

Assessment of Implementation Levels of Guidance and Counselling Programme in Kenyan Secondary Schools: A case of Sotik District, Bomet County, Kenya.

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Abstract

The Kenyan government recognizes guidance and counselling as an essential service that should be given to every student. To demonstrate its seriousness, the government, through the Teachers Service Commission (TSC) has officially appointed heads of departments of guidance and counselling in secondary schools to oversee the implementation and proper running of this programme. Despite this, little has been done to assess the extent of implementation of this programme. This study therefore purposed to assess the extent to which this programme has been implemented in Kenyan secondary schools with special reference to Sotik District of Bomet County. The District has 11 public secondary schools with a student population of 3865 students, 11 head teachers and 11 teachers in charge of guidance and counselling departments. Seven schools were randomly selected to provide a sample size of 7 head teachers, 7 guidance and counseling teachers and 111 students. In each school 16 students from form three and four participated in the study bringing the total number of respondents to 125. This was a descriptive study that used self-administered questionnaires and an interview schedule to collect the required data. Descriptive statistics was used to analyze data using the statistical package for social sciences (SPSS) programme. The results of the study revealed that as a result of inadequate resources and time, lack of training on the part of the guidance and counselling teachers, poor perception of students towards guidance and counselling and lack of administrative support, guidance and counselling programme is not well implemented in Sotik District. The study thus recommended the need for proper training of guidance and counselling teachers, provision of adequate resources for the programme, creation of awareness among students of the importance of guidance and counselling among services and reduction of the guidance and counselling teachers work load to enable them carry out guidance and counselling duties more effectively.

Key words: guidance and counselling, implementation, Sotik District, Bomet County.

1.0 Introduction

Guidance and counselling in educational systems in Africa is a relatively new concept. According to Makinde (1984), modern forms of guidance and counselling in Africa date back to 1959 in Nigeria. Catholic Sisters at St. Theresa college, Ibadan, began organizing formal career guidance services for upper students, a few days before school certificate examination. During these activities, emphasis was laid in vocational information, awareness about the world of work, location of employment and reduction of examination anxiety. Gradually, guidance and counselling took shape and became an integrated part of the school system. This practice improved and crossed borders to other countries in Africa.

The need for formal guidance and counselling services for the youth in the education sector in Kenya was recognized in the 1960s. The Ominde Report (GOK, 1964) recommended the provision of career guidance to all students. As a result, an administrative, supervisory and advisory guidance and counselling services office was established at the Ministry of Education headquarters to oversee the effective implementation of the programme. The Gatachi Report (Gok,) 1976) noted that guidance and counseling duties were not being carried effectively because they were being handled by untrained teachers with heavy teaching responsibilities. On the same note, the report of the commission

of inquiry into the Education System of Kenya (Gok, 1999) came up with a number of recommendations among which were: 1) That peer counseling services be established in educational and training institutions and peer counsellors be trained on physical development, family planning, STDs, HIV/AIDS and communication; 2) that guidance and counselling be offered by professionally trained and mature members of staff; and 3) that since guidance and counselling involves trust, learners should be counseled by teachers' of their own sex unless they make special request to the contrary.

The Kenyan government therefore, acknowledges that guidance and counselling is an important component of education that must be given to every student. This is because cases of alcohol and drug abuse among students are on the rise while indiscipline and crimes are now clearly manifested in schools and other learning institutions (Mutie & Ndambuki, 1999). This state of affairs indicates that there is a need that is not being addressed in the school system.

In Bomet County, Sotik is one of the district which has been hit by students' unrests regularly. According to the Sotik District Education Office, incidents of alcohol and drug abuse among students are on the rise especially during co-curricular activities. It is therefore safe to say that as a result of the governments' ban on corporal punishment in schools, the antidote to the many challenges facing learning institutions is a well-organized guidance and counseling programme to be implemented in all schools. It is against this background that the researcher tried to assess the extent to which guidance and counseling programmes are being implemented in Sotik District of Bomet County.

1.1 Statement of the Problem

The government of Kenya recognizes guidance and counselling as an essential service that must be offered to every student. Through the Teachers Service Commission (TSC), The Ministry of Education has officially appointed Heads of Departments of guidance and counselling in most secondary schools. Their roles are to implement, and ensure continuity and sustainability of this programme. Despite this, little has been done in assessing the extent of implementation of this program in secondary schools in Kenya, hence the essence of this study.

1.2 Research Questions

The study sought to answer the following questions:

- a) Is the amount of time allocated for guidance and counseling sufficient for the effective implementation of the programme?
- b) Do secondary school teacher counsellors have the necessary training to implement guidance and counselling programme effectively.
- c) Are there sufficient resources in secondary schools for the effective implementation of guidance and counselling programme.
- d) Do secondary school head teachers play a role in promoting and supporting guidance and counselling programme.

1.3 Purpose of the Study

This study aimed at assessing the extent to which guidance and counseling programme is being implemented in secondary schools in Sotik District of Bomet County, Kenya.

1.4 Significance of the Study

The results of this study may benefit school guidance and counselling departments as a source of reference in designing and implementing the program in their schools. The study may also be useful to the Ministry of Education and other stakeholders in the education sector to come with policies aimed at strengthening guidance and counselling departments in schools through provision of adequate resources and trained personnel. It may also be beneficial to head teachers in sensitizing them on the crucial role they should play in promoting and supporting guidance and counselling departments in their schools. Finally, the students will in the end reap the benefits of having adequately trained personnel with sufficient resources helping them in their overall growth and development. The study may too be helpful to other researchers as it points out other areas that need to be researched on. It also serve as a reference material for them.

2.0 Methodology

The study employed an *ex-post facto* causal comparative design. This design was appropriate because rather than creating the treatment, the researcher examined the effects of naturally occurring treatment after it had recurred and the treatment was included by selection rather than manipulation (Kathuri & Pals, 1993).

2.1 Instrumentation

To collect primary data, two questionnaires and an interview schedule were used. The questionnaires used both open and closed ended questionnaires. The first questionnaire was administered to the guidance and counselling teachers (GCTQ) to obtain information about the level of teacher training, time allocated for guidance services, resources available, school administrations support for the programme and challenges they face in implementing the programme. The second questionnaire was administered to students (SQ) to elicit information on whether their schools provide guidance and counselling services, the time allocated for each service, resources available and whether they were comfortable or not in seeking counselling services. The study also made use of an interview schedule for head teachers (HTIS) in soliciting for information on time allocated for guidance and counselling, the support the programme received from the school administration, the level of training of service producers and the availability of guidance and counselling resources.

2.1.1 Validity and Reliability of the Instruments

Both construct and face validity of the instruments was established Co-efficient alpha statistic was used to estimate the reliability coefficient. The cronbach's alpha coefficient of 0.7552 and 0.763 for Guidance and Counselling Teachers Questionnaire (GCTQ) and students Questionnaire (SQ) respectively were obtained and were considered appropriate for the study.

2.1.2 Administration of Instruments

The permit for the study was obtained from the Ministry of Education Science and Technology (MOEST). The County Director of Education Bomet and District Education Officer, Sotik were then contacted to allow the researcher proceed to the secondary schools in the District to collect data. The researcher then travelled to the seven sampled schools to administer the questionnaires and to carry out the interviews which were done using the interview schedule. The researcher concealed the identities of the respondents and schools which helped to make respondents respond freely to the questionnaires and interviews without fear.

2.1.3 Analysis of Data

Both descriptive and inferential statistics were used to analyze the data. Some of the data obtained was nominal and the chi-square test was used for analysis. The chi-square was performed at a significance level of 5%. Analysis was done using the statistical package for social sciences (SPSS) programme.

3.1 Findings of the Study

Data obtained from the questionnaires and interview schedules were systematically analyzed and presented as follows:

Research question One

Is the amount of time allocated for guidance and counselling sufficient for the effective implementation of the programme?

In answering this question, data was obtained from the different categories of the sample using interview schedules and questionnaires. The findings are presented in table 1 and 2.

Table 1: Number of lessons allocated to teacher counselors (n = 7)

Number of lessons	Frequency	%
16 – 20	11	4.3
21 – 25	0	0
26 – 30	5	71.4
Above 30	1	14.4
Total	7	100

Results from table 1 indicates the number of lessons allocated to the teacher counsellors. From the table, 14.3% of the respondents had between 16-20 lessons, while the majority (71.4%) handled between 26-30 lessons and 2 respondent (14.3%) had a teaching load of above 30 lessons.

Table 2: Adequacy of time allocated for Guidance and Counselling

Responses	Adequate	%	Inadequate	%	Total
Students	27	24.3	84	75.7	111
Counsellors	1	14.3	6	85.7	7
Head Teachers	1	14.3	6	85.7	7

From table 2, 24.3% of the students indicated that the time allocated for guidance and counselling was not adequate for its implementation. On the part of the teacher counsellors, 14.3% indicated that the time allocated for the programme was adequate whereas 85.7% felt that it was not adequate. Finally 14.3% of the head teachers said that time was adequate while an overwhelming 85.7% stated that the time allocated for guidance and counselling in their schools was inadequate for its proper implementation. The overall results indicate that 17% of the larger population agreed that time allocated for guidance and counselling is adequate whereas a bigger percentage (83%) were of the opinion that the time was inadequate. The results also revealed that majority of the teacher counselors (85.7%) had a heavy teaching load which made it impossible for them to have time for guidance and counselling duties. The results agree with previous studies that in most schools, guidance and counselling is perceived as an extra curricular activity. As a result it is neither provided for in the schools' time table nor given priority in the school budget. (Kilonzo, 1989; Mutie & Ndambuki, 1999; and MOE, 2000).

Research Question Two

Do secondary school teacher counsellors have the necessary training to implement guidance and counselling programme effectively?

In examining this question, data on the responses to the items on the mode and length of training, adequacy of training and courses undertaken by guidance counsellors were collected using teacher counsellors questionnaire and head teachers interview schedules. The findings are shown in table 3, 4 and 5.

Table 3: Mode and length of training of teacher counsellors

Mode of Training	Frequency	Percentage	length of Training	Frequency	per.
Seminar/ Workshop Part of Training Programme	3	42.9	A few days	3	42.9
	4	57.1	A few weeks	4	57.1
Total	7	100.0		7	100.0

The results from table 3 on mode and length of training indicate that 42.9% of the guidance counsellors received their training in guidance and counselling through seminars and workshops while 57.1% received their training as part of teacher training programme. On the length of training 14.3% said the training took a few days while 85.7% said the training lasted a few weeks.

Table 4: Adequacy of Training

Response	Frequency	Percentage
Strongly agree	0	0
Agree	0	0
Uncertain	0	0
Disagree	4	57.1
Strongly disagree	3	42.9
Total	7	100.0

Table 4 indicates respondents opinions on whether the training they had received was adequate or not. From the table it is evident that 4 respondents (57.1%) felt that the training was inadequate while 3 respondents (42.9%) considered the training grossly inadequate for them to be able to carry out their duties effectively as counsellors.

Table 5: Courses Taken by Guidance Counsellors

Course	Taken	Percentage	Not taken	Percentage
Administration of guidance and counselling	1	14.3	6	85.7
Group counselling	2	28.6	5	71.4
Theories of counselling	1	14.3	6	85.7
Techniques of counselling	3	42.9	4	57.1
Family & cultural issues in counselling	2	28.6	5	71.4
Psychometrics	0	0	7	100
Child psychology	5	71.4	2	28.6
Human growth & Development	5	71.4	2	28.6
Behavioural disorder and their management	1	14.3	6	85.7
Counselling exceptional children	2	28.6	5	71.4
Ethics in counselling	1	14.3	6	85.7

The results from table 10 show that a majority of guidance and counselling teachers have not taken core courses in guidance and counselling. The courses taken and their respective frequency percentages are: Administration of guidance and counselling (14.3%), group counselling (28.6%), Theories of counselling (14.3%), Techniques of counselling (42.9%), Family and cultural issues in counselling (28.6%), Psychometrics (0%), child psychology (71.4%), Human Growth and Development (71.4%), Behavioural Disorders and their management (28.6%), counselling exceptional children (28.6%) and Ethics in counselling (14.3%).

The overall results on teacher counsellors training in guidance and counselling indicate that although they have had some form of training in guidance and counselling, the training was inadequate. First, the mode of training was either through seminars or workshops or part of teacher training programme and this lasted for a maximum of a few weeks. This means that the time was not enough for the adequate training. Secondly, the teacher counsellors themselves have indicated that they felt that the training they underwent did not adequately equip them with the necessary guidance and counselling skills. Finally, majority of the counsellors have not taken core courses in guidance and counselling. These results tally with the report of the Commission of Inquiry into the educational system of Kenya (GOK, 1999) that the reason why guidance and counselling has failed in schools is lack of trained personnel to handle these services. These results also concur with Makinde (1984) who points out that lack of adequate training in guidance and counselling has hindered its development and hampered the success of the profession.

Research Question Three

Are there sufficient resources in secondary schools for the effective implementation of guidance and counselling programme?

In answering this question, data from students, teacher counsellors and Head Teachers obtained using questionnaire and interview schedules were analyzed and the findings are shown in table 6, 7 and 8.

Table 6: Availability of Resources for guidance and counselling

Resources	Available	%	Not available	%
Stationery	4	57.1	3	42.9
Counselling office	3	42.9	4	57.1
Reference materials	3	42.9	4	57.1
Radio, Television and video	2	28.6	5	71.4
Posters and pamphlets	5	71.4	2	28.6

Table 6 shows that the majority of counsellors have stationery (57.1%) and posters and pamphlets (71.4%). However, only a few of them have access to a counselling office (42.9%), reference materials (42.9%) and electronic devices such as television, radio or video (28.6%) for screening film strips.

Table 7: Adequacy of Resources for guidance and counselling

Responses	Students		Teacher Counsellors		Head teachers	
	Frequency	Percentage	Frequency	Percentage	Freq.	Perc.
Adequate	31	27.9	2	28.6	2	28.6
Inadequate	80	72.1	5	71.4	5	71.4
Total	111	100	7	100	7	100

Table 7 indicates students, teacher counsellors and head teachers' responses on whether they felt the resources provided for guidance and counselling were adequate or not. From the students' responses, 31 respondents (27.9%) felt the resources provided were adequate while 9 (72.1%) felt they were inadequate. On the part of teacher counsellors, while 28.6% felt that the resources were adequate, the majority (71.4%) were of the opinion that they were inadequate. A majority of head teachers (71.4%) considered the available resources inadequate while 2 respondents (28.6%) stated that they were adequate.

Table 8 : Challenges faced by Teacher Counsellor

Challenge	Frequency	Percentage
Inadequate Resources	5	71.4
Lack of administrative staff	6	85.7
Poor perception of guidance and Counselling by students	5	71.4
Inadequate Time	6	85.7
Inadequate Training	7	100.0

From table 8, it is evident that the biggest challenges teacher counsellors are facing are inadequacy of resources (71.4%) and training (100.0%). Other challenges cited included: lack of administrative staff (85.7%), poor perception of guidance and counselling by students (85.7%), and inadequate time for guidance and counselling (85.7%). These results agree with Makinde (1984) who pointed out that there are inadequate facilities in schools to enable provision of basic resources for guidance and counselling. This is further supported by Mutie and Ndambuki (1999) who state that Kenyan schools have few reference books for guidance and counselling and that most schools do not have sufficient funds to provide adequate resources for the guidance and counselling department. As a result, most head teachers avoid the responsibility of running the department. The report of the Task Force on student Discipline and unrest in secondary schools (GOK, 2001) revealed that lack of adequate resources is a hindrance to effective implementation of guidance and counselling programme.

Research Question 4

Do secondary school head teachers play a role in promoting and supporting guidance and counselling programme? In examining this question, head teachers' responses obtained using interview schedules were analyzed and the results are presented in table 9.

Table 9: Head Teachers' Role in Facilitating Guidance and Counselling Programme

Role	Yes	%	No	%	Total
Trained in guidance and counselling	2	28.6	5	71.4	7
Ensures adequate training of Teacher counsellors	1	14.3	6	85.7	7
Uses qualification as criteria for appointment of teacher counsellors	1	14.3	6	85.7	7
Encourages students to seek guidance and counselling services	2	28.6	5	71.4	7
Supports guidance and counselling Dept. financially	2	28.6	5	71.4	7
Sponsors teacher counsellors for seminars and					

workshops regularly	2	28.6	5	71.4	7
Provides adequate resources to the teacher counsellor	2	28.6	5	71.4	7
Allocates adequate time for guidance and counselling	1	14.3	6	85.7	7

Results from table 9 indicate that majority of head teachers (71.4%) did not have any training in guidance and counselling while only 28.6% said they had. On whether their teacher counsellor had adequate training in guidance and counselling to enable them carry out their duties effectively, only 1 respondent (14.2%) agreed that the teacher counsellor was adequately trained in guidance and counselling skills while 6 respondents (85.7%) were of the opinion that their teacher counsellors were not adequately trained to effectively handle guidance and counselling duties. On another category, 1 respondent (14.3%) said that he used qualification as criteria for appointing the teacher counsellor while 6 respondents (85.7%) indicated that they did not take qualification into consideration while appointing teacher counsellors. Besides, 5 respondents (71.4%) said that they did not encourage students to seek guidance and counselling services because they felt that it was not their duty to do so. Regarding their support to their guidance and counselling departments, only 28.6% agreed that they supported the department financially by allocating it funds in the schools budget while 5 respondents (71.4%) did not. Similarly, only 2 respondents (28.6%) responded that they regularly sponsored their teacher counsellors for seminars, workshops and conferences while 5 respondents (71.4%) did not. On the issues of resources, only 2 respondents (28.6%) said that they had provided adequate resources while 5 respondents 71.4% felt that the resources provided to the counsellors were inadequate. Asked if they felt that the time they had allocated for guidance and counselling in their schools was sufficient, 1 respondent (14.3%) felt the time was adequate but majority of the respondents (85.7%) felt it was inadequate.

These results in general reveal that majority of the head teachers (71.4%) do not play a role in facilitating the implementation and provision of guidance and counselling services in secondary schools. This has led to a situation where in most schools guidance and counselling is not implemented and in cases where it is implemented, the department is not functional. The results concur with Khaemba (2001) who recommended that for effective guidance and counselling to take place in an institution it must be supported by the administration both morally and materially. This was echoed by Rono (1989) who said that the teacher counsellors require a lot of support and understanding from the administration and the parents in order to carry out their duties. Unfortunately, according to Kilonzo (1989), the head teacher who himself is not conversant with the aims, goals and purpose of guidance and counselling does not make deliberate efforts in educating parents and students about the importance and role of guidance and counselling. Mutie and Ndambuki (1999) aver that as a result of insufficient funds, most head teachers view the guidance and counselling department as a luxurious department. With this attitude, most avoid running the department because to them, it is not top on the priority list. Some are of the view that time allocated for this programme should be utilized for teaching examinable subjects while others regard it as an after school activity to be offered only when students are free.

4.0 Summary of Research Findings

- i. Majority of the respondents (83%) pointed out that the time allocated for guidance and counselling in their schools was not adequate for the proper implementation of the programme. The reasons given to support this claim were that in most school the programme was not catered for in the school time table like the other examinable subjects and that the teachers' heavy teaching loads did not allow them to have sufficient time for guidance and counselling duties.
- ii. Majority of the teacher counsellors (70%) indicated that they had not undertaken core courses in guidance and counselling. Results from the mode and length of training show that 42% of respondents received their training through seminars and workshops and the training lasted a few days. The remaining 4 respondents (51.1%) got their training as part of teacher training programme. All the teacher counsellors (100%) felt that the training they had received was inadequate. Majority of the head teachers (85.7%) felt that their teacher counsellors were not adequately trained to fully implement the guidance and counselling programme.
- iii. Many of the student respondents (72.1%) felt that the resources provided to the teacher counsellors were inadequate. This was supported by majority of teacher counsellors (71.4%) and 5 head teachers (71.4%).

Asked to list the major challenges they face as teacher counsellors', a majority of the respondents (71.4%) cited lack of adequate resources as a major obstacle in the implementation of guidance and counselling programme.

- iv. Majority of the head teachers (71.4%) did not play a role in promoting the implementation and provision of guidance and counselling services in their schools.

Only a few of them (28.6%) supported the department by encouraging students to seek guidance and counselling, provided finances for guidance and counselling activities, sponsored their teacher counsellors for seminars and workshops and provided adequate resources.

5.0 Recommendations

In view of the fact that guidance and counselling programme play a significant role in enhancing secondary school students behaviour and if it is going to bear fruits and play the role for which it was intended, then it requires concerted efforts from all stakeholders in the education process. In the light of this, the researcher recommends the following:

- All schools should provide adequate resources vital for the provision of guidance and counselling.
- The Ministry of Education should consider reducing the teaching load for all teachers in charge of guidance and counselling to give them adequate time to carry out guidance and counselling duties.
- Guidance and counselling should be time-tabled like other examinable subjects. This will allow sufficient time for proper planning and for actual counselling services.
- The Ministry of education should establish an inspection unit for guidance and counselling services in schools from the headquarters to the school level.
- The Ministry of education should introduce mandatory in-service training in guidance and counselling for all teacher counsellors who do not have basic training in guidance and counselling.
- All school administrators and sponsors should be educated on the importance of guidance and counselling and be sensitized on their roles in supporting the implementation of the programme.
- The school guidance counsellor should mobilize other teachers to assist in creating awareness and advising students on the importance of seeking guidance and counselling services and counselling.

The researcher recommends further research in guidance and counselling and especially in the following aspects.

- Counselling needs of secondary school students.
- The role of parents in motivating students to seek guidance and counselling services.
- The role of guidance and counselling in enhancing discipline among secondary school students.
- Assessment of continuing education and training needs of teacher counsellors.
- The role of guidance and counselling in determining the career choices of secondary school students.

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