counsellors were tested:

- H<sub>01</sub> There is no significant difference between role perceptions of headteachers/teacher counsellors in guidance and counselling of pupils and their respective ages.

- H<sub>0</sub>2 There is no significant difference between role perceptions of headteachers/teacher counsellors in guidance and counselling of pupils and their gender (sex).
- H<sub>0</sub>3 There is no significant difference between role perceptions of headteachers/ teacher counsellors in guidance and counselling of pupils and their respective marital status.
- H<sub>0</sub>4 There is no significant difference between role perceptions of headteachers/teacher counsellors in guidance and counselling of pupils and their respective academic qualifications.
- H<sub>0</sub>5 There is no significant difference between role perceptions of headteachers/teacher counsellors in guidance and counselling of pupils and their respective training in guidance and counselling.
- H<sub>0</sub>6 There is no significant difference between role perceptions of headteachers/teacher counsellors in guidance and counselling of pupils and their respective administrative experience.
- H<sub>0</sub>7 There is no significant difference between role perceptions of headteachers/teacher counsellors in guidance and counselling of pupils and their respective teaching experience.
- H<sub>0</sub>8 There is no significant difference between role perceptions of headteachers/teacher counsellors in guidance and counselling of pupils and the respective school category.
- H<sub>0</sub>9. There is no significant difference between role perceptions of headteachers/teacher counsellors in guidance and counselling of pupils and the respective geographical location of the school.
- H<sub>0</sub>10 There is no significant difference between headteachers' perceptions of teacher counsellor's role and the perceptions of teacher counsellors of their role in guidance and counselling of pupils.

## **1.8 Significance of the Study**

There seems to be very little research conducted in the area of guidance and counselling in Kenya, especially in primary schools. A relatively absence of research that documents the ways in which headteachers and teachers perceive their roles in guidance and counselling, is also noted. Review of related literature indicates

that researchers have all along ignored the primary school population, which is the focus of the present study. Tumuti (1985), Kariuki (1990) and Gitonga (1999) shared similar views. The recent task forces on indiscipline and drug abuse (Republic of Kenya, 2001; NACADA & KSSHA, 2004) set up to explore the vices in schools did not focus on primary population, once again ignoring primary schools yet this is the nurturing ground of most of the problems experienced in secondary schools. This study is considered timely.

Secondly, while the current Ministry of Education, Science and Technology (MOEST) policy tends to present a particular view while assigning roles and responsibilities to headteachers and teachers counsellors, with an assumption that they are trained in guidance and counselling, little is known as to how these teachers (most of whom are not trained), view and experience these roles and responsibilities. No study has been done on how headteachers and teacher counsellors perceive and experience their roles in the provision of guidance and counselling services in public primary schools yet it is of paramount importance if these services have to be improved. The study is hence considered vital.

Thirdly, there is a myriad of problems facing the management of schools in Kenya such as indiscipline, drug abuse, HIV/AIDS, high drop out rates to name but a few especially with Free Primary Education (FPE). With the introduction of FPE in January 2003, the need for guidance and counselling in Kenyan schools has become greater because of the many challenges now facing schools (MOEST, 2005). The family structure and the African guidance system that have traditionally been relied upon for a long time in support of guiding and counselling of children, no longer function adding to the burden of teachers in these schools. Although guidance and counselling services are now perceived as a panacea of such problems; they (problems) continue to persist. Guidance and counselling services are considered important not only for the whole development of the learners but also in assisting educators to tackle the challenges that have now rocked schools. The success in the performance of the guidance and counselling department in schools is a major concern not only to the Ministry of Education but to the society as a whole. Accurate role perceptions of headteachers as supervisors and facilitators and of equal importance, the role perceptions of teacher counsellors in guidance and counselling of pupils are considered indispensable. A survey of how these roles are being

perceived and experienced will elicit significant ways of improvement. Hence, this study is considered crucial.

In addition, the study findings will contribute immensely to the general field of knowledge, which is the main objective behind any research undertaking. Finally, the study will guide in the formulation of policies to revamp and improve guidance and counselling programmes in primary schools. Formulation of policies aimed at enhancing primary school instruction and especially policies on how guidance and counselling can enhance effective implementation of other learning programmes in schools will also benefit from this study.

### **1.9 Basic Assumptions**

In the course of the study, the following assumptions were made:

1. That the respondents would provide truthful and honest responses to the entire study items.
2. That the responses from the respondents would provide genuine indication of their role perceptions and experiences in guidance and counselling of pupils.

### **1.10 Definitions of Key Terms**

For definitions of key terms, see Appendix A.

## SECTION TWO: REVIEW OF RELATED LITERATURE

### CHAPTER TWO

#### **2.0 CONCEPTS OF GUIDANCE AND COUNSELLING IN EDUCATION**

##### **2.1 Introduction**

This section of three chapters covers relevant literature related to this study. In this first chapter, arguments on the need for guidance and counselling in schools and the concepts of guidance and counselling in education based on the works of several writers have been explored. The concepts of school guidance and counselling in the USA and UK are given some highlights for wider perspectives. The researcher holds a firm belief that there is a lot to learn from these two countries. Chapter three covers concepts of guidance and counselling in the Kenyan context, as well as presenting a brief overview of the development of guidance and counselling in Kenya. Where possible, comparisons have been made with the UK and USA contexts. The status of guidance and counselling services in Kenyan schools is also articulated. In the final chapter of this section (chapter 4), literature on concepts of role perceptions is presented.

##### **2.2 Need for Guidance and Counselling**

Guidance and counselling are not new concepts in education. As early as 1963, Detjen and Detjen (1963) described guidance in the elementary school as being chiefly concerned with meeting the social and emotional needs of children with the purpose of helping each child make a satisfactory adjustment to life, both in and out of school. The guidance service focuses as a priority, on the highest actualisation of potential of child in his or her education, career, and personality (Miller, 1965). Detjen and Detjen had similar suggestions and observed that since many of the children's problems start off early in life and worsen as times goes on, it is imperative that sound guidance practices start with the very beginning of school. The Detjens further emphasised that guidance should be offered to all children; those perceived as normal and those who are found to have serious problems with their behaviour, learning skills and emotions. Shaw (1973) and Luisell et al (2005) share the same line of thought as the Detjens. Shaw contends that all children irrespective of backgrounds have needs which may vary in kind and magnitude. Luisell and colleagues on the other hand assert that many students attending public schools have

discipline problems such as disruptive classroom behaviour, vandalism, bullying and violence. According to the Detjens, normal well-adjusted children such as the gifted and talented also require guidance in their thinking, their attitudes, and their personality development because they too have their unique problems.

Shaw (1973) suggests that guidance be made an integral part of education which must be carried out by those who have special skills and training and also systematically and routinely evaluated to determine its continuing effectiveness. Like home, schools are considered a primary and essential context for supporting, nurturing and facilitating educational, moral and social development in young people (Bor et al, 2002). Other writers who see guidance as an integral part of education are Strang & Morris (1964), Farwell & Peters (1967), Gerler et al (1990), Cowie & Pecherek (1995), David & Charlton (1996) and Wortzbyt et al (2003). Detjen and Detjen emphasise guidance as the keystone of educational system. Cowie and Pecherek see the function of education as that which has throughout history been seen as not only imparting knowledge, but also as helping students to learn about themselves. Miller (1965) believes that the guidance function gives continuity and completeness to the instructional and administrative facets of the educational programme.

The guidance of young people is largely preventive in nature and can be done in groups as a regular part of the school programme (Garler et al, 1990; Detzen & Detzen, 1963). Detzen and Detzen argue that a campaign for good manners and friendly relations for creating a good school environment is successful with group guidance. In addition, they suggest that there is a therapeutic value in group guidance and they also emphasise that by means of informal group discussions, children have an opportunity to consider their own difficulties and get an insight into their problems. According to Garler et al (1990), research supports group (classroom) guidance by indicating that it may positively influence children's classroom behaviour, attitudes towards school and ultimately their academic success. Garler and colleagues suggest that children's attitude toward school may improve from participation in classroom guidance activities. Jones et al (1997) have also underscored the vital role played by guidance and counselling by emphasising that students tend to learn more effectively when good support systems are there to help them cope with the transition between their academic world and their previous experiences.

No successful learning in schools can go on if the pupils do not behave and respond appropriately to their teachers and peers (Riding & Fairhurst, 2001). This spells out the need for guidance and counselling when and if such problems occur. According to Biswalo (1996), educational institutions have a twofold crucial responsibility: to nurture students who possess varying abilities, capabilities, interests and unlimited potential through relevant curriculum; and to prepare these individuals to become effectively functioning members of their changing societies through guidance and counselling services. Biswalo emphasises the need to have guidance and counselling fully integrated in the curriculum. This according to him assists students to succeed in the experiences that are provided through the curriculum.

Bor et al (2002) add that there is increasing awareness of the role that schools play in identifying, managing and preventing mental health problems in young people through counselling. They suggest counselling can help young people to cope with and adjust to new and unwelcome circumstances. As early as 1965, Miller, in her book *"Guidance Services: An Introduction"*, saw the serious need for full-time professionally prepared counsellors in every United States elementary school, junior and senior high school. In support of counselling in schools, Bor and friends suggest that early recognition of psychological problems in children (whether temporary or more well-established) can avert key and more enduring behavioural problems. Certainly many young peoples' lives have disintegrated and fallen apart when they would have been assisted had they received some interventions in guidance and counselling and other forms of support. There are believes that elementary school counselling programmes play an important role in supporting schools with a caring culture (Wortzbyt et al, 2003). It is also believed that children in these schools have a better performance in academics. In addition; they are better prepared for social interactions in life. Counselling can also assist children to understand challenges they face in life and more importantly, how to tackle these problems (Bor et al, 2002). The fundamental nature of counselling is summed up well by Thompson and Rudolf (1988) in the following passage:

Counselling can be a tool for preventing 'normal' problems from becoming more serious and resulting in delinquency, school failure and emotional disturbances. It can be a method for creating a healthy environment to assist children in coping with the stresses and conflicts of their growth and development. Counselling can also be a major remedial force for helping

children in trouble through appraisal, individual or group counselling, parent or teacher consultation, or environmental changes.

[Thompson & Rudolph, 1988, p. 9]

Children, like adolescents and adults, today face an overabundance of traumatic problems (Frydenberg et al, 2004; Bor et al, 2002; Hornby, 2003; Mwamwenda, 1995). Hornby emphasises the significance of teachers being equipped with basic counselling skills to place them in a better position to assist many students. Detjen & Detjen (1963) lamented that many of the children who need guidance and counselling are often never singled out for individual attention. It is not always easy to identify the needy children because sometimes the ones who show few symptoms of trouble are actually those who are most needy of help. According to Mwamwenda, guidance and counselling at primary schools level is significant in the prevention of problems that children are likely to face in future. The Department for Education and Skills (DfES) in the UK, in their guidance for promoting positive mental health, have underscored the essence of counselling in curbing stress and mental health problems early enough in children while in school (DfES, 2002).

Engelkes and Vandergoot (1982) emphasise that the earlier problematic behaviour is identified in children the more quickly it can be dealt with hence underscoring the need for counselling in early years. This is the same line of thinking as that of Shertzer and Stone (1980) who emphasised that if guidance and counselling services are to fully assist students, they should start as early as possible in the school level and to all students. The implication of their thinking is that guidance and counselling should begin in early childhood education. Mwamwenda advises that the rationale for guidance and counselling at primary schools should be guided by the principle of early detection and prevention of problems. He laments that despite the important contribution school guidance and counselling can make to the social, academic and personality development of African school age children, it does not feature as an important aspect of the curriculum in most African countries (Kenya not an exception). Mwamwenda cites continued ignorance of the important role played by guidance and counselling as well as the acute shortage of trained personnel as factors hampering the delivery of these services. According to Biswalo (1996), primary school students in African countries often suffer from emotional problems, intellectual disabilities, motivational inadequacies, moral defects, physical

ailments and social maladjustments hence the emphasis for effective guidance and counselling services in these schools.

The global society is dynamic and complex in terms of culture, education, work, families and leisure (Mcleod, 2003; Gerler et al, 1990). Mcleod adds that the world is full of different types of experiences that are difficult for people to cope with. Gerler and friends give an example of such an experience. They lament that the so-called traditional families are no longer existing and single out America as an example with that scenario. They affirm that divorce cases, separation of families and single parenthood are a fact of life confronting children. Literature depict that children from divorced parents often perform poorer academically and socially than children whose parents stay married (David & Charlton, 1996). More literature, according to David and Charlton, suggests that children whose parents separate are more likely to drop out of school early, with girls made vulnerable to having teenage babies and boys made more vulnerable to drop out to work.

While there has been an extensive literature and publicity on divorce and separation and many known voluntary organisations which are always ready to offer support and counselling to adults, little has been written concerning the kind of support and interventions for the delicate victim, the child: when parents break up (Wilson et al, 2003). Wilson and friends lament that there are hardly any places for children to find a listening ear and empathic support, as they try to deal with and come to terms with shocking outcomes of their parents break up. Child abuse and neglect is no less a problem. These are rampant in our societies (Gerler et al, 1990), with cases of rape, incest and child labour. Gerler and colleagues emphasise that when children are physically abused, emotional and psychological scars are created that may last a lifetime. They put a suggestion that for healthy development such abused and neglected children be given positive school environment through guidance and counselling.

Students often begin to experiment with drugs in primary/elementary school and as Gerler et al (1990) put it, early experimentation frequently leads to abuse and addiction in adolescence. Moreover, teachers have to battle with problems emanating from families affected by alcohol and drug addiction. In Africa as elsewhere, drug abusers are apart of a powerful 'culture' where drug use is considered 'normal' (Abdoal et al, 1998). Parental drug use, be it alcohol, cigarettes or hard drugs is an especially powerful influence on children's behaviour. Wilson et al (2003) contend

that the quality and direction of children's lives is dependent on adults, especially their parents or carers.

### **2.3 Relationship between Guidance and Counselling**

"The relationship between guidance and counselling has been bedevilled by semantic confusion. Some use the terms almost as antonyms, viewing guidance as directive and counselling as non-directive. Others use guidance as a generic term which *embraces* counselling, amongst a range of other activities".

[Watt & Kidd, 2000, p 492]

Shaw (1973) also suggests that there is confusion that exists among the terms "counselling", "counsellor" and "guidance". He stresses that a number of people who write in the general area consistently confuse the verb "counselling" with the noun "guidance". Shaw however seems to have added to the confusion because he neither differentiates between the terms nor does he offer clearer definitions. The New Encyclopaedia Britannica (1991) does not offer any way out of this. According to the Encyclopaedia, counselling is also called guidance, a process of helping an individual discuss and develop his or her educational, vocational and psychological potentialities. In this context; they are both used as "verbs". Other dictionaries like The Concise Oxford (2001), and the Collins Dictionary and Thesaurus (2002) do not seem to differentiate between guidance and counsel. They however seem to agree that "counselling" is a verb i.e. to give advice. The Concise Oxford Dictionary points out that "counselling" is also used as a noun but does not give the definition as "a noun". This spells out a need to have clear definitions for both guidance and counselling and the researcher aims to give some contributions towards clear definitions. Pattison (2005) asserts that counselling as a terminology is classed as similar activities with psychotherapy and guidance. According to Pattison, a definite description of counselling is difficult to provide hence there is no universal definition. In Kenya, the location of this study, only a blurred definition of counselling exists. Pattison (2005) has similar observations in the UK context and globally. However it seems there is need to appreciate that counselling encompasses many different activities. McGuiness (1998) recognises the diverse nature of counselling and suggests that 'counselling is a multi-dimensional concept' that is used to describe various personal contact activities.

Hornby et al (2003) think that there is a further problem concerning what teachers generally understand counselling to be. Perhaps this is due to the confusion that has existed within the use of this term. Lane (1996) suggests that teachers in their perception of what counselling is, use a continuum of helping strategies which range from directing, advising, informing, teaching and supporting through to counselling. She seems to suggest that one extreme end of the continuum lies guidance while the other end lies counselling. Lane comments that when teachers use the term counselling, they are, in fact, referring to some or all of the approaches within the aforementioned continuum of strategies. According to her, teachers tend to use more of the helping strategies at the directing and advising end of the continuum rather than at the supporting and counselling end. This is possibly due to the fact that the helping skills in the counselling end, just like many writers have emphasised (e.g. Hornby et al, 2003; Bor et al, 2002; Cowie and Pecherek, 1995) need specialised skills. It is fitting to therefore suggest that all teachers can guide, but not all can counsel.

In recent years, distinctions between the professional fields of guidance and counselling have become evident (Watt & Kidd, 2000). In some countries, school guidance and counselling are treated as two distinct services, while in others counselling is considered as an integral component of guidance that requires specialised skills. This is what Watt and Kidd (2000) call “*use of guidance as a generic term*”, in the latter category of countries. Some of the earlier and recent writers who have emphasised guidance as a generic term are Detzen & Detzen (1963), Miller (1965), Jones (1970), Lytton & Craft (1974), Watt and Kidd (2000), Hornby et al (2003). As far as Detzen and Detzen are concerned and also Jones, counselling is one of the techniques used in guidance and is most relevant to personal guidance. According to Miller, counselling is the key element in guidance services. Lytton and Craft describe a guidance process as consisting of three generally accepted components: Educational guidance; Vocational guidance; and Personal counselling. According to them, personal counselling is related to both educational and vocational guidance but concerned with emotional disturbance and behavioural problems. Watts and Kidd, emphasise that counselling is a crucial part of guidance provision. According to them, counselling skills underpin good guidance practice and their view is that the fields of guidance and counselling need to maintain their links. To echo these words, Hornby and friends hold on to their position in their book

“*Counselling Pupils in Schools: Skills and Strategies for Teachers*”; that counselling should be an essential element of the pastoral care which schools provide for their students.

In England, Scotland and USA; school guidance and school counselling are two distinctly different concepts with school counselling being handled by professionals who are not necessarily teachers while in some other countries like Hong Kong, the term ‘guidance’ is used as a generic term in all education documents (Hui, 2002). School guidance in the UK and USA are taught in the respective curricula by ‘guidance’ teachers. In the UK the guidance teachers are not necessarily trained in any guidance skills including counselling but they are in USA. In Hong Kong, teachers employ counselling skills in guiding and interacting with students although they are not trained as professional counsellors (Hui, 2002). According to Hui, the Hong Kong teachers are involved in detecting, and monitoring students at risk, supporting them in facing their difficulties, and coordinating support for them within and outside school thus incorporating counselling in guidance.

Traditionally, Kenyan teachers have been charged with the responsibility of guiding and counselling without prior training. The terms “guidance” and “counselling” in Kenya are always referred to together and rarely in isolation, as if they were one and the same, although educationists and professionals in counselling know that there exists some difference. The assumption in the Kenyan education arena is that it is impossible to separate the two hence the need for the combined delivery of services by the teachers. Perhaps this is in a similar context to what Watts and Kidd (2000) refer to as “*use of guidance as a generic term*” which embraces counselling, amongst a range of other activities.

#### **2.4 Concept of School Guidance**

Watts & Kidd (2000) have broadly defined guidance as comprising a range of processes designed to enable individuals to make informed choices and transitions related to their educational, vocational and personal development. Other writers with similar definitions are Strang & Morris (1964) and Miller (1965). Miller defines guidance as “Those organised activities within the total school programme which are intended to assist students (pupils) with their individual developmental needs”. According to Miller, guidance services consist of different types of assistance: such as maintaining cumulative records to show the development of the individual;

helping the student achieve a realistic understanding of his or her abilities, interests and values; providing needed educational and occupational information to help in developing suitable goals and plans as well as self- esteem.

David & Chalton (1996) defines pastoral care (the UK version of guidance) in summary, as “those aspects of a school’s work and teaching which particularly contribute to the care, welfare and personal development of the pupils”. Guidance according to Mutie & Ndambuki (1999) is a means of helping individuals to understand and use wisely the educational, vocational and personal opportunities they have as a form of systematic assistance in achieving satisfactory adjustment to school and life in general. The School Management Guide (Republic of Kenya, 1999) defines guidance as “a process of offering advice to the pupils to show them the right direction”. The above definitions give an implication that guidance is a helping process that assists a growing individual child to exploit his or her potentials to the full while coping with environmental and personal factors.

Literature on school guidance tends to categorise it into three forms; these are remedial, preventive and developmental (Best, 1999; Shertzer & Stone, 1981; Lang, 1995; Young, 1994). Remedial guidance, as the name suggests is aimed at meeting the immediate needs of students with personal, social and learning problems (Gysbers & Henderson, 2000). Preventive guidance, on the other hand is more practical, and focuses on the probable crucial occurrences that a student is likely to experience, as well as teaching them helpful coping strategies (Best, 1999). Developmental guidance assists in the improvement of self- concept through underpinning of positive attitudes and constructive behaviour (Miller, 1965; Strang & Morris, 1964).

School guidance is also categorised into educational, vocational, and personal guidance (counselling) by those who take guidance to incorporate counselling (Makinde, 1984; Lytton & Craft, 1974; Jones, 1970). Hornby et al (2003) seem to support this categorisation when they describe guidance as involving helping students individually or in small groups with making personal, educational or vocational choices. According to Hornby and colleagues, educational guidance at the secondary school level involves giving advice to pupils, parents and teachers on subject choices and academic programmes. Vocational guidance on the other hand deals with giving help in choosing and finding a job or career through a continuous and careful assessment of interest, aptitude and potential over a period, using a

variety of data. Personal guidance, equivalent of counselling deals with personal problems according to Jones (1970). Hornby and colleagues suggest a structure of guidance in UK schools. They propose four levels that need to be evident:

- Level (1) is the provision of information by classroom teachers as part of a wide range of subjects in the curriculum in order to provide pupils with the knowledge needed to make personal, educational and vocational choices.
- Level (2) is the use of guidance by form tutors in order to help pupils make personal, educational and vocational choices. This can be provided individually or as part of the schools PSHE programme.
- Level (3) is the individual or small group guidance available from a trained specialist within the school. This could be a careers officer or guidance counsellor, head of year or house or senior teacher who has a pastoral leadership role within the school.
- Level (4) involves referral procedures to help pupils access agencies outside school, such as careers, services or job placement agencies.

[Hornby et al, (2003), p 4-5]

Hornby et al (2003) emphasise that all teachers need to have a basic knowledge of guidance, sufficient to fulfil their roles as classroom teachers and form tutors at levels (1) and (2). In addition they see the need for at least one member of staff undergoing further training in order to provide intensive guidance at level (3) and to know which agencies to refer pupils to outside the school at level (4). This member of staff should be used as a resource person by other teachers in the school. Farwell & Peters (1967) were categorical in stating that the school counsellor and the teacher can perform their guidance functions only if they have some understanding of their guidance roles-if each knows where to begin his or her guidance work and if each believes intellectually and emotionally in the guidance point of view.

Leadership in guidance and counselling appears to be very important. According to Detzen & Detzen (1963), the success of any guidance programme depends largely upon the philosophy and the enthusiasm of the school principal. The Detzens further remark that if the principal has a warm and understanding relationship with people and is sensitive to the needs of the children, he/she will probably give full support to the organisation and administration of a guidance programme in his or her school. According to Mutie and Ndambuki, if the head of the institution believes in the guidance programme it will receive support from other stakeholders especially the teachers and parents. They urge the educational

administrators to support the guidance programmes for their subsequent survival and effectiveness. In addition, they emphasised that the school administrators must be convinced of the usefulness of guidance programmes in promoting the personality growth of the pupils. They emphasise the need for the headteacher to support the programme by facilitating the implementation of appropriate decisions made during guidance. For example, if the process indicates the need for a change in the students' welfare or programme, this should be given due attention. If the change that is proposed is to do with the improvement of guidance and counselling facilities, this should likewise be given adequate attention.

Wortzbyt et al (2003), Mutie & Ndambuki (1999), Shaw (1973), and Miller (1965) advise that guidance programmes be provided for in the school timetable as well as in the school budget. Miller advises that guidance services must operate within some kind of organisational framework if they have to be successful. He proposes that guidance services be provided for within the instructional programme where the teacher would be expected to assume responsibility for guidance and would discharge these responsibilities in the classroom, as a normal part of teaching against the other view of carrying out guidance services in the normal course of teaching with little (if any) organisation. He cautions however, that such an arrangement would not necessarily exclude the services of a specialist.

## **2.5 Concept of School Counselling**

Jones (1970) defines counselling as an enabling process, designed to help an individual come to terms with his or her life as it is and ultimately to grow to greater maturity through learning to take responsibility and to make decisions for him/herself. In brief, she describes counselling as relationship concerned primarily with analysing, understanding and modifying individual behaviour. Makinde (1984) shared similar thoughts. He defined counselling as a service designed to help an individual to analyse him/herself by relating his or her capabilities, achievement, interests and mode of adjustment to any new decisions that he or she is likely to make. In a similar vein, Nelson (2004) defines counselling as a helping relationship which is a psychological process. Nelson further describes the two goals of counselling as remedial; when issues of severe developmental disturbance are dealt with and growth or developmental; when an individual is assisted to undergo the developmental tasks that are faced in daily life. Hornby et al (2003) also define

counselling as a relationship. They view counselling as the skilled and principled use of a relationship to facilitate self-knowledge, emotional acceptance and growth, and the optimal development of personal resources. Bor et al (2002) give a broader definition of counselling but in a similar context of a “relationship”. According to them, counselling is an interface in a therapeutic setting, which focuses mainly on a conversation about relationships, beliefs and behaviour (including feelings), through which a child is assisted to come to terms with the perceived problem in a comfortable or useful way, and to come up with new solutions to face the problem. The British Association for Counselling and Psychotherapy (BACP) (2002) gives a rather professional but clear definition of counselling. According to the association, ‘people become engaged in counselling when a person, occupying regularly or temporarily the role of counsellor, offers and agrees explicitly to give time, attention and respect to another person, or persons, who will be temporarily in the role of a client’ [p4]. According to the association, school counselling should be offered by professionals.

As regards counselling, Collins (1988) defines it as a process that attempts to provide encouragement and guidance for those who are facing losses, decisions or disappointments. Jones et al (1997) contend that counselling usually entail working within the emotional domain: that is, “dealing with the emotional baggage that people accumulate that gets in the way of them functioning as well as they otherwise might”. According to Mutie and Ndambuki (1999), counselling is “a learning oriented process which occurs in an interactive relationship with an aim of helping the person learn more about themselves and also to an understanding and effective member of the society”. The School Management Guide (Republic of Kenya, 1999) gives a simple definition of counselling as the process of advising and cautioning pupils who have gone astray or are out of control. This, according to the guide, should be done by a teacher who has been trained in counselling skills.

In order to make most use of their potential in assisting children and their parents, teachers need to be equipped with knowledge and skills in the areas of guidance and counselling (Hornby et al, 2003; Cowie and Pecherek, 1995; Lane, 1996). Hornby et al cite the vast number of school-age children who show emotional and behaviour problems as laying emphasis on the call to have all teachers trained in basic counselling skills. According to them, teachers need to have listening skills, proper counselling strategies and also to know when to make referrals. Hornby and

colleagues also propose four levels of counselling by teachers in UK (quite similar to the ones for guidance) as cited by Hamblin (1993) and Lang (1993) as:

- Level (1) is the use of counselling skills in the classroom in order to provide a positive learning environment and promote high levels of pupil self-esteem.
- Level (2) is the use of counselling skills by the form tutor in order to help pupils solve day to day problems, as well as the use of counselling skills to facilitate group activities as part of the school's PSHE programme.
- Level (3) is the individual or small group counselling available from a trained specialist within the school. This could be a school counsellor or guidance counsellor, head of year or house, or a senior teacher who has a pastoral leadership role within the school.
- Level (4) involves referral procedures to help pupils access professionals outside the school, such as psychologists and psychiatrists, for specialist counselling help.

[Hornby et al, (2003), p 4]

As with guidance, Hornby and friends stress the need for all teachers to have basic counselling skills, sufficient to fulfil their roles as classroom teachers and form tutors at levels (1) and (2) and at least one teacher in each school to have specialised expertise in counselling in order to provide counselling at level (3) and to know when and to refer pupils for specialist help outside the school at level (4). Detzen and Detzen (1963) emphasise that in schools which do not employ professional counsellors, classroom teachers take the responsibility of counselling pupils as much as possible hence the big reason why teachers must strive to acquire counselling techniques by all means. Other writers who are in agreement that counselling skills should be an essential element of the guidance or pastoral programme are (Worzgyt et al, 2003; Lane, 1996; Cowie and Pecherek, 1995; Miller, 1965).

Cowie & Pecherek (1995) suggest that learning of counselling skills is not enough on its own. Once learned, the skills must be supervised if they have to be delivered effectively. Besides counselling process, the role of the counsellor in record keeping should be supervised (Bor et al, 2002). A school counsellor, according to Bor and colleagues is required to keep accurate, detailed, appropriate and organised records of all counselling sessions, meetings and discussions. Detzen & Detzen (1963) contend that a great deal of information concerning a child's achievement, his or her interests and abilities, and his conduct can be deduced by studying the test data, the vital statistics and other information from the cumulative record folders. It is desirable also for the school counsellor to maintain the

professional counselling conditions as cited by Rogers (1951). These are: 1) Congruence or genuineness, 2) Unconditional positive regard, and 3) Empathic understanding.

Being congruent or genuine means that a counsellor is in touch with what both (counsellor and counselee) are feeling and acts in accordance with those feelings. Martin, (1989) is apprehensive about counsellors expressing their feelings to a child. He cautions that it is only appropriate if it facilitates helping the child. Unconditional positive regard involves expressing a genuine caring for the child. This means that the acceptance and positive feelings possessed by the counsellor for the child are not influenced by the child's actions or behaviours (Bor et al, 2002). Empathic understanding on the other hand implies that the counsellor can put him/herself in the child's shoes and sense the latter's feelings as though they were his/her own. Being empathic, according to Bor and colleagues is the ability to understand what it is like to be where a person is, to understand what they are saying and to be able to reflect this.

If elementary school counsellors are to meet their goals of guiding and counselling in schools they must liaise with teachers, parents, and school administrators in an effort to improve children's achievement (Gerler et al, 1990). Gerler and friends suggest that this aspect is essential because children's relations with teachers, peers and family affect learning and achievement. The school administration is the custodian of the school programmes hence the need to keep good human relations.

Elementary school counsellors have a major role to play in contributing to creation of a school climate that cares and caters for the personal and emotional growth of children (Worzbyt et al, 2003). Mwamwenda (1995) articulates the role of school counsellor in primary schools as being involved in the areas of personal, social, vocational and educational counselling. The counsellor in this case assists pupils with problems in these areas and if adequately assisted, according to Mwamwenda; they stand a chance of exploiting their full potential in school. While emphasising the effects of school counsellor's personality on pupils, Detzen and Detzen (1963) suggest that children gradually take on their teacher's attitudes and ideas-whether they are desirable or not because they see the latter as role models. According to them, the teacher's personality affects the students' behaviour; their relations with each other, and their attitudes toward learning. Corey (2005) has

similar thoughts. According to him, counsellors serve as models for their clients hence the emphasis that teacher counsellors maintain positive behaviour that is worthy imitating by their students.

## **2.6 School Guidance and Counselling in UK and USA**

### **2.6.1 School Guidance and Counselling in UK**

The first vocational guidance services began to become visible in UK at the start of 20th century (Brewer, 1942; Keller & Viteles, 1937). Early vocational guidance services were offered exclusively for young people and had a strong orientation to work placement (Watts & Kidd, 2000). This was done to help young people to make smooth transitions to work. According to Watts & Kidd, these services were offered by Juvenile Employment Officers who were later merged after the Second War into a National Youth Employment Service for young people up to 18 years. The service had responsibility not only for guidance and placement but also for the administration of the unemployment benefit to young people (Killen & Kidd, 1996; Heginbotham, 1951). By mid-1950s all universities had such a vocational guidance services, offering advisory interviews, information about careers, employers and jobs, placement activities (UGC, 1964)

It was not until late 1920s, that vocational guidance was mentioned in schools and by the 1960s career teachers were being widely appointed (Daws, 1972). Daws contend that the tasks of career teachers incorporated management of information and provision of facilities and support for the work of the youth employment officer. The career guidance services began to develop in a more rapid and extensive way in the 1960s and 1970s (Dryden et al 2000; Watts & Kidd, 2000). Watts and Kidd emphasise that guidance began to be realised in the public-policy agenda in the late 1980s and 1990s. They further add that in accordance with the Education Act 1997, careers education was made a compulsory part of the school curriculum in 1997. According to Watts and Kidd, the evolution of career guidance services has been linked to, but separate from, the development of guidance as an educational concept.

In UK, school guidance is referred to as “pastoral care” (David & Charlton, 1996) and is distinctively a British notion, which is not used in other countries (Hui, 2002). It is used to refer to the structures which schools adopt to help teachers promote students’ personal and social development (DES, 1989). Teachers have

traditionally been expected to adopt a guidance role in British schools (David & Charlton, 1996). Accordingly most schools have developed pastoral-care structures to address the issue of guidance. This is done by allocating each pupil to a tutor who has some overall responsibility for him or her as an individual (David & Charlton, 1996; Dryden et al, 2000; Watts & Kidd, 2000). The role of a tutor in a pastoral-care structure has a guidance component as well as administrative and disciplinary components (Dryden et al, 2000; Watt & Kidd, 2000). Over the past thirty years, increasing emphasis has been placed on the provision of pastoral care at all levels of the education service in UK (Hornby et al, 2003).

Best (1995) considers pastoral care system in UK as a comprehensive concept, incorporating guidance and counselling aspects. According to him, the guidance role of the teacher/tutor is supported by a number of specialist guidance services, which are usually based outside the school. He suggests that these services include the careers service; the school psychological service; and the child and family guidance service and focused principally to the needs of pupils with behavioural or learning complications. Guidance elements have been included in the school curriculum through Personal, Social, and Health Education (PSHE) programmes and PSHE is now established as a non-statutory part of the National Curriculum in all schools (Best, 1995; David & Charlton, 1996; Dryden et al 2000; Watts & Kidd, 2002; Hornby et al, 2003). The non-statutory guidelines in the National Curriculum consist of a framework for Personal, Social and Health Education and Citizenship (PSHE&C) for key stages 1 and 2 and a framework for Personal, Social and Health Education (PSHE) for key stages 3 and 4 (National Curriculum in Action, 2005). A notable point here is the fact that citizenship was introduced in the National Curriculum in 2002 as a non-statutory part of PSHE in key stages 1 and 2. In this context, it is taught together with the other elements of PSHE. The citizenship dimension ensures that children have an understanding about the rights of every person and the need to value and uphold those (English & Newton, 2005). According to English and Newton it is not easy for the primary schools to find time to deliver PSHE&C because the timetables for most of them are congested. Although there is no statutory requirement to teach PSHE&C, English and Newton emphasise that there are expectations in the National Curriculum to do so. This is clearly implied in the National Curriculum Online (2005).

“All National Curriculum subjects provide opportunities to promote pupils’ moral, social and cultural development. Explicit opportunities to promote pupils’ development in these areas are provided in religious education and the non-statutory framework for personal, social and health education (PSHE) and citizenship at key stages 1 and 2. A significant contribution is also made by school ethos, effective relationship throughout the school, collective worship, and other curriculum activities.”

[National Curriculum in Action, 2005]

The citizenship component is separated from the non-statutory part of PSHE and made statutory in key stages 3 and 4 (National Curriculum Online, 2005); a move that has adversely affected teaching of PSHE in secondary schools. A report from a sample of 60 secondary schools and 100 school inspectors (selected to provide a national sample) by the Office for Standards in Education (OFSTED News, 2005), indicated that PS&H education was still poor and non-existent in others. Some of the reasons for the omission of PSHE; given in the report was the fact that some schools did this to allow for more space in the timetable to teach academic and accredited subjects. In some other schools, the headteachers had a feeling that the responsibility of teaching children to develop socially and personally lay solely on the parents.

The findings by the OFSTED (2005) report on the quality of teaching PSHE indicated that specialist teachers did a better job than the non-specialist tutors. According to the report, the overall teaching was unsatisfactory in twice as many of PSHE lessons than those taught by specialist teachers. In reaction to the findings, OFSTED has raised its concern, just like it did in its 2002 report. OFSTED’s recommendation to schools that involve tutors in teaching PSHE is that they be provided with specialist training in order to improve their subject knowledge and use of appropriate teaching approaches. Dryden et al (2000) observed that at the time, PSHE was taught by teachers with a special interest in this subject, but without the in-depth training to run highly developed PSHE programmes. This seems to portray a different picture from the impression created by Watt and Kidd (2000). According to Watt & Kidd, guidance provision at the time was well established in all UK schools and also in institutions of further and higher education. This creates the wrong impression that all was well in the provision of guidance yet this was not the case. Watts and Kidd however point out that guidance, although strongly established as an

educational concept; it is not confined only to education. The word is commonly used with reference to good parenting, they add.

According to the Standing Conference of Association for Guidance in Education Settings (SCAGES)' 1993 report, the aim of guidance is "to enable learners to take full responsibility for their own decisions and the implementation of actions arising from those decisions"; and views counselling as one of the range of activities through which this can be done. Lane (1996) noted that at the time, British schools did not have trained counsellors on their staff and also few of the senior teachers in the pastoral structure had been trained in counselling skills. She expressed concern about the general lack of counselling expertise available to help children or their parents. Similar recent concerns have been voiced by Hornby et al (2003), Worzby et al, (2003) and Bor et al, (2003). These concerns from recent literature suggest that the situation has not changed much. Hornby et al emphasise that counselling should be an essential element of the pastoral care which schools provide for their students. Hornby and friends are not alone in their thinking. There is indeed an overwhelming support from the publications in the field of pastoral care for the idea of teachers being able to use basic counselling skills at all levels of the education service (Lane, 1996; MacLaughlin,1999; Bor et al, 2003; Worzby et al, 2003).

School counselling began to grow with strong interest in the UK in 1960s (unlike in USA where it dates back to 1898 and is now well established) (Bor et al, 2003). By the 1970s, a few universities were offering guidance and counselling courses (Bor et al, 2003; Watts & Kidd, 2000) and in addition, some local education authorities also developed counselling services in their schools. These services were being offered by professional school counsellors. This was however short lived as local education authorities began to think that teachers should take the duties of pastoral care and incorporate counselling in their practice, instead of employing full time counsellors (Jones, 1970; Watts & Kidds, 2000). Things began to take a turn for the worse and by 1980, there was a shift in emphasis on counselling in schools (Bor et al, 2003). Some schools however continued to employ counsellors while others trained their teaching staff to take dual role.

Recently, school counselling in the UK has begun to take a prominent role and schools are employing professional counsellors to give their services in these schools (Bor et al, 2003; Hornby et al 2003; BACP, 2002; NSPCC, 2004). This is in

accordance with the guidelines provided by the British Association for Counselling and Psychotherapy (BACP) (2002) for counselling in schools. British Association for Counselling (BAC) was founded in 1977 and in 2000; the association recognised that it no longer represented just counselling, but also psychotherapy (BACP, 2006). It hence changed its name to BACP. According to the BACP guidelines, it is imperative to use “only properly trained and accountable practitioners as counsellors in schools due to the sensitivity nature of the work and vulnerability of children and young people”. The guidelines further emphasise that sound training in counselling skills reinforce the desired personality and qualities of a counsellor. Such a counsellor, according to the guidelines, is approachable, well skilled and effective in creating safe and trusting relationships. Bor et al (2003), supports the BACP’s advice of employing school counsellors arguing that teachers are under huge pressures to teach, keep detailed records of pupils and fulfil all the criteria of the National Curriculum. As a result of this pressure, they further argue that teachers will find it difficult to take up pastoral roles. This advice has been taken up and many schools in UK have started employing professional counsellors.

BACP (2002) guidelines have articulated the requirements for an effective counselling service in schools as well as the counsellors’ responsibilities. In order for the counsellor to work effectively, the guideline advises the school and the counsellor to establish a clear purpose of the counselling process; a clear procedure of referring pupils; suitable facilities for the counsellor; on-going communication and evaluation through regular meetings with pastoral staff/year heads and special needs co-ordinators. In addition, there should be respect for inter-professional boundaries; and explicit agreement as to what, if anything will be fed back to the school by the counsellor, if clients present as a risk to themselves or others.

The guidelines by BACP suggest the counsellors’ responsibilities to be:

- To offer pupils, parents and staff, individual or group counselling
- To liaise with headteachers, governors, parents and, where appropriate, the LEA, in setting up the service, the working practices, and a suitable appointments system
- To provide information on the counselling service, the role of the counsellor and a clear understanding of the confidentiality with clients
- To liaise with the pastoral management staff, special needs co-ordinators, year tutors, class teachers, governors parents and Lea support agencies
- To network and liaise with personnel from other local agencies

- To keep suitable case records on counselling in a secure place, in line with data protection legislation requirements and agreed school policy
- To present data to the senior management and governors of the school on a regular basis regarding the numbers who use the services and give a general overview of the data relating to reasons for referral for counselling. This data would be anonymous as regards individual clients
- To review and evaluate the service
- To attend supervision with a suitably qualified supervisor
- To devise and, where appropriate, deliver a programme of training support and develop the counselling service
- To provide consultation to staff whose role is to support pupils in emotional distress
- To develop, if appropriate, peer support schemes and other means of support based on counselling values and listening skills

[BACP, 2002, p.5]

Another important aspect of the counselling process in schools is the issue of supervision for counsellors. BACP asserts that counselling without supervision is unethical. According to the BACP guidelines, regular supervision for the counsellors is indispensable if proper professional counselling standards are to be maintained in schools. The guidelines recognise the uniqueness of school counselling and hence emphasise that through supervision, the quality of the counsellor's work is monitored within the school setting. It is further clarified that supervision should be provided by a suitably qualified and experienced counsellor and this differs from line management supervision.

### **2.6.2 School Guidance and Counselling in USA**

It was at the turn of 20<sup>th</sup> century that the first vocational guidance services began to appear in USA (Watts & Kidd, 2000; Lambie & Williamson, 2004). Lambie and Williamson cite that the term "vocational guidance", from the vocational guidance movement, was very much similar to the modern career counselling targeting mainly transition from school to work, and emphasising on appropriate placement considerations. The vocational guidance movement was founded by Frank Parsons, who is often referred to as the "Father of Guidance" (Super, 1955). Dewey (1963) emphasised (based on his cognitive development movement) the school's role in promoting students' cognitive, personal, social, and moral development. As a result of Dewey's work, guidance strategies, intended to support student

development were integrated in the USA curriculum (Lambie & Williamson, 2004). In 1940s, the “Father of Counselling”, Carl Rogers, published his book *Counselling and Psychotherapy: New Concepts in Practice* (Schmidt, 2003). According to Schmidt, Rogers likely had the greatest impact on any individual on the development of the counselling profession and modern counselling approaches. By and by after the inception of Rogers work, the term counselling began to replace guidance in literature, within which guidance is encapsulated (Cobia & Henderson, 2003). The term “guidance counselling” became fashionable (Lambie & Williamson, 2004).

The number of school counsellors remained small until the 1950s. One of the reasons as suggested by Lambie & Williamson was the fact that there were few avenues for training. According to them, the identity of school counselling was strengthened in 1952 with the formation of American School Counselling Association (ASCA), which became a member of the American Personnel and Guidance Association (APGA), in 1953. They further suggest that during the 1950s, the training of school counsellors centred on the development of one-to-one counselling relationships skills. Baker (2000) cites record keeping, information dissemination, placement, follow-up and evaluation as the important components that were identified as necessary within the training.

The Education Act for All Handicapped Children of 1975 (PL 94-142) expanded the school counsellors’ roles into special education, including appropriate placement services, collaboration in the Individual Education Plan process, record keeping management, and providing consultation and counselling service to children with disabilities, their parents and/or guardians, and their teachers (Humes,1978). Throughout the 1980s and 1990s, additional legislation and publications further influenced the role of the school counsellor and additionally in 1990, ASCA advocated the transition to identifying the profession as “school counselling”, moving away from the previous title of “guidance counselling”(ASCA, 2003). Following this transition, some school counselling professionals began to identify themselves with the term “professional school counsellors”.

Today’s professional school counsellors are considered fundamental members of the education team in USA (Lambie & Williamson, 2004; ASCA, 2005). In articulating the role of the professional school counsellor, the American School Counsellor Association (ASCA, 2005) describes it as follows:

“The professional school counsellor is a certified/licensed educator in school counselling with unique qualifications and skills to address all students’ academic, personal/social and career development needs. ...implement a comprehensive school counselling programme that promotes and enhances student achievement... are employed in elementary, middle/junior high and high schools in district supervisory, counsellor education post-secondary settings. Their work is differentiated by attention to developmental stages of student growth, including the needs, tasks and student interests related to those stages. They uphold the ethical and professional standards of professional counselling associations and promote the development of the school counselling programme based on the following areas of ASCA National Model: foundation, delivery, management and accountability”.

[American School Counsellor Association (ASCA), 2005, p.1]

The requirements of a professional school counsellor in USA are a master’s degree or higher or equivalent in counselling and in order to be allowed to practice; the counsellor must be licensed or certified by the state where the practice is offered (ASCA, 2005). The role of the professional school counsellor as described by ASCA is to implement a comprehensive school counselling programme that promotes and enhances student achievement through the suggested model. In the foundation stage, a professional school counsellor identifies personal beliefs and philosophies and acts on them to guide the development, implementation and evaluation of a comprehensive school counselling programme. The ASCA requires a mission statement supporting the school’s mission and collaborating with other individuals and organisations to promote all students’ academic, career and personal/social development to be created at this stage.

Professional school counsellors deliver services to students, parents, school staff and the community (ASCA, 2005). The areas of delivery, according to ASCA guidelines include: School Guidance Curriculum; Individual Student Planning; Responsive Services and; System Support. The school guidance curriculum, as stipulated in the guidelines, and delivered throughout the school’s overall curriculum, consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. According to the Comprehensive, Developmental Guidance & Counselling Programme for Texas Public Schools (Programme Development Guide for Texas Public Schools, 2004) the purpose of the guidance programme is to help all students develop basic life skills. This is the foundation of a

developmental guidance programme. Responsive services in a guidance programme, according to the guide are preventive and/or interceptive activities meeting students' immediate and future needs, while systems support consists of management activities establishing, maintaining and enhancing the total school counselling programme.

In management of the school counselling programmes, the school counsellors, according to ASCA model, are expected to incorporate organisational processes and tools that are concrete, clearly described and reflective of the school's needs.

According to the model, the effectiveness of the school counselling programmes should be demonstrated in measurable terms, by the professional school counsellors. They do so by reporting on immediate, intermediate and long-range results showing the impact of the school counselling programme on the students. In so doing, they instil confidence in the school management

The American School Counsellor Association supports school counsellors' efforts to help students focus on academic, personal/social and career development. The association shares the widely accepted belief that; when students are assisted through counselling, they achieve optimal success in school and are well prepared to be responsible members of society (ASCA, 2005). In addition, ASCA is involved in the motivation of school counsellors, through its annual Professional Recognition Awards Scheme. Through this scheme, ASCA recognises individuals who have made major contributions to the school counselling profession. The Awards Scheme includes Counsellor Educator of the Year Award as well as the Supervisor (school counselling) of the Year Award. This is a remarkable support to school guidance and counselling by such a distinguished association and which should be emulated by all.

It is widely accepted that school counsellors are significant part of the educational leadership team in USA. This is so because they provide valuable assistance that is ever in demand in an elementary school or middle school, high school or beyond (ASCA, 2005). Many factors influence the demands for professional school counsellors in USA (Lambie & Williamson, 2004). One major determinant according to them is the increase in enrolments. Enrolment in the public school system of the United States has steadily increased and projections continue to rise (Hussar, 1995). This population includes the needs of bilingual, biracial, bicultural children and their families (Towner-Larsen et al, 2000). Additionally, it includes children with serious mental health (Lambie & Williamson, 2004). Other factors that have come into play include the collapse in the youth labour market,

changing demographic patterns and recognition of different family styles and forms of organisation.

While emphasising the need for implementation of a high quality comprehensive, developmental guidance and counselling programme, the Programme Development Guide for Texas State Schools underlines the need for support to our people by school counsellor.

“The ever increasing needs of children and the expectations of today’s society are on a collision course with the growing demands on our educational system. Educators and parents are challenged to educate all students at an ever-higher level of literacy to meet the demands of an internationally competitive, technological marketplace, even though societal and other factors cause some of our children to attend school ill-equipped emotionally, physically, and/or socially to learn. Schools must respond by providing support for all students to learn effectively”.

[A model Comprehensive, Developmental Guidance & Counselling Programme for Texas Public Schools, 2004, p.3]

The ASCA (2005) has similar reflections on today’s young people. According to the association, to help ensure that our young people are prepared to become the next generation of parents, workers, leaders and citizens, every student needs support, guidance and opportunities during childhood, a time of rapid growth and change. The association emphasises that elementary school years are crucial for developing healthy, competent and confident learners through the development of knowledge, attitudes and skills. Comprehensive developmental school counselling programmes in elementary schools provide education, prevention and intervention services, which are integrated into all aspects of children’s life (Programme Development Guide for Texas State Schools, 2004; ASCA, 2005). Comprehensive developmental school counselling programmes for middle schools on the other hand create a caring, supportive climate and atmosphere whereby young adolescents can achieve academic success. Middle schools are characterised by rapid physical growth, curiosity about their world and an emerging self-identity, calling for a dynamic counselling process (ASCA, 2005).

## **2.7 Summary of Chapter Two**

This chapter of literature on the concepts of guidance and counselling has covered the need for guidance and counselling; the relationship between guidance and counselling; and both concepts of school guidance and school counselling. In addition, concepts of school guidance and counselling in UK and USA have been covered for wider perspectives. The next chapter covers literature on guidance and counselling in Kenya, and in the context of wider outlook; some comparisons will be made with the UK and USA situations.

## CHAPTER THREE

### **3.0 CONCEPT OF GUIDANCE AND COUNSELLING IN KENYAN SCHOOLS**

#### **3.1 Guidance in the Traditional African Context**

Traditional African education was a moral enterprise which was primarily concerned with the promotion of virtue (Njoroge & Bennaars, 1986). It was done from generation to generation by elders who, on the basis of their age, were considered knowledgeable, exposed and experienced (Mutie & Ndambuki, 1999; Mwaniki, 1973). According to Mutie & Ndambuki, traditional guidance which generally dwelt on morals was done on categories of age, sex and ethnic clans. They further add that this guidance was carried out through artistic expressions such as dances, stories and provocative or non provocative verbal instructions. Other writers who share similar views are Kenyatta (1978), Mwaniki, (1973) and Mbiti (1975). Literature from these writers emphasises that guidance was done in order to shape an individual to fit into the society as a responsible member of the community and with adequate survival skills. Girls and adult women were guided by their mothers, aunts, grandmothers and other responsible women in the society while boys and adult men on the other hand were guided by their fathers, uncles, grandfathers and other responsible men (Maillu, 2004).

Guidance in the traditional structure was an educational service provided within an informal set-up (Mutie & Ndambuki, 1999) and in the African context was a continuous process from childhood to adulthood. During childhood, guidance involved educating the young people about the traditions and culture of the community (Mutie & Ndambuki, 1999; Mwaniki, 1973). Adolescence was considered a very important step in a child's development (Maillu, 2004; Mwamwenda, 1995; Kenyatta 1978; Mwaniki, 1973). As recorded by these writers, adolescence was marked by initiation of both girls and boys which was done separately. During initiation and the healing period, guidance was through 'workshops' by special elders in the society. According to Kenyatta, the songs rendered by the relatives and friends during the initiation gave the initiates an opportunity of acquainting themselves with all the necessary rules and regulations governing social relationships between men and women, including those governing sexual indulgence. He adds that the initiates

took an oath to affirm that they would act responsibly in all community aspects, like adults, for the welfare of the entire community. Furthermore, through the same oath, they were made to promise never to reveal the tribal secrets, even to a member of the tribe who has not yet been initiated. In addition, the initiates were taught to put up with pain in life, to work hard for a living, to respect their parents and older folks and to provide them with assistance when necessary (Mwamwenda, 1995). Initiation marked the transition between childhood and adulthood and the young adults were expected to display maturity. They were now eligible for marriage guided by the society's norms (Mutie & Ndambuki, 1999; Mwamwenda, 1995). Mutie and Ndambuki emphasise that by this stage, one was expected to have acquired skills which could be used with proficiency. Failure to perform as per the elders' expectations was considered a serious deficiency in skills and called for 'special personalised guidance' or counselling in today's modern language.

After initiation and other rights of passage, the youths were now considered adults and they could enjoy adult "rights" (Maillu, 2004). This age-group of young adults provided the workforce in many African communities (Mutie & Ndambuki, 1999). Guidance at this level, which centred on adult life including responsible parenthood, was carried out by the elderly and the more experienced members of the society and also through structured social life (Mutie & Ndambuki, 1999; Kenyatta, 1978; Mwaniki, 1973). According to Kenyatta and Mwaniki, the social life after initiation consisted of dances for recreation and enjoyment; where young men and women mixed freely. Kenyatta asserts that this set up safeguarded the youth from nervous and psychic maladjustments. Activities that enhanced survival skills and mental health were also taught at this stage, add the writers. According to them, activities like pottery, weaving and dancing were therapeutic for women while hunting, dance and occasional raids on neighbouring communities reduced depression, self pity and boredom among men. Literature also indicates that the guidance at old age came from interactions with age mates or through their roles as they guided others. At this stage, song and dance which were a part of way of life for the Africans; also provided guidance for the elderly.

### 3.2 Development and Status of Guidance and Counselling in Kenyan Schools

With the coming of Christianity in Kenya and the onset of formal education, the traditional guidance through the African socialisation structure slowly disintegrated (Maillu, 2004; Mutie & Ndambuki, 1999; Mwaniki, 1973). Very few tribes among the total 42 can claim to still have the traditional structure of guidance in Kenya, and if any the Maasai tribe is one of them. The Maasais seem to have maintained their rich culture especially in the initiation and spectacular rites of passage of their young men traditionally referred to as *morans*. The Embu tribe, just like many other tribes in Kenya, is slowly losing its cultural identity, and not just in matters of traditional guidance but in many other social aspects. According to Maillu, the traditional patterns that provided for human adaptation to growth and change have been eroded in a considerable way. In modern African societies, the traditional ways of carrying each others burdens and expressing concern is no longer as it used to be (Kenya Institute of Education, 2003). Consequently, there has been an increase in patterns of behaviour that adversely affect people's lives. A different approach to guidance has therefore been a necessity.

Vocational guidance started a few years just before independence. At the time, there was a great need for the preparation of different categories of manpower to fill up various positions that would soon become vacant after independence in 1963. Kilonzo (1980) noted that at the end of 1962, the Ministry of Labour in conjunction with the Ministry of Education decided on some ways to give vocational guidance with the help of career masters. This marked the beginning of guidance and counselling in Kenyan schools and a career handbook of secondary school leavers was launched. The Ominde Report of 1964 stated the need to re-assess expatriates education to fit training for people to take over the skilled jobs. This necessitated the enhancing of vocational /career guidance in schools (MOEST, 2005). However, formal guidance and counselling in schools started with the establishment of The Guidance and Counselling Unit in the Ministry of Education. Before then, it was quite informal.

The Guidance and Counselling Unit in the Ministry of Education was created in 1971 upon recommendations by the Ominde Report and staffed with a team of professionally qualified officers (Republic of Kenya, 1977). Schools were expected to carry out the services of guidance and counselling but in practice only career

guidance was taking place and not in serious magnitude because teachers had not received any training. The responsibilities of the Guidance and Counselling Unit include (Aura, 2003) developing, coordinating and evaluating guidance and counselling programmes in all educational institutions in Kenya; to develop resource materials; to organise training programmes for teachers and peer counsellors; to publish and distribute career information booklet; and to build and maintain a network that includes the NGOs and other stakeholders for promotion of guidance and counselling. The Guidance and Counselling Unit is supposed to work with Kenya Institute of Education (KIE) to develop relevant materials.

By 1974, it was realised that the provision of vocational guidance was not adequate in the development of learners and as a result, the 1974-1978 Development Plan (Republic of Kenya, 1974) advised teachers and heads of schools to provide space on the timetable for teachers to assist pupils resolve their psychological problems by providing guidance and counselling. The National Committee on Educational Objectives and Policies of 1976 (Gachathi Report) observed that the guidance and counselling services was at the time mainly targeted at guiding students to various career requirements and concentrated mainly in secondary schools. The commission observed that guidance and counselling services to students was at the time being offered by volunteer teachers who had no training in the relevant skills. Following these observations, the commission strongly recommended that trained teachers carry out guidance and counselling, not only in secondary schools but also in primary schools. The commission felt that it was important for a child to be counselled in matters of social, economic and cultural values, responsibilities and opportunities as early as when he/she is in primary school (Gachathi report, 1976). In an effort to improve guidance and counselling services in schools, the 1979-1983 Development Plan (Republic of Kenya, 1979) recommended that guidance and counselling be made part of the teacher training curriculum at the college and university levels. Though implemented, the guidance and counselling course seems not to have been effectively prepared as it just dealt with one aspect- the introduction to guidance and counselling (Tumuti, 2002). More chances of detailed curriculum have however currently been created at the universities and private agencies.

By 1988, the situation of guidance and counselling services had not changed much because among other reasons, the recommendations by the Gachathi Report of 1976 had not been implemented. A similar call to that of the Gachathi report was

hence made by The Report of the Presidential Working Party on Education Manpower Training for the Next Decade and Beyond of 1988 (Kamunge report), and the Sessional Paper no. 6 of 1988. Once again, the Kamunge report emphasised the need to have teacher counsellors in every public school and that these counsellors are trained so that they have the required knowledge and skills. Kamunge report also recommended decentralisation of guidance and counselling services in the Ministry of Education to District levels. It was this report that recommended appointment of guidance and counselling heads of departments in secondary schools by the Teachers Service Commission (TSC). At the same time it recommended that Kenya Institute of Education (KIE) be charged with the responsibility for developing a suitable and relevant curriculum and resource materials such as guidance and counselling handbook. KIE's recommendation was however not effected until recently. Indeed the Handbook of Guidance and Counselling (Kenya Institute of Education, 2003), was only released towards the end of 2005 although dated 2003. Other recent reports that have made similar calls are the Totally Integrated Quality Education and Training Report of 1999 (Koech report), the Task Force Report on Student Discipline and Unrest in Secondary Schools of 2001 (Wangai Report) and the Kenya Institute of Education Needs Assessment Survey Report on the Primary Education Curriculum of 1999 and Report of the Task Force on Implementation of Free Primary Education (Republic of Kenya, 2003).

As earlier noted in the first chapter, Koech's report (Republic of Kenya, 1999) emphasised the need for education to form a firm basis for instituting ethical processes within the society by setting up sound guidance and counselling programmes in schools. The Kenya Institute of Education (1999) Needs Assessment Survey Report on the Primary Education Curriculum underlined the need to have teachers with guidance and counselling skills. According to the report, the social, moral and health education needs were not being fully met by the curriculum. This was seen as being due to the ineffective guidance and counselling services in primary schools. The survey implied that the management of counselling services in these schools was rather poor and a critical examination was necessary.

The Task Force on Student Discipline and Unrest in Secondary Schools (Republic of Kenya, 2001) noted that many teachers involved in guidance and counselling services were still lacking in skills. The government was still dragging its feet in handling the matters of guidance and counselling and the Task Force noted

that urgent measures needed to be put in place for the assistance in management of school discipline. Consequently, The Task force made firm recommendations and requested the Ministry of Education, Science and Technology (MOEST) to take action in not only appointing teacher counsellors in every public school (including primary) but also in training them in the required knowledge and skills. The report was categorical that guidance, counselling and pastoral care services provide for strong foundation on moral values and spiritual growth. Strengthening of these services in schools was once again underscored.

As discussed in the first chapter, the campaign for effective guidance and counselling services in Kenyan schools is increasingly gaining momentum (Mutie & Ndambuki, 1999; MOEST, 2004), due to many challenges and problems that are now evident in these schools and the society at large. The Tasks Force on the Implementation of the FPE in Kenya (Republic of Kenya, 2003) recommended enhancement of guidance and counselling in order to cope with the challenges caused by the influx of disadvantaged children and over-age learners in primary schools. Guidance and counselling services have hitherto been identified as a special need in all schools in Kenya. Schools, especially the primary and secondary levels, are now being looked upon by the Government and the entire society as transformational agents for a generation that can be relied upon in future. It is hoped that future generations through interventions of guidance and counselling in schools, can become responsible and be free from life threatening challenges like HIV/AIDS and drug abuse.

The pressure put on Kenyan schools to intensify guidance and counselling is increasingly becoming a reality due to many factors. One of the factors as observed by the report by NACADA & KSSHA (2004) is that the family role of guidance and counselling of children is no longer observed and the entire burden has been placed on teachers. The traditional African role of counselling children and young people by adults no longer takes place (Maillu, 2004). Despite the high expectations placed on schools, the environments and cultures in these schools offer little hope with the common occurrences of students' indiscipline and unrest. The secondary schools are hard hit and this situation necessitated the setting up of two task forces (Wangai Report, 2001; NACADA & KSSHA, 2004) to try and understand the jigsaw puzzles behind these problems. The findings of the Task Force on Drug and Substance Abuse in Kenyan Secondary Schools (NACADA & KSSHA, 2004) implied that drug and

substance abuse is a reality in secondary schools and other institutions of learning, with alcohol being the most abused drug. According to the Task Force, drugs were the main cause of indiscipline. The task force also observed that some children start to abuse drugs in primary schools. This clearly makes a serious call to intensify guidance and counselling services in the primary schools. Regrettably, the Government does not seem to fully recognise the primary schools as the breeding ground of most indiscipline problems.

In response to HIV/AIDS crisis in Kenya, and after being declared a national disaster in 1999, the Ministry of Education Science and Technology (MOEST) began to provide regular training for teachers through Government and Non-Governmental Organisations (NGO)-sponsored seminars. This was aimed at discussing HIV/AIDS-related problems and how to tackle them in schools (the Editor, IRIN Plus News, 2005). Some of these NGOs are Plan International; Forum for African Women Educationists (FAWE)-Kenya Chapter; Kenya Association of Professional Counsellors (KAPC); Amani Counselling Centre, United States Agency for International Development (USAID); and the World Bank, among others. In addition to interventions in counselling, the Kenya Government has also recently introduced HIV/AIDS education into the primary school curriculum. This was effective from January 2003.

Kenya Association of Professional Counsellors (KAPC), a Non Governmental Organisation (NGO) was registered in 1991 and since its foundation; it has been actively involved in two principle areas of research: the efficacy of counselling and the experience of adolescents (KAPC, 2005). Since its inception, KAPC has trained people to counsel youth and adults on various issues including HIV/AIDS, and has hosted international conferences on HIV/AIDS counselling (PATH, 2003). KAPC has opened a centre where adolescents can receive counselling and testing for HIV/AIDS. It also publishes the popular adolescent magazine *Straight Talk* which deals with a range of reproductive health issues. *Straight Talk* is also aired as a Kenyan radio programme. KAPC, through its *School of Counselling Studies*, is actively involved in supervision as part of its professional role. Unlike its British counterpart, the BACP (as far as similarity of names is concerned), KAPC is not an umbrella body of counsellors. It has however succeeded in overshadowing the present Kenya umbrella body of counsellors, the Kenya Counselling Association (KCA) because of its apparent success of its programmes and publicity. For instance, KAPC has a website

while KAC does not. This has put the former in the world's limelight while the latter is only and hardly known in its own country. One major advantage that KAPC has over KCA is the fact that the former receives some regular funding as an NGO. The activities of KCA are however limited by a scarcity of funds. KAPC has however not published any guidelines on school counselling like BACP has done nor does it seem to offer any support through motivation of school counsellors like ASCA does. Its impact in the area of school counselling is yet to be felt.

Kenya Counselling Association (KCA) was registered in 1990 as a professional body of counsellors but unfortunately it immediately went into a lull period until 1998 when it was revitalised (Maillu, 2004). KCA was registered as the body to regulate the activities of the counselling profession in Kenya. At the time, the only counselling centre and training institute was Amani, which had started in 1979. *Amani* means peace in *Kiswahili*, the Kenyan national language. Amani Counselling center is popular for its "Dear Amani" column published weekly in the Kenyan Nation Newspaper. The column was started in 1984 (Maillu, 2004) and publishes professional answers from Amani counsellors to countless letters received from all over Kenya from people seeking support or clarification on psychological issues. The registration and constitution of KCA gave it the mandate to regularise standards in the counselling profession through accreditation of professional counsellors and bodies although it has not been legalised to date, notes Maillu. By September 2004 and according to KCA records, there were 412 counsellors and 283 counselling and training agencies/centers in Kenya. However, only 206 counsellors and 9 organisations/agencies had been given accreditation by KCA, adds Maillu. This suggests that about half of professional counsellors and the majority of agencies have not been accredited, not to mention the majority of counsellors in schools and institutions who are likely to be untrained. According to Maillu, KCA lacks adequate infrastructure to provide an effective publicity and campaign strategy. It lacks facilities and only draws its funding from its membership. Until the situation improves KCA will remain without any impact in the counselling profession and little will be known about it. Whether it will have any impact in regulating counselling in schools in future, this remains a far fetched dream. Needless to mention, that it has a long way to match its British counterpart BAPC, the umbrella body of professional counsellors and the USA's American School Counselling Association (ASCA).

The school counsellors in Kenyan schools are not professionals although there is now an attempt by the government to train teachers charged with this responsibility through in-service courses and seminars. School counsellors in secondary schools are normally appointed with little or no prior training. This is a real contrast to the UK or USA practice which employs professional school counsellors. The USA practice that involves only professional counsellors with a masters or doctoral degree is hardly comparable to the Kenyan case. Another disparity exists in the fact that the Kenyan school counsellors are also practicing teachers with teaching loads just like other teachers in their schools, and mostly with equal or greater loads; hence the title adopted by this study, “the teacher counsellors”. The situation is however different in the Universities where only professional counsellors are employed. Kenyan Universities have also started offering diploma and degree courses in guidance and counselling but in the lead are the private universities. Most of the trained counsellors from these institutions are however normally absorbed by the private sector. Several join private practice and a few of them are employed at the universities or other private institutions. Despite this new development in the counselling movement in Kenya, the government has not yet started employing professional counsellors (or at least to offer training on professional school counselling to teachers) in public schools, yet these schools cannot afford to hire professional counsellors. The level of government’s concern on the provision of guidance and counselling services in schools is hence considered wanting.

The role of guidance and counselling Heads of Departments (HODs) in Secondary schools is recognised by the employer, the Teachers Service Commission (TSC), since its establishment in 1988. However, the Government’s policy on establishment of HODs in secondary schools is discriminative to some categories and size of schools. Small schools with one to four classes have no establishment. The HODs in such schools suffer from job dissatisfaction and consequently perform dismally who in addition to their frustrations and dissatisfaction, have not been trained in counselling skills (Njoka, 2002). The situation seems gloomier in primary schools because teachers in charge of various departments, among them those of guidance and counselling departments (teacher counsellors) do not receive due recognition by their employer, the TSC. This means that unlike their secondary school counterparts, the teacher counsellors do not receive any remuneration for the extra responsibilities of guidance and counselling and for the actual management of

the departments. Clearly, the efforts of the Government to support guidance and counselling have been felt more in secondary than in primary schools. Perhaps this is due to the fact that until recently, and precisely after the introduction of Free Primary Education (FPE), when things are beginning to change, the government has put very little emphasis on guidance and counselling in Kenyan primary schools. Since the introduction of FPE in the year 2003, more challenges have evolved necessitating both the teachers and the pupils to adjust in many situations.

It has been clear through the many cited Kenyan education reports, as already discussed in the first chapter that the primary school has been apparently neglected in many areas. Waudo's (2001) study had similar findings. Waudo, in his study of *Factors Affecting Teachers' Effective Implementation of Guidance and Counselling Programmes in Public Primary Schools in Makadara Division in Nairobi Province*, found out that most of the teachers in the primary schools were not willing to be assigned duties in guidance and counselling of pupils because they lacked skills and knowledge. Those teachers who accepted to take up the duties felt incompetent affecting greatly their morale. Waudo also observed that few pupils did seek the services of guidance and counselling due to lack of awareness and efficiency. Waudo observed that MOEST was doing little in organising seminars and workshops to empower teachers to effectively handle guidance and counselling services. MOEST had also not provided necessary resource materials and guidelines for guidance and counselling. Mutua (2002) in her study of *An Investigation of Factors Affecting Kenya Certificate of Primary Education Performance: A Case Study of Mtito Andei Division*, observed that most primary schools have no successful guidance and counselling programmes and recommended that the government employ qualified personnel to offer guidance and counselling in every school. Waudo's study although localised to a small sample of 72 teachers from a total of 26 public primary schools in the Division, and that by Mutua spell out some indicators that all is not well with the guidance and counselling services in primary schools. A recent study by Ndegwa (2003) seems to confirm that the situation is not any better in secondary schools. Ndegwa's findings in her *Investigation into the Role of Guidance and Counselling Services in Selected Secondary Schools in Tigania Division, Meru District, Kenya*, with a purposive sample of 8 teachers and a random sample of 132 students in 4 secondary schools indicated that most guidance and counselling teachers have a vague understanding of what these services entail or encompass. Ndegwa observed

that although there were guidance and counselling services being offered in these secondary schools, the problem of students' unrest had not abated. In addition, there were cases of students contracting HIV/AIDS and other STDs, pregnancies, and drugs prevalence. According to Ndegwa, there is an urgent need for effective guidance and counselling services in schools due to the increasing number of orphans as a result of HIV/AIDS scourge. Literature undoubtedly depicts the need for improvement of guidance and counselling in all schools, by providing necessary skills, knowledge and resources. The researcher considers improvement of guidance and counselling in primary schools a good starting point hence the focus of this study.

Mutua (2002), Waudo (2001), Mutie and Ndambuki (1999), Tumuti (1985), and Ananda (1975), all have underscored the need for guidance and counselling in primary schools. According to them, the primary school is the formative period during which habits, skills and attitudes develop, thus qualifying the need for guidance and counselling programme, which must be well organised if there is to be any impact on the growth and development of the child and the quality of the educational programme. The aforementioned writers have suggested that quality education can only be provided if pupils have access to guidance and counselling as an integral component of their curriculum.

The Ministry of Education Science and Technology (MOEST) has recently shown some commitment towards improving teaching and learning in primary schools. It started a School- based Teacher Development (SbTD) programme in 2001 (MOEST, 2001). This is a distance education programme through modules in every school and targets Key Resource Personnel who are expected to further train the other teachers in their schools. Training is provided by Area Education Officers (AEOs) and Teachers Advisory Centre (TAC) tutors who are prepared and equipped through seminars and workshops. The programme includes training in guidance and counselling among other subjects, in a separate module. The Guidance and Counselling Specialist Module (MOEST, 2005) was distributed in July 2005 but at the time of the empirical study few teachers had received copies. The Ministry of Education, through this module, aims to improve the deprived guidance and counselling services in primary schools. The module was written in response to the great demand for skills and knowledge that will assist primary school teachers to help pupils with problems. The module addresses key challenges in primary schools such as participation, retention and completion rates of learners, changes that emerge in

their adolescence, the drug abuse, HIV/AIDS and sexually transmitted diseases. Various ways to assist learners with special needs have also been addressed. Although the training in guidance and counselling lacks a professional touch, because the facilitators are not professionally trained, the efforts by the government are commendable considering these services have been neglected for a long time. This study is expected to supplement Government's efforts in improving the guidance and counselling services in primary schools.

### **3.3 The Role of the Teacher Counsellor**

Mwamwenda (1995) articulates the role of teacher counsellor in primary schools as being involved in the areas of personal, social, vocational and educational counselling. The counsellor in this case assists pupils with problems in these areas and if adequately assisted, they stand a chance of exploiting their full potential in school. The role of the teacher counsellor is very demanding and needs to be taken by a well-chosen person selected by the head of the school (Rono, 1989, June). According to Rono, teacher counsellors must have essential qualities such as an interest in people, willingness to serve others, leadership and organisational ability, ability to communicate with people at all levels, open-mindedness, friendliness and approachability. The Koech (1999) report reiterated that guidance and counselling is a necessary service in all-educational and training institutions and that it should be rendered by professionally trained personnel. According to Koech the teacher counsellor must not only be professional but also be mature and dedicated to duty, as he/she will be called upon to render services to the learners as well as their parents and guardians.

The Kenya School Management Guide (Republic of Kenya, 1999) outlines the qualities of the teacher counsellor as having high integrity, being mature and responsible, kind and considerate, patient, understanding and sympathetic and having a genuine interest and concern in pupils' problems. The guide articulates both the role of the teacher counsellor and the counselling committee. This study has categorised the functions of the teacher counsellor into three categories namely: the general guidance; the career guidance and counselling pupils with individual problems. In general guidance, the teacher counsellor is expected to sensitise pupils on the negative effects of harmful practices such as drug abuse, engaging in pre-

marital sex, undesirable behaviour and misconduct. In so doing, a teacher assists the pupils to develop self-understanding, self-acceptance and in seeing the realities of his personal characteristics (Republic of Kenya, 2002; Kebaya, 1989, June).

Consequently, the pupil develops self-awareness and faces life confidently.

A teacher counsellor gathers different kinds of information needed to help students to progress smoothly through schools and to make decisions for the future (Kebaya, 1989, June). According to Kebaya, a teacher counsellor is an information collector who helps to collect statistical data and records about achievement of individual pupils, thus helping the school administration and other teachers to know more about their pupils. A teacher counsellor is expected to keep detailed and confidential records of individual students while monitoring progress and behaviour improvement. This kind of information is vital for career guidance. In career guidance, pupils are assisted to make informed educational choices including future educational opportunities and careers. Counselling as a professional role involves working with the individual to bring about changes in him/her; alter the situation so that adjustment processes are facilitated and also to alter the individual's perception of the situation so that he/she feels less pain or more success (Mwamwenda, 1995; Republic of Kenya, 2002; Kebaya (1989, June).

Besides the functions of guiding and counselling the teacher counsellors in Kenyan schools are expected to carry out their normal duties of teaching and their other responsibilities. Often, they have as much load as the other teachers and in many cases; they have greater loads because the headteachers take advantage of their accommodating personality. The situation has become worse with the onset of FPE which brought more challenges. Due to multiple roles, there is usually no adequate time for guidance and counselling and this role is often neglected, compromising on the quality of performance. This study aims to determine the guidance and counselling functions the teacher counsellors are handling and the problem/challenges encountered since guidance and counselling is a complex area that needs more specialised personnel than the teaching staff in the primary schools can actually provide especially considering the heavy teaching loads they have and the fact that most are not trained.

### **3.4 The Role of Headteacher in Guidance and Counselling**

The headteacher has overall responsibility over the entire operation of the school (Olembo, Wanga & Karagu, 1992). Koech (1999) emphasised that the headteacher sets the tone of the school, and has responsibility to create a healthy environment conducive to effective teaching and learning by providing special services such as guidance and counselling of pupils. According to the MOEST Primary Schools Management Handbook (Republic of Kenya, 2002) it is the responsibility of the headteacher to ensure that a guidance and counselling department is put in place. It is also the responsibility of the headteacher to appoint a teacher in-charge of the guidance and counselling department assisted by the other members who, together, form the committee of the teacher counsellors. According to the School Management Guide (1999), the headteacher should consider the following qualities while appointing the teacher counsellors: high integrity; mature and responsible; kind and considerate; patient; understanding and sympathetic; and one who has genuine interest and concern in pupils' problems and welfare. The desired qualities of a headteacher in guidance and counselling are however not emphasised by the guide and the researcher considers this as an inopportune oversight.

Headteachers should have a responsibility to recognise the need for and the importance of a comprehensive guidance programme (Shertzer & Stone, 1976). The heads of schools must be active in studying the values, purposes and limitations of the guidance and counselling programme in their schools. Shertzer and Stone summarise some of the major guidance functions that headteachers are expected to do as: the appointment of a competent school counsellor and committee members to work under him or her; assure that roles of teacher counsellors are defined and that staff members are able to function in these roles; provide adequate physical facilities and materials; translate for teachers and the public the objectives and activities of the school guidance; promote in-service education in guidance for the department; encourage formal evaluation and improvement of the guidance programme and personnel and; consult with teachers and counsellors regarding specific needs and problems. In order to effectively carry out the aforesaid functions it is important for the headteachers to undergo some training in guidance and counselling.

Mutie and Ndambuki (1999) state that an effective guidance and counselling programme has support from the administration in all aspect. The headteacher should also be willing to accept and implement recommendations from the guidance and counselling department. For example, if the counselling process indicates the need for a change in the students' welfare or programme, it should be possible to do so administratively. If the change that is proposed is for improving guidance and counselling facilities, this should be given adequate attention. Tumuti (1985) recommended that the headteachers establish effective and efficient guidance and counselling committees in order to manage the pupils smoothly. In his study of *Guidance and Counselling Needs of Primary School Pupils of Gachika Sub-location in Nyeri town and Nairobi city in Kenya*, he observed that the guidance and counselling programme did not receive the attention and seriousness it deserved from headteachers. Gitonga (1999) had similar observations in her study of *Secondary School Headteachers' Attitudes towards Guidance and Counselling Programme in Meru Central District, Kenya*. She recommended that headteachers be trained in guidance and counselling. According to Gitonga, headteachers who had trained in guidance and counselling had a more positive attitude towards the programme. Gitonga also observed that teachers in-charge of guidance and counselling in secondary schools often taught heavy loads. In so doing, she cited lack of adequate support by headteachers in guidance and counselling. The experiences of the teacher counsellors as they combine the normal roles of a teacher and the roles of guidance and counselling services remain an interesting area of this study.

Abagi (1986), in a case study of the *Contribution of Primary Schooling to the Learning of Social Norms, Mutual Social Responsibility and Obedience in Maranda Primary School*, observed that teachers spent more time on academic drilling for the passing of national examinations at the expense of inculcating social norms, mutual social responsibility and obedience to pupils. Lack of good leadership in the implementation of an all round curriculum was cited here. This is common in many Kenyan schools as teachers spend much time drilling students for examinations at the expense of any other co-curricular activities. Passing of national examinations in Kenyan schools is of great concern by all the stakeholders because of the limited places available in public secondary schools and public universities. More than half the students who qualify for secondary and university education end up missing places at the public institutions and the alternative becomes the private institutions.

The fees charged by private schools and universities are normally out of reach by many students due to poverty. Despite the big concern for excelling in examinations, headteachers in public schools are expected to keep a balance between drilling for examinations and instilling of moral values through guidance and counselling. The study aims to find out whether this is the case.

The introduction of FPE brought in more challenges and responsibilities to the headteachers too in primary schools. Apart from their duties as heads of academic institutions, now they are required to be managers, accountants and auditors and to perform a multiplicity of other functions (Education Team, 2006, *The Standard*, October 25); including guidance and counselling. Currently, it is the policy of the Government that headteachers handle all financial accounting matters even though they are least prepared for this. Some headteachers teach as heavy loads as their teachers due to understaffing and the MOEST's unpopular policy of one teacher per class. The management courses offered to headteachers usually last at most two weeks and rarely include any significant training in guidance and counselling. The recently introduced SbTD programme does not include them either. The SbTD modules are tailored for the teachers although headteachers can also benefit from these resources. This study aims to determine their role perceptions and experiences in guidance and counselling at a time like this.

### **3.5 Summary of Chapter Three**

In conclusion, this chapter has explored the concepts of school guidance and counselling in the Kenyan context. This has been articulated through a brief overview of its development, commencing at the African traditional concept to the present state. The provision of the Kenyan school guidance and counselling services have been compared where possible with the UK and USA contexts. Literature has demonstrated the state of the teacher counsellors and the headteachers in primary schools. They are a people who lack skills in their roles, yet they are faced with many challenging issues such as the influx of disadvantaged children, among them HIV/AIDS orphans and drug abusers. These issues require specialised skills in guidance and counselling which are lacking in most of the teacher counsellors and headteachers in public schools. The unanswered questions in the researcher's mind

are: “How do they perceive their roles in guidance and counselling?” “What are their experiences in guiding and counselling these children?”

Literature has demonstrated that the teacher counsellors and the headteachers lack necessary resources for their work. In addition they have heavy teaching loads on top of their responsibilities in guidance and counselling. Their work in guidance and counselling has been made more difficult by parents who have neglected their parental roles of guiding and counselling their children. Literature also depicts that the primary school teachers are de-motivated because their employer, the TSC does not recognise them despite their heavy responsibilities. The researcher’s question of how the teacher counsellors and the headteachers are experiencing their roles is here validated. Literature has also suggested that the teachers are lacking enough support from the headteachers. The role perceptions of headteachers in guidance and counselling of pupils, as the people charged with the overall responsibility of managing these services, is a necessary area of focus in this study. In these perspectives, the concepts of role perceptions in relation to school environments are covered in the next final chapter of related literature review.

## CHAPTER FOUR

### 4.0 CONCEPT OF ROLE PERCEPTIONS

#### 4.1 Concept of Role

A society or an organisation is made up of many interrelated groups and social subsystems (Tendeschi & Lindscond, 1976). According to Forsyth (1999), group interaction comes in many guises, but much of the interaction revolves around the tasks the group must accomplish for its survival. He suggests that members of the groups need to harmonise their various skills, resources, and motivations so that the groups can meet their objectives through observance of individual roles, norms and other structured aspects of the groups. Tendeschi & Lindscond contend that in organised groups, “stabilised patterns of behaviour” define roles that are associated with specified positions in the social system. Several writers have defined the term role as the stabilised patterns of behaviour associated with a position in an organisation or group (Berne, 1963; McDavid & Harari, 1974; Second & Backman, 1974; Tendeschi & Lindscond, 1976; Schneider, 1976; Forsyth, 1999; Hogg & Vaughan, 2002; Hogg & Tindale, 2003). Such an organisation is a school which has members occupying different positions. Other writers have defined ‘role’ as a set of norms that define how people in a given social position ought to behave (Gabriel et al, 2000; Myers, 1983; Newcomb et al, 1975). A rather more general definition of roles is that by Hogg and Cooper (2003). They define ‘roles’ as a subset of relationships and designated agreed interfaces between persons constructed to manage social interdependencies.

The concept of role links psychology with sociology (Kelvin, 1970). Others who shared similar views were Linton (1945), and Gordon & Gergen (1968). In addition, Linton suggested another dimension of anthropology, besides psychology and sociology. According to Second and Backman (1974), sociologists focus on analysis of social systems while anthropologists study comparative social systems. Kelvin (1970) suggests that in its broad ‘sociological’ sense, the concept of ‘role’ refers to the functions associated with various parts or positions of the structure of a group or society. He further adds that the sociological level of analysis is based on the assumption that the structure of the group, its parts or positions, and their statutes and roles exist independently of the particular individuals who happen to fill these

roles at a given time. In this sense, the term 'role' is an essentially a descriptive concept because it does not entail any assumptions about personal contact between the occupants of various positions. It simply describes the behaviour associated with a position disregarding the occupant. On the other hand, Kelvin (1970) describes the 'psychological' level of analysis as being ultimately concerned with the behaviour of the individual and personal interaction. At this level, the word 'role' refers to the behaviour of one individual in relation to others, as a function of his or her role. Kelvin further suggests that the basic psychological function of roles is to provide the individual with a fairly specific model for interaction. According to him, it is a model in the sense that any one role is defined in terms of its relation to other roles. For example in a school situation, the role of a teacher in the psychological sense refers to his or her behaviour in relation to other stakeholders in a particular assignment of duty.

#### **4.1.1 Role Strain, Role Ambiguity and Role Conflict**

According to Proshausky and Seindenberg (1965), in a formal group set up, the roles associated with various positions usually involve highly specific functions that are prescribed in detail. Also some roles within groups or organisations are more complicated than others demanding more specialised skills (Proshausky & Seindenberg, 1965; Forsyth, 1999). Proshausky and Seindenberg are, however, quick to highlight that, regardless of the degree of speciality of a role, its interpretation and therefore the actual role behaviour exhibited will vary to some degree with the individual occupying its associated position. Roles that demand more specialised skills may cause role strain if the role incumbent is not well prepared for the task. According to Second and Backman (1974), a person can also suffer from competing role demands when he or she occupies a number of positions at any one given time. Such a person has difficulties in conforming to role expectations. They define role expectations as "the attitudes and behaviours that persons associate with a person". Houghton et al (1975) have similar definition of role expectations. Wendy (2003) however contends that role expectations are attitudes that require people to act in accordance to preconceived notions relating to their roles. Role strain can occur when the expectations of the organisational or group members do not conform to the role incumbent's expectations (Second & Backman, 1974; Houghton et al, 1975).

When some of the role expectations conflict or compete, role strain sets in. A role like that of a teacher counsellor requires special skills of guidance and counselling besides the general skills of teaching. If the teacher is not well equipped for the job, role strain will definitely set in. The teacher counsellors in the Kenyan public primary schools have not been trained for the services they are expected to deliver, suggesting that they are likely to suffer from role strain. In addition, if the teacher has other responsibilities to carry out, as often is the case in the Kenyan schools, he or she is likely to suffer more from role strain.

Role conflict occurs when one role expectation requires behaviour that in some degree is incompatible with another (Michael, 1969; Kelvin 1970; Second & Backman, 1974; Houghton et al, 1975). In other words, the individual's job makes conflicting demands that make a person uncomfortable with particular role requirements. Role conflict can also occur when people occupy multiple roles such as in family and work (Loder & Spillane, 2005). Loder and Spillane give an example of a school principal as a person who is likely to suffer from role conflict from his or her many roles in the school. A further example to this scenario is when a principal has to do teaching in class as well as the administration work in the school. This is often the case in Kenya. As earlier mentioned headteachers in primary schools (and often in secondary schools) teach as class teachers and handle all the management responsibilities including financial accounting. They are not exempt from teaching or doing other duties of class teacher. Law and Glover (2000) describe this form of role conflict as role overload. French and Caplan (1970) distinguish between qualitative overload (work being too difficult) and quantitative overload (too much work to do). This according to them can cause role conflicts and role stress when an individual is unable to meet the range of roles required in both quality and quantity. This study aims to establish whether there are such kind of difficulties faced by both headteachers and teacher counsellors (objective two and seven of the study).

Loder and Spillane (2005) identify conflict arising between two roles as inter-role conflict. Goffman (1961) defined commitment as 'impersonally enforced structural arrangements', Hence commitment may be defined as the degree to which individuals options are limited by others, or by constraints on his or her time, energy and resources (Loder & Spillane, 2005). Goffman on the other hand defined attachment as subjective aspects of the role such as the sense of competence and self-

worth that brings to the individual. In this sense, an individual is 'attached' to a role because it resonates with his or her sense of self. Loder and Spillane identify some more dimensions of role conflict as role discontinuity and role distance. According to them, when individuals occupy different roles across time, some roles may be discontinuous. If certain roles are incompatible with an individual (Law & Glover, 2000), yet there are limitations imposed by his or her commitment to the role, then that individual may opt to distance him or herself from the role. Here the individual is not denying the actual role but rather those attributes of the role that conflict with his or her self image or perception. For example the teacher counsellor may choose to spend time doing other duties in the school instead of doing guidance and counselling. Such a teacher may feel that the teacher who should be doing counselling is really not him or her. The headteacher should be quick to notice any kind of role distance and to take the appropriate action.

If the behavioural requirements associated with a particular role are ill defined; the individual who is supposed to enact the role experiences role ambiguity (Michael, 1969; Forsyth, 1999; Law & Glover, 2000; Cummings & Worley, 2005). Law & Glover define role ambiguity as the situation in which an individual lacks the role definitions which he or she feels are necessary to perform his/her role satisfactorily. According to Tedeshi and Lindskold (1976), when a person is faced with ambiguous stimulus conditions, the values, cognitive categories, and schemata that a person has determine how he or she defines the situation. This they called cognitive selectivity. The role of guidance is likely to suffer ambiguity if it is not well defined by the education authorities. In a school situation, the headteacher is expected to describe the role of teacher counsellor as he or she assigns these duties. Role ambiguity sets in if the headteacher fails to give a clear job description and worse still if the headteacher has poor role perceptions of the same. It is of paramount importance then that the headteacher has clear role perceptions of the teacher counsellor's role and that of his in guidance and counselling of pupils. This study aims to determine if the respondents hold clear role perceptions, hence addressing the issue of role ambiguity (objective one of the study).

Organisations should strive to remove role ambiguity, role conflicts and role strain because these are potential causes of employee low self-esteem and job stress (Forsyth, 1999; Cummings & Worley, 2005). Forsyth suggests that this can be done

by making role requirements precise through written job descriptions for each role within the organisation. For example in a school, the headteacher is expected to write down job descriptions for each role in order to remove role ambiguity, role conflict and to offer enough support and training skills to avoid role strain. Cummings and Worley suggest role clarification and supportive relationships as two methods which can be used to decrease role ambiguity, role conflict, and poor relationships. The latter, according to them are the key sources of stress in organisations. They emphasise that role clarification involves helping employees better understand the demands of their work roles. Employees can also cope with stressful conditions in their work if they feel that relevant others care about what happens to them and are willing to help.

Individual needs and expectations can affect role performance (Cummings & Worley 2005). For example, individual differences in growth need- the need for self-direction, learning and personal accomplishment; can determine how much people are motivated and satisfied by roles with high levels of skill variety, autonomy and feedback. The role of guidance and counselling require high level of skills, some autonomy and constant feedback for its successful implementation. Law and Glover (2000) underline the importance of motivation for managers. According to them, motivation plays a pivotal role because it concerns the goals that influence behaviour as well as the thought processes that are used to identify the needs and drives towards particular decisions, goals and behaviour. In similar thinking, Foskett and Lumby (2003) sum up motivation as involving arousal, direction and persistence. That is people have to be activated, they have to choose a particular line of actions, and having chosen that direction, they choose to maintain that behaviour for some period of time.

Forsyth (1999) underscores the importance of feedback about the behaviours expected of roles to increase motivation. According to him, feedback is necessary to enhance behaviour of a role with negligible role ambiguity. According to the findings of the *Study of Job Satisfaction of Heads of Departments in Public Secondary Schools in Embu District* by Njoka (2002), one of the factors that cause satisfaction, according to the heads of the departments is recognition and feedback. Feedback by headteachers should therefore be encouraged for the successful performance of roles. The headteachers should likewise receive feedback about their roles from their

seniors. This study was designed to find out, among other things the challenges or problems the teacher counsellors experienced as they enacted their roles. In so doing, the study explores whether there is any strain, ambiguity or conflict associated with the respondents' roles (objective seven of the study).

#### **4.1.2 Personality and Role Enactment**

Individuals differ in their ability or basic aptitude for performing the task concerned (Mathews et al, 2000; Cummings & Worley, 2005). Law & Glover (2000) suggest that role performance is dependent on two sets of influences which, in many respects, interact with each other. These are an individual's personal characteristics and the situational factors. Personal characteristics of individuals occupying jobs, according to Cummings and Worley (2005), include their age, education, experience, and skills and ambitions. Second and Backman (1974) describe the individual attributes that can facilitate or interfere with successful role enactment as personal qualities such as the individual's physical characteristics, abilities, skills or personality traits, or socially conferred attributes such as an academic degree, a licence, or other evidence of certification. Mathews et al (2005) describe individuals as differing in cognition, age, sex, skill acquisition and knowledge. Some temporary mood states such as fatigue and emotional agitation also affect performance, according to them. The behaviour of a person occupying a role is a product of the conditions defining a position and the components of the personality of the individual occupying that position (MacDavid & Harari, 1974). Actual role performance or enactment, according to Houghton et al (1975), may be thought of as a fusion of 'role expectations' and the 'self'. Within this perspective, Houghton and colleagues advise the administrators to take both role and personality into account when allocating persons to positions within the organisations. Hewstone and Stroebe (2001) have similar thoughts. According to them, group members are kept motivated to do their best if each of them is matched to a task according to individual abilities and interests. For example certain roles in a school situation require personalities with desirable qualities. Such a role is that of guidance and counselling. A headteacher should therefore be careful to match different personalities with the respective "fitting" positions. In so doing, according to Houghton and colleagues, the administrators can maximise the staffing potential within the institution and

create an organisation that is both efficient and effective. Of particular interest in this study is to find out whether the respondents possess the necessary skills and qualities that are desirable in the guidance and counselling of pupils, and whether some aspects of their personality, training in guidance and counselling and their academic qualifications affected the way they perceived their roles and acted (objectives three and six).

According to Hogg and Vaughan (2002), some roles are generally more valued and respected and thus confer greater status on the role occupant. Hogg and Vaughan define the roles of leaders as the “highest-status” roles. They describe the properties of “highest-status” roles as that of the generally accepted prestige and a tendency to initiate ideas and activities that are adopted by the group. The roles of leaders can also be perceived as “hot seats” (Daresh & Arrowsmith, 2003), when the challenges and the demands that go with such roles are considered. A leader is ultimately responsible for the effective operation of an organisation. In this context, he or she is expected to positively influence other roles for the members in the group (Pennington, 2002). This is so because a leader among other things exerts social influence to get other people in the group to do what he or she wants. For example in a school environment, the headteacher must act in such a way that he or she influences other members of staff in their roles. On the other hand a head of department such as the teacher counsellor must positively influence the other members of the department in their roles for effective performance. One of the greatest influences of a leader is by being a role model. This study aims to find out whether the roles of headteachers and teacher counsellors in the provision of guidance and counselling services in the public primary schools are perceived as “high status roles” that demand a virtue of role modelling (objective two of the study).

## **4.2 Concept of Role Perceptions**

Goldstein (2002) outlines the importance of perception as informing us about the properties of environment that are important for our survival as well as helping us act in relation to the environment. He describes perception as a process of creating an experience of environment and enabling us to act within it. Goldstein defines

perception as an individual's personal theory of reality, a kind of knowledge gathering process that defines own view of the world. Perception is also defined as the process of receiving and interpreting environmental stimuli (Lindesmith et al, 1975; Cherrington, 1989; Nzuve, 1999; Gabriel et al, 2000; Levine, 2000). Perception is an active process (Sekuler & Blake, 1994). It requires some action on the part of the perceiver. According to Levine (2000), perception involves cognitive processes by which one develops an internal model of what is 'out there' in the world beyond his or her body. He suggests that perception involves making the most reasonable interpretations one can, given the sensual information. Gabriel and friends assert that our perceptions are our personal interpretations of the world: the shaping of experiences and events into a coherent whole. Gross (2004) agrees with Cherrington (1989) that perceiving social events and people is more difficult and challenging than perceiving physical objects. Gross also supports MacDavid and Harari (1974) in their argument that the basic principles or laws governing perception are the same, regardless of the nature of the object perceived. He describes the process of perception, whether general (physical objects) or social, as involving selection, organisation and influence or going beyond information given. Selection according to him involves focusing on object or people's physical appearance or just one particular aspect of behaviour while organisation means the act of trying to form a complete, coherent impression of an object or person. Inference on the other hand involves attributing characteristics to someone or object for which there's no direct or immediate evidence. For example making inferences based on an earlier impression.

People's behaviour is based on the perception of the world around them (Sekuler & Blake, 1994; Robbins, 2002). Consequently, every perception can therefore be considered as a personal experience. Crutchfield, Livson and Krech (1976) emphasise that perception depends on what is out there to be perceived as well as the perceiver because he or she is an individual with particular sense organs, individual history, enduring personality traits, present expectations, moods and general feeling tone. Marton (1981) emphasised that whatever an individual feels that he or she knows, contributes to his or her actions, beliefs, attitudes, modes of experiencing, etc. Nzuve (1999) underscored the importance of perception in the study of organisational behaviour since peoples' behaviour is influenced by their perception of reality. In other words, the perceptions of reality characterise the

behaviour of the perceiver. Literature therefore suggests that the perceptions of role influence the behaviour of the role perceiver. McGinn (2005) suggests that education leaders need to be aware that their perceptions of reality influence the way they fulfil their roles and ultimately impacts on their view of leadership. In addition, education leaders need to understand how others' perceptions of reality impact the leadership role. This understanding, according to McGinn, can contribute to effective performance of roles.

According to Bratton and Gold (1999), people occupying positions in organisations are endowed with a range of abilities, talents and attitudes to influence efficiency and effectiveness. They suggest that roles should be defined and described in a manner designed to maximise particular employees' contributions to achieving organisational objectives. This implies that roles should be clearly spelt out to ensure accurate perceptions. The effectiveness of an organisation depends upon the smooth functioning of various roles by its participants based on the shared culturally defined goals and objectives (Worchel & Byrne, 1964; Davis et al, 2005). According to Davis et al, effectiveness will depend on the extent to which members adhere to their ethical code of conduct demonstrated through values and customs. In a school organisation, the headteacher for example is expected to perform certain kinds of functions and to act in certain specific ways in his or her relations with the teachers, pupils, parents and other stakeholders. Other stakeholders have to act accordingly as they relate to one another. Pringle (1984), in his study of *Aspects of the Primary School Headteachers Role- a Contrast of Expectations* emphasised that leadership is a vital element in determining the success of any school. According to him very little research had been conducted into those factors thought to influence the role or role style among them role perceptions, at the time of the study. In order to be effective in his administrative functions, the headteacher has to accurately perceive his role as well as the roles of staff members as he assigns them. In addition, the staff members must perceive their roles accurately for effective enactment. This study will investigate whether there are any differences between the headteachers' perceptions of teacher counsellor's role and those of the teacher counsellors about their role (objective five; hypothesis H<sub>0</sub>10)

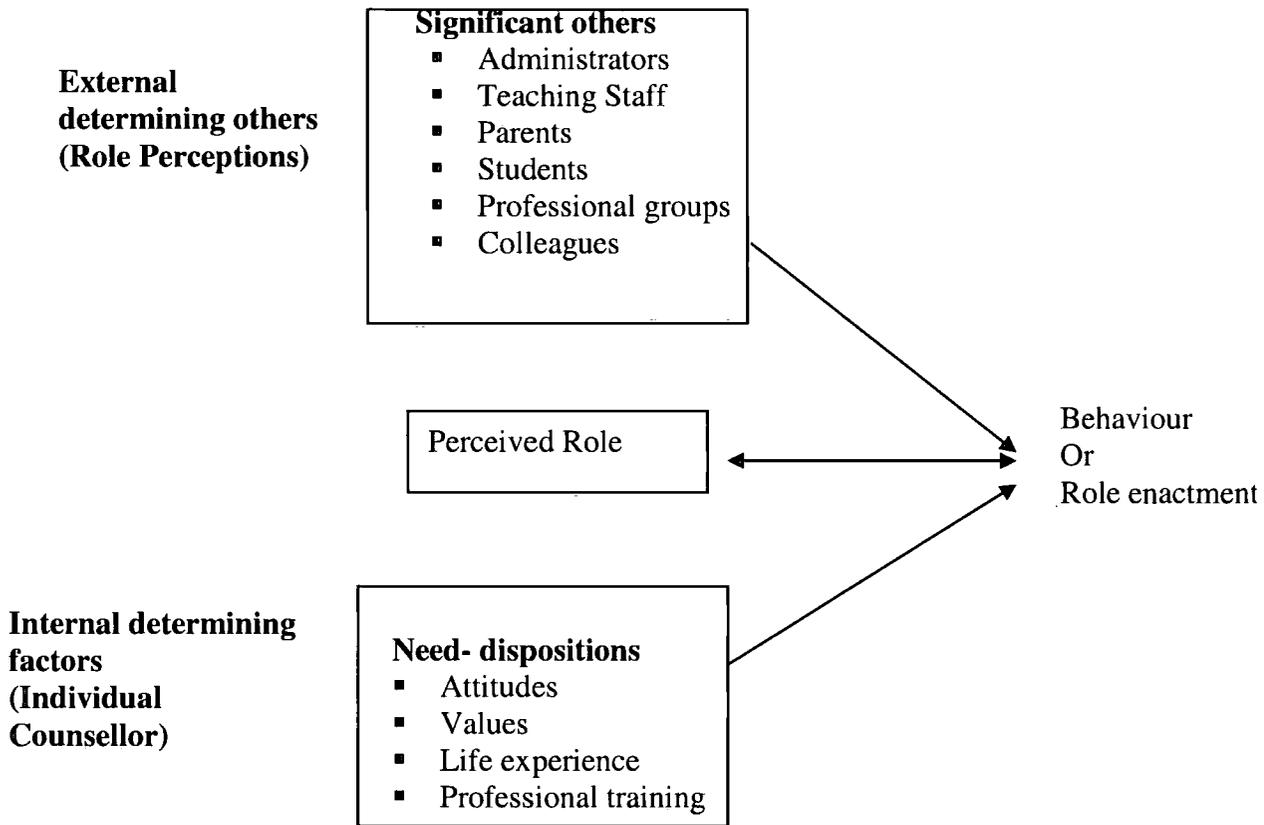
Shertzer and Stone (1980) define role perception as the understanding that a person has over the behaviour expected of him or her status. Every individual in an organisation learns that particular behaviours are expected of him or her as an

occupant of such a position. MacDavid & Harari (1974) have described 'perceived role' as the perception of behaviour associated with a certain position in a social organisation. According to them, people often do not perceive their own behaviour accurately hence the role perception and the role enactment do not always correspond perfectly. This study aims to find, among other things, whether the respondents have accurate role perceptions and in addition, to find out if their role perceptions match with their role enactments (objectives one and two).

Individuals differ in their role performances because of the differences in role perceptions (Krech, Crutchfield & Ballachy, 1962; Shertzer & Stone, 1980; Robbins, 2002; McGinn, 2005). According to Sekuler & Blake (1994) and McGinn (2005), how a person perceives a role influences the way he or she acts. Krech et al assert that role behaviour or performance is influenced by the individual's knowledge of the role, his or her self-concept and the attitudes held for other persons in the interpersonal behaviour event. No two individuals perform a role in exactly the same way (Shertzer & Stone, 1980). Performance, according to Shertzer and Stone, depends on how each person perceives, interprets and acts on the obligations and rights of a position. Marton (1981), a phenomenographer, asserts that different people will not experience a given phenomenon in the same way. Phenomenography is the study of how people experience a given phenomenon. In this study the phenomena in focus are *role perceptions and experiences in guidance and counselling of pupils*. Worchel and Byrne (1964) consider role perception as an important variable that influences performance or role enactment. Other variables according to them that affect role enactment besides role perceptions are role expectations, role demands, role taking aptitudes or skill, self congruence and reinforcement properties of an audience. Effective role enactment by both the headteacher and the teacher counsellor are considered key in the management of guidance and counselling services in any school. Headteacher's accurate perceptions of his/her 'highest-status' role in the school as described by Hogg and Vaughan (2002) are of utmost importance in assigning, directing and appraising the roles of teacher counsellors.

The way an individual views (perceives) the world, his or her attitudes and values and the actions he or she takes are significantly affected by the presence of other people (Tendeschi & Lindsfold, 1976). Giving an example of the counselling process, Shertzer and Stone contend that the perceptions of others (external

determining others) and the self of the counsellor (internal determining factors), besides individual role perception, are important ingredients in counselling process. These ingredients according to Shertzer and Stone influence the counsellor's role enactment or performance as outlined in the figure below.



**Figure 2: *Determinants of Counsellor Role***  
Figure adapted from Sheltzer & Stone (1980), p. 123

It is worth noting that among the external determining or significant others, the administrator's role perceptions play a key role in influencing behaviour or role enactment. It is therefore appropriate to conclude that headteachers role perceptions in guidance and counselling of pupils will influence both the teacher counsellor's role perceptions and performance. Similarly, the performance of headteacher in guidance and counselling of pupils is expected to be influenced by the role perceptions of significant others, his internal determining factors and the way he perceives his own role. The administrators among the significant others in the

determinants of the primary school headteacher's role in Kenyan situation include the MOEST officials, the Parents Teachers Association (PTA) and the School Committee officials.

### **4.3 Factors Influencing Perception**

#### **4.3.1 Introduction**

Perceptual selectivity is affected by various external and internal factors (Proshausky & Seidenberg 1965; MacDavid & Harari, 1974; Tendeschi & Lindsfold, 1976; Luthans, 1989; Nzuve, 1999). Nzuve defines internal factors affecting perception as the characteristics of the perceivers needs, learning acquired from past experience, self-concept and personality. Perception, according to Lindesmith et al (1975), is influenced by interests, needs and past experiences. Proshausky & Seidenberg classified the determinants affecting perception as: stimulus factors and behavioral factors. According to them, stimulus factors refer to the properties of the stimulus itself, and the stimulus may be other people, pictures, a social setting or words. On the other hand, behavioral factors refer to any and all internal psychological states or processes of the individual, past experiences and so on. In other words how people perceive objects and events depends on the inner psychological processes and the nature of the external stimulus.

A number of social factors such as interpersonal influence, cultural values and beliefs, and socially learned expectations, influence one's perception of both social and nonsocial objects (MacDavid & Harari, 1974; Luthans, 1989; Hayes & Orrel, 1998; Dierkes et al, 2001). Each perception and its interpretation of virtually any event are based on a combination of historical experiences, present needs and the inherent properties of the scene being perceived (Wrench, 1964). According to Luthans, people will select out stimuli or situations from their environment that appeal to and are compatible with their learning and motivation and with their personality.

#### **4.3.2 Characteristics of the Perceiver**

Motivational state is one of the most important characteristics that influence the focus of perceiver's perception (Bateman & Organ, 1991). Law and Glover (2000) assert that motivation is pivotal for any person in a leadership situation

because it concerns the thought processes that are used to identify the needs of the organisation and drives towards particular decisions, goals and behaviours; thus affecting perception. Proshausky & Seidenberg (1965) emphasise that what individuals want and feel also sensitises them to particular aspects of an object or situation. Bateman and Organ, on the other hand, suggest that our perceptions are influenced by our temporary motives and emotions. An example of this is when we are angry and emotionally upset. In this kind of state, our perceptual process can be distorted. Small problems and challenges can be entirely blown out of proportion when we are going through difficult emotional states such as fear, for instance (Luthans, 1989; Cherrington, 1989). According to Luthans, a person who is motivated and has a relatively high need for power, affiliation, or achievement will be more attentive to the relevant situational variables in the perception process. In the course of this study, the researcher hopes to assess whether there are any different qualitative ways in which headteachers and teacher counsellors view and experience their roles in guidance and counselling (objective two). It is hoped that in the process, the motivation state will be implied.

Our self-concept also influences the way we perceive objects and events (Nzuve, 1999; Second & Backman, 1974). It is the way we perceive ourselves. Nzuve adds that a positive self-image tends to make a person see favorable characteristics in others and events and is not as negative or critical as he or she may otherwise tend to be. This implies that a positive self-concept boasts accurate role perceptions. It would therefore be interesting to determine how headteachers and guidance and counselling heads of departments' self concept could influence the way they perceive their roles.

Past experience or learning also influences perception by creating a tendency to perceive an event in a certain way (Proshausky & Seidenberg 1965; Lindesmith et al, 1975; Cherrington, 1989; Hayes, 1994; Hayes & Orrel, 1998; Nzuve, 1999). From our past experiences we develop expectations and these expectations influence our current perceptions. This, according to Cherrington, Hayes and Orrel, is referred to as "perceptual set". That is: we are set to perceive an event in a particular way and we end up seeing what we expected to see unless the situations are significantly different from what we expected. Hayes and Orrel bring out another dimension of perception; the 'perceptual defense'. According to them, perceptual defense is a state of reluctance to perceive unpleasant things. Pramling (1996) reasons that since

people have different experiences, phenomena in the surrounding world may also appear different to different people. Bowden and Marton (1998) shared similar views and reckon that in a diverse society, there always exists a range of possible ways of seeing the same thing. Teacher's role perceptions of guidance and counselling functions may be affected by years of school experience, age, sex and involvement in guidance and counselling (Sherzter & Stone, 1980). This study aims to find out whether there are some past experiences that have influenced the role perceptions of headteachers and teacher counsellors in the guidance and counselling of pupils in public primary schools. Specifically, the study seeks to find out whether personal characteristics such as age, sex, marital status, training in guidance and counselling, administrative experience and teaching experience have any effect on the role perceptions (objectives three and six; hypotheses H<sub>0</sub>2, H<sub>0</sub>3, H<sub>0</sub>5, H<sub>0</sub>6 and H<sub>0</sub>7, for each of the respondents).

Closely related to learning and motivation is the personality of the perceiving person, which affects the extent of conception of the confronting situation. Al-Atari (1989), in his study of *Role Perceptions and Role Performance of Instructional Supervisors as Perceived by Teachers and Supervisors in the Public Schools of Qatar*, observed that different perceptions existed as a function of personal characteristics. The perceptions were also different in different categories of schools in the study. The independent variables of occupation, nationality, sex, teaching cycle, qualification and experience were considered. The study was carried out with a sample of 432 out of 3858 teachers and the entire population of 109 supervisors. This study hopes to find out whether role perceptions of the respondents were affected by personal characteristics as earlier mentioned as well as different categories and geographical locations of the schools in the study (objective 4; hypotheses H<sub>0</sub>8 and H<sub>0</sub>9 for each of the respondents).

Personality and even age may affect the way people perceive the world around them (Luthans, 1989; Cherrington, 1989; Nzuve 1999). Cherrington defines cognitive complexity as a personality factor that refers to the way people structure their thinking and reasoning. Accordingly, people with high cognitive complexity have complex system of categories for storing information; they are more sensitive to a greater breadth of information that they use in the thinking and analysis. In addition, people tend to be more positive in their appraisals of others and situation if they use greater cognitive complexity in their assessments. The researcher aims to

find out the qualities that are considered important while appointing teachers for the guidance and counselling of pupils in public primary schools. In addition, as already stated, the study aims at identifying whether the respondents personal characteristics have any effect on their role perceptions (please see earlier notes).

The way the individual organises his or her perception of objects , processes, situations or people depend on values as well as his past experiences, motivation, personality, learning and environment (Agarwal, 1982; Hayes & Orrel, 1998; Dierkes et al, 2001). Values represent basic convictions that a specific mode of conduct or way of life is personally or socially preferable to an opposite or converse mode of conduct or way of life (Nzuve, 1999). Nzuve further emphasises that the values are important to the study of organisational behaviour because they lay a foundation for the understanding of attitudes and motivation and also influence our perceptions. What the person learns about his physical and social environment is represented in his or her beliefs, values and attitudes. According to Dierkes (2001), people search for information while perceiving objects in ways that tend to conform to their prior beliefs and values. He suggests that human behaviour is affected by many factors, of which one of them is values. Values carry an individual's ideas as to what is right, good or desirable. They are goals that people have, not because they lead to further, desirable consequences, but because they are good in themselves (Sabini, 1995).

Meyer and Scott (1983) suggest that schools succeed and fail according to their conformity to institutional values rather than by their effectiveness of their technical performance. According to Shertzer and Stone (1980), differences in basic value orientations held by school counsellors and their headteachers can deter effectiveness of the guidance and counselling programmes. For example if the headteacher strongly values the guidance and counselling programme, he or she will not only timetable for it but will ensure that no interference comes into play with the programme. It is therefore imperative that both parties strive to uphold similar value orientations for accurate role perceptions. This study hopes to get an overview of value orientations in the delivery of guidance and counselling services in primary schools (objective two).

### 4.3.3 Characteristics of the Situation

The most persistent context of the individual's experience is culture (Proshausky & Seidenberg, 1965; Wetherell, 1996). According to Proshausky and Seidenberg, culture plays an important role in sensitising its members to given sets of events which have particular meanings for them. Wetherell describes organisational culture as being made up of values, beliefs, assumptions, perceptions, behaviour norms, artifacts, and patterns of behaviour. He emphasises that culture affects behaviour of a person enacting a role. Norris (2004) asserts that school culture can loosely be defined as the collective sets of shared beliefs that underlie the operation of the school. McEwan (2005) has a similar definition. She defines culture as consisting of the norms and expectations for how things are done and how people act in an organisation. Cherrington (1989) defines culture as the set of key values, beliefs and understandings that are shared by members of an organisation. According to him, culture enhances the stability of an organisation and helps members to accurately interpret organisational activities and events. The implication here is that culture affects cognition and perception of events by members in an organisation.

Our perceptions are influenced by the organisational culture or the shared beliefs among members of the organisation about how things are done and what is important (Kelvin, 1970; Cherrington, 1989; Jones et al, 2000). Culture, according to Jones et al defines how people in organisations should behave in a given set of circumstances. Certain forms of actions are legitimised while others are proscribed. Cherrington suggests that organisations which have a high degree of legitimacy are more likely to have a high degree of effectiveness. Beach and Reinhartz (2006) add that an effective educational organisation has members who act in ways that reflect shared values and clearly defined goals and who periodically evaluate their behaviour against the organisation's mission and goals. (1970) on the other hand contends that the nature of the organisation may affect the role perception and consequently the behavior of the individual. Cherrington emphasised that in a culture where there is a cooperative climate as opposed to a competitive one, group members display greater openness and trust, and the comments and behavior of others are perceived as friendly and helpful. In addition, a commitment to integrity and the pursuit of excellence are critical cultural variables that influence perception. If the members know that their performance is expected to be of high quality, they will

perceive things differently than if they think that the organisation accepts mediocre performance. An important factor that is to be examined in this study is how headteachers and teacher counsellors perceive their performance in their important roles of guidance and counselling.

Another aspect of organisational attributes is the organisational structure. Organisational structure shows how an organisation deals with the forces within its environment (Nzuve, 1999). An organisation structure determines whether the management will achieve its goals effectively and efficiently (Okumbe, 1998). Each position within the overall structure of a group or organisation is associated with a common body of beliefs and expectations shared by all members of the organisation (MacDavid & Harari, 1974). The organisational structure should be such that it assists its members to perceive their roles accurately through effective facilitation, evaluation, appraisal, feedback and motivation. This study aims to establish whether the organisation structures established in public primary schools support the roles of guidance and counselling, and whether they facilitate accurate perceptions, as perceived by the respondents. This will be done by assessing whether there exist any qualitatively different ways in which the respondents view and experience their roles in guidance and counselling of pupils (objective two).

The climate of an organisation also influences the behavior of the participants (Owens, 1981; Cherrington, 1989; Bell, 1992). Cherrington has defined organisation climate as the “personality of the organisation”. According to him, climate describes the set of characteristics or attributes that makes a distinction between one organisation and another. Owens suggests that the climate of an organisation influences behaviour through the norms or social standards that the social system enforces. He records that workers are more satisfied and perform better in some organisational climates than others. Hence he urges management to ensure that the organisational climates in their societies are supportive to their workers to increase job satisfaction and performance. If the notion that climate affects behavior or performance is true; then the suggestion that role perceptions are influenced by the organisation’s climate is also true. In a school situation, the headteacher and the school management should strive to create a climate conducive for successful performance of roles and eventual realisation of the goals. The performance of roles by the headteacher and the teacher counsellor in guidance and counselling will be influenced by the school climate hence the emphasis that it needs to be just right.

#### **4.4 Summary of Literature Review**

This chapter concludes the section two of the review of related literature. It has covered the concept of role perceptions under the subheadings of concept of role; concept of role perception; and factors influencing perception. To conclude this section of the literature review, the key ideas will be brought together with a conceptual framework. In the next section of empirical investigation, two chapters will be covered. Chapter five will articulate the research methodology used in the study; while chapter six will cover the research design.

#### **4.5 Conceptual Framework of the Study**

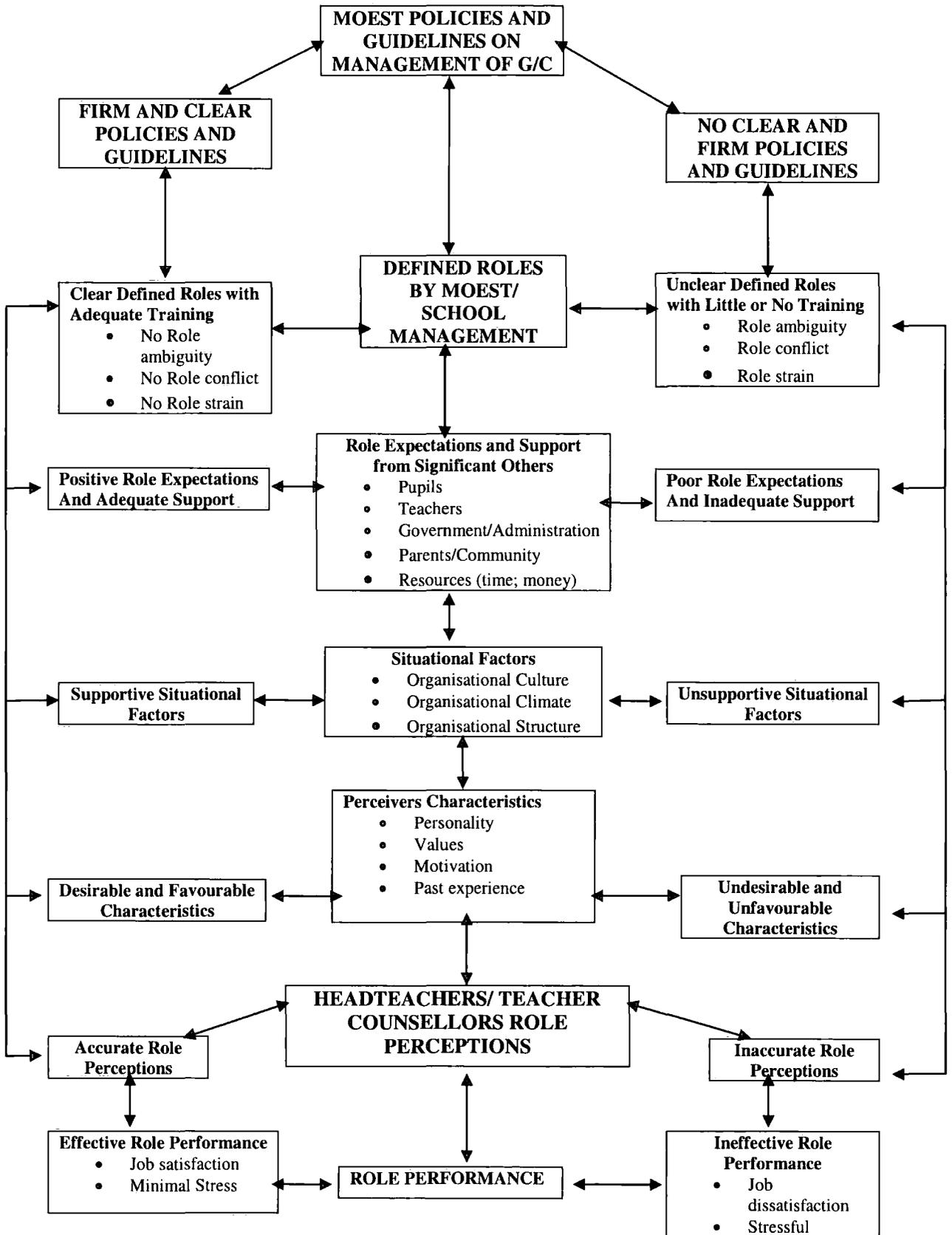
The researcher considers clear definitions of roles based on the Ministry of Education Science and Technology (MOEST)'s firm and clear policies and guidelines concerning the management of guidance and counselling as the underlying factor in role perceptions. The roles of the headteacher and the teacher counsellor are defined at the policy level by the MOEST as indicated in figure 3 p.79. At the school level, the school management is expected to execute the policy through facilitation and dissemination of the necessary information. The headteacher, though a role player, is expected to facilitate the role of the teacher counsellor including adequate training with the support of the Government. On the hand, the Government should facilitate the headteacher's training in guidance and counselling. If the roles are clearly defined, this sets the foundations of accurate perceptions [left side (positive side) of the conceptual framework]. If on the other hand they are not clear but ambiguous, this is likely to cause role strain or role conflict, and thus become a fertile ground for inaccurate role perceptions [right side (negative side) of the conceptual framework].

Role support is imperative for perceptions of roles and successful performance in these roles. The perceptions of the significant others concerning the guidance and counselling role can affect the counsellors role enactment either positively or negatively. In the unconstructive sense, they produce conflicts (Shertzer & Stone, 1980). Conflicts occur when the counsellor believes in a way that is inconsistent with what is expected by others; that is their role expectations. According to Krech, Crutchfield & Ballachy (1962), the expectations of others influence the way a person perceives, thinks, feels, strives and act. The actual role

performance, according to Houghton, McHugh and Morgan, (1975) is a fusion of role expectations from significant others, the individual's role perception and the characteristics of his or her personality (sex, age, intelligence etc), the values upheld, the motivational state and the past experience. The motivational state will however be influenced by the kind of role support the role incumbent gets from the significant others. The people considered significant in the counsellor's role are the teachers, the pupils, the parents including the community, the Government and the administration. The support of the Government and the administration with necessary resources including time and money is also considered significant for the role incumbent. The concept of administration as the significant others consists of the school administration, and in addition; the local and provincial administration whose support is indispensable in school management. Perceptions of an individual are also influenced by the characteristics of the situation in which perception is taking place. The situational factors considered in the study are the organisational culture, organisational climate and the organisational structure.

When the conditions are just right as with clear role descriptions by the education authorities, accurate role perceptions occur leading to effective performance. Other conditions that are conducive to role perceptions and role effectiveness are; when there is congruence between the role expectations of significant others and the perceiver's accurate role perceptions boosted by the desired qualities in the perceiver and the necessary situational factors and support from significant others. These concepts are as articulated on the positive side of the conceptual framework in figure 3 below. On the other hand unclear role descriptions, lack of support from significant others including poor role expectations and lack of supportive factors, will all contribute to poor role perceptions leading to poor performance. In addition, undesirable and unfavourable characteristics of the perceiver will negatively affect his or her role perceptions leading to poor performance (negative side of the conceptual framework, p. 79).

**FIGURE 3: CONCEPTUAL FRAMEWORK OF THE STUDY**



## SECTION THREE: PROCESS OF EMPIRICAL INQUIRY

### CHAPTER FIVE

#### **5.0 RESEARCH METHODOLOGY**

##### **5.1 Introduction**

This section of empirical inquiry seeks to answer the two research questions as described in chapter one. These are: “What are the role perceptions of headteachers and teacher counsellors in guidance and counselling of pupils in public primary schools in Embu District, Kenya?” and “How do the headteachers and teacher counsellors view and experience their roles in guidance and counselling of pupils in public primary schools in Embu District?” The section is divided into two chapters; research methodology (chapter five) and research design (chapter six). Data analysis, both quantitative and qualitative will be covered in the next section of chapters seven and eight respectively.

The research methodology for this study is discussed under the following subtopics: research methods; research design for the study; target population; sample and sampling procedure; research instruments; the pilot study; results of the pilot study; reliability of the research instruments; data collection procedures; and data analysis techniques. The aim of methodology is to assist people to understand, in the broadest possible terms, the process of scientific inquiry (Cohen et al, 2004): that is describing and analysing research methods, throwing light on their limitations and resources, clarifying their presuppositions and consequences (Kaplan,1973). The methods of data collection that a researcher uses depend on the availability of resources, the nature of the population under study and the topic area (Williams, 2003).

Social science research, unlike natural science disciplines investigates the activities, beliefs, values and situations of other human beings (Williams, 2003). According to Williams, many of the things social researchers investigate are subject to human redefinition or opinion. That is, they are socially construed and subject to redefinition. For example what may count as good performance in an organisation now is not the same as the past or even the future. The definition of performance also varies from one organisation to another. Methods in social science research are ways of proceeding in the gathering and collection of data. A research method is simply a technique for collecting data (Bryman, 2004). According to Bryman, methods consist

either of listening to subjects, observing what people do and say or collecting and examining documents which human beings construct. Cohen et al (2004) define methods as a range of approaches used as a basis for inference and interpretation, for explanation and prediction. Cohen et al suggest that traditionally the word methods refers to those techniques associated with the positivistic model- eliciting responses to predetermined questions, recording measurements, the describing of phenomena and performing of experiments. Positivism, according to Bryman, is an epistemological position that advocates the application of the methods of natural sciences to the study of social reality and beyond.

Different methods of social science research can be classified into two broad strategies: qualitative and quantitative strategies (Gay & Airasian, 2003; Bryman, 2004). According to Gay and Airasian, underlying quantitative research methods is the belief or assumption that the world is a relatively stable, uniform and coherent world that we can measure, understand and generalise about. In this context, quantitative research methods are based on the collection and analysis of numerical data, usually obtained from questionnaires, tests, checklists, and other formal paper-and-pencil instruments. Quantitative research is also described as a strategy that emphasises quantification in the collection and analysis of data. By contrast, qualitative research strategy usually emphasises words rather than quantification in the collection and analysis of data (Bryman, 2004). Other qualities of quantitative research include: some statements of both the hypotheses to be examined and the research procedures to be carried out in the study; control of contextual factors that might interfere with the data collected is maintained; use of large samples of participants to allow for statistically meaningful data and; quantitative researchers generally, have little personal interaction with the participants studied since most data are gathered using paper-and-pencil or similar non-interactive instruments.

Qualitative research methods on the other hand are based on different beliefs and purposes from quantitative research methods. For example, the view of a stable, uniform and coherent world is not acceptable by qualitative researchers (Gay & Airasian, 2003). Gay and Airasian argue that all meaning is situated in a particular perspective or contexts and since different people and groups have different perspectives and contexts, there are many different meanings in the world. In line with this school of thought, none of the different meaning of the world is more valid or true than another. Sources of qualitative data are interviews, observations, phone

call, personal and official documents, photographs, recordings, drawings, e-mail messages and responses and informal conversations (Tuckman, 1999; Burns, 2000; Gay & Airasian, 2003; Bryman, 2004). The most commonly used qualitative methods are interviews and observations. Gay and Airasian emphasise that, because the researcher is the primary source of data in qualitative research, his/her ability to integrate data and analyse it is key. Other characteristics of qualitative research that generate differences with quantitative research are: context is not controlled or manipulated by the researcher as in most quantitative research studies; the number of participants is relatively small mainly because of time-intensive data collection methods such as interviews and observations; qualitative researchers analyse data interpretively by synthesising, categorising and organising data into patterns of description or narrative synthesis.

A relatively new qualitative research approach used when exploring conceptions of phenomenon is phenomenography (Jones & Asensio, 2001; Akerlind, November, 2002). According to Akerlind, phenomenography as a research approach emerged from a strongly empirical rather than theoretical or philosophical basis. The word “phenomenography” has Greek etymological roots. It is derived from the Greek words “phainomenon” (appearance) and “graphein” (description) rendering phenomenography to be a “description of appearance” (Hasselgren & Beach, 1997). It was developed in the mid-70s by Ference Marton and others as a way of generating a picture of the differences between people’s conceptions of some aspect of the world (Newton et al, 1998). According to Marton (1981), it is complementary to other kinds of research. This research method is discussed later in this chapter.

Depending on the type of research, a researcher may find one approach more appropriate than the other. Both approaches can however borrow from one another or be used together (Gay & Airasian, 2003; Bryman, 2004). For example the administration of a questionnaire (quantitative) may be followed up by a small number of detailed interviews (qualitative), to obtain deeper explanations for the numerical data. Bryman refers to the use of one approach as mono-method or mono-strategy research and the combined quantitative/ qualitative approach as multi-strategy research. Many writers have articulated the strengths and weaknesses associated with qualitative and quantitative methods. Use of a multi-strategy approach allows various strengths to be capitalised upon while somehow offsetting

the weaknesses (Bryman, 2004). Bryman suggests the following approaches for multi-strategy research:

### **Triangulation**

This is a multi-method approach in which findings are cross-checked by using more than one method of data collection in a study of social phenomena (Bell, 1999). It means that the results obtained using one research strategy are cross-checked against the results obtained using a method associated with the other strategy.

### **Qualitative research facilitates quantitative research**

Qualitative research can be used to guide quantitative research. The unstructured, open-ended approach to data collection in qualitative research is often used as a source of hypotheses or hunches that can be subsequently tested using quantitative research strategy. The in-depth knowledge of social contexts realised through qualitative research can be used to aid measurements in quantitative research.

### **Quantitative research facilitates qualitative research**

One of the ways in which quantitative research can prepare the ground for qualitative research is by assisting in identification of people to be interviewed. For example the results from a self-completion questionnaire can identify an underlying problem among some respondents. This group of respondents can then be interviewed. For instance the results from a self-completion questionnaire (quantitative) may identify a problem of bullying or some other criminal activity, among first year students in a university and through interviewing this problem can be explored further.

### **Filling in the gaps**

Sometimes a researcher cannot rely on either a quantitative or a qualitative method alone and it becomes necessary to reinforce the research findings with a

method drawn from the other research strategy. This multi-strategy approach is that of filling in the gaps in research.

### **Static and Dynamic Features**

As already stated, quantitative research tends to view the world as consisting of a static picture of social life. Qualitative research on the other hand views the social world as being dynamic. A multi-strategy approach such as combining ethnographic studies with questionnaire design captures both static and dynamic elements.

### **Researchers' and participants' perspectives**

Sometimes researchers are interested in gathering two kinds of data: qualitative data that will allow them access to the perspectives of their respondents; and quantitative data that will allow them to explore specific issues in which they are interested.

### **Dealing with the problem of generality**

Quantitative research has a tendency of treating the social world as static and one that can be generalised. The findings from a combined qualitative research are quantifiable and can assist in the generality of the phenomenon being investigated.

### **Qualitative research facilitating the interpretation of the relationship between variables**

Quantitative researchers are often faced with a problem of having to explain relationships between variables. One strategy that can be employed is to look for an intervening variable, which is influenced by the independent variable but which in turn has an effect on the dependent variable. An alternative approach is to explore the relationship further by carrying out a qualitative study.

## **Studying different aspects of a phenomenon e.g. macro and micro levels**

The macro aspects of a phenomenon being studied can be investigated using the quantitative approach such as a questionnaire, while a qualitative approach such as an interview would be best suited for a micro level of investigation. For example in a survey research, a questionnaire can be distributed to as many people as possible while an interview would concentrate on a smaller number.

### **5.2 Research Methods**

Research methods can involve a specific instrument, such as questionnaire or an interview schedule, or participant observation. Burns (2000) contends that survey data are usually obtained by means of a questionnaire, a series of pre-determined questions that can be either self-administered, administered by mail, or asked by interviews. Wallen & Fraenkel (2001) similarly believe that the main way of collecting information in a survey is through asking questions. The answers to these questions constitute the data of the study. According to Cohen et al (2004), data gathering techniques in surveys involves one or more of the following:

- i. Self-completion or postal questionnaires
- ii. Structured or semi-structured interviews
- iii. Standardised tests of attainment or performance and attitude scales

Bryman (2004) has similar thoughts and asserts that research methods can be and are associated with different kinds of research designs. According to him, data in survey research is predominantly collected using questionnaires and by structured interviews on more than one case and at single point in time. The use of questionnaires in research is based on an underlying assumption: that the respondent will be both willing and able to give truthful answers (Burns, 2000). Questionnaires and interviews are methods of collecting data about people by asking them, which is different from observing and sampling their behavior. Questionnaires and interviews help researchers to convert into data the information they receive directly from research subjects (Tuckman, 1999). According to Tuckman, these research techniques enable researchers to measure what someone knows (knowledge or information), what someone likes and dislikes (values and preferences), and what someone thinks (attitudes and beliefs).

The self-completion questionnaire and the structured interviews are very similar methods of social research (Tuckman, 1999; Burns, 2000; Bryman, 2004; Fraenkel & Wallen, 2006). The very obvious difference, according to Bryman, is the fact that with the self-completion questionnaire, there is no interviewer to ask the questions. Respondents read and answer each question themselves.

## **5.2.1 Construction of Schedules and Questionnaires**

A well-planned and carefully constructed research tool will increase the response rate (Burns, 2000). Not only does it increase response rate, but also greatly facilitates the summarisation and analysis of the data collected. Three kinds of items are generally employed to construct schedules and questionnaires. These are the closed items, open-ended items and scale items. The scale items can be of rank ordering or rating scales (Burns, 2000; Cohen et al, 2004). According to Burns, the scale is a set of verbal items to which the respondent responds by indicating degrees of agreement or disagreement. The individual's response is thus placed on a scale of fixed alternatives. The advantages and disadvantages of using each of the items are discussed below.

### **5.2.1.1 The Advantages and Disadvantages of Using Closed Items**

The closed items usually permit the respondent to choose from a set of fixed alternatives (Burns, 2000; Bryman, 2004). The most frequently used is the dichotomous item which offers two alternatives only: for instance yes/no or agree/disagree. The researcher ensures that the alternatives offered are exhaustive. The advantages of using closed items are: they achieve greater uniformity of measurement and therefore greater reliability; they are easy for self-administration and interviewers and easy to process answers because they make the respondents answer in a manner fitting the response category; enhance the comparability of answers because they are easily coded and; reduce the possibility of variability in the recording of answers in the structured interviewing. Disadvantages of closed items include the following: there is a possibility of annoying respondents when none of the alternatives are suitable; there may be a variation among respondents in the interpretation of forced-choice answers; it is practically difficult to cater for all possible answers or to make the forced-choice answers exhaustible and; in

interviews, a large number of closed items make the respondent and interviewer less likely to engage with each other in a conversation necessary to establish a rapport.

### **5.2.1.2 Advantages and Disadvantages of Using Open-ended Items**

Open-ended items do not put any restriction on the respondents (Cohen et al, 2004). The latter can reply however they wish when asked a question. Open-ended items form the essential ingredient of unstructured interviews (Burns, 2000; Williams, 2003). The advantages of open-ended items are: in interviews, respondents' answers can be probed for more depth; respondents are free to answer in their own terms; they allow unusual responses to be derived; they encourage cooperation and help to establish rapport; they allow the interviewer to make a truer assessment of what the respondent really believes and; they are useful in generating fixed-choice format answers. Open-ended items do have some disadvantages, some of which are: they have to be coded, which is time consuming; they are time consuming for interviewers to administer because interviewees are likely to talk for longer than is usually the case with comparable closed questions and; they require greater efforts from respondents.

### **5.2.1.3 Advantages and Disadvantages of Using Scale Items**

The most common rating scales are the attitude scales (Gay & Airasian, 2003; Fraenkel & Wallen, 2006). Fraenkel & Wallen emphasise that the basic assumption that underlies all attitude scales is that it is possible to discover attitudes by asking individuals to respond a series of statements of preference. According to Gay and Airasian, attitude scales determine what an individual believes, perceives, or feels about self, others, activities, institutions, or situations. The five basic types of attitude scales described by Gay and Airasian are the Likert scales, semantic differential scales, rating scales, Thurstone scales and Guttman scales. The first three, according to them are commonly used. Of course among the three, Likert scale is most widely used (Opie, 2004; Fraenkel & Wallen, 2006). The advantages of scale items (Burns, 2000; Gay & Airasian, 2003; Cohen et al, 2004) include: they provide more opportunity than dichotomous questions rendering data more sensitive and responsive to respondents making rating scales particularly useful for tapping attitudes, perceptions and opinions of respondents; they combine the opportunity for

a flexible response with the ability to determine frequencies, correlations and other forms of quantitative analysis; they allow the researcher the freedom to fuse measurement with opinion, quality and quantity and; the empirical data obtained regarding subjects responses is easy to analyse. The limitations of scale items (Burns, 2000; Gay & Airasian, 2003; Cohen et al, 2004; Opie, 2004) include: the researcher can never be sure that the respondents are truthful in their expressions because they are self-report instruments, hence every effort should therefore be made to increase honesty of responses by giving appropriate directions to the respondents before completing the items; scores can be meaningful only to the degree that the respondents are honest and select choices that truly characterise them; the existence of a response set is common, that is the tendency of an individual to respond continually in a certain way; for example to always select “agree” or to choose those items that the respondent believes are socially acceptable to the researcher and; one cannot infer that the intensity of feeling in the Likert scale between “strongly agree” and “agree” somehow matches the intensity of feeling between “strongly disagree” and “disagree” because these are illegitimate inferences (Cohen et al, 2004) . Allowing the participant to respond anonymously may overcome the problem of response set.

The issue of how best to ask questions should be a matter of concern to every researcher when constructing an instrument (Bryman, 2004). Different methods of data collection each offer both opportunities and constraints (Williams, 2003). The advantages and disadvantages of using interviews, self-completion questionnaires and observation schedules are hereby discussed.

### **5.2.2 Self-Completion Questionnaire**

The questionnaire is the most widely used procedure for obtaining information (Opie, 2004). Opie emphasises that the reason for its widespread use is the fact that it is a relatively more reliable and valid method in research procedures. As a method of data collection, the questionnaire is a very flexible tool, but it must be used carefully in order to fulfil the requirements of a particular piece of research (Walliman, 2001). The self-completion questionnaire can be administered in different forms. The most common is the postal or mail questionnaire (Bryman, 2004). In this format, the questionnaire is sent through the post to the respondents.

The latter is usually asked to return the completed questionnaire by post. The other form of a self-completion questionnaire is the use of diaries.

### **5.2.2.1 Advantages and Disadvantages of Using Self-Completion Questionnaire over Structured Interviews**

There are a number of advantages in using a self-completion questionnaire as a tool for data collection (Burns, 2000; Walliman, 2001; Williams, 2003; Bryman, 2004; Opie, 2004). These are: it is a relatively economic method, in terms of cost and time of soliciting data from a large number of people; it allows data to be collected from respondents without actually talking to everyone of them and from a large number of them; errors resulting from the recording of responses are reduced; the responses are more immediately quantifiable; it can guarantee confidentiality and this is likely to elicit more truthful responses than would be obtained when an interviewer is present; a standard format of questions minimises the effect of the way a question is asked on the respondent and on his or her response; the respondent is free to answer in their own time and at their own pace and; fear and embarrassment, which may result from direct contact are minimised.

The disadvantages of using questionnaire (Burns, 2000; Walliman, 2001; Cohen et al, 2004; Bryman, 2004; Opie, 2004) are: the respondents can not be assisted if they are having difficulty answering questions especially if they are ambiguous or vague and are likely to misinterpret the questions; there is no opportunity to probe respondents to elaborate answers when they are ambiguous, incomplete or inaccurate; there is never a guarantee that people have told the truth because of the nature of the anonymity; not appropriate to respondents whose literacy is limited; there is a risk of missing data because there is no prompting or supervision; there is no control over the order in which questions are answered, and the passing on of questionnaires to others; the design of the questionnaire may limit the respondents from providing free expressions of opinions and on the other hand, data from open-ended instruments may be difficult to merge for analysis and; self-completion questionnaires especially the postal questionnaires have a lower response rate compared to interviews.

### **5.2.3 Interviews**

An interview is an important qualitative data collection approach (Gay & Airasion, 2003). Interviews permit researchers to obtain important data that may not be obtained from other instruments such as an observation. Although interviewing is suitable for quantitative data, it is particularly useful when qualitative data is required (Walliman, 2001). There are two main methods of conducting interviews; face-to-face and telephone (Burns, 2000). Each of the method has advantages and disadvantages over the other (Morton-Williams, 1993; Walliman, 2001; Williams, 2003; Bryman, 2004).

#### **5.2.3.1 Advantages of Face-to-face over Telephone Interviews**

Advantages of using face-to-face interviews include: interviews can be carried out in a variety of situations and can also be used for a wide range of respondents; the interviewer is able to detect if a question has not been properly understood, to reassure and encourage the respondents to give full answers and; non-verbal communication such as nods, smiles etc., aids in promoting complete responses.

#### **5.2.3.2 Advantages of Telephone over Face-to-Face Interviews**

Advantages of telephone over face-to-face interviews include: telephone interviews are relatively cheaper because interviewers do not have to travel between respondents and avoid the problems associated with contacting people personally; surveys can be carried out more quickly than face-to-face especially if the questionnaire is short; the telephone interview is easier to supervise when there are several interviewers involved because the interviewer's way of asking questions can easily be assessed; the possibility of respondent's replies being affected by the characteristics of the interviewer or indeed by his or her mere presence is minimised; many groups, particularly of busy people can be reached at times more convenient to them than if a visit were to be made; it enables researchers to select a sample of more dispersed population than if they had to travel to do face-to-face interviews and; it can be used to collect sensitive data because respondents may feel freer to talk about some awkward, embarrassing or difficult matter than in a face-to-face situation.

### **5.2.3.3 Disadvantages of Telephone over Face-to-Face Interviews**

Disadvantages of telephone over face-to-face interviews include: people who cannot be reached by telephone cannot participate in a study; respondents with hearing impairments are likely to find telephone interviewing difficult for them than face-to-face interviewing; visual aids cannot be used to explain questions, and important visual clues between interviewer and interviewee e.g. eye contact, smiling, puzzled looks are absent (an exception to this is Computer Assisted Telephone Interviewing (CATI) where respondent's answers are entered directly into the computer and according to the responses, the software can 'choose' an appropriate next question (Williams, 2003)); the length of a telephone interview is quite limited because both the interviewer and interviewee are likely to be conscious of spending too much time on the telephone; non-response rate tends to 5-10 % higher on telephone surveys than with equivalent face-to-face surveys (Morton-Williams, 1993); there is some evidence to suggest that the quality of data derived from the telephone interviews is inferior to that of comparable face-to-face interviews (Bryman, 2004); respondents may withhold important information or tell lies, as the non-verbal behaviour that frequently accompanies this is not witnessed by the interviewer and; responses are difficult to write down or record during interviews.

### **5.2.3.4 Advantages of Interviews over Self-completion Questionnaires**

Interview schedules have several advantages over the self-completion questionnaires (Borg et al, 1996; Burns, 2000, Bryman, 2004; Fraenkel & Wallen, 2006), some of which have been mentioned already. These are: interview schedules are flexible because questions can be repeated or their meanings explained; have higher response rates because people are more willing to talk and react verbally than to write; face-to-face interactions assist in the establishment of rapport and motivation among respondents; probing and prompting can be used to elicit more complex responses; observation of non-verbal cues and environment can aid in data collection; the sequence of answering questions is controlled by the interviewer and; are useful in obtaining responses from people who would find a written response impossible, such as young children, the elderly, illiterate and some disabled groups.

### **5.2.3.5 Disadvantages of Interviews over Self-completion Questionnaires**

Disadvantages of using interviews include the following: they are more expensive and time consuming than self-completion questionnaires; only a limited number of respondents can be interviewed due to time and financial constraints; it is usually difficult to standardise the interview situation so that the interviewer does not influence the respondent to answer questions; interviews cannot provide anonymity for the respondents and; finding skilled and trained interviewers with appropriate interpersonal skills may be difficult.

### **5.2.3.6 Construction of Interview Schedules**

Interview schedules can either be structured, semi-structured or unstructured (Opie, 2004). The strengths and weaknesses of each type are discussed below.

### **5.2.3.7 Strengths and Weaknesses of Structured Interview**

A structured interview (sometimes called a standardised interview (Bryman, 2004)) is similar to a questionnaire in both form and use (Opie, 2004; Fraenkel & Wallen, 2006). All interviewees are given exactly the same context of questioning. The strengths of a structured interview (Cohen et al, 2004; Opie, 2004) are: respondents answer the same question thus increasing comparability of responses; data are complete for each respondent on the topics addressed in the interview; it reduces interviewer effects and bias when several interviewers are used and; data analysis is simple. On the other hand, the weaknesses of structured interviews are: they are less flexible because they are guided by the researcher's predetermined agenda; they are controlled by the researcher and respondents must fit their experiences and feelings into researcher's categories and; standardised wording of questions may constrain and limit naturalness and relevance.

### **5.2.3.8 Strengths and Weaknesses of Semi-structured Interview**

Semi-structured interviews are more flexible version of structured interview (Opie, 2004). Strengths of this structure include: it is less controlled by interviewer than structured interview; it is more flexible because it allows for deviation from a predetermined text and to change the wording of questions or the order in which they

are asked but still maintains the overall shape and prevents aimless rambling and; it is not completely predetermined. The weaknesses associated with semi-structured interview are: it has a mixed framework for analysis making it less easy to analyse and; the researcher bias is likely to creep in with the recording of the responses because the relationship between the questions asked and the conclusions drawn are no longer straight forward.

### **5.2.3.9 Strengths and Weaknesses of Unstructured Interview**

This kind of structure follows the respondent's flow of ideas (Bryman, 2004; Opie, 2004). The strengths of unstructured interview schedule include: it is very flexible; control is more evenly distributed between researcher and respondent and; it may bring up some unexpected findings. On the other hand, the weaknesses include: direction of interviews is unpredictable and; different information is collected from different respondents with different questions making data from these schedules likely to be more difficult to analyse.

### **5.2.3.10 Recording of Interview Data**

Complete and accurate answers from an interview schedule should be recorded (Burns, 2000; Bryman, 2004; Cohen et al, 2004). Respondents' exact words should be written down as accurately as possible while they are responding. Recording can be facilitated by abbreviating words and sentences, or by using an audio tape recorder (Burns, 2000). Taping has the obvious advantage of recording the interviewee's responses verbatim. Burns emphasise that there is also an advantage in the fact that the interviewer does not concentrate on note-making and this frees the respondent to participate in dialogue. Many writers however warn that use of tape recorder may make many people uncomfortable about having their answers taped (Morton-Williams, 1993; Walliman, 2001; Williams, 2003; Bryman, 2004). When this happens, the respondents become very cautious of what to say and this is likely to affect the mode of responding. When a tape recorder is used in an interview, ethics demand that permission be sought from the respondent before the exercise begins (Burns, 2000; Gay & Airasion, 2003).

## **5.2.4 Observations**

In an observational study, the phenomenon under investigation is determined not by asking but observation. Observation is a method of recording conditions, events and activities through the non-inquisitorial involvement of the researcher (Walliman, 2001; Gay & Airasion, 2003; Cohen et al, 2004). According to Gay & Airasion, the method of observation can be used to record both quantitative and qualitative data. Observation can also be used for recording the nature or conditions of objects. This type of observation is often referred to as survey and can range from a preliminary visual survey to a detailed survey using a range of instruments for measurement (Walliman, 2001). Observation can take many forms depending on the involvement of the researcher. The observer can either be a participant or a non-participant.

A participant observer engages fully in the activities being studied but is known to the participants as a researcher. This type of observation is usually associated with qualitative research (Gay & Airasion, 2003). On the other hand, the non-participant or external observer watches but does not participate in the activities of the group being studied. This, according to Gay and Airasion is associated with quantitative research. Non-participant observation involves merely watching what is happening and recording events on the spot (Burns, 2000).

### **5.2.4.1 Advantages of Participant Observation**

The advantages of participant observation include the following (Burns, 2000; Walliman, 2001; Gay & Airasion, 2003; Cohen et al, 2004; Opie, 2004): the researcher can gain insights and develop relationships with participants and; being a 'resident' in the field provides information about participants and environment that has both breadth and depth.

### **5.2.4.2 Disadvantages of Participant Observation**

Disadvantages of participant observation include: the researcher may lose objectivity and become emotionally involved with participants; the researcher is likely to have difficulty in participating and taking detailed field notes simultaneously; the respondents, consciously or unconsciously may change the way they behave when being observed and; it can be time consuming.

### **5.2.4.3 Advantages and Disadvantages of Non-participant Observation**

The strengths associated with non-participant observation (Burns, 2000; Silverman, 2001; Gay & Airasion, 2003) are: the research is more objective and less likely to become emotionally involved with the participants and; recording of information by the researcher is much easier than when he or she is participating. On the other hand, one major disadvantage is the fact that information such as participants' opinions, attitudes, and emotional status are more difficult to obtain.

### **5.3 Phenomenography Research Approach**

Phenomenography is the empirical study of the differing ways in which people experience, perceive, apprehend, understand, and conceptualise various phenomenon in and aspects of the world around us (Marton, 1981). The study was developed by Ference Marton and his group in Sweden in the 1970s as a way of generating a picture of the differences between people's conceptions of some aspect of the world (Sandberg, 1997; Newton et al, 1998). These differing experiences, understandings, and so forth, are characterised in terms of "categories of description" logically related to each other, and forming hierarchies in relation to given criteria. Such an ordered set of categories of description is called the "outcome space" of the phenomenon concept in question (Marton, 1981; Hales & Watkins, July, 2004). This outcome space is also regarded as "space of variation" (Akerland, 2002). This, according to Akerland, is so because ideally, it represents the full range of possible ways of experiencing the phenomenon in question, at some particular point in time, for the population represented by a sample.

The aim of phenomenography according to Marton is not to classify people, nor is it to compare groups, to explain, to predict, nor to make fair or unfair judgments of people. It aims to produce categories of responses which reflect the characteristics and range of the conceptions. Conceptions of reality are considered rather as categories of description to be used in facilitating the grasp of concrete cases of human functioning (Marton, 1981; Limberg et al, 1999). In phenomenography, the individual's world and not the individual him/herself is "thematized" and described within different disciplines such as psychology, sociology and educational research. The principle underlying all phenomenographic investigations is that whatever phenomenon or situation people encounter, it is

possible to identify number of qualitatively different and logically interrelated ways in which the phenomenon or situation is experienced or understood (Keeves, (1997). The goal of phenomenographic research is to provide as rich, comprehensive and substantial descriptions as possible of the ways in which people experience a phenomenon. This study aims to identify qualitative different ways in which the headteachers and teacher counsellors view and experience their roles in guidance and counselling of pupils.

As a research tool, phenomenography lies within a wider repertoire of tools used in qualitative analysis with a specific focus on the understanding of the nature of the individual perceptions of subjects when faced with common experience (Alsop & Tompsett, 2004, September). The object of phenomenography is to explore people's different ways of experiencing or understanding or thinking about phenomenon in the world (Limberg et al, 1999; Marton & Fai, 1999, August). According to Limberg, the researcher's object in the phenomenography research is a second order perspective. This means that it is a study of how an individual conceives his or her world. To explore the second order perspective, the researcher uses interviews, where the aim is to receive a variation of qualitative different ways to conceptualise a phenomenon. In this context, phenomenography is therefore complementary to other kinds of research (Marton, 1981).

### **5.3.1 Research Methods in Phenomenography Approach**

The dominant method for collecting data has been the individual interview (Keeves, 1997). Keeves argues that how something is expressed can of course be expressed in many different ways, including how people act. In this perspective, there are some phenomenographic studies that have used group interviews, observations, drawings, written responses, and historical documents (Marton, 1986). In spite of the variety of methods of collecting data, the preferred method is the individual interview (Keeves, 1997). The reason for this is the fact that the object of research is 'conception' especially about the structure of awareness.

### **5.3.2 Conducting Phenomenographic Research**

Conducting a phenomenographic study starts with interviews that aim to elicit individuals' referential descriptions of the phenomenon and then probes these

descriptions for the structural aspects of experience (Hales & Watkins, July, 2004). Phenomenographic interviews are typically tape recorded and transcribed verbatim, making the transcripts the focus of the study (Keeves, 1997; Akerland, November, 2002; Hales & Watkins, July, 2004). Phenomenographic analysis is often described as a process of 'discovery' (Hasselgren & Beach, 1997). This is due to the fact that the set of categories of meaning that result from the analysis or the so called outcome space cannot be known in advance but must surface from the data in relationship with the researcher. According to Hasselgren and Beach, the analytical process of phenomenography is an active one, in which data constructions (categories) are formed by the researcher, inspected and used to explore the data in terms of their ability to explain its full range of variations. Marton and Booth (1997) describe three primary criteria for judging the quality of a phenomenographic outcome space. These are: each category in the outcome space should reveal something distinctive about a way of understanding the phenomenon; the categories should be logically related, typically as a hierarchy of inclusive relationships and; the outcomes should be parsimonious, i.e. that the critical variation in experience observed in the data be represented by as few categories as possible.

### **5.3.3 Arguments in Favour of Phenomenographic Approach**

Some of the arguments in favour of phenomenographic approach (Entwistle, 1997; Marton & Fai, 1999; Orgill, 2002; Hales & Watkins, July, 2004) are: phenomenography is a distinct research specialisation which aims at describing qualitatively different ways in which people experience, understand, , and make senses of various kinds of phenomenon; the only way to begin to understand the ways in which people experience a given phenomenon is to ask each person to describe his or her experience and phenomenography provides for this and although phenomenography results may not represent "the truth", the researchers argue they are useful; unlike other theoretical research perspectives, phenomenography does not make any assumptions about the nature of reality but makes assumptions that the nature of conceptions is such that they are a product of an interaction between humans and their experiences; phenomenography recognises that knowledge is both qualitatively different and differentially distributed, and that change in meaning can be addressed at the point of learner's subjective awareness and; phenomenographic

research has potential educational benefits in higher educational settings because at this level of instruction, students are generally encouraged to develop conceptual understanding.

#### **5.3.4 Criticism of Phenomenographic Approach**

Phenomenography has been criticised in similar ways to that of other qualitative methodologies (Saljo, 1997; Webb, 1997; Orgill, 2002; Hales & Watkins, July, 2004). The other area of criticism, according to Hales and Watkins concerns how phenomenographic studies are conducted. Some of the criticisms are: the tendency to equate experiences with the account of those experiences has been criticized and to avoid this Saljo (1997) suggests that experiences can be referred to as “accounting practices”; at times there appears to be a discrepancy between what researchers observe of a participant’s experience with a particular phenomenon and how the participant describes his experience with the phenomenon; what is reported by the respondents as experiences may be socially and environmentally influenced i.e. the respondent might say what he or she thinks the interviewer wants to hear; researchers using phenomenography assume that they can be neutral while analysing data which may not be the case and for that reason Webb (1997) suggests that it is more reasonable to assume that researchers have had certain experiences and hold certain theoretical beliefs that will influence their data analysis and categorisation and; the reliability and repeatability of phenomenographic studies has been questioned by some researchers. Marton (1986) is a reference of criticism when he says that it is possible for two different researchers to describe different categories of description while working on same data individually. However, Marton emphasises that once the categories have been found, they must be described in such a way that all researchers can understand and use them.

#### **5.4 Design of the Research Instruments in the Study**

The study employed a multi-strategy research approach (Bryman, 2004). The research methods used provided both the quantitative and qualitative data. This was in the researcher’s interest to elicit both quantitative and qualitative data for analysis. Qualitative data were aimed at capturing the respondents’ perspectives of their experiences in guidance and counselling while the quantitative data allowed the

researcher to test the hypotheses derived in the study. In this perspective, the multi-strategy approach was necessary to fill in the gaps in research if either of the approach was used. The study used a self-completion questionnaire and a non-participant observation schedule as sources of quantitative data. Observation data was also used for triangulation purposes. Semi-structured interview schedules were used to collect qualitative data for phenomenographic analysis. The designs of these instruments are included as appendices D, E, F and G of this study. Following are the discussions of the designs of the instruments.

#### **5.4.1 Questionnaire Design**

The study used self-completion questionnaires which consisted of closed items, open-ended items, and scale items. The scale items are of Likert scale and were used to construct a role perception inventory. This inventory was however adapted from Wanjohi (1990) and Kariuki (1990) with modifications to suit the current study.

There are two types of questionnaires; one for the headteachers and the other for the teacher counsellors (Appendices D & E). These questionnaires are subdivided into three sections. Section one contains 15 and 12 items for the headteachers and teacher counsellors respectively, and mainly of closed type, aimed at gathering demographic information of respondents and school data. These data include the respondent's age, sex, and marital status, academic qualifications, teaching experience, training in guidance and counselling, experience in management, school size and geographical location.

Section two of the headteacher's questionnaire contains two parts, A and B. Part A contains 19 items that were aimed at assessing headteacher's perception of his/her role in guidance and counselling of pupils, while those items in part B aimed at assessing the headteacher's perception of the role of the teacher counsellor in guidance and counselling of pupils. Section two of the teacher counsellor's questionnaire contains items aimed at the respondent's perception of his or her role in guidance and counselling of pupils. Characteristics that are contained in the role perception inventory were scored from a five-point scale with a range of minimum perception of 1 on the negative extreme to a maximum perception of 5 on the positive extreme. In this section, headteachers and teacher counsellors were required

to indicate whether they Strongly Supported (5), Supported (4), had No Opinion (3), had No Support (2), or had Strongly No Support (1) that the described role was actually what they did in their practice of guidance and counselling (or what they expected to do) or not. In addition, the headteachers were required to indicate their level of support of the prescribed role of the teacher counsellors. The final sections of the headteachers' and teacher counsellors' questionnaires were made up of six and seven open-ended questions, respectively that were aimed at probing further the given responses. They were also aimed at giving the respondents a chance to express their opinion about their respective role perceptions and their performance in guidance and counselling of pupils.

One of the main attractions of using closed questions (Bryman, 2004) in the questionnaires in this study was the fact that they are pre-coded making the processing of data for computer analysis fairly simple task. The empirical data obtained from the closed items combined with opinions in the role perception inventory made it possible for quantitative analysis. Content analysis of the free responses from the open-ended items facilitated their coding.

#### **5.4.2 Interview Design**

Semi-structured interview (Appendix F) was used in this study for both headteachers and teacher counsellors. The interview schedule consisted of items that explored three areas of perception, namely: role functions; role support; and role performance. The section on perceptions of role functions consisted of five items among them two that were partly closed. The semi-closed items facilitated easy coding and comparability. The rest of the items were open-ended. Sections two, on perceptions of role support consisted of six open-ended items. On the other hand, section three consisted of two open-ended and one closed items, on perceptions of role performance. The open-ended items allowed for probing for greater depth and also for the derivation of unusual or unexpected responses. The schedule was used to gather data for phenomenographic analysis. The reasons for the preference for phenomenographic approach are discussed in the next chapter. Semi-structured interview schedule was preferred in order to allow for discussions, negotiations and expansion of responses through probing and prompting, while maintaining the

overall shape of the interview. All interviews were tape recorded with the respondents' consent.

### **5.4.3 Observation Design**

The study also used a non-participant observation (Appendix G) as a method of data collection. Non-participant observations were used as a survey to record the nature of the existing conditions of resources and facilities for guidance and counselling in schools. Included in the observation schedules was an observation for the nature of interaction between the teacher counsellors and counsellees within the counselling processes.

The schedule of observations was divided into four sections; A, B, C, & D. Section A dwelt on environment i.e. facilities and materials, and had four items (items 1, 2, 3, & 4 in the observation schedule) that were used to observe the condition of office, the office furniture, reference materials and the available guidance and counselling materials respectively, in each of the schools. Section B had two observation items on the gender compositions of counsellors and counsellees.

Section C on the other hand consisted of three observation items (items 7, 8 & 9) on management process. Item 7 was on the frequency of visits per day by the stakeholders with interests in the operation of the guidance and counselling department, while item 8 was used to observe the condition and availability of clients' file/records including background information. Item 9 on the other hand, concerned the timetables for guidance and counselling. The final section D consisted of three items (items 10, 11 and 12) that were used to make observations on the counselling process. Item 10 was used to observe the counselling process; and item 11 the physical (facial) appearance of the client. Item 12 on the other hand was used to make observations on the counselling atmosphere.

## **5.5 Summary of Chapter Five**

This chapter has discussed the research methodology used incorporating both qualitative and quantitative research approaches. The advantages of combining both approaches have been discussed. Limitations and strengths of the questionnaire, the interview and observation schedules have also been discussed. This chapter has also



covered the construction of schedules and questionnaires including the advantages and disadvantages of different items used. Phenomenography research approach and how it is conducted has also been discussed in this chapter. The research methods used with this approach have been articulated. Some arguments in favor of and against use of phenomenographic approach have also been discussed.

Research methods used in the study; and the reasons for preference, putting into consideration the various limitations have been discussed. These are the questionnaire, the interview and observation schedules. The interview schedules were used to collect phenomenographic data. The next chapter articulates the research design used in this study. This includes the research approaches; target population; and sampling procedures. The results of the pilot study and the techniques of data collection and analysis are also presented in the chapter.

## CHAPTER SIX

### 6.0 RESEARCH DESIGN

#### 6.1 Introduction

The study used descriptive survey design which incorporated phenomenography as a research strategy. According to Best (1981);

“A descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions”

[Best, 1981, p 93]

The survey is the most commonly used descriptive method in educational research and gathers data at a particular point in time (Morrison, 1993; Burns, 2000; Williams, 2003). It is typically used to scan a wide field of issues, populations or programmes in order to measure or describe any generalised features (Cohen et al, 2004; Fraenkel & Wallen, 2006). The aim of descriptive survey, according to Burns, and Fraenkel and Wallen is to estimate as precisely as possible the nature of the existing conditions, or the attributes of a population; through a representative sampling. According to Walliman (2001) a descriptive study attempts to examine situations in order to establish what can be predicted to happen again under the same circumstances. He asserts that it is important that the data so collected are organised and presented in a clear and systematic way, so that the analysis can result in valid and accurate conclusions. The descriptive survey design was preferred in this study because: the populations involved were high; it allowed for easy planning and execution; it enabled gathering of data on a variety of issues related to the concepts under study and; it allowed data to be collected at one point in time and relatively in as short a time as possible.

Phenomenography, as already described, is the empirical study of the differing ways in which people experience, perceive, apprehend, understand, and conceptualise various phenomenon in and aspects of the world around us (Marton, 1981). Literature depict the phenomenography research approach has been widely used in Europe unlike in other parts of the world. Indeed it is a completely new approach in Kenya, the location of this study. Its use in this study is desirable because it is expected to provide new insights and inputs in educational research in Kenya and the African continent.

While the quantitative methods used in the study (the questionnaire and the observation) aimed for comparisons among other investigations, phenomenography was aimed at determining qualitatively the various ways in which headteachers and teacher counsellors viewed and experienced their roles in guidance and counselling of pupils. Phenomenography data were derived through oral interviews. The interviews were conducted to elicit data on how the respondents viewed and experienced the role functions, role support and role performance in guidance and counselling of pupils. Perceptions of role functions, role support and role performance were considered as key factors that determine successful role enactment. In other words, phenomenography data were used to describe, analyse, and understand the various ways in which the headteachers and teacher counsellors viewed and experienced their roles in guidance and counselling of pupils hence identifying similarities, differences and patterns that existed.

Generally, the study sought to describe the existing situation of guidance and counselling services in primary schools by focusing on the role perceptions and experiences of both headteachers and teacher counsellors. Some variables that were thought to influence role perceptions were also investigated using quantitative analysis of data from questionnaires. These variables are age, sex, marital status, academic qualifications, training in guidance and counselling, and experience in management (in guidance and counselling for teacher counsellors). Other variables that were considered are the school category and geographical location.

## **6.2 Target Population**

The target population in this study consists of all headteachers and teacher counsellors (teachers who are in-charge of guidance and counselling) in public primary schools in Embu District, Kenya. According to the MOEST schools statistical data for Embu District (DEO's office, 2004), there are 140 public primary schools in Embu District including one special school for the severely mentally handicapped. There are 19 special units for the moderately and mildly mentally handicapped children. Each of the unit is attached to one of the 19 primary schools in the District. Four (4) units for physically handicapped children are each integrated in a normal primary school. The public primary schools in the District are either

categorised as day, boarding or mixed and are located in either rural, urban/rural fringe or urban geographical settings.

### **6.3 Sample and Sampling Procedures**

Cohen et al (2004) emphasise that a researcher using survey design should seek to gather large scale data from as representative a sample of the population as possible in order to say with a measure of statistical confidence that certain observed characteristics occur with a degree of regularity, or that certain features cluster together or that they correlate with each other, or that they change over time and location. The quality of research not only depends upon the appropriateness of methodology and instrumentation but also on suitability of the sampling strategy adopted (Morrison, 1993). Borg et al (1996) have similar thoughts. According to them, the method of selecting a sample is critical to the whole research process.

Sampling is done whenever data are gathered from only a fraction of the population of a group or a phenomenon under study (Brewerton & Millward, 2001; Walliman, 2001). Mostly survey researchers use samples to represent a population, although in a social science survey some consider the best kind of sample is not a sample at all, but a census (Williams, 2003), at least in theory. According to Fraenkel and Wallen (2006), the larger a random sample is the more likely it is to represent the population. Creswell (2005) advises that a researcher should select as large a sample as possible from the population to reduce sampling error. Williams contends that in a census, data are gathered from every member of a given population, as in National Censuses, although in practice this is rarely achieved. There are basically two types of sampling procedures: random (or probability) and non-random (or non-probability) sampling procedures (Walliman, 2001; Williams, 2003; Creswell, 2005). Sampling procedures that employ random sampling, according to Walliman are: simple random sampling, simple stratified sampling, proportional stratified sampling, cluster sampling and systematic sampling. Random sampling yields research data that can be generalised to a larger population within margins of statistical errors and is that which permits the researcher to apply inferential statistics (Borg & Gall, 1989).

In simple random sampling, each member of a population has an equal and independent chance of being selected (Borg & Gall, 1989; Walliman, 2001;

Williams, 2003; Creswell, 2005; Fraenkel & Wallen, 2006). According to Creswell and Walliman, simple random sampling is used when the population is uniform or has similar characteristics in all cases. Simple stratified sampling on the other hand is used when cases in the population fall into distinctly different categories (strata). Fraenkel and Wallen assert that simple stratified sampling is used when a researcher wishes to ensure that certain subgroups are present in the sample in the same proportion as they are in the population. Simple random sampling is then carried out from each stratum separately, to ensure that each is equally represented. Creswell (2005) emphasises that simple stratified sampling is used when the population under study reflects an imbalance on a characteristic of a sample. He further notes that stratification is also done when simple random sampling procedure would yield fewer participants in a specific category than one need for thorough statistical analysis. If the proportions of the different strata in a population are known, then each stratum is represented in the same proportions within the overall sample. This is proportional stratified sampling (Walliman, 2001).

In cluster sampling, the unit of sampling is not the individual but rather a naturally occurring group of individuals, sharing one or some characteristics (Borg & Gall, 1989). According to Borg and Gall, cluster sampling is used when it is more feasible or convenient to select groups of individuals than it is to select individuals from a defined population. Fraenkel and Wallen support this. The whole population is divided into groups or segments after which several of the segments are chosen at random. Cluster sampling is also known as area sampling (Walliman, 2001). Systematic sampling still uses random sampling and is used when the population is very large and of no known characteristics, for example the population of a town (Williams, 2003). The procedure involves the selection of units in a series according to a predetermined system (Walliman, 2001), for example the  $n$ th case on a list. Brewerton and Millward (2001) refer to this kind of process as selection of a suitable 'sampling fraction' by a researcher.

Sometimes random or probability sampling is either impossible, unnecessary or not cost effective (Brewerton & Millward, 2001). When this is the case, non-random sampling has to be done. Non-random sampling provides a weak basis for generalisation, according to Walliman (2001). Some of the non-random sampling procedures according to Walliman, are accidental sampling, quota sampling, theoretical sampling, purposive sampling, systematic matching sampling and

snowball techniques. Accidental or convenience sampling involves using what is immediately available, e.g. studying a department one happens to be in examining the practices in an institution. The results of such a study can only be applied to that sample because there are no ways of checking whether it is in any way representative of others of its kind, adds Walliman.

Quota sampling, according to Williams (2003) is popular with market research companies in surveys of known population and political opinion polling. It is comparatively rarely used in academic social research (Bryman, 2004). Quota sampling is an attempt to balance the sample by selecting responses from equal numbers of different respondents, for example, interviewing equal numbers from different political parties. The choice of respondents is a prerogative of the interviewer, subject to the requirements of all quotas being filled, usually within a certain time period (Brewerton & Millward, 2001). A good example of quota sampling is interviewing people who live in streets about homelessness. In purposive sampling, the researcher selects what he or she thinks is a 'typical' sample. The researcher intentionally selects the respondents in order to learn or understand a certain phenomenon (Creswell, 2005). Snowball sampling technique on the other hand involves contacting a small number of members of the target population, and thereafter get them to introduce the researcher to others, for example in a secret society like drug addicts (Walliman,2001).

As earlier mentioned, simple random sampling is feasible when the population is uniform or has similar characteristics in all cases. The target population in this study was found lacking in uniformity considering the characteristics or variables under investigation. Although Embu District can boast of representing a wide variety of characteristics in terms of socio-cultural and economic backgrounds, it is predominantly rural. While there were quite a good number of primary schools in the urban area, most of them were private and only a few were public. Hence most of the primary schools in the study were found to be rural rendering simple random sampling per se impractical. Because of the widespread poverty within the population, public boarding schools were not popular and were scarce. Simple stratified sampling was a suitable alternative because of the serious non-uniformity of the population and the distinctly different categories (strata) that were evident. The numbers in some of the strata were however very small and this influenced the

researcher to consider the entire target population in 139 public schools. Use of the entire target population was also expected to eliminate sampling error.

### **6.3.1 Sample and Sampling Procedures in the Study**

The study employed all the headteachers and the teacher counsellors in charge of guidance and counselling in all the 140 public primary schools in Embu District, except one; the Embu Special School for the mentally handicapped. The special school was omitted because of its uniqueness in terms of the special needs of the children. The teacher counsellors and the headteachers in public primary schools with special units that are affiliated or integrated were however captured in the study. The use of the total target population as a sample was desired in order to allow for meaningful quantitative analysis of data that captured all the characteristics under study, alongside the qualitative one. According to Good (1972) the number of cases in survey research must be sufficient to permit adequate statistical analysis. The researcher considered the total population of 139 cases in each group suitable for the study. All the 139 headteachers and 139 teacher counsellors were used in the study in order to get a general picture of the role perceptions and experiences among these groups of professionals. The use of the entire population as a sample was also expected to cater for the non-respondents that were likely to be experienced.

### **6.4 The Pilot Study**

To enhance validity of the instruments, a pilot study was conducted. If the subjects are taken from a well-defined professional group such as the headteachers or the teacher counsellors, as few as twenty cases will often be sufficient for a pilot study (Borg & Gall, 1989). In this case, from the two populations of 139 headteachers and a similar number of teacher counsellors, 20 respondents from each group were used for the two phases of the pilot study. Phase one of the pilot study covered 5 schools while phase two covered the remaining 15 schools as tabulated in appendix H which also shows the schools in the main study.

Pre- testing of the questionnaires was done to specifically determine whether: there were items that were ambiguous or very difficult; there was need to include more items that could lead to improvement; the questionnaires would elicit the type

of data desired and anticipated and; the type of data desired could be analysed in a meaningful manner in relation to the stated hypotheses.

The researcher enquired from the respondents whether there were any difficult or ambiguous items in order to improve the quality of the questionnaires and hence, their validity. In addition, the respondents were asked to give suggestions of any items that could be added or omitted to improve the instruments. The supervisor in this study was also consulted for the same purpose of improving the instruments through incorporation of her suggestions.

Pre-testing of the interview schedules helped in identifying the weaknesses there were in the preparation of the interviewers and the modes of interviewing. The validity of phenomenographic studies, according to Booth (1992), concerns the researcher's justification for presenting the outcome space and claims based on those results, as credible and trustworthy. This implies that the research aims are appropriately reflected in the research methods (Ashworth & Lucas, 2000; Francis, 1996; Bowden, 1994b). In order to realise this, there should be appropriate selection of interviewees, appropriate questioning during the interviews and the maintenance of a non-judgmental, respectful and empathic attitude towards the interviewees, following appropriate guidelines for transcription of interviews, and using appropriate questions to 'interrogate' the transcript data (Sandberg, 1997; Kvale, 1996; Ashworth & Lucas, 2000).

The researcher used three enumerators who had prior experience in data collection through interviewing process. The enumerators were thoroughly trained on the appropriate ways to collect interview data before the actual exercise began. Major consultations were however made with the supervisor in this study in development of instruments and appropriate procedures for gathering data. Her recommendations were incorporated in the observation guide to ensure that the instrument gathered what it was aimed at gathering. However it is very difficult to absolutely state that any observation guide is perfect. This is because of the nature of social processes and interactions are complex and may involve the use of perceptual interpretation for effective observation (Borg & Gall, 1989).

## **6.5 Results of the Pilot Study**

The results of the pilot study are discussed under the subheadings: validity of the instruments; and reliability of the instruments, in the next two sections.

### **6.5.1 Validity of the Instruments**

Phase one of the pilot study in the five schools indicated that all the three instruments (questionnaires, interview and observation schedules) needed improvement. Both headteachers and teacher counsellors' questionnaires were modified to improve clarity of some items and to remove repetitions in others of the role perception inventory. In the teacher counsellors' questionnaire, an item on the rating of the performance of guidance and counselling department was included. Phase two of the pilot study revealed that an item that was crucial in testing the null hypothesis on marital status in each of the questionnaires was missing. In addition, the numbering in the first ten items in the teachers questionnaire was erroneous. This was corrected before the main study. Besides these corrections, the instruments were found to be adequate with a return rate of 100%.

The results of the first phase of the pilot study with the interview schedule indicated the need to add a few more questions that dealt on the kind of problems encountered with pupils who needed guidance and counselling in primary schools and others that dealt on indicators of role performance. These were consequently added. Some items were also found to be similar or to overlap in meanings and rearrangement was done to address the same. The changes in the interview schedule for the phase two pilot study greatly improved the instrument and no further changes were made for the main study. The results of the second phase of pilot study also suggested that it was preferable that a respondent is interviewed before he/she fills the questionnaire. When the reverse was done some of the responses in the interview were greatly influenced by the contents described in the role perception inventory in the questionnaires.

The interviewers were retrained before the main study to address the few weaknesses that were noticed. They were especially encouraged to use simpler language in some of the items of the interview especially when interviewing low cadre of teacher counsellors.

The results of phenomenographic analysis of interview data in phases one and two indicated that there were qualitatively different ways of perceptions and experiences in the three areas of role functions, role support and role performance by the headteachers and teacher counsellors. Almost all the schools in the pilot study had neither offices for guidance and counselling nor timetables for the same. There was no observation done for guidance and counselling process in all the 5 schools in phase one of the pilot study because they lacked scheduled time for guidance and counselling. According to the teachers involved, guidance and counselling was only done as need arose. After the first phase of the pilot study, items in the observation schedule were rearranged into four categories for a better flow of data. These categories were; environmental (facilities and materials), counsellor/counseelee data, management process and observation of counselling process. The data collection exercise with edited observation schedules was successful in the second pilot phase and no further changes were made for the main study. Teachers were called upon to set up guidance and counselling sessions with pupils they considered needy or had problems, for observation in phase two of the pilot study; since they did not have scheduled time and they willingly did. The instruments that were used in the main study are attached as appendices D, E, F, & G.

### **6.5.2 Reliability of the Instruments**

For a test to be valid, it must also be reliable. Hence, reliability is a very useful ingredient in a validity of any research instrument. Reliability is the level of internal consistency or stability of the measuring instrument over time (Borg & Gall, 1989). To test the reliability of the two questionnaires, the split-half method was used to establish the coefficient of internal consistency. This method involves splitting the statements of a test into two halves (odd and even-numbered items) (Roscoe, 1969). The odd numbered items and even numbered items of each questionnaire were placed into sub-tests after splitting. Then, the scores of the two sub-sets for each questionnaire and in each of the pilot studies were computed for each individual and correlated using the Pearson Products Moment Correlation Coefficient Formulae indicated below.

$$r = \frac{[\sum xy - (\sum x)(\sum y) / N]}{\sqrt{[\sum x^2 - (\sum x)^2 / N][\sum y^2 - (\sum y)^2 / N]}}$$

Where,

$\Sigma xy$  = sum of the cross product of the values for each variable.

$(\Sigma x) (\Sigma y)$  = Product of the sum x and sum of y.

N = Number of pairs of scores.

r = Correlation coefficient

The correlation coefficient obtained (r) however represents reliability of only half of the entire test. In order to obtain reliability of the whole test (instrument), the Spearman-Brown Prophecy Formula indicated below was applied.

$$r_e = 2r / (1+r), \text{ where}$$

$r_e$  = is the reliability of the whole test; and

r = is the reliability co-efficient resulting from correlating the scores of the odd statements with the scores of the even statements.

The results of the reliability test for the headteachers questionnaires in phase one of the pilot study was considered good (0.87980) while that for the teacher counsellors was quite disappointing (-0.06226). The small sample (5 subjects) in this pilot study was suspected to have contributed to the poor results with the teachers' questionnaires although this did not seem to have affected the headteachers' results. It was also suspected that the language of instruction in some of the items in the questionnaires was not very clear and this was improved accordingly. Some repetitions in some items in both questionnaires were identified and consequently removed.

Reliability test results with 15 schools in the second phase for the two types of questionnaires were found to have improved a great deal. Reliability test for the headteachers questionnaires improved from 0.87980 to 0.92941 while that for the teachers made a tremendous improvement from -0.06226 to 0.97430. The results of the second phase strongly implied that the two questionnaires were reliable. Reliability for the phenomenography data with the interview schedule was not measurable quantitatively. However, according to Kvale (1996), reliability can be established by use of appropriate methodological procedures for ensuring quality and consistency in data interpretations. This, according to Kvale, can be done by use of

several researchers for the data analysis. In this study, an experienced researcher in phenomenographic research assisted in the data analysis to ensure reliability.

## **6.6 Data Collection Procedures**

A research permit was obtained from Ministry of Education Science and Technology (MOEST), Kenya upon recommendation by the supervisor of this study, in the School of Education, University of Durham. Thereafter, clearance letters to conduct research were obtained from the District Education Officer (DEO) and the District Commissioner (DC) in Embu District, the location of the study.

One hundred and nineteen schools (119) participated in the main study. These schools were visited and before commencement of data collection, the headteachers were duly informed about the study and a written consent to participate in the study was sought from each of the respondents (including teacher counsellors). All the oral interviews for both headteachers and teacher counsellors were guided by the respective interview schedules and were tape recorded. Interview sessions were followed by the administration of the respective questionnaires in the same day whenever it was possible to save time and resources. The two months of the data collection were very wet with rains and this made the exercise difficult, exhausting and sometimes impossible because of poor muddy roads. On several occasions despite the tough circumstances it was inevitable for an interviewer to make several visits to a school before he or she was successful. There was a District Education Audit exercise for the FPE funds that was going on at the time of data collection. This made the headteachers very busy and quite unavailable in their institutions affecting negatively the data collection exercise. A third enumerator was employed and trained to assist in data collection when the going got really tough.

Despite the foregoing shortcomings data collection exercise was successful and it took three months beginning May 2005 as per the schedule but not without heavier costs than otherwise expected. All the 119 questionnaires from each group of respondents were filled and returned although some had a few items that were not responded to. All the teacher counsellors were interviewed but one of the headteachers could not be reached for an interview on a second attempt because the school is located in the extreme part of Embu District, next to Mt. Kenya forest. A second attempt to reach the school became impossible due to the heavy rains coupled

with a poor road network at the time. Guidance and counselling sessions were observed in all but five schools. The researchers had to request scheduling of such sessions because under normal circumstances guidance and counselling services were only done whenever need arose. In the five schools where observation of guidance and counselling sessions was not done, teachers did not want to be observed while counselling because according to them, they did not feel competent to do so when they lacked skills.

## **6.7 Data Analysis Techniques**

Data from the two types of instruments (questionnaires and observation schedules) was coded and transferred to computer code sheets. The Statistical Package for Social Science (SPSS) (Bryman, 2004; Ming'ala, 2002) was used in analysing data. Analysis of data employed two statistical techniques namely, descriptive and inferential statistics. The descriptive statistics such as percentages, means, frequency distributions and standard deviations were computed. These were used mainly to analyse and present demographic information of respondents and school data and to compute scores for the various perceptual factors under determination. Content analysis aided in coding the free responses from the questionnaires.

The nine and ten null hypotheses in the headteacher's and the teacher counsellor's questionnaires respectively were tested using inferential statistics. To test hypotheses involving two sample means the t-test was used (Borg & Gall, 1989). According to Borg and Gall, the t-test is probably the most commonly used statistical test in causal comparative studies. The t-test is used to determine the level of statistical significance of an observed difference between two sample means. Generally, educational researchers will reject the null hypotheses if the t-value reaches a significant level of 0.05. In this study, a level of significance of 0.05 was used to reject or accept the hypotheses.

The t-test was used to test hypotheses  $H_{02}$  and  $H_{05}$  in both headteachers and teacher counsellors questionnaires; that test significant differences between perceptual differences of male and female and trained and untrained headteachers and teacher counsellors in relation to their roles (real and expected), respectively. Hypothesis  $H_{010}$  in the teacher counsellors questionnaire, which test significant

differences between headteachers' role perceptions of teacher counsellor's role and that of the teacher counsellors' of their role was also tested using the t-test. F-test (ANOVA) was used to test hypotheses  $H_{01}$ ,  $H_{03}$ ,  $H_{04}$ ,  $H_{06}$ , and  $H_{07}$  that tested the significant differences between respondents' role perceptions and their age, academic qualification, administrative experience, and teaching experience respectively. The F- test (ANOVA) was also used to test significant differences of respondents' role perceptions in different categories and geographical locations of schools (hypotheses  $H_{08}$  and  $H_{09}$  respectively in each questionnaire). ANOVA is used to test significant differences with means for hypotheses involving more than two sample means (Kerlinger, 1986). The significant level of each of the F-ratios so computed was then compared to the critical value to check for significance.

Responses from the interview schedules were transcribed verbatim and analysed using the phenomenographic approach with the help of an experienced researcher, to generate a picture of the qualitative different ways in which the headteachers and teacher counsellors view and experience their roles in guidance and counselling of pupils. The qualitative analysis of phenomenographic (interview) data is presented in chapter eight while the quantitative analysis is covered in the next chapter.

## **6.8 Summary of Chapter Six**

This chapter has covered the research design of the study by articulating the target population, the sample and the sampling procedures used in the study. The data collection procedures and analysis techniques have also been coherently presented. The results of the two pilot studies and their implications which led to changes in the main study instruments have also been discussed. Hence the instruments used in the study are both reliable and valid.

## SECTION FOUR: DATA ANALYSIS AND DISCUSSION

### CHAPTER SEVEN

#### **7.0 QUANTITATIVE DATA ANALYSIS, RESULTS AND DISCUSSION**

##### **7.1 Introduction**

This section presents analysis and findings of the data generated through quantitative and qualitative methods in chapters seven and eight respectively. At the end of each of the chapter, a summary and a discussion of the results are presented. The discussion critically focuses on the data collected and analysed with an aim of eliciting implications to theory, policy and practice. It is hoped that suggestions and recommendations that follow will help to improve the guidance and counselling services in schools. The data obtained through questionnaires were generated by 119 headteachers and an equal number of teacher counsellors. Phenomenographic data were generated by 119 teacher counsellors and 118 headteachers. One hundred and fourteen (119) observations were made and analysed. The study sought to determine the headteachers' and teacher counsellors' role perceptions and experiences in guidance and counselling of pupils in public primary schools in Embu District. In addition, the study sought to identify how the respondents viewed and experienced these roles. Specifically, the study sought to determine: the role perceptions of both headteachers and teacher counsellors towards various aspects of guidance and counselling programme; whether there were any differences that exist in role perceptions of respondents among different categories by age, sex, marital status, academic qualifications, teaching experience, management experience, training in guidance and counselling and among different categories of schools and geographical locations; whether there were any differences between perceptions of headteachers and teacher counsellors about the teacher counsellor's role; whether there were qualitative different ways in which the headteachers and teacher counsellors viewed and experienced their roles in guidance and counselling and whether they had any problems and; the extent to which headteachers and teacher counsellors are trained to guide and counsel pupils.

This chapter presents the analysis of data obtained through questionnaires and observations, while the next chapter covers phenomenographic data analysis. In each case and where applicable analysis of data from headteachers is presented first.

## 7.2 Headteachers Questionnaire Data Analysis

The first part of the analysis gives the headteachers' demographic data followed by the analysis of their role perceptions in guidance and counselling. The results of the testing of the null hypotheses on headteachers data are also presented.

### 7.2.1 Headteachers Demographic Data

**TABLE 1**

**Summary of the Ages of Headteachers**

|                    |               | Frequency | Percent | Cumulative Percent |
|--------------------|---------------|-----------|---------|--------------------|
| Age of headteacher | 30yrs or less | 1         | 0.8     | 0.8                |
|                    | 31-35 yrs     | 3         | 2.5     | 3.3                |
|                    | 36-40 yrs     | 8         | 6.7     | 10.0               |
|                    | 41-45 yrs     | 41        | 34.5    | 44.5               |
|                    | 46-50 yrs     | 34        | 28.6    | 73.1               |
|                    | 51-55 yrs     | 31        | 26.1    | 99.2               |
|                    | Over 55 yrs   | 1         | 0.8     | 100.0              |
|                    | Total         | 119       | 100.0   |                    |

The data indicated that the majority (63.1%) of headteachers were aged between 41 and 50 years. Only 10.0% were aged 40 years and below with only one of them falling in the category of 30 years or less. A significant number of 26.1% were in the age group 51-55 years and again only one (0.8%) of the headteachers was aged over 55 years. The retirement age in Kenyan public schools is 55 years but few isolated cases based on good management practices are allowed to proceed further on two years contract, which is renewable. If this were not the case, this statistic would be treated as an anomaly.

**TABLE 2**

**Summary of Headteachers' Gender**

|        |        | Frequency | Percent | Cumulative Percent |
|--------|--------|-----------|---------|--------------------|
| Gender | Male   | 97        | 81.5    | 81.5               |
|        | Female | 22        | 18.5    | 100.0              |
|        | Total  | 119       | 100.0   |                    |

The data indicate that the majority of headteachers (81.5%) were males against 18.5% females. This portrays a serious gender imbalance nevertheless not unusual in Kenyan sectors of management.

**TABLE 3**

**Summary of the Marital Status of Headteachers**

|                |          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|----------|-----------|---------|---------------|--------------------|
| Marital status | Married  | 111       | 93.3    | 94.1          | 94.1               |
|                | Single   | 3         | 2.5     | 2.5           | 96.6               |
|                | Divorced | 1         | 0.8     | 0.8           | 97.5               |
|                | Other    | 3         | 2.5     | 2.5           | 100.0              |
|                | Total    | 118       | 99.2    | 100.0         |                    |
| Missing        | System   | 1         | 0.8     |               |                    |
| Total          |          | 119       | 100.0   |               |                    |

One hundred and eighteen headteachers responded to this item. Of these, 94.1% were married. Only 2.5% were single and an equal percentage was widowed. The remaining one headteacher had divorced.

**TABLE 4**

**Summary of Headteachers' Highest Academic/Professional Qualifications**

|                                 |                    | Frequency | Percent | Cumulative Percent |
|---------------------------------|--------------------|-----------|---------|--------------------|
| Highest academic qualifications | KCE/EACE with S1   | 18        | 15.1    | 15.1               |
|                                 | KCE/EACE with P1   | 39        | 32.8    | 47.9               |
|                                 | KACE/EAACE with S1 | 20        | 16.8    | 64.7               |
|                                 | KACE/EAACE with P1 | 14        | 11.8    | 76.5               |
|                                 | B Ed/BA/B SC       | 1         | 0.8     | 77.3               |
|                                 | Other              | 27        | 22.7    | 100.0              |
|                                 | Total              | 119       | 100.0   |                    |

The data indicate that the category which had the highest number of respondents (32.8%) is the KCE/EACE with P1, the equivalent of ordinary level of secondary education together with the Primary 1 (P1) certificate of teacher education. This is the lowest cadre of primary school teachers who qualify in the current teacher training colleges. Although Secondary 1 (S1) diploma qualification of

teachers was originally meant for secondary level, S1 diploma teachers of arts subjects are currently based in primary schools but their science counterparts are in the secondary section. Comparing the two categories of P1 and S1 teachers, there were in total more P1 teachers (44.6%) than there were S1s (31.9%). Out of the total number of respondents (119), only one (0.8%) had a bachelor's qualification (B.Ed/BA/Bsc). Others (22.7%) had ATS (Approved Teacher Status) qualification which is ranked as graduate status in job groups. The headteachers are upgraded on merit.

**TABLE 5**  
**Summary of Headteachers' Teaching Experience**

|                     |               | Frequency | Percent | Cumulative Percent |
|---------------------|---------------|-----------|---------|--------------------|
| Teaching experience | 6-10years     | 2         | 1.7     | 1.7                |
|                     | 11-15years    | 11        | 9.2     | 10.9               |
|                     | 16-20years    | 40        | 33.6    | 44.5               |
|                     | Over 20 years | 66        | 55.5    | 100.0              |
|                     | Total         | 119       | 100.0   |                    |

The data indicate that among the four categories of teaching experience, the category with over 20 years experience had the highest number of headteachers (55.5%). The rest had 33.6% (16-20 years), 9.2% (11-15 years), and 1.7% (6-10 years). This trend is however expected since most of the headteachers are promoted to headship after they have proved their competence and gained experience, sometimes after many years of teaching.

**TABLE 6**  
**Summary of Headteachers' Administrative experience**

|                           |               | Frequency | Percent | Cumulative Percent |
|---------------------------|---------------|-----------|---------|--------------------|
| Administrative experience | 1-5 years     | 44        | 37.0    | 37.0               |
|                           | 6-10years     | 38        | 31.9    | 68.9               |
|                           | 11-15years    | 16        | 13.4    | 82.4               |
|                           | 16-20years    | 14        | 11.8    | 94.1               |
|                           | Over 20 years | 7         | 5.9     | 100.0              |
|                           | Total         | 119       | 100.0   |                    |

The data obtained from the headteachers indicate that majority of them (68.9%) had administrative experience of between one and ten years. Considering the respective categories indicated in the table 6 above, the category of 1-5 years had most teachers (37%), followed by 6-10 years category (31.9%). Others; 11-15 years and 16-20 years' categories had 13.4% and 11.8% respectively. Only 7 headteachers (5.9%) had more than 20 years' administrative experience.

The headteachers were requested to indicate whether they are trained in guidance and counselling. Tables 7 and 8 below give the summary of statistics of training in guidance and counselling.

**TABLE 7**  
**Summary of Whether H/Ts are Trained in Guidance and Counselling or Not**

|                              |       | Frequency | Percent | Cumulative<br>Percent |
|------------------------------|-------|-----------|---------|-----------------------|
| Whether<br>trained in<br>G/C | Yes   | 34        | 28.6    | 28.6                  |
|                              | No    | 85        | 71.4    | 100.0                 |
|                              | Total | 119       | 100.0   |                       |

The data in table 7 above indicate that the majority (71.4%) of headteachers had not received any training at all. 28.6% of them had however received some training, although the majority of this group (63.2%) had just attended in-service courses or seminars which lasted at most two weeks (see table 8 below). In emphasising the inadequacy of training in guidance and counselling, headteachers indicated that most of the training was shallowly done as part of management courses within the two weeks duration.

The data in table 8 below indicate that 38 headteachers (31.9% of the total sample) had had some training in guidance and counselling although only 34 (28.6%) had earlier responded that they are trained in guidance and counselling. Clearly some 4 headteachers (3.3%) who may have received some training for instance through in-service courses and seminars felt that the training they had received was as good as nothing. The data also indicate that 21% of the headteachers had received some training in basic counselling skills. Most headteachers indicated that guidance and

counselling training was commonly of only two weeks duration as a component of the management course.

**TABLE 8**  
**Summary of Headteachers' Mode of Training**

|                  |  | Frequency | Percent | Valid Percent | Cum. Percent |
|------------------|--|-----------|---------|---------------|--------------|
| Mode of training | Training in basic counselling            | 8         | 6.7     | 21.0          | 21.0         |
|                  | Attending in-service courses or seminars | 24        | 20.2    | 63.2          | 84.2         |
|                  | Both of the above                        | 6         | 5.0     | 15.8          | 100.0        |
|                  | Total                                    | 38        | 31.9    | 100.0         |              |
|                  | None of above                            | 81        | 68.1    |               |              |
| Total            |  | 119       | 100.0   |               |              |

**TABLE 9**  
**Summary of Geographical Locations of Schools**

|                                  |                       | Frequency | Percent | Cum. Percent |
|----------------------------------|-----------------------|-----------|---------|--------------|
| Geographical location of schools | In a rural area       | 92        | 77.3    | 77.3         |
|                                  | In an urban area      | 7         | 5.9     | 83.2         |
|                                  | In rural/urban fringe | 20        | 16.8    | 100.0        |
|                                  | Total                 | 119       | 100.0   |              |

Most of the schools (77.3%) are situated in rural areas with only 5.9% in the urban area and the remaining 16.8% in the rural/urban fringe.

The data in table 10 below indicate that the majority of schools (93.3%) were day schools. Pure boarding schools were only 6 in number (5.0%) and the remaining 2 (1.7%) were mixed day and boarding schools. Majority of the population in Embu District cannot afford to pay the fees charged in boarding schools due to poverty hence the vast number of the day schools.

**TABLE 10****Summary of Categories of Schools**

|                     |                    | Frequency | Percent | Cumu.<br>Percent |
|---------------------|--------------------|-----------|---------|------------------|
| Category of schools | Day                | 111       | 93.3    | 93.3             |
|                     | Boarding           | 6         | 5.0     | 98.3             |
|                     | Mixed day/boarding | 2         | 1.7     | 100.0            |
|                     | Total              | 119       | 100.0   |                  |

**TABLE 11****Summary of Whether or Not a Teacher In-charge of Guidance and Counselling is Appointed**

|   |       | Frequency | Percent | Cum.<br>Percent |
|---|-------|-----------|---------|-----------------|
| Whether a teacher in-charge of G/C is appointed | Yes   | 115       | 96.6    | 96.6            |
|   | No    | 4         | 3.4     | 100.0           |
|   | Total | 119       | 100.0   |                 |

Almost all the headteachers (96.6%) indicated that they had appointed teachers in-charge of guidance and counselling in their schools. The remaining 3.4% indicated that they had not appointed any specific teachers to be in charge of guidance and counselling although during data collection, all headteachers presented teachers who were supposedly in charge of guidance and counselling. This casts doubts as to whether or not all the 96.6% of the headteachers who answered in the affirmative were genuine.

The headteachers were asked to state whether or not they had appointed any other teachers to work with the teacher counsellors in a committee of guidance and counselling. Those who had so appointed, were also requested to state the number of appointees. The responses were as follows:

**TABLE 12****Summary of Whether Headteachers had Appointed other Teachers to Work with Teacher Counsellors or Not**

|                                  |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------------------|--------|-----------|---------|---------------|--------------------|
| Whether appointed other teachers | Yes    | 100       | 84.0    | 85.5          | 85.5               |
|                                  | No     | 17        | 14.3    | 14.5          | 100.0              |
|                                  | Total  | 117       | 98.3    | 100.0         |                    |
| Missing                          | System | 2         | 1.7     |               |                    |
| Total                            |        | 119       | 100.0   |               |                    |

A majority of headteachers (85.5%) out of the 117 who responded to this item indicated that they had appointed teachers to work with the teacher counsellors. 14.5% of these respondents had not appointed any teachers.

**TABLE 13****Summary of the Number of Teachers Appointed in the G/C Departments**

|                  |         | Frequency | Percent | Cumulative Percent |
|------------------|---------|-----------|---------|--------------------|
| Number appointed | 1-2     | 36        | 38.3    | 38.3               |
|                  | 3-4     | 46        | 48.9    | 87.2               |
|                  | 5-6     | 7         | 7.5     | 94.7               |
|                  | 7-8     | 3         | 3.2     | 97.9               |
|                  | Over 10 | 2         | 2.1     | 100.0              |
|                  | Total   | 94        | 100.0   |                    |

Only 94 of the headteachers responded to this item against the expected 100 who had earlier indicated that they had appointed teachers to work in guidance and counselling departments. Data indicates that majority of respondents (87.2%) had appointed between 1 and 4 teachers in the guidance and counselling committee. A significant number (38.3%) had between 1 and 2 teachers in the committees. Those who had appointed between 5 and 10 teachers were 10 in number (10.7%) and only 2 (2.1%) had appointed between 10 and 15.

**TABLE 14****Summary of Number of Teachers Trained in Basic Counselling Skills**

|  |       | Frequency | Percent | Cumulative<br>Percent |
|--|-------|-----------|---------|-----------------------|
| Number trained in<br>basic counselling<br>skills | 1-2   | 11        | 9.2     | 9.2                   |
|  | None  | 108       | 90.8    | 100.0                 |
|  | Total | 119       | 100.0   |                       |

The data above indicate that the majority of schools (90.8%) did not have any of their teachers with basic counselling skills, which was likely to affect their role performances. Only 9.2% of the schools had between 1 and 2 teachers, besides teacher counsellors, trained in basic counselling skills.

**TABLE 15****Summary of Number of Teachers Who Had Attended In-service Courses and Seminars**

|  |         | Frequency | Percent | Cumulative<br>Percent |
|--|---------|-----------|---------|-----------------------|
| Number attended in-<br>service courses and<br>seminars | 1-2     | 23        | 19.3    | 19.3                  |
|  | 3-4     | 3         | 2.5     | 21.8                  |
|  | Over 10 | 3         | 2.5     | 24.3                  |
|  | None    | 90        | 75.7    | 100.0                 |
| Total  |         | 119       | 100.0   |                       |

The data in table 15 above indicate that the majority of the schools (75.7%) did not have any of their teachers who had attended in-service courses and seminars. Only 24.3% of the total number of schools in the main study had teachers who had attended in-service courses and seminars in guidance and counselling of pupils. Among these schools, 19.3% of them had only one or two of their teachers who had attended the in-service courses and seminars. Three schools (2.5%) had between 3 and 4 teachers while the remaining equal number had over 10 of their teachers who had attended the courses and seminars.

**TABLE 16****Summary of Headteachers' Responses as to Whether They had Allocated G/C Offices within Schools**

|  |       | Frequency | Percent | Cumulative<br>Percent |
|--|-------|-----------|---------|-----------------------|
| Whether<br>headteachers had<br>allocated offices | Yes   | 27        | 22.7    | 22.7                  |
|  | No    | 92        | 77.3    | 100.0                 |
|  | Total | 119       | 100.0   |                       |

The data collected from the headteachers indicated that the majority (77.3%) had not allocated any room or office for guidance and counselling. In this case, the services were offered in any available vacant room and usually in classrooms or "somewhere in the compound" as many put it. Some of the rooms allocated by the 22.7% of headteachers included classrooms that fall vacant at some time of the day like during physical education lessons, sometimes the staffrooms and even the deputies' or headteachers' offices.

**TABLE 17****Summary of the Status of the Offices/Rooms in Terms of Facilities and Resources**

|                                 |                        | Frequency | Percent | Cumulative<br>Percent |
|---------------------------------|------------------------|-----------|---------|-----------------------|
| Status of<br>the<br>office/room | Adequately<br>Equipped | 5         | 18.5    | 18.5                  |
|                                 | Poorly equipped        | 15        | 55.6    | 74.1                  |
|                                 | No equipment at<br>all | 7         | 25.9    | 100.0                 |
|                                 | Total                  | 27        | 100.0   |                       |

The data indicated that over half (55.6%) of the offices in schools, allocated for guidance and counselling, were poorly equipped with the necessary furniture. 25.9% had no furniture at all and only 18.5% had adequate furniture.

**7.2.2 Headteachers Role Perceptions in G/C**

The headteachers were required to indicate an appropriate score as they rated their perception of their role and that of their teacher counsellors using an opinion scale that was provided in their questionnaires. They were required to indicate

whether they Strongly Supported (SS), Supported(S), had No Opinion (NO), No Support (NS), or Strongly No Support (SNS), for each statement. The scale below was used to rate their perceptions.

|                                |     |   |
|--------------------------------|-----|---|
| Strongly Supports (SS).....    | [ ] | 5 |
| Supports (S).....              | [ ] | 4 |
| No Opinion (NO).....           | [ ] | 3 |
| No Support (NS).....           | [ ] | 2 |
| Strongly No Support (SNS)..... | [ ] | 1 |

### 7.2.2.1 Roles of Headteachers in G/C of Pupils

The data obtained in table 18 below indicate that on average all the headteachers in the study at least supported every described function as constituting their role of guidance and counselling. Each of the function had a level of mean score of 4.0 (Supported) and above. In deed the minimum score was 4.02 (Supports) while the maximum was 4.87 which approximates to 5 (Strongly Supports). The following functions are the ones that the headteachers strongly supported as being their roles: acting as a role model to the pupils and members of staff (4.87, std. dev = 0.361); appointing teacher counsellor with desired qualities (4.83, std. dev = 0.376); involving the guidance and counselling teachers in pupils' problem-solving including indiscipline (4.76, std. dev = 0.426); assisting in the guidance and counselling of pupils whenever possible for example during assemblies (4.76, std. dev = 0.450); guiding and counselling parents and guardians who show lack of interest in children's education (4.72, std. dev = 0.520); liaising (consulting) with parents/guardians over the pupils' difficulties (4.71, std. dev = 0.507); giving pupils spiritual guidance alongside other guidance (4.69, std. dev = 0.550); advising teacher counsellors on areas where pupils need guidance and counselling (4.68, std. dev = 0.520); educating school community and all the stakeholders on the importance of guidance and counselling (4.67, std. dev = 0.554); inviting external resource persons to assist in guidance and counselling (4.55, std. dev = 0.660); having a thorough knowledge and understanding about the role of a teacher counsellor (4.54, std. dev = 0.595); describing the role of the teacher counsellor (4.50, std. dev = 0.612); motivating the teacher counsellors (4.50, std. dev = 0.625) and; advising the Ministry of Education officials and the school committee on the needs of the guidance and counselling department (4.50, std. dev = 0.675).

**TABLE 18**  
**Summary of H/Ts' Perceptions of Their Roles in G/C**

|  | N   | Min | Max | Mean | Std. Dev |
|--|-----|-----|-----|------|----------|
| Appointing teacher counsellor with desired qualities   | 119 | 4   | 5   | 4.83 | 0.376    |
| Describing the role of the teacher counsellors   | 115 | 2   | 5   | 4.50 | 0.612    |
| Evaluating and appraising the teacher counsellors  | 119 | 1   | 5   | 4.41 | 0.741    |
| Motivating the teacher counsellors   | 117 | 3   | 5   | 4.50 | 0.625    |
| Facilitating adequate time for guidance and counselling by allocating few lessons to teacher counsellors                   | 119 | 1   | 5   | 4.02 | 0.965    |
| Facilitating training in guidance and counselling for teacher counsellors  | 118 | 2   | 5   | 4.42 | 0.732    |
| Attending training in guidance and counselling in order to participate in guidance and counselling of pupils and teachers  | 118 | 2   | 5   | 4.49 | 0.713    |
| Advising teacher counsellors on areas where pupils need guidance and counselling   | 119 | 3   | 5   | 4.68 | 0.520    |
| Liaising (consulting) with parents/guardians over the pupils' difficulties   | 119 | 3   | 5   | 4.71 | 0.507    |
| Meeting the needs of the guidance and counselling department for example equipping with necessary facilities and resources | 119 | 1   | 5   | 4.18 | 0.962    |
| Involving the guidance and counselling teachers in pupils' problem-solving including indiscipline                          | 119 | 4   | 5   | 4.76 | 0.426    |
| Educating school community and all the stake holders on the importance of guidance and counselling                         | 119 | 2   | 5   | 4.67 | 0.554    |
| Guiding and counselling parents/guardians who show lack of interest in children's education                                | 119 | 2   | 5   | 4.72 | 0.520    |
| Giving pupils spiritual guidance alongside other guidance  | 116 | 2   | 5   | 4.69 | 0.550    |
| Acting as a role model to the pupils and members of the staff  | 117 | 3   | 5   | 4.87 | 0.361    |
| Having a thorough knowledge and understanding about the role of a teacher counsellor                                       | 117 | 3   | 5   | 4.54 | 0.595    |
| Assisting in the guidance and counselling of pupils whenever possible for example during assemblies                        | 119 | 3   | 5   | 4.76 | 0.450    |
| Advising the Ministry of Education officials and the school committee on the needs of the guidance counselling department  | 119 | 3   | 5   | 4.50 | 0.675    |
| Inviting external resource persons to assist in guidance and counselling   | 119 | 2   | 5   | 4.55 | 0.660    |

The role that the headteachers strongly supported is that of acting as a role model to the pupils and members of staff with a level of mean score of 4.87, and a

standard deviation of 0.361. This was followed by appointing teacher counsellors with desired qualities in the second position (4.83, std. dev = 0.376). The functions that had the least mean score in that category were: describing the role of the teacher counsellor (4.50, std. dev = 0.612); motivating the teacher counsellors (4.50, std. dev = 0.625); and advising the ministry of education officials and the school committee on the needs of the guidance and counselling department (4.50, std. dev = 0.675). It is noted that among these three functions with the least mean score, the minimum scores were 2 (No Support), 3 (No Opinion) and 3 (No Opinion) respectively, hence the relatively high standard deviations. It is therefore clear that some headteachers did not support that describing the role of the teacher counsellor was their duty, while in the second and third case, some headteachers had no opinion. Having no opinion could imply that they really could not associate with such functions or they simply had no idea whether it was their function.

The headteachers only supported the following functions as their roles: attending training in guidance and counselling in order to participate in guidance and counselling of pupils and teachers (4.49, std. dev = 0.713); facilitating training in guidance and counselling for teacher counsellors (4.42, std. dev = 0.732); evaluating and appraising the teacher counsellors (4.41, std. dev = 0.741); meeting the needs of the guidance and counselling department for example equipping with necessary facilities and resources (4.18, std. dev = 0.962) and; facilitating adequate time for guidance and counselling by allocating few lessons to teacher counsellors (4.02, std. dev = 0.965).

The minimum scores of these functions, from the top of the list down to the bottom are; 2, 2, 1, 1 and 1 respectively, hence the relatively high standard deviations. The data indicate that there were some headteachers who had strongly not supported that the three last mentioned functions above were their roles. That is, some headteachers strongly did not support the view that evaluating and appraising the teacher counsellors; meeting their needs and facilitating adequate time for guidance and counselling by allocating fewer lessons, were their roles. It is surprising that these headteachers felt strongly that the business of evaluating and appraising teacher counsellors was not theirs. Such perceptions are only possible from headteachers without basic guidance and counselling skills and most fell in this category. In the first two cases, some of these headteachers simply had no support of these functions as being their roles. The least scored function in this category was

that of facilitating adequate time for guidance and counselling by allocating few lessons to teacher counsellors. Quite a number of headteachers did not think that this was their role either. They argued that the Ministry of Education should provide more teachers to facilitate allocation of fewer lessons to teacher counsellors. It is no wonder that both the headteachers and teacher counsellors have cited heavy work loads as a contributing factor to poor performances in the guidance and counselling departments. The issue here is that some of the headteachers do not think that it is their duty to lessen the teaching loads of teacher counsellors. It is also interesting to note that all the headteachers either supported or strongly supported that appointing teacher counsellor with desired qualities (with minimum 4) and involving the guidance and counselling in pupils' problem-solving including discipline (with minimum 4) were their roles. In all other roles however, some of the headteachers had no opinion, no support or strongly no support.

#### **7.2.2.2 Headteachers' Perceptions of Teacher Counsellor's Role**

The headteachers were also requested to rate their perceptions of the teacher counsellor's role using the same scale to what they earlier used. The summary of the data collected is presented in table 19 below. The data indicate that on average, most headteachers strongly supported the fact that it was the role of teacher counsellors to act as role models to the pupils and members of staff (4.82, std. dev = 0.388). In reality, all the headteachers either supported (min 4) or strongly supported (max 5) this function. The functions that were strongly supported on average, ranked in a descending order were: acting as a role model to the pupils and members of staff (4.82, std. dev = 0.388); guiding pupils concerning relationships with other persons including opposite sex (4.79, std. dev = 0.428); assisting pupils in self-awareness (4.74, std. dev = 0.481); giving pupils spiritual guidance alongside other guidance (4.74, std. dev = 0.440); involving the classroom teachers in problem solving especially concerning special needs of disadvantaged pupils (4.74, std dev = 0.459); identifying pupils with personal problems including drug abuse, poor background and HIV/AIDS and counselling them (4.70, std. dev = 0.559); helping pupils to cope with new situations/challenges (4.68, std dev = 0.503); helping pupils in deciding and selecting schools for further education and careers (4.67, std. dev = 0.557); guiding and counselling parents/guardians who show lack of interest in children's

education (4.66, std. dev = 0.589); coordinating the G/C department (4.61, std. dev = 0.524); advising the headteacher on the needs of the G/C department (4.59, std. dev = 0.559); interpreting pupils' information to the headteacher, staff members and parents (4.57, std. dev = 0.595) and; liaising (consulting) with parents/guardians over their difficulties (4.52, std. dev = 0.610).

**TABLE 19**  
**Summary of Headteachers' Perceptions of Teacher Counsellor's Role**

|  | N   | Min | Max | Mean | Std. Dev |
|--|-----|-----|-----|------|----------|
| Coordinating the G/C department  | 118 | 3   | 5   | 4.61 | 0.524    |
| Advising the headteacher on the needs of the G/C department  | 117 | 3   | 5   | 4.59 | 0.559    |
| Helping pupils to cope with new situations/challenges  | 117 | 3   | 5   | 4.68 | 0.503    |
| Assisting pupils in self-awareness   | 117 | 3   | 5   | 4.74 | 0.481    |
| Guiding pupils concerning relationships with other persons including opposite sex  | 116 | 3   | 5   | 4.79 | 0.428    |
| Helping pupils in deciding and selecting schools for further education and careers   | 117 | 2   | 5   | 4.67 | 0.557    |
| Identifying pupils with personal problems including drug abuse, poor background and HIV/AIDS & counselling them                  | 118 | 2   | 5   | 4.70 | 0.559    |
| Liaising (consulting) with parents/guardians over their difficulties   | 117 | 2   | 5   | 4.52 | 0.610    |
| Identifying the country's referral and the services such as hospitals, rehabilitation centers etc and making necessary referrals | 118 | 1   | 5   | 4.06 | 0.918    |
| Coordinating the accumulation of important pupil information   | 118 | 2   | 5   | 4.40 | 0.694    |
| Organising and keeping pupils files and records  | 116 | 1   | 5   | 4.18 | 0.871    |
| Interpreting pupils' information to the headteacher, staff members and parents   | 114 | 2   | 5   | 4.57 | 0.595    |
| Guiding and counselling parents/guardians who show lack of interest in children's education                                      | 116 | 2   | 5   | 4.66 | 0.589    |
| Giving pupils spiritual guidance alongside other guidance  | 116 | 4   | 5   | 4.74 | 0.440    |
| Acting as a role model to the pupils and members of staff  | 115 | 4   | 5   | 4.82 | 0.388    |
| Time tabling for general guidance and counselling session for pupils   | 116 | 1   | 5   | 4.41 | 0.781    |
| Facilitating G/C for basic training for the committee members of G/C   | 116 | 2   | 5   | 4.33 | 0.720    |
| Assigning G/C duties to different members for the committee  | 114 | 1   | 5   | 4.28 | 0.782    |
| Motivating G/C committee members to adequately assist pupils   | 116 | 2   | 5   | 4.28 | 0.840    |
| Involving the classroom teachers in problem solving especially concerning special needs of disadvantaged pupils                  | 116 | 3   | 5   | 4.74 | 0.459    |

Although on average all the headteachers seemed to have supported that the described roles were for the teacher counsellors, in reality some of the headteachers had no opinion, did not support or strongly did not support, that some of the described functions belonged to teacher counsellors in almost all of the described functions except two. The functions of acting as a role model to the pupils and members of staff (4.82, std. dev = 0.388), and that of giving pupils spiritual guidance alongside other guidance (4.74, std. dev = 0.440) had each a minimum of 4. Other functions had each a minimum that ranged from 1 to 3. The following are the functions which the headteachers, on average supported, but not strongly: time-tabling for general guidance and counselling session for pupils (4.41, min1, std. dev = 0.781); coordinating the accumulation of important pupil information (4.40, min 2, std. dev = 0.694); facilitating guidance and counselling for basic training for the committee members of G/C (4.33, min 2, std. dev = 0.720); assigning G/C duties to different members for the committee (4.28, min1, std. dev = 0.782); motivating G/C committee members to adequately assist pupils (4.28, min 2, std. dev = 0.840); organising and keeping pupils files and records (4.18, min 1, std. dev = 0.871) and; identifying the country's referral and the services such as hospitals, rehabilitation centers etc and making necessary referrals (4.06, min 1, std. dev = 0.918). Some of the headteachers strongly did not support the first, fourth, sixth and seventh bulleted functions in the above list, as describing the role of teacher counsellor, as confirmed by the minimum perceptions and the corresponding standard deviations. These headteachers are likely to have felt that the described functions are actually theirs, not for the teachers.

### **7.2.3 Headteachers Overall Role Perceptions**

The means of the headteachers overall role perceptions of their role and that of the teacher counsellors were computed and compared against the independent variables under investigation. The tables below give the cross tabulation of data.

The data obtained indicated that the youngest headteachers among the categories, aged between 31 and 40 years, on average, had the highest level of perception of their roles in guidance and counselling and that of their teacher counsellors. Their total number was however small (12 out of 119). This category of headteachers had an overall mean of 4.65 and 4.61 for their roles and those for the teacher counsellors

respectively. It was followed by the category of 41-50 years with a mean of 4.59 for themselves and 4.57 for their teacher counsellors. The last category of over 50 years had mean scores of 4.50 and 4.45 respectively.

**TABLE 20**

**Summary of Headteachers' Role Perceptions and their Ages**

|   | Age         | N   | Mean   | Std. Dev | Min  | Max  |
|---|-------------|-----|--------|----------|------|------|
| Role of headteacher in G/C of pupils        | 31-40 yrs   | 12  | 4.6486 | 0.32763  | 3.74 | 4.95 |
|   | 41-50 yrs   | 75  | 4.5857 | 0.34868  | 3.76 | 5.00 |
|   | Over 50 yrs | 32  | 4.5005 | 0.37017  | 3.84 | 5.00 |
|   | Total       | 119 | 4.5691 | 0.35262  | 3.74 | 5.00 |
| Role of teacher counsellor in G/C of pupils | 31-40 yrs   | 12  | 4.6125 | 0.41128  | 3.45 | 5.00 |
|   | 41-50 yrs   | 75  | 4.5659 | 0.36919  | 3.70 | 5.00 |
|   | Over 50 yrs | 32  | 4.4473 | 0.43697  | 3.50 | 5.00 |
|   | Total       | 119 | 4.5387 | 0.39331  | 3.45 | 5.00 |

**TABLE 21**

**Summary of Headteachers Role Perceptions and Gender**

|   | Gender | N  | Mean   | Std. Deviation | Std. Error Mean |
|---|--------|----|--------|----------------|-----------------|
| Role of headteacher in G/C of pupils        | Male   | 97 | 4.5521 | 0.35544        | 0.03609         |
|   | Female | 22 | 4.6441 | 0.33751        | 0.07196         |
| Role of teacher counsellor in G/C of pupils | Male   | 97 | 4.5323 | 0.39411        | 0.04002         |
|   | Female | 22 | 4.5669 | 0.39770        | 0.08479         |

In both cases of perceptions female headteachers had a higher mean perception of roles than their male counterparts (4.64 against 4.55 for their role and 4.57 against 4.53 for the teacher counsellors' role). It is however essential to note that the difference could have been realised due to the total number of the former being much smaller than the latter's.

Majority of headteachers were married (111 out of 119), as indicated in table 22 below. Singles were only 3 in number; one had divorced while those in other categories were 3. Hence comparisons made within the categories of marital status are likely not to be fair. However, disregarding the serious imbalance of numbers,

and ignoring the divorced case, other category which includes the windowed and the separated ones had the highest mean (4.74) of their role perceptions and that of the teacher counsellor's role (4.63).

**TABLE 22**

**Summary of Headteachers Role Perceptions and their Marital Status**

|   | Marital Status | N   | Mean   | Std. Deviation | Min  | Max  |
|---|----------------|-----|--------|----------------|------|------|
| Role of headteacher in G/C of pupils        | Married        | 111 | 4.5578 | 0.35745        | 3.74 | 5.00 |
|   | Single         | 3   | 4.6842 | 0.36842        | 4.26 | 4.95 |
|   | Divorced       | 1   | 4.9474 | .              | 4.95 | 4.95 |
|   | Other          | 3   | 4.7441 | 0.16894        | 4.58 | 4.92 |
|   | Total          | 118 | 4.5690 | 0.35412        | 3.74 | 5.00 |
| Role of teacher counsellor in G/C of pupils | Married        | 111 | 4.5397 | 0.38902        | 3.45 | 5.00 |
|   | Single         | 3   | 4.4380 | 0.60935        | 3.76 | 4.95 |
|   | Divorced       | 1   | 5.0000 | .              | 5.00 | 5.00 |
|   | Other          | 3   | 4.6333 | 0.37528        | 4.25 | 5.00 |
|   | Total          | 118 | 4.5434 | 0.39156        | 3.45 | 5.00 |

**TABLE 23**

**Summary of Headteachers Role Perceptions and Highest Academic Qualifications**

|   | Highest Academic Qualification | N   | Mean   | Std. Dev | Min  | Max  |
|---|--------------------------------|-----|--------|----------|------|------|
| Role of headteacher in G/C of pupils        | KCE/EACE with S1               | 18  | 4.5070 | 0.38029  | 3.92 | 5.00 |
|   | KCE/EACE with P1               | 39  | 4.5752 | 0.36744  | 3.76 | 5.00 |
|   | KACE/EAACE with S1             | 20  | 4.6097 | 0.27624  | 3.95 | 5.00 |
|   | KACE/EAACE with P1             | 14  | 4.6407 | 0.33476  | 4.16 | 5.00 |
|   | BEd/BA/BSC                     | 1   | 3.7368 | .        | 3.74 | 3.74 |
|   | Other                          | 27  | 4.5654 | 0.35669  | 3.79 | 5.00 |
|   | Total                          | 119 | 4.5691 | 0.35262  | 3.74 | 5.00 |
| Role of teacher counsellor in G/C of pupils | KCE/EACE with S 1              | 18  | 4.5006 | 0.42544  | 4.00 | 5.00 |
|   | KCE/EACE with P1               | 39  | 4.5449 | 0.37773  | 3.50 | 5.00 |
|   | KACE/EAACE with S1             | 20  | 4.5799 | 0.35813  | 3.65 | 5.00 |
|   | KACE/EAACE with P1             | 14  | 4.6118 | 0.42579  | 3.76 | 5.00 |
|   | BEd/BA/BSC                     | 1   | 3.4500 | .        | 3.45 | 3.45 |
|   | Other                          | 27  | 4.5271 | 0.37398  | 3.70 | 5.00 |
|   | Total                          | 119 | 4.5387 | 0.39331  | 3.45 | 5.00 |

The data in table 23 above indicate that the headteachers in the category of KACE/EAACE with P1 had the highest levels of perceptions of their role (4.64) and that of the teacher counsellors' (4.61) among the categories. These are the teachers with advanced level (A-Level) and the primary one (P1) qualifications. Ignoring the only graduate teacher, the category of others which includes a promotional grade of Approved Teacher Status (ATS), the equivalent of a graduate status, and the former lower cadre of teachers; the P2, P3 and the untrained teachers (P4), had the lowest perception of roles in both cases (4.57 and 4.53). Surprisingly, the only graduate headteacher had a relatively low perception of 3.74 and 3.45 for his role and that of the teacher counsellor respectively.

**TABLE 24**

**Summary of Headteachers Role Perceptions and Whether Trained in G/C**

|   | Have you been trained in G/C | N  | Mean   | Std. Deviation | Std. Error Mean |
|---|------------------------------|----|--------|----------------|-----------------|
| Role of headteacher in G/C of pupils        | Yes                          | 34 | 4.5991 | 0.37469        | 0.06426         |
|   | No                           | 85 | 4.5571 | 0.34497        | 0.03742         |
| Role of teacher counsellor in G/C of pupils | Yes                          | 34 | 4.5104 | 0.44172        | 0.07575         |
|   | No                           | 85 | 4.5500 | 0.37444        | 0.04061         |

The data indicate that the headteachers who had received some training in guidance and counselling had a slightly higher level of perception of their role (4.60) than their untrained colleagues (4.56). Surprisingly, the reverse was however true in the case of the teacher counsellors role as tabulated above. That is the headteachers who had no training in guidance and counselling had a slightly higher perception of the teacher counsellor's role. It is significant to recall that the kind of training referred to here is mainly in-service training and seminars most of which lasted barely two weeks.

The data in table 25 below indicate that the headteachers in the category with the least number of years of administrative experience (1-5) had the highest level of role perceptions in both cases compared with the rest of the categories of

administrative experience. The mean of the perceptions of their role was 4.63 and that of the teacher counsellors 4.62. This group of teachers is likely to be young in their teaching profession agreeing with the earlier results of the role perceptions by the youngest teachers. Recall that the youngest headteachers had the highest levels of role perceptions in both cases (4.65 and 4.61 respectively) among their categories (see table 20). The category with the lowest level of role perceptions in both cases is that of 11-15 years. The perceptions are 4.45 for the headteachers role and 4.36 for the teacher counsellors.

**TABLE 25**

**Summary of Headteachers Role Perceptions and Administrative Experience**

|   | Administrative Experience | N   | Mean   | Std. Deviation | Min  | Max  |
|---|---------------------------|-----|--------|----------------|------|------|
| Role of headteacher in G/C of pupils        | 1-5 years                 | 44  | 4.6289 | 0.30900        | 3.79 | 5.00 |
|   | 6-10years                 | 38  | 4.5716 | 0.37373        | 3.74 | 5.00 |
|   | 11-15years                | 16  | 4.4414 | 0.40057        | 3.84 | 5.00 |
|   | 16-20years                | 14  | 4.5004 | 0.36382        | 3.95 | 5.00 |
|   | Over 20 years             | 7   | 4.6090 | 0.35936        | 4.00 | 5.00 |
|   | Total                     | 119 | 4.5691 | 0.35262        | 3.74 | 5.00 |
| Role of teacher counsellor in G/C of pupils | 1-5 years                 | 44  | 4.6152 | 0.32884        | 3.70 | 5.00 |
|   | 6-10years                 | 38  | 4.5430 | 0.43031        | 3.45 | 5.00 |
|   | 11-15years                | 16  | 4.3642 | 0.47074        | 3.50 | 5.00 |
|   | 16-20years                | 14  | 4.5090 | 0.33519        | 4.03 | 5.00 |
|   | Over 20 years             | 7   | 4.4927 | 0.44642        | 3.98 | 5.00 |
|   | Total                     | 119 | 4.5387 | 0.39331        | 3.45 | 5.00 |

The data in table 26 below indicate that the category of headteachers with 11-15 years of experience had the highest perception for their role and also for the teacher counsellors (4.64 and 4.63 respectively) within the age categories compared. This was followed by the category with over 20 years experience in both cases of role perceptions (4.57 for the headteachers role and 4.54 for the teacher counsellors' role. The category with the minimum perceptions in both cases is the one with the minimum years of teaching experience (6-10) although they are just 2 in number. Their perceptions are 4.49 for the headteachers role and 4.25 for the teacher counsellor's.

**TABLE 26****Summary of Headteachers Role Perceptions and Teaching Experience**

|   | Teaching Experience | N   | Mean   | Std. Deviation | Min  | Max  |
|---|---------------------|-----|--------|----------------|------|------|
| Role of headteacher in G/C of pupils        | 6-10years           | 2   | 4.4867 | 0.05599        | 4.45 | 4.53 |
|   | 11-15years          | 11  | 4.6407 | 0.31022        | 3.84 | 4.95 |
|   | 16-20years          | 40  | 4.5502 | 0.37567        | 3.74 | 5.00 |
|   | Over 20 years       | 66  | 4.5711 | 0.35340        | 3.84 | 5.00 |
|   | Total               | 119 | 4.5691 | 0.35262        | 3.74 | 5.00 |
| Role of teacher counsellor in G/C of pupils | 6-10years           | 2   | 4.2500 | 0.14142        | 4.15 | 4.35 |
|   | 11-15years          | 11  | 4.6259 | 0.23397        | 4.20 | 5.00 |
|   | 16-20years          | 40  | 4.5336 | 0.43392        | 3.45 | 5.00 |
|   | Over 20 years       | 66  | 4.5360 | 0.39402        | 3.50 | 5.00 |
|   | Total               | 119 | 4.5387 | 0.39331        | 3.45 | 5.00 |

**TABLE 27****Summary of Headteachers Role Perceptions and Categories of Schools**

|   | Category of School | N   | Mean   | Std. Deviation | Min  | Max  |
|---|--------------------|-----|--------|----------------|------|------|
| Role of headteacher in G/C of pupils        | Day                | 111 | 4.5590 | 0.36085        | 3.74 | 5.00 |
|   | Boarding           | 6   | 4.6632 | 0.26473        | 4.26 | 4.95 |
|   | Mixed day/boarding | 2   | 4.6316 | 0.37336        | 3.95 | 5.00 |
|   | Total              | 119 | 4.5691 | 0.35262        | 3.74 | 5.00 |
| Role of teacher counsellor in G/C of pupils | Day                | 111 | 4.5472 | 0.41429        | 3.45 | 5.00 |
|   | Boarding           | 6   | 4.4028 | 0.40832        | 3.76 | 4.80 |
|   | Mixed day/boarding | 2   | 4.5728 | 0.35280        | 4.03 | 5.00 |
|   | Total              | 119 | 4.5387 | 0.39331        | 3.45 | 5.00 |

The data in table 27 above indicate that the perceptions of the headteachers in the boarding category although their numbers were very few (6), had the highest level of perception of their own role (4.66) while their counterparts in the two mixed day/boarding category had the highest level (4.57) of the teacher counsellors' role.

The data in table 28 below indicate that the headteachers in the rural/urban fringe had the highest level of perception for their role (4.67) and that of the teacher

counsellors (4.60); followed by their urban colleagues. The urban folks had a mean headteacher's role perception of 4.66 and a perception of 4.53 for the teacher counsellors. It is evident from the data that the headteachers have a better perception of their role than that of the teacher counsellors. Headteachers in the rural areas had the least perceptions of their roles (4.54) and those for the teacher counsellors (4.53).

**TABLE 28**

**Summary of Headteachers Role Perceptions and Geographical Location of Schools**

|   | Location Of School    | N   | Mean   | Std. Deviation | Min  | Max  |
|---|-----------------------|-----|--------|----------------|------|------|
| Role of headteacher in G/C of pupils        | In a rural area       | 92  | 4.5400 | 0.35971        | 3.76 | 5.00 |
|   | In an urban area      | 7   | 4.6570 | 0.44511        | 3.74 | 5.00 |
|   | In rural/urban fringe | 20  | 4.6724 | 0.26789        | 4.11 | 5.00 |
|   | Total                 | 119 | 4.5691 | 0.35262        | 3.74 | 5.00 |
| Role of teacher counsellor in G/C of pupils | In a rural area       | 92  | 4.5267 | 0.39292        | 3.50 | 5.00 |
|   | In an urban area      | 7   | 4.5329 | 0.55470        | 3.45 | 5.00 |
|   | In rural/urban fringe | 20  | 4.5961 | 0.34636        | 3.98 | 5.00 |
|   | Total                 | 119 | 4.5387 | 0.39331        | 3.45 | 5.00 |

**7.2.4 Headteachers Multiple Responses on G/C Programmes**

The headteachers were requested through open ended items in the questionnaires, to list the qualities they considered when appointing teacher counsellors. Qualities considered by headteachers and their respective counts are indicated in table 29 below. The data indicate that the headteachers identified 13 qualities that they consider when appointing teacher counsellors. The quality that was cited by most headteachers (48.7%) was that of being a role model. Second in percentage rank was that of having knowledge and skills in guidance and counselling. In this case, training was cited as essential. In the third rank position was that of being self-disciplined. Following in that order was: interest in the subject; good interrelationships between pupils and community; being committed towards

guidance and counselling; being Godly and loving; age of the teacher counsellor; being time conscious and patient in the same rank as the former; able to keep secrets; being confident and good listener; hardworking; and gender/sex in the final rank. The summary of these data is as in the table 29 below.

**TABLE 29**  
**Summary of Qualities Headteachers Consider When Appointing Teacher Counsellors**

| Quality  | Count | Pct of Responses<br>(Out of 119) | Pct Rank |
|--|-------|----------------------------------|----------|
| Interested in the subject                        | 33    | 27.7                             | 4        |
| Knowledge and skills in G/C                      | 42    | 35.3                             | 2        |
| Should be self-disciplined                       | 34    | 28.6                             | 3        |
| One who keeps secrets                            | 13    | 10.9                             | 10       |
| Good Interrelationship with pupils and Community | 23    | 19.3                             | 5        |
| Have commitments towards G/C                     | 20    | 16.8                             | 6        |
| Gender/sex                                       | 3     | 2.5                              | 13       |
| Age of the teacher counsellor                    | 15    | 12.6                             | 8        |
| Should be a role model                           | 58    | 48.7                             | 1        |
| Should be Godly and loving                       | 19    | 16.0                             | 7        |
| Have confidence and good at listening            | 9     | 7.6                              | 11       |
| Should be time conscious and patient             | 15    | 12.6                             | 8        |
| Should be hardworking                            | 4     | 3.4                              | 12       |

The headteachers were also requested to list down the qualities that were missing among the guidance and counselling committee members. They gave the following qualities as summarised in table 30 below. The data indicate that the most cited quality (by 73.1% of the headteachers) lacking among the teachers is that of lack of knowledge and training in G/C. This was followed by lack of commitment and interest in the second percentage rank position (cited by 32.8% of headteachers). The third ranked in the most to least cited order and in a tie were lack of motivation and lack of patience and sacrifice. Lack of being a good role model was ranked the fifth while lack of awareness and exposure came in position six. Others that tied in the last eighth position were; lack of confidence, lack of gender sensitivity and lack of cooperation.

**TABLE 30****Summary of Qualities Lacking Among G/C Committee Members by Headteachers**

| Quality                               | Count | Pct of Responses<br>(Out of 119) | Pct Rank |
|---------------------------------------|-------|----------------------------------|----------|
| Lack of knowledge and training in G/C | 87    | 73.1                             | 1        |
| Lack of motivation                    | 9     | 7.6                              | 3        |
| Lack of commitment and interest       | 39    | 32.8                             | 2        |
| Lack of patience and sacrifice        | 9     | 7.6                              | 3        |
| No confidentiality                    | 2     | 1.7                              | 7        |
| No confidence                         | 1     | 0.8                              | 8        |
| Not a good role model                 | 4     | 3.4                              | 5        |
| Lack of awareness and exposure        | 3     | 2.5                              | 6        |
| No gender sensitivity                 | 1     | 0.8                              | 8        |
| No co-operation                       | 1     | 0.8                              | 8        |

**TABLE 31****Summary of Factors Causing Poor Performance in G/C Department by Headteachers**

| Factor   | Count | Pct of Responses<br>(Out of 119) | Pct Rank |
|--|-------|----------------------------------|----------|
| Lack of education or training in G/C                     | 80    | 67.2                             | 1        |
| Lack of resources, facilities and funds                  | 70    | 58.8                             | 2        |
| No time due to work overload on G/C teachers             | 67    | 56.3                             | 3        |
| Lack of support from parents/guardians and the community | 47    | 39.5                             | 4        |
| Lack of motivation, interest and commitment              | 42    | 35.3                             | 5        |
| Poor role model  | 6     | 5.0                              | 9        |
| Poverty and drug abuse in the surroundings               | 10    | 8.4                              | 8        |
| Negative attitudes by teachers and pupils                | 12    | 10.1                             | 7        |
| Cultural factors within the community                    | 20    | 16.8                             | 6        |
| Frequent transfer of teachers                            | 1     | 0.8                              | 12       |
| Larger class size and understaffing in school            | 3     | 2.5                              | 11       |
| Lack of co-operation among teachers                      | 5     | 4.2                              | 10       |

The data in table 31 above indicate that among the factors that contribute to the poor performance in the guidance and counselling departments, lack of education and training in skills was the most cited (by 67.2% of headteachers). Lack of resources, facilities and funds, as a factor, ranks second in the order of the most to least cited factor while no time due to work overload on guidance and counselling teachers ranks third. Other factors that follow in that order of most to least cited are: lack of support from the parents/guardians and community; lack of motivation, interest and commitment; cultural factors within the community; negative attitudes by teachers and pupils; poverty and drug abuse in the area surrounding schools; poor role modelling; lack of cooperation among teachers; larger class size and understaffing in schools; and lastly frequent transfer of teachers.

When the headteachers were asked to rate the performance of the guidance and counselling departments in their schools, their responses were as summarised in table 32 below.

**TABLE 32**  
**Summary of Ratings of Performance in G/C Departments By Headteachers**

|       |           | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Very good | 2         | 1.7     | 1.7           | 1.7                |
|       | Good      | 55        | 46.2    | 46.2          | 47.9               |
|       | Fair      | 58        | 48.7    | 48.7          | 96.6               |
|       | Poor      | 4         | 3.4     | 3.4           | 100.0              |
|       | Total     | 119       | 100.0   | 100.0         |                    |

Despite the headteachers having cited many factors that contributed to poor performance in guidance and counselling departments, most of them felt that the performances were either fair or good (48.7% and 46.2% respectively). Only 1.7% felt that it was very good and the remaining 3.4% believed that the performance was poor.

The headteachers were asked to give suggestions on how guidance and counselling services could be improved in their schools. Their responses were as summarised in the table 33 below.

Most of the headteachers (76.5%) suggested training of teachers, providing workshops and seminars as one of the strategies to improve guidance and counselling in their schools. In the second position, in the rank order of suggestion by most to least number of headteachers, was provision of facilities, resources and materials for guidance and counselling. The third ranked suggestion was to allocate time for guidance and counselling in the curriculum. Suggestions to involve the community in the guidance and counselling exercise and to motivate teachers and strengthening of the guidance and counselling departments were both ranked in the fourth position. Other suggestions that follow in the same order are: inviting counsellors to talk to pupils; employing qualified teacher counsellors; reducing workload for teacher counsellors; enhancing co-operation among stakeholders; teachers to be role models; sensitising community on the dangers of drugs; and lastly, maintaining gender balance among teaching staff.

In one of the items in the questionnaires, the headteachers were requested to give their opinions on whether they thought they were giving enough support or not to the guidance and counselling programme. Their responses are summarised in the table 34 below.

**TABLE 33**

**Summary of Suggestions to Improve G/C in Schools According to Headteachers**

| Suggestion                                    | Count | Pct of Responses<br>(Out of 119) | Pct Rank |
|---|-------|----------------------------------|----------|
| Training of teachers, workshops and seminars  | 91    | 76.5                             | 1        |
| Less work on G/C teachers                     | 9     | 7.6                              | 8        |
| Involving the community in G/C exercise       | 18    | 15.1                             | 4        |
| Motivating and strengthening of the G/C       | 18    | 15.1                             | 4        |
| Inviting counsellors to talk to pupils        | 16    | 13.4                             | 6        |
| Employing qualified teacher counsellors       | 12    | 4.5                              | 7        |
| Provide facilities, resources and materials   | 56    | 47.1                             | 2        |
| Allocating time for G/C in the curriculum     | 28    | 23.5                             | 3        |
| Sensitising community on the dangers of drugs | 3     | 2.5                              | 11       |
| Gender balance in teaching staff              | 2     | 1.7                              | 12       |
| Teachers being good role models               | 5     | 4.2                              | 10       |
| Enhance co-operation among stakeholders       | 7     | 5.9                              | 9        |

**TABLE 34****Summary of Responses by Headteachers on Whether or Not Headteachers Are Giving Enough Support to G/C Programmes.**

|  |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|--------|-----------|---------|---------------|--------------------|
| Whether giving enough support to G/C programme | Yes    | 88        | 74.0    | 74.6          | 74.6               |
|  | No     | 30        | 25.2    | 25.4          | 100.0              |
|  | Total  | 118       | 99.2    | 100.0         |                    |
| Missing  | System | 1         | 0.8     |               |                    |
| Total  |        | 119       | 100.0   |               |                    |

One headteacher did not respond to this item. Of those who did, the majority (74.6%) indicated that they thought they were giving enough support to the guidance and counselling programmes. The remaining 25.4% admitted that they did not give enough of the required support to the programme. The headteachers gave the following in support of their allegations:

**TABLE 35****Summary of Reasons in Evidence of Giving Support to G/C Programme**

| Reason   | Count | Pct of Responses (Out of 88) | Pct Rank |
|--|-------|------------------------------|----------|
| Always allocate time for teachers to do G/C    | 23    | 26.1                         | 1        |
| Invite qualified personnel to counsel pupils   | 3     | 3.4                          | 9        |
| Consulting teachers on any problems arising    | 9     | 10.2                         | 4        |
| Encouraging and motivating G/C teachers        | 12    | 13.6                         | 3        |
| Supported teachers in their G/C needs          | 19    | 21.6                         | 2        |
| Improvements in pupils' academic performance   | 6     | 6.8                          | 7        |
| Helps in behavioural change                    | 4     | 4.5                          | 8        |
| Forming of G/C committee                       | 7     | 8.0                          | 6        |
| Creating an office for guiding and counselling | 8     | 9.1                          | 5        |
| Acting as a role model                         | 1     | 1.1                          | 11       |
| There are reduced cases of school drop outs    | 3     | 3.4                          | 9        |

Out of the total (88) headteachers who indicated that they were giving enough support to the guidance and counselling programme, 23 (26.1%) alleged that they always allocated time for teachers to do guidance and counselling. Nineteen of the headteachers (21.6%), indicated that they believed they were supporting teachers in their guidance and counselling needs. The third most cited evidence of giving support to the guidance and counselling programme was that of encouraging and motivating G/C teachers. This was cited by 12 headteachers. Others follow in the order of most cited to least as tabulated in table 35 above. Only one headteacher, who indicated that being a role model, was evidence that he was in support of the programme. Other evidences in the second last position were; the belief that headteachers were inviting qualified personnel to counsel pupils, and the belief that there were reduced cases of school drop outs in their schools.

**TABLE 36**  
**Summary of Reasons in Evidence of Not Giving Enough Support to G/C Programme**

| Reason  | Count | Pct of Responses (Out of 30) | Pct Rank |
|---|-------|------------------------------|----------|
| The school is understaffed                      | 2     | 6.7                          | 5        |
| Little time for G/C due to demanding curriculum | 15    | 50.0                         | 2        |
| Cannot sponsor or finance the cost of training  | 11    | 36.7                         | 3        |
| Lack of materials and financial support         | 8     | 26.7                         | 4        |
| No training and trained personnel               | 16    | 53.3                         | 1        |

Slightly over half of the headteachers (53.3%) who indicated that they were not giving enough support to the guidance and counselling programme cited the fact that they had not received any training neither had they any trained personnel in their departments. 50% of these teachers also indicated that they had little time for guidance and counselling due to the demanding curriculum. According to them, they had too many roles to play. Some headteachers (36.7%) also lamented that they could not sponsor or finance the cost of their training or that of the teachers due to lack of finances. Others (26.7%) said that they lacked the necessary materials and finances. A meagre 6.7% of headteachers indicated that the schools were understaffed hence could not give the necessary support.

## 7.2.5 Testing of Headteachers' Hypotheses

The data presented in this section were based on the significant relationships between means of overall role perceptions of headteachers and the independent variables of age, gender, marital status, academic qualifications, training in guidance and counselling, administrative experience, teaching experience, school category and location of school. All the nine null hypotheses were tested at a significance level of 0.05. Interestingly, all the null hypotheses were accepted after testing at this level. The results obtained after testing each of the hypotheses are presented below.

### Hypothesis H<sub>01</sub>

The first hypothesis was stated as:

H<sub>01</sub> There is no significant difference between role perceptions of headteachers in guidance and counselling of pupils and their ages

The results obtained after testing the first hypothesis are as tabulated below.

**TABLE 37**  
**ANOVA test between Headteachers' Role Perceptions and their Ages**

|   |                | Sum of Squares | df  | Mean Square | F     | Sig.  |
|---|----------------|----------------|-----|-------------|-------|-------|
| Role of headteacher in G/C of pupils        | Between Groups | 0.247          | 2   | 0.124       | 0.994 | 0.373 |
|   | Within Groups  | 14.425         | 116 | 0.124       |       |       |
|   | Total          | 14.672         | 118 |             |       |       |
| Role of teacher counsellor in G/C of pupils | Between Groups | 0.388          | 2   | 0.194       | 1.260 | 0.288 |
|   | Within Groups  | 17.866         | 116 | 0.154       |       |       |
|   | Total          | 18.254         | 118 |             |       |       |

The significance levels in both cases were greater than 0.05 hence the null hypothesis was accepted. That is, *there is no significant difference between role perceptions of headteachers in guidance and counselling of pupils and the headteachers' ages*. The results indicated that the ages of the headteachers neither affected significantly the way they perceived their roles nor for the teacher counsellors in guidance and counselling of pupils. In theory however, literature depicts that the personal characteristic of age can affect the way a person perceives

things and events. In this study, majority (63.1%) of headteachers were aged between 41 and 50 years.

### **Hypothesis H<sub>02</sub>**

The second hypothesis was stated as:

H<sub>02</sub> There is no significant difference between role perceptions of headteachers in guidance and counselling of pupils and their gender (sex).

The results obtained after testing the hypothesis H<sub>02</sub> indicated that the significance levels were greater than 0.05 in both cases as shown in table 38 below. The null hypothesis was therefore accepted. That is, *there is no significant difference between role perception of headteachers in guidance and counselling of pupils and the headteachers' gender (sex)*. The results indicated that gender of the headteachers did not significantly affect their role perceptions.

**TABLE 38**  
**T-test between Headteachers' Role Perceptions and Gender**

| Pair   | T-test for Equality of Means |     |                 |            |                  |   |         |
|--|------------------------------|-----|-----------------|------------|------------------|---|---------|
|  | t                            | df  | Sig. (2-tailed) | Mean Diff. | Std. Error Diff. | 95% Confidence Interval of the Difference |         |
|  |                              |     |                 |            |                  | Lower                                     | Upper   |
| Role of headteacher in G/C of pupils and Gender        | -1.105                       | 117 | 0.271           | -0.09197   | 0.08319          | -0.25672                                  | 0.07279 |
| Role of teacher counsellor in G/C of pupils and Gender | -0.371                       | 117 | 0.711           | -0.03463   | 0.09322          | -0.21924                                  | 0.14999 |

### **Hypothesis H<sub>03</sub>**

The third hypothesis was stated as:

H<sub>03</sub> There is no significant difference between role perceptions of headteachers in guidance and counselling of pupils and their marital status

The results obtained after testing hypothesis H<sub>03</sub> were as shown in table 39 below.

**TABLE 39**  
**ANOVA test between Headteachers Role Perceptions and Marital Status**

|  |                | Sum of Squares | df  | Mean Square | F     | Sig.  |
|--|----------------|----------------|-----|-------------|-------|-------|
| Role of headteacher in G/C of pupils and Marital Status        | Between Groups | 0.289          | 3   | 0.096       | 0.763 | 0.517 |
|  | Within Groups  | 14.383         | 114 | 0.126       |       |       |
|  | Total          | 14.672         | 117 |             |       |       |
| Role of teacher counsellor in G/C of pupils and Marital Status | Between Groups | .268           | 3   | 0.089       | 0.575 | 0.632 |
|  | Within Groups  | 17.671         | 114 | 0.155       |       |       |
|  | Total          | 17.939         | 117 |             |       |       |

The significance levels obtained in both cases were greater than 0.05 hence the null hypothesis was accepted. That is, *there is no significant difference between role perceptions of headteachers in guidance and counselling of pupils and the headteachers' marital status*. The results implied that headteachers' role perceptions in guidance and counselling of pupils were not significantly affected by their marital status, although in reality majority were married.

#### **Hypothesis H<sub>04</sub>**

The fourth hypothesis was stated as:

H<sub>04</sub> There is no significant difference between role perceptions of headteachers in guidance and counselling of pupils and their academic qualifications.

The results obtained after testing the hypothesis H<sub>04</sub> were as tabulated below in table 40. The significance levels were greater than 0.05 in both cases therefore the null hypothesis was accepted. That is, *there is no significant difference between role perceptions of headteachers in guidance and counselling of pupils and the headteachers' academic qualifications*. The personal characteristics of academic qualifications among the headteachers did not significantly affect their perceptions in this study.

**TABLE 40****ANOVA test between Headteachers' Role Perceptions and their Academic Qualifications**

|   |                | Sum of Squares | df  | Mean Square | F     | Sig.  |
|---|----------------|----------------|-----|-------------|-------|-------|
| Role of headteacher in G/C of pupils and Academic Qualifications        | Between Groups | 0.869          | 5   | 0.174       | 1.422 | 0.222 |
|   | Within Groups  | 13.803         | 113 | 0.122       |       |       |
|   | Total          | 14.672         | 118 |             |       |       |
| Role of teacher counsellor in G/C of pupils and Academic Qualifications | Between Groups | 1.325          | 5   | 0.265       | 1.769 | 0.125 |
|   | Within Groups  | 16.929         | 113 | 0.150       |       |       |
|   | Total          | 18.254         | 118 |             |       |       |

**Hypothesis H<sub>05</sub>**

The fifth hypothesis was stated as:

H<sub>05</sub> There is no significant difference between role perceptions of headteachers in guidance and counselling of pupils and their training in guidance and counselling.

The table 41 below shows the results obtained after testing the hypothesis H<sub>05</sub>.

**TABLE 41****T-test between Headteachers Role Perceptions and Training in G/C**

|   | t-test for Equality of Means |     |                 |            |                  |   |         |
|---|------------------------------|-----|-----------------|------------|------------------|---|---------|
|   | t                            | df  | Sig. (2-tailed) | Mean Diff. | Std. Error Diff. | 95% Confidence Interval of the Difference |         |
|   |                              |     |                 |            |                  | Lower                                     | Upper   |
| Role of headteacher in G/C of pupils and training in G/C        | 0.584                        | 117 | 0.560           | 0.04193    | 0.07175          | -0.10018                                  | 0.18403 |
| Role of teacher counsellor in G/C of pupils and training in G/C | -0.495                       | 117 | 0.622           | -0.03963   | 0.08007          | -0.19820                                  | 0.11894 |

The significance levels obtained were greater than 0.05 hence the null hypothesis was accepted. That is, *there is no significant difference between role perceptions of headteachers in guidance and counselling of pupils and the headteachers' training in guidance and counselling.* These results seem to contradict what is in theory. Literature portrays that training in skills related to particular roles affect their (roles) perception. It should however be noted that the majority of the headteachers were not trained in guidance and counselling and the few who had, the training was inadequate.

**Hypothesis H<sub>06</sub>**

The sixth hypothesis was stated as:

H<sub>06</sub> There is no significant difference between role perceptions of headteachers in guidance and counselling of pupils and administrative experience.

The results obtained after testing hypothesis H<sub>06</sub> were as tabulated in table 42 below:

**TABLE 42**  
**ANOVA test between Headteachers Role Perceptions and Administrative Experience**

|   |                | Sum of Squares | df  | Mean Square | F     | Sig.  |
|---|----------------|----------------|-----|-------------|-------|-------|
| Role of headteacher in G/C of pupils and Administrative Experience        | Between Groups | 0.496          | 4   | 0.124       | 0.997 | 0.412 |
|   | Within Groups  | 14.176         | 114 | 0.124       |       |       |
|   | Total          | 14.672         | 118 |             |       |       |
| Role of teacher counsellor in G/C of pupils and Administrative Experience | Between Groups | 0.773          | 4   | 0.193       | 1.260 | 0.290 |
|   | Within Groups  | 17.481         | 114 | 0.153       |       |       |
|   | Total          | 18.254         | 118 |             |       |       |

The significance levels obtained were greater than 0.05 hence the null hypothesis was accepted. That is, *there is no significant difference between role perceptions of headteachers in guidance and counselling of pupils and administrative experience.* Literature depicts that past experience affects role perceptions. In this study however, administrative experience of headteachers did not significantly affect the role perceptions.

### **Hypothesis H<sub>07</sub>**

The seventh hypothesis was stated as:

H<sub>07</sub> There is no significant difference between role perceptions of headteachers in guidance and counselling of pupils and their teaching experience

Results obtained after testing the hypothesis H<sub>07</sub> are as shown in the table 43 below.

**TABLE 43**  
**ANOVA test between Headteachers Role Perceptions and Teaching Experience**

|   |                | Sum of Squares | df  | Mean Square | F     | Sig.  |
|---|----------------|----------------|-----|-------------|-------|-------|
| Role of headteacher in G/C of pupils and teaching experience        | Between Groups | 0.084          | 3   | 0.028       | 0.222 | 0.881 |
|   | Within Groups  | 14.588         | 115 | 0.127       |       |       |
|   | Total          | 14.672         | 118 |             |       |       |
| Role of teacher counsellor in G/C of pupils and teaching experience | Between Groups | .252           | 3   | 0.084       | 0.536 | 0.658 |
|   | Within Groups  | 18.002         | 115 | 0.157       |       |       |
|   | Total          | 18.254         | 118 |             |       |       |

The levels of significance in both cases were greater than 0.05 hence the null hypothesis was accepted. That is, *there is no significant difference between role perceptions of headteachers in guidance and counselling of pupils and the headteachers' teaching experience*. Just like with the administrative experience, the teaching experience of the headteachers did not affect significantly their role perceptions. Similarly, this seems to contradict what is in theory.

### **Hypothesis H<sub>08</sub>**

The eighth hypothesis was stated as:

H<sub>08</sub> There is no significant difference between role perceptions of headteachers in guidance and counselling of pupils and the school category.

The results obtained after testing the hypothesis H<sub>08</sub> are as tabulated below.

**TABLE 44****ANOVA test between Headteachers Role Perceptions and Categories of Schools**

|   |                | Sum of Squares | df  | Mean Square | F     | Sig.  |
|---|----------------|----------------|-----|-------------|-------|-------|
| Role of headteacher in G/C of pupils and categories of schools        | Between Groups | 0.127          | 3   | 0.042       | 0.336 | 0.799 |
|   | Within Groups  | 14.545         | 115 | 0.126       |       |       |
|   | Total          | 14.672         | 118 |             |       |       |
| Role of teacher counsellor in G/C of pupils and categories of schools | Between Groups | 0.123          | 3   | 0.041       | 0.260 | 0.854 |
|   | Within Groups  | 18.131         | 115 | 0.158       |       |       |
|   | Total          | 18.254         | 118 |             |       |       |

The significance levels were greater than 0.05 hence the null hypothesis was accepted. That is, *there is no significant difference between role perceptions of headteachers in guidance and counselling of pupils and the school category*. The different school categories were day, boarding and mixed. The results implied that the differences in school categories did not affect significantly the way the headteachers in these schools perceived guidance and counselling roles.

**Hypothesis H<sub>09</sub>**

The ninth hypothesis was stated as:

H<sub>09</sub>. There is no significant difference between role perceptions of headteachers in guidance and counselling of pupils and geographical location of the school.

The results obtained after testing the ninth hypothesis were as indicated in the table 45 below. The significance levels obtained after testing hypothesis H<sub>09</sub> were greater than the critical value of 0.05 hence the null hypothesis was accepted. That is, *there is no significant difference between role perceptions of headteachers in guidance and counselling of pupils and geographical location of the school*. The geographical locations considered were rural, urban and rural/urban fringe. The role perceptions of headteachers were not affected by the different geographical locations.

**TABLE 45****ANOVA test between Headteachers Role Perceptions and Geographical Location of Schools**

|   |                | Sum of Squares | df  | Mean Square | F     | Sig.  |
|---|----------------|----------------|-----|-------------|-------|-------|
| Role of headteacher in G/C of pupils and geographical locations of schools        | Between Groups | 0.345          | 2   | 0.173       | 1.397 | 0.251 |
|   | Within Groups  | 14.327         | 116 | 0.124       |       |       |
|   | Total          | 14.672         | 118 |             |       |       |
| Role of teacher counsellor in G/C of pupils and geographical locations of Schools | Between Groups | 0.079          | 2   | 0.040       | 0.254 | 0.776 |
|   | Within Groups  | 18.175         | 116 | 0.157       |       |       |
|   | Total          | 18.254         | 118 |             |       |       |

**7.3 Teacher Counsellors' Questionnaire Data Analysis**

The demographic data from the teacher counsellors' questionnaires is analysed first followed by the analysis of their role perceptions in guidance and counselling. Thereafter the results of the testing of the null hypotheses on their data are presented.

**7.3.1 Teacher Counsellors Demographic Data****TABLE 46****Summary of the Ages of Teacher Counsellors**

|     |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----|---------------|-----------|---------|---------------|--------------------|
| Age | 30yrs or less | 1         | 0.8     | 0.8           | 0.8                |
|     | 31-35 yrs     | 3         | 2.5     | 2.5           | 3.4                |
|     | 36-40 yrs     | 8         | 6.7     | 6.7           | 10.1               |
|     | 41-45 yrs     | 41        | 34.5    | 34.5          | 44.5               |
|     | 46-50 yrs     | 34        | 28.6    | 28.6          | 73.1               |
|     | 51-55 yrs     | 31        | 26.1    | 26.1          | 99.2               |
|     | Over 55 yrs   | 1         | 0.8     | 0.8           | 100.0              |
|     | Total         | 119       | 100.0   | 100.0         |                    |

The data obtained in table 46 above indicate that the majority of teachers (89.9%) were aged above 40 years, with a good number (55.5%) aged above 45 years. Only one of the teachers was aged above 55 years. This presented an anomaly since unlike the headteachers who are likely to fall under a contract after reaching the mandatory retirement age of 55 years, teachers are exempted. It is however possible that the teacher's official records differed from the actual age of the teacher.

**TABLE 47**  
**Summary of the Gender of Teacher Counsellors**

|        |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------|--------|-----------|---------|---------------|--------------------|
| Gender | Male   | 18        | 15.1    | 15.1          | 15.1               |
|        | Female | 101       | 84.9    | 84.9          | 100.0              |
|        | Total  | 119       | 100.0   | 100.0         |                    |

The data indicate that majority of teacher counsellors (84.9%) were female and only 15.1% were male. It is evident that most headteachers preferred to appoint female teacher counsellors in their schools. Gender in this case was a factor under consideration. There was however gender skewness among the teachers in primary schools in the study which could have affected the appointments. There were about twice (1235) as many female teachers as there were males (622).

**TABLE 48**  
**Summary of Teacher Counsellors Highest Academic/Professional Qualifications**

|               |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|--------------------|-----------|---------|---------------|--------------------|
| Qualification | KCE/EACE with S1   | 16        | 13.5    | 13.5          | 13.5               |
|               | KCE/EACE with P1   | 43        | 36.1    | 36.1          | 49.6               |
|               | KACE/EAACE with S1 | 12        | 10.1    | 10.1          | 59.7               |
|               | KACE/EAACE with P1 | 20        | 16.8    | 16.8          | 76.5               |
|               | BEd/BA/BSC         | 1         | 0.8     | 0.8           | 77.3               |
|               | Other              | 27        | 22.7    | 22.7          | 100.0              |
|               | Total              | 119       | 100.0   | 100.0         |                    |

The data in table 48 above indicate that 59 out of 119 teacher counsellors (49.6%) had ordinary level academic qualification (KCE/EACE) with either S1 or P1

professional qualification. In this combined category, there were more P1 teachers (36.1%) than the S1 category (13.4%). 32 out of 119 teachers (26.9%) had the advanced level (KACE/EAACE) with either S1 or P1. There were however more P1 teachers in that combined category than the S1 ones. Only one (0.8%) teacher counsellor had a university degree while others, besides P1 and S1 teachers constituted 22.7%.

**TABLE 49**  
**Summary of Teacher Counsellors Teaching Experience**

|            |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|---------------|-----------|---------|---------------|--------------------|
| Experience | 1-5 years     | 2         | 1.7     | 1.7           | 1.7                |
|            | 6-10 years    | 2         | 1.7     | 1.7           | 3.4                |
|            | 11-15 years   | 37        | 31.1    | 31.1          | 34.5               |
|            | 16-20 years   | 26        | 21.8    | 21.8          | 56.3               |
|            | Over 20 years | 52        | 43.7    | 43.7          | 100.0              |
|            | Total         | 119       | 100.0   | 100.0         |                    |

The data in table 49 above indicate that only 3.4% of teacher counsellors had a teaching experience of 10 years and below. The rest 96.6% had over 10 years teaching experience among them 43.7% with over 20 years experience. 52.9% of teachers had a teaching experience of between 11 and 20 years. Considering all the five categories in table 49 above, the category of teachers with a teaching experience of over 20 years had the highest percentage (43.7%). It is possible that the headteachers had a bias towards teachers with long teaching experiences while appointing them as teacher counsellors.

The teacher counsellors were requested to indicate their administrative experience. Four teachers did not respond to this item as indicated in table 50 below. Over half (59.1%) of the teacher counsellors who did respond had an administrative experience of between 1 and 5 years. 73.9% of these teachers had an administrative experience of 10 years and below while 14.8 % of teachers had an experience of between 11 and 20 years. 11.3% had an experience of over 20 years.

**TABLE 50****Summary of Teacher Counsellors Administrative Experience as HOD**

|         |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|---------------|-----------|---------|---------------|--------------------|
| Valid   | 1-5 years     | 68        | 57.1    | 59.1          | 59.1               |
|         | 6-10years     | 17        | 14.3    | 14.8          | 73.9               |
|         | 11-15years    | 7         | 5.9     | 6.1           | 80.0               |
|         | 16-20years    | 10        | 8.4     | 8.7           | 88.7               |
|         | Over 20 years | 13        | 10.9    | 11.3          | 100.0              |
|         | Total         | 115       | 96.6    | 100.0         |                    |
| Missing | System        | 4         | 3.4     |               |                    |
| Total   |               | 119       | 100.0   |               |                    |

**TABLE 51****Summary of Whether Teacher Counsellors are Trained in G/C**

|         |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid   | Yes    | 52        | 43.7    | 44.4          | 44.4               |
|         | No     | 65        | 54.6    | 55.6          | 100.0              |
|         | Total  | 117       | 98.3    | 100.0         |                    |
| Missing | System | 2         | 1.7     |               |                    |
| Total   |        | 119       | 100.0   |               |                    |

Over half (55.6%) of teacher counsellors who responded to this item indicated that they had not attended any training in guidance and counselling. The rest (44.4%) did indicate that they had been trained. This corresponds with the findings of the many past government reports as earlier noted and the latest findings of Waudo (2001) and Ndegwa (2003); that many teacher counsellors are not trained in guidance and counselling.

Sixty teachers responded to the item on the mode of training against the expected 52 who indicated that they had been trained as indicated in table 52 below. It is possible that eight of the teachers, although trained, felt that the training they had received was as good as nothing. The majority of the teachers, who had received some training (68.3%), had been trained through in-service courses or seminars. This kind of training as earlier noted lasted barely two weeks and therefore was inadequate. Only 21.7% had been trained in basic counselling while 10 % had had both types of training.

**TABLE 52**  
**Summary of the Mode of Training in G/C**

|      |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|------|--|-----------|---------|---------------|--------------------|
| Mode | Training in basic counselling            | 13        | 21.7    | 21.7          | 21.7               |
|      | Attending in-service courses or seminars | 41        | 68.3    | 68.3          | 90.0               |
|      | Both of above                            | 6         | 10      | 10.0          | 100.0              |
|      | Total                                    | 60        | 100.0   | 100.0         |                    |

**TABLE 53**  
**Summary of Teacher Counsellors Marital Status**

|                |         | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|---------|-----------|---------|---------------|--------------------|
| Marital Status | Married | 112       | 94.1    | 96.6          | 96.6               |
|                | Single  | 2         | 1.7     | 1.7           | 98.3               |
|                | Other   | 2         | 1.7     | 1.7           | 100.0              |
| Total          |         | 116       | 97.5    | 100.0         |                    |
| Missing System |         | 3         | 2.5     |               |                    |
| Total          |         | 119       | 100.0   |               |                    |

The majority of teacher counsellors who responded to this item (96.6%) were married. Although the status of being married was not cited as one of the qualities considered when appointing teacher counselors, the data indicate that headteachers had some bias towards the same when appointing teacher counsellors. This is likely to be so because traditionally married persons are expected to portray a mother or father figure in them, which is a desirable characteristic in guidance and counselling. Three of the teachers did not respond. Singles and other category (windowed and separated) had equal percentages of 1.7.

**TABLE 54**  
**Summary of Gender of Pupils in Schools**

|        |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------|-------|-----------|---------|---------------|--------------------|
| Gender | Girls | 3         | 2.5     | 2.5           | 2.5                |
|        | Mixed | 116       | 97.5    | 97.5          | 100.0              |
| Total  |       | 119       | 100.0   | 100.0         |                    |

The data in table 54 above indicate that the majority of the primary schools (97.5%) were mixed and only 3 (2.5%) were purely girls' schools. There were no purely boys' schools. Mixed schools have their own unique problems especially adolescence related ones. Boy-girl relationships remain one of the biggest challenges facing teachers in primary schools. Some of the girls who mature early have been known to be impregnated by their boy classmates. The girl child, especially from poor background, is considered more disadvantaged because chances for her continuation of education after giving birth are very limited. Out of such concerns, some purely girls schools have been established.

**TABLE 55**  
**Summary of Whether Teacher Counsellors Work with Committees of G/C**

|  |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|--------|-----------|---------|---------------|--------------------|
| Whether teacher counsellors work with committee of G/C | Yes    | 76        | 63.9    | 64.4          | 64.4               |
|  | No     | 42        | 35.3    | 35.6          | 100.0              |
|  | Total  | 118       | 99.2    | 100.0         |                    |
| Missing  | System | 1         | 0.8     |               |                    |
| Total  |        | 119       | 100.0   |               |                    |

One teacher did not respond to this item. Of those who did, 64.4% answered in the affirmative. The remaining 35.6% indicated that they worked on their own, without any committee members. 85.5% of the headteachers on the other hand indicated that they had appointed other teachers to work with the teacher counsellors (see table 12). This portrays a discrepancy between the two sets of data, arousing some suspicion that the headteachers did not give the correct data.

The 76 teacher counsellors who worked with a committee of guidance and counselling were requested to indicate the total number of teachers in their committees as tabulated in table 56 below. It is assumed that this data includes the teacher counsellors themselves, unlike the data obtained from the headteachers in table 13 which gives the number of other teachers in the committees other than the teacher counsellors.

**TABLE 56**  
**Summary of Number of Teachers in G/C Committees**

|                                      | Number | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------------------|--------|-----------|---------|---------------|--------------------|
| Number of teachers in G/C committees | 2-3    | 28        | 36.8    | 38.3          | 38.3               |
|                                      | 4-5    | 31        | 40.8    | 42.5          | 80.8               |
|                                      | 6-7    | 7         | 9.2     | 9.6           | 90.4               |
|                                      | 8-9    | 3         | 4.0     | 4.1           | 94.5               |
|                                      | 10-11  | 3         | 4.0     | 4.1           | 98.6               |
|                                      | 12-13  | 1         | 1.3     | 1.4           | 100.0              |
|                                      | Total  | 73        | 96.1    | 100.0         |                    |
| Missing                              | System | 3         | 3.9     |               |                    |
| Total                                |        | 76        | 100.0   |               |                    |

Three teachers who were expected to respond to this item did not. The headteachers data indicated that a total of 94 teachers worked with the teacher counsellors (table 13), while the teacher counsellors themselves indicated a total of 73 teachers in the guidance and counselling departments. Assuming that the teacher counsellors' data was more authentic, the headteachers had quoted a higher figure than the actual. Out of the 73 teacher counsellors, 80.8% had between 2 and 5 teachers in their committees. 13.7% of teachers had committees with a range of 6-9 numbers of teachers. 5.3% of the teachers indicated that they worked with a number of teachers ranging between 10 and 13, in their committees. A single streamed primary school in Kenya has a minimum staffing of 8 teachers including the headteacher. A double streamed school has a minimum of double that number. It is possible that in some single streamed schools, all the teachers were assumed to be members of guidance and counselling committees.

**TABLE 57**  
**Summary of Number of Committee Members Trained in Basic G/C Skills**

|   | Number | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|--------|-----------|---------|---------------|--------------------|
| Number of committee members trained in basic G/C skills | 1      | 11        | 14.5    | 78.6          | 78.6               |
|   | 2      | 3         | 3.9     | 21.4          | 100.0              |
|   | Total  | 14        | 18.4    | 100.0         |                    |
|   | None   | 62        | 81.6    |               |                    |
| Total   |        | 76        | 100.0   |               |                    |

The data in table 57 above indicate that the majority of guidance and counselling committees (81.6%) had all the members without any basic training in guidance and counselling. The headteachers gave a higher percentage (90.8%) of the teachers who had not trained in basic counselling skills. These findings are similar to the past government reports and the research findings by Waudu (2001) and Ndegwa (2003), as earlier noted; that majority of teacher counsellors are not trained in basic skills. Only 1 or 2 of the teachers had been trained in basic guidance and counselling skills in each of the 18.4% committees that had trained members. Majority (78.6%) of these committees with trained members had only one of their members trained in basic skills. 21.4% of these committees had only 2 of their members trained in basic skills.

**TABLE 58**  
**Summary of Number of Committee Members who had Attended In-service Courses and Seminars**

|   |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|--------|-----------|---------|---------------|--------------------|
| Number of teachers attended in-service courses and seminars | 1-2    | 26        | 34.2    | 74.3          | 74.3               |
|   | 3-4    | 7         | 9.2     | 20.0          | 94.3               |
|   | 7-8    | 1         | 1.3     | 2.9           | 97.1               |
|   | 9-10   | 1         | 1.3     | 2.9           | 100.0              |
|   | Total  | 35        | 46.0    | 100.0         |                    |
| Missing   | System | 41        | 54.0    |               |                    |
| Total   |        | 76        | 100.0   |               |                    |

The data indicate that 46.0% of committees out of the total 76 had at least one of their members who had attended in-service courses or seminars in guidance and counselling. The rest of the committees (54.0%) had members who had neither attended in-service courses nor seminars in guidance and counselling. Among the committees with members who had attended courses and seminars, the majority (74.3%) had either one or two members trained, while 9.2% had 3 or 4 of their members trained. 5.8% of the committees had between 7-10 of their members trained through in-service courses and seminars. The headteachers data in table 15 indicate similarly that the majority of the committees (79.3%) had either one or two members trained through in-service courses and seminars.

### 7.3.2 Teacher Counsellors Role Perceptions in G/C

The teacher counsellors used a similar scale to that used by the headteachers (see section 7.2.2) to indicate their level of role perceptions. They were similarly required to indicate whether they Strongly Supported (SS), Supported (S), had No Opinion (NO), No Support (NS), or Strongly No Support (SNS).

**TABLE 59**  
**Summary of Teacher Counsellors Perceptions of their Roles in G/C**

| Role of Teacher counsellor in G/C of pupils   | N   | Min | Max | Mean | Std. Dev |
|---|-----|-----|-----|------|----------|
| Coordinating the G/C department   | 119 | 2   | 5   | 4.61 | 0.626    |
| Advising the headteacher on the needs of the G/C department   | 117 | 3   | 5   | 4.56 | 0.649    |
| Helping pupils to cope with new situations  | 119 | 1   | 5   | 4.83 | 0.542    |
| Assisting pupils in self-awareness  | 118 | 2   | 5   | 4.89 | 0.387    |
| Guiding pupils concerning relationships with other persons including opposite sex   | 119 | 4   | 5   | 4.92 | 0.266    |
| Informing pupils about dangers of deviant behaviour such as drug taking, pre-marital sex etc  | 119 | 4   | 5   | 4.93 | 0.251    |
| Helping pupils in deciding and selecting schools for further education and careers  | 117 | 1   | 5   | 4.56 | 0.635    |
| Identifying pupils with personal problems including drug abuse, poor background and HIV/AIDS and counselling them                       | 119 | 2   | 5   | 4.82 | 0.469    |
| Liaising (consulting) with parents/guardians over pupils difficulties   | 118 | 2   | 5   | 4.55 | 0.622    |
| Identifying the country's referral agents and the services such as hospitals, rehabilitation centers etc and making necessary referrals | 116 | 1   | 5   | 3.90 | 0.945    |
| Coordinating the accumulation of important pupil information  | 117 | 2   | 5   | 4.41 | 0.721    |
| Organising and keeping pupils' files and records  | 116 | 1   | 5   | 3.96 | 0.964    |
| Interpreting pupils' information to the headteacher, staff members and parents  | 116 | 1   | 5   | 4.36 | 0.859    |
| Guiding and counselling parents/guardians who show lack of interest in children's education   | 118 | 1   | 5   | 4.59 | 0.765    |
| Giving pupils spiritual guidance alongside other guidance   | 119 | 2   | 5   | 4.81 | 0.492    |
| Acting as a role model to the pupils and members of staff   | 118 | 4   | 5   | 4.92 | 0.280    |
| Time tabling for general guidance and counselling session for pupils  | 119 | 1   | 5   | 4.37 | 0.832    |
| Facilitating guidance and counselling for basic training for the committee members of G/C   | 115 | 1   | 5   | 3.95 | 1.042    |
| Assigning G/C duties to different members for the committee   | 114 | 1   | 5   | 4.06 | 1.050    |
| Motivating G/C committee members to adequately assist pupils  | 118 | 1   | 5   | 4.08 | 1.026    |
| Involving the classroom teachers in problem solving especially concerning special needs of disadvantaged pupils                         | 119 | 3   | 5   | 4.79 | 0.449    |

The data in table 59 above indicate that on average, every teacher counsellor at least supported every described role as hers or his. Minimum mean score was 3.90 (approximately 4) while the maximum mean score was 4.93 (approximately 5). That is they either supported or strongly supported, on average. The following functions were strongly supported by teacher counsellors as constituting their roles in guidance and counselling in the order of highest to least mean score. These were: informing pupils about dangers of deviant behaviour such as drug taking, pre-marital sex etc (4.93, std. dev = 0.251); guiding pupils concerning relationships with other persons including opposite sex (4.92, std. dev = 0.266); acting as a role model to the pupils and members of staff (4.92, std. dev = 0.280); assisting pupils in self-awareness (4.89, std. dev = 0.387); helping pupils to cope with new situations (4.83, std. dev = 0.542); identifying pupils with personal problems including drug abuse, poor background and HIV/AIDS and counselling them (4.82, std. dev = 0.469); giving pupils spiritual guidance alongside other guidance (4.81, std. dev = 0.492); involving the classroom teachers in problem solving especially concerning special needs of disadvantaged pupils (4.79, std. dev = 0.449); coordinating the G/C department (4.61, std. dev = 0.626); guiding and counselling parents/guardians who show lack of interest in children's education (4.59, std. dev = 0.765); advising the headteacher on the needs of the G/C department (4.56, std. dev = 0.649) and; liaising (consulting) with parents/guardians over pupils difficulties (4.55, std. dev = 0.622).

The teacher counsellors strongly supported that informing pupils about dangers of deviant behaviour such as drug taking, pre-marital sex etc was their role. This function had the highest mean score (4.93) and the lowest standard deviation (0.251), followed by two others that were strongly supported and had equal mean scores (4.92). These are the functions of guiding pupils concerning relationships with other persons including opposite sex (std. dev = 0.266) and that of acting as a role model to the pupils and members of staff (std. dev = 0.280). Both had a minimum of 4. Others followed in the order as bulleted above and the lowest ranked function in that category of strongly supported is that of liaising with parents/guardians over pupils difficulties (4.55). This function had a minimum mean score of 2 (no support) and a standard deviation of 0.622. Hence some teachers did not feel that it was their role. All the other functions except the first three (with Min 4) and the eighth and the eleventh functions in the bulleted list above (both with Min 3) had either a minimum

of 1 or 2. Similarly, such functions were not supported by some teachers as their roles.

The following eight functions were on average just supported by the teacher counsellors as being part of their roles: coordinating the accumulation of important pupil information (4.41, std. dev = 0.721); time tabling for general guidance and counselling session for pupils (4.37, std. dev = 0.832); interpreting pupils' information to the headteacher, staff members and parents (4.36, std. dev = 0.859); motivating G/C committee members to adequately assist pupils (4.08, std. dev = 1.026); assigning G/C duties to different members for the committee (4.06, std. dev = 1.050); organising and keeping pupils' files and records (3.96, std. dev = 0.964); facilitating guidance and counselling for basic training for the committee members of G/C (3.95, std. dev = 1.042); and identifying the country's referral agents and the services such as hospitals, rehabilitation centers etc and making necessary referrals (3.90, std. dev = 0.945).

All the above functions each had a minimum of 1 except for the one topping the list which had a minimum of 2. The last three functions on the list, that is: organising and keeping pupils' files and records ; facilitating guidance and counselling for basic training for the committee members of guidance and counselling ; and identifying the country's referral agents and the services such as hospitals, rehabilitation centers and making necessary referrals had standard deviations of 0.964, 1.042 and 0.945 respectively. Quite a number of teachers did not support these functions to be actually their roles. The standard deviations for the first five functions in the above bulleted list had also appreciable high values. The deviations were 0.721, 0.832, 0.859, 1.026, and 1.050 respectively as shown in the order of the list. The following functions had each a minimum of 4 implying that all the teacher counsellors at least supported that they were their roles. In all the other described roles, some of the teacher counsellors had no support, others very strongly and yet some did not have any opinion. These functions are: informing pupils about dangers of deviant behaviour such as drug taking, pre-marital sex etc; guiding pupils concerning relationships with other persons including opposite sex; and acting as a role model to the pupils and members of staff.

### 7.3.3 Teacher Counsellors Overall Role Perceptions

The overall mean perceptions for the teacher counsellors were computed and compared with the independent variables under investigation. The results obtained are presented in the following cross tabulations.

**TABLE 60**  
**Summary of Teacher Counsellors Role Perceptions and their Ages**

|                                      | Ages      | N   | Mean   | Std. Deviation | Min  | Max  |
|--------------------------------------|-----------|-----|--------|----------------|------|------|
| Teacher Counsellors Role Perceptions | 26-35 yrs | 8   | 4.4104 | 0.32573        | 3.86 | 4.76 |
|                                      | 36-45 yrs | 55  | 4.5769 | 0.33859        | 3.48 | 5.00 |
|                                      | 46-55 yrs | 56  | 4.4750 | 0.35059        | 3.76 | 5.00 |
|                                      | Total     | 119 | 4.5177 | 0.34544        | 3.48 | 5.00 |

The data obtained in table 60 above indicate that the overall teacher counsellors' perception was 4.52 with a minimum of 3.48, a maximum of 5.00 and a standard deviation of 0.345. That is on average all the teacher counsellors supported that the described functions were actually their roles. The teacher counsellors in the age bracket of 26-35 years had the lowest mean perception (4.41) compared to other categories although on the other had there were few of them (8 out of 119). The teachers in the age bracket of 36-45 years had the highest mean perception (4.58) among these categories.

**TABLE 61**  
**Summary of Teacher Counsellors Role Perceptions and their Gender**

|                                      | Gender | N   | Mean   | Std. Deviation | Min  | Max  |
|--------------------------------------|--------|-----|--------|----------------|------|------|
| Teacher Counsellors Role Perceptions | Male   | 18  | 4.5218 | 0.43959        | 3.48 | 5.00 |
|                                      | Female | 101 | 4.5170 | 0.32857        | 3.81 | 5.00 |
|                                      | Total  | 119 | 4.5177 | 0.34544        | 3.48 | 5.00 |

Comparing the male and female teacher counsellors, there was hardly any difference between the role perceptions of the two. The males had a mean perception of 4.52 while the mean for the females was approximately equal (4.52). However the males had a minimum of 3.48 and a standard deviation of 0.440 compared to the females' 3.81 and a standard deviation of 0.329.

**TABLE 62**  
**Summary of Teacher Counsellors Role Perceptions and their Marital Status**

|                                      | Marital Status | N   | Mean   | Std. Dev | Min  | Max  |
|--------------------------------------|----------------|-----|--------|----------|------|------|
| Teacher Counsellors Role Perceptions | Married        | 112 | 4.5033 | 0.34987  | 3.48 | 5.00 |
|                                      | Single         | 2   | 4.7381 | 0.03367  | 4.71 | 4.76 |
|                                      | Other          | 2   | 4.8095 | 0.26937  | 4.62 | 5.00 |
|                                      | Total          | 116 | 4.5127 | 0.34827  | 3.48 | 5.00 |

The data in table 62 above indicate that almost all the teacher counsellors were married (112 out of 116) hence no meaningful comparisons could be made between the categories. The data in table 63 below indicate that teacher counsellors in the category of others other than the S1s and the P1s had the highest role perception (4.54), ignoring the only graduate teacher's. It is however noted that there was hardly any difference between this highest value and the perceptions for the KCE/EACE with P1, KACE/EAACE with S1 and KACE/EAACE with P1 categories of teachers who had mean perceptions of 4.52, 4.51 and 4.53, respectively. The category with the qualifications of KCE/EACE with S1 had the lowest mean perception (4.46) in this category. On average however, they supported all the described functions to be their roles.

**TABLE 63**  
**Summary of Teacher Counsellors Role Perceptions and Highest Qualifications**

|                                      | Highest Academic/Professional Qualification | N   | Mean   | Std. Deviation | Min  | Max  |
|--------------------------------------|---|-----|--------|----------------|------|------|
| Teacher Counsellors Role Perceptions | KCE/EACE with S 1                           | 16  | 4.4672 | 0.38666        | 3.76 | 5.00 |
|                                      | KCE/EACE with P1                            | 43  | 4.5158 | 0.39191        | 3.48 | 5.00 |
|                                      | KACE/EAACE with S1                          | 12  | 4.5080 | 0.26053        | 4.05 | 4.86 |
|                                      | KACE/EAACE with P1                          | 20  | 4.5302 | 0.32685        | 3.81 | 5.00 |
|                                      | B Ed/BA/B Sc                                | 1   | 4.5714 | 0.0            | 4.57 | 4.57 |
|                                      | Other                                       | 27  | 4.5440 | 0.31282        | 4.00 | 5.00 |
|                                      | Total                                       | 119 | 4.5177 | 0.34544        | 3.48 | 5.00 |

The data in table 64 below indicate that the teacher counsellors who claimed to have been trained in guidance and counselling basic skills, had a slightly higher perception (4.58) than their untrained colleagues (4.47).

**TABLE 64****Summary of Teacher Counsellors Role Perceptions and Whether Trained in G/C**

|   | Have you been trained in guidance and counselling | N   | Mean   | Std. Dev. | Min  | Max  |
|---|---|-----|--------|-----------|------|------|
| Role of teacher counsellor in the G/C of pupils | Yes   | 62  | 4.5877 | 0.32516   | 3.92 | 5.00 |
|   | No  | 55  | 4.4689 | 0.35694   | 3.84 | 4.92 |
|   | Total   | 117 | 4.5283 | 0.34825   | 3.84 | 5.00 |

**TABLE 65****Summary of Teacher Counsellors Role Perceptions and Administrative Experience**

|                                      | Administrative Experience | N   | Mean   | Std. Deviation | Min  | Max  |
|--------------------------------------|---------------------------|-----|--------|----------------|------|------|
| Teacher Counsellors Role Perceptions | 1-5 years                 | 68  | 4.5073 | 0.35465        | 3.48 | 5.00 |
|                                      | 6-10years                 | 17  | 4.6199 | 0.31124        | 3.95 | 5.00 |
|                                      | 11-15years                | 7   | 4.6735 | 0.29665        | 4.14 | 5.00 |
|                                      | 16-20years                | 10  | 4.4134 | 0.40724        | 3.76 | 5.00 |
|                                      | Over 20 years             | 13  | 4.4663 | 0.26096        | 4.00 | 4.95 |
|                                      | Total                     | 115 | 4.5213 | 0.34171        | 3.48 | 5.00 |

The data indicate that the teacher counsellors with an administrative experience of 11-15 years had the highest perception (4.67) compared to their colleagues in other categories. They however were few (7 out of 115) in number. The teacher counsellors with an administrative experience of 16-20 years had the minimum perception of 4.41.

**TABLE 66****Summary of Teacher Counsellors Role Perceptions and Teaching Experience**

|                                      | Teaching Experience | N   | Mean   | Std. Deviation | Min  | Max  |
|--------------------------------------|---------------------|-----|--------|----------------|------|------|
| Teacher Counsellors Role Perceptions | 1-5 years           | 2   | 4.4742 | 0.00285        | 4.47 | 4.48 |
|                                      | 6-10years           | 2   | 3.9528 | 0.13117        | 3.86 | 4.05 |
|                                      | 11-15years          | 37  | 4.5353 | 0.35278        | 3.48 | 5.00 |
|                                      | 16-20years          | 26  | 4.5994 | 0.31338        | 3.81 | 5.00 |
|                                      | Over 20 years       | 52  | 4.4878 | 0.35020        | 3.76 | 5.00 |
|                                      | Total               | 119 | 4.5177 | 0.34544        | 3.48 | 5.00 |

The data in table 66 above indicate that the teacher counsellors with a teaching experience of 16-20 years had the highest perception (4.60) of their role compared to others. Ignoring the categories of 1-5 and 6-10 years because of the very

small numbers in each (2), the teachers with the teaching experience of over 20 years had the minimum perception (4.49) of their role.

**TABLE 67**  
**Summary of Teacher Counsellors Role Perceptions and Categories of Schools**

|                                      | School Category    | N   | Mean   | Std. Deviation | Min  | Max  |
|--------------------------------------|--------------------|-----|--------|----------------|------|------|
| Teacher Counsellors Role Perceptions | Day                | 111 | 4.5161 | 0.33052        | 3.76 | 5.00 |
|                                      | Boarding           | 6   | 4.4762 | 0.69769        | 3.48 | 5.00 |
|                                      | Mixed day/boarding | 2   | 4.5758 | 0.39868        | 3.84 | 4.90 |
|                                      | Total              | 119 | 4.5177 | 0.34544        | 3.48 | 5.00 |

The data indicate that the teachers in the mixed day and boarding schools had the highest perception (4.58) compared to others but their numbers were very few (2 out of 119). The differences in perceptions among all the categories were however minimal. The 6 teachers in the pure boarding schools had the lowest mean perception (4.48) of their role in guidance and counselling.

**TABLE 68**  
**Summary of Teacher Counsellors Role Perceptions and Geographical Locations of Schools**

|                                      | Geographical Location | N   | Mean   | Std. Deviation | Min  | Max  |
|--------------------------------------|-----------------------|-----|--------|----------------|------|------|
| Teacher Counsellors Role Perceptions | In a rural area       | 91  | 4.5091 | 0.34983        | 3.48 | 5.00 |
|                                      | In an urban area      | 7   | 4.8152 | 0.19646        | 4.52 | 5.00 |
|                                      | In rural/urban fringe | 19  | 4.4039 | 0.32429        | 3.76 | 5.00 |
|                                      | Total                 | 117 | 4.5183 | 0.34792        | 3.48 | 5.00 |

Two teachers did not respond to this item. The data in table 68 above indicate that the teacher counsellors in the urban area had the highest role perception (4.82), followed by their colleagues from the rural areas (4.51). The teachers from the rural/urban fringe had the lowest role perception (4.40).

### 7.3.4 Teacher Counsellors Multiple Responses

An item in the teacher counsellors' questionnaire requested them to state some characteristics of a good head of guidance and counselling department. Their responses were as summarised in table 69 below.

**TABLE 69**  
**Summary of Characteristics of a Good Head of G/C Department**

| Characteristic   | Count | Pct of Responses (out of 119) | Pct Rank |
|--|-------|-------------------------------|----------|
| Be a good organiser of guidance and counselling activities | 8     | 6.7                           | 8        |
| Able to make referrals                                     | 1     | 0.8                           | 11       |
| Being a role model   | 79    | 66.4                          | 1        |
| Being skilled, knowledgeable and informed                  | 28    | 23.5                          | 4        |
| Patience, loving and good listener                         | 70    | 58.8                          | 2        |
| Able to maintain confidentiality                           | 22    | 18.5                          | 6        |
| God fearing and transparent                                | 23    | 19.3                          | 5        |
| Social and welcoming                                       | 30    | 25.2                          | 3        |
| Understanding, supportive and responsible                  | 19    | 16.0                          | 7        |
| Time conscious   | 3     | 2.5                           | 10       |
| Hardworking and able to keep records                       | 5     | 4.2                           | 9        |
| Be sensitive on gender and age                             | 1     | 0.8                           | 11       |

The most cited characteristic of a good head of department, by the teacher counsellors (66.4% of them) is that of being a role model, by maintaining the accepted values. The quality of being a role model was also cited by most headteachers (see table 29), as being the quality they consider when appointing teacher counsellors. Both the headteachers and the teacher counsellors considered upholding of values as being important in the role enactment and hence in the role perception. Following in the second rank (58.8%) was the characteristic of being patient, loving and a good listener. The third most cited characteristic was that of being social and welcoming. The characteristic of being skilled, knowledgeable and informed was ranked fourth in this order while in the headteachers' list it was ranked in the second position of most cited quality considered. Others that were least cited are being time conscious (2.5%); being able to make referrals (0.8%); and being sensitive on gender and age (0.8%).

The teacher counsellors just like the headteachers, were requested to name the qualities that they considered lacking among the committee members. Their responses were as summarised in table 70 below.

**TABLE 70**  
**Summary of Qualities Lacking among G/C Committee Members**

| Quality lacking                           | Count | Pct of Responses (out of 119) | Pct Rank |
|---|-------|-------------------------------|----------|
| Lack of enough knowledge and training     | 56    | 47.1                          | 1        |
| No better time allocation                 | 14    | 11.8                          | 4        |
| Lack of proper planning                   | 5     | 4.2                           | 7        |
| Lack of commitment due to work load       | 44    | 37.0                          | 2        |
| Lack of patience and motivation           | 21    | 17.6                          | 3        |
| Lack of confidentiality                   | 7     | 5.9                           | 6        |
| Not well equipped with reference material | 8     | 6.7                           | 5        |
| Drug abuse free                           | 2     | 1.7                           | 8        |

The most cited quality as lacking among guidance and counselling committee members (47.1%) was lack of enough knowledge and training in guidance and counselling. This was not surprising because as already noted, most teacher counsellors were not trained. Lack of commitment due to heavy work load followed in the second rank position. This was cited by 37.0% of the teacher counsellors. Following in the third most cited position (17.6%) was lack of patience and motivation. Sadly, although least cited (1.7%), some teachers in the departments were drug abusers, lacking in role modeling. The reviewed literature depicted that lack of the desired qualities affect role perceptions unconstructively. Lack of the above mentioned qualities must have interfered with accurate role perceptions by the teacher counsellors.

The factors that the teacher counsellors thought contributed to poor performance of their guidance and counselling departments are summarised in table 71 below. Lack of guidance and counselling skills was the most cited factor (by 86% of teachers). Similarly, this factor was the most cited by the 67.2% of headteachers (see table 31). Following in the order of the most cited to least cited factor was having too much workload (40.3%), in the second position. This factor was ranked the third by the headteachers. Lack of support from parents and community (35.3%) ranked in the third position. In the headteachers' list, this factor ranked the fourth.

Others, in the same order are: lack of support from the headteachers (33.6%); lack of reference materials in schools (28.6%); lack of motivation and commitment (24.4%); cultural and religious beliefs (13.4%); few committed counsellors (10.1%); poor role model by the community (7.6%); lack of committee members (6.7%); and finally high illiteracy and poverty in the community (4.2%).

**TABLE 71**  
**Summary of Factors Contributing to Poor Performance of G/C Department**

| Factor   | Count | Pct of Responses<br>(out of 119) | Pct Rank |
|--|-------|----------------------------------|----------|
| Community high illiteracy and poverty          | 5     | 4.2                              | 11       |
| Few committed counsellors                      | 12    | 10.1                             | 8        |
| Lack of G/C skills                             | 103   | 86.6                             | 1        |
| Lack of motivation and commitment              | 29    | 24.4                             | 6        |
| Too much work load                             | 48    | 40.3                             | 2        |
| Lack of support from headteacher               | 40    | 33.6                             | 4        |
| Lack of support from parents and the community | 42    | 35.3                             | 3        |
| Lack of reference materials in schools         | 34    | 28.6                             | 5        |
| Poor role model by the community               | 9     | 7.6                              | 9        |
| Lack of committee members                      | 8     | 6.7                              | 10       |
| Lack of spiritual guidance                     | 1     | 0.8                              | 9        |
| Cultural and religious beliefs                 | 16    | 13.4                             | 7        |

The teacher counsellors gave the suggestions in table 72 below for improving guidance and counselling in schools. The two most cited suggestions (by 70.6% of teachers) were: training teachers in guidance and counselling skills or employing professional school counsellors; and providing offices and reference materials for guidance and counselling. The suggestion to incorporate guidance and counselling in the curriculum and timetabling for the same followed in that order of most to least cited. A similar order was realised with the headteachers (see table 33). The suggestion to train teachers in guidance and counselling was the most cited by the 76.5% of headteachers, followed by provision of facilities, resources and materials (47.1%); and in the third position, allocating specific time for guidance and counselling in the curriculum (23.5%). Other suggestions by the teacher counsellors followed as ranked in the table 72 below.

**TABLE 72**  
**Summary of Suggestions on How to Improve G/C in Schools**

| Suggestion   | Count | Pct of Responses<br>(out of 119) | Pct Rank |
|--|-------|----------------------------------|----------|
| Train teachers in G/C or employ professional counsellors in schools  | 84    | 70.6                             | 1        |
| Provide offices and reference materials for G/C                      | 84    | 70.6                             | 1        |
| Educate all teachers, parents and students on the need for G/C       | 30    | 25.2                             | 4        |
| Encouraging parents and community to be supportive of G/C in schools | 16    | 13.4                             | 6        |
| Motivating G/C teachers by giving them some remuneration             | 21    | 17.6                             | 5        |
| Having commitments towards G/C                                       | 6     | 5.0                              | 9        |
| Incorporating G/C in the curriculum and timetabling for lessons      | 52    | 43.7                             | 3        |
| Teachers to act as role models                                       | 5     | 4.2                              | 11       |
| Enhance good co-operation among teachers                             | 10    | 8.4                              | 7        |
| Reduction of workload on G/C teachers                                | 7     | 5.9                              | 8        |
| Forming of guiding and counselling committees                        | 6     | 5.0                              | 9        |
| Eliminate drug abuse in the community                                | 2     | 1.7                              | 12       |
| Invite resource persons to visit schools                             | 1     | 0.8                              | 13       |

The teacher counsellors were also requested to rate the performance of their guidance and counselling departments as they each perceived it. Their responses were as summarised in table 73 below.

**TABLE 73**  
**Summary of Performance of G/C Departments**

|       |           | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Very good | 2         | 1.7     | 1.7           | 1.7                |
|       | Good      | 52        | 43.7    | 43.7          | 45.4               |
|       | Fair      | 62        | 52.1    | 52.1          | 97.5               |
|       | Poor      | 3         | 2.5     | 2.5           | 100.0              |
|       | Total     | 119       | 100.0   | 100.0         |                    |

Despite the fact that the teacher counsellors gave quite a number of factors that contributed to poor performance, among them lack of training in guidance and counselling skills, over half of them (52.1%) felt that the performances of their departments were fair. 43.7% felt that they were good. Only 2.5% felt that the

performances were poor while the smallest percentage (1.7%) believed the performances were very good. This compared very well with the headteachers' data (see table 32). Similarly almost half of the headteachers (48.7%) perceived the performance of the guidance and counselling departments in their schools as being fair. 46.2% of the headteachers perceived the performances as good, while only 1.7% and 3.4% perceived the performances as being very good and poor respectively.

**TABLE 74**  
**Summary of Whether the H/T is Giving Enough Support to G/C Programmes**

|         |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid   | Yes    | 109       | 91.6    | 93.2          | 93.2               |
|         | No     | 8         | 6.7     | 6.8           | 100.0              |
|         | Total  | 117       | 98.3    | 100.0         |                    |
| Missing | System | 2         | 1.7     |               |                    |
| Total   |        | 119       | 100.0   |               |                    |

The majority of the teacher counsellors who responded to this item (93.2%) indicated that their headteachers were giving enough support to the guidance and counselling programmes. Similarly, the majority of the headteachers (74.6%) believed that they were giving enough support to the programmes (see table 34). Two teachers did not respond to this item and the remaining 8 (6.8%) were categorical that their headteachers were not giving enough support to guidance and counselling programmes. These eight teachers gave the areas where the headteachers needed to improve in support of the guidance and counselling programme as indicated in table 75 below.

Out of the 8 teachers who indicated that the headteachers were not giving enough support to the guidance and counselling departments, 5(62.5%) of them indicated that the headteachers should provide guidance and counselling offices and also lessen the teachers workload. 4 (50.0%) of the teachers also suggested that the headteachers should allocate time for guidance and counselling as well as motivating them (teachers). Other cited areas of improvement were in the allocation of funds to run guidance and counselling programmes (cited by 2 teachers); and to be dynamic in providing resource persons (cited by 1 teacher).

**TABLE 75****Summary of Areas Where the H/Ts Need to Improve in Support of G/C Programmes**

| Areas of Improvement                   | Count | Pct of Responses (out of 8) | Pct Rank |
|--|-------|-----------------------------|----------|
| Allocate funds for G/C                 | 2     | 25.0                        | 5        |
| Be dynamic to provide resource persons | 1     | 12.5                        | 6        |
| Provide G/C office                     | 5     | 62.5                        | 1        |
| Allocate time for G/C                  | 4     | 50.0                        | 3        |
| Motivate the teacher counsellors       | 4     | 50.0                        | 3        |
| Lessen the teachers workload           | 5     | 62.5                        | 1        |

**7.3.5 Testing of Teacher Counsellors' Hypotheses**

The data presented in this section were based on the significant relationships between means of the overall role perceptions of teacher counsellors and the independent variables of age, gender, marital status, academic qualifications, training in guidance and counselling, administrative experience, teaching experience, school category and location of school. The tenth null hypothesis tested the significant relationship between the headteachers perception of the teacher counsellors' role and the perception of the teacher counsellors about their role. All the ten null hypotheses were tested at a significance level of 0.05. Surprisingly, all the null hypotheses except the one on the significant relationship between the overall role perceptions of teacher counsellors and the location of schools were accepted. The results obtained after testing each of the hypotheses are as recorded here below.

**Hypothesis H<sub>0</sub>1**

The first hypothesis was stated as:

H<sub>0</sub>1 There is no significant difference between role perceptions of teacher counsellors in guidance and counselling of pupils and their age.

The results obtained after testing this hypothesis are as tabulated below.

**TABLE 76****ANOVA test between Teacher Counsellors' Role Perceptions and their Ages**

|                | Sum of Squares | df  | Mean Square | F     | Sig.  |
|----------------|----------------|-----|-------------|-------|-------|
| Between Groups | 0.387          | 2   | 0.194       | 1.640 | 0.198 |
| Within Groups  | 13.694         | 116 | 0.118       |       |       |
| Total          | 14.081         | 118 |             |       |       |

The significance level was greater than 0.05 hence the null hypothesis was accepted. That is, *there is no significant difference between role perceptions of teacher counsellors in guidance and counselling of pupils and the teacher counsellors' ages.* Although age, as a personal characteristic does affect perception in theory, at least from the reviewed literature, it did not contribute to any significant difference in the role perceptions of teachers in this study.

**Hypothesis H<sub>02</sub>**

The second hypothesis was stated as:

H<sub>02</sub> There is no significant difference between role perceptions of teacher counsellors in guidance and counselling of pupils and their gender (sex).

**TABLE 77****T-test between Teacher Counsellors' Role Perceptions and their Gender**

|   | t-test for Equality of Means |     |                 |            |                  |   |         |
|---|------------------------------|-----|-----------------|------------|------------------|---|---------|
|   | t                            | df  | Sig. (2-tailed) | Mean Diff. | Std. Error Diff. | 95% Confidence Interval of the Difference |         |
|   |                              |     |                 |            |                  | Lower                                     | Upper   |
| Role of teacher counsellor in the G/C of pupils | 0.054                        | 117 | 0.957           | 0.00479    | 0.08876          | -0.17099                                  | 0.18056 |

The results obtained after testing the hypothesis H<sub>02</sub>, as shown in table 77 above, indicated that the significant level was greater than 0.05, hence the null hypothesis was accepted. That is, *there is no significant difference between role*

*perceptions of teacher counsellors in guidance and counselling of pupils and the teacher counsellors' gender (sex).* The personal characteristic of gender, just like age, did not contribute to any significant differences among the teacher counsellors role perceptions.

**Hypothesis H<sub>03</sub>**

The third hypothesis was stated as:

H<sub>03</sub> There is no significant difference between role perceptions of teacher counsellors in guidance and counselling of pupils and their marital status

The results obtained after testing hypothesis H<sub>03</sub> were as shown in table 78 below.

**TABLE 78**  
**ANOVA test between Teacher Counsellors' Role Perceptions and Marital Status**

|                | Sum of Squares | df  | Mean Square | F     | Sig.  |
|----------------|----------------|-----|-------------|-------|-------|
| Between Groups | 0.288          | 2   | 0.144       | 1.190 | 0.308 |
| Within Groups  | 13.661         | 113 | 0.121       |       |       |
| Total          | 13.948         | 115 |             |       |       |

The significant level obtained was greater than 0.05 therefore the null hypothesis was accepted. That is, there is no significant difference between role perceptions of teacher counsellors in guidance and counselling of pupils and the teacher counsellors' marital status. This implied that the marital status did not make any significant differences in the role perceptions of teacher counsellors in this study. Recall that data presented earlier indicated that the majority of the teacher counsellors were married.

**Hypothesis H<sub>04</sub>**

The fourth hypothesis was stated as:

H<sub>04</sub> There is no significant difference between role perceptions of teacher counsellors in guidance and counselling of pupils and their academic qualifications

The results obtained after testing hypothesis H<sub>04</sub> were as shown in table 79 below.

**TABLE 79****ANOVA test between Teacher Counsellors' Role Perceptions and Academic Qualifications**

|                | Sum of Squares | df  | Mean Square | F     | Sig.  |
|----------------|----------------|-----|-------------|-------|-------|
| Between Groups | 0.067          | 5   | 0.013       | 0.108 | 0.990 |
| Within Groups  | 14.014         | 113 | 0.124       |       |       |
| Total          | 14.081         | 118 |             |       |       |

The significant level obtained was greater than 0.05 hence the null hypothesis was accepted. That is, *there is no significant difference between role perceptions of teacher counsellors in guidance and counselling of pupils and the teacher counsellors' academic qualifications.* Hence the academic qualifications of the teacher counsellors did not affect significantly the way they perceived their roles.

**Hypothesis H<sub>05</sub>**

The fifth hypothesis was stated as:

H<sub>05</sub> There is no significant difference between role perceptions of teacher counsellors in guidance and counselling of pupils and their training in guidance and counselling

The results obtained after testing hypothesis H<sub>05</sub> are as shown in table 80 below.

**TABLE 80****T-test between Teacher Counsellors' Role Perceptions and Training in G/C**

|   | t-test for Equality of Means |     |                    |            |                  |   |         |
|---|------------------------------|-----|--------------------|------------|------------------|---|---------|
|   | t                            | df  | Sig.<br>(2-tailed) | Mean Diff. | Std. Error Diff. | 95% Confidence Interval of the Difference |         |
|   |                              |     |                    |            |                  | Lower                                     | Upper   |
| Role of teacher counsellor in the G/C of pupils | 1.860                        | 115 | 0.065              | 0.11875    | 0.06385          | -0.00774                                  | 0.24523 |

The level of significance obtained was greater than 0.05, hence the null hypothesis was accepted. That is, *there is no significant difference between role*

*perceptions of teacher counsellors in guidance and counselling of pupils and the teacher counsellors' training in guidance and counselling.* This is unlike in theory where literature depict that skills training affects role perceptions. It has however been noted that the majority of the teacher counsellors were not trained, and those that had, the training was inadequate.

**Hypothesis H<sub>06</sub>**

The sixth hypothesis was stated as:

H<sub>06</sub> There is no significant difference between role perceptions of teacher counsellors in guidance and counselling of pupils and administrative experience.

The results obtained after testing hypothesis H<sub>06</sub> are as shown in table 81 below.

**TABLE 81**  
**ANOVA test between Teacher Counsellors' Role Perceptions and Administrative Experience**

|                | Sum of Squares | df  | Mean Square | F     | Sig.  |
|----------------|----------------|-----|-------------|-------|-------|
| Between Groups | 0.496          | 4   | 0.124       | 1.065 | 0.377 |
| Within Groups  | 12.815         | 110 | 0.116       |       |       |
| Total          | 13.311         | 114 |             |       |       |

The significance level obtained was greater than 0.05, hence the null hypothesis was accepted. That is *there is no significant difference between role perceptions of teacher counsellors in guidance and counselling of pupils and administrative experience.* Again this contrasts with literature (Proshausky & Seidenberg 1965; Lindesmith et al, 1975; Cherrington, 1989; Hayes, 1994; Hayes & Orrel, 1998; Nzuve, 1999) that indicates that past experience affects perception. In this study, administrative experience in the guidance and counselling departments did not affect the role perceptions of the teacher counsellors.

### **Hypothesis H<sub>07</sub>**

The seventh hypothesis was stated as:

H<sub>07</sub> There is no significant difference between role perceptions of teacher counsellors in guidance and counselling of pupils and teaching experience.

The results obtained after testing hypothesis H<sub>07</sub> are as shown in table 82 below.

**TABLE 82**  
**ANOVA test between Teacher Counsellors' Role Perceptions and Teaching Experience**

|                | Sum of Squares | df  | Mean Square | F     | Sig.  |
|----------------|----------------|-----|-------------|-------|-------|
| Between Groups | 0.873          | 4   | 0.218       | 1.885 | 0.118 |
| Within Groups  | 13.207         | 114 | 0.116       |       |       |
| Total          | 14.081         | 118 |             |       |       |

The level of significance was greater than 0.05 hence the null hypothesis was accepted. That is, *there is no significant difference between role perceptions of teacher counsellors in guidance and counselling of pupils and the teacher counsellors' teaching experience.* This confirmed that the personal characteristics of teaching experience, just like the administrative experience did not affect the way the teacher counsellors perceived their roles.

### **Hypothesis H<sub>08</sub>**

The eighth hypothesis was stated as:

H<sub>08</sub> There is no significant difference between role perceptions of teacher counsellors in guidance and counselling of pupils and the school category.

The results obtained after testing hypothesis H<sub>08</sub> are as shown in table 83 below.

**TABLE 83**  
**ANOVA test between Teacher Counsellors' Role Perceptions and the School Category**

|                | Sum of Squares | df  | Mean Square | F     | Sig.  |
|----------------|----------------|-----|-------------|-------|-------|
| Between Groups | 0.376          | 4   | 0.094       | 0.783 | 0.539 |
| Within Groups  | 13.705         | 114 | 0.120       |       |       |
| Total          | 14.081         | 118 |             |       |       |

The level of significance obtained was greater than 0.05 therefore the null hypothesis was accepted. That is, *there is no significant difference between role perceptions of teacher counsellors in guidance and counselling of pupils and the school category*. This implied that whether a school was a day school, boarding or mixed, it did not affect the way the teacher counsellors perceived their roles in guidance and counselling.

### **Hypothesis H<sub>0</sub>9**

The ninth hypothesis was stated as:

H<sub>0</sub>9 There is no significant difference between role perceptions of teacher counsellors in guidance and counselling of pupils and geographical location of school.

The results obtained after testing hypothesis H<sub>0</sub>9 are as shown in table 84 below. The significance level obtained was lower than 0.05 hence the null hypothesis was rejected and the alternative hypothesis accepted. That is, *there is a significant difference between role perceptions of teacher counsellors in guidance and counselling of pupils and geographical location of the school*. The geographical locations of schools considered were rural, urban and urban/rural fringe. The results obtained indicated that the geographical locations of schools affected the way the teacher counsellors perceived their roles.

**TABLE 84**  
**ANOVA test between Teacher Counsellors' Role Perceptions and Geographical Locations of Schools**

|                | Sum of Squares | df  | Mean Square | F     | Sig.  |
|----------------|----------------|-----|-------------|-------|-------|
| Between Groups | 0.883          | 2   | 0.442       | 3.827 | 0.025 |
| Within Groups  | 13.159         | 114 | 0.115       |       |       |
| Total          | 14.042         | 116 |             |       |       |

### **Hypothesis H<sub>0</sub>10**

The tenth hypothesis was stated as:

H<sub>0</sub>10 There is no significant difference between headteachers' perceptions of teacher counsellor's role and the perceptions of teacher counsellors of their role in guidance and counselling of pupils.

The results obtained after testing the hypothesis  $H_{010}$  are tabulated in table 85 below.

**TABLE 85**

**T-test between Headteachers' Perceptions and Teacher Counsellors' Perceptions of the Teacher Counsellor's Role**

|  | t-test for Equality of Means |     |                        |               |                        |   |         |
|--|------------------------------|-----|------------------------|---------------|------------------------|---|---------|
|  | t                            | df  | Sig.<br>(2-<br>tailed) | Mean<br>Diff. | Std.<br>Error<br>Diff. | 95% Confidence<br>Interval of the<br>Difference |         |
|  |                              |     |                        |               |                        | Lower   | Upper   |
| Role<br>perception<br>of TC's<br>role. | 0.442                        | 236 | 0.659                  | 0.02148       | 0.04767                | -0.07047  | 0.11643 |

The data indicate that the significance level obtained was greater than 0.05 hence the null hypothesis was accepted. That is, *there is no significant difference between headteachers' perceptions of teacher counsellor's role and the perceptions of teacher counsellors of their role in guidance and counselling of pupils*. The results implied that the way the teacher counsellors perceived their roles in guidance and counselling was not different from the way the headteachers perceived the same roles (of the teachers). When the Spearman's Rank Correlation Coefficient ( $\rho$ ) was done between the two sets of various ranks of the mean perceptions of corresponding functions of the teacher counsellor's role by both the headteachers and the teacher counsellors; the coefficient was significantly high (0.9492) at the 0.05 level (0.8783). This further confirms the reliability of the results of the tenth hypothesis testing.

**7.4 Observation Data Analysis**

Observations were done for guidance and counselling facilities and reference materials; counsellor/counseeleee data; management process and interactions; and counselling process in the primary schools' guidance and counselling offices. The data from these observations are as presented below.

### 7.4.1 Facilities and Materials Data

**TABLE 86**  
**Availability of G/C office**

|                               |                           | Frequency | Percent | Cumulative<br>Percent |
|-------------------------------|---------------------------|-----------|---------|-----------------------|
| Availability<br>of G/C office | Available and<br>spacious | 5         | 4.2     | 4.2                   |
|                               | Available but<br>small    | 3         | 2.5     | 6.7                   |
|                               | Not available             | 111       | 93.3    | 100.0                 |
| Total                         |                           | 119       | 100.0   |                       |

The data in table 86 above indicate that only 5 (4.2%) schools had spacious guidance and counselling offices, while 3 (2.5%) had small offices. In total, only 8 (6.7%) schools had offices for guidance and counselling services. The rest and the majority of schools (93.3%) did not have offices per se. This seems to contradict the data obtained from the headteachers, who, 27 (22.7%) of them had indicated that they had allocated offices for guidance and counselling programmes. It was however noted that some of the rooms allocated by the headteachers were not offices as such. Some included classrooms that fell vacant at some to time during the day, for example during the physical education lessons.

**TABLE 87**  
**Availability of G/C Office Furniture**

|  |  | Frequency | Percent | Valid<br>percent | Cumulative<br>Percent |
|--|--|-----------|---------|------------------|-----------------------|
| Availability<br>of G/C Office<br>Furniture | Available, adequate<br>and of quality          | 3         | 2.5     | 37.5             | 37.5                  |
|  | Available, adequate<br>and of low quality      | 2         | 1.7     | 25.0             | 62.5                  |
|  | Available,<br>inadequate and of<br>low quality | 3         | 2.5     | 37.5             | 100.0                 |
|  | Total  | 8         | 6.7     | 100.0            |                       |
|  | Unavailable                                    | 111       | 93.3    |                  |                       |
| Total                                      |  | 119       | 100.0   |                  |                       |

The data in table 87 above indicate that majority of schools (93.3%), did not have offices for guidance and counselling. Only 8 (6.7%) schools of the total sample had guidance and counselling offices. Out of these 8 schools, only 37.5% had furniture that was adequate and of good quality. The rest of schools (62.5%) had furniture that was of low quality. Among this category of schools, 25% had low

quality furniture but adequate, while inadequate and of low quality furniture was found in 37.5% of schools.

**TABLE 88**  
**Availability of G/C Reference Materials**

|   |   | Frequency | Percent | Cumulative<br>Percent |
|---|---|-----------|---------|-----------------------|
| Availability of<br>G/C reference<br>materials | Available, adequate<br>and relevant                 | 7         | 5.9     | 5.9                   |
|   | Available, adequate<br>and of little<br>relevance   | 7         | 5.9     | 11.8                  |
|   | Available,<br>inadequate and of<br>little relevance | 11        | 9.2     | 21.0                  |
|   | Unavailable   | 94        | 79.0    | 100.0                 |
| Total   |   | 119       | 100.0   |                       |

The data in table 88 above indicate that the majority (79.0%) of schools did not have any available reference materials. Only 5.9% schools had adequate and relevant guidance and counselling reference materials. An equal number (5.9%) had reference materials that were adequate but of little relevance. Some 9.2% schools had reference materials that were inadequate and of little relevance.

**TABLE 89**  
**Availability of G/C Training Materials**

|                       |              | Frequency | Percent |
|-----------------------|--------------|-----------|---------|
| Training<br>materials | Handbooks    | 4         | 11.3    |
|                       | Journals     | 1         | 2.9     |
|                       | Periodicals  | 1         | 2.9     |
|                       | Textbooks    | 21        | 60.0    |
|                       | Encyclopedia | 1         | 2.9     |
|                       | Other        | 7         | 20.0    |
|                       | Total        | 35        | 100.0   |

The data indicate that only 35 copies of training materials were distributed in 28 schools (see table 90 below). Of these materials, 60% were textbooks. Others which included handouts and seminar materials constituted 20%. Handbooks which are highly recommended by the Ministry of Education constituted a merely 11.3% and were just 4 in number. One copy each of the journals, periodicals and encyclopedia were realised among the 28 schools. These contributed 8.7% of the total lot of the materials.

**TABLE 90****Summary of Number of Schools with G/C Training Materials**

|   |                             | Frequency | Percent |
|---|-----------------------------|-----------|---------|
| Number of schools with training materials | With any available material | 28        | 23.5    |
|   | With nothing                | 91        | 76.5    |
|   | Total                       | 119       | 100.0   |

The data in table 90 above indicate that majority (76.5%) of schools did not have any training materials. Only 23.5% of schools had some training materials, majority of these (materials) being text books. This deficiency must have adversely affected the teacher counsellors, most of who were not trained.

**7.4.2 Observation of Counsellor/Counselee Data****TABLE 91****Summary of Number of Male Counsellors**

|                            |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------------|-------|-----------|---------|---------------|--------------------|
| Number of male counsellors | 1-2   | 69        | 58.0    | 94.5          | 94.5               |
|                            | 3-4   | 3         | 2.5     | 4.1           | 98.6               |
|                            | 9-10  | 1         | 0.8     | 1.4           | 100.0              |
|                            | Total | 73        | 61.3    | 100.0         |                    |
|                            | None  | 46        | 38.7    |               |                    |
| Total                      |       | 119       | 100.0   |               |                    |

The data indicate that in 38.7% of schools, there were no male counsellors. Some of these schools could be among the 35.3% in which the teacher counsellors indicated that they worked without any committee members. Of the schools with male counsellors, 94.5% had either 1 or 2 male counsellors, 4.1% had 3-4 male counsellors while the remaining 1.4% of schools had each 9 male counsellors.

**TABLE 92****Summary of Number of Female Counsellors**

|                              |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------------------|-------|-----------|---------|---------------|--------------------|
| Number of female counsellors | 1-2   | 77        | 64.7    | 68.8          | 68.8               |
|                              | 3-4   | 29        | 24.4    | 25.9          | 94.6               |
|                              | 5-6   | 4         | 3.4     | 3.6           | 98.2               |
|                              | 7-8   | 2         | 1.7     | 1.8           | 100.0              |
|                              | Total | 112       | 94.1    | 100.0         |                    |
|                              | None  | 7         | 5.9     |               |                    |
| Total                        |       | 119       | 100.0   |               |                    |

The data in table 92 above indicate that 94.1% (112) of schools had female counsellors. Out of these schools with female counsellors, 68.8% had between 1-2 female counsellors, while 94.6% had 1-4. Only 9.2% of these schools had between 4-8 female counsellors. The remaining 5.9% schools of the total sample did not have any female counsellors.

**TABLE 93**  
**Summary of Number of Male Counsellees in a Term**

|                                      |         | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------------------|---------|-----------|---------|---------------|--------------------|
| Number of male counsellees in a term | 1-5     | 65        | 54.6    | 84.4          | 84.4               |
|                                      | 6-10    | 8         | 6.7     | 10.4          | 94.8               |
|                                      | 16-20   | 2         | 1.7     | 2.6           | 97.4               |
|                                      | 26-30   | 1         | 0.8     | 1.3           | 98.7               |
|                                      | Over 30 | 1         | 0.8     | 1.3           | 100.0              |
|                                      | Total   | 77        | 64.7    | 100.0         |                    |
|                                      | None    | 42        | 35.3    |               |                    |
| Total                                |         | 119       | 100.0   |               |                    |

The data in table 93 above indicate that 64.7% of schools had at least one boy counselled in a term. The rest of schools (35.3%) recorded none. Of the schools that had male counsellees, a majority (84.4%) had only 1-5 boys counselled in a term. 8 (6.7%) schools had 6-10 boys in a term; while very few (3.3%) had a range of 16-30 boys. There was only one (0.8%) school with over 30 boys.

**TABLE 94**  
**Summary of Number of Female Counsellees in a Term**

|                                   |         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------------------|---------|-----------|---------|---------------|--------------------|
| Number of female pupils in a term | 1-5     | 60        | 50.4    | 76.9          | 76.9               |
|                                   | 6-10    | 11        | 9.2     | 14.1          | 91.0               |
|                                   | 16-20   | 5         | 4.2     | 6.4           | 97.4               |
|                                   | 26-30   | 1         | 0.8     | 1.3           | 98.7               |
|                                   | Over 30 | 1         | 0.8     | 1.3           | 100.0              |
|                                   | Total   | 78        | 65.5    | 100.0         |                    |
|                                   | None    | 41        | 34.5    |               |                    |
| Total                             |         | 119       | 100.0   |               |                    |

The data indicate that 65.5% of schools had female pupils counselled in a term, while 34.5% had none. Out of the 78 schools that had female counsellees,

76.9% had 1-5 female clients, while 14.1% had 6-10. 5.0% of schools had 16-30 counsellors in a term and only one (1.3%) had over thirty clients.

### 7.4.3 Observation of Management Process

The management processes observed were the frequency of visits by the stakeholders, management of clients' files/records and the timetable for guidance and counselling. Table 95 below gives the summary of the visits by external referral personnel such as the hospital psychologists.

**TABLE 95**  
**Summary of Frequency of Visits by External Referral Personnel in a Term**

|   |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|-------|-----------|---------|---------------|--------------------|
| Number of visits by external referral personnel | 1     | 29        | 24.4    | 74.3          | 74.3               |
|   | 2     | 6         | 5.0     | 15.4          | 89.7               |
|   | 3     | 4         | 3.4     | 10.3          | 100.0              |
|   | Total | 39        | 32.8    | 100.0         |                    |
|   | None  | 80        | 67.2    |               |                    |
| Total   |       | 119       | 100.0   |               |                    |

The data obtained indicate that only 39 (32.8%) schools out of the total sample of 119 did get some visits from the external referral personnel for guidance and counselling. Over half of the schools (67.2%) did not realise any visit. Out of the 39 schools which had recorded some visits, 74.3% had only one visit, 15.4% had two visits while 10.3% had three. None of the schools had more than three visits.

The data in table 96 below indicate that 74.8% of schools had recorded some visits by the pupils' guardians/parents related to guidance and counselling. The rest of the sample (25.2%) did not record any. In 48.3% of the schools that recorded some visits, guardians/parents only visited when called upon by the teachers or when need arose which was quite rare. In 37.1% of others, the frequency of voluntary visits was once, while two times of visits were recorded in the 11.2% of schools. The remaining 3.4% of schools had between 3 and 5 times of voluntary visits by the guardians/parents.

**TABLE 96****Summary of Frequency of Visits by Pupils' Guardians/Parents in a Term**

|   |                                   | Frequency | Percent | Valid Percent | Cum. Percent |
|---|-----------------------------------|-----------|---------|---------------|--------------|
| Number of visits by pupils' guardians/parents | When need arise/occasionally/rare | 43        | 36.1    | 48.3          | 48.3         |
|   | Once                              | 33        | 27.7    | 37.1          | 85.4         |
|   | Twice                             | 10        | 8.4     | 11.2          | 96.6         |
|   | Three times                       | 2         | 1.7     | 2.3           | 98.9         |
|   | Five times                        | 1         | 0.8     | 1.1           | 100.0        |
|   | Total                             | 89        | 74.8    | 100.0         |              |
|   | None                              | 30        | 25.2    |               |              |
| Total   |                                   | 119       | 100.0   |               |              |

**TABLE 97****Summary of Frequency of Visits by Professional Counsellors in a Year**

|                                   |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------------------|-------|-----------|---------|---------------|--------------------|
| Visiting professional counsellors | 1     | 10        | 8.4     | 83.4          | 83.4               |
|                                   | 3     | 1         | 0.8     | 8.3           | 91.7               |
|                                   | 4     | 1         | 0.8     | 8.3           | 100.0              |
|                                   | Total | 12        | 10.1    | 100.0         |                    |
|                                   | None  | 107       | 89.9    |               |                    |
| Total                             |       | 119       | 100.0   |               |                    |

The data obtained indicate that the visiting professional counsellors were rare in schools and were only recorded in 12 schools (visits per year). The rest and the majority of schools (89.9%) did not have any recorded case. Out of the 12 schools with the recorded visits by the professional counsellors, 10 (83.4%) had just one visit. One school (8.3%) had 3 visits while the other one had 4 visits.

The data obtained in table 98 below indicate that a majority of the headteachers (86.6%) either made visits to the guidance and counselling departments or participated in the guidance and counselling process. However, 16 (13.4%) headteachers did neither of these. Out of the 103 headteachers who participated in the guidance and counselling process, 56 (54.4%) did it daily during school assemblies. This is commendable considering the fact that only 34 (28.6%) of all the headteachers had been trained in guidance and counselling (see table 7). A good

number (35.9%) did it once a week while a small percentage (9.7%) did it either 3 or 4 times.

**TABLE 98**  
**Summary of Frequency of Visits/Participations by Headteacher in a Week**

|  |             | Frequency | Percent | Valid Percent | Cum. Percent |
|--|-------------|-----------|---------|---------------|--------------|
| Number of visits/participations by headteacher | Daily       | 56        | 47.1    | 54.4          | 54.4         |
|  | Once        | 37        | 31.1    | 35.9          | 90.3         |
|  | Twice       | 2         | 1.7     | 1.9           | 92.2         |
|  | Three times | 8         | 6.7     | 7.8           | 100.0        |
|  | Total       | 103       | 86.6    | 100.0         |              |
|  | None        | 16        | 13.4    |               |              |
| Total  |             | 119       | 100.0   |               |              |

**TABLE 99**  
**Summary of Frequency of Visits/Participations by Class Teachers in a Week**

|   |             | Frequency | Percent | Valid Percent | Cum. Percent |
|---|-------------|-----------|---------|---------------|--------------|
| Number of visits/participations by class teachers | Daily       | 72        | 60.5    | 71.3          | 71.3         |
|   | Once        | 22        | 18.5    | 21.8          | 93.1         |
|   | Twice       | 6         | 5.1     | 5.9           | 99.0         |
|   | Three times | 1         | 0.8     | 1.0           | 100.0        |
|   | Total       | 101       | 84.9    | 100.0         |              |
|   | None        | 18        | 15.1    |               |              |
| Total   |             | 119       | 100.0   |               |              |

The data in table 99 above indicate that majority of class teachers (84.9%) made visits to guidance and counselling departments and also participated in the guidance and counselling process. Of these who participated, majority (71.3%) did it daily in class meetings. Quite a good number (21.8%) did it once a week and the remaining 6.9% were recorded as doing it either twice or thrice. In 18 (15.1%) schools, class teachers were recorded as not participating in the guidance and counselling process.

**TABLE 100****Availability of Clients' Files/ Records including Background Information**

|                       |                             | Frequency | Percent | Cum.<br>Percent |
|-----------------------|-----------------------------|-----------|---------|-----------------|
| Clients' file/records | Available and properly kept | 15        | 12.6    | 12.6            |
|                       | Available and poorly kept   | 6         | 5.0     | 17.6            |
|                       | Unavailable                 | 98        | 82.4    | 100.0           |
| Total                 |                             | 119       | 100.0   |                 |

The data indicate that only 21(17.6%) schools out of the entire sample had available files/records for the clients in the guidance and counselling departments; among them 15 (12.6%) which were properly kept. The rest and the majority of schools (82.4%) did not have any available documents. This is likely due to the fact that most of the teacher counsellors were not trained and of those that had trained; majority had attended in-service courses and seminars which lasted hardly two weeks (see tables 51 and 52).

**TABLE 101****Number of Counselling Sessions per Week**

|   |                       | Frequency | Percent | Cumulative<br>Percent |
|---|-----------------------|-----------|---------|-----------------------|
| Number of counselling sessions per week | Once                  | 7         | 5.9     | 5.9                   |
|   | Twice                 | 4         | 3.4     | 9.3                   |
|   | None/ When need arise | 108       | 90.7    | 100.0                 |
| Total                                   |                       | 119       | 100.0   |                       |

The data obtained indicate that the majority (90.7%) of the teacher counsellors had not timetabled for guidance and counselling; implying that the exercise was not taken as seriously as it should. Among these teacher counsellors, guidance and counselling was only done when need arose and in most cases not at all. Of those who had set aside time for guidance and counselling (9.3%), it was done as an after school activity and did not appear in the school timetable. 5.9% of the teachers did guidance and counselling once a week while 3.4% did it twice.

**TABLE 102**  
**Times for the Counselling Sessions**

|  |                              | Frequency | Percent | Cumulative<br>Percent |
|--|------------------------------|-----------|---------|-----------------------|
| Times for the<br>counselling<br>sessions | Mornings                     | 11        | 9.3     | 9.3                   |
|  | Afternoons                   | 18        | 15.1    | 24.4                  |
|  | Evenings                     | 18        | 15.1    | 39.5                  |
|  | Any time/no<br>specific time | 72        | 60.5    | 100.0                 |
| Total                                    |                              | 119       | 100.0   |                       |

The data in table 102 above indicate that the majority (60.5%) of the teacher counsellors did not have a specified time for guidance and counselling. The rest (39.5%) had a preferred specified time either in the mornings, afternoons or evenings. The teacher counsellors who preferred morning sessions (9.3%) were also observed to be class teachers who did their counselling sessions during class meetings. Others (15.1%) preferred afternoon sessions with an equal number doing it in the evenings; after school.

**TABLE 103**  
**Times for the Pastoral/Spiritual Service in School Time Table**

|   |                                     | Frequency | Percent | Cum.<br>Percent |
|---|-------------------------------------|-----------|---------|-----------------|
| Allocated time for<br>pastoral/spiritual<br>services in time<br>table | Friday morning/Friday<br>evening    | 108       | 90.8    | 90.8            |
|   | Between Friday -<br>Sunday morning) | 3         | 2.5     | 93.3            |
|   | Wednesday morning                   | 6         | 5.0     | 98.3            |
|   | Thursday morning                    | 2         | 1.7     | 100.0           |
| Total   |                                     | 119       | 100.0   |                 |

The data indicate that all schools had timetabled for pastoral/spiritual guidance as per the Ministry of Education's policy. Schools involved religious people or clergy for such guidance. In the majority of schools (90.8%) it was done on Friday mornings or evenings. Some 2.5% of schools did theirs over the weekends (between Friday and Sunday mornings). These were boarding schools. Others (5.0%) did their pastoral/spiritual guidance on Wednesday mornings while 1.7% did it on Thursday mornings.

#### 7.4.4 Observation of Counselling Process

Observations of the counselling process were done in 114 schools. The teacher counsellors in the remaining 5 schools declined to have the counselling process observed citing incompetence as a reason. The table 104 below shows the number of clients in the waiting rooms at the time of the observations, in the 114 schools.

**TABLE 104**  
**Summary of Number of Clients in the Waiting Room**

|                                   |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------------------|--------|-----------|---------|---------------|--------------------|
| Number of clients in waiting room | 1      | 33        | 27.7    | 28.9          | 28.9               |
|                                   | 3      | 2         | 1.7     | 1.8           | 30.7               |
|                                   | None   | 79        | 66.4    | 69.3          | 100.0              |
|                                   | Total  | 114       | 95.8    | 100.0         |                    |
| Missing                           | System | 5         | 4.2     |               |                    |
| Total                             |        | 119       | 100.0   |               |                    |

The data in table 104 above indicate that clients were only observed in the waiting rooms of 30.7% of the schools that participated in this exercise. Only one client was observed in the 28.9% of these schools while 3 were observed in the 1.8% of the schools. In the majority of these schools (69.3%), no clients were observed in the waiting rooms. This is commensurate with the earlier observations that guidance and counselling was mostly done when need arose. In many of such schools; teacher counsellors were normally requested to arrange for a counselling session, hence the expected unobserved clients in the waiting rooms.

**TABLE 105**  
**Summary of Average Time Taken to Attend Each Client**

|                                  |                            | Frequency | Percent | Valid Percent | Cum. Percent |
|----------------------------------|----------------------------|-----------|---------|---------------|--------------|
| Time taken to attend each client | 30 -60 minutes             | 31        | 26.1    | 27.2          | 27.2         |
|                                  | Less than 30 minutes       | 67        | 56.3    | 58.8          | 86.0         |
|                                  | Depends with the situation | 16        | 13.4    | 14.0          | 100.0        |
|                                  | Total                      | 114       | 95.8    | 100.0         |              |
| Missing                          | System                     | 5         | 4.2     |               |              |
| Total                            |                            | 119       | 100.0   |               |              |

The data in table 105 above indicate that over half the teacher counsellors (58.8%) who were observed, took less than 30 minutes to attend to each client. 27.2% took 30-60 minutes while the remaining 14% took time to attend clients depending with the situation of the client.

**TABLE 106**  
**Physical (Facial) Appearance of the Client**

|  |           | Frequency | Percent | Valid Percent | Cum. Percent |
|--|-----------|-----------|---------|---------------|--------------|
| Physical (facial) appearance of the client | Gloomy    | 28        | 23.5    | 24.5          | 24.5         |
|  | Angry     | 6         | 5.1     | 5.3           | 29.8         |
|  | Disturbed | 80        | 67.2    | 70.2          | 100.0        |
|  | Total     | 114       | 95.8    | 100.0         |              |
| Missing                                    | System    | 5         | 4.2     |               |              |
| Total                                      |           | 119       | 100.0   |               |              |

The data in table 106 above indicate that the majority (70.2%) of the clients who were observed were found to be disturbed. It looked like they were suspicious being called out of class by the teacher counsellors, because often it happened when a child had a discipline case. However the children were always informed that it was not a case of discipline. Such 'suspicion' if any could have affected the attitudes of the clients during the counselling sessions. 24.5% of the observed clients wore gloomy faces while 5.1% portrayed a state of being angry.

The data in table 107 below indicate that a relaxed and friendly counselling atmosphere was found in 43% of the observed schools. In more than half others (57%), the counselling atmosphere was found to be either tense or suspicious. This can be attributed to the fact that most teacher counsellors lacked counselling skills.

**TABLE 107**  
**Appearance of the Counselling Atmosphere**

|                        |            | Frequency | Percent | Valid Percent | Cum. Percent |
|------------------------|------------|-----------|---------|---------------|--------------|
| Counselling atmosphere | Relaxed    | 25        | 21.0    | 21.9          | 21.9         |
|                        | Friendly   | 24        | 20.2    | 21.1          | 43.0         |
|                        | Tensed     | 35        | 29.4    | 30.7          | 73.7         |
|                        | Suspicious | 30        | 25.2    | 26.3          | 100.0        |
|                        | Total      | 114       | 95.8    | 100.0         |              |
| Missing                | System     | 5         | 4.2     |               |              |
| Total                  |            | 119       | 100.0   |               |              |

## **7.5 Summary of Chapter Seven and Discussion**

This chapter of data analysis has covered both the headteachers' and teacher counsellors' questionnaires and finally the observation schedules. Demographic data of both the headteachers and teacher counsellors have been presented. The following is a summary and discussion of the results thematically presented.

### **7.5.1 Respondents Demographic Data**

The data indicated that the majority of both the headteachers (90%) and the teacher counsellors (89.9%) were aged over 40 years and were married (94.1% and 96.6% respectively). In addition, the majority of the headteachers were males (81.5%) but on the contrary, the majority of the teacher counsellors (84.9%) were females. The statistics that the majority of headteachers were males reflect a normal trend in the Kenyan Government sectors. Gender imbalance in senior management positions cuts across all spheres, not just in education and women tend to be marginalised. It is a solid fact that since independence, few Kenyan women have risen to management positions in all sectors of civil service.

It is a normal practice for the senior teachers to be appointed to headship (Republic of Kenya, 1997) because their vast school experience gives them an upper edge in school management. Majority of schools in Kenya are church sponsored and only a few are sponsored by the District Education Boards (DEBs). The Education Act empowers the sponsors to take part in deciding the person to head or deputise in their sponsored schools; a privilege that has been abused more often than not. The church upholds the institution of marriage with high regard hence most of the headteachers appointed are married. In the African context, the status of being married portrays maturity and commands respect. It is possible that similar value considerations influence the headteachers when appointing teacher counsellors.

Being mature and responsible is one of the qualities that headteachers have to consider when appointing teacher counsellors. This suggests why most teacher counsellors were aged above 40 years. While the majority of the headteachers were males, the majority of the teacher counsellors were females. This was in the context that the majority of primary schools in the sample were mixed (97.5%) and day (96.6%). This is likely due to the skewed gender distribution at the time of the empirical study. According to the data sourced from the District Education Office at

the time of empirical study, there were 622 male and 1,235 female teachers in the public primary schools in Embu District. The findings that the majority of the teacher counsellors were females were very much similar to those by Waudo (2001) in his study of *Factors Affecting Effective Implementation of Guidance and Counselling Programmes in Public Primary Schools in Makadara Division, Nairobi Province*. Similarly in his case, it was due to the skewed gender distribution of teachers in the Division (Makadara).

It is also possible that the headteachers consider 'the mother figure' when appointing the teacher counsellors, and when faced with the awkward fact that none of the teachers are trained in the guidance and counselling. For example, one female teacher counsellor believed she was appointed because she was a mother. "*I am not trained. I use my experience as a mother to counsel the pupils. The way I correct my children, I also do it here*", she asserted. The traditional African woman normally has the heavy burden of bringing up children when the man is 'out there' looking after the family's resources if any or earning a living for the family. Even when a man is at home, the upbringing of children practically belongs to the traditional African mother although technically African children are normally identified with the father not the mother, as it was in the bible times. The ideal African woman is endowed with many qualities that favour her for the guidance and counselling work. Shaped by the tough motherhood experience, an African woman has patience and tolerance. The experience of bringing up children in difficult circumstances prepares her for challenging tasks such as that associated with guidance and counselling. It is possible that the headteachers are influenced either consciously or unconsciously by the 'mental image of a traditional African woman' when appointing teacher counsellors. After all they did indicate in this study that one of the qualities they consider when appointing teacher counsellors is gender. Following this line of thought, more female teachers should be appointed as headteachers in primary schools as they would better manage the guidance and counselling services in these schools. The Government should address this gender imbalance in the management of schools especially at the primary level. Faced with the emergent challenging issues of drug abuse and widespread indiscipline in schools, more female headteachers may just have some hope to offer.

The data concerning the headteachers' academic qualifications indicated that only one (0.8%) of the headteachers had a bachelor's degree qualification. The rest

had either a P1 or S1 with an ordinary level qualification or an advanced one. 22.7% of the headteachers were found to possess the ATS (Approved Teacher Status) qualification which is in a similar job group to a graduate status. Over half of the headteachers (55.5%) were found to have a teaching experience of over 20 years while the majority (68.9%) had an administrative experience of between 1 and 10 years. The data for the teacher counsellors indicated that 49.6% of them had ordinary level (KCE/EACE) academic qualification with either S1 or P1 professional qualifications; although in reality there were more P1s than S1s in this category. The data indicated that the majority of teacher counsellors (96.6%) had over 10 years teaching experience. Considering all the categories, those with a teaching experience of over 20 years were the most (43.7%). 73.9% of the teacher counsellors had an administrative experience in guidance and counselling departments of 10 years and below. The majority of the primary schools in the study (97.5%) were mixed; with only 2.5% being purely girls' schools and none were purely boys' schools. In addition, most of the schools (77.3%) were in rural areas and the majorities (96.6%) of them were day schools.

### **7.5.2 Data on Training in Guidance and Counselling**

The data indicated that over half of the teacher counsellors (55.6%) and the majority of the headteachers (71.4%) had not received any training in the guidance and counselling skills. Of those who had been trained, most (63.2% headteachers and 68.3% teacher counsellors) had just attended in-service courses or seminars which were found gravely inadequate because they lasted at most two weeks. In 81.6% of schools, the guidance and counselling committees did not have any of their members other than in some cases the teacher counsellors trained in the guidance and counselling skills. These research findings are similar to those by Waudo (2001) and Ndegwa (2003). According to Waudo and Ndegwa, most guidance and counselling teachers are not trained and hence have vague understanding of what guidance and counselling really entail or encompass. It is unfortunate that nothing seems to have changed to date. The headteachers and the teacher counsellors indicated they were ineffective in the guidance and counselling of pupils, and missed out many functions due to lack of training. Roles that demand more specialised skills may cause role strain if the role incumbent is not well prepared for the task, according to Forsyth

(1999). The data indicate that both the headteachers and the teacher counsellors are suffering from role strain. Several Kenyan Education reports and research findings already cited have blamed the Government for its laxity in training teachers in guidance and counselling in the entire nation. This study is yet another voice. The headteachers and the teacher counsellors' suggestions for the improvement of their role performance in guidance and counselling were many but most of all echoed one thing: they eagerly desired to train in guidance and counselling.

The researcher notes with appreciation the recent efforts being made by the Government to train guidance and counselling teachers through the School-based Teacher Development (SbTD) programme, although it does not cover the headteachers. As earlier noted, it is a distance education programme through modules which involves several subjects including guidance and counselling. The Guidance and Counselling Module (MOEST, 2005) was distributed in July 2005. While this is a laudable effort by the Government, the implementation lacks a professional touch. The so called trainers and overseers of the programme, the Area Education Officers (AEOs) and Teachers Advisory Centre (TAC) tutors are not professionally trained in guidance and counselling. At best they have received some training through seminars and workshops on how to assess the programme. Another shortcoming with the programme is that the headteachers have not been fully involved in the implementation process, neither were they involved in the formulation stage. Yet they play the vital role of appointing teachers to undergo the training programme. Some headteachers in the study disclosed that they appointed teachers for the programme who did not have the desired qualities. According to some headteachers, since the training programme demanded that the teachers undergoing it stay out of school for sometime, during the normal teaching time, they preferred to involve the not so productive teachers. Some were therefore happy to appoint the so called 'problematic' ones to undergo the programme, since they would not be 'missed' much in school. *"I know of schools where heads are giving problematic teachers so that they can go and stay there a week [training centers] if they don't involve nothing will go right. That is why we have failed in very many ways"* remarked one headteacher. The Government should come up with concrete plans for effective implementation of the SbTD programme. Since guidance and counselling assists in the all round development of a child, implementation of this training programme

should not fall short of professionalism. The trainers should be professionally trained.

The Government seems to have ignored the training of headteachers in the guidance and counselling skills. The headteachers need a training programme either similar to the one for teachers (SbTD) or otherwise. Gitonga (1999) in her study of *Secondary School Headteachers' Attitudes towards Guidance and Counselling Programme in Meru Central District, Kenya* observed that the headteachers who had trained in guidance and counselling had a more positive attitude towards the programme, hence her recommendations that they be trained. The need for proper training of headteachers in the guidance and counselling cannot be overemphasised. The headteachers in this study expressed their dissatisfaction for lack of training. "...we do it in our own knowledge, and I am not sure whether what I call guidance and counselling is what it really is", lamented one headteacher. Although quite a number of headteachers had attended in-service courses and workshops in guidance and counselling, this was cited as seriously inadequate. "...sometimes it's given in few minutes", disclosed one headteacher. For effective and efficient implementation of the guidance and counselling programmes, headteachers must be thoroughly trained and the Government should come up with strategies for this.

### **7.5.3 Data on Headteachers Responsibilities**

It is the responsibility of the headteachers to appoint teacher counsellors and to allocate and equip offices for guidance and counselling. Almost all the headteachers (96.6%) indicated that they had appointed teachers in charge of guidance and counselling. The majority (85.5%) had also appointed teachers to work with the teacher counsellors, although this figure differed from the one indicated by the teacher counsellors. According to the teacher counsellors, only 64.4% worked with a committee of guidance and counselling and the remaining 35.6% worked on their own. This is against the Government policy and both the headteachers and the Inspectorate (now being referred to as Quality Assurance and Standards Officers (QUASOs)) in the Ministry of Education are to blame. The Government seems to have neglected the inspection of this important service of guidance and counselling hence the many woes that have bedevilled our institutions. According to Glickman et al (2007), if supervision is to improve instruction in a school, then it must be an

active force that provides focus, structure, and time for matters of curriculum and instruction. Research has indicated that effective guidance and counselling affects positively other instructional programmes in a school hence the very reason that its supervision must not falter. The Ministry of Education should act fast and recruit professionals in guidance and counselling who should be trained as QUASOs for this noble service, if the situation is to be improved.

The data from the headteachers indicated that the majority (77.3%) had not allocated any specific room or office for use in guidance and counselling of pupils. The observations done on their availability revealed that the vast majority of schools (93.3%) did not have any offices for the guidance and counselling services. The data also indicated that over half (55.6%) of the offices allocated by the headteachers were poorly equipped. The actual observations revealed a higher figure of 62.5% of offices that were poorly equipped with furniture. The 25.9% of the allocated offices had no equipment at all and only 18.5% had relatively adequate furniture, according to observations carried out. Some of the offices or rooms that headteachers provided for guidance and counselling included classrooms that fell vacant at any time of the day for example during physical education lessons or on the other hand they would vacate their offices and those of the deputy headteachers if no other room was available. A headteacher's or the more commonly, the deputy headteacher's office did not offer the best environment, especially if a client had had a discipline case handled in the same room before. Although the bigger responsibility lies with the Government to provide facilities in schools; the headteachers should make all efforts possible to provide equipped rooms for use in guidance and counselling. The teacher counsellors cited lack of offices for guidance and counselling as one of the greatest hindrances to effective guidance and counselling. The Government cannot afford to continue ignoring this deficit if it has to seriously address the issue of improving guidance and counselling in primary schools.

#### **7.5.4 Data on Headteachers Support**

The majority of the headteachers (74.6%) said they were giving enough support to the guidance and counselling departments. In support of their views, they said they always allocated time for guidance and counselling (although in reality most did not, according to observation data). They also claimed they supported

teachers in their guidance and counselling needs (the data did not portray this) and encouraged and motivated them, among other reasons. Observations done revealed that in 90.7% of schools in the entire sample, guidance and counselling had not been time-tabled. In these schools, the services were rarely offered and only done when need arose conveying a lack of seriousness. Hardly any guidance and counselling was going on and the many cases that required counselling were just handled at disciplinary level. Follow-up of cases after disciplinary procedures was rarely done. On the other hand, all schools were found to have time-tabled for pastoral/spiritual guidance in line with the Ministry of Education's policy. Spiritual/pastoral guidance was highly enforced by the Ministry of Education hence its inclusion in the statutory curriculum. The headteachers should be compelled by the Ministry to time-table for guidance and counselling either as an extra-curricular activity or as part of the statutory curriculum.

The claim by the majority of the headteachers that they were supporting their teachers in their guidance and counselling needs is hard to acknowledge although on the other hand the majority of the teacher counsellors (93.2%) indicated that their headteachers were giving support. The 6.8% of the teachers who singled out their headteachers as not offering enough support to the guidance and counselling programme cited the areas that headteachers needed to improve as: provision of guidance and counselling offices, lessening of the teachers load, allocating time for guidance and counselling, motivating the teacher counsellors, allocating funds for guidance and counselling, and finally being dynamic in the provision of resource persons. From the interview data, 12.6% of the teacher counsellors complained that the headteachers support was lacking. According to them, the headteachers had not set time for guidance and counselling, reduced their teaching loads, formed committees for guidance and counselling and the headteachers were not participating in the guidance and counselling of pupils. These teacher counsellors felt overworked from competing role demands of teaching, guiding and counselling and other school responsibilities for example being a class teacher. The teacher counsellors had a feeling of 'being left on their own' with too much work to cope with. This state of affairs could have contributed to their lack of motivation which was evident from the data obtained. The observation data revealed that most of the headteachers who took part in the guidance and counselling did so during daily school assemblies. They hardly did it any other time. As earlier mentioned the Quality Assurance and

Standards Officers seem lax in the supervision of guidance and counselling in primary schools. They need to be more vigilant to ensure that the headteachers take their responsibilities in guidance and counselling seriously and with commitment, including motivating the teacher counsellors.

The headteachers who owned up to having not given enough support to the guidance and counselling departments blamed it on the fact that they are not trained, they are overworked and did not have funds to either train teachers or run the departments. The headteachers had too many roles which they had difficulties in coping with. This is best summed up with a quote from one of them. *“The headteachers’ responsibilities are too many...role...not defined, I am a classroom teacher, accountant, administrator, disciplinary master, I am in class from the first lesson to the last”*. This is an example of a headteacher, who had a teaching load as heavy as other teachers due to understaffing problem and the Ministry’s of Education’s unpopular policy of one teacher per class. The headteachers in primary schools are heavily overloaded with multiple roles. They also feel demoralised because their pay is not commensurate with the workload which has increased due to the Free Primary Education (FPE). A similar dissatisfaction was expressed during the inauguration of the Kenya Primary School Heads Association (KEPSHA) on 12<sup>th</sup> November 2005 (Chesos, 2005, Daily Nation, November 13). They are also finding it difficult to manage the accounts of FPE partly because they lack the expertise and partly due to the time involved at the expense of other responsibilities in schools. According to the headteachers, they are currently spending too much time on proper keeping of accounts to avoid being sacked. *“Now the headteacher is concentrating on accounts because they can sack you”* [sic], one headteacher asserted. They not only want an increase in their salaries for the increased duties but also want their roles to be broken down and experts brought into the schools to help with the duties (Education Team, 2006, The Standard, October 29). In the KEPSHA inaugural meeting, the headteachers lamented that they had been reduced to accounts clerks and yet they are expected to teach and manage schools. It was disclosed that when the FPE was introduced in 2003, some headteachers stepped down for lack of financial management skills. They feared their jobs would be at stake if they failed to manage the funds as required (School & Carrier Team, 2005, Daily Nation, November, 16). Clearly, the headteachers in the public primary schools are a people suffering from role strain. According to Second and Backman (1974), a person can

suffer from competing role demands and role strain when he or she occupies a number of positions at any one given time. Expecting the headteachers to be effective in other duties including guidance and counselling is, therefore, rather unrealistic.

The headteachers often missed lessons and spent much time out of school especially during auditing of the FPE funds which tended to take longer time than necessary. This was witnessed in the course of data collection for this study. Some headteachers would stay out of school for this exercise as much as two weeks. Role conflicts were here implied. It was also observed that during the headteachers' absence, no serious teaching and learning was going on in some primary schools. For example some teachers would report to schools late. The quality of the education in public primary schools is clearly being compromised. There is a serious problem here and the Government should act first to remove role conflicts that are now evident among the headteachers in primary schools. One of the suggestions that have been put forward by the headteachers is for the Government to employ qualified accountants to assist in managing the FPE finances and employ more teachers to ease their teaching loads. This sounds realistic but would require Government's support.

### **7.5.5 Data on Overall Role Perceptions**

The data obtained indicated that on average the headteachers in the study strongly supported that the described functions concerning their roles presented in the questionnaire instruments were theirs (level of perception was 4.57 out of a maximum of 5.00). The headteachers also strongly supported that the described functions for the teachers in their questionnaires actually described the teachers' role (4.54). Just like the headteachers, the teacher counsellors, on average, strongly supported (4.52) that all the described functions presented in their questionnaires constituted their roles. Both the headteachers and the teacher counsellors' role perceptions in guidance and counselling seemed very good, in spite of the fact that the majority of the respondents were not trained. Such good role perceptions should be commensurate with high level of effectiveness in role performance. Surprisingly, this is not the case. The data obtained indicated that the respondents were ineffective in guidance and counselling and they were also missing out some functions. Hence the perception of what to do seemed one thing while the actual performance seemed

another. The respondents seemed to have a problem with the doing part in the guidance and counselling. They lacked the methodology of doing guidance and counselling which could only be acquired through training. Observations done on counselling sessions by the teacher counsellors revealed that the majority of clients looked disturbed, gloomy or angry during the process. The counselling sessions were found to be tense, the atmosphere suspicious, and the teachers portraying a serious lack of skills in the counselling process. As earlier mentioned, the majority of respondents were not trained.

The most strongly supported function by headteachers as being theirs was that of acting as a role model. A leader leads by example, and the headteachers seemed to go by this. Their least supported function was facilitating adequate time for guidance and counselling by allocating fewer lessons to teacher counsellors. A number of headteachers did not perceive this as their function. According to them, their schools were understaffed and hence they could not offload some lessons from the teacher counsellors. On the other hand some teacher counsellors believed that their headteachers were not making any efforts towards this. The teacher counsellors taught equal loads or more as colleagues, and often had other responsibilities due to their natural good qualities they often possess. The headteachers often take the advantage of the qualities in a good teacher counsellor to give extra responsibilities because there is usually an assurance of a job well done. Clearly the headteachers are lacking support in the guidance and counselling of pupils by overworking the teacher counsellors. These findings are similar to Tumuti's (1985), Gitonga's (1999) and Aura's (2003) studies. According to Tumuti the headteachers of primary schools in Gachika Sub-location in Nyeri town and Nairobi city in Kenya did not give the attention and seriousness guidance and counselling programme deserved. Gitonga on the other hand observed that teachers in-charge of guidance and counselling in secondary schools in Meru Central District, Kenya often taught heavy loads. The headteachers, as earlier recommended by Tumuti and Gitonga should strive to reduce the workloads and other responsibilities given to the teacher counsellors. On the other hand, the Government should do its share in staffing schools adequately especially those with high enrolments caused by influx of pupils after the introduction of the Free Primary Education. A similar recommendation by Aura (2003) was noted. She proposed that the Government train more teachers to adequately staff schools so that the teacher counsellors are not overworked.

Some headteachers strongly did not support the view that evaluating and appraising the teacher counsellors was their role and hence did not do it thereby neglecting a core responsibility. It is possible that such headteachers felt inadequate to do so without any training in guidance and counselling, consequently compromising on quality and standards of the service and other educational programmes. Expecting effective supervision of the activities of the teachers by the untrained headteachers is being rather impractical and illogical. For effective evaluation and appraisal, the Government should train the headteachers in guidance and counselling. Some headteachers also believed that meeting the needs of the guidance and counselling department was not their role. They perceived this as the Government's role which should provide funds for the same. Although the challenge lies with the Government to provide these, there are several other departmental needs that may not be monetary based. The headteachers seemed ignorant of this reality.

The headteachers also strongly supported the view that it is the function of the teacher counsellors to act as role models. They rejected the view that identifying the country's referral agents and the services such as hospitals, rehabilitation centers etc and making necessary referrals was the teacher counsellor's role. They perceived this function as their own. Other functions that some headteachers strongly did not support as belonging to the teacher counsellors were: timetabling for general guidance and counselling sessions for pupils; assigning guidance and counselling duties to different members of the committee; and organising and keeping pupils files and records. This implies that these headteachers were ignorant of some of the key functions that teacher counsellors should be carrying out like organising and keeping of pupils' files and records. No wonder the observations done in this study revealed that the majority of schools in the entire sample of 119 did not have such records, strongly indicating that the management of guidance and counselling in these schools was poorly done.

The function most supported by the teacher counsellors as their own was informing pupils about dangers of deviant behaviour such as drug taking, and pre-marital sex. These were among the problems they encountered while guiding and counselling pupils. In fact drug abuse was rated as the most serious problem among the pupils. The teachers spent most of their time in guidance and counselling tackling such problems. It's not surprising this function had the highest rating by the teacher counsellors. The function of being a role model was the second most supported as

their role. They too believed they should lead by example. The teacher counsellors, just like the headteachers, supported least that identifying the country's referral agents and the services such as hospitals, rehabilitation centers etc and making necessary referrals was one of their roles. Many believed (like the headteachers did) that this was the headteachers role. Both portrayed lack of knowledge on this function.

Another function that some teacher counsellors strongly did not support as their role was time-tabling for general guidance and counselling session for pupils. They perceived this as the headteachers role even though the latter did not do it either. Observations carried out revealed this weakness. According to the observations the majority of teacher counsellors (90.7%) had not time timetabled for guidance and counselling. Such teachers only offered the service when need arose implying no serious counselling was going on. Other functions perceived as not their own by some teacher counsellors were: interpreting pupils' information for the headteacher, staff members and parents; motivating guidance and counselling committee members to adequately assist pupils; assigning guidance and counselling duties to different members of the committee; organising and keeping pupils' files and records; and facilitating basic training for the guidance and counselling committee members. These functions were not being carried out by the teacher counsellors adversely affecting the quality of the guidance and counselling services.

#### **7.5.6 Data on Role Perceptions and Independent Variables**

Role perceptions of both headteachers and teacher counsellors were compared against various independent variables. Although some differences were realised within the various categories of the variables; most of them were slight and hence found to be statistically insignificant after the hypotheses testing. The youngest headteachers aged between 31 and 40 years were found on average to have a slightly higher perception (4.65) of their role and that of the teachers' (4.61), than the rest of their colleagues in other age categories. On the other hand, teacher counsellors within the age bracket of 36-45 years had the highest mean perception (4.58) of their role. Female headteachers had a slightly higher mean perception of their roles (4.64) and that of the teachers (4.57) than their male counterparts (4.55 and 4.53 respectively). No differences were realised however among the role

perceptions of the male (4.52) and female teacher counsellors (4.52). Most headteachers and teacher counsellors were married hence no meaningful comparisons could be made among the various categories of marital status. When comparisons among the categories of highest academic qualifications were made, the headteachers who had the advanced level (KACE/EAACE) and the primary one (P1) teacher's certificate had the highest levels of perceptions of their roles (4.64) and those for the teachers (4.61). Among the teacher counsellors, those in the category of others, other than the S1s and P1s had the highest mean role perception (4.54). The category of KACE/EAACE with P1 closely followed with a mean role perception of 4.53.

The headteachers who had received some training were found to have a slightly higher perception of their role (4.60) than their untrained colleagues. Similarly the teacher counsellors who claimed to have been trained in guidance and counselling basic skills had a slightly higher perception (4.58) than their untrained colleagues (4.47). In the case of the perception of the teacher counsellors' role by the headteachers, the reverse was realised. That is, the untrained headteachers had a slightly higher perception (4.55 against 4.51). Among the categories of administrative experience, the headteachers in the category with the least number of years of experience (1-5) were surprisingly found to have the highest level of perceptions about their role (4.63) and that of the teacher counsellors' (4.62). This group however is likely to have had young teachers whose perceptions were found to be relatively high. On the other hand, the teacher counsellors with an administrative experience of 11-15 years had the highest perception (4.67). The headteachers with a teaching experience of 11-15 years were found to have the highest perception of their role (4.64) and that for the teacher counsellors (4.63). On the other hand, the teacher counsellors with a teaching experience of 16-20 years had the highest perception (4.60) of their role while those with a teaching experience of over 20 years had the minimum role perception (4.49).

The headteachers in the boarding category had the highest level of perception of their own role (4.66) while their counterparts in the mixed day/boarding category had the highest perception of the teacher counsellors' role. The teacher counsellors in the mixed day and boarding schools on the other hand had the highest perception of their role. Among the categories of geographical location of schools, the headteachers in the rural/urban fringe had the highest level of perception for their

role (4.67) and that of the teacher counsellors' (4.53), while teachers in the urban area had the highest perception (4.82) of their role.

### **7.5.7 Data on Results of the Hypotheses Testing**

All the null hypotheses for the headteachers were accepted after testing at a significance level of 0.05. That is, there were no significant differences between the role perceptions of headteachers and the independent variables of age, gender, marital status, academic qualifications, training in guidance and counselling, administrative experience, teaching experience, school category and geographical location of school. Similarly, the ten null hypotheses for the teacher counsellors were tested at a significance level of 0.05. All the null hypotheses except the one on the significant relationship between the overall role perceptions of teacher counsellors and the geographical location of schools were accepted. That is, there were no significant differences between the role perceptions of teacher counsellors and the independent variables of age, gender, marital status, academic qualifications, training in guidance and counselling, administrative experience, and school category. In addition, there were no significant differences between the headteachers perception of the teacher counsellors' role and the perception of the teacher counsellors about their role. On the other hand there was a significant difference between the role perceptions of teacher counsellors and the geographical location of schools.

On the basis of the hypotheses tested, none of the variables seemed to affect the way the respondents perceived their roles, including training in guidance and counselling; except the variable of geographical locations in the teacher counsellors' case. The kind of training offered to the respondents in guidance and counselling did not affect the way they perceived their roles. This only seems to confirm that the training that is offered to respondents through seminars and workshops is insufficient and inconsequential. The headteachers and the teacher counsellors complained about this inadequate training and suggested that the Government provide adequate training. *"Not the way they do it in seminars and workshops and sometimes it's given in few minutes"*, advised one headteacher.

The data obtained on variables of age, gender, marital status, academic qualifications portrayed some skewed distributions. The majority of the respondents, as earlier mentioned were aged above 40 years, were married, possessed O' Level

with either P1 or S1 and their gender was also skewed. The majority of schools were day (96.6%). These factors are likely to have contributed to lack of differences in role perceptions among the respondents in different categories of variables. The teaching and administrative experience did not seem to add value to role perceptions in guidance and counselling either. This is likely due to the fact that no serious guidance and counselling were going on in schools. If otherwise, the more experienced a respondent is in teaching and administration the more the experience in guidance and counselling, thus affecting role perception. According to Proshausky & Seidenberg (1965), Lindesmith et al (1975), Cherrington (1989), Hayes (1994), Hayes & Orrel (1998) and Nzuve (1999); past experience or learning influences perception by creating a tendency to perceive an event in a certain way.

The results obtained after testing the hypotheses indicated that being in a rural, urban or rural/urban fringe school affected the way a teacher counsellor perceived his/her role. Surprisingly, the headteachers were not affected by this variable. There is a possibility that headteachers hardly identify themselves with a geographical location, perhaps due to their frequent transfers within and without the District. Hence contributing to no differences obtained in role perceptions among the headteachers in different categories of schools. The differences obtained between the teacher counsellors role perceptions and the geographical locations are likely due to the differences in the challenges that identify with each of the geographical location. For example some problems encountered with pupils are unique to urban or rural schools. Resources in schools including human are unevenly distributed in all the geographical locations of schools. Rural schools seem to be disadvantaged especially with the human resource and often other resources are scarce. These differences are likely to affect the attitudes and motivation of the teacher counsellors ultimately affecting their role perceptions.

### **7.5.8 Data on Necessary Qualities of Teacher Counsellors**

The headteachers identified 13 qualities that they considered when appointing teacher counsellors. These were (in the order of most to least cited): being a good role model, knowledgeable and skilled in guidance and counselling, self-disciplined, interested in the subject, having good relations between pupils and community, committed towards guidance and counselling, being Godly and loving, time

conscious and patient, age of the teacher, able to keep secrets, confident and good at listening, hardworking, and finally the gender of teacher counsellor. The teacher counsellors similarly generated 12 qualities of a good head of guidance and counselling department through the questionnaires. These were: a good role model, patient and loving, a good listener, social and welcoming, skilled/knowledgeable and informed in guidance and counselling, God fearing and transparent, able to maintain confidentiality, understanding and responsible, good organisation skills, hardworking and able to keep records, time conscious, able to make judgment for referrals; sensitive on gender and finally age. The quality of being a role model was the most cited by both respondents in the questionnaire instruments and in the headteachers' interview data. Recall that acting as a role model was the most perceived function as belonging to both headteachers and the teacher counsellors by the headteachers. It was the second most perceived function by the teacher counsellors in their questionnaire.

The concern of the headteachers and the teacher counsellors for both respondents to be good role models is clear. The data obtained from the respondents indicated that many parents, members of the community, and provincial and local administrators fell short of being good role models. Wilson et al (2003) emphasised that the quality and direction of children's life is very much in the hands of adults, especially their parents or carers. In the absence of role models at home and in the society, teachers have a difficult but precious task of maintaining a character that is worth emulating by a child. Teachers are the greatest hope today in character formation in children, hence the emphasis that they become nothing but good role models. Schools have become an important context in supporting, nurturing and facilitating educational, moral and social developments in young people (Bor et al, 2002). While emphasising the effects of a school counsellor's personality on pupils, Detzen and Detzen (1963) assert that children gradually adopt their teacher's attitudes and ideas-whether they are desirable or not. In other words, the character of a headteacher or a teacher counsellor greatly affects the personality of a growing child. The writers emphasised the need for teachers to be positive role models.

### **7.5.9 Data on Lacking Qualities of Teacher Counsellors**

The headteachers identified 10 qualities that were lacking among guidance and counselling committee members. These were (in the order of most to least cited): knowledge and training in guidance and counselling, commitment and interest, motivation, patience, able to sacrifice, being a good role model including drug abuse free, awareness and exposure, able to maintain confidentiality, confidence, gender sensitive, and co-operation in the same rank order. According to the teacher counsellors, the qualities that were lacking among guidance and counselling committee members are (in the order of most to least cited): enough knowledge and training, commitment due to heavy work load, motivation, patience, adequate time allocation for guidance and counselling, well equipped with reference materials, confidentiality, and proper planning skills. The most cited quality as lacking among guidance and counselling committee members by both headteachers and the teacher counsellors was that of having enough knowledge and training in guidance and counselling. Thus there is great need for the respondents to be trained in guidance and counselling. Both the headteachers and the teacher counsellors cited commitment due to heavy workload and motivation to work as two other qualities that were lacking among the guidance and counselling teachers. These three lacking qualities (in addition to those others cited by the headteachers and the teacher counsellors) are key to the effective provision of the guidance and counselling services in the Kenyan primary schools. In summary, the teacher counsellors are not trained; they have heavy workloads and are not motivated. In addition they are not equipped with the necessary facilities and reference materials. The Government should swiftly move in and address these wretched conditions under which the guidance and counselling teachers are rendering their services.

### **7.5.10 Data on Factors that Caused Poor Performance in the G/C Departments**

The data indicated that there were several factors that caused poor performance in the guidance and counselling of pupils. The data have portrayed lack of guidance and counselling skills as the most cited factor by both headteachers and teacher counsellors as contributing to poor performance of the guidance and counselling departments in primary schools. Other factors cited by both respondents, as already discussed were: lack of resources, facilities and funds; too high a

workload for both headteachers and teachers; lack of support from parents/guardians and the community including lack of good role models; lack of motivation, interest and commitment; exacerbating cultural factors within the community; negative attitudes by teachers and pupils; pronounced poverty and drug abuse in the surroundings; high level of illiteracy in the community; lack of support by headteacher (for teacher counsellors); large class sizes and understaffing in schools and finally frequent transfer of both headteachers and teachers. A study by McGuinness et al (2001) revealed some of these problems. According to McGuinness and colleagues in their journal article on *Globalising Counselling: Humanistic Counselling in Kenya*; problems that need counselling in Kenya are the challenge of HIV/AIDS, adolescent sexuality, cultural-based gender inequalities, girl mutilation (referred to as Female Genital Mutilation (FGM) in the study), child abuse, and the empowerment of women. In addition, McGuinness and colleagues noted that poverty, disease, illiteracy and the subjugated role of women offer a huge challenge for Kenyan counsellors, yet the professional counselling role is relatively new. FGM and early marriages are some of the factors against the advancement in education of the girl child. Culturally, a girl who has undergone FGM is considered an 'adult' despite being as young as 10 years, in some communities. This girl can then enjoy the 'adult rights' including sex or early marriage. The education of such a girl becomes at stake and more often than not, she ends up dropping out of school. The aforementioned problems were among those that the headteachers and the teacher counsellors identified with the pupils that required guidance and counselling in their schools from the interview data. It is depressing that, six years later, the situation has not changed.

#### **7.5.11 Suggestions by Respondents to Improve G/C Services**

The headteachers and the teacher counsellors gave several suggestions to improve guidance and counselling services in their schools. The first three most cited by both respondents were: training of teachers (including headteachers) in guidance and counselling skills; provision of facilities and resources; and allocating time for guidance and counselling as part of the statutory curriculum. Others were: educating parents and the community to be supportive of guidance and counselling programme; motivating teachers; reduction of workload for both headteachers and teacher

counsellors; educate teachers and pupils to be cooperative in guidance and counselling; inviting qualified personnel to talk to pupils; employing qualified teacher counsellors; emphasis on teachers being role models; sensitising community on the dangers of drugs and strive to eliminate; constituting guidance and counselling committees where there are none (cited by teacher counsellors); and finally maintaining gender balance in the teaching staff. These suggestions were echoed by the respondents in their interview data. Lack of training in guidance and counselling remains a thorny issue among the respondents; hence their repeated calls that they be trained to improve the guidance and counselling services. Provision of facilities and resources and allocating time for guidance and counselling are basic requirements for successful implementation of the guidance and counselling programme. The suggestions by the respondents that these basic requirements be met among others are therefore genuine and the Government should take appropriate action.

#### **7.5.12 Data on Availability of the G/C Facilities and Reference Materials and on Counsellor /Counselee**

Observations were done to ascertain the availability of the guidance and counselling facilities, reference materials and counsellor /counselee data. Management process and interactions were observed including the interactions in a counselling process. As mentioned earlier, the majority of schools (93.3%) did not have guidance and counselling offices. In addition, most of the furniture observed in the few schools was of low quality and inadequate. The majority of schools (79.0%) did not also have reference materials. Training materials were realised in only 23.5% of schools and these were mainly the general modules for the School-based Teacher Development Programme (the Guidance and Counselling Module was not available at the time of data collection). The majority (76.5%) of schools did not have any of these materials despite the fact that most teacher counsellors were not trained, pushing the latter further to despair.

As earlier mentioned the majority of the teacher counsellors were female. The 94.1% of schools had at least one female counsellor in the guidance and counselling departments against the 61.3% which had at least one male teacher counsellor in the departments. Some few schools had one gender of teacher counsellors even though the schools had mixed gender of pupils. In some schools there was no counselling done to any pupil in a term except for the general guidance during assemblies and

class meetings and could only count a few cases counselled in a year. The data indicated that 65.5% of schools had at least one boy or girl counselled in a term. The majority of these schools counselled between 1-5 girls and boys in a term. The statistics that in some schools there were no cases of counselling done in a term describe the ineffectiveness of the guidance and counselling services in those schools despite the many problems cited with pupils.

Although visits by external referral personnel to schools were necessary especially because many teacher counsellors were not trained, many schools (67.2%) did not have any recorded visit, perhaps due to lack of funds. Of those schools that had some visit, none had more than three visits in a year. Visits by parents/guardians were found to be encouraging although the teachers complained through the oral interviews that the former were not supportive of the guidance and counselling programme. 74.8% of schools recorded such visits. However, the majority of the parents/guardians who visited only did so when need arose or when called upon by teachers to do so. Data indicated that visiting professional counsellors were rare in schools. The majority of schools (89.9%) did not have any recorded visit. The majority of the headteachers (86.6%) on the other hand were found to have either made frequent visits to the guidance and counselling departments or participated in the guidance and counselling process. Most of the headteachers, who took part in the guidance and counselling process, did so during daily school assemblies. Class teachers also contributed to guidance and counselling; mainly in class meetings. The majority (84.9%) actually did it daily in class meetings.

Proper clients' files/records keeping are crucial in the management of the guidance and counselling services. The majority of schools (82.4%) did not have such records, putting some strong indications that the management of guidance and counselling in these schools was poorly done. Another weakness observed was the fact that the majority of teacher counsellors (90.7%) had not time-tabled for guidance and counselling. Such teachers only offered the service when need arose hence no systematic counselling was going on. On the other hand, all schools were found to have time-tabled for pastoral/spiritual guidance as per the Ministry of Education's policy. Spiritual/pastoral guidance was highly enforced by the Ministry of Education, hence its inclusion in the statutory curriculum.

Almost all the counselling sessions observed were arranged after the observers' requests. This is so because as previously mentioned; counselling was

mostly done when need arose. Effects of such arrangements on observation data cannot therefore be ignored. Counselling sessions observed had variations of time taken. Over half of the sessions (58.8%) took much less than 30 minutes. In the majority of schools (69.3%) no clients were observed waiting. The majority of clients (70.2%) who were observed looked disturbed, others (24.5%) wore gloomy faces while 5.1% portrayed a state of being angry. More than half (57%) of the counselling sessions were found to be either tense or suspicious. It is possible that this was due to the aforementioned observed states of the clients. On the other hand, most teacher counsellors lacked counselling skills, adversely affecting the counselling atmosphere. In summary the observations done confirmed the depressing status of guidance and counselling facilities, resources materials and the process of guidance and counselling of pupils in the public primary schools. The onus lies with the Government to take the necessary steps towards improvement of these services.

The data analysed in this chapter were compared and collated with the data obtained from the interview methods. The next chapter presents data analysis from the interview schedules using a phenomenographic approach. Analysis of the headteachers data is presented first, followed by the data from the teacher counsellors.

## CHAPTER EIGHT

### 8.0 PHENOMENOGRAPHIC DATA ANALYSIS

#### 8.1 Introduction

This second chapter of data analysis covers data derived through oral interviews using a phenomenographic approach. Data for phenomenographic analysis were generated by 118 headteachers and 119 teacher counsellors. This chapter attempts to find out whether there were qualitative different ways in which the headteachers and teacher counsellors viewed and experienced their roles in guidance and counselling of pupils, and whether they experienced any problems. Data were analysed according to how the headteachers and the teacher counsellors viewed and experienced their respective role functions, role support and role performance in guiding and counselling pupils. Phenomenographic data analysis (as described in chapter five, section 5.3) was carried out on data collected in three perceptual areas: perceptions of role functions, perceptions of role support and perceptions of role performance.

In the perceptual area of role functions, the conceptions of each of the respondents (headteachers and teacher counsellors) on the meanings of 'guiding the pupils' and 'counselling the pupils' were sought. The respondents also identified the problems or needs they encounter with the pupils who need attention in guidance and counselling in their schools, in the order of most to least serious. The data on drop outs related to the cited problems were sought. Finally in this section, the respondents were asked to give their opinions about the functions they thought they were supposed to be carrying out, whether they were carrying them out or not and the reasons there in.

The perceptual area of role support explored conceptions on the necessary characteristics of the respondents in order to carry out the functions of guidance and counselling effectively. Conceptions on the necessary support needed to carry out the guidance and counselling role effectively and the support they perceived as lacking were also sought. Respondents were also requested to identify the problems they thought interfered with their roles of guidance and counselling, and to give suggestions to address these problems. They were also requested to provide any other suggestions that could improve guidance and counselling of pupils.

Perceptions of role performance were also explored. The opinions of the respondents on what they thought were indicators of a good role performance were sought. Whether there were any notable indicators in the respondents' schools that signified that their roles needed improvement was also explored. Finally the respondents were requested to rate their role performance as they perceived it. Phenomenographic analysis was used to identify any similarities, differences and patterns that existed in the responses. The headteachers data are presented first followed by the teacher counsellors'. Finally, a summary and discussion including comparisons and collations of the sets of data analysed are presented.

## **8.2 Headteachers' Perceptions**

One hundred and eighteen headteachers generated these data which were tape recorded and transcribed verbatim.

### **8.2.1 Perceptions of Role Functions**

#### **8.2.1.1 Conceptions of 'Meaning of Guiding Pupils'**

From the analysis of the headteachers' responses three different fundamental ways were identified in which they conceptualised the 'meaning of guiding the pupils'. These conceptions are represented in the categories below. It was noted that some headteachers expressed more than one way of understanding the meaning of guiding pupils.

#### **Category 1: Guiding as giving pupils directions or information for development**

In this category guiding was seen as a way of providing directions or information for the entire development of the child. Areas of development identified by the headteachers were physically, socially, educationally and morally; as put by some headteachers. "...*showing them the way, how to live and grow in an orderly and good manner*". "*It is giving direction on life and education issues*". "...*showing pupils the right way on how to behave, yes, the way to behave, talk, stay with parents and even how to stay in school*". This category of definition agrees with the definitions by Watts and Kidd (2000) and Republic of Kenya (1999). Watts and Kidd broadly defined guidance as comprising a range of processes designed to enable

individuals to make informed choices and transitions related to the educational, vocational and personal development. The Kenyan School Management Guide (Republic of Kenya, 1999) simply defines guidance as a process of offering advice to the pupils to show them the right direction. Seventy five (75) headteachers held category-one type of conceptions.

### **Category 2: Guiding as helping pupils to maintain good behaviour**

In this category, guiding was seen as a way of assisting pupils to develop good moral standards, by showing them how they are supposed to behave, as one headteacher put it “...*assisting them to know how to stay well and behave well in school and out*”. It was seen as a way of correcting misbehaviour “...*making them change from bad to good behaviours*”. Guiding was also seen as directing behaviour in all areas. “...*guiding in the proper manner in all areas; education, spiritual, the way they live and in the way they groom*”. These conceptions may be based on the premise that good behaviour facilitates learning and other areas of development. The conceptions in this category focused on the behaviour of a pupil and did not touch on other areas like information giving for development. Fifty five (55) headteachers held category-two type of conceptions.

### **Category 3: Guiding as advising pupils to grow into responsible adults**

In this category, guiding was seen as a goal oriented exercise: that of preparing a pupil to become a responsible adult through giving of advice. The conception of a “responsible adult” is one who has gone through life as a young person successfully and later leads a successful adult life. “...*assisting pupils on their day to day life so that they can be of future importance*”, as one put it. Another said, “...*showing them the successful way forward so that when they follow they will succeed also telling them the ways and things they are supposed to do so as to help themselves in life*”. Education in this conception was seen as a vehicle to an improved way of life, especially for the many children from poor families. “*It is instructing the pupils so that they can live a better way of life than their parents*”. Eleven (11) headteachers held category-three type of conceptions.

### **8.2.1.2 Conceptions of ‘Meaning of Counselling Pupils’**

Three categories of conceptions of the meaning of counselling the pupils by the headteachers were realised.

#### **Category 1: Counselling as correcting/advising pupils when they go wrong**

In this category, counselling was seen as an intervention measure for pupils who misbehaved. The conceptions focused on behaviour modification through correction or advice. *“This is where if somebody has gone wrong, you make them understand the mistakes then correct those mistakes”*. Another put it, *“It is correcting pupils when they go wrong by showing them the wrongs and the right or putting back to the track after they have gone offside or made mistakes”*. The School Management Guide (Republic of Kenya, 1999) defines counselling as the process of advising and cautioning pupils who have gone astray or are out of control. This category type of conceptions agrees with this definition and was held by sixty seven (67) of the headteachers.

#### **Category 2: Counselling as helping or assisting pupils when they have problems**

In this category, the conceptions focused on the problems of pupils not necessary to do with behaviour. Counselling was seen as a way of helping or assisting pupils to cope with their day to day problems. *“...is helping them to overcome problems that affect their way of thinking and thus affecting their learning for example single parents’ problems and they are many...”* Counselling was also seen as help for problem solving. *“It is assisting a pupil to solve a certain problem which might be disturbing the child or hindering him/her to reach the vision”*. Thirty five (35) headteachers’ conceptions were confined to this category.

#### **Category 3: Counselling as guiding pupils on morals**

The conceptions in this category dwelt on giving guidance on the correct behaviour of pupils. It could be argued that this is more of guidance than a counselling function. *“It is showing them how they are supposed to behave, take their learning and the kind of friends they should have”*. *“...is showing pupils right way of living and good behaviour”*. Nineteen (19) headteachers held this category

type of conceptions. These headteachers confused the meanings of ‘guiding’ and ‘counselling’. Many writers, as recorded in chapter 2 of the reviewed literature, have lamented over the apparent confusion that exists between guidance and counselling. Many have advised that counselling is a part of guidance that is, taking guidance as a *generic* term. Most headteachers’ definitions of counselling seemed to be in line with the School Management Guide’s definition.

### 8.2.1.3 Headteachers Conceptions of Problems or Needs they Encountered with Pupils in Schools

Three major categories of problems/needs were identified from the headteachers’ conceptions of the problems or needs they encounter with the pupils who needed guidance and counselling in their schools. The mean ranks were also obtained from the headteachers rankings of each of the problems or needs in the order of most (rank 1) to least serious (last rank position); based on their conceptions.

#### Category 1: Socio-cultural Problems/Needs

Nine (9) problems/needs were included in this category. Table 108 below gives the encountered problems/needs and their rankings as conceptualised by headteachers in various schools. The mean perceived rank positions are also included.

**TABLE 108**  
**Socio-cultural Problems as Conceptualised by Headteachers**

| Problem/Need   | Mean Rank | Normative Rank | Percent of Schools with Problem |
|--|-----------|----------------|---------------------------------|
| Drug abuse   | 2.80      | 1              | 81.4                            |
| Adolescence related problems                               | 3.21      | 2              | 16.1                            |
| Peer pressure/influence                                    | 3.52      | 3              | 22.9                            |
| Poor upbringing by parents/negative influence by community | 3.71      | 4              | 78.0                            |
| Orphans  | 3.80      | 5              | 38.1                            |
| Unstable families  | 4.09      | 6              | 39.8                            |
| Traditional/cultural practices                             | 4.13      | 7              | 6.8                             |
| Sexual immorality/ early pregnancies and marriages         | 5.14      | 8              | 66.9                            |
| Child abuse (physical and sexual)                          | 5.80      | 9              | 4.2                             |

Drug abuse was conceptualised as the most serious problem in 81.4% of the total sample of schools. Five types of abused drugs were also identified from the headteachers conceptions. These were bhang, tobacco, *miraa* (khat), alcohol (local brew) and glue. Based on the headteachers conceptions the mean ranks of the drugs were obtained.

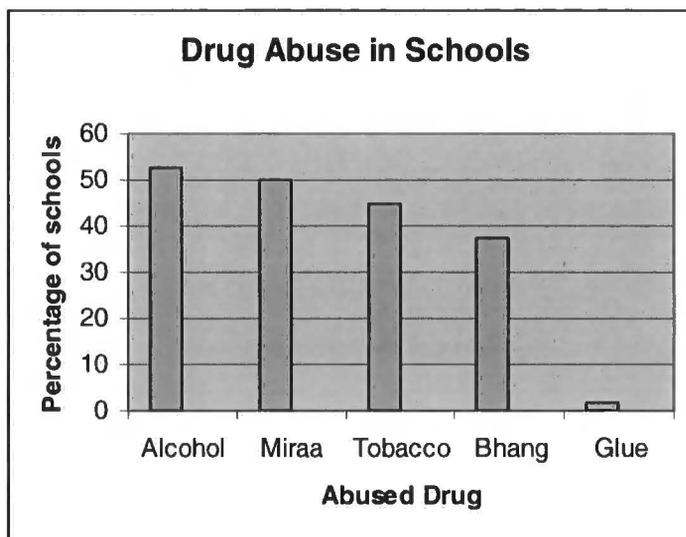
**TABLE 109**  
**Abused Drugs as Conceptualised by Headteachers**

| Abused Drug  | Mean Rank | Normative Rank | Percentage of Schools with Problem/Need |
|--------------|-----------|----------------|---|
| Alcohol      | 1.61      | 1              | 52.5                                    |
| Miraa (Khat) | 1.71      | 2              | 50.0                                    |
| Glue         | 2.00      | 3              | 1.6                                     |
| Bhang        | 2.07      | 4              | 37.3                                    |
| Tobacco      | 2.26      | 5              | 44.9                                    |

The drug ranked as most seriously abused according to the headteachers conceptions was alcohol (local brew) which was identified in 52.5% of schools in the entire sample. *“I had a case of a class eight boy carrying illicit brew in school, and the boy told me, my father brews it as his business (at home) and so I help him too hence I drink in the process”*, explained one headteacher. Following in the second rank position was *miraa* which was abused in 50.0% of schools. *“Pupils are chewing a lot of miraa, just next to the school the purchase of miraa is extreme and their parents also have planted a lot of it in their farms as a source of income. You do not expect to plant a drug that your family will not be victims of?”* asserted one headteacher. The third ranked most seriously abused drug (ignoring glue) was bhang (smoked) which was experienced in 37.3% of schools. Only two (1.6%) urban schools had a problem of glue sniffing, according to the headteachers conceptions. Although this problem was confined in these two schools the fact that in one school it was perceived as the most serious problem and the third most serious in the other school it cannot be ignored. Tobacco which was smoked in 44.9% of the total number of schools in the sample was ranked the fourth most abused drug. The findings that alcohol was the most abused drug among primary school pupils of the schools in the entire sample are similar to the findings of a recent study among secondary school students in Kenya by the psychiatry department of the University

of Nairobi. In that study, alcohol was the most abused drug. The chart below shows the drugs that are abused against the percentage of schools with the drug problem in this study. Alcohol was abused in the highest number of schools followed by *miraa* chewing and thirdly tobacco.

**Chart 1: Headteachers' Conceptions of Drugs Abused in Schools**



Adolescence related problems were cited in only 16.1% of schools in the total sample, according to the headteachers conceptions. Examples of adolescence related problems encountered in those schools are love affairs amongst pupils, rebellion and peer groupings. According to Mwamwenda (1995), the great physical, social, emotional, physiological and psychological change that characterise adolescence period bring challenges to the young person that require guidance and counselling. The other problem that needed guidance and counselling and closely related to problems of adolescence was peer influence which was cited in 22.9% of schools. According to the headteachers' conceptions, pupils were being influenced by others who had dropped out of school into child labour hence staying out of school or engaging in love affairs.

The problems associated with poor upbringing by parents and negative influences by the community were cited in 78.0% of schools by the headteachers. According to their conceptions, quite a number of parents have neglected their parental roles because of excessive alcohol thus adversely affecting the welfare of

the children in school. Some are just irresponsible as one put it, *“Some parents of my pupils cannot even buy clothes for their pupils because they believe that some money for the same will be included in the free primary”*. Some parents and adults in the community fall short of being role models. In addition, some practices in the community influence the children to acquiring bad behaviour as another put it, *“Pornographic video shows are shown in the market every day and children go to watch and nobody cares! There is a lot of immorality in the community and yes, our pupils are involved”*.

Orphans, including those who have lost parents through HIV/AIDS were cited in 38.1% of schools, although in reality every school was expected to have at least a few of these cases. HIV/AIDS, a National disaster in Kenya is increasingly affecting many children leaving them as orphans and more often than not infected by the deadly virus. *“I have 128 orphans out of 1300 pupil some due to negligence, pupils unable to identify parents at all, some are as a result of dying, of late I am burying one per week. These deaths are as a result of HIV/AIDS and ignorance on primary health care. I also have two pupils infected with HIV/AIDS in lower primary”*, remarked one headteacher. This headteacher seemed to suggest that some children designated as “orphans” in the school were not real orphans. The school was situated next to a shopping centre and it is possible some children had been abandoned by their parents and for some reasons could not allocate them. *“I have about twenty orphans and six are due to HIV/AIDS”*. These children not only constantly need guidance and counselling, but also need support with material needs.

Pupils from unstable families needed emotional and psychological support through guidance and counselling. According to the headteachers’ conceptions, causes of unstable families included polygamy (which is common in African families); family conflicts leading to break ups; and single parenthood. *“Single parents are the major cause of unstable families, half the girls in the school are brought up under care of single mothers”*, asserted one headteacher. This problem was cited in 39.8% of schools based on the respondents’ conceptions.

Cultural/traditional practices for example Female Genital Mutilation (FGM) and early marriages were mentioned in 6.8% of schools in the total sample. *“Those who have gone through the FGM feel superior than others, they feel that they are so mature and always not able to abide by the rules”*, lamented one headteacher. The pupils in these schools required guidance and counselling to forego the practices that

were detrimental to their education. FGM, a deep rooted cultural practice adversely affects the sexual health of girls. The battle by the Government and the church to have the rite abandoned has been rather difficult and tiresome and it is far from being won. To avoid confrontation with the Government and the church and perhaps embarrassment from the people who have abandoned the barbaric culture, parents make high-tech arrangements to have their daughters mutilated secretly. In some areas in Embu District, some nurses from Government hospitals (in spite of the health knowledge they have) have been known to act as ‘surgeons’ in mutilation ‘operations’. They however do it secretly in their ‘theatre’ homes. The problem of cultural/traditional practice was ranked as the most serious problem in one school.

The problem of sexual immorality/early pregnancies and marriages has been closely linked with the problems of cultural/traditional practices. It was cited in 66.9% of schools in the entire sample, based on the headteachers conceptions. When boys and girls undergo initiation, they perceive themselves as ‘adults’ and can enjoy adult rights. Unfortunately some of perceived rights include premarital sex, early pregnancies and marriages which lead to school drop outs. Other causes of sexual immorality were associated with poor upbringing and influence by parents as one put it, *“Girl pupils from single mothers’ domain drift to the immoral behaviour of their parents”*. Another stated, *“Most girls drop out after class eight to get married, parents don’t have positive attitude towards education, they set bad examples to their children, 90% of them are drunkards and influencing their kids too, they also don’t come for meetings”*.

The problem of child abuse, both physical and sexual was reported in 4.2% of schools in the entire sample. The actual figure of schools with this problem could be higher because more often than not, the problems are never disclosed. Some examples of physical abuse include unpaid child labour and overwork by parents. Some parents use children to traffic drugs. *“I had three reports of children needing protection because parents use them to traffic drugs”*, revealed one headteacher. Talking about matters related to sex is embarrassing in the African context and in many societies; it is a taboo. Hence many children have suffered sexual abuse in the hands of their relatives including parents and sometimes their teachers. If teachers are ‘proved’ to have sexually abused their pupils, they suffer serious disciplinary measures including in some cases summary dismissal by their employer. The ‘proving’ business is usually very tedious, tricky and embarrassing to the

complainants and in most cases, matters to do with sexual abuse are settled domestically and the culprits either go scot-free with ‘some warning’ or with some small ‘fine’ determined by elders. Most of the sexual abuse is however by relatives.

### **Category 2: Socio-economic Problems/Needs**

In this category three problems/needs were included as shown in table 110 below. The mean ranks are calculated from the headteachers individual ranks of each of the problem/need as conceptualised in the order of most to least serious.

**TABLE 110**  
**Socio-economic Problem/Needs as Conceptualised by Headteachers**

| Problem/Need            | Mean Rank | Normative Rank | Percentage of Schools with Problem/Need |
|-------------------------|-----------|----------------|---|
| Poverty                 | 3.21      | 1              | 35.6                                    |
| Child labour/drop outs  | 4.92      | 2              | 42.4                                    |
| Health related problems | 4.86      | 3              | 5.9                                     |

Poverty was ranked as the most serious socio-economic problem with the pupils who needed guidance and counselling. It was however cited in only 35.6% of schools. Poverty is a severe problem in the rural parts of Kenya where most of these schools are. Children from poor backgrounds often lack the basics including food and sometimes the teacher counsellors struggle to provide for these. Child labour/drop outs, a problem aggravated by poverty was found to be a problem in 42.4% of schools in the total sample. Faced with severe poverty, some children drop out of school to be employed in cheap labour to get food and other basics for survival. Sometimes families with extreme poverty depend on the income from their children especially when the parents are ailing, for example those infected with HIV/AIDS virus. Health related problems that include malaria and typhoid outbreaks are also closely related with poverty. Children from poor families often suffer from malaria bouts due to lack of prevention measures and typhoid which is transmitted through contaminated water. These frequent illnesses affect their attendance in school and hence require guidance and counselling. The problem was cited in 5.9% of schools in the total sample.

**Category 3: Academic Problems/Needs**

Four problems/needs were identified as belonging to this category from the headteachers conceptions. These were: school absenteeism/truancy; lack of interest in education/poor academic performance; over age pupils; and antisocial behaviours in schools. The mean ranks were calculated as shown in table 111 below.

**TABLE 111**  
**Academic Problem/Needs as Conceptualised by Headteachers**

| Problem/Need  | Mean Rank | Normative Rank | Percentage of Schools with Problem/Need |
|---|-----------|----------------|---|
| Lack of interest in education/poor academic performance | 2.82      | 1              | 41.5                                    |
| School absenteeism/truancy                              | 3.33      | 2              | 46.6                                    |
| Antisocial behaviours in schools                        | 4.23      | 3              | 65.3                                    |
| Over age pupils   | 5.64      | 4              | 11.9                                    |

The problem of lack of interest /poor performance in education was the most serious academic problem as perceived by the headteachers. This problem was found in 41.5% of the schools in the total sample among pupils who needed guidance and counselling. The pupils with this problem lacked concentration in class work, lacked seriousness in academics and did not seem to value education. The ultimate goal of any educational institution is to have learners excel in academic performance. The driving force towards excellence in the education of every child is his or her interest in education. Lack of interest is therefore a serious problem in itself which produces poor academic performance. Absenteeism or truancy is closely related to lack of interest and poor performance in education. A child who is disinterested in education will look for excuses, either genuine or not to be out of school. This problem was found in 46.6% of schools, according to the headteachers conceptions. Antisocial behaviour was found to be a problem among pupils who needed guidance and counselling in 65.3% of schools in the total sample. The antisocial behaviours included general indiscipline such as bullying, dirty language or use of mother tongue in school, noise making, disrespect, lateness to school etc.

The problem of over age learners was identified in only 11.9% of schools in the total sample. This was however only apparent after the introduction of Free

Primary Education (FPE) in January 2003. Many children who had never been to school and were past the school going age or who had dropped out due to monetary reasons joined school at the time. Over age learners had a problem of fitting in schools and quite a number would be withdrawn. Others carried their habits like glue sniffing to schools (in urban schools) and found it difficult to cope with the discipline. Such pupils soon dropped out. To remain in school; over age learners had to be supported through guidance and counselling.

The most serious problems in each of the categories are compared in table 112 below.

**TABLE 112**  
**Most Serious Problems/Needs in Categories Compared**

| Problem/Need  | Mean Rank | Normative Rank | Percentage of Schools with Problem/Need |
|---|-----------|----------------|---|
| Drug abuse  | 2.80      | 1              | 81.4                                    |
| Lack of interest in education/poor academic performance | 2.82      | 2              | 41.5                                    |
| Poverty   | 3.21      | 3              | 35.6                                    |

Comparing the most serious problems in each of the category, drug abuse in the category of socio-cultural was ranked as the most serious problem encountered with pupils who required guidance and counselling; based on the headteachers' conceptions. This was followed by lack of interest/poor performance in education in category three. The third most serious problem among the three categories was the problem of poverty. This problem was in the second category of socio-economic problems.

#### **8.2.1.4 Headteachers' Conceptions of School Drop Outs Related to Problems Cited**

The headteachers were asked whether there were any school drop outs that were related to the aforementioned problems. They were also requested to state the number of drop outs by gender and the reasons for dropping out, if known. It should be noted however that some of the numbers of school drop outs could have been given as estimates by the headteachers in cases where the headteachers did not

countercheck with the available school records. Some of these headteachers gave the excuse that the records were not easily accessible. It is therefore possible that the actual number of school drop outs was higher. When the headteachers were asked whether there were any school drop outs, 94 (79.7%) answered in the affirmative while the rest answered no, as shown in the table 113 below.

**TABLE 113**  
**Summary of Whether there were Any Drop Outs as Reported by Headteachers**

|                                  |       | Frequency | Percent | Cumulative Percent |
|----------------------------------|-------|-----------|---------|--------------------|
| Whether there are any drop outs? | Yes   | 94        | 79.7    | 79.7               |
|                                  | No    | 24        | 20.3    | 100.0              |
|                                  | Total | 118       | 100.0   |                    |

Of all the headteachers who were interviewed, 79.7% affirmed that there were drop outs related to problems that needed guidance and counselling in the previous academic year in their schools. Others (20.3%) said there were none, only transfers. The number of cases that dropped by gender and the reasons as conceptualised by the headteachers are summarised in the tables 114 and 115 below.

**TABLE 114**  
**Headteachers Conceptions of Boys Drop Outs and Causes**

| Cause of Dropping Out                   | Category of problem | Number of Drop outs | Percent | Cumulative Percent |
|---|---------------------|---------------------|---------|--------------------|
| Child labour                            | 2                   | 101                 | 28.6    | 28.6               |
| Drug abuse                              | 1                   | 89                  | 25.2    | 53.8               |
| Peer influence                          | 1                   | 45                  | 12.8    | 66.6               |
| Unstable family backgrounds             | 1                   | 30                  | 8.5     | 75.1               |
| Poverty related problems                | 2                   | 26                  | 7.3     | 82.4               |
| Parental negligence/community influence | 1                   | 21                  | 6.0     | 88.4               |
| Over age                                | 3                   | 12                  | 3.4     | 91.8               |
| Lack of interest/poor performance       | 3                   | 11                  | 3.1     | 94.9               |
| Antisocial behaviour/indiscipline       | 3                   | 10                  | 2.8     | 97.7               |
| Adolescence related problems            | 1                   | 5                   | 1.4     | 99.1               |
| Unknown                                 |                     | 2                   | 0.6     | 99.7               |
| Orphan                                  | 1                   | 1                   | 0.3     | 100.0              |
|   | Total               | 353                 | 100.0   |                    |

The total number of boys who had dropped out as based on the headteachers conceptions was 353. Socio-cultural factors (category 1) combined contributed to the highest number of boys drop outs (191). Socio-economic factors caused 127 of boys drop outs and the remaining 33 were caused by academic factors. The problem that caused most of the drop outs (28.6% of total cases) was however child labour in the socio-economic category. This was followed by drug abuse, a socio-cultural problem (category 1) that caused 25.2% of drop outs and thirdly peer influence in the same category which caused 12.2% of the cases. There was some two drop out cases whose causes were unknown. One orphaned boy had dropped out of school.

**TABLE 115**  
**Headteachers Conceptions of Girls Drop Outs and Causes**

| Cause of Dropping Out                   | Category of problem | Number of Drop outs | Percent | Cumulative Percent |
|---|---------------------|---------------------|---------|--------------------|
| Early pregnancy/marriage                | 1                   | 115                 | 36.4    | 36.4               |
| Child labour                            | 2                   | 65                  | 20.6    | 57.0               |
| Parental negligence/community influence | 1                   | 26                  | 8.2     | 65.2               |
| Lack of interest/poor performance       | 3                   | 24                  | 7.6     | 72.8               |
| Unstable families                       | 1                   | 21                  | 6.6     | 79.4               |
| Peer influence                          | 1                   | 19                  | 6.0     | 85.4               |
| Overage                                 | 3                   | 14                  | 4.4     | 89.8               |
| Poverty related problems                | 2                   | 11                  | 3.5     | 93.3               |
| Antisocial behaviour/indiscipline       | 3                   | 7                   | 2.2     | 95.5               |
| Orphan                                  | 1                   | 5                   | 1.6     | 97.1               |
| Health related /special cases           | 2                   | 4                   | 1.3     | 98.4               |
| Unknown                                 |                     | 4                   | 1.3     | 99.7               |
| Harassment by teachers                  | 1                   | 1                   | 0.3     | 100.0              |
| Total                                   |                     | 316                 |         |                    |

The problem of early pregnancy and marriage (socio-cultural) was the greatest contributor to girls' school drop outs (36.4%), according to the headteachers conceptions. The problem that contributed the second most number of drop outs (20.6%) was child labour, a socio-economic one. This was followed by parental negligence/community influence (socio-cultural) that contributed to 8.2% of the drop out cases. Others reasons that contributed drop outs are as listed in the table 115 above. Sadly, one girl had dropped out due to harassment by a teacher. Comparing the three categories, the socio-cultural factors contributed to the highest number of

girls drop outs (187). Socio-economic factors caused 80 girls to drop out while 45 dropped out due to academic related factors. It was not known what had caused some 4 cases to drop out.

### **8.2.1.5 Headteachers Perceptions of Functions to Carry Out in the Guidance and Counselling of Pupils**

Four categories of functions were identified phenomenographically from the headteachers conceptions of the functions they should carry out in the guidance and counselling of pupils. These were the pupil-centred; teacher-centred; parental/community-centred and finally the school-centred functions.

#### **Category 1: Pupil-Centred Functions**

The functions in this category included the functions of identifying pupils with problems who require guidance and counselling; participating and leading in guidance and counselling of pupils; making follow-ups or dealing with cases referred by the teacher counsellors; making necessary referrals in the guidance and counselling of pupils; and involving peer counsellors in the guidance and counselling of pupils. Many of the pupils who require guidance and counselling usually exhibit serious discipline problems and the headteachers are better placed to identify them. If identified early enough, they are likely to be assisted to positively change their behaviour. Quite a number however pass as 'hard cores' who need tough disciplinary procedures and they end up missing the help they desperately need through the guidance and counselling departments. Twenty four (24) headteachers conceptualised this function as theirs.

Participating and leading in the guidance and counselling of pupils was another function conceptualised by 72.9% of the headteachers as theirs. Ideally, a headteacher should be 'counsellor number one' implying that he or she should be in the lead in the provision of guidance and counselling services. In reality, this may not happen due to the multiple roles of a headteacher but some efforts are desirable. The headteachers in this study usually participated in the exercise during school assemblies. Making follow-ups or dealing with cases referred by guidance and counselling teachers is a function that headteachers believed they should be carrying out and making necessary referrals of pupils if need be. Lack of training in guidance

and counselling must be deterrence for the headteachers in carrying out this function effectively. Twenty (16.9%) headteachers conceptualised this function. Only one headteacher thought of involving peer counsellors as a function in the guidance and counselling of pupils.

### **Category 2: Teacher-Centred Functions**

In this category of teacher-centred functions, three functions that a headteacher should carry out in the guidance and counselling of pupils, as conceptualised by the headteachers, were identified. Appointing teachers for guidance and counselling was conceptualised by 49.2% of the headteachers as a function for the headteachers to carry out in the provision of these services. In any case, the Ministry of Education has charged them with this responsibility. Failure to carry out this function implies going against the Government's policy. Facilitating training for the guidance and counselling teachers is another responsibility for the headteachers hence the conceptions by 30.5% of the headteachers as a function they should be carrying out. Majority (69.5%) however thought otherwise.

Another teacher-centred function involved motivating and supporting guidance and counselling teachers. This was perceived by 27.1% of the headteachers as a function they should be carrying out. Just like in the case of facilitating training for the teacher counsellors; the majority did not perceive this as a function they should be carrying out. Only one headteacher conceptualised the function of defining roles for the teacher counsellors as one to be carried out by the headteachers. In practice, the Ministry of Education defines roles for both the headteachers and the teacher counsellors. The role of the headteachers is to ensure the guidance and counselling roles are understood and carried out. It seems like there is need for re-definition of roles for clarity.

### **Category 3: Parental/Community-Centred Functions**

Three functions were associated with this category. Involving parents and the community surrounding the schools in the guidance and counselling of the pupils was perceived by 61.0% of the headteachers as a function they should be carrying out. Involvement of these stakeholders in the process of guidance and counselling is indispensable for its effectiveness. This is so because a child spends a considerable

amount of time with parents and the community and a good portion of his character mirrors the influence received from these parties. These parties should therefore be educated on the dangers of negative influence. Guiding and counselling parents was considered necessary in order to effectively involve them in the process. *“In fact I feel my role would be more to guide the parents because they are the ones bringing all these problems. Why am I leading somebody who is not ready to guide the children?”* expressed one headteacher. The function of involving provincial and local administration in the guidance and counselling of pupils was also placed in this category. It was conceptualised by 11.9% of the headteachers as a function they should be carrying out. One put it, *“I have involved the chief in fighting drugs, like had organised arrest for some boys for a week and now they are doing well in secondary school”*. Provincial and local administration is an important stakeholder in maintaining discipline especially in the fight against drug abuse. Liaising with the school religious sponsor for spiritual guidance was a function conceptualised by 5.9% of the headteachers as a function they should be carrying out in the guidance and counselling of pupils. These are important stakeholders especially as far as moral instruction is concerned.

#### **Category 4: School-Centred Functions**

Seven functions were included in this category. The function of coordinating guidance and counselling meetings and activities was conceptualised by 52.5% of the headteachers as one that they should be carrying out. This however is more of a teacher counsellor’s function than for the headteachers. Providing facilities and resource materials for guidance and counselling department was perceived by 24.6% of the headteachers as a function they should be carrying out. This is however possible if resources are available. Inviting resource personnel/professional counsellors for guidance and counselling of pupils also has some financial implications. Some 21.2% of the headteachers conceptualised this function to be theirs. *“Last year I had invited a person who had undergone through a seminar on Female Genital Mutilation”*, disclosed one headteacher. The headteacher was referring to a resource person who had attended a course on Female Genital Mutilation. Only 16.9% of the headteachers conceptualised the function of allocating time for the guidance and counselling activities as theirs. It is no wonder the majority

of headteachers had not allocated time for this essential activity. Monitoring and evaluation is an imperative process in any rational programme. Hence the conceptions by 12.7% of the headteachers of this function as that which they should be carrying out. Sadly the majority (87.3%) did not. Two headteachers believed that liaising with the school managers (committee members) on the needs of the guidance and counselling department was necessary for its survival. Finally some 8.5% of the headteachers believed that acting as role model was one of the headteachers functions.

#### **8.2.1.6 Headteachers Perceptions of Functions they Did Not Carry Out in the Guidance and Counselling of Pupils**

The overwhelming majority (94.9%) of headteachers affirmed that there were functions they were supposed to be carrying out but were not doing so. Only a mere 5.1% believed that they were carrying out all the functions they were supposed to, in the guidance and counselling of pupils, although there was no evidence gathered to support this claim. The 94.9% of the headteachers perceived their performance in the provision of guidance and counselling services as ineffective. Observations done on the status of the guidance and counselling departments and the evidence of lacking support to the same confirmed their perceptions. For example, many headteachers had not allocated room/office for guidance and counselling as well as allocating time for the service. Many teacher counsellors were teaching heavy loads sometimes heavier than other teachers. This implied lack of support by the headteachers. Each of the guidance and counselling functions identified in the four categories described above, as those that the headteachers were supposed to be carrying out was actually identified by some as one that they either missed out or were ineffective in the way they carried it out. That is all the functions in the four categories were either missed out or ineffectively carried out.

The reasons given by the headteachers who either missed out or were ineffective in the pupil-centred guidance and counselling functions were: lack of training to effectively guide and counsel pupils; lack of enough time due to multiple roles as one put it, "*I am the school accountant, headteacher, class teacher, finance manager...can't cope. Too much work load*"; and exacerbating cultural practices e.g. Female Genital Mutilation (FGM), growing of *miraa* and brewing of *chan'gaa*

(local brew) in pupils' homes. The headteachers also gave some reasons for missing out some teacher-centred guidance and counselling functions and/or for being ineffective. They gave lack of training in guidance and counselling skills and time for effective management of teacher counsellors, as key reasons for missing out these functions. Other reasons were lack of funds to train teachers and for motivation. The reasons given by the headteachers for missing out the parental/community-centred guidance and counselling functions, and/or for being ineffective were also identified. According to the headteachers, they lacked adequate time to involve parents and the community members in guidance and counselling of pupils. Some headteachers complained that they lacked skills to involve parents in some of the sensitive domestic issues that affect children. Some parents were also uncooperative discouraging the headteachers from their involvement in the guidance and counselling process. Some headteachers refrained from involving the provincial and local administration because it was not supportive as one asserted, "*Because whenever I call them for assistance they hardly turn up due to their busy schedules. I feel that these leaders do not know their administrative roles*" "*...some chiefs liaise with local brewers*". The headteachers blamed the perennial problems of lack of training in the guidance and counselling skills and lack of funds to either run or equip the department; including inviting resource persons as reasons for missing out or being ineffective in the departmental-centred guidance and counselling functions as they did for other functions.

## **8.2.2 Perceptions of Role Support**

### **8.2.2.1 Perceptions of Necessary Characteristics for the Headteacher to Carry Out His/Her Role Successfully**

The headteachers stated what they conceptualised as the necessary characteristics for a headteacher to carry out the functions of guidance and counselling effectively. The seven characteristics that were identified from the phenomenographic analysis of their responses are: a good role model; skilled in guidance and counselling; social and friendly; patient and humble; empathetic; committed and hardworking and; Godly and religious.

A leader leads by example hence the conceptions by 100% of the headteachers that being a good role model is a necessary characteristic to carry out role of guidance and counselling effectively. A role model commands respect and is emulated by others. Being skilled in guidance and counselling was identified as a necessary characteristic for enactment of guidance and counselling role from the conceptions of 89.3% of the headteachers. According to headteachers, a skilled person is one who is well trained and equipped for the challenging task of guiding and counselling. Such a person is able to maintain confidentiality; has good listening and communication skills; trustworthy; has an open mind to learning and consulting and as well as being confident.

Being social and friendly was identified as another characteristic necessary for guidance and counselling role enactment. This conception was found among the 89.8% of the headteachers. A social and friendly person is outgoing, kind and loving. These qualities are necessary for the headteachers to be able to reach out to the pupils who need guidance and counselling; more so because these qualities tend to mask the authoritative figure of being a school head. Being patient and humble is another characteristic that was identified as necessary as conceptualised by the 61.9% of the headteachers. Being patient and humble included the qualities of being tolerant and understanding. These qualities are very important in the guidance and counselling process. Empathy is considered an indispensable quality in guidance and counselling process. Recall that being empathic, according to Bor et al (2002) is the ability to understand what it is like to be where a client is, to understand what they are saying and to be able to reflect this. This way, a counsellor is able to be supportive in the counselling process and motivates change to desired behaviour. This characteristic was identified from the conceptions of 22.9% of the headteachers.

Guiding and counselling process demands sacrifice of time, hence the conceptions by the headteachers that one should be committed and hardworking in the guidance and counselling process. Such a person has interest and willingness to move on even when the process of counselling becomes difficult and tedious as sometimes happens. This characteristic was identified from the conceptions by 37.3% of the headteachers. Finally, Godly and religious was identified as a necessary characteristic for the headteachers to carry out the role of guidance and counselling successfully. Spiritual guidance is considered an important aspect in the guiding and counselling process in Kenyan schools and this is offered through the mandatory

pastoral programmes. Although the church is usually involved in this, the perception of some 13.6% of the headteachers was that the headteachers would be better placed to participate in the programme if they themselves were Godly and religious.

#### **8.2.2.2 Perceptions of Necessary Support for the Headteacher to Carry Out His/Her Role Successfully.**

Three categories of necessary support were identified from the phenomenographic analysis of the headteachers responses. These were: the Government/Non-Governmental support; the parental/community support; the teachers and the pupils support.

##### **Category 1: Perceptions of Necessary Support from the Government or Non-Governmental Organisations (NGO's)**

The Government, through the Ministry of Education and the Teachers Service Commission (TSC) is the employer of all teachers in Kenyan public schools. The key areas where the Government's support was needed as conceptualised by the headteachers were: to train headteachers and teachers in guidance and counselling; to provide necessary and adequate resources; to provide time for guidance and counselling in the school curriculum; to motivate guidance and counselling teachers; and finally to provide visiting resource persons to schools. The headteachers also conceptualised that the NGO's could assist schools through funding the training of teachers or in the provision of facilities and resource materials for guidance and counselling departments. Ninety four point one percent (94.1%) of the headteachers held conceptions in this category.

##### **Category 2: Perceptions of Necessary Support from the Parents/ Community**

The community identified in this category consists of the people living in areas surrounding the school, the provincial and local administration and the local churches. These entities are important stakeholders in the provision of education. The key areas where parental support was conceptualised as necessary were in

cooperating with teachers in matters of guidance and counselling; guiding and counselling their children while at home; and above all acting as role models. Parental support was conceptualised by 80.5% of the headteachers. The support by the community surrounding the schools was perceived as necessary by 16.1% of the headteachers. The need for the community to act as role models to the children was emphasised. It was necessary for the community, as perceived to avoid social ills like drug abuse around the school environs as this would affect the behaviour of pupils; to discourage child labour by not offering any to the children; and to participate in correcting pupils' behaviour when out of school. "*One time a girl had sneaked and one parent brought her back*", a case was cited as an example.

The provincial and local administration's support was perceived as necessary in curbing or eradicating drug abuse; which had featured as a major problem among pupils. The support was also needed in educating parents and community on the need to support guidance and counselling of pupils; participating in guidance and counselling of the pupils; stopping child labour and very crucially acting as role models. Some of the provincial and local administrators were known to be drug abusers themselves; tainting the image of this highly dignified profession. The necessary support by the provincial and local administrators was conceptualised by 58.5% of the headteachers. The support by the church or the religious sponsor of the school was perceived as necessary by 55.9% of the headteachers. The areas where the church was needed to give their support were identified as: to assist in giving spiritual guidance to all stakeholders; to make regular visits to schools to offer guidance and counselling to all and to assist in providing guidance and counselling training to all teachers.

### **Category 3: Perceptions of Necessary Support from the Teachers and Pupils**

Teachers are the most important human resource in the provision of education in a school. The support from the teachers was perceived as necessary by the headteachers. The key areas for support by the teachers identified in this category were: acting as role models; cooperating and participating in the guidance and counselling of pupils; and helping in identifying pupils with counselling needs; and where necessary making referrals. The support by the pupils; the most important stakeholder in any school was also perceived as necessary by the headteachers. Their

support was needed in peer counselling; conveying guidance and counselling messages through drama; and having a positive attitude and willingness in sharing their problems and behaviour change where necessary. Perceptions in this category were held by 45.8% of the headteachers.

### **8.2.2.3 Perceptions of Lack of Support for the Headteacher to Carry Out His/Her Role Successfully**

All the support that was aforementioned as necessary for the headteachers to carry out role successfully was perceived as either lacking or seriously inadequate. The key areas where the support was perceived as lacking were identified through a phenomenographic analysis of their responses and grouped into three categories of support.

#### **Category 1: Perceptions of Lack of Support from the Government or Non-Governmental Organisations (NGO's)**

The Government's support was identified as lacking from the analysis of the headteachers conceptions. One of the key areas it had failed was in training of both the headteachers and the teacher counsellors in guidance and counselling. The headteachers expressed their dissatisfaction with this. *"...we do it in our own knowledge, and I am not sure whether what I call guidance and counselling is what it really is"*, one lamented. Other shortfalls as conceptualised by the headteachers were: lack of provision of adequate resources for guidance and counselling; lack of incorporating guidance and counselling in the statutory curriculum rendering some to feel they were not obliged to timetable it; lack of financial support; and lack of motivation for teachers. According to them, teacher counsellors worked more hours compared to other teachers because of the dual role of teaching and counselling; hence deserved incentives. Another identified area of Government's lacking support was in the headteachers' responsibilities. The perceptions of current headteachers in primary schools are that the Government has charged them with too many roles to cope with. One put it, *"The headteachers' responsibilities are too many...role...not defined, I am a classroom teacher, accountant, administrator, disciplinary master I am in class from the first lesson to the last"*. Some headteachers had teaching loads as heavy as other teachers due to understaffing and the Ministry of Education's unpopular policy of one teacher per class. Another identified area of concern by the

headteachers is that the Government was not providing visiting resource persons like professional counsellors to schools yet it had not trained teachers in guidance and counselling. The NGOs' support was identified as lacking from the headteachers' conceptions. Their support was not being felt in providing assistance with funds to run the schools' guidance and counselling programmes. This category of conceptions was held by 94.1% of the headteachers.

## **Category 2: Perceptions of Lack of Support from the Parents/ Community**

Parental support was identified as lacking from the conceptions of 79.7% of the headteachers. Some parents were not cooperating with teachers in matters of guidance and counselling. Others had negative attitudes towards education. So much so that according to the headteachers, some parents hoped their children would not pass the primary school national examinations to proceed to secondary school where they would be required to pay fees. The issue of parents not guiding and counselling their children featured as worrying to the headteachers. This problem was more pronounced with single parents, which were on the increase, according to the headteachers perceptions. One lamented, "*Single parenthood is alarming due to early marriages and separations, 1/3 of the parents in my school are single mothers*". Some parents were no longer role models and this too was considered as a serious lacking support. "*...parents are no longer role models who shaped children as they grow...for example most men are drug addicts, mainly abusing the local brews so then children learn such things from their parents...their behaviours are not admirable at all*", asserted another.

The provincial and local administration's support was also perceived as lacking by 41.5% of the headteachers. According to their conceptions, the administration was lax in eradicating drug abuse. In deed some were thought to be encouraging it as one put it, "*...they are encouraging parents to plant 'miraa' as a source of income without bearing in mind the negative effect of the drug... there is a lot of local brewing*". Some were also thought to be encouraging taking of local brew being serious alcoholics (of the same brew) themselves. They were perceived as lacking in role modelling. Another shortcoming with the provincial and local administration was failure to attend meetings in schools when called upon by the headteachers. "*We have leaders by names and not by actions whenever called for*

*meetings in school they do not come they always say they are busy, yes 'busy' but doing nothing*", complained one. Child labour was another serious problem that had prevailed. The administration had failed to stop this.

Support from the community surrounding the school was also lacking in several areas as conceptualised by 16.9% of the headteachers in the entire sample. According to these headteachers, some members in the community were not good role models. Some were said to be selling drugs to pupils thus encouraging the vice. Drugs such as the local brew and *miraa* were plenty in the community surrounding some schools making it a fertile ground for pupils to start abusing drugs. In one such school, the headteacher lamented, "*Miraa is planted around the school compound. The parents are also planting miraa and this makes the pupils also to take a lot of them*". The headteachers also lamented that there were some members of the community who had negative attitudes towards guidance and counselling and did not participate in correcting pupils' behaviour as expected of any adult. The perception of the headteachers was that the community did not care at all about the discipline of the school children. According to Beach and Reinhartz (2006), in order for schools to be successful and function effectively within the community, their purposes must be consistent with the values and culture of the community they serve and its members. In this study, the values of the community seemed different from those held by the school and no wonder there was inefficiency in the provision of guidance and counselling services. The local church/sponsor's support was also identified as lacking from the conceptions of 15.3% of the headteachers. The church/sponsor was expected to be active in guiding and counselling all stakeholders especially the pupils but was not. It was also expected to assist in providing training in guidance and counselling to teachers. This was not happening. Some church functions were affecting negatively the education of pupils when they were carried out during school days thus making some pupils to miss school.

### **Category 3: Perceptions of Lack of Support from the Teachers and Pupils**

Teachers' support was identified as lacking by some headteachers. Some teachers had a negative attitude towards guidance and counselling, hence refused to participate in the programme. Others neglected the exercise due to heavy workloads in teaching. Some teachers, according to headteachers perceptions, lack boldness and

confidence and as a result, fear counselling pupils. The support from the pupils was also conceptualised as missing. Some pupils were heavily influenced by peers and rejected any counsel by the teachers. Others, just like some teachers, had negative attitude towards guidance and counselling and education making it difficult for them to be assisted in any way. Some pupils feared seeking help from their teachers, according to the headteachers. 34.7% of the headteachers held conceptions in this category.

#### **8.2.2.4 Perceptions of Other Problems that Interfere with Headteachers' Role Performance**

Three problems (apart from the aforementioned lacking support) were identified from the headteachers' conceptions as those that interfered with their role performance. These were: cultural factors; poverty; and negative media influence. The cultural factors that were identified from the perceptions of the headteachers, as interfering with their role performance were Female Genital Mutilation (FGM) and early marriages for girls; as earlier mentioned. According to the headteachers, some of the parents still maintained the traditional African belief that girls were not worthy to be educated because they would be married off to become housewives as one put it, "*Many believe that girls should not be educated but sold [sic] for marriage*". Because of such beliefs, many girls dropped out to get married. Female Genital Mutilation is not only biologically harmful to girls' health but also has some militating effects against their actualisation in education. When girls undergo FGM, they perceive themselves as 'adults' and more often than not, they start engaging in premarital sex. The consequences of this kind of behaviour are serious. Such girls end up dropping out of school due to either pregnancy, early marriage, poor academic performance or at worst, acquire sexually transmitted diseases including HIV/AIDS. Boys too suffer from serious consequences when they undergo initiation when they are still in primary school. Luckily for them, most undergo the ritual when they are through with the primary school. Just like the girls, they too perceive themselves as 'adults' and start engaging in pre-marital sex and drugs. Some end up dropping out of school for child labour to sustain acquired behaviours. Others become too unruly and refuse to accept any discipline from the teachers. They too end up dropping out.

*“Poverty causes immorality”*, a headteacher believed. According to the headteachers’ conceptions, the root cause of the many cases of the girls dropping out of school because of early pregnancies, marriages and child labour is poverty. The headteachers emphasised that a good number of the girls who drop out of school are from unstable homes especially from single parents who are poor and are not role models. Some of these parents, according to headteachers are immoral in character e.g. sexual workers, and their children easily ‘copy’ their character. It becomes an issue of ‘like parent like child’. Such girls who start engaging in the ‘risky trade’ do so as early as when they are in primary school. The data from the conceptions of the headteachers also indicated that a good number of girls and boys from poor backgrounds drop out to engage in child labour; as earlier mentioned.

The headteachers lamented the harm negative media exposure was doing to the behaviour of pupils, for example pornographic video shows in market places. Some headteachers had encountered some pupils with pornographic literature in their schools. In one such school, some pornographic materials which had been confiscated from two pupils were availed to the researcher. This was enough evidence of a problem headteachers had to reckon with.

#### **8.2.2.5 Suggestions by Headteachers to Address the Problems in Guidance and Counselling**

Five categories of suggestions to solve the problems that were interfering with headteachers role performance were identified after a phenomenographic analysis of their responses; based on the entity supposed to take action. Action areas for each of these suggestions were also identified as proposed by the headteachers.

##### **Category 1: Suggestions for the Government Action**

The headteachers proposed that the Government, through the Ministry of Education, trains all teachers in guidance and counselling skills. They also suggested that they be involved in the organisation of the recently introduced School based Teacher Development (SbTD) training programme for its success. As earlier noted, some headteachers had not appointed teacher counsellors with desired qualities to undergo the programme because of lack of adequate involvement. This will adversely affect the quality of services being offered and a vicious circle is likely to prevail. The headteachers also proposed that adequate training in guidance and

counselling be provided to teachers. *“Not the way they do it in seminars and workshops and sometimes it’s given in few minutes”*, advised one headteacher. The suggestions for the training of teachers were conceptualised by 86.4% of the headteachers.

Another suggestion by the headteachers was for the Government to provide facilities and reference materials for the guidance and counselling services in schools. This was conceptualised by 53.4% of the headteachers. They suggested that a vote head be created for guidance and counselling funds in the Government’s Free Primary Education. A suggestion that the Government channels some grants from donors or NGOs to schools to cater for guidance and counselling, was also put forward.

In addition, the headteachers suggested that the Government reduce their workloads by employing more teachers and employing professional support staff for example accounts clerk and secretaries. This suggestion was conceptualised by 52.5% of the headteachers. The Government’s policy of one teacher per class including the headteachers was perceived as excessive as it was seriously affecting their multiple roles. To ease their burden, schools need more teachers, according to their perceptions. Also at the moment it is the policy of the Government that the headteachers handle all financial accounting matters in their schools, even though they are least trained for this work. Quite a number of headteachers have suffered demotion or suspension due to financial mismanagement or lack of proper record keeping just because they lacked the required skills for the same. As earlier recorded, in order to take adequate precautions, headteachers spend most of their better time struggling with proper financial management; at the expense of other roles including guidance and counselling. *“Now the headteacher is concentrating on accounts because they can sack you”* [sic], one described the situation.

Motivation of teacher counsellors was one of the issues the headteachers suggested the Government should act on. This suggestion was conceptualised by 19.5% of headteachers. Due to heavy workloads and multiple roles the teacher counsellors are forced to sacrifice their own time for the essential service of guidance and counselling at no extra remuneration. Within this context, the headteachers suggested that the Government motivate teachers by either reducing their workload through adequately staffing schools or by providing some incentives.

Some 18.6% of the headteachers thought that the Government had not done enough to educate parents about their crucial roles in the guidance and counselling of their children. They hence suggested that the Government and headteachers facilitate seminars for this. The headteachers were concerned about the omission of the allocation of time for guidance and counselling in the school time table as part of statutory curriculum. This concern was conceptualised by 16.9% of the headteachers. They suggested that the Government incorporates guidance and counselling in the statutory school curriculum. In addition, time for guidance and counselling to be allocated in the time table and appropriate resources provided.

### **Category 2: Suggestions for the Local and Provincial Administration Action**

The suggestion that the Provincial and Local administration officers should assist in the guidance and counselling of pupils, parents and community was conceptualised by 68.6% of the headteachers. To facilitate their effectiveness in counselling others, the headteachers proposed that the officers be trained in guidance and counselling skills first. The headteachers strongly advised that the Provincial and Local administration officers should always work with school management whenever called upon especially in eradicating child labour and drug abuse in the areas surrounding schools and in the community at large. There was a proposal that the parents and the community be educated about the dangers of the two vices, as well as educating them on the need to support education for their children. The headteachers were disturbed by the negatives effects of drug abuse especially of the recently introduced drug, *miraa* in the District. They expressed concern that the harmful effects of *miraa* on education of children will soon be out of hand if not addressed immediately. They hence proposed that the Provincial and Local administration officers influence the Government to have *miraa* outlawed. The headteachers desired that all stakeholders be involved in solving the *miraa* menace and other pupils' problems.

### **Category 3: Suggestions for the Parents Action**

The headteachers suggested that parents take their crucial role of guiding and counselling their children seriously. It was also suggested that parents should make necessary follow ups on their children as advised by teachers, as well as cooperating

whenever called upon. Some parents were refusing to cooperate with teachers. “*Some parents don’t want their children to be counselled*”, one lamented. Others as already mentioned had negative attitudes towards education which made them neglect the welfare of their children. The obligation for parents to be role models is indispensable for development of good behaviour in children. It is in this respect that the headteachers gave the suggestion that the parents strive to be role models at all times. For example parents must stop abusing drugs in the presence of their children. The suggestions in this category were idealised by 18.6% of the headteachers.

#### **Category 4: Suggestions for the Church/Sponsor Action**

The headteachers suggested that the church/sponsor be fully involved in the guidance and counselling of pupils and all other stakeholders. This suggestion was idealised by 21.2% of the headteachers. The headteachers suggested that the church/sponsor assist by giving spiritual guidance and counselling against social ills like premarital sex among pupils. Pre-marital sex was a problem needing attention because it contributed to school drop outs through early pregnancies and diseases. The headteachers further suggested that the church/sponsor make visits to schools for such guidance at least once a week. A suggestion was also put forward that the church/sponsor be in the forefront in supporting school programmes; not disrupting like it happens when some church functions are held during school days. Above all, the church members were requested to be role models to all stakeholders.

#### **Category 5: Suggestions for the Teachers Action**

The suggestion that teachers be more active in offering guidance and counselling services to the pupils was conceptualised by 10.2% of the headteachers. The headteachers suggested that teachers be more positive in the provision of the guidance and counselling services. Above all, they expected teachers to be role models.

## **8.2.3 Perceptions of Role Performance**

### **8.2.3.1 Perceptions of Indicators of a Good Role Performance**

Three categories of indicators of a good role performance were identified from the phenomenographic analysis of the headteachers responses. These were: academic indicators; behavioural indicators; and parental/community indicators.

#### **Category 1: Academic Indicators of a Good Role Performance**

High academic performance was conceptualised as an indicator of a good role performance in guidance and counselling by 87.3% of the headteachers. When the role performance is just right, the headteachers perceived that there will be no or low cases of school drop outs including those caused by early marriages, pregnancies and child labour, resulting to increased enrolments. This indicator was conceptualised by 55.9% of the headteachers. The headteachers also perceived that harmony in school and among stakeholders was a good indicator that guidance and counselling has been effectively done. This was idealised by 25.4% of the headteachers.

#### **Category 2: Behavioural Indicators of a Good Role Performance**

Good behaviour of pupils in and out of school was identified as an indicator of a good role performance from the conceptions of 86.4% of the headteachers. Another indicator identified was high level of discipline among pupils. This was conceptualised as an indicator for a good role performance in guidance and counselling by 75.4% of the headteachers. When the guidance and counselling programme is effective, there would be no or minimal cases of drug abuse within the school environment. This was idealised by 28.0% of the headteachers. In addition, the pupils' behaviour would be good all round including good grooming, as perceived by 11.0% of the headteachers.

#### **Category 3: Parental/Community Indicators of a Good Role Performance**

The parents in the primary schools in this study were perceived as uncooperative in the support of the guidance and counselling programme. They (parents) therefore needed education on the essence of their support. Hence positive attitude of parents to the guidance and counselling programme including

supportiveness was identified as an indicator of a good role performance. The headteachers idealised a situation whereby effective provision of guidance and counselling services translate into improved social economic status of the community. According to the headteachers, guidance and counselling assist pupils to develop good behaviour and to excel academically. These pupils grow into responsible adults with improved social economic status within their communities. These indicators were conceptualised by 27.9% of the headteachers.

### **8.2.3.2 Perceptions of Notable Indicators that Signify Role Performance Needs Improvement**

Four categories of notable indicators that signified the headteachers roles in guidance and counselling need improvement were identified after a phenomenographic analysis of their responses.

#### **Category 1: Academic Indicators of Need for Role Performance Improvement**

Cases of school drop outs including those that were caused by early pregnancies, marriages and child labour indicated that the headteachers needed to improve their role performance in guidance and counselling. This was conceptualised by 50.8% of the headteachers. Another notable indicator that the role performance was not good was identified as low academic performance. Low academic performance was associated with poor delivery of guidance and counselling services by headteachers in 42.4% of schools.

The headteachers lamented over high cases of absenteeism and truancy which affected academic performance. 32.2% of the headteachers idealised this as an indicator that their role performance need improvement. Some headteachers (29.7%) saw lack of pupils' motivation to learning as signalling that they need to improve their performance in guidance and counselling. According to them, the guidance and counselling services should help in inculcating positive attitudes to learning.

#### **Category 2: Behavioural Indicators of Need for Role Performance Improvement**

The many cases of drug abuse that were present in schools were identified from the conceptions of 48.3% of the headteachers as a notable indicator that their role in guidance and counselling need improvement. Another notable indicator that

the role performance needed improvement was low level of discipline among the pupils. The pupils' poor behaviour in and out of school signified all was not well with the guidance and counselling services, although some headteachers felt they were not wholly to blame. One put it, *"Some of these problems are accompanied by the geographical location of the school-near market where many of the single parents live and they are drug abusers...like last year I had a girl carrying beer in school and a class 4 pupil taking bhang [sic] who had stolen it from the parents"*. This indicator was conceptualised by 57.6% of the headteachers.

### **Category 3: Parental/Community Indicators of Need for Role Performance Improvement**

The fact that some parents had negative attitude towards education and guidance and counselling, and were considered to be irresponsible and unsupportive, was perceived to indicate that the headteachers need to improve their role in guidance and counselling. This was the view of 32.2% of the headteachers. According to the headteachers, they had failed in educating the parents of their roles. Another notable indicator idealised by 11.0% of the headteachers was the fact that poverty levels in the community were alarmingly high. The headteachers believed that their contributions through guidance and counselling of pupils and parents should make a difference in the socio-economic status of the community.

### **Category 4: Socio-Cultural Indicators of Need for Role Performance Improvement**

The increasing cases of HIV/AIDS including orphans as a result of the scourge were identified as a notable indicator that the headteachers role in the guidance and counselling needs improvement. This was idealised by 6.8% of the headteachers. According to the headteachers, effective guidance and counselling can assist in reducing the rate of infections among the parents, teachers and children. Reduction in the rate of infection will directly reduce the HIV/AIDS orphans that now place a heavy burden to the headteachers.

Female Genital Mutilation (FGM) was still being practiced in the community and this was identified as a notable indicator that the headteachers' role needs improvement; as conceptualised by 2.5% of the headteachers. According to the headteachers, both parents and the pupils need to be educated on the physical and

psychological side effects of the ritual. The headteachers had not succeeded in doing this through the guidance and counselling services.

### 8.2.3.3 Headteachers Conceptions of their Level of Role Performance

The headteachers rated their role performance individually as each he/she perceived it. They indicated whether their role performance was Very Good, Good, Fair, or Poor, in that scale. The following were their ratings.

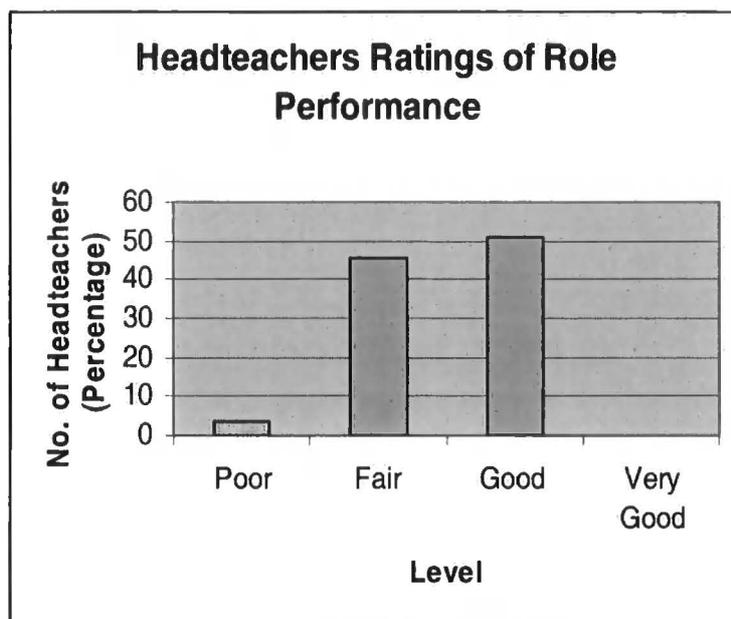
**TABLE 116**

#### **Headteachers' Rating of their G/C Role Performance**

| Level     | Frequency | Percent<br>(out of 118) |
|-----------|-----------|-------------------------|
| Very Good | 0         | 0.0                     |
| Good      | 60        | 50.8                    |
| Fair      | 54        | 45.8                    |
| Poor      | 4         | 3.4                     |
| Total     | 118       | 100.0                   |

Slightly over half (50.8%) of the headteachers perceived their role performance in guidance and counselling of pupils as good. 45.8% believed their performance was fair while surprisingly only 3.4% thought that their role performance was poor. Whether this was commensurate with the actual performance as perceived by significant others considering the fact that the majority are not trained remain an issue to be investigated through further research. It is however possible that these headteachers believed they were doing their very best with the little or no preparation they had for the job. None of the headteachers felt her/his performance was very good. Chart 2 below shows the graphical representation of the headteachers ratings of their role performances.

**Chart 2: Headteachers Ratings of their Role Performance**



### **8.3 Teacher Counsellors' Perceptions**

One hundred and nineteen teacher counsellors generated these data which were tape recorded and transcribed verbatim.

#### **8.3.1 Perceptions of Role Functions**

##### **8.3.1.1 Teacher Counsellors' Conceptions of 'Meaning of Guiding Pupils'**

From a phenomenographic analysis of the teacher counsellors' responses, four different fundamental ways were identified in which they conceptualised the 'meaning of guiding pupils'. These are presented in four categories described below. Just like the headteachers, some teacher counsellors expressed more than one understanding of the meaning of guiding pupils.

##### **Category 1: Guiding as giving pupils directions or information for growth in the right directions**

In this category, guiding was seen as a way of providing information and advice for day to day activities. "...making pupils follow the right ways within the school and the community and how to do their studies and use time well", one

described. It was also seen as a way of informing pupils how to cope up with life and on the consequences of making wrong choices as one put it, “...*pointing on what they should carry out in their lives and eeh...showing the things that are harmful to them and also the consequences of each, that way they can choose correctly*”. The conceptions in this category were held by forty eight (48) teacher counsellors.

### **Category 2: Guiding as helping pupils to maintain good behaviour**

In this category, guiding was seen as a way of assisting pupils to develop good moral standards, by showing them how they are supposed to behave, as one teacher counsellor put it “...*directing pupils how they should carry themselves morally*”. It was seen as a way of correcting misbehaviour “...*bringing pupils back to the right track, after realising a pupil has a problem*”. These conceptions may be based on the premise that good behaviour facilitates learning and other areas of development. The conceptions in this category focused on the behaviour of a pupil and did not touch on other areas like information giving for development. The conceptions in this category were held by fifty one (51) teacher counsellors.

### **Category 3: Guiding as advising pupils to grow into responsible adults**

In this category, guiding was seen as a goal oriented exercise: that of preparing a pupil to become a responsible adult through giving of advice. It was seen as a way of helping the pupils to develop or grow into ‘good’ citizens.” *It is when I show pupils the right ways and direct them to become good citizens*”, as one put it. Education in this conception was seen as a vehicle to an improved way of life, especially for the many children from poor families. Seven (7) teacher counsellors held category-three type conceptions.

### **Category 4: Guiding as helping pupils who have problems**

This category of conception fits in with Collins (1988) definition of counselling. According to Collins, counselling is a process that attempts to provide encouragement and guidance for those who are facing losses, decisions or disappointments. It then can be argued that the respondents confused the two meanings of guiding and counselling. Other categories of perceived meaning of guiding pupils fit in with the definitions of guidance by Watts and Kidd (2000) and

that of the Kenya School Management Guide (Republic of Kenya, 1999). Watts and Kidd, as earlier cited define guidance as comprising a range of processes designed to enable individuals to make informed choices and transitions related to their educational, vocational and personal development. The Kenya School Management Guide on the other hand defines guidance as a process of offering advice to the pupils to show them the right direction. However, in this category, guidance was seen as a way of understanding pupils' problems by talking to them and assisting in solving them. "...*talking to them to create awareness on how to go about a problem a pupil is undergoing*", one put it. Guiding was also seen as a way of identifying pupils' problems by talking to them as one put it "...*trying to know the problem of the pupils by just talking to them*". These types of conceptions were held by eighteen (18) teacher counsellors.

### **8.3.1.2 Teacher Counsellors' Conceptions of 'Meaning of Counselling Pupils'**

Three categories of conceptions of the meaning of counselling the pupils by the teacher counsellors were realised; similar to those obtained from the headteachers conceptions.

#### **Category 1: Counselling as correcting/advising pupils when they go wrong**

In this category, just as in the case for headteachers, counselling was seen as an intervention measure for pupils who misbehaved. The conceptions focused on behaviour modification through correction or advice, as one put it, "...*talking with the pupils about their mistakes and helping them to correct mistakes*". The School Management Guide (Republic of Kenya, 1999) defines counselling as the process of advising and cautioning pupils who have gone astray or are out of control. The conceptions in this category agree with this definition and were held by fifty nine (59) teacher counsellors.

#### **Category 2: Counselling as helping or assisting pupils when they have problems**

In this category, the conceptions focused on the problems of pupils not necessarily to do with behaviour. Counselling was seen as a way of helping or assisting pupils to cope with their day to day problems. "...*trying to let them understand whatever problem they come across in life and how to handle it*", one

described. Counselling was also seen as help for problem solving. “...*is identifying the problems that affect the pupils in school and at home, and in community and helping them to solve*”, one described. Fifty five (55) teacher counsellors’ held conceptions confined to this category.

### **Category 3: Counselling as guiding pupils on morals**

The conceptions in this category dwelt on giving guidance on the correct behaviour of pupils, as some put it, “*It is helping pupils to know themselves, how to live among themselves in the community and they grow and to relate to the opposite sex*”. “...*is moulding them to grow in good morals*”. It could be argued that the conceptions in this category fit in more with the definitions of ‘guiding’ than of ‘counselling’. This is yet another example of the confusion that exists between the definitions of the two terms or the case of taking guidance as a *generic* term, as described by Watts and Kidd (2000). Many writers (as cited in chapter two of the literature review) have however advised that counselling is part of guidance. Fifteen (15) teacher counsellors held conceptions in this category.

#### **8.3.1.3 Teacher Counsellors Conceptions of Problems or Needs they Encountered with Pupils in School**

Three major categories (the same number as for the headteachers) of problems/needs were identified from the teacher counsellors’ conceptions, of the problems or needs they encounter with the pupils who need guidance and counselling in their schools. The mean ranks were also obtained from the teacher counsellors rankings of each of the problems or needs in the order of most (rank 1) to least serious (last rank position); based on their conceptions.

### **Category 1: Socio-cultural Problems/Needs**

Nine problems/needs were included in this category. Table 117 below gives the encountered problems/needs and their rankings as conceptualised by headteachers in various schools. The mean perceived rank positions are also included.

**TABLE 117**  
**Socio-cultural Problems as Conceptualised by Teacher Counsellors**

| Problem/Need   | Mean Rank | Normative Rank | Percent of Schools with Problem |
|--|-----------|----------------|---------------------------------|
| Drug abuse   | 3.00      | 1              | 83.2                            |
| Poor upbringing by parents/negative influence by community | 3.17      | 2              | 28.6                            |
| Unstable families  | 3.24      | 3              | 41.2                            |
| Adolescence related problems                               | 3.59      | 4              | 24.4                            |
| Traditional/cultural practices                             | 3.86      | 5              | 5.9                             |
| Peer pressure/influence                                    | 4.13      | 6              | 32.8                            |
| Orphans  | 4.14      | 7              | 37.0                            |
| Sexual immorality/ early pregnancies and marriages         | 4.61      | 8              | 95.8                            |
| Child abuse (physical and sexual)                          | 2.50      | Ignored        | 1.7                             |

Ignoring the problem of child abuse which was mentioned in only two schools, drug abuse was conceptualised as the most serious socio-cultural problem in 83.2% of the total sample of schools. Four types of abused drugs were identified from the teacher counsellors' conceptions, against five from the headteachers. The fifth drug in the headteachers' list was glue. These were bhang, tobacco, *miraa* (khat), and alcohol (local brew). Based on the teacher counsellors' perceptions the mean ranks of the abused drugs were obtained and are presented in table 118 below.

**TABLE 118**  
**Abused Drugs as Conceptualised by Teacher Counsellors**

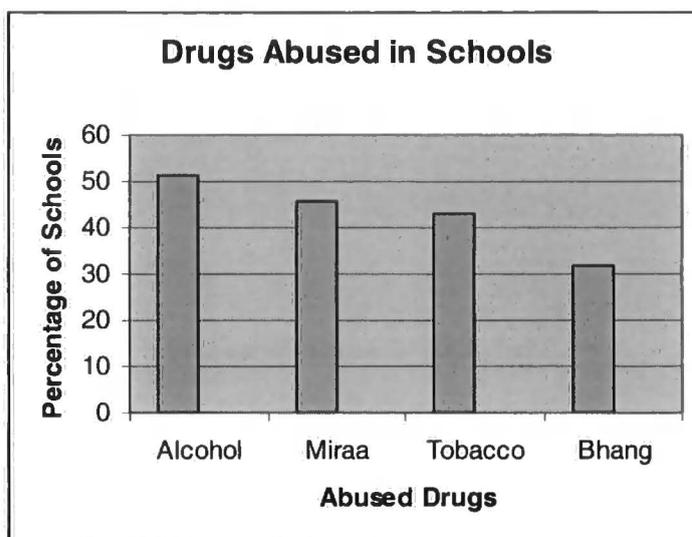
| Abused Drug  | Mean Rank | Normative Rank | Percentage of Schools with Problem/Need |
|--------------|-----------|----------------|---|
| Alcohol      | 1.57      | 1              | 51.3                                    |
| Miraa (Khat) | 1.57      | 1              | 45.5                                    |
| Tobacco      | 2.04      | 3              | 42.9                                    |
| Bhang        | 2.16      | 4              | 31.9                                    |

The two ranked as the most seriously abused drugs according to the teacher counsellors' conceptions, were alcohol and *miraa* (khat), which were identified in 51.3% and 45.5% of schools respectively. A good example was expressed by one teacher counsellor. "...recently, I was dealing with a case of class seven pupil who had come to school with a five litre jelly can of local brew. He put the can where the

*other pupils usually keep their water for cleaning, and so it was not easily noticed. Soon after break, there was disorder in the classroom of the boy using vulgar language and beating up the girls. Only to be reported that the boy had been seen drinking some fluid which turned out to be local brew. What are the parents doing have they forgot their parental roles?"* Another lamented, "*Miraa is highly chewed especially now that it is planted as a cash crop [sic] in the community; most of our pupils are victims of miraa chewing-the Government should ban because it is destroying our generation*". Tobacco was ranked as the third most seriously abused drug and was identified in 42.9% of schools. From the headteachers conceptions, it was ranked fourth in 44.9% of schools. Tobacco is grown as a cash crop in some parts of Embu District; hence it is easily abused by children. Bhang on the other hand was ranked the fourth seriously abused drug according to the teacher counsellors' conceptions. As earlier mentioned, the findings that alcohol was the most abused drug are similar to the findings of a recent study among secondary school students by the psychiatry department of the University of Nairobi, and of the National Baseline Survey on Substance Abuse Among Youth in Kenya which was carried out in 2002 by The National Agency for the Campaign Against Drug Abuse (NACADA). According to the survey, tobacco was the second most prevalent followed by *miraa* in that order among legal drugs. The chart 3 below shows the drugs abused in schools and the corresponding number of schools (percentage) with the drug problem.

Poor upbringing by parents and negative influence by the community was identified from the teacher counsellors' conceptions as the second most serious socio-cultural problem among the pupils who needed guidance and counselling. According to the teacher counsellors some parents did not give any parental guidance to their children; were uncooperative and had negative attitudes towards guidance and counselling and education. Some pupils were being influenced into some vices like drug abuse by their parents and the community members. This problem was identified in 28.6% of schools in the total sample. According to the headteachers perceptions, the problem of poor upbringing by parents and negative influence by the community was prevalent in 78.0% of schools. This serious discrepancy can be attributed to the fact that majority of indiscipline cases of pupils that require the involvement of parents are normally handled by the headteachers.

**Chart 3: Teacher Counsellors' Conceptions of Prevalence of Abused Drugs**



According to the teacher counsellors' conceptions, 41.2% of schools in the total sample had pupils from unstable families who needed guidance and counselling. Cases of unstable families included irresponsible parents especially among the polygamous families, separated parents and single parenthood. Some of the parents for example single mothers left their children under the care of the grandmothers. Some of these children are usually spoilt by the grannies and their discipline is forever wanting as one asserted, *"Many of the children cared by grandparents have no discipline and end up dropping out of school"*.

Adolescence related problems were also identified among the socio-cultural problems with pupils in 24.4% of schools, according to the teacher counsellors' conceptions. Examples of adolescence related problems as earlier noted from the headteachers conceptions included love affairs among pupils, early pregnancies and marriages leading to drop outs, and some acquired behaviour problems for example rudeness and rebellious attitude.

Cultural/traditional practices contributed to problems among pupils in 5.9% of schools in the total sample, according to the teacher counsellors' conceptions. The headteachers cited the problem in 6.8% of schools. A good example of cultural practices that contributed problems is the Female Genital Mutilation (FGM) as earlier noted. *"FGM transforms one from childhood to adulthood... and therefore*

*starts practicing adult roles including sexual relations leading to sexual immorality and then pregnancies”*, one put it.

The problem of peer influence among pupils who needed guidance and counselling was identified in 32.8% of schools in the total sample by the teacher counsellors. This problem was closely related to adolescence problems. Children who were abusing drugs were likely to influence others into the vice. Children from different home backgrounds also influenced one another as one affirmed, *“Children from rural areas copy bad behaviours from those of urban areas”*.

Orphans, including those who have lost both parents through HIV/AIDS were cited in 37.0% of schools, by teacher counsellors as pupils they encounter in guidance and counselling. This however should not suggest that there were no orphans in other schools. It is possible that in those other schools, they were not involved in guidance and counselling. Some of the HIV/AIDS orphans were already infected with the deadly virus, complicating the guidance and counselling process. Orphans are pupils who need both psychological and material support and such milieu pose a big challenge to the teacher counsellors.

The problem of sexual immorality/early pregnancies and marriages was cited by teacher counsellors as the most prevalent in 95.8% of schools. This greatly differed from the number of schools identified from the headteachers’ responses with this problem. According to the headteachers, the problem was identified in 66.9% of schools in the entire sample. As earlier mentioned, the problem of sexual immorality/early pregnancies and marriages is linked to cultural/traditional practices and peer influence.

The problem of child abuse was reported in only 2 (1.7%) schools in the entire sample, by the teacher counsellors. The headteachers reported the problem in 4.2% of schools. In one school the teacher counsellor ranked the problem as the most serious, while on the other hand, 2 headteachers had similarly done so. Although the problem was mentioned in very few schools, it should not be ignored. It is possible that the problem was not cited in many other schools even though it existed due to the secrecy with which the vice is treated. After all, the differing two sets of data from the headteachers and the teacher counsellors arouse some suspicion. The problem of sexual child abuse included rape cases and incest. *“We have handled three cases of rape by parents this far”*, disclosed one teacher counsellor.

## Category 2: Socio-economic Problems/Needs

Just like in the headteachers case, three problems/needs were included in this category. Table 119 below shows the problems/needs with their mean ranks calculated from the teacher counsellors' individual ranks of each of the problem/need as perceived in the order of most to least serious.

**TABLE 119**  
**Socio-economic Problems/Needs as Conceptualised by Teacher Counsellors**

| Problem/Need            | Mean Rank | Normative Rank | Percentage of Schools with Problem/Need |
|-------------------------|-----------|----------------|---|
| Poverty                 | 2.72      | 1              | 47.9                                    |
| Child labour/drop outs  | 4.50      | 2              | 26.9                                    |
| Health related problems | 5.33      | 3              | 10.1                                    |

The teacher counsellors just like the headteachers identified the problem of poverty as one they had to deal with in the guidance and counselling of pupils in 47.9% of schools in the entire sample. According to the teacher counsellors' conceptions, poverty was ranked the most serious and most prevalent socio-economic problem. It was similarly ranked first based on the headteachers' conceptions. The 2005 report by the United Nations Office on Drugs and Crime in Africa (UNODC) (United Nations, 2005) emphasise that Africa is the world's poorest continent and that half the people in Saharan Africa live on less than the equivalent of 65 US cents per day. As earlier mentioned, poverty is a glaring problem in Kenya especially in the rural areas where most of this study falls. Many pupils from poor families lacked basic needs such as food and good clothing. Many were also poorly housed, according to the teacher counsellors. Child labour/drop outs, a problem related to poverty was cited in 26.9%, according to the teacher counsellors' conceptions. "*Many of our children are involved in cutting timber in the forest and harvesting tea*", claimed one teacher counsellor. As earlier mentioned, poverty and HIV/AIDS contributes to high cases of child labour and school drop outs. In areas of extreme poverty and in cases where parents have died or are ailing due to HIV/AIDS scourge, many children opt to drop out of school for cheap labour for survival. Health related problems are also closely linked to poverty. Susceptibility

to water-borne diseases like typhoid and frequent malaria outbreaks is exacerbated by poverty.

### Category 3: Academic Problems/Needs

Four problems/needs were identified as belonging to this category, from the teacher counsellors' conceptions; same number and similar to headteachers'. The mean ranks for the academic problems/ needs have also been calculated as shown in table 120 below.

**TABLE 120**  
**Academic Problems/Needs as Conceptualised by Teacher Counsellors**

| Problem/Need  | Mean Rank | Normative Rank | Percentage of Schools with Problem/Need |
|---|-----------|----------------|---|
| School absenteeism/truancy                              | 3.30      | 1              | 38.7                                    |
| Lack of interest in education/poor academic performance | 3.81      | 2              | 35.3                                    |
| Antisocial behaviours in schools                        | 3.83      | 3              | 63.0                                    |
| Over age pupils   | 6.30      | 4              | 8.4                                     |

School absenteeism or truancy was identified as the most serious academic problem, based on teacher counsellors' perceptions. It was cited in 38.7% of schools. On the other hand, lack of interest in education/poor academic performance was identified as the most serious academic problem according to the headteachers. Absenteeism or truancy is closely related to poverty and lack of interest in education. According to the teacher counsellors' conceptions, many children from poor families absent themselves to be employed during the tea picking season or during harvesting of other cash crops. Unfortunately the *miraa* picking is all year round and takes place very early in the morning before sunset. Even more unfortunate is the fact that *miraa* twigs are normally picked by small boys whose size and agility is most convenient for the picking business and of course they are relatively 'well' paid. This is taking a toll on education as many boys continue absenting themselves or dropping out to engage in the business.

Lack of interest in education/poor academic performance was identified as an academic problem in 35.3% of schools. The pupils who portrayed this problem had low self esteem, lacked concentration in studies and generally had negative attitude

towards education, according to the teacher counsellors' conceptions. Majority were not interested in education as one put it, "*majority of the pupils and parents are not interested; they do not bother on the education of their kids*". Antisocial behaviour was identified as a problem among pupils who needed guidance and counselling in 63.0% of schools in the total sample, based on the teacher counsellors' perceptions. The antisocial behaviour observed included general indiscipline such as lateness to school, rudeness, fighting, disobedience and using filthy language. The problem of over age learners was identified in only 8.4% of schools in the total sample, based on the teacher counsellors' conceptions. This problem as earlier mentioned was only apparent after the introduction of Free Primary Education (FPE) in January 2003. Many of the over age learners find it difficult to fit in schools and therefore need counselling. Sadly, in the course of this study, many overage pupils were found to have dropped out of school.

The most serious problems in the three categories were then compared as in table 121 below.

**TABLE 121**  
**Most Serious Problems/Needs in Categories Compared**

| Problem/Need               | Mean Rank | Normative rank | Percentage of Schools with Problem/Need |
|----------------------------|-----------|----------------|---|
| Poverty                    | 2.72      | 1              | 47.9                                    |
| Drug abuse                 | 3.00      | 2              | 83.2                                    |
| School absenteeism/truancy | 3.30      | 3              | 38.7                                    |

Poverty, a socio-cultural problem was identified as the most serious in all the three categories of problems/needs according to the teacher counsellors' conceptions. Surprisingly this ranked as the third most serious problem according to the headteachers perceptions. Poverty was followed by drug abuse from the socio-cultural category. School absenteeism and truancy, the most serious academic problem ranked the third among the three most serious in the categories. Drug abuse was identified in the highest number of schools. It was realised in 83.2% of schools according to the teacher counsellors. Recall that it ranked as the most serious problem among the three categories of conceptions according to the headteachers.

The three most serious problems/needs picked from each of the category based on the teacher counsellors conceptions were compared with the three most serious problems/needs identified from each of the category based on the headteachers' conceptions. Their average mean ranks are presented in table 122 below.

**TABLE 122**  
**Overall Rankings of Most Serious Problems/Needs as Conceptualised by both H/Ts & TCs**

| Problem/Need  | Category | TCs Mean Rank | H/Ts Mean Rank | H/Ts & TCs Mean Rank | Overall Normative Rank |
|---|----------|---------------|----------------|----------------------|------------------------|
| Drug abuse  | 1        | 3.00          | 2.80           | 2.90                 | 1                      |
| Poverty   | 2        | 2.72          | 3.21           | 2.97                 | 2                      |
| School absenteeism/truancy                              | 3        | 3.30          | 3.33           | 3.32                 | 3                      |
| Lack of interest in education/poor academic performance | 3        | 2.82          | 3.81           | 3.32                 | 3                      |

On average, between the headteachers and teacher counsellors, the problem of drug abuse, a social cultural problem was ranked as the most serious, followed by poverty. School absenteeism/truancy; and lack of interest/poor performance in education (both academic problems) were ranked as the third most serious problems. The mean ranks for the different type of drugs abused in schools according to both headteachers and teacher counsellors were compared and the overall ranks are presented in table 123 below.

**TABLE 123**  
**H/Ts and TCs Overall Drug Rankings**

| Drug         | H/Ts Mean Rank | TCs Mean Rank | H/Ts & TCs Mean Rank | Overall Normative Rank |
|--------------|----------------|---------------|----------------------|------------------------|
| Alcohol      | 1.61           | 1.57          | 1.59                 | 1                      |
| <i>Miraa</i> | 1.71           | 1.57          | 1.64                 | 2                      |
| Bhang        | 2.07           | 2.16          | 2.12                 | 3                      |
| Tobacco      | 2.26           | 2.04          | 2.15                 | 4                      |
| Glue         | 2.00           | Missing       | Ignored              | Ignored                |

According to the overall perceptions for both the headteachers and the teacher counsellors, alcohol was the most seriously abused drug followed by *miraa*, a

relatively newly introduced drug in the location of this study. According to Wikipedia, the free encyclopaedia, khat is the scientific name for *miraa*. Khat is a flowering plant natural to tropical East Africa, which has been known to have physical, psychological and social side effects. Following *miraa* in that order of most to least abused was bhang and finally tobacco. Glue which was cited by only the headteachers was ignored in this overall ranking. It had been cited in four urban schools.

### 8.3.1.4 Teacher Counsellors Conceptions of School Drop Outs Related to Problems or Needs Encountered

The teacher counsellors just like the headteachers were asked whether there were any school drop outs by gender and to state the causes for dropping out if known. Table 124 below gives the summary of whether or not there were any drop outs in schools.

**TABLE 124**  
**Summary of Whether there were Any Drop Outs as Reported by TCs**

|                                     |     | Frequency | Percent | Cumulative<br>Percent |
|-------------------------------------|-----|-----------|---------|-----------------------|
| Whether there are<br>any drop outs? | Yes | 94        | 79.0    | 79.0                  |
|                                     | No  | 25        | 21.0    | 100.0                 |
| Total                               |     | 119       | 100.0   |                       |

Ninety four (79.0%) teacher counsellors affirmed that there were drop outs related to problems that needed guidance and counselling in the previous academic year in their schools. A similar number of headteachers (94), which equals a percentage of 79.7, similarly affirmed. Other teacher counsellors (21.0 %) said there were none, only transfers. The number of cases that dropped by gender and the reasons as conceptualised by the teacher counsellors are summarised in the tables 125 and 126 below.

The total number of boys that had dropped out according to the teacher counsellors' perceptions was 317, as indicated in table 125 below. The headteachers gave a higher but close number of 353. Socio-cultural factors (category 1) combined contributed to the highest number of boys drop outs (154). Socio-economic factors

caused 106 of boys drop outs and 19 cases were due to academic factors. The causes of 38 cases were however unknown.

**TABLE 125**  
**Teacher Counsellors' Conceptions of Boys Drop Outs and Causes**

| Cause of Dropping Out                   | Category of Problem | Number of Drop outs | Percent | Cumulative Percent |
|---|---------------------|---------------------|---------|--------------------|
| Drug abuse                              | 1                   | 103                 | 32.5    | 32.5               |
| Child labour                            | 2                   | 92                  | 29.0    | 61.5               |
| Unknown                                 |                     | 38                  | 12.0    | 73.5               |
| Peer influence                          | 1                   | 24                  | 7.6     | 81.1               |
| Poverty related problems                | 2                   | 14                  | 4.4     | 85.5               |
| Parental negligence/community influence | 1                   | 12                  | 3.8     | 89.3               |
| Unstable family backgrounds             | 1                   | 10                  | 3.2     | 92.5               |
| Lack of interest/poor performance       | 3                   | 9                   | 2.8     | 95.3               |
| Over age                                | 3                   | 7                   | 2.2     | 97.5               |
| Antisocial behaviour/indiscipline       | 3                   | 3                   | 1.0     | 98.5               |
| Orphan                                  | 1                   | 3                   | 0.9     | 99.4               |
| Adolescence related problems            | 1                   | 2                   | 0.6     | 100.0              |
| Total                                   |                     | 317                 | 100.0   |                    |

The problem that caused most of the boys drop outs, according to the teacher counsellors' perceptions was drug abuse (32.5% of cases). This was followed by child labour that caused 29.0% of drop outs and thirdly the teacher counsellors said they had no idea what caused some 12% of the drop out cases. On the other hand, child labour was identified as the leading cause of boys drop outs (28.6%) followed by drug abuse (25.2%) and then the problem of peer influence (12.8%) according to the headteachers' conceptions. Other problems with the respective percentage number of boys drop outs associated with each problem are as listed in table 125 above. The least factor that contributed to boys drop outs was adolescence related problems, according to the teacher counsellors.

Over half of the girls (59.7%) who dropped out of school did so due to the problem of early pregnancies and marriages, according to the teacher counsellors' conceptions, as indicated in table 126 below. The problem that contributed to the second most number of drop outs (9.7%) was child labour. This was followed by

poverty related problems which caused 6.8% of the cases. Similarly the leading cause of girls drop outs according to the headteachers was early pregnancy/marriage (36.4% cases) followed by child labour (20.6%). The headteachers identified parental negligence/community influence (8.2%) as the third leading factor causing girls to drop out. Other causes that contributed to girls dropping out are as listed in the table 126 below. As indicated, the least contributing factor to girls' school drop outs was the antisocial behaviour/indiscipline, according to the teacher counsellors.

Comparing the three categories, the socio-cultural factors caused the highest number of girls drop outs (148) followed by the socio-economic factors (38) and finally the academic ones (16). It was not known what caused four girls to drop out. The least contributing factor to girls' school drop outs was the antisocial behaviour/indiscipline, according to the teacher counsellors.

**TABLE 126**  
**Teacher Counsellors' Conceptions of Girls Drop Outs and Causes**

| Cause of Dropping Out                   | Category of Problem | Number of Drop outs | Percent | Cumulative Percent |
|---|---------------------|---------------------|---------|--------------------|
| Early pregnancy/marriage                | 1                   | 123                 | 59.7    | 59.7               |
| Child labour                            | 2                   | 20                  | 9.7     | 69.4               |
| Poverty related problems                | 2                   | 14                  | 6.8     | 76.2               |
| Lack of interest/poor performance       | 3                   | 9                   | 4.4     | 80.6               |
| Traditional/cultural related            | 1                   | 8                   | 3.9     | 84.5               |
| Parental negligence/community influence | 1                   | 7                   | 3.4     | 87.9               |
| Peer influence                          | 1                   | 7                   | 3.4     | 91.3               |
| Overage                                 | 3                   | 5                   | 2.4     | 93.7               |
| Health related /special cases           | 2                   | 4                   | 1.9     | 95.6               |
| Unknown                                 |                     | 4                   | 1.9     | 97.5               |
| Unstable families                       | 1                   | 3                   | 1.5     | 99.0               |
| Antisocial behaviour/indiscipline       | 3                   | 2                   | 1.0     | 100.0              |
| Total                                   |                     | 206                 |         |                    |

### **8.3.1.5 Teacher Counsellor Perceptions of Functions to Carry Out in the G/C of Pupils**

Four categories of functions were identified phenomenographically from the teacher counsellors' conceptions of the functions they should carry out in the guidance and counselling of pupils, just like in the headteachers' case.

#### **Category 1: Pupil-Centred Functions**

The functions in this category included the function of participating in the actual guiding and counselling process and making necessary referrals. This is the core business of the teacher counsellor and the function was conceptualised by 89.9% of the teacher counsellors. Identifying pupils with problems that require guidance and counselling is another function that was conceptualised by 74.8% of the teacher counsellors as among those they should carry out. Career guidance is an essential part of pupil guidance and was identified as function in this category. This was conceptualised by 20.2% of the teacher counsellors. Another function that was identified and which was closely related to career guidance is the function of monitoring pupils' academic performance and making necessary recommendations. This was conceptualised by a mere 2.5% of the teacher counsellors. To be able to monitor pupils performance, record keeping is a mandatory requirement. Observations done revealed that in the majority of schools, no files or other records were available. Probably it is because the majority of the teacher counsellors did not conceptualise this as their function. Some 16.8% of the teacher counsellors perceived supporting the needy pupils such as orphans with material things as their function. This is because they encountered many with such needs and in their empathy, were compelled to assist.

#### **Category 2: Headteacher/Teacher-Centred Functions**

Five functions that a teacher counsellor should carry out in guiding and counselling were associated with this category. Three of them focused on teachers and the other two on the headteachers. These were: guiding and counselling teachers and educating them on the importance of guidance and counselling; involving teachers in the guidance and counselling of pupils; assigning duties to other

committee members of guidance and counselling; liaising with the headteacher over serious or difficult cases; and helping the headteacher with the discipline of pupils.

Guiding and counselling teachers and educating them on the importance of guidance and counselling was perceived by 18.5% of the teachers in the entire sample as their function. According to the teacher counsellors, some of the teachers in the schools were not role models and hardly supported the guidance and counselling department. It is in this context, that the teacher counsellors perceived the aforementioned function as theirs. As well as educating other teachers to support the guidance and counselling department; the teacher counsellors conceptualised it as their function to involve them in the guidance and counselling process. For example teachers have ample time to guide and counsel their pupils during class meetings. 15.1% of the teacher counsellors conceptualised this function. The function of assigning duties to the guidance and counselling committee members was also conceptualised as one of the teacher counsellors' by 4.2% of the teachers. Although this is a management function that should be carried out by all the teacher counsellors if they are working with committee members; only few perceived it as theirs depicting a serious anomaly over how these departments are run if they exist.

It was the conception of some 43.7% of the teacher counsellors that they should liaise with the headteachers over serious or difficult cases of guidance and counselling of pupils by informing them of any serious cases encountered in the guidance and counselling process. This was considered essential in the case of any external referrals or in the involvement of parents. Under normal circumstances any invitation of the parents should be done through the headteacher's office. Liaising with the administration for the provision of facilities and resource materials was also conceptualised as the function for the teacher counsellors by 5.0% of them. It could be argued that many did not idealise this function as theirs because they were not used to having these resources. Observations carried out on the physical facilities and resources in the guidance and counselling departments indicated that the majority of schools did not have adequate facilities and any resource materials.

Some teacher counsellors (2.5%) also idealised the difficult task of helping the headteacher with the discipline of the pupils as their function. Recall that according to Riding & Fairhurst (2001) no successful learning in schools can go on if the pupils do not behave and respond appropriately to their teachers and peers. The role that guidance and counselling plays in supporting learning is hereby

underscored. Effective guidance and counselling supports discipline of children through the emphasis of good behaviour and morals.

### **Category 3: Parental/Community-Centred Functions**

Three functions were associated with this category. The function of involving parents and the community in the guidance and counselling of pupils was perceived by 74.8% of the teacher counsellors as one which they should be carrying out. *“I usually involve parents when the cases are serious or if I suspect the parent has contributed to the problem”*, one claimed. According to the teacher counsellors, they involve parents in guidance and counselling of their children by calling them to school if need be; giving advice; informing them of any serious problems with their children and involving them in problem solving. Teacher counsellors also create awareness to parents on the need for guidance and counselling.

Liaising with the school religious sponsor for spiritual guidance was also identified as a function in this category, based on conceptions by 7.6% of the teacher counsellors. The teacher counsellors perceived it as their role to invite the religious people or sponsor to guide and counsel the pupils as one put it, *“I invite religious people to come and guide and counsel biblically. We even pray for them when things come to the worst”*. *“... I make referrals to pastors sometimes”*, another claimed. Spiritual guidance as earlier mentioned is considered an essential dimension of school guidance and counselling in Kenya. The other function conceptualised by the teacher counsellors as theirs was the function of involving provincial and local administration in the guiding and counselling of pupils especially in tackling drug abuse which was a big issue in schools. Their involvement in the exercise was considered imperative. This function was conceptualised by 2.5% of the teacher counsellors.

### **Category 4: School-Centred Functions**

In this category of school-centred functions, four functions that the teacher counsellors conceptualised as theirs were identified. Coordinating and organising guidance and counselling activities were perceived as a function for the teacher counsellors by 32.8% of them. Recall that this function was also conceptualised by 52.5% of the headteachers as their function. This may suggest some role conflict if

different levels of coordination and organisation are not clearly defined. In an ideal situation, however, it is the responsibility of the teacher counsellor to coordinate and organise activities for the guidance and counselling department while the headteacher facilitates and oversees the entire business. Some of the activities that the teacher counsellors perceived as those they were supposed to undertake in the guidance and counselling departments included inviting resource personnel/professional counsellors for the guidance and counselling of pupils. This was conceptualised by 27.7% of the teacher counsellors. Similarly this function had been conceptualised by some headteachers as theirs. This may however not spell out the possibility of role conflict but rather point to the fact that the two parties have to work in consultation with one another before any invitations are carried out. Because of the important role played by each party, each perceives it logically as theirs.

Creating a favourable atmosphere for guidance and counselling was also identified as a function the teacher counsellors idealised as theirs. This was idealised by 14.3% of them. According to the teacher counsellors, this they could do by motivating other teachers in the department and creating teamwork. The teacher counsellors also believed that they had to lead by example; that of being role models. Acting as a role model was perceived as a teacher counsellor's function in the guidance and counselling of pupils by 8.4% of them.

#### **8.3.1.6 Teacher Counsellors Perceptions of Functions they Did Not Carry Out in the Guidance and Counselling of Pupils**

The majority of teacher counsellors (89.1%) indicated that there were functions they were supposed to be carrying out but were not doing so. A higher number of headteachers (94.9%) had similarly done so. Only 10.9% of the teacher counsellors believed that they were carrying out all the functions they were supposed to, in the guidance and counselling of pupils. Some functions in the three categories of pupil-centred; parental/community centred; and school-centred were identified phenomenographically as those that the teacher counsellors missed out.

#### **Category 1: Pupil-Centred Functions that were Missed out by Teacher Counsellors**

Six pupil-centred functions were identified as those that some of the teacher counsellors did not carry out in the guidance and counselling of pupils, from their

conceptions. Majority of the teacher counsellors (75.5%) indicated that they were not effective at all in the guidance and counselling of pupils. According to them, the many cases they encountered in the guidance and counselling especially drug related ones did not seem to improve. In many cases they seemed to aggravate. The teacher counsellors also felt ineffective because they hardly availed enough time for the guidance and counselling and rarely took the challenge of identifying pupils with problems. Dealing with cases that require high level skills in guidance and counselling like drug addiction, rape cases and single parenthood is another function that was identified as missed out by teacher counsellors. According to the conceptions of 14.5% of the teacher counsellors; they felt ill prepared for this task. Meeting material needs of needy and special cases, for example orphans was also identified as a function missed out by teacher counsellors. This was conceptualised by 11.3% of them. Another function identified as missed out was that of making necessary referrals in the guidance and counselling of pupils. According to the conceptions of 4.7% of the teacher counsellors they did not have the knowledge of the available referral agents and worse still they lacked funds. Some 4.7% of teacher counsellors conceptualised that they were not able to make follow-ups of the pupils they had encountered in the guidance and counselling process thus making the process futile.

The reasons given by the teacher counsellors for not carrying out the aforementioned functions were also identified. The teacher counsellors blamed lack of training in guidance and counselling as the major reason for not carrying out these functions. Others were lack of time due to the heavy workloads they had to handle; and the fact that no time was allocated for the guidance and counselling process. The teacher counsellors also singled out lack of offices and reference materials as a reason for missing out some of the aforementioned functions. According to them, they were discouraged to offer their services in these depressed situations. Cultural and traditional barriers e.g. FGM, growing of *miraa* and brewing of *chang'aa* (local brew) in pupils homes was also given as a reason for missing out functions in the guidance and counselling of pupils. Some teacher counsellors indicated that they just gave up the process of guidance and counselling in the midst of these barriers because they (barriers) ended up exacerbating the very problems they were trying to help solve among the pupils. Finally, some teacher counsellors feared that they did not have enough security in following up cases of drug abuse and child labour

especially the former. The high secrecy and risk involved in the illegal drugs business make it very dangerous to unearth or even to deal with the culprits. Hence the need by the teacher counsellors to be assured of security from the local and provincial administration while dealing with cases of drug abuse makes sense.

### **Category 2: Parental/Community-Centred Functions that were Missed Out by Teacher Counsellors**

Two functions that the teacher counsellors missed were identified in this category. Involving parents, teachers and the community in guidance and counselling of pupils was conceptualised as one of the functions that were missed out by 40.6% of the teacher counsellors. Some of the reasons given by the teacher counsellors for not carrying out this function were due to the parents' lack of supportiveness and the fact that they lacked the expertise to handle some cases that touched on some sensitive domestic issues for example those that involve single parents. Another function that was missed out in this category was that of inviting external resource personnel, based on conceptions of 6.6% of the teacher counsellors. The teacher counsellors blamed it on the lack of funds to facilitate this. Others blamed it on lack of knowledge of any resource person. Lack of time was also identified as a reason for missing out the two functions in this category.

### **Category 3: School-Centred Functions that were Missed Out by Teacher Counsellors**

Keeping pupils' records was identified as a function that was perceived as missed out by 1.9% of the teacher counsellors although observations revealed that the majority of schools (82.4%) did not have any available records. Another function that was identified as missed out in this category was that of coordinating meetings and organising guidance and counselling sessions. This was conceptualised by 6.6% of the teacher counsellors. The reasons given for not carrying out these functions were: lack of time due to high workloads and no time tabling for guidance and counselling; lack of training; and lack of offices for guidance and counselling.

### **8.3.2 Perceptions of Role Support**

#### **8.3.2.1 Perceptions of Necessary Characteristics for the Teacher Counsellor to Carry Out His/Her Role Successfully**

The teacher counsellors stated what they conceptualised as the necessary characteristics for a teacher counsellor to carry out the functions of guidance and counselling effectively. The following seven similar characteristics to those obtained from the headteachers' data were identified from the phenomenographic analysis of their responses. These were: a good role model; skilled in guidance and counselling; social and friendly; patient and humble; empathetic; committed and hardworking and; Godly and religious.

The teacher counsellors, just like the headteachers believed that being a role model was necessary a characteristic for successful role enactment. This was conceptualised by 68% of the teacher counsellors and could have been based on the premise that a leader leads by example and in so doing; commands respect from the subjects. Similarly being skilled in guidance and counselling was considered essential for effectiveness in carrying out the guidance and counselling role. According to the teacher counsellors, such a person is: able to maintain confidentiality; has good communication and listening skills; trustworthy; courageous; and knows when to consult and make referrals. Such a person is also always interested in looking for more and new knowledge through reading of books or any other relevant literature. This characteristic was idealised by 89.9% of the teacher counsellors.

Being social and friendly was identified as another characteristic conceptualised by 86.1% of the teacher counsellors as necessary for effective enactment of guidance and counselling role. A social and friendly person was described as kind and loving by the teacher counsellors. This characteristic was found essential especially in handling sensitive cases like orphans and over age children. In addition, teacher counsellors idealised the characteristic of being patient and humble as necessary for successful enactment of role. The process of guidance and counselling takes a long time to bear fruits and as such; the counsellors need to be patient, understanding and tolerance. This was conceptualised by 56.3% of the teacher counsellors. Being empathetic is another indispensable characteristic in the guidance and counselling process. This is a way of 'feeling with the counsellee'.

'Feeling with a person' means trying to understand what it is like to be where the person is. This way, the counsellor understands better what the client says and reflects on it, according to Bor *et al* (2002). This characteristic was identified from the conceptions of 11.8% of the teacher counsellors.

Guiding and counselling process demands sacrifice of time, more so in the Kenyan context where the teacher counsellor is overloaded with responsibilities. According to the teacher counsellors, only those teachers who are willing and interested in guidance and counselling are able to carry on in these difficult work situations. It is in this respect that 68.0% of the teacher counsellors conceptualised that they need to be committed and hardworking to realise success in their role enactment. Finally, being Godly and religious was also identified as a necessary characteristic for the teacher counsellors to carry out role of guidance and counselling successfully. Spiritual guidance as earlier noted is considered an important aspect in the guiding and counselling process in Kenyan schools and this is offered through the mandatory pastoral programme. The teacher counsellors believed that if they are Godly and religious, they are better equipped to give spiritual guidance. This was conceptualised by 28.6% of the teacher counsellors.

### **8.3.2.2 Perceptions of Necessary Support for the Teacher Counsellor to Carry Out His/Her Role Successfully**

Three categories of necessary support were identified from the phenomenographic analysis of the teacher counsellors' responses. These were: the Government/Non-Governmental support; the parental/ community support; the headteacher, teachers and the pupils support.

#### **Category 1: Perceptions of Necessary Support from the Government or Non-Governmental Organisations (NGO's)**

As earlier mentioned, the Kenyan government, through the Ministry of Education and the Teachers Service Commission employs teachers in all its public schools. The key areas where the Government's support was identified as needed were: to train teacher counsellors and to train all teachers in basic counselling skills; to provide necessary and adequate resources; to provide time for guidance and counselling in the school curriculum; to motivate guidance and counselling teachers; to provide visiting resource persons to schools and finally to provide adequate

staffing of teachers to ease their burden of workload. The support from the Non-Governmental Organisations (NGOs) was also considered necessary by the teacher counsellors. According to the teacher counsellors, the many needy pupils in the primary schools who need material help could be assisted with funds from the NGOs. NGOs could also help in building and equipping guidance and counselling offices. The conceptions in this category were held by 98.3% of the teacher counsellors.

### **Category 2: Perceptions of Necessary Support from the Parents/Community**

The community identified in this category consisted of educational stakeholders without the internal school environment other than the parents. These are the people living in areas surrounding the school, the provincial and local administration and the local churches. The key areas where parental support was conceptualised as necessary were in cooperating with teachers when called upon while dealing with the matters of guidance and counselling; guiding and counselling their children while at home and making necessary follow ups of behaviour; and above all acting as role models. Parental support was conceptualised by 35.3% of the teacher counsellors. The support by the community surrounding the schools was perceived as necessary by 13.4% of the teacher counsellors. The teacher counsellors, just like the headteachers emphasised the need for the community members to act as role models to the children. It was necessary for the community, to avoid social ills like drug abuse around the school environs as this would affect the behaviour of pupils; to discourage child labour by not offering any to the children; and to participate in correcting pupils' behaviour when out of school. According to the National Agency for the Campaign Against Drug Abuse (NACADA)'s report of 2004, drug abuse by parents and community are a powerful influence on children's behaviour.

The provincial and local administration's support was perceived as necessary in curbing or eradicating drug abuse; which had featured as a major problem among pupils. The support was also needed in educating parents and community on the need to support guidance and counselling of pupils; participating in guidance and counselling of the pupils; stopping child labour and helping to bring back to school those children who have dropped out. As with the headteachers, the teacher

counsellors underscored the need for provincial and local administration to act as role models. Sadly as earlier noted some were known to be drug abusers themselves. The necessary support by the provincial and local administrators was conceptualised by 48.7% of the teacher counsellors. The support by the church or the religious sponsor of the school was perceived as necessary by 31.1% of the teacher counsellors. The areas where the church was needed to give their support were also similar to those identified from the headteachers' responses. These were: to assist in giving spiritual guidance to all stakeholders; to make regular visits to schools to offer guidance and counselling to all and to assist in providing guidance and counselling training to all teachers. *"If the church is serious in its work it is the very best instrument to bring change in the community as it captures all the people, the children, youths and the old. I still believe the Church can play a major role..."* asserted one teacher counsellor.

### **Category 3: Perceptions of Necessary Support from the Headteacher, Teachers and Pupils**

Headteacher's support was identified from the conceptions of 55.5% of the teacher counsellors of the support they considered necessary for the performance of their guidance and counselling role. The key areas where this support was needed were in the motivation of the teacher counsellors, showing interest in and emphasising the importance of guidance and counselling, and in allocating time for guidance and counselling by timetabling for it. The teacher counsellors also wanted the headteachers to support them by: reducing their (teachers) workload by allocating fewer lessons and reducing other responsibilities; by providing guidance and counselling resource materials and facilities; by motivating them; and finally to guide and counsel parents, who they thought needed the service as well.

Teachers support was identified as necessary from conceptions of 38.7% of the teacher counsellors. The key areas for support by the teachers were identified as: providing moral support by acting as role models; assisting teacher counsellors in the guidance and counselling of pupils; and helping in identifying pupils with counselling needs. The support by the pupils; the most important stakeholders in any school was also perceived as necessary by the teacher counsellors. Their support was needed in peer counselling; having a positive attitude towards guidance and counselling; and willingness in sharing their problems and behaviour change where

necessary. Perceptions in this category were held by 10.9% of the teacher counsellors.

### **8.3.2.3 Perceptions of Lack of Support for the Teacher Counsellor to Carry Out His/Her Role Successfully**

The teacher counsellors, just like the headteachers, stated resoundingly that all the support that they mentioned as necessary was either lacking or seriously inadequate. The particular areas where the support was perceived as lacking were identified through a phenomenographic analysis of their responses and grouped into three categories as described below.

#### **Category 1: Teacher Counsellors' Perceptions of Lack of Support from the Government or Non-Governmental Organisations (NGO's)**

The Government's support was identified as lacking from the conceptions of 95.8% of the teacher counsellors. Recall that it was also identified as lacking from the headteachers' conceptions on the same. One of the key areas identified where the Government was missing in action was the fact that it had not trained the teacher counsellors in guidance and counselling skills. Similarly, teachers also lamented the fact that the Government had not provided adequate resources for guidance and counselling. They were also unhappy with the fact that guidance and counselling was not incorporated in the statutory curriculum to facilitate for its timetabling. The teacher counsellors lamented lack of financial support as well as motivation. They expected the Government to recognise the multiple roles they have to struggle with. Another area identified as a matter of concern by the teacher counsellors was lack of visiting resource persons like professional counsellors to schools yet they had not been trained in guidance and counselling. Another identified support as lacking was from the Non-Governmental Organisations. Such funds were needed to assist in running the guidance and counselling departments and helping the needy pupils from poor backgrounds and orphans including those infected with the deadly HIV virus. This lacking support was idealised by 2.5% of the teacher counsellors.

## **Category 2: Teacher Counsellors' Perceptions of Lack of Support from the Parents/Community**

Parental support was identified as lacking from the perceptions of 77.3% of the teacher counsellors. *"Parents have foregone their roles, in the olden days counselling was done by elders but today children are left without any counsel"*, one put it. Some parents were not cooperating with teachers in matters of guidance and counselling the pupils. *"When parents are called upon to come to school, they hardly turn up thus making it difficult to know the child's background"*, asserted one teacher counsellor. Other parents have negative attitudes towards education due to high level of illiteracy, according to the teacher counsellors. Due to these poor attitudes, some failed to provide necessary basics like food for lunch, and clean uniform and making necessary follow ups on the welfare of the child. The issue of parents not guiding and counselling their children featured as worrying to the teacher counsellors as it did to the headteachers. A teacher counsellor lamented, *"When a parent doesn't care whether his/her child is in school or not then it becomes very hard for me to carry out guidance and counselling. Something like drug abuse can not be curbed without parents support. The parents have neglected their parental roles"*. Some parents were no longer role models and this too was considered as a serious lacking support for the teacher counsellors' role.

Another lacking support was from the provincial and local administration, as conceptualised by 20.2% of the teacher counsellors. According to the teacher counsellors, (and similarly by headteachers) the administration was lax in eradicating drug abuse. In deed some were thought to be encouraging it by being serious alcoholics (of the local brew) themselves, as one teacher counsellor commented, *"Miraa and local brew rampant in this community, some chiefs have planted a lot of miraa in their farms; majority of them are drunkards...the Government should realise that not everybody can become a local chief, there ought to be measures when electing these locals (chiefs)"*. *"Brewing is very common here and then local administration is doing nothing. Parents carry out the brewing and their children are also involved hence becoming very vulnerable to the local brew"*, asserted another teacher counsellor. The teacher counsellors perceived the local administration as lacking in role modeling. Child labour, which contributed to truancy and dropping out was another serious problem that had prevailed. The administration had failed to

stop this, according to the teacher counsellors. Recall that the headteachers similarly lamented over this.

The communities around schools were identified as seriously lacking in support. This was conceptualised by 20.2% of the teacher counsellors. Many adults abuse drugs in the presence of the school children thus encouraging the vice. Role models were hence lacking in the communities. Some people in the community have negative attitudes towards guidance and counselling and do not participate in correcting the behaviour of pupils when they are out of school. An example depicting this behaviour was given by one of the teacher counsellors. *“Children go for video shows and dances at night clubs and the community don’t see any danger in that. They do not report such cases to school neither do they counsel their children...”*

The support from the church/sponsor was also identified as missing from the conceptions of 10.9% of the teacher counsellors. According to the teacher counsellors, churches are not active in the guidance and counselling of all stakeholders. Some church leaders or sponsors rarely visit schools to give guidance and counselling to pupils and teachers. Others never make any visits. *“The church can play a major role in reaching all the school stakeholders however it is not doing anything about it, and neither do they come to school to guide and counsel”*, asserted one teacher counsellor. Some teacher counsellors also thought that the church/sponsor can go an extra mile and provide some financial support to the guidance and counselling departments. This support could be used to train teachers in counselling skills or to support the needy children in schools with material support, as idealised by the teacher counsellors.

### **Category 3: Teacher Counsellors’ Perceptions of Lack of Support from the Headteacher, Teachers and Pupils**

The headteacher’s support was identified as lacking by 12.6% of the teacher counsellors. According to the teacher counsellors, some of the headteachers had not set time for guidance and counselling of pupils; and had not reduced workload for the teacher counsellors. *“My headteacher is not supportive; he has allocated me many lessons. When does he expect me to do guidance and counselling?”* commented and queried one teacher counsellor. Some teacher counsellors conceptualised their headteachers as not participating in guidance and counselling of pupils citing lack of time as their excuse. Such teachers felt they were ‘left on their

own' to carry out the difficult task of guiding and counselling pupils. The teacher counsellors felt even worse in schools where the headteachers had not appointed any committee members to assist in the guidance and counselling of pupils.

The support by the teachers was conceptualised as missing by 17.6% of the teacher counsellors. According to the teacher counsellors, some teachers had a negative attitude towards guidance and counselling and hence were not willing to participate in the process. Many of the teachers also neglected guiding and counselling of pupils due to heavy workloads as already mentioned. The headteachers had similar perceptions. The pupils support was also identified as lacking from the conceptions of 18.5% of the teacher counsellors. As similarly perceived by the headteachers, some pupils were heavily influenced by their peers; had negative attitude towards guiding and counselling; and did not feel free to open up in sharing their problems with the teacher counsellors.

#### **8.3.2.4 Perceptions of Other Problems that Interfere with Teacher Counsellor's Role Performance**

Two other problems (apart from the abovementioned lacking support) were also identified from the teacher counsellors' conceptions as those that interfered with their role performance. These were poverty and negative media influence. Some teacher counsellors believed that poverty was the root cause of many problems that faced pupils who needed guidance and counselling. The headteachers, as earlier mentioned had similar thoughts. As earlier noted, many of the causes of school drop outs are related to poverty. Poverty hence remained a challenge among the headteachers and the teacher counsellors. Phonographic videos and literature plays a very unconstructive role in the behaviour of children. Teachers have to battle with the pupils who have been adversely affected by addiction to these materials. More discussion on the two problems can be found in section 8.2.2.4 of the headteachers' conceptions.

#### **8.3.2.5 Suggestions by Teacher Counsellors to Address the Problems in Guidance and Counselling of Pupils**

Six categories of suggestions to solve the problems that were interfering with Teacher counsellors' role performance were identified after a phenomenographic analysis of their responses. Action areas for each of these suggestions were also

identified as proposed by the teacher counsellors. All the suggestions identified were similar to the headteachers' except one; the suggestion that headteachers should support teacher counsellors.

### **Category 1: Suggestions for the Government Action**

The teacher counsellors similarly proposed that the Government, through the Ministry of Education take action in the provision of adequate training to teacher counsellors and to provide basic training to all teachers in guidance and counselling skills. This suggestion was conceptualised by 99.2% of the teacher counsellors. The suggestion by the teacher counsellors that the Government provide enough guidance and counselling facilities and reference materials, including visual aids, was loud and clear. This was conceptualised by 64.7% of the teacher counsellors. There was a serious shortage of these resources confirmed through observation data. Another suggestion conceptualised by 52.9% of the teacher counsellors was for the Government to incorporate guidance and counselling in statutory school curriculum by allocating time in the time table. This, according to them would guarantee that it is not missed out as normally happens.

The teacher counsellors also suggested that the Government reduce workload for them by employing more teachers if need be. This was idealised by 41.2% of the teacher counsellors. Due to the heavy workloads the teacher counsellors had to struggle with; they often felt de-motivated to work. In this context, they suggested the Government to motivate them through allowances or salary increments and to be recognised in the scheme of service just like their secondary school counterparts. This suggestion was conceptualised by 26.9% of the teacher counsellors.

Some teacher counsellors just like some headteachers believed that the Government had not done enough in educating parents and the community on the importance of guidance and counselling of pupils and the need to support and participate in the same by being role models. The teacher counsellors suggested that the Government facilitate seminars to educate the parents and the community on guidance and counselling.

## **Category 2: Suggestions for the Local and Provincial Administration Action**

The teacher counsellors just like the headteachers suggested that the local and provincial administration should be active in helping in the guidance and counselling of pupils, parents and community at large. According to the teacher counsellors, they could do so by sensitising the community on the importance of guiding and counselling of children during *barazas* (local community meetings); taking their roles seriously in curbing drug abuse as well as working hand in hand with the guidance and counselling teachers to assist pupils affected by social ills in the community. To be able to adequately play their roles in the guidance and counselling, the teacher counsellors suggested that the administrators be trained in guidance and counselling skills. These suggestions were idealised by 34.5% of the teacher counsellors.

## **Category 3: Suggestions for the Parents and Community Action**

The teacher counsellors suggested that parents take up their roles of guiding and counselling their children as well as being role models themselves. According to the teacher counsellors they have neglected this. Parents also need to change their negative attitude towards guidance and counselling and start giving adequate support to the teachers while carrying out the services. Many of the adults in the community were not role models as already cited. The teacher counsellors suggested that all the adults in the community be good role models. These suggestions were conceptualised by 34.5% of the teacher counsellors

## **Category 4: Suggestions for the Headteacher's Action**

The teacher counsellors suggested that the headteachers be more supportive in the guidance and counselling of pupils by involving all teachers in the practice; forming guidance and counselling committees; providing guidance and counselling offices; and involving pupils in peer counselling. This was conceptualised by 16.8% of the teacher counsellors.

## **Category 5: Suggestions for the Teacher's Action**

The teacher counsellors just like the headteachers suggested that other teachers be more active in the guidance and counselling of pupils by: taking their

responsibilities in the guidance and counselling seriously and collectively; identifying pupils with counselling needs and making follow-ups of those who have undergone the same; and more importantly acting as role models. This was idealised by 12.6% of the teacher counsellors.

### **8.3.3 Perceptions of Role Performance**

#### **8.3.3.1 Perceptions of Indicators of a Good Role Performance**

Four categories of indicators of a good role performance were identified from the phenomenographic analysis of the teacher counsellors' responses. These were: academic indicators; behavioural indicators; parental/community indicators; and socio-cultural indicators.

##### **Category 1: Academic Indicators of a Good Role Performance**

High academic performance was conceptualised as an indicator of a good role performance in guidance and counselling by 89.9% of the teacher counsellors. This was similarly conceptualised by 87.3% of the headteachers. According to the teacher counsellors, when the role performance is just right, there will be no or low cases of school drop outs including those caused by early marriages, pregnancies and child labour; there will be no cases of absenteeism; punctuality in school will be observed; and generally there will be harmony in school and among the stakeholders. In addition, the school will have a good reputation leading to increased enrolments.

##### **Category 2: Behavioural Indicators of a Good Role Performance**

Good behaviour of pupils in and out of school was also identified as an indicator of a good role performance from the conceptions of the teacher counsellors as it was from the conceptions of the headteachers. According to the teacher counsellors, behavioural indicators of a good role performance included high level of discipline among pupils; no or minimal cases of drug abuse and school drop outs; well groomed; and responsible pupils. Behavioural indicators were conceptualised as indicators for a good role performance in guidance and counselling by 73.9 % of the teacher counsellors.

### **Category 3: Parental/Community Indicators of a Good Role Performance**

Positive attitude of parents to the guidance and counselling programme including supportiveness was also identified as an indicator of a good role performance from the teacher counsellors' conceptions. The teacher counsellors just like the headteachers idealised a situation whereby effective provision of guidance and counselling services translate into improved social economic status of the community. According to the teacher counsellors, guidance and counselling assist pupils to develop good behaviour and to excel academically eventually becoming responsible adults with improved social economic status within their communities. These indicators were conceptualised by 31.9% of the teacher counsellors.

### **Category 4: Socio-Cultural Indicators of a Good Role Performance**

The teacher counsellors also conceptualised there would be few or no cases of exacerbating cultural practices for example Female Genital Mutilation (FGM) and early marriages for girls if their role performance was effective. Traditionally, girls' education was not very much valued because after all; they would just be 'married off to their suitors'. Some parents have maintained this attitude and often take the education of boys more seriously than that for the girls. Such attitudes of parents adversely affect the education of girls. These indicators were conceptualised by 2.5% of the teacher counsellors.

#### **8.3.3.2 Perceptions of Notable Indicators that Signify Role Performance Needs Improvement**

Four categories of notable indicators that signified the teacher counsellors' roles in guidance and counselling need improvement were identified after a phenomenographic analysis of their responses. Most of them were similar to the ones identified from the headteachers conceptions.

### **Category 1: Academic Indicators of Need for Role Performance Improvement**

Cases of school drop outs due to pregnancies, marriages and child labour may be interpreted as indicators of areas where guidance and counselling might be targeted. 57.1% of the teacher counsellors had such conceptions as one put it, *"Every year we lose at least two girls due to early marriages"*. Another notable

indicator of poor role performance was identified as low academic performance from the conceptions of 31.1% of the teacher counsellors. Low academic performance was similarly associated with poor delivery of guidance and counselling services by the headteachers. High cases of absenteeism and truancy were also identified as a notable indicator of poor role performance in guidance and counselling of pupils. This was idealised by 28.6% of the teacher counsellors. Some teacher counsellors (16.0%) saw lack of pupils' motivation to learning as signalling that they need to improve their performance in guidance and counselling, just like the headteachers did. They perceived effective guidance and counselling services as a means of inculcating positive attitudes to learning.

### **Category 2: Behavioural Indicators of Need for Role Performance Improvement**

Low level of indiscipline including adolescence related problems was worrying to the teacher counsellors and this was identified as an indicator that their role performance needs improvement from the conceptions of 89.9% of the teacher counsellors. Another behavioural indicator as conceptualised by the 46.2% of the teacher counsellors, of poor role performance was the presence of cases of drug abuse which contributed to poor grooming and poor health. According to them, drug abuse was the most serious problem and they had not succeeded to eradicate it or even to reduce it to minimal levels. Hence they perceived their role performance needs improvement.

### **Category 3: Parental/Community Indicators of Need for Role Performance Improvement**

The fact that some parents had negative attitude towards education and guidance and counselling, were irresponsible and unsupportive; signified that the teacher counsellors needed to improve their role in guidance and counselling. This was idealised by 15.1% of the teacher counsellors and similarly by some headteachers. The teacher counsellors perceived it as their role to educate parents on their (parents) roles in the guidance and counselling of pupils. Poverty levels in the community were alarmingly high as noted earlier and this was identified as an indicator that the teacher counsellors' role performance needs improvement. Some 11.8% of the teacher counsellors concurred with these headteachers who perceived

that their contributions through guidance and counselling of pupils and parents should make a difference in the socio-economic status of the community.

#### **Category 4: Socio-Cultural Indicators of Need for Role Performance Improvement**

The increasing cases of HIV/AIDS including orphans as a result of the scourge were identified as a notable indicator that the teacher counsellors' role in the guidance and counselling, similarly to the headteachers', needs improvement. This was idealised by 9.2% of the teacher counsellors. The teacher counsellors held similar beliefs that effective guidance and counselling can assist in reducing the rate of infections among the parents, teachers and children. The number of HIV/AIDS orphans will then consequently reduce. The teacher counsellors also held conceptions that effective role performance in guidance and counselling would reduce the number of unstable families through counselling of parents and in shaping the young pupils to become future responsible adults. This was idealised by 8.4% of the teacher counsellors.

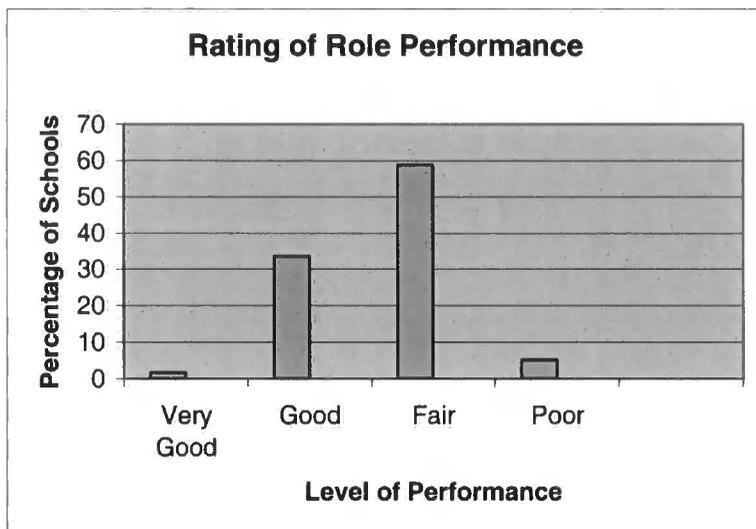
#### **8.3.3.3 Teacher Counsellors Conceptions of their Level of Role Performance**

The teacher counsellors, just like the headteachers rated their role performance individually as each perceived it. They indicated whether their role performance was Very Good, Good, Fair, or Poor, in that scale. The following were their ratings.

**TABLE 127**  
**Teacher Counsellors' Ratings of their Guidance and Counselling Role Performance**

| Rate                     | Frequency | Percent<br>(out of<br>119) |
|--------------------------|-----------|----------------------------|
| Very Good                | 2         | 1.7                        |
| Good                     | 40        | 33.6                       |
| Fair                     | 70        | 58.8                       |
| Poor                     | 6         | 5.1                        |
| No Rating (Missing Item) | 1         | 0.8                        |
| Total                    | 119       | 100.0                      |

**Chart 4: TCs' Rating of Role Performance**



Over half (58.8%) of the teacher counsellors perceived their role performance in guidance and counselling of pupils as fair. A mere 1.7% of the teacher counsellors perceived their performance to be very good while 33.6% believed theirs was just good. Surprisingly only 5.1% rated their performance as poor while one teacher counsellor declined to do the rating and gave the excuse that she was too new in the department. These ratings were realised despite the fact that the majority of them were not trained; did not have the necessary resources and had little time for guidance and counselling because of high workloads as they had already indicated; and had many functions they left undone. It seems they felt that despite the deprived situations they worked in, they did some good work.

#### **8.4 Summary of Chapter Nine and Discussion**

This chapter has covered the phenomenographic analysis of data derived from the headteachers' and the teacher counsellors' oral interviews. The data analysis has been categorised in three perceptual areas: perceptions of role functions; perceptions of role support; and perceptions of role performance. Phenomenographic analysis of data revealed that there were qualitative different ways in which the respondents (headteachers and teacher counsellors) viewed and experienced their roles in the guidance and counselling of pupils within the three perceptual areas considered.

#### 8.4.1 Respondents Conceptions of the Meaning of ‘Guiding the Pupils’

There were three different fundamental ways in which the headteachers conceptualised the meaning of ‘guiding the pupils’. That is: 1) guiding as giving pupils directions or information for development; 2) guiding as helping pupils to maintain good behaviour; and 3) guiding as advising pupils to grow into responsible adults. All the three categories of perceived meanings by the headteachers fell within the definitions of guidance by The Kenyan School Management Guide (Republic of Kenya, 1999) and by Watts and Kidd (2000); hence all described guidance functions. The Kenyan School Management Guide defines guidance as a process of offering advice to the pupils to show them the right direction while Watts and Kidd broadly define guidance as comprising a range of processes designed to enable individuals to make informed choices and transitions related to the educational, vocational and personal development. The most frequently conceptualised meaning of ‘guiding pupils’ by the headteachers was ‘guiding as giving pupils directions or information for development’.

The teacher counsellors on the other hand conceptualised the meaning of ‘guiding the pupils’ in four fundamental ways; three of which were similar to the headteachers’ conceptions of the same. That is: 1) guiding as giving pupils directions or information for growth in the right directions; 2) guiding as helping pupils to maintain good behaviour; 3) guiding as advising pupils to grow into responsible adults; and 4) guiding as helping pupils who have problems. The fourth category of the conceptions can be argued to describe a counselling function. Hence in addition, it can also be argued that there exists some confusion between the definitions of the two terms by the teacher counsellors. On the other hand, this can also be a case of considering counselling as part of guidance; as many do. Many writers have advised that counselling is a part of guidance, that is, taking guidance as a *generic* term, as Watts and Kidd (2000) put it. Many others on the other hand, as cited in chapter 2 of the reviewed literature, have lamented over the apparent confusion that exists between guidance and counselling. The first three categories of meaning of ‘guiding the pupils’ however fit in with the above cited definitions of The Kenyan School Management Guide (Republic of Kenya, 1999) and Watts and Kidd (2000). The most frequently conceptualised meaning of ‘guiding the pupils’ by the teacher counsellors was guiding as giving pupils directions or information for growth in the

right directions which was similar to the one most frequently perceived by the headteachers.

#### **8.4.2 Respondents Conceptions of the Meaning of ‘Counselling the Pupils’**

The data indicated that there were three different fundamental ways but similar for both groups of the respondents (headteachers and teacher counsellors) in which they conceptualised meaning of ‘counselling the pupils’. These were: 1) counselling as correcting or advising pupils when they go wrong; 2) counselling as helping or assisting pupils when they have problems; and 3) counselling as guiding pupils on morals. The data imply that both the headteachers and the teacher counsellors held similar conceptions of the meaning of counselling the pupils. It could however be argued that the third category of conceptions i.e. ‘counselling as guiding pupils on morals’ fits in more with the definitions of guiding than of counselling, spelling out a further possible confusion between the definitions of the two terms by both the headteachers and the teacher counsellors. The most frequently conceptualised meaning of counselling the pupils by both the headteachers and the teacher counsellors was counselling as correcting or advising pupils when they go wrong which agrees with the Kenyan School Management Guide’s (Republic of Kenya, 1999) definition of counselling. As earlier mentioned the Guide defines counselling as a process of advising and cautioning pupils who have gone astray or are out of control which, in reality, does not encompass all the categories of conceptions by the respondents. A more inclusive definition of counselling in the guide is hence desirable and is hereby suggested.

#### **8.4.3 Respondents Conceptions of Problems or Needs they Encountered with Pupils in Schools**

Three major categories of problems/needs encountered with pupils in public schools were identified after a phenomenographic analysis of each of the respondents’ (teacher counsellors and headteachers) responses. These were: socio-cultural, socio-economic, and academic problems or needs. Some of the problems in these categories were identified in McGuinness et al (2001) s’ study. The normative ranks of the problems were also obtained from the mean ranks of problems/needs by the respondents in the order of most (rank 1) to least serious (last rank position) in

each of the category. According to the teacher counsellors' conceptions, drug abuse was the most serious socio-cultural problem in 83.2% of schools while poverty was ranked the most serious socio-economic problem in 47.9% of schools. The teacher counsellors ranked the problem of school absenteeism/truancy as the most serious among the academic problems in 38.7% of schools. Considering the teacher counsellors' mean ranks of the three most serious problems in the three categories, poverty ranked first followed by drug abuse and thirdly school absenteeism.

Drug abuse was similarly conceptualised as the most serious socio-cultural problem by the headteachers in 81.4% of schools. The most serious socio-economic problem/need was also identified as poverty in 35.6% of the schools, while among the academic category, the perceived most serious problem was different from the one conceptualised by the teacher counsellors. According to the headteachers, the problem of lack of interest in education/poor academic performance among the pupils was the most serious in the academic category, in 41.5% of the schools. While the teacher counsellors seemed to be more worried about absenteeism or truancy, the headteachers were more sensitive on the lack of interest in education and the poor academic performance of the pupils. This is expected because more often than not, the leadership performance of a headteacher is judged according to the academic performance of school. That is, if a school performs well academically, the headteacher is considered a successful leader despite other shortcomings there may be. The teacher counsellors who usually participate in teaching know that absenteeism or truancy affects their effectiveness in class hence their great concern over this. Considering the mean ranks of the most serious problems in the three categories; based on the conceptions of the headteachers, drug abuse was ranked first followed by the problem of lack of interest in education/poor academic performance and thirdly poverty.

On average, between the headteachers and teacher counsellors, the problem of drug abuse (socio-cultural) was ranked as the most serious among pupils in primary schools followed by poverty (socio-economic). School absenteeism/truancy; and lack of interest/poor performance in education (both academic problems) were ranked as the third most serious problems. Drug abuse was also identified as a major threat in Kenyan Secondary schools (Githiari, 2002). A number of students' unrest issues in secondary schools are attributed to drug abuse. Of late, Kenya is experiencing a rapid increase in the production, distribution and consumption of

drugs of dependence (NACADA & KSSHA, 2004), causing panic to parents and educators. Drug usage amongst young people in Africa has been associated with the challenging social-economic factors within most countries in the continent (Kenya not being an exception). The data obtained indicated the drugs that are usually abused in primary schools are alcohol (local brew), *miraa* (Khat), tobacco and bhang ranked in the order of most to least serious by both respondents. Glue sniffing was also identified among few pupils in the urban schools.

Alcohol was the most abused drug among the pupils in the primary schools followed by *miraa*, a relatively recently introduced drug in Embu District, the location of this study. Following *miraa* in that order of most to least abused drug was bhang and finally tobacco, ignoring glue which was cited in few schools by the headteachers. As earlier mentioned, the findings that alcohol was the most abused drug are similar to the findings of a recent study among secondary school students by the psychiatry department of the University of Nairobi. Alcohol was also found to be the most seriously abused drug and prevalent in the National Baseline Survey on Substance Abuse Among Youth in Kenya which was carried out in 2002 by The National Agency for the Campaign Against Drug Abuse (NACADA). According to the survey, tobacco was the second most prevalent followed by *miraa* in that order among legal drugs. The report by psychiatry department of the University of Nairobi gave a worrying revelation that the average age in which young people have their first drink has dropped to 10 years in Kenya. As already cited, the Report by the World Confederation of Organisation of the Teaching Profession on drug abuse by the students in six African countries (Kenya, Nigeria, Togo, Cameroon, Senegal, and Sierra Leone) associated the problem of drug abuse with traditional practices that encourage children to take drugs (Kigotho, 2005, The Standard, February 16). Many parents in Kenya excessively drink alcohol or illegally smoke bhang in their children's presence. Others involve their children to prepare *chang'aa* (an illicit brew) and industrial alcohol. This encourages drug abuse among pupils and some cases of children who have abused drugs before joining primary school have been reported; some aged only four years (Chesos, 2005).

Drug abuse is widespread among the youth and continues to be a perturbing phenomenon in Kenya because despite there being many workshops and conferences that have so far been held and studies carried out to try and curb the menace, it seems to get worse. According to the National Agency for the Campaign Against Drug

Abuse (NACADA) National Coordinator, in his speech during the International Day Against Drug Abuse celebrations held at Uhuru Park, Nairobi on June 26, 2006; crime and violence were escalating as a result of drug and substance abuse. Although the theme of the day was 'Drugs are no child's play', very little or nothing seemed to have been focused on drug abuse by young children. The recommendations put forward during the celebrations included one by the Vice President that the Probation Services in the Government be proactive in communicating the consequences of drug abuse. The United Nations Secretary General on the other hand urged the Government to educate the public on the harmful effects of drugs and to reach the youth through peer-to-peer networks and also to strengthen the law to deter potential criminals. The Secretary also proposed that sports be enhanced in schools and supported by the Government as a recreational activity to prevent idleness. These recommendations seemed to target only the older youth and adults. Young children in primary schools were as usual ignored. In a workshop on tobacco held in a Nairobi Hotel in November 2005 (Openda, 2005), the Minister of Health disclosed that 1.1 million underage Kenyans; 13% of them being pupils in primary schools, smoked. In spite of such glaring revelations, no serious efforts have been channelled to address the problem at that level. The problem of drug abuse is hence likely to escalate unless the focus moves to children and precisely in the primary schools.

Poverty was ranked as the second most serious problem among pupils in primary schools. As earlier noted, in section 1.2, poverty is widespread in Kenya especially in the rural areas. Poverty, compounded with HIV/AIDS and the increasing unstable families pose a big challenge to guidance and counselling and the provision of education in Kenya. A recent National Inequality Report by Action Aid International Kenya, a Non-Governmental Organisation from their study: *People's Participation for Equality Project* proposed that Kenya will be wealthier if the majority of its citizens acquire post-secondary education (Nation Reporter, 2006, May, 23). This however can be a far fetched dream if the completion rates in primary schools are not improved. The data obtained from the respondents in this study indicated that quite a number of pupils with problems/needs that needed guidance and counselling were from unstable families (including single parents) and/or from very poor backgrounds. Quite a number of these children often stayed out of school for use as free or paid labour leading to school dropouts.

A recent global International Labour Organisation (ILO) report on child labour paints a bleak picture of Kenyan children who are mostly engaged in the Agricultural Sector, the country's economic backbone (Otieno, 2006, The Standard, May, 11). According to the report, about 2.5 million Kenyan children are still engaged in child labour though the country is a signatory to two key international labour conventions. The report also identifies causes of child labour as poverty, HIV/AIDS and unemployment of parents or guardians with about 60% Kenyans living below the poverty line. According to the report, when families are faced with widespread and extreme poverty, they depend on children's income to help pay for basic needs, even survival. HIV/AIDS, a real threat in Kenya, has left many young children as heads of households and, consequently breadwinners; who are left with no option but to drop out of school to engage in child labour. The respondents in this study indicated that they were finding it difficult to deal with HIV/AIDS orphans in their schools because they (respondents) lacked the necessary skills and were unable to offer the basic material assistance that the orphans desperately needed. Such children need nothing short of an effective support system through the guidance and counselling departments. Unfortunately, such a system is lacking in our primary schools and many orphans keep dropping out. A Government's policy for the support of HIV/AIDS orphans in schools is urgently needed.

#### **8.4.4 Respondents Conceptions of Schools Drop outs related to the Problems/Needs among Pupils**

Ninety four (79.0%) teacher counsellors and a similar number of the headteachers (94), which equals to 79.7%, affirmed that there were drop outs related to the problems/needs found among pupils who needed guidance and counselling in the previous academic year in their schools. The socio-cultural factors combined contributed to the highest number of both boys and girls drop outs, followed by socio-economic and finally academic factors in that order. Many girls from poor or unstable families fall prey to sexual abuse leading to early pregnancies and/or early marriages and in some cases child prostitution. Early pregnancies and marriages were the leading causes of girl drop outs in the primary schools in this study followed by child labour, and then poverty related issues, according to both the headteachers' and the teacher counsellors' conceptions. According to the teacher counsellors, drug abuse was the leading cause of the boys drop outs followed by

child labour. The headteachers on the other hand had the order reversed. Child labour was the leading cause of boys drop outs according to the headteachers followed by drug abuse. Other causes of drop outs were: peer pressure; poverty related problems; parental negligence/community influence; unstable family backgrounds; lack of interest/poor performance; over age; antisocial behaviour/indiscipline; orphans and finally adolescence related problems. Although the government emphasises interventions by the school management and the guidance and counselling department to help keep these children in school, schools are ill prepared for this gigantic task. Without real Government support, any interventions seem doomed to failure.

The data from the respondents revealed that several parents and members of the local community involved their children in illegal local brewing making the young ones vulnerable to alcohol abuse. Although the underlying factor to illegal local brewing is poverty, parents need be educated to consider abandoning the practice to save their children's health, their education and their future. The cycle of poverty in the rural areas and the slums is likely to continue, becoming worse with time unless parents take heed. Failure to take precaution will also increase the number of future illiterate parents posing a danger of reverting back to the three National social ills of ignorance, illiteracy and disease which have all along been fought since Kenyan independence; as a National goal and policy. It is a reality, that the efforts of the Government in introducing free primary education are being threatened by cultural practices that encourage drug abuse by children.

The case study in section 1.1 of this thesis is an excellent example of how drugs continue to cause drop outs in schools, among them *miraa*. Efforts to eliminate *miraa* by the church and some local administration have been faced with unique problems. *Miraa* is culturally accepted; it is not among the illegal drugs in Kenya and has lots of economic benefits because the young green leaves and twigs (narcotic) which are normally picked and sold for chewing have a ready market and usually fetch some relatively 'good' money. With the rising poverty levels, *miraa* has been warmly welcomed as a money making shrub in place of coffee and tea farming that no longer yield benefits. But even with its economic benefits, its grave side effects are now becoming a reality. In a neighbouring District where *miraa* has been traditionally grown and consumed, school drop out rates have been among the highest in the country. Although there is a lot of income from *miraa* growing, the

District has remained relatively under developed. Other than *miraa* growing, the District can only boast of high level of school drop outs and illiteracy. The District has also had high prevalence level of HIV/AIDS due to high level of prostitution encouraged by easy money from *miraa* business. Instead of making people rich, *miraa* seems to make them sick and poor.

The greatest consumer of Kenyan *miraa* is the neighboring Somalia District which has suffered from political instability and civil wars for a long time. *Miraa* consumption has been associated with the instability and the Islamists have been considering imposing a ban on it on religious grounds (Mohamed, 2006, Daily Nation 16). This spells out the magnitude of the destruction *miraa* can bring to a nation if the culture of consumption is left unabated. All the education stakeholders in Kenya need to be responsive to the reality of the side effects of this drug and come up with strategic plans for its eradication and/or for practical alternatives to its economic benefits. The worst crime to humanity and to the future of our children; this present Kenyan generation will be accused of is to pretend all is well with the consumption of *miraa* and do nothing about it. It is time for action against this menace especially by the church and the Ministry of Education. The guidance and counselling departments are important channels of information dissemination and they too should pull up their socks. Their effect has not been felt in curbing drug abuse as more and more children continuing dropping out of school. The Government should train teachers and also educate all adults to equip them for the battle against drug abuse. Failure to do this amounts to condemning the society to eventual destruction.

#### **8.4.5 Respondents Conceptions of Functions they are Supposed to be Carrying Out**

Four categories of functions were identified phenomenographically from the respondents' conceptions of the functions they are supposed to carry out in the guidance and counselling of pupils. These were: pupil-centred; teacher-centred; parental/community centred; and school-centred functions. The teacher-centred functions for the teacher counsellors however included the headteachers. Both the headteachers and the teacher counsellors identified the function of the actual guiding and counselling as core in the entire business of the provision of guidance and counselling services. This was the most frequently conceptualised pupil-centred

function. Although other stakeholders were expected to participate in the guidance and counselling, their contributions were the most insignificant. The data obtained has indicated that in spite of this kind of perception, little and ineffective guidance and counselling was going on in primary schools.

The most frequently conceptualised teacher-centred function by the headteachers was appointing teachers for guidance and counselling as per the Ministry of Education's policy or guidelines. Despite this being a Ministerial guideline, data obtained indicated that some headteachers (35.6% according to the teacher counsellors) had not appointed teachers to assist in the guidance and counselling departments, going against the Government's policy. This shows the magnitude of the lack of seriousness and the negligence that exists in the provision of guidance and counselling services by some headteachers in the primary schools. The Government too has its share of blame for lack of serious supervision. The headteacher/teacher-centred function frequently conceptualised by the teacher counsellors was that of liaising with the headteachers over serious or difficult cases of guidance and counselling of pupils encountered during the guidance and counselling process.

Involving parents and the community in the guidance and counselling of pupils was the most frequent perceived parental/community-centred function by both the headteachers and the teacher counsellors. Involvement of these stakeholders among others, through mutual consultations between the respondents is considered indispensable for effective delivery of the guidance and counselling services. The most conceptualised school-centred function by both the headteachers and the teacher counsellors was that of coordinating and organising guidance and counselling activities. Ideally it is a teacher's function although only a few of them (32.8% against 52.5% of the headteachers) perceived it as theirs. This seems to suggest some role ambiguity or role conflict creating inefficiency in the delivery of the guidance and counselling services. Recall that according to Michael (1969), Main (1975), Forsyth (1999), Law & Glover (2000) and Cummings & Worley (2005), an individual experiences role ambiguity when a role is ill defined. These data suggest that guidance and counselling roles in primary schools are ill defined by the headteachers. Clear role definitions are necessary for the effective performance of roles by both respondents. The Government could and should ensure this is done. The data has portrayed that the headteachers and the teacher counsellors in primary

schools are suffering from role ambiguity, role conflicts and role strain, making them vulnerable to low self-esteem and job stress. Unless this situation is arrested, poor role performance will persist.

#### **8.4.6 Respondents Conceptions of Functions they Did Not Carry Out in the Guidance and Counselling of Pupils**

The majority of the teacher counsellors (89.1%) and the headteachers (94.9%) indicated that they had several functions they were not carrying out despite having clear perceptions of them as constituting their roles. Each of the functions in the four categories was either identified as missed out or ineffectively carried out by the headteachers. The teacher counsellors on the other hand indicated that they missed out functions in the three categories of pupil-centred, parental/community centred and school-centred functions. The reasons given by both respondents for missing out the pupil-centred functions were: lack of training to effectively guide and counsel pupils; lack of time; and exacerbating cultural practices such as Female Genital Mutilation (FGM). The reasons given for missing out the parental/community-centred functions were: lack of enough time for involvement in the guidance and counselling of pupils due to heavy workloads; lack of necessary skills; and discouragement because the parents are uncooperative and lack of support from provincial and local administration. The school-centred functions that were missed out by the respondents were blamed on lack of training, funds and facilities (offices and furniture) for effective management of the department. The reasons given by the headteachers for missing out the teacher-centred functions were also the perennial problems of lack of training and time for effective management, and funds to train and motivate teachers. In summary, lack of training, time, funds and support from the stakeholders have adversely affected the delivery of the guidance and counselling services in the primary schools. On the other hand, the pupils in Kenyan primary schools are faced with myriad of problems/needs and schools are being looked upon as the panacea for the same through offering effective guidance and counselling services. This is not practically possible and there is dire need for action to tackle the apparent impasse. All stakeholders must be educated to play their roles effectively in the guidance and counselling of pupils. The Government should

facilitate this as well as playing its major role of training teachers and providing necessary resources.

#### **8.4.7 Respondents Conceptions of the Necessary Characteristics to Carry Out Guidance and Counselling Role Successfully**

Seven characteristics which were similar for both the headteachers and the teacher counsellors were identified phenomenographically from their responses, as necessary for them to carry out their roles successfully. These were: good role model, skilled in guidance and counselling, social and friendly, patient and humble, empathetic, committed and hardworking, and finally being Godly and religious. The most frequently conceptualised characteristic by the headteachers (100%) was that of being a positive role model. This was followed by being social and friendly (89.8%) and thirdly skilled in guidance and counselling (89.3%). The headteachers once again emphasised the need to be positive role models as leaders among other characteristics necessary for effective enactment of guidance and counselling role. In addition, the quality of being social and friendly was emphasised as essential for the service. This is an important quality for the headteachers to possess in addition to the authoritative and disciplinarian figure they carry as demanded by the offices they hold. In the absence of being social and friendly, a headteacher is feared by both pupils and teachers adversely affecting the desired environment for effective guidance and counselling. The data indicated that the headteachers (and teacher counsellors too) listed pupils' support as one that was lacking for their effective performance of role. According to them, the pupils had negative attitude towards guidance and counselling and they (pupils) feared their teachers. As a result they hardly volunteered to seek help in guidance and counselling. This however could have been caused by respondent's lack of training or due to the fact that some were not social and friendly. Being trained in counselling skills, a characteristic they emphasised as necessary will hopefully arrest this situation.

The most frequently conceptualised characteristic by the teacher counsellors (89.9%) was being skilled in guidance and counselling, followed by being social and friendly (86.1%) and thirdly being a role model (68.0%). The correlations between the two sets of characteristics idealised by the headteachers and the teacher counsellors based on the rank orders of frequency of conceptions were not high. Spearman's Rank Correlation Coefficient ( $\rho$ ) of the rankings of the two sets of

similar characteristics by respondents equalled 0.6786 which was found not significant at the 0.05 level (0.7545). That is there was no significant correlation between the two rank orderings of the characteristics as conceptualised by the two sets of respondents. While the headteachers greatest concern seems to be that of being a role model, the teacher counsellors' seemed to be most concerned about training in guidance and counselling skills. The data has however indicated that the majority of the teacher counsellors (and headteachers) were not trained in the guidance and counselling skills causing inefficiency. Being social and friendly and positive role models were also considered necessary for successful role enactment by the teacher counsellors. This was necessary to counteract the negative attitude of pupils towards guidance and counselling and the fear they (pupils) seemed to possess. Being a good role model was desirable a characteristic for the teacher counsellors as departmental managers.

As earlier noted from the questionnaire data, the concern by the headteachers and the teacher counsellors for both respondents to be good role models is clear because many parents, members of the community, and the provincial and local administrators fell short of being good role models. Recall that Wilson et al (2003) emphasised that the quality and direction of children's life is very much in the hands of adults, especially their parents or carers. It is therefore obligatory for the headteachers and teachers as carers to be positive role models, more so because there are hardly any role models at home and in the society.

#### **8.4.8 Respondents Conceptions of the Necessary Support Needed to Carry Out Role Successfully and the one Lacking**

Three categories of necessary support for successful enactment of role by the headteachers and the teacher counsellors were identified phenomenographically from each of the respondents' perceptions. These were: the Government/Non-Governmental support, the parental/ community support, and the teachers and the pupils support. The headteachers support was included as necessary together with the teachers and the pupils support by the teacher counsellors. The most frequently conceptualised support as necessary by both the headteachers and the teacher counsellors was the Government/Non-Governmental support, followed by the parental/ community support and finally the teachers and the pupils support. All of this support was either recorded as lacking or seriously inadequate. The

Government's support was also the most frequently conceptualised as lacking. The Government failed to support training; provide necessary and adequate resources; allocate time for guidance and counselling in statutory curriculum; motivate guidance and counselling teachers; provide visiting resource personnel in schools; and adequately staff schools. Evidently, the Government holds the key to successful guidance and counselling programmes in primary schools. It should play its major and vital role in the support of these services.

The parental/community support was the second most frequently conceptualised as lacking. The community members were identified as the people living in areas surrounding the school, the provincial and local administration and the local churches. The parents, the provincial and local administration, and the church are important stakeholders in the guidance and counselling of pupils, especially in fighting drug abuse yet their support was recorded as missing. Parental support was identified as the most frequently lacking in this category of necessary support followed by the provincial and local administration support. The respondents lamented over lack of cooperation from these stakeholders in the guidance and counselling of pupils and lack of positive role models in the society. This was adversely affecting the behaviour of the children. Without the stakeholders support, the respondents are overburdened and lack the motivation to move on. This adds to the existing frustrations the respondents have due to the Government's lack of support. These services end up being neglected. It is important that all stakeholders are educated in order to rally their support towards the guidance and counselling programmes if any gains have to be realised. In summary, the factors that were mentioned as causing poor performance revolved around the lacking support from the various stakeholders. Lack of the Government's support in the key areas already mentioned topped the list. Other factors that caused poor performance were intensive poverty and widespread illiteracy; cultural/traditional practices; and negative media influence.

#### **8.4.9 Respondents Suggestions to Solve Problems Interfering with Role Performance**

The respondents (headteachers and the teacher counsellors) offered several similar suggestions to solve the problems that were interfering with their role performance. These suggestions were for the action of the Government, local and

provincial administration, the parents and community members, the church/sponsor, and the teachers in the areas where their support has been identified as lacking. In addition, the teacher counsellors wanted the headteachers to take their responsibilities seriously in support of former's role. The most conceptualised suggestion by both respondents was for the Government to take action followed by the suggestions for the local and provincial administration and thirdly the suggestions for the parents' action. The suggestions for the church or sponsor to take action followed in the headteachers list of the suggestions and finally the suggestions for the teachers' action. The teacher counsellors' list included the suggestions for the headteachers to take action followed in the fifth position, the suggestions for the action by the teachers. Correlations done on the suggestions by both respondents based on the order of the frequency of idealised suggestions revealed a value of Spearman's Rank Correlation Coefficient ( $\rho$ ) of 0.9000, which was found to be significant at the 0.05 level (0.8783). That is there is a significant correlation between the rank orderings of the suggestions as idealised by the headteachers and the teacher counsellors.

Although the most idealised suggestions by both the headteachers and the teacher counsellors were for the Government to take action, all stakeholders fall short of their expectations in the guidance and counselling of pupils. All must therefore play their own roles in the mutual responsibility of nurturing children through guidance and counselling. Each of the stakeholders should act as a strong pillar of support which does not slacken or buckle to the developing child; through participation in guidance and counselling.

#### **8.4.10 Respondents Perceptions of Indicators that Signified their Role Performance Needs Improvement**

Three categories of indicators of a good role performance, which were similar for both respondents', were identified after a phenomenographic analysis of their responses. These were: academic, behavioural, parental/community indicators. In addition, the fourth category of indicators, the social-cultural, was identified from the teacher counsellors' conceptions. The most conceptualised indicator of a good role performance by both headteachers and teacher counsellors was high academic performance in academic category followed by good behaviour of pupils in and out of school. The main business of a school is teaching and learning and all the

programmes that take place within whether academic or none are geared towards facilitating this noble course. Guidance and counselling is one of such programmes that are concerned with the entire development of a child. The optimum goal of teaching and learning on the other hand is high academic performance achieved through successful implementation of school programmes. The respondents were therefore precise in stating high academic performance as an indicator of a good role performance in the guidance and counselling of pupils. This is in line with the findings in Waudo's (2001) study that guidance and counselling can promote teaching and learning processes. Consequently Waudo recommended that factors hindering these services be addressed. Unfortunately six years down the line, nothing much has changed.

Guidance and counselling is concerned with behaviour modification. Good behaviour of pupils and high level of discipline in and out of school are therefore among indicators of a good role performance in the guidance and counselling of pupils. Both respondents idealised a situation whereby effective role performance in guidance and counselling translates into improved socio-economic status of the parents and the community at large. In addition, the teacher counsellors conceptualised that if their role performance is good, there would be few or no cases of exacerbating cultural practices such as FGM and early marriages for girls.

Both the headteachers and the teacher counsellors cited some notable indicators from the four categories in their schools that signified their role performance in guidance and counselling needed improvement. These were related to the various problems/needs they encountered with the pupils who needed guidance and counselling. The most frequently conceptualised indicator of poor role performance by both respondents was the many cases of drop outs in their schools, in the academic category. Low level of discipline among pupils; and cases of drug abuse were also identified as indicators of a poor role performance. When a child drops out of school, it is as result of many underlying factors or problems that can possibly be arrested through guidance and counselling. Just like high academic performance is associated with successful performance of guidance and counselling roles, cases of drop outs imply otherwise. The data obtained in this study implied there were many cases of school drop outs; majority of whom were caused by drug abuse and child labour. This is a clear indication that guidance and counselling role performances in primary schools need improvement. Unless this is done, the

Education for All (EFA) goal by the year 2015 and the Universal Primary Education that the Kenya Government is now committed to are likely not to be realised despite the commendable efforts of the Kenyan Government in the provision of free primary education.

The many drop outs in primary schools is an indicator that realising the Universal Primary Education and the EFA goal by 2015 (discussed in the literature review) is an uphill task for the Kenyan Government. New ways therefore need to be sought for improving the guidance and counselling services. One possible way of improving the services in Kenyan schools would be to borrow a leaf from the countries which seem to be performing better. Such countries are UK and USA and were discussed earlier. For example an organised guidance curriculum can be put in place as it is normally the case in those countries (as cited in section 2.6, p. 32). As earlier mentioned, the UK version of guidance system, “the pastoral care” is well established and incorporates the guidance elements: Personal, Social & Health Education and Citizenship (PSHE&C) in the non-statutory curriculum of key stages 1 & 2 and PSHE for stages 3 & 4. Recall that Citizenship component is taught in the latter stages. Another desirable element of the UK guidance system is the tutorship programme. Each child is allocated to a tutor for constant overall guidance including matters of discipline and administration. This way, a child identifies him/herself with a “helper” among the staff in the school. Tutorship programmes in UK run across all levels of education including the universities where the researcher has been a beneficiary. The school guidance curriculum in the USA is also well organised and is embedded in the overall statutory curriculum and consists of structured lessons to help students develop basic life skills. Incorporating guidance elements in the Kenyan curriculum is likely to improve guidance and counselling in schools.

School counselling in UK and USA is also well organised and handled by professionals. In the UK, schools are now employing professional counsellors to give services under close guidance by the British Association for Counselling and Psychotherapy (BACP) (2002) through its guidelines for schools. As earlier cited, the model of school counselling in USA requires a school counsellor to be a professional and also certified/licensed with a master’s degree or higher or equivalent (ASCA, 2005). In both the UK and USA, the school counsellors do not carry out any other duties other than their professional work of counselling. This contrasts the Kenyan model where as earlier cited (section 3.3, p.54); teacher counsellors often

teach heavy loads and have other duties. In addition, the teacher counsellors are not professionals and are usually appointed with little or no basic counselling skills. The research findings have indicated that the majority of teacher counsellors have not received any basic training let alone professional development. Clearly, the Government can benefit by learning from the UK and USA school guidance and counselling models. Such information can be useful in addressing the training needs of the teacher counsellors.

The Kenyan umbrella body of professional counsellors, the Kenya Counselling Association (KCA), can borrow a leaf from its UK and USA counterparts; the BACP and ASCA respectively. Both are actively involved in regulating counselling in schools through offering guidelines and in accrediting professional counsellors. ASCA is also involved in motivation of USA school counsellors through an awards scheme. The Kenya Counselling Association (KCA) can emulate this. Currently, KCA is little known and does not seem to have any impact in regulating the activities of the counselling profession in Kenya including school counselling. An active umbrella body of professional counselling in Kenya is likely to contribute towards improvement of guidance and counselling in schools especially through offering guidelines. KCA should face to this challenge and hopefully it will assist the Government in putting in place an organised and effective guidance and counselling system in schools.

Although the respondents listed down several indicators of poor role performance in the guidance and counselling of their pupils; the majority still perceived their role performances to be either good or fair. Why such contentment when the indicators of role performance portray otherwise? This can adequately be answered through further research. One thing is apparent though. The respondents who were least prepared for the enormous task of guiding and counselling pupils believed they were doing their best in spite of the deprived conditions they worked in. Perhaps had they been trained and provided with the necessary resources, their attitudes would have been different. The next final section of this thesis covers two chapters. In the next chapter, a summary of the research findings from the study is provided followed by conclusions, recommendations, and suggestions for further research in the last chapter.

## SECTION FIVE: SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

### CHAPTER NINE

#### 9.0 SUMMARY

##### 9.1 Introduction

The background to the research problem and my own motivation towards researching this topic were discussed in chapter one sections 1.1 and 1.2. Based on this context, implications for the research for the purpose of understanding further the research problem have been explored. Both quantitative and qualitative findings about the research problem have been realised during the research process. The research problem was based on the apparent increase of problems experienced by pupils in primary schools among them drug abuse, HIV/Aids, unstable families, poverty related problems and exacerbating cultural factors that lead to school drop outs; despite the existence of guidance and counselling departments in these schools. The increasing level of indiscipline in secondary schools was equally worrying casting some doubts on the effectiveness of guidance and counselling services in primary schools. Introduction of Free Primary Education in January 2003 seemed to have brought in even more challenges to primary schools that needed effective guidance and counselling services which were apparently lacking due to among other reasons, a shortage of teacher counsellors with guidance and counselling skills. The guidance and counselling services in primary schools appeared to have been neglected in terms of the attention they received from stakeholders and the research focused on this area.

The study used a survey design with a multi-strategy research approach which provided both the quantitative and qualitative data. One hundred and nineteen (119) headteachers and an equal number of teacher counsellors participated in the main study through questionnaires and interview schedules designed respectively for them. One headteacher however did not participate in the interview schedule, reducing the number of headteacher interviewees to one hundred and eighteen (118). Observations were also done in the 119 schools to reveal the status of the guidance and counselling facilities, materials and other resources. Counselling sessions were also observed in all but five (5) schools. The quantitative data derived from the questionnaires allowed the researcher to test the hypotheses derived in the study

while the qualitative data through a phenomenographic analysis captured the qualitative differences in the views and experiences of respondents in the guidance and counselling of pupils. Observation data were mainly used to collate and triangulate with the data from other instruments. Following is a summary of research findings.

## **9.2 Summary of Research Findings**

This study aimed to determine the role perceptions and experiences of headteachers and the teacher counsellors regarding the guidance and counselling of pupils in the public primary schools of Embu District, Kenya. The data indicated that both the headteachers and the teacher counsellors had high levels of perception of their roles in the guidance and counselling of pupils. The headteachers level of perception of their role was 4.57 (out of a maximum 5), while that of the teacher counsellors, of their role was 4.52. The headteachers' level of perception of the teacher counsellors' role was 4.54. In general the role perceptions of the respondents were very good, implying strong support of the views that the described functions in their questionnaire instruments constituted their roles (and those for the teacher counsellors as conceptualised by headteachers). Not all views were however strongly supported. Some respondents only supported some views concerning some functions while in others they had no opinion, did not support or strongly did not support the views that the described functions constituted their roles including those for the teacher counsellors as conceptualised by headteachers. The high levels of role perception were not commensurate with the respondents' role performance. The respondents were found to be ineffective in the guidance and counselling of pupils and were also missing out many role functions.

The most strongly supported function as theirs by headteachers and that of the teacher counsellors was that of acting as a role model. Some of the headteachers did not support that describing the role of the teacher counsellor was their duty, while some did not have any opinion as to whether motivating the teacher counsellors and advising the Ministry of Education officials and the school committee on the needs of the guidance and counselling department were their roles. Some headteachers strongly did not support the view that evaluating and appraising the teacher counsellors, meeting their needs and facilitating adequate time for guidance and counselling by allocating fewer lessons were their roles. The headteachers least

supported the view that facilitating adequate time for guidance and counselling by allocating few lessons to teacher counsellors was their function. On average all the headteachers supported the views that the described roles were for the teacher counsellors. Nonetheless some of the headteachers had no opinion, did not support or strongly did not support the views that the described functions (except the two functions of acting as a role model to the pupils and members of staff, and giving pupils spiritual guidance alongside other guidance) were those for the teacher counsellors. The function most supported by the teacher counsellors as their own was informing pupils about dangers of deviant behaviour such as drug taking, and pre-marital sex. Both respondents least supported the view that identifying the country's referral agents and the services such as hospitals, rehabilitation centers etc and making necessary referrals was a teacher counsellor's function.

The study established whether significant differences existed between each of the respondents' (headteachers and teacher counsellors) role perceptions in the guidance and counselling of pupils and the selected demographic variables of age, sex, marital status, academic qualification, teaching experience, experience in management, training in guidance and counselling, school category and geographical location of school. Although some differences were realised within the various categories of the variables; most of them were slight and hence found to be statistically insignificant after the hypotheses testing. All the null hypotheses for the headteachers were accepted after testing at a significance level of 0.05. That is, there were no significant differences between the role perceptions of headteachers and the independent variables of age, gender, marital status, academic qualifications, training in guidance and counselling, administrative experience, teaching experience, school category and geographical location of school. Similarly, the ten null hypotheses for the teacher counsellors were tested at a significance level of 0.05. All the null hypotheses except the one on the significant relationship between the overall role perceptions of teacher counsellors and the geographical location of schools were accepted. That is, there were no significant differences between the role perceptions of teacher counsellors and the independent variables of age, gender, marital status, academic qualifications, training in guidance and counselling, administrative experience, and school category. In addition, there were no significant differences between the headteachers perception of the teacher counsellors' role and the perception of the teacher counsellors about their role. On the other hand there was a

significant difference between the role perceptions of teacher counsellors and the geographical location of schools. The results obtained indicated that being in a rural, urban or rural/urban fringe school affected the way a teacher counsellor perceived his/her role (but not the headteacher).

The majority of both the headteachers (89.9%) and the teacher counsellors (89.9%) were aged over 40 years and were married (94.1% and 96.6% respectively). The majority of the teacher counsellors (84.9%) were females, presumably due to the fact that the number of female teachers (1235) in the District was about twice the number of male teachers (622). Unfortunately, the skewed gender distribution did not favour the majorities when it came to headship. The majority of the headteachers were males (81.5%), in spite of their small numbers compared to females. Only one (0.8%) of the headteachers had a bachelor's degree qualification while the rest had either a P1 or S1 with an ordinary level qualification or an advanced one. 22.7% of the headteachers were found to possess the ATS (Approved Teacher Status) qualification which is in a similar job group to a graduate status. Over half of the headteachers (55.5%) had a teaching experience of over 20 years while the majority (68.9%) had an administrative experience of between 1 and 10 years. The data indicated that 49.6% of the teacher counsellors had ordinary level (KCE/EACE) academic qualification with either S1 or P1 professional qualifications; although in reality there were more P1s than S1s in this category. The majority of teacher counsellors (96.6%) had over 10 years teaching experience while 73.9% of them had an administrative experience in guidance and counselling departments of 10 years and below. The majority of the primary schools in the study (97.5%) were mixed; with only 2.5% being purely girls' schools and none were purely boys' schools. In addition, most of the schools (77.3%) were in rural areas and the majorities (96.6%) of them were day schools.

Over half of the teacher counsellors (55.6%) and the majority of the headteachers (71.4%) had not received any training in the guidance and counselling skills. Of those who had been trained, most (63.2% headteachers and 68.3% teacher counsellors) had just attended in-service courses or seminars which were found gravely inadequate because they lasted at most two weeks. The headteachers and the teacher counsellors indicated they were ineffective in the guidance and counselling of pupils, and missed out many functions due to lack of training. The data indicated that both the headteachers and the teacher counsellors are suffering from role strain

due to lack of training. Both groups of respondents have expressed their dissatisfaction for lack of training.

The recent introduced School-based Teacher Development (SbTD) programme by the Government to train guidance and counselling teachers is commendable but not without some shortcomings. According to the study findings, the implementation process of the programme lacked a professional touch and did not adequately involve the headteachers.

According to the teacher counsellors, only 64.4% of the headteachers had appointed teachers to assist them in the committee of guidance and counselling. The remaining 35.6% of the teacher counsellors worked on their own, which is against the Government's policy. According to the headteachers, the majority of them (77.3%) had not allocated any specific room or office for use in guidance and counselling of pupils. The observations done however revealed a higher number of schools (93.3%). Over half (62.5%) of the offices allocated (from observations) were poorly equipped. Observations also revealed that 25.9% of the allocated offices had no equipment at all and only 18.5% had relatively adequate furniture. Some of the offices or rooms that headteachers provided for guidance and counselling included classrooms that fell vacant at any time of the day for example during physical education lessons or their own offices and those of the deputy headteachers if no other room was available.

Observations carried out revealed that in 90.7% of schools in the entire sample, guidance and counselling had not been time-tabled. In these schools, the services were rarely offered and were only done when need arose conveying a lack of seriousness. Hardly any guidance and counselling was going on in these schools and the many cases that required counselling were just handled at disciplinary level. Follow-up of cases after disciplinary procedures was rarely done. On the other hand, all schools were found to have time-tabled for pastoral/spiritual guidance in line with the Ministry of Education's policy. Spiritual/pastoral guidance was highly enforced by the Ministry of Education hence its inclusion in the statutory curriculum. The majority of schools (93.3%) did not have guidance and counselling offices. Reference and training materials were also missing in the majority of schools (79.0% and 76.5% respectively).

Some 12.6% of the teacher counsellors complained that their headteachers' support was lacking. According to them, the headteachers had not set time for

guidance and counselling, reduced their teaching loads, formed committees for guidance and counselling and the headteachers were not participating in the guidance and counselling of pupils. These teacher counsellors felt overworked from competing role demands of teaching, guiding and counselling and other school responsibilities for example being a class teacher. The teacher counsellors had a feeling of 'being left on their own' with too much work to cope with and hence lacked motivation. Most of the headteachers who took part in the guidance and counselling did so during daily school assemblies. They hardly did it any other time.

Some headteachers owned up to having not given enough support to the guidance and counselling departments. They blamed it on the fact that they are not trained; they are overworked and did not have funds to either train teachers or run the departments. In addition, they felt demoralised because their pay is not commensurate with the workload which has increased due to the Free Primary Education (FPE). They are also finding it difficult to manage the accounts of FPE partly because they lack the expertise and partly due to the much time involved. According to the headteachers, they are concentrating on proper keeping of accounts to avoid being sacked as a result of financial mismanagement at the expense of other facets of school management. The headteachers had too many roles which they had difficulties in coping with and therefore suffered from competing role demands and role strain.

The headteachers identified several qualities that they considered when appointing teacher counsellors. The teacher counsellors similarly generated qualities of a good head of guidance and counselling department through the questionnaires. The quality of being a role model was the most cited by both respondents in the questionnaire instruments and in the headteachers' interview data. Teachers are the greatest hope today in character formation in children, hence the emphasis that they become good role models. The data obtained from the respondents indicated that many parents, members of the community, and provincial and local administrators fell short of being good role models.

Qualities that are lacking among the guidance and counselling committee members were identified by both headteachers and the teacher counsellors. The most cited quality as lacking by both respondents was that of having enough knowledge and training in guidance and counselling, followed by commitment to work due to heavy workload and motivation. These three lacking qualities (in addition to those

others cited by the headteachers and the teacher counsellors) are key to the effective provision of the guidance and counselling services in the Kenyan primary schools. In summary, the teacher counsellors are not trained; they have heavy workloads and are not motivated. In addition they are not equipped with the necessary reference materials.

Several factors that caused poor performance in the guidance and counselling of pupils were identified. Lack of guidance and counselling skills was the most cited factor by both headteachers and teacher counsellors as contributing to the poor performance of the guidance and counselling departments in primary schools, through their questionnaires; followed by lack of resources, facilities and funds; and too high a workload for both headteachers and teacher counsellors. Suggestions by the respondents to improve the guidance and counselling services have also been provided. The first three most cited suggestions by both respondents were training of teachers and headteachers in guidance and counselling skills, provision of facilities and resources, and allocating time for guidance and counselling as part of the statutory curriculum.

Observations were done to ascertain the availability of the guidance and counselling facilities, reference materials and counsellor /counselee data. Management process and interactions were also observed including the interactions in a counselling process. The majority of schools did not have guidance and counselling offices (93.3%) and reference materials (79.0%). In addition, most of the furniture observed in the few schools was of low quality and inadequate. The majority (76.5%) of schools also did not have any of training materials despite the fact that most teacher counsellors were not trained, pushing the latter further to despair.

The majority of the teacher counsellors were female (84.9%). The 94.1% of schools had at least one female teacher in the guidance and counselling departments against the 61.3% which had at least one male teacher in the departments. Some few schools had one gender of teacher counsellors even though the schools had mixed gender of pupils. In some schools (34.5% ) there was no counselling done to any pupil in a term except for the general guidance during assemblies and class meetings and could only count a few cases counselled in a year.

Over half of the schools (67.2%) did not have any recorded visit by external referral personnel, while the majority (89.9%) did not have any recorded visit by

visiting professional counsellors. The majority of the parents/guardians who visited the guidance and counselling departments only did so when need arose or when called upon by teachers to do so. Most of the headteachers (86.6%), who took part in the guidance and counselling process, did so during daily school assemblies while the majority of teacher counsellors (84.9%) actually did it daily in class meetings.

The majority of schools (82.4%) did not have any records/files of clients, putting some strong indications that the management of guidance and counselling in these schools was poorly done. Because the majority of schools had not time-tabled for guidance and counselling and was mostly done when need arose; almost all the counselling sessions observed were arranged after the observers' requests. Effects of such arrangements on observations done cannot therefore be ignored. Counselling sessions observed had variations of time taken. Over half of the sessions (58.8%) took much less than 30 minutes. In the majority of schools (69.3%) no clients were observed waiting. The majority of clients (70.2%) who were observed looked disturbed, others (24.5%) wore gloomy faces while 5.1% portrayed a state of being angry. The atmosphere in more than half (57%) of the counselling sessions was found to be either tense or suspicious. In summary the observations done confirmed the depressing status of guidance and counselling facilities, resource materials and the process of guidance and counselling of pupils in the public primary schools. The onus lies with the Government to take the necessary steps towards improvement of these services.

Phenomenographic analysis of data revealed that there were qualitative different ways in which the respondents (headteachers and teacher counsellors) viewed and experienced their roles in the guidance and counselling of pupils within the three perceptual areas of role functions, role support and role performance. The headteachers conceptualised the meaning of 'guiding the pupils' in three different ways. That is: 1) giving pupils directions or information for development; 2) helping pupils to maintain good behaviour; and 3) advising pupils to grow into responsible adults. The teacher counsellors on the other hand conceptualised the meaning of 'guiding the pupils' in four fundamental ways; three of which were similar to the headteachers' conceptions of the same. That is: 1) giving pupils directions or information for growth in the right directions; 2) helping pupils to maintain good behaviour; and 3) advising pupils to grow into responsible adults; and 4) helping pupils who have problems. The fourth category of the conceptions can be argued to

describe a counselling function implying that there exists some confusion between the definitions of the two terms by the teacher counsellors. The most frequently conceptualised meaning of 'guiding the pupils' by the headteachers and the teacher counsellors was 'giving pupils directions or information for development or growth in the right directions'.

Both the headteachers and the teacher counsellors conceptualised the meaning of 'counselling the pupils' in three different fundamental ways. These were: 1) correcting or advising pupils when they go wrong; 2) helping or assisting pupils when they have problems; and 3) guiding pupils on morals. The most frequently conceptualised meaning by respondents was counselling as correcting or advising pupils when they go wrong which agrees with the Kenyan School Management Guide's (Republic of Kenya, 1999) definition of counselling. The Guide defines counselling as a process of advising and cautioning pupils who have gone astray or are out of control which, in reality, does not encompass all the categories of conceptions by the respondents.

Three major categories of problems/needs were identified as those that were encountered with pupils who needed guidance and counselling in public schools. These were: socio-cultural, socio-economic, and academic problems or needs. On average, between the headteachers and teacher counsellors, the problem of drug abuse (socio-cultural) was ranked as the most serious among pupils in primary schools followed by poverty (socio-economic). School absenteeism/truancy; and lack of interest/poor performance in education (both academic problems) were ranked as the third most serious problems. Alcohol was the most abused drug among the pupils in the primary schools followed by *miraa* (Khat), a relatively recently introduced drug in Embu District. Following *miraa* in that order of most to least abused drug was bhang and finally tobacco. Glue sniffing was also identified but among few pupils in the urban schools.

Quite a number of pupils with problems who needed guidance and counselling were from unstable families or single parents and/or from very poor backgrounds. Others were HIV/AIDS orphans. The respondents in this study indicated that they were finding it difficult to deal with HIV/AIDS orphans in their schools because they (respondents) lacked the necessary skills and were unable to offer the material assistance that the orphans desperately needed. Quite a number of

these children often stayed out of school for use as free or paid labour leading to school dropouts.

The respondents (79.0% teacher counsellors and 79.7% headteachers) affirmed that there were drop outs related to the problems/needs found among pupils who needed guidance and counselling in the previous academic year in their schools. The socio-cultural factors combined contributed to the highest number of both boys and girls drop outs, followed by socio-economic and finally academic factors in that order. Early pregnancies and marriages were the leading causes of girl drop outs, followed by child labour, and then poverty related issues, according to the headteachers' and the teacher counsellors' conceptions in this study. According to the teacher counsellors, drug abuse was the leading cause of the boys drop outs followed by child labour. The headteachers on the other hand had the order reversed. Although the government emphasises interventions by the school management and the guidance and counselling department to help keep these children in school, schools are ill prepared for this gigantic task.

The data obtained from the respondents revealed that several parents and members of the local community were involved in local brewing with the help of their children making the young ones vulnerable to alcohol abuse. Several parents and members of the local community are also growing *miraa* in their small pieces of land heavily influencing the children to *miraa* chewing. Efforts to eliminate *miraa* drug by the church and some local administration have been abortive because *miraa* is culturally accepted; it is not among the illegal drugs and has apparently high economic benefits compared with the current low prices of coffee and tea. But even with its economic benefits, its grave side effects are now a reality and many parents have been left with painful hearts and tears like in the case study at the beginning of this document. Several children have dropped out of school due to *miraa* related causes.

Four categories of functions were identified phenomenographically from the respondents' conceptions of the functions they are supposed to carry out in the guidance and counselling of pupils. These were: pupil-centred; teacher-centred (includes headteachers in the case of the teacher counsellors); parental/community centred; and school-centred functions. The most frequently conceptualised functions in each category were also identified. Some of the school-based functions were conceptualised as belonging to both the headteachers and the teacher counsellors

suggesting some role ambiguity or role conflict or poor role definitions which can create inefficiency in the delivery of the guidance and counselling services. In addition to role ambiguity, the respondents are suffering from role conflicts and role strain.

The majority of the teacher counsellors (89.1%) and the headteachers (94.9%) indicated that they had several functions they were not carrying out in each of the categories, despite having clear perceptions of them as constituting their roles. They also gave several reasons for missing out these functions. In summary, lack of training, time, funds and support from the stakeholders have adversely affected the delivery of the guidance and counselling services in the public primary schools. On the other hand, the pupils in Kenyan primary schools are faced with myriad of problems/needs and schools are being looked upon as the panacea for the same, despite the fact that the respondents are ill prepared.

Seven characteristics which were similar for both the headteachers and the teacher counsellors were identified phenomenographically from their responses, as necessary for them to carry out their roles successfully. These were: good role model, skilled in guidance and counselling, social and friendly, patient and humble, empathetic, committed and hardworking, and finally being Godly and religious. The most frequently conceptualised characteristic by the headteachers (100%) was that of being a positive role model, followed by being social and friendly (89.8%) and thirdly skilled in guidance and counselling (89.3%). The most frequently conceptualised characteristic by the teacher counsellors (89.9%) was being skilled in guidance and counselling, followed by being social and friendly (86.1%) and thirdly being a role model (68.0%). The correlation between the two sets of similar characteristics as idealised by the headteachers and the teacher counsellors based on the rank order of frequency of conceptions was not high. Spearman's Rank Correlation Coefficient ( $\rho$ ) of the two rankings of the characteristics was 0.6786 which was found not significant at the 0.05 level. While the headteachers greatest concern seems to be that of being a role model, the teacher counsellors' seemed to be most concerned about training in guidance and counselling skills. The data has however indicated that the majority of the respondents were not trained in the guidance and counselling skills causing inefficiency. The concern by the headteachers and the teacher counsellors for both respondents to be good role models was underscored. The data obtained revealed that many parents, members of the

community, and the provincial and local administrators fell short of being good role models.

Three categories of necessary support for successful enactment of role by the headteachers and the teacher counsellors were identified from each of the respondents' perceptions. These were: the Government/Non-Governmental support, the parental/ community support, and the teachers and the pupils support. The headteachers support was included as necessary together with the teachers and the pupils support by the teacher counsellors. The most frequently conceptualised support as necessary and also lacking by both the headteachers and the teacher counsellors was the Government/Non-Governmental support, followed by the parental/ community support and finally the teachers and the pupils support. All of this support was either recorded as lacking or seriously inadequate. The Government failed to support training; provide necessary and adequate resources; allocate time for guidance and counselling in statutory curriculum; motivate guidance and counselling teachers; provide visiting resource personnel in schools; and adequately staff schools. Lack of support from all the stakeholders; with the Government topping the list caused poor performance in the guidance and counselling of pupils. Other factors that caused poor performance were intensive poverty and widespread illiteracy; cultural/traditional practices; and negative media influence.

The respondents offered several similar suggestions to solve the problems that were interfering with their role performance. These suggestions were for the action of the Government, local and provincial administration, the parents and community members, the church/sponsor, and the teachers in the areas where their support has been identified as lacking. In addition, the teacher counsellors wanted the headteachers to take their responsibilities seriously in support of the teacher counsellor's role. The most conceptualised suggestion by both respondents was for the Government to take action followed by the suggestions for the local and provincial administration and thirdly the suggestions for the parents' action. Correlations done on the suggestions by both respondents based on the rank orders of the frequency of idealised suggestions revealed a value of Spearman's Rank Correlation Coefficient ( $\rho$ ) of 0.9000 which was significant at the 0.05 level.

Three categories of indicators of a good role performance, which were similar for both respondents, were identified. These were: academic, behavioural, parental/community indicators. In addition, the fourth category of indicators, the

socio-cultural, was identified from the teacher counsellors' conceptions. High academic performance in academic category followed by good behaviour of pupils in and out of school was the most conceptualised indicator of a good role performance by both headteachers and teacher counsellors. Both respondents cited some notable indicators in their schools from the four categories that signified their role performance in guidance and counselling needed improvement. These were related to the various problems/needs they encountered with the pupils who needed guidance and counselling. The most frequently conceptualised indicator of poor role performance by both respondents was the many cases of drop outs in their schools, in the academic category. Low level of discipline among pupils; and cases of drug abuse were also identified as indicators of a poor role performance. Although the respondents listed several indicators of poor role performance in the guidance and counselling of their pupils, the majority still perceived their role performances to be either good or fair. It is possible that the respondents who lacked training, necessary resources and support and who were faced with many problems, believed they were doing their best in spite of the deprived conditions they worked in.

## CHAPTER TEN

### **10.0 CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH**

#### **10.1 Introduction**

This chapter presents conclusions that are drawn from the research questions and findings of this study. The research process was well driven by two broad and theoretical questions and useful results have been obtained that address the main issues that were explored in the study. The first theoretical question ‘What are the headteachers and teacher counsellors’ role perceptions in guidance and counselling of pupils in public primary schools in Embu District?’ which was translated into hypotheses according to the study objectives as articulated in chapter one sections 1.6 and 1.7 has been adequately answered. This research question has derived both quantitative and qualitative data that have been used to draw useful conclusions. The second research question ‘How do the headteachers and teacher counsellors view and experience their roles in guidance and counselling of pupils in public primary schools in Embu District?’ has also been adequately answered through a phenomenographic process of data collection and analysis. Through this research question, qualitatively different ways in which the respondents view and experience their roles have been realised. In addition the problems the respondents are experiencing while carrying out their roles and the suggestions to address the same have been successfully established. Based on observation data the status of guidance and counselling facilities and resources has been successfully established.

Implications for theory, practice and policy are explored and ways this research has added to the knowledge bases in these areas. The limitations arising from the research process are also examined. The research findings from this study make a contribution to the body of knowledge regarding the research problem in that a greater understanding has been gained from the results on how the headteachers and the teacher counsellors are perceiving and experiencing their roles in guidance and counselling of pupils in primary schools. Suggestions as to how the problems they are experiencing can be solved make a significant contribution too.

## 10.2 Conclusions

From the findings of this study, the following conclusions have been drawn.

- i. Both the headteachers and the teacher counsellors had high levels of perception of their roles in the guidance and counselling of pupils.
- ii. The high levels of role perception were not commensurate with the respondents' role performances which were found to be ineffective because they missed out many functions.
- iii. There were no significant differences between the role perceptions of headteachers and the independent variables of age, gender, marital status, academic qualifications, training in guidance and counselling, administrative experience, teaching experience, school category and geographical location of school.
- iv. There were no significant differences between the role perceptions of teacher counsellors and the independent variables of age, gender, marital status, academic qualifications, training in guidance and counselling, administrative experience, and school category.
- v. There was a significant difference between the role perceptions of teacher counsellors and the geographical location of schools.
- vi. There were no significant differences between the headteachers perception of the teacher counsellors' role and the perception of the teacher counsellors about their role.
- vii. Over half of the teacher counsellors (55.6%) and the majority of the headteachers (71.4%) had not received any training in the guidance and counselling skills and most of those who had been trained had just attended in-service courses or seminars which lasted barely two weeks.
- viii. Due to lack of training, the headteachers and the teacher counsellors are ineffective in the guidance and counselling of pupils, suffer from role strain and are dissatisfied.
- ix. The recently introduced School-based Teacher Development (SbTD) programme by the Government to train guidance and counselling teachers; is commendable but has the following shortcomings:
  - a) it does not cover the training of headteachers yet they are expected to supervise and evaluate the performance of the teacher counsellors;

- b) the implementation lacks a professional touch because the so called trainers and overseers of the programme, the Area Education Officers (AEOs) and Teachers Advisory Centre (TAC) tutors, are not professionally trained in guidance and counselling;
  - c) the headteachers have not been adequately involved in both the design and the implementation processes and as a result, some have ended up not fully supporting the programme while others are appointing teachers without the desired qualities to undergo the training programme.
- x. Some headteachers (35.6%) had not adhered to the Government's policy of appointing teachers to assist in the committee of guidance and counselling; leaving the teacher counsellors to work on their own.
  - xi. The Quality Assurance and Standards Officers (QUASOs) are lax in the inspection of the guidance and counselling services going against the Ministry of Education's policy of inspection and supervision.
  - xii. The majority of the headteachers (in 93.3% of schools) had not allocated any specific room or office for use in guidance and counselling of pupils according to observations done while some of the offices or rooms that were provided included classrooms that fell vacant at any time of the day for example during physical education lessons or their own offices and those of the deputy headteachers if no other room was available.
  - xiii. In 90.7% of schools in the entire sample, guidance and counselling had not been time-tabled and the services were rarely offered and only done when need arose.
  - xiv. The majority of schools (82.4%) did not have any records/files of clients, putting some strong indications that the management of guidance and counselling in these schools was poorly done.
  - xv. The teacher counsellors in primary schools are overworked with a repertoire of competing role demands of teaching, guiding and counselling and other school responsibilities for example being a class teacher.
  - xvi. The headteachers in primary schools are not giving enough support to the guidance and counselling departments.
  - xvii. The headteachers in primary schools are faced with a plethora of responsibilities which they have difficulties coping with and therefore are

- suffering from competing role demands and role strain, thus compromising on the quality of the education in public primary schools.
- xviii. The headteachers are demoralised because they perceive their pay not to be commensurate with the workload which has increased due to the Free Primary Education (FPE).
  - xix. The quality of being a role model was most considered by headteachers when appointing teacher counsellors, and was also most cited quality of a good teacher counsellor by the teacher counsellors.
  - xx. The three most cited qualities that are lacking among the guidance and counselling committee members are enough knowledge in basic guidance and counselling skills, commitment and motivation.
  - xxi. There were qualitative different ways in which the headteachers and the teacher counsellors viewed and experienced their roles in the guidance and counselling of pupils.
  - xxii. The most frequently conceptualised meaning of 'guiding the pupils' by the headteachers and the teacher counsellors was 'giving pupils directions or information for development or growth in the right directions'.
  - xxiii. The most frequently conceptualised meaning of 'counselling the pupils' by respondents was 'correcting or advising pupils when they go wrong' which agrees with the Kenyan School Management Guide's (Republic of Kenya, 1999) definition of counselling but does not encompass all other categories of conceptions by the respondents.
  - xxiv. Some of the headteachers and the teacher counsellors confused the meanings of 'guiding' and 'counselling'.
  - xxv. The pupils who needed guidance and counselling had socio-cultural, socio-economic, and academic problems or needs; drug abuse (socio-cultural) being most serious with alcohol being most abused, followed by *miraa*, bhang and tobacco.
  - xxvi. The teacher counsellors have difficulties dealing with HIV/AIDS affected and infected children, especially the orphans.
  - xxvii. Early pregnancies and marriages are the leading causes of girl drop outs in primary schools, followed by child labour, and then poverty related issues.
  - xxviii. Drug abuse and child labour are the two leading causes of boy drop outs in primary schools.

- xxix. Several parents and members of the local community are involved in local brewing with the help of their children and *miraa* growing in their small pieces of land making the young ones vulnerable to alcohol and *miraa* abuse.
- xxx. Several children have dropped out of school due to *miraa* related causes.
- xxxi. The guidance and counselling roles for the headteachers and the teacher counsellors are poorly defined contributing to role ambiguity or role conflict.
- xxxii. The Government/Non-Governmental support was the most frequently conceptualised support as necessary and also lacking by both the headteachers and the teacher counsellors, followed by the parental/ community support and finally the teachers and the pupils support.
- xxxiii. The Government has failed to adequately support training in guidance and counselling skills; provide necessary and adequate resources; allocate time for guidance and counselling in statutory curriculum; motivate guidance and counselling teachers; provide visiting resource personnel in schools; and adequately staff schools.
- xxxiv. Lack of support from all the stakeholders, intensive poverty and widespread illiteracy, exacerbating cultural/traditional practices, and negative media influence caused poor performance in the guidance and counselling of pupils.

### **10.3 Suggestions from Respondents**

The following suggestions from the headteachers and the teacher counsellors can be used to improve the performance of the guidance and counselling departments in the primary schools:

- a) The Government to train all teachers in guidance and counselling skills, provide facilities and reference materials, incorporate guidance and counselling in statutory school curriculum, reduce workloads by employing more teachers and professional support staff for example accounts clerks and secretaries, motivate teachers, and to educate parents and members of community on the need to support guidance and counselling of pupils.
- b) The local and provincial administration should be active in helping in the guidance and counselling of pupils especially in fighting drug abuse, and in sensitising the parents and members of the community

on the dangers of drugs and the need to support the guidance and counselling of their children during *barazas* (local community meetings), and being good role models themselves.

- c) Parents to take up their roles of guiding and counselling their children seriously and to cooperate with teachers when called upon and most of all being good role models themselves, for example by avoiding to abuse drugs in their presence.
- d) The headteachers to be more supportive in the guidance and counselling of pupils by involving all teachers in the practice; forming guidance and counselling committees; providing guidance and counselling offices; and involving pupils in peer counselling.
- e) Other teachers to be more active in the guidance and counselling of pupils by: taking their responsibilities in the guidance and counselling seriously and collectively; identifying pupils with counselling needs and making follow-ups of those who have undergone the same; and more importantly acting as good role models.

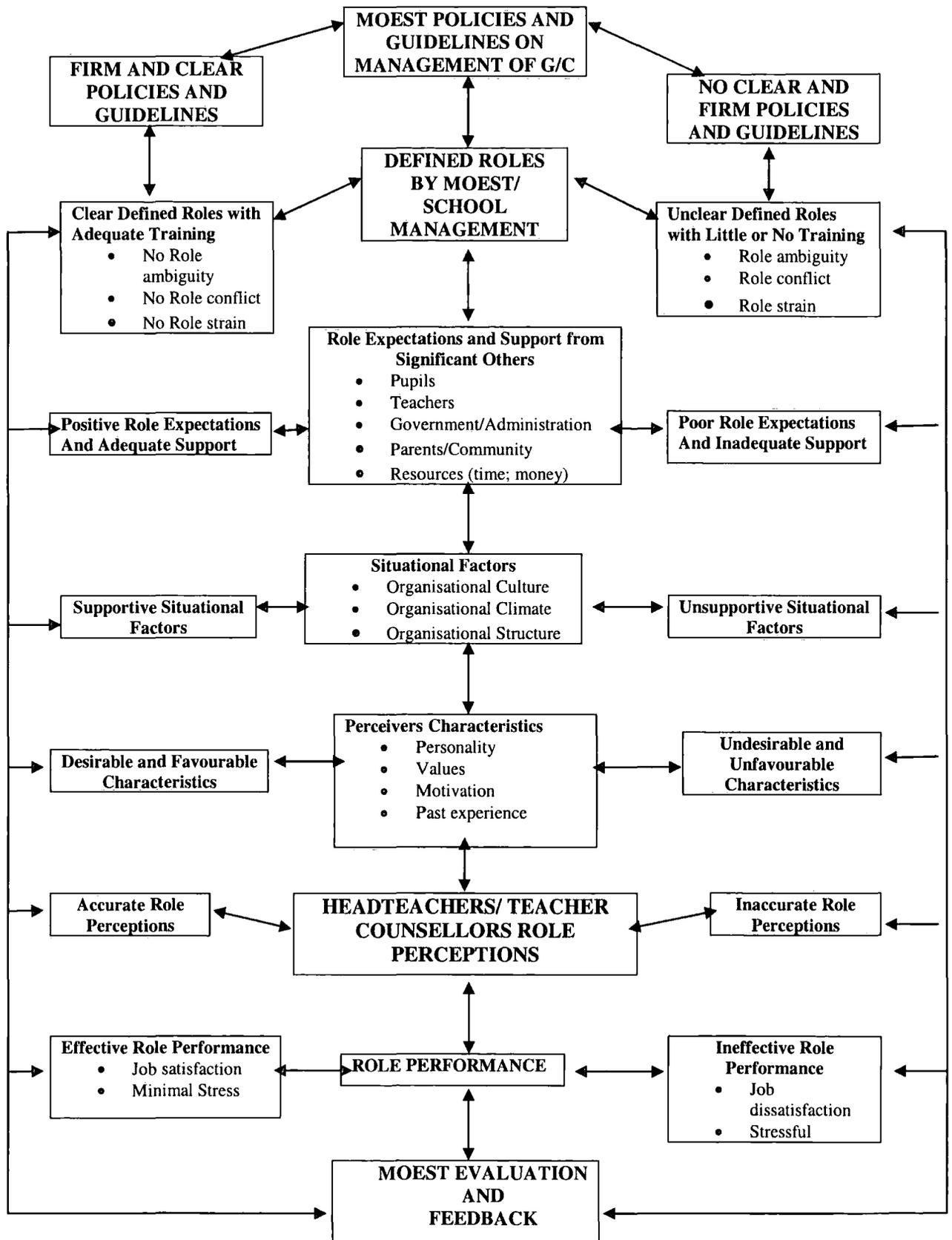
#### **10.4 Implications for Theory, Policy and Practice**

This research contributes to the knowledge base on guidance and counselling in Kenya by providing information relating to the often neglected area; the primary schools. Although the research was confined to Embu District, the findings are of great importance and relevant to other Districts with similar socio-cultural and socio-economic backgrounds. Information relating to role perceptions, views and experiences of headteachers and teacher counsellors, as they guide and counsel these pupils has been provided. New insights have been gained in terms of highlighting the different ways the respondents conceptualise their role functions; role support required and missing; and their role performances. In addition, the problems being experienced by the headteachers and the teacher counsellors while guiding and counselling pupils have been highlighted. This research makes a contribution to theory about guiding and counselling pupils in primary schools by providing evidence about the problems or needs the young ones are experiencing. The increasing number of HIV/AIDS orphans adding to the existing burden of guiding and counselling pupils, without adequate preparation, has been highlighted. Through the findings of this research, drug abuse has also been highlighted as the most serious

among pupils in primary schools adding to the existing knowledge base of the drug menace in schools. According to the Nation reporter (Daily Nation, 2006, August 21), the Government, religious leaders and the general population do not seem to have accepted that drug abuse is a major problem. Hopefully these research findings will prompt the Government into re-thinking of new and elaborate ways of dealing with the problem starting at the primary level. The research findings may also be relevant in other countries especially African Countries with similar socio-economic/cultural factors. Findings about global and perennial problems of HIV/AIDS and drug abuse are likely to be relevant worldwide.

This research has practical implications for guidance and counselling in Kenyan primary schools. The necessary and lacking support for effective management of guidance and counselling services has been highlighted. Most importantly, the training needs of the teacher counsellors and the headteachers who have role ambiguities and role overloads, and lack support have been highlighted. These were expressed by the respondents and identified by the researcher through interviews and observations. The findings also highlighted the poor state of the counselling services and facilities implying that the Government is lax in supervision and provision of necessary support. The conceptual framework included in this study in chapter four section 4.5 highlights the consequences of effective/ineffective management of guidance and counselling services starting at the policy level to the execution level by the respondents. The positive side (left side) of the framework can be used for effective management of guidance and counselling services in schools and for the development of new Government policies to govern the same. Although Government policies on management of guidance and counselling exist, recommendations from this research may be used to draw new policies aimed at improving the services at the primary schools level. On the other hand constant evaluation of the management of the guidance and counselling services in the primary schools is desirable and the conceptual framework presented earlier in section 4.5, p. 79 can be used as an evaluation model as shown in figure 4 below.

**FIGURE 4: CONCEPTUAL FRAMEWORK AS A MODEL FOR EVALUATION IN KENYA**



In Kenya, the Ministry of Education, Science and Technology (MOEST) and the school management, through such a conceptual framework (figure 4, p. 318), can continuously evaluate all the supportive factors that influence accurate role perceptions and performance in guidance and counselling of pupils. Once evaluation is done, accurate feedback should be given to the relevant players to ensure efficiency, effectiveness and improvement in role performance. The feedback can also be in nature of any action provided. For example, if the outcomes after the evaluation indicate that the teacher counsellors are lacking in necessary support from the parents; action should be taken to facilitate this. If the teacher counsellors are lacking in role clarity or have training needs like the respondents in this study, these should be adequately addressed through the appropriate feedback and subsequent training. The research findings in this study had also indicated that the respondents have role ambiguity, role conflict and role stress. In addition, they are missing the necessary support from the stakeholders. It is clear that the findings are inclined to the negative side (right side) of the evaluation model and consequently several recommendations for the improvement of guidance and counselling in primary schools have been provided. It is hoped that constant evaluation of the guidance and counselling services in the primary school through such a model will not only aid in improvement but also in designing new policies to govern the same and to improve management of education in general.

It should be noted that although the respondents listed several indicators of poor role performance in the guidance and counselling of their pupils; the majority still perceived their role performances to be either good or fair, that is they believed they were doing their best in the deprived conditions they worked in. Not all was negative however. There were some indicators of a good role performance as conceptualised by the respondents. For example, high academic performance followed by good behaviour of pupils in and out of school was the most conceptualised indicator of a good role performance by both headteachers and teacher counsellors. However, the research findings of this study justify the need for change in the management of guidance and counselling in primary schools and the following recommendations are consequently made.

## 10.5 Recommendations

From the research, a number of recommendations can be made such as the following:

- i. The Government should have a firm and inclusive policy concerning guidance and counselling services in primary schools, at all levels of management.
- ii. The Government should urgently strengthen the Guidance and Counselling programmes in primary schools by: training all the headteachers and the teacher counsellors in guidance and counselling skills; providing enough facilities and resources; adequately equipping offices or rooms for guidance and counselling; and educating all stakeholders to critically take up their respective roles in guidance and counselling.
- iii. The Government should define guidance and counselling roles for the headteachers and the teacher counsellors more clearly.
- iv. The implementation of the School-based Teacher Development (SbTD) programme by the Government to train guidance and counselling teachers should be done by professionally trained personnel and should adequately involve the headteachers.
- v. The Government should professionally train some of the Quality Assurance and Standards Officers in guidance and counselling who should strictly supervise the management of the guidance and counselling services in public primary schools by ensuring all stakeholders play their rightful roles.
- vi. The Government should reduce the workload for the headteachers and the teacher counsellors by employing more teachers and support staff especially the accounts clerks to assist in the financial management of the Free Primary Education funds.
- vii. The Government should motivate the headteachers and the teacher counsellors by either reducing the workload or through some remuneration for the extra time they sacrifice to do guidance and counselling of pupils.
- viii. A more inclusive definition of counselling should be provided in the Kenyan School Management Guide and the most recent Guidance and Counselling SbTD Module.

- ix. The Government should develop more comprehensive drugs education programmes in primary schools; the breeding grounds for drug abuse and to all other stakeholders especially the parents.
- x. The Government to come up with a policy with concrete programmes to address the needs of HIV/AIDS orphans.

## **10.6 Limitations of the Study**

This study is confined to Embu District which is predominantly rural. Embu District which is in Eastern Province is one of the 108 Districts in Kenya. The target population consists of only headteachers and teachers in charge of guidance and counselling in public primary schools. Hence, it neither covers private primary schools nor secondary schools and therefore its findings may not be generalised as findings for all the primary and secondary schools. The intentional confinement of the study in Embu District was necessary because this study included some part of the recommendations for further research by the researcher in another study in the same location. The experience of the researcher while guiding and counselling students in some secondary schools that she taught; which has been a major driving force to undertake the study, was confined in this District. Limiting the target population also ensured that the research was manageable within the resources that were available. Another intentional limitation relates to the exploration of the two concepts; role perceptions and experiences. These boundaries were essential in order to manage the study within the limited time and resources.

The role perception inventory used in this study constitutes a limitation. The primary disadvantage is that the researcher could never be sure of the degrees to which the subject's responses reflected his or her true opinions. According to Borg and Gall (1989), the opinions are only accurate to the degree that the self-perceptions are accurate and the degree that the person is willing to express them honestly.

Three interviewers were involved in data collection hence the potential for interviewer bias cannot be ignored; more so because the researcher could not directly control each one of them. According to Payne and Payne (2004), personal appearance, facial expression, tone of voice, in addition to comments, may misdirect the informant. Recording of the interviews using tapes provided some limitations too. Most respondents expressed apprehension when they were informed of the intended recording of interviews because to them, it was a completely new

experience. They associated tape recording of conversations with police not researchers! Permission was however sought before such recordings were made and confidentiality assured. The interviewers took extra time where necessary and tried as much as possible to dilute any tension if noticed before the interview process, to increase reliability of data collected.

Analysis of data phenomenographically constitutes some limitations. According to Orgill (2002), it is difficult to be absolutely neutral while analysing data. It is possible that certain experiences or theoretical beliefs may have influenced the data analysis and categorisation. The data analysis in this study was however done with the help of an experienced researcher in phenomenography hence it is considered reliable.

The observations of the interactions in counselling sessions constituted a limitation. As earlier mentioned, there were no counselling sessions timetabled in schools hence the observer had to request for the same to be arranged and in many occasions while waiting to observe. Many teacher counsellors were uncomfortable being observed because they had not been trained. The pupils involved in counselling process had first to be assured that it was not a case of indiscipline. It seemed like those 'counselling rooms' were used more often for disciplinary than counselling cases! The effects of such requested arrangements of counselling sessions which were not in their 'natural or normal settings' cannot be ignored. This set up was likely to affect the reliability of data observed. There was however no better way of obtaining this kind of data at this point in time and the data obtained were appreciated and treated as reliable.

In conclusion the research methods used have served well the purpose of the study despite the cited limitations. The existing situation of guidance and counselling services in primary schools has been adequately described with a focus on role perceptions and experiences of the headteachers and the teacher counsellors. The researcher however appreciates that more research can be done on this wide and often neglected area of guidance and counselling in primary schools and recommends that this research forms a basis for the generation and development of further research questions that can focus on more specific areas for future research. The following are suggested as some of the areas for further research.

## 10.7 Recommendations for Further Research

- i. There seems to be a discrepancy between the findings that the respondents' perceptions of their roles in guidance and counselling of pupils were very good and the findings that their role performances were poor. These results point out to the necessity of doing a study of factors affecting the guidance and counselling role performance in primary schools. This study could however not be done because the researcher had neither the time, nor the financial resources to conduct very extensive research. The research methods used in this study, especially the face-to-face interviews and observations, were time consuming and expensive to conduct.
- ii. There also seems to be a discrepancy between the findings that the respondents' perceived their role performances in guidance and counselling of pupils to be good and the findings that their role performances were poor. A further study of the respondents' performance criteria and efficiency in guidance and counselling is hence suggested. Again due to constraint of time and limited resources, this study could not be carried out.
- iii. It would also be interesting to determine how headteachers and teacher counsellors' self concept could influence the way they perceive their roles. Again time and resources did not allow this to be done.
- iv. *Miraa* shrub seems to have contributed significantly to both socio-economic benefits and school drop outs. A further study of school learning and retention of pupils in *miraa* growing environments is considered necessary.
- v. Free Primary Education has brought in many challenges among them more responsibilities to headteachers and teachers. Further study on the effects of FPE challenges on the quality of education in primary schools is suggested.
- vi. A study of parents' role perceptions as stakeholders in guidance and counselling of pupils is also suggested.
- vii. Research findings have indicated that the current SbTD training programme being offered for teachers in guidance and counselling has some short comings. A study of the appropriate training programme for teachers in guidance and counselling is hence suggested.

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## APPENDICES

### APPENDIX A

#### Definitions of Key Terms

**Counselling:** Refers to help given to pupils through talking out to remove frustrations or problems that interferes with the pupils normal development and learning in schools.

**Disadvantaged Pupils:** Pupils with special needs such as the drug abusers, HIV/AIDS infected and affected, with antisocial behaviors and those with poor backgrounds.

**Experience:** Refers to what a person goes through or is involved in carrying out a role.

**Guidance:** Refers to help, advice or information given to pupils to enable them to make their decisions on educational, vocational and psychological matters.

**Headteacher:** Refers to the male or female school administrator in charge of all matters pertaining to running of a school.

**HIV/AIDS Orphans:** Refers to children who have lost both their parents through HIV/AIDS.

**Public Primary School:** Refers to an education institution in which teaching and learning takes place for eight years before entering secondary school and one which is developed and maintained by public funds from the government, parents and communities.

**Role:** Refers to the task associated with a particular position or social status.

**Role Perception:** Refers to the understanding or the view a person has concerning the task associated with a particular position or social status.

**School Committee:** Refers to the management body appointed by the Minister of Education to oversee the running of a public primary school.

**Teacher Counsellor:** Refers to the title given to a teacher who is also charged with the responsibility of guidance and counselling. The term is used to refer to the teacher in charge of guidance and counselling in this study.

APPENDIX B

**RESPONDENT'S CONSENT FORM**

**\*TITLE OF PROJECT: Guiding and Counselling Pupils in Kenyan Public Primary Schools: Headteachers and Teacher Counsellors Role Perceptions and Experiences**

Please complete the whole of this sheet.

*Please cross out  
as necessary*

Have you read the letter of introduction to the study? YES / NO

Have you had an opportunity to ask questions and to discuss the study? YES / NO

Have you received satisfactory answers to all of your questions? YES / NO

Have you received enough information about the study? YES / NO

Have you received information about the tape recordings of the interview sessions and the intended use? YES/ NO

Who have you spoken to? Mr/Mrs/Ms.....

Do you consent to the use of tape recordings for the desired purpose of the study? YES/ NO

Do you consent to participate in the study? YES/NO

Do you understand that you are free to either accept or refuse to participate in the study? YES / NO

**Signed** ..... **Date**.....

(NAME IN BLOCK LETTERS) .....

**\* Approved by Durham University's Ethics Advisory Committee**

## APPENDIX C

UNIVERSITY OF DURHAM  
SCHOOL OF EDUCATION  
LEAZES ROAD  
DURHAM  
DH1 1TA  
UNITED KINGDOM

Dear Sir/Madam,

RE: Letter of Introduction to Headteachers and Teacher Counsellors

I am a postgraduate student undertaking my PhD studies at the School of Education, University of Durham. I am conducting research on '*Guiding and Counselling Pupils in Kenyan Public Primary Schools: Headteachers and Teacher counsellors Role Perceptions and Experiences*'.

Please fill the attached questionnaire which is designed to gather information on your personal data and that of your school regarding your role perception in guidance and counselling of pupils. In addition, your cooperation in participating in the interview and observation schedules on the very subject will be highly appreciated. Kindly be assured that the information sought from you will solely be used for research purpose. You are further requested to complete the enclosed consent form to confirm your acceptance to participate in the study. Your willingness to participate in this study is highly appreciated.

Thanking you in advance.

Yours faithfully,

Njoka, Evangeline W.

## APPENDIX D

### QUESTIONNAIRE FOR HEADTEACHERS

#### HEADTEACHERS ROLE PERCEPTIONS AND EXPERIENCES IN GUIDANCE AND COUNSELLING OF PUPILS

##### Instructions

Kindly respond to all the items. The information sought from you is merely to aid in the tabulation, presentation of data, and in making valid conclusions. Please fill in the blank space or indicate your choice using a check mark [✓]

##### Section 1

1. What is your age in years?.....
2. (i) Please insert your gender (sex) .....
- (ii) Please indicate your marital status
  - (a) Married..... [ ]
  - (b) Single..... [ ]
  - (c) Divorced..... [ ]
  - (d) Other (Please specify).... [ ]
3. What is your highest academic qualification?
  - (a) K C E /E A C E with S 1..... [ ]
  - (b) K C E /E A C E with P 1..... [ ]
  - (c) K A C E /E A A C E with S1. .... [ ]
  - (d) K A C E /E A A C E with P1.... [ ]
  - (e) BEd /BA /BSC (specify)..... [ ]
  - (f) Other (Please Specify)..... [ ]
4. What is your teaching experience?
  - (a) 1 – 5 years ..... [ ]
  - (b) 6 – 10 years ..... [ ]
  - (c) 11 – 15 years ..... [ ]
  - (d) 16 – 20 years..... [ ]
  - (e) Over 20 years..... [ ]
5. What is your administrative experience as a Headteacher in years?
  - (a) 1 – 5 years..... [ ]
  - (b) 6 – 10 years ..... [ ]
  - (c) 11 – 15 years..... [ ]
  - (d) 16 – 20 years ..... [ ]
  - (e) Over 20 years..... [ ]
6. Have you been trained in guidance and counselling?

Yes..... [ ]  
No..... [ ]  
If yes, please indicate whether it is through:

- (i) Training in basic counselling..... [ ]
- (ii) Attending in-service courses or seminars. [ ]
- (iii) Both above..... [ ]

7. In which Division is your school located? \_\_\_\_\_

8. Indicate the geographical location of your school?

- (i) In a rural area.....[ ]
- (ii) In an urban area..... [ ]
- (iii) In a rural/urban fringe .....[ ]

9. What is the gender of the pupils in your school? Are they boys, girls or mixed?  
\_\_\_\_\_

10. What is the category of your school?

- (i) Day..... [ ]
- (ii) Boarding..... [ ]
- (iii) Mixed Day/Boarding.....[ ]

11. Have you appointed a teacher in charge of guidance and counselling (teacher counsellor) in your school?

YES.....[ ]  
NO.....[ ]

If 'Yes' in item 11 indicate whether he/she has undergone the following in guidance and counselling:

- (i) Training in basic skills \_\_\_\_\_
- (ii) In-service courses and seminars \_\_\_\_\_
- (iii) None of the above \_\_\_\_\_

12. Have you appointed other teachers to work with the teacher counsellor in a committee of guidance and counselling?

YES.....[ ]  
NO..... [ ]

If 'Yes' state the number \_\_\_\_\_

13. Other than the teacher counsellor, how many among the committee members have undergone the following:

- (i) Training in basic skills \_\_\_\_\_
- (ii) In-service courses and seminars \_\_\_\_\_
- (iii) None of the above \_\_\_\_\_

14. Have you allocated an office/room for use by the guidance and counselling committee?

- YES..... [ ]
- NO..... [ ]

15. If 'YES' to item 14 above, what do you think is the status of the office/room in terms of the facilities (e.g. tables, chairs etc) and resources (e.g. reference books, files etc) that you have equipped the room with?

- (i) Adequately equipped..... [ ]
- (ii) Poorly equipped..... [ ]
- (iii) No equipment at all..... [ ]

## SECTION II

Complete every item in parts A and B of this section by means of a check mark [✓] to the appropriate score as you rate the perception of your role and that of your teacher counsellor using the scale below. That is, indicate whether you strongly support (SS), support (S), have no opinion (NO), no support (NS), strongly no support (SNS), that the described role of guidance and counselling in part A is what you actually understand to be your role and in part B, the role of the teacher counsellor.

- Strongly Supports (SS)..... [ ] 5
- Supports (S)..... [ ] 4
- No Opinion (NO)..... [ ] 3
- No Support (NS)..... [ ] 2
- Strongly No Support (SNS)..... [ ] 1

PART A

| <b>MY ROLE AS HEADTEACHER IN THE GUIDANCE AND COUNSELLING (G/C) OF PUPILS INCLUDES:</b>  | <b>5</b><br><b>SS</b> | <b>4</b><br><b>S</b> | <b>3</b><br><b>NO</b> | <b>2</b><br><b>NS</b> | <b>1</b><br><b>SNS</b> |
|--|-----------------------|----------------------|-----------------------|-----------------------|------------------------|
| 16. Appointing teacher counsellors with desired qualities  |                       |                      |                       |                       |                        |
| 17. Describing the role of teacher counsellors   |                       |                      |                       |                       |                        |
| 18. Evaluating and appraising the teacher counsellors  |                       |                      |                       |                       |                        |
| 19. Motivating the teacher counsellors   |                       |                      |                       |                       |                        |
| 20. Facilitating adequate time for guidance and counselling by allocating few lessons to teacher counsellors                   |                       |                      |                       |                       |                        |
| 21. Facilitating training in guidance and counselling for teacher counsellors  |                       |                      |                       |                       |                        |
| 22. Attending training in guidance and counselling in order to participate in guidance and counselling of pupils and teachers  |                       |                      |                       |                       |                        |
| 23. Advising teacher counsellors on areas where pupils need guidance and counselling   |                       |                      |                       |                       |                        |
| 24. Liaising (consulting) with parents/guardians over the pupils' difficulties   |                       |                      |                       |                       |                        |
| 25. Meeting the needs of the guidance and counselling department for example equipping with necessary facilities and resources |                       |                      |                       |                       |                        |
| 26. Involving the guidance and counselling teachers in pupils' problem-solving including indiscipline                          |                       |                      |                       |                       |                        |

| <b>MY ROLE AS HEADTEACHER IN THE GUIDANCE AND COUSELING OF PUPILS INCLUDES:</b>  | <b>5<br/>SS</b> | <b>4<br/>S</b> | <b>3<br/>NO</b> | <b>2<br/>NS</b> | <b>1<br/>SNS</b> |
|--|-----------------|----------------|-----------------|-----------------|------------------|
| 27.Educating the school community and all the stake holders on the importance of guidance and counselling                        |                 |                |                 |                 |                  |
| 28. Guiding and counselling parents/guardians who show lack of interest in children's education                                  |                 |                |                 |                 |                  |
| 29. Giving pupils spiritual guidance alongside other guidance.   |                 |                |                 |                 |                  |
| 30. Acting as a role model to the pupils and members of staff  |                 |                |                 |                 |                  |
| 31.Having a thorough knowledge and understanding about the role of a teacher counsellor  |                 |                |                 |                 |                  |
| 32.Assisting in the guidance and counselling of pupils whenever possible for example during assemblies                           |                 |                |                 |                 |                  |
| 33.Advising the Ministry of Education officials and the school committee on the needs of the guidance and counselling department |                 |                |                 |                 |                  |
| 34. Inviting external resource persons to assist in guidance and counselling   |                 |                |                 |                 |                  |

PART B

| <b>THE ROLE OF THE TEACHER COUNSELLOR<br/>IN GUIDANCE AND COUNSELLING (G/C) OF<br/>PUPILS INCLUDES:</b>                                     | <b>5<br/>SS</b> | <b>4<br/>S</b> | <b>3<br/>NO</b> | <b>2<br/>NS</b> | <b>1<br/>SNS</b> |
|---|-----------------|----------------|-----------------|-----------------|------------------|
| 35. Coordinating the G/C department   |                 |                |                 |                 |                  |
| 36. Advising the headteacher on the needs of the G/C department   |                 |                |                 |                 |                  |
| 37. Helping pupils to cope with new situations/challenges.  |                 |                |                 |                 |                  |
| 38. Assisting pupils in self- awareness   |                 |                |                 |                 |                  |
| 39. Guiding pupils concerning relationships with other persons including opposite sex.  |                 |                |                 |                 |                  |
| 40. Helping pupils in deciding and selecting schools for further education and careers.   |                 |                |                 |                 |                  |
| 41. Identifying pupils with personal problems including drug abuse, poor backgrounds and HIV/AIDS & counselling them                        |                 |                |                 |                 |                  |
| 42. Liaising (consulting) with parents/guardians over their difficulties.   |                 |                |                 |                 |                  |
| 43. Identifying the country's referral agents and the services such as hospitals, rehabilitation centers etc and making necessary referrals |                 |                |                 |                 |                  |
| 44. Coordinating the accumulation of important pupil information  |                 |                |                 |                 |                  |

| <b>THE ROLE OF THE TEACHER<br/>COUNSELLOR IN GUIDANCE AND<br/>COUNSELLING OF PUPILS INCLUDES:</b>                       | <b>5<br/>SS</b> | <b>4<br/>S</b> | <b>3<br/>NO</b> | <b>2<br/>NS</b> | <b>1<br/>SNS</b> |
|---|-----------------|----------------|-----------------|-----------------|------------------|
| 45. Organizing and keeping pupils files and records.  |                 |                |                 |                 |                  |
| 46. Interpreting pupil's information to the headteacher, staff members and parents.                                     |                 |                |                 |                 |                  |
| 47. Guiding and counselling parents/guardians who show lack of interest in children's education                         |                 |                |                 |                 |                  |
| 48. Giving pupils spiritual guidance alongside other guidance.  |                 |                |                 |                 |                  |
| 49. Acting as a role model to the pupils and members of staff   |                 |                |                 |                 |                  |
| 50. Time tabling for general guidance and counselling session for pupils  |                 |                |                 |                 |                  |
| 51. Facilitating guidance and counselling for basic training for the committee members of G/C                           |                 |                |                 |                 |                  |
| 52. Assigning G/C duties to different members for the committee   |                 |                |                 |                 |                  |
| 53. Motivating the G/C committee members to adequately assist pupils  |                 |                |                 |                 |                  |
| 54. Involving the classroom teachers in problem solving especially concerning special needs of the disadvantaged pupils |                 |                |                 |                 |                  |

55. What qualities do you consider when appointing teacher counsellors?

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56. What qualities if any are lacking among your guidance and counselling committee members?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

57. State four or more factors that you think do contribute to poor performance of guidance and counselling department in your school.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

58. Suggest how guidance and counselling services can be improved in your school.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

59. How can you rate the performance of the guidance and counselling department in your school?

- a) Very good..... [    ]
- b) Good..... [    ]
- c) Fair..... [    ]
- d) Poor..... [    ]

60. In your opinion as headteacher, do you think you are giving enough support to the G/C programme?

YES..... [    ]

NO..... [    ]

Please give reasons for your answer\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**THANK YOU FOR RESPONDING**

APPENDIX E

**QUESTIONNAIRE FOR TEACHER COUNSELLORS (GUIDANCE AND COUNSELLING HEADS OF DEPARTMENTS)**

**TEACHER COUNSELLORS ROLE PERCEPTIONS AND EXPERIENCES IN GUIDANCE AND COUNSELLING OF PUPILS**

**Instructions**

Kindly respond to all the items. The information sought from you is merely to aid in the tabulation, presentation of data, and in making valid conclusions. Please fill in the blank space or indicate your choice using a check mark [✓]

**Section 1**

1. What is your age in years? .....

2. (i) Please insert your gender (sex) .....

(ii) Please indicate your marital status

(a) Married..... [ ]

(b) Single..... [ ]

(c) Divorced..... [ ]

(d) Other (Please specify).... [ ]

3. What is your highest academic qualification?

(a) K C E /E A C E with S 1.....[ ]

(b) K C E /E A C E with P 1..... [ ]

(c) K A C E /E A A C E with S1. .... [ ]

(d) K A C E /E A A C E with P1.... [ ]

(e) BEd /BA /BSC (specify)..... [ ]

(f) Other (Please Specify)..... [ ]

4. What is your teaching experience?

(a) 1 – 5 years .....[ ]

(b) 6 – 10 years ..... [ ]

(c) 11 – 15 years ..... [ ]

(d) 16 – 20 years.....[ ]

(e) Over 20 years..... [ ]

5. What is your administrative experience as a Head of Department (G / C) in years?

(a) 1 – 5 years.....[ ]

(b) 6 – 10 years ..... [ ]

(c) 11 – 15 years..... [ ]

(d) 16 – 20 years ..... [ ]

(e) Over 20 years..... [ ]

6. Have you been trained in guidance and counselling?

Yes..... [ ]

No..... [ ]

If yes, please indicate whether it is through:

(i) Training in basic counselling..... [ ]

(ii) Attending in-service courses or seminars..... [ ]

(iii) Both above..... [ ]

7. In which Location is your school located? \_\_\_\_\_

8. Indicate the geographical location of your school?

(i) In a rural area..... [ ]

(ii) In an urban area..... [ ]

(iii) In a rural/urban fringe ..... [ ]

8. What is the gender of the pupils in your school? Are they boys, girls or mixed? \_\_\_\_\_

9. What is the category of your school?

(i) Day..... [ ]

(ii) Boarding..... [ ]

(iii) Mixed Day/Boarding..... [ ]

11. Do you work with a committee of guidance and counselling?

YES..... [ ]

NO..... [ ]

If 'Yes' in item 11 indicate the total number of committee members \_\_\_\_\_

12. How many among the committee members have undergone the following in guidance and counselling?

(i) Training in basic skills \_\_\_\_\_

(ii) In-service courses and seminars \_\_\_\_\_

## SECTION II

Complete every item in this section by means of a check mark [✓] to the appropriate score as you rate your role perception using the scale below. That is, indicate whether you strongly support (SS), support (S), have no opinion (NO), no support (NS), strongly no support (SNS), that the described role of guidance and counselling is what you actually understand to be your role.

- Strongly Supports (SS)..... [ ]5  
 Supports (S)..... [ ]4  
 No Opinion (NO)..... [ ]3  
 No Support (NS)..... [ ]2  
 Strongly No Support (SNS)..... [ ]1

| <b>MY ROLE AS TEACHER COUNSELLOR IN THE GUIDANCE AND COUNSELLING (G/C) OF PUPILS INCLUDES:</b>   | <b>5<br/>SS</b> | <b>4<br/>S</b> | <b>3<br/>NO</b> | <b>2<br/>NS</b> | <b>1<br/>SNS</b> |
|--|-----------------|----------------|-----------------|-----------------|------------------|
| 13. Coordinating the G/C department  |                 |                |                 |                 |                  |
| 14. Advising the headteacher on the needs of the G/C department  |                 |                |                 |                 |                  |
| 15. Helping pupils to cope with new situations/challenges.   |                 |                |                 |                 |                  |
| 16. Assisting pupils in self- awareness  |                 |                |                 |                 |                  |
| 17. Guiding pupils concerning relationships with other persons including opposite sex.   |                 |                |                 |                 |                  |
| 18. Informing pupils about dangers of deviant behaviour such as drug taking, pre-marital sex etc   |                 |                |                 |                 |                  |
| 19. Helping pupils in deciding and selecting schools for further education and careers   |                 |                |                 |                 |                  |
| 20. Identifying pupils with personal problems including drug abuse, poor backgrounds and HIV/AIDS & counselling them.                        |                 |                |                 |                 |                  |
| 21. Liaising (consulting) with parents/guardians over their difficulties.  |                 |                |                 |                 |                  |
| 22. Identifying the country's referral agents and the services such as hospitals, rehabilitation centres etc and making necessary referrals. |                 |                |                 |                 |                  |
| 23. Coordinating the accumulation of important pupil information   |                 |                |                 |                 |                  |

| <b>MY ROLE AS TEACHER COUNSELLOR IN THE GUIDANCE AND COUNSELLING OF PUPILS INCLUDES:</b>                  | <b>5<br/>SS</b> | <b>4<br/>S</b> | <b>3<br/>NO</b> | <b>2<br/>NS</b> | <b>1<br/>SNS</b> |
|---|-----------------|----------------|-----------------|-----------------|------------------|
| 24. Organizing and keeping pupils files and records.  |                 |                |                 |                 |                  |
| 25. Interpreting pupil's information to the headteacher, staff members and parents.                       |                 |                |                 |                 |                  |
| 26. Guiding and counselling parents/guardians who show lack of interest in children's education           |                 |                |                 |                 |                  |
| 27. Giving pupils spiritual guidance alongside other guidance.  |                 |                |                 |                 |                  |
| 28. Acting as a role model to the pupils and members of staff   |                 |                |                 |                 |                  |
| 29. Time tabling for general guidance and counselling session for pupils                                  |                 |                |                 |                 |                  |
| 30. Facilitating guidance and counselling for basic training for the committee members of G/C             |                 |                |                 |                 |                  |
| 31. Assigning G/C duties to different members for the committee   |                 |                |                 |                 |                  |
| 32. Motivating the G/C committee members to adequately assist pupils                                      |                 |                |                 |                 |                  |
| 33. Involving the classroom teachers in problem solving especially concerning special needs of the pupils |                 |                |                 |                 |                  |

34. State three characteristics of a good head of guidance and counselling department.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

35. What qualities if any are lacking among your guidance and counselling committee members?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

36. State four or more factors that you think do contribute to poor performance of guidance and counselling department in your school.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

37. Suggest how guidance and counselling can be improved in your school in order to effectively guide and counsel all pupils.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

38. How can you rate the performance of the guidance and counselling department in your school?

- a) Very good..... [    ]
- b) Good..... [    ]
- c) Fair..... [    ]
- d) Poor..... [    ]

39. In your opinion, do you think the headteacher is giving enough support to the G/C programme?

- YES..... [    ]
- NO..... [    ]

40. If 'NO' to item 38 above, suggest three areas in which the headteacher needs to improve in support of G/C programme.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

**THANK YOU FOR RESPONDING**

## APPENDIX F

### INTERVIEW SCHEDULE FOR HEADTEACHERS AND TEACHER COUNSELLORS (GUIDANCE AND COUNSELING HODS)

The information sought in this interview is to be used for research purposes only. Your responses will be treated anonymously.

There are three perceptual areas to explore:

- 1) Perceptions of role functions, 2) Perceptions of role support and
- 3) Perceptions of role performance

#### 1) Perceptions of Role Functions

1a). What do you understand to be the meaning of?

- i) Guiding the pupils
- ii) Counselling the pupils

1b). What kind of problems or needs do you encounter with the pupils in your school that need your attention in guidance and counselling? Please identify them in the order of 'most serious' to 'least serious', i.e. begin with most serious, followed by second most serious all the way to finally least serious.

1c) Were there any school dropouts last year that were related to the above cited problems?

YES \_\_\_\_\_

NO \_\_\_\_\_

If so, how many were; Girls \_\_\_\_\_, Boys \_\_\_\_\_, and what were the main problems that may have caused these dropouts?

1d). What do you think are the functions that a headteacher / teacher counsellor should carry out in the guidance and counselling of pupils?

1e). Do you think there are functions that you are supposed to be carrying out but are not?

YES....[ ]

NO.....[ ]

If so, what are they? Give reasons for not doing them.

#### 2) Perceptions of Role Support

2a). What do you think are the necessary characteristics for the headteacher/teacher counsellor to carry out the functions of guidance and counselling effectively?

2b). What do you consider to be the necessary support that is needed to enable you carry out your role successfully?

2c). In your opinion what support is lacking?

2d) What other problems do you think are interfering with your role of guidance and counselling?

2e) How can the above problems be addressed or solved?

2f) Give any other suggestion that you think can improve your role in guidance and counselling of pupils.

### **3) Perceptions of Role Performance**

3a). What in your opinion are the indicators of a good role performance in guidance and counselling of pupils?

3b) Please mention any notable indicators in your school that signify your role performance needs improvement.

3e). How can you rate your role performance? Is it **Very good, Good, Fair or Poor?**

**THANK YOU FOR YOUR RESPONSES**

## APPENDIX G

### OBSERVATION SCHEDULE

This is an observation for guidance and counselling facilities, references materials, processes and interactions in the primary schools guidance and counselling offices. Observer to put a tick [  ] for appropriate option.

#### A. ENVIROMENTAL (FACILITIES AND MATERIALS)

1. Office
  - a) Available and spacious [  ]
  - b) Available not small [  ]
  - c) Not available [  ]
  
2. Office furniture
  - a) Available, adequate and of quality [  ]
  - b) Available, adequate and of low quality [  ]
  - c) Available, inadequate and of low quality [  ]
  - d) Unavailable [  ]
  
3. Reference materials
  - a) Available, adequate and relevant [  ]
  - b) Available, adequate but of little relevance [  ]
  - c) Available, inadequate and of little relevance [  ]
  - d) Unavailable [  ]
  
4. Guidance and counselling training materials available (in type)
  - a) Handbooks [  ]
  - b) Journals [  ]
  - c) Periodicals [  ]
  - d) Text books [  ]
  - e) Encyclopaedia [  ]
  - f) Others specify [  ]

#### B. COUNSELLOR/ COUNSELLEE DATA

5. Gender composition of counsellors:
  - a) Number of male counsellors \_\_\_\_\_
  - b) Number of female counsellors \_\_\_\_\_
  
6. Gender composition of clients
  - a) Boys per day \_\_\_\_\_ (in a week/term)
  - b) Girls per day \_\_\_\_\_ ( in a week/term)

### C. MANAGEMENT PROCESS

7. Frequency of visits per day by stakeholders with interests in operation of the department (G/C)

- a) External referral personnel e.g. hospital psychologists \_\_\_\_\_(in a week)
- b) Pupil's guardian \_\_\_\_\_(in a week)
- c) Visiting professional counsellor \_\_\_\_\_ (in a week)
- d) The headteacher \_\_\_\_\_(in a week)
- e) Class teacher \_\_\_\_\_(in a week)

8. Clients' file/records including background information

- a) Available and property kept [ ]
- b) Available and poorly kept [ ]
- c) Unavailable [ ]

9. Time table for guidance and counselling

- a) How many counselling sessions per week \_\_\_\_\_
- b) What times for the sessions – morning, noon, afternoon, evening etc \_\_\_\_\_
- c) Allocated time for pastoral/spiritual service in time table \_\_\_\_\_

### D. OBSERVATION OF COUNSELLING PROCESS

10. Counselling process

- a) Number of clients in waiting room \_\_\_\_\_
- b) Time taken to attend to each client \_\_\_\_\_

11. Physical (facial) appearance of the client

- i) Gloomy [ ]
- ii) Angry [ ]
- iii) Disturbed [ ]

12. Counselling atmosphere

- i) Relaxed [ ]
- ii) Tensed [ ]
- iii) Friendly [ ]
- iv) Suspicious [ ]
- v) Any other please describe [ ]

## APPENDIX H

### Lists of Schools in the Study

#### Phase One Pilot Schools

| SN | Name of School | Gender of Pupils | Category | Geographical Location |
|----|----------------|------------------|----------|-----------------------|
| 1  | Kiangima       | Mixed            | day      | urban/rural fringe    |
| 2  | Ena            | Mixed            | day      | rural                 |
| 3  | Mbukori        | Mixed            | day      | rural                 |
| 4  | Nembure        | Mixed            | day      | rural                 |
| 5  | Gatoori        | Mixed            | day      | urban/rural fringe    |

#### Phase Two Pilot Schools

| SN | Name of school     | Gender of Pupils | Category | Geographical Location |
|----|--------------------|------------------|----------|-----------------------|
| 1  | Kigari             | Mixed            | day      | Rural/urban           |
| 2  | Igumo              | Mixed            | day      | rural                 |
| 3  | Rukira             | Mixed            | day      | rural                 |
| 4  | St Andrews         | Mixed            | day      | rural                 |
| 5  | Kirigi             | Mixed            | day      | rural                 |
| 6  | Kiriari            | Mixed            | day      | Rural/urban           |
| 7  | Karuriri           | Mixed            | day      | rural                 |
| 8  | Mukangu            | Mixed            | day      | rural                 |
| 9  | Kairuri            | Mixed            | day      | Rural/urban           |
| 10 | Kithunguriri       | Mixed            | day      | rural                 |
| 11 | St Joseph Allamano | Mixed            | day      | rural                 |
| 12 | Kithimu            | Mixed            | day      | rural                 |
| 13 | Kamviu             | Mixed            | day      | rural                 |
| 14 | Ngimari            | Mixed            | day      | rural                 |
| 15 | Kathuniri          | Mixed            | day      | rural                 |

#### Main Study Schools

| SN | Name of school | Gender of Pupils | Category | Geographical Location |
|----|----------------|------------------|----------|-----------------------|
| 1  | Kangaru        | Mixed            | day      | urban                 |
| 2  | St. Michael    | Mixed            | day      | urban                 |
| 3  | Embu Urban     | Mixed            | day      | urban                 |
| 4  | Embu County    | Mixed            | day      | urban                 |
| 5  | Kamiu          | Mixed            | day      | urban                 |
| 6  | Itabua         | Mixed            | day      | rural                 |
| 7  | Kimangaru      | Mixed            | day      | rural                 |
| 8  | Gatunduri      | Mixed            | day      | rural                 |
| 9  | Nthambo        | Mixed            | day      | rural                 |
| 10 | Gatondo        | Mixed            | day      | rural                 |
| 11 | Iveche         | Mixed            | day      | urban                 |

| <b>SN Cont.</b> | <b>Name of school</b> | <b>Gender of Pupils</b> | <b>Category</b> | <b>Geographical Location</b> |
|-----------------|-----------------------|-------------------------|-----------------|------------------------------|
| 12              | Njukiri               | Mixed                   | day             | Urban                        |
| 13              | Gatituri              | Mixed                   | day             | rural/urban                  |
| 14              | Gakinduriri           | Mixed                   | day             | rural/urban                  |
| 15              | Irangi                | Mixed                   | day             | rural                        |
| 16              | Mbui Njeru            | Mixed                   | day             | rural/urban                  |
| 17              | St. T. Kamugere       | Mixed                   | day             | rural                        |
| 18              | Thigingi              | Mixed                   | day             | rural                        |
| 19              | Munyutu               | Mixed                   | day             | rural                        |
| 20              | Kubukubu              | Mixed                   | boarding        | rural                        |
| 21              | Murangi               | Mixed                   | day             | rural                        |
| 22              | Kanja                 | Mixed                   | day             | rural                        |
| 23              | Kathande              | Mixed                   | day             | rural                        |
| 24              | S.A. Nduuri           | Mixed                   | day             | rural                        |
| 25              | Mugui                 | Mixed                   | day             | rural                        |
| 26              | St John Gaikama       | Mixed                   | boarding        | rural/urban                  |
| 27              | Ngarari               | Mixed                   | day             | rural                        |
| 28              | Gatinda               | Mixed                   | day             | rural                        |
| 29              | Gichiche              | Mixed                   | day             | rural                        |
| 30              | Kathuriri             | Mixed                   | day             | rural                        |
| 31              | Gikuuri               | Mixed                   | day             | rural                        |
| 32              | Mwenendega            | Mixed                   | day             | rural                        |
| 33              | Kagaari               | Mixed                   | day             | rural                        |
| 34              | Kigaa                 | Mixed                   | day             | rural/urban                  |
| 35              | Karimui               | Mixed                   | day             | rural                        |
| 36              | Gitare                | Mixed                   | day             | rural                        |
| 37              | Nthagaiya             | Mixed                   | day             | rural                        |
| 38              | Ugweri                | Mixed                   | day             | rural                        |
| 39              | Macumo                | Mixed                   | day             | rural                        |
| 40              | Ndumari               | Mixed                   | day             | rural                        |
| 41              | Gichera               | Mixed                   | day             | rural                        |
| 42              | Kithunguthia          | Mixed                   | day             | rural                        |
| 43              | Kathambaiconi         | Mixed                   | day             | rural                        |
| 44              | Kavuru                | Mixed                   | day             | rural                        |
| 45              | Kangondi              | Mixed                   | day             | rural                        |
| 46              | Kanduri               | Mixed                   | day             | rural                        |
| 47              | Kathugu               | Mixed                   | day             | rural                        |
| 48              | Ngeniari              | Mixed                   | day             | rural                        |
| 49              | N.I.C.A Matururi      | Mixed                   | day             | rural                        |
| 50              | Nguire                | Mixed                   | day             | rural                        |
| 51              | Kianjokoma Day        | Mixed                   | day             | rural/urban                  |
| 52              | Kianjokoma Boarding   | Mixed                   | boarding        | rural/urban                  |
| 53              | S.A Manyatta          | Mixed                   | day             | rural                        |
| 54              | Consolata             | Girls                   | day             | rural/urban                  |
| 55              | Kevote                | Mixed                   | day             | rural/urban                  |

| <b>SN Cont.</b> | <b>Name of school</b>   | <b>Gender of Pupils</b> | <b>Category</b> | <b>Geographical Location</b> |
|-----------------|-------------------------|-------------------------|-----------------|------------------------------|
| 56              | Kavutiri                | Mixed                   | day             | rural/urban                  |
| 57              | Kianjuki                | Mixed                   | day             | rural                        |
| 58              | Gichugu                 | Mixed                   | day             | rural                        |
| 59              | Karue                   | Mixed                   | day             | rural                        |
| 60              | Keruri                  | Mixed                   | day             | rural                        |
| 61              | Muchagori               | Mixed                   | day             | rural                        |
| 62              | ACK St. Philips Makengi | Mixed                   | day             | rural/urban                  |
| 63              | Kithegi                 | Mixed                   | day             | rural                        |
| 64              | Rung'ang'a              | Mixed                   | day             | rural                        |
| 65              | Kamuthatha              | Mixed                   | boarding        | rural/urban                  |
| 66              | Ithangawe               | Mixed                   | day             | rural                        |
| 67              | Kihumbu                 | Mixed                   | day             | rural                        |
| 68              | Tende                   | Mixed                   | day             | rural                        |
| 69              | Kiandundu               | Mixed                   | day             | rural                        |
| 70              | Muvandori               | Mixed                   | day             | rural/urban                  |
| 71              | Gicherori               | Mixed                   | day             | rural                        |
| 72              | Kibugu                  | Mixed                   | day             | rural/urban                  |
| 73              | Kagumori                | Mixed                   | day             | rural                        |
| 74              | Rugumu                  | Mixed                   | day             | rural                        |
| 75              | St John's Karumiri      | Mixed                   | day             | rural                        |
| 76              | St. Ursula              | Girls                   | boarding        | rural                        |
| 77              | Kathuniri               | Mixed                   | day             | rural                        |
| 78              | St Francis              | Mixed                   | day             | rural                        |
| 79              | Karue                   | Mixed                   | day             | rural                        |
| 80              | St. Hellen Karimari     | Mixed                   | day             | rural                        |
| 81              | Gatwe                   | Mixed                   | day             | rural                        |
| 82              | Kathangariri            | Mixed                   | day             | rural                        |
| 83              | St. Paul's Mbuvari      | Mixed                   | day             | rural                        |
| 84              | St. Joseph Ndunda       | Mixed                   | day             | rural                        |
| 85              | Kenga                   | Mixed                   | day             | rural                        |
| 86              | Gituri                  | Mixed                   | day             | rural                        |
| 87              | Kiangoci                | Mixed                   | day             | rural                        |
| 88              | Karurumo                | Mixed                   | day             | rural/urban                  |
| 89              | Kigumo Boarding         | Mixed                   | boarding        | rural/urban                  |
| 90              | Kandete                 | Mixed                   | day             | rural                        |
| 91              | Kithinthe               | Mixed                   | day             | rural                        |
| 92              | Kiamboa                 | Mixed                   | day             | rural                        |
| 93              | Kaveti                  | Mixed                   | day             | rural                        |
| 94              | Magaca                  | Mixed                   | day             | rural                        |
| 95              | Kathunguri              | Mixed                   | day             | rural/urban                  |
| 96              | Gakwegori               | Mixed                   | day             | rural                        |
| 97              | Karago                  | Mixed                   | day             | rural                        |
| 98              | Karungu                 | Mixed                   | day             | rural                        |
| 99              | Ciamanda                | Mixed                   | day             | rural                        |

| <b>SN<br/>Cont.</b> | <b>Name of school</b> | <b>Gender of<br/>Pupils</b> | <b>Category</b>       | <b>Geographical<br/>Location</b> |
|---------------------|-----------------------|-----------------------------|-----------------------|----------------------------------|
| 100                 | S.A. Kyeni Primary    | Mixed                       | day                   | rural                            |
| 101                 | Kathanjuri            | Mixed                       | day                   | rural                            |
| 102                 | Kasafari              | Mixed                       | day                   | rural                            |
| 103                 | Kariru                | Mixed                       | day                   | rural                            |
| 104                 | Canon Herbert Ikuura  | Mixed                       | day                   | rural                            |
| 105                 | Mukuria               | Mixed                       | day                   | rural                            |
| 106                 | Nyagari               | Mixed                       | day                   | rural                            |
| 107                 | Kiangungi             | Mixed                       | day                   | rural                            |
| 108                 | Kivuria               | Mixed                       | day                   | rural                            |
| 109                 | S.H. Kyeni            | Girls                       | Mixed<br>day/boarding | rural                            |
| 110                 | Kiaragana             | Mixed                       | day                   | rural/urban                      |
| 111                 | Gatumbi               | Mixed                       | day                   | rural                            |
| 112                 | Muganjuki             | Mixed                       | day                   | rural                            |
| 113                 | Kithare               | Mixed                       | day                   | rural                            |
| 114                 | Rukuriri              | Mixed                       | day                   | rural/urban                      |
| 115                 | Iriari                | Mixed                       | day                   | rural                            |
| 116                 | Kathari               | Mixed                       | day                   | rural                            |
| 117                 | Njeruri               | Mixed                       | day                   | rural/urban                      |
| 118                 | Karigiri Boarding     | Mixed                       | Mixed<br>day/Boarding | rural                            |
| 119                 | Mufu                  | Mixed                       | day                   | rural                            |

