

AN ANALYSIS OF THE GUIDANCE AND COUNSELING
PROGRAM IN SELECTED KENYAN SECONDARY SCHOOLS

by

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ABSTRACT

Kenya, as a developing nation, is undergoing dynamic political, economic and social cultural transitions. The educational system is experiencing curricular, administrative and cultural change as well. The guidance and counseling program was recently introduced in the secondary schools as a component of the curriculum to respond to changing needs of the population.

The major purpose of this study was to describe the role and functions of the guidance and counseling program in selected Kenyan secondary schools. The study involved a survey of secondary school students, counselors and headteachers regarding their perception of aspects of the guidance and counseling program.

The sample for this study consisted of 520 secondary school students, 108 counselors and 108 headteachers randomly selected from secondary schools in eight districts in the Rift Valley and Western Provinces of Kenya.

Data were collected and analyzed by use of percentage

tabulation, cross tabulation, analysis of variance and factor analysis. The results of the study indicated that students, counselors and headteachers perceived selected roles and functions of guidance personnel and counseling programs, as presented by AACD (American Association for Counseling and Development) as being fulfilled, with the exception of career development role. Career guidance services were perceived as inadequately provided by the program. Awareness and utilization of the guidance program in the schools were found to be at a high level.

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CHAPTER 1

INTRODUCTION

The rapid and dynamic socioeconomic and technological development experienced in Kenya has resulted in drastic social-cultural changes that continue to have a profound impact on traditional life patterns in Kenyan society. Old social institutions and cultural practices have been considerably replaced by new ones, such as the school, church, political democracy and capitalistic consumerism, which form the new order of the modern society. At the time Kenya became independent, it inherited a christian-missionary and British-colonial system of education which posed many problems and challenges of quantity, quality, relevance, and utility in the new nation's educational structure and philosophy (Kinyanjui and Gakuru, 1987).

The Kenyan government realized, after gaining political independence, that the development of human resources fundamentally depended on the level and intensity of formal, non-formal and informal education and training. Over the last twenty seven years, several government appointed Education Commissions have reviewed major issues and problems in education and training to insure that the goals and objectives of education were consonant with the national philosophy, and contributed positively to all aspects of national development

(Development Plan, 1988-93).

In response to the emergence of a complex and sophisticated social-economic infrastructure, Kenya as a nation in transition has placed high priority and emphasis on the careful systematic planning and development of an effective education system. Education was recognized as an agent of social change and a means of enabling members of a society cope with the effects of rapid change. The enormous financial investment by the government and the individual families in the education and training of children attested to their perceived crucial role in the development of the individual and the nation. An estimated 30% percent of the annual national budget was allocated for educational financing. Kenyan education has continued to undergo tremendous expansion and evolution since the attainment of political independence, in order to accommodate and address new social and economic problems of national development and an increasing population, estimated as one of the world's highest in growth rate (Development Plan, 1988-1993; Kinyanjui, 1989; Weekly Review, 1991).

Social-cultural changes in society normally cause disruption to individual, group, and family life styles, thus, change may precipitate psychological adjustment problems. Traditional African societies have always had forms of guidance and counseling methods as ingredients of the

indigenous informal education system. Makinde (1973) noted that:

If education is a universal and cultural phenomenon, a process of enculturation and acculturation, a process of learning to live, then it existed in its authentic and traditional form for the African child long before schools were established in Africa by white explorers. It was an education that placed an emphasis on people rather than things. It was an education that prepared the young for social, economic, religious, and political responsibilities to their houses, clans, villages and communities as a whole. It was an also an education that inculcated in the young ones the cultural heritage of beliefs, emotional dispositions and appropriate behavior patterns for all occasions and toward all peoples. Through oral history, taught by his parents and elders, the African child knew all about the genealogies of his clan, the legends surrounding previous exploits of his ancestors and the mysteries of his religion (p.15).

The provision of guidance and counseling was effected by certain identified people of society to whom members could turn when necessary (Makinde, 1984). The African extended family structure provided a support system to relatives needing help. Disappearing traditional guidance and counseling services from indigenous helpers, and the change of the extended family system, have necessitated the introduction of alternative formal helping services.

Based on the recommendations of the Report of the National Committee on Educational Objectives and Policies, and the Report of the Presidential Party on Education in the Next Decade and Beyond (Gachathi, 1976 and Kamunge, 1988), the Kenyan Government has instituted a policy for implementation and development of the guidance and counseling program as an

important component of the curriculum of the education system. Guidance and Counseling services in the school function as a means of providing educational and vocational guidance to help youth develop decision making skills that will enhance their transition from the school into the world of work.

Kamunge (1988) reported that, secondary schools in Kenya have a crucial role in preparing youth to become productive members of society. The academic program of the new 8-4-4 education system (i.e, eight years of primary, four years of secondary and four years of university education), has changed the old curriculum structure, to such a level of diversity and sophistication, that required the inclusion and improvement of guidance and counseling services as a component of the school curriculum. Students in secondary schools potentially constitute a great reservoir of the country's human resources. These students must, therefore, be systematically and appropriately assisted and guided in choosing and pursuing relevant academic and vocational programs of study that are commensurate with their individual abilities and career aspirations. At present, Kenyan educators have realized that a viable program of guidance and counseling, similar to the European and American approach, needs to be fully implemented, at all levels of schools, as a matter of policy, to help deal with increasing psychological, social, educational, and vocational adjustment problems experienced by students.

The changing curriculum within the school system, and the economic and career opportunities outside the schools, also keep changing, as the country develops. This researcher considered the present as a crucial time to examine the guidance program in selected secondary schools, with a view to determining its role and functions, and how it could be improved to benefit Kenyan youth. The high cost of educating children, from nursery through secondary school could be a waste of national resources, if unavailability of appropriate educational guidance and erratic career orientation result in costing the country needed, but misplaced, manpower. This study was designed to attempt to find answers to some of these issues as raised above, specifically with regard to secondary school guidance and counseling program.

General Background

Okon (1983) has observed that youth in Africa today face problems that include lack of self-knowledge and understanding of their strengths and weaknesses, concerns about personal development, feeling of insecurity, lack of awareness of educational and career opportunities, inappropriate work values, drug abuse and poor interpersonal relationship skills. Secondary school students are developmentally and vocationally at a transition stage. An innovative and relevant school guidance and counseling program should be developed for all secondary schools and other institutions of learning (i.e.,

primary schools, and colleges), to address developmental needs of youth and facilitate their transition from school into the modern world of work (Kamunge, 1988).

In analyzing a similar situation facing Nigeria regarding lack of appropriate counseling services in that country's education system, Makinde (1973) noted that,

A great amount of energy and effort is expended by teachers and school administrators on resolving crisis situations or providing remedial services, instead of developing and executing an appropriate guidance and counseling program for wholesome child development. The present status quo is maintained by coercion, subjection, repression, compulsion, and corporal punishment. Confusion abounds among teachers, school administrators with regard to what learning models are consonant with, and conducive to maximum child education and development. Without the correct or relevant and viable instruments of guidance and counseling, building a new curriculum can not solve emotional, psychological and vocational that students and graduates are experiencing (p.3).

In Kenya, the Ministry of Education established a guidance and counseling unit, within the inspectorate section, for the administration and supervision of guidance and counseling program in secondary schools. Government mandated national education review reports have commented upon the urgent need for the expansion of the guidance program, particularly in the field of education (Ominde, 1964; Gachathi, 1976; Mckay, 1981; and Kamunge, 1988). The need for guidance and counseling exists in other aspects of society as well. Concerns, among others, are with HIV patients, substance abusers, criminal offenders, refugees, families under stress

or conflict, career and retirement related problems, and migrant workers moving from rural to urban centers (Balmer, 1989).

The social-cultural context of a society must be considered in the development of guidance and counseling programs. Sue (1978) explained that, the way an individual thinks, feels and acts in the decision making process, and the way life events and experiences are defined and perceived, are all a function of the individual's cultural background. No guidance and counseling practice in a country can be presumed scientific or meaningful if such practices are not based on the cultural value orientations of the society and its people.

Okon (1983) and Ipaye (1982) posit that, when establishing and developing a guidance and counseling program in Africa, it is important that the counseling modalities applied should integrate the beneficial aspects of the traditional African counseling approaches.

Statement of the Problem

Formal guidance and counseling services as known and practiced in western societies were introduced in Kenya in the early 1960's (Kilonzo, 1984). In 1962, the Ministry of Labour, in conjunction with the Ministry of Education, prepared career guidance materials to be used by career teachers in secondary schools for the vocational guidance of students. In 1965, the employment department in the Ministry

of Labour produced a career information guide to assist school guidance counselors provide better vocational guidance. By 1971, the Ministry of Education formalized a policy of implementing a guidance and counseling program in all Kenya's government maintained secondary schools. A special unit was set up to organize, administer and supervise the program under the school inspectorate section. The unit was charged with preparing guidance and counseling materials and the coordination of in-service workshops and seminars for teacher counsellors and school administrators (Kilonzo, 1984).

Tumuti (1985), noted that, an examination of the current functional status of the guidance and counseling program in Kenyans schools does not provide concrete evidence of substantial success in the achievement of the objectives and expectations of the program. Balmer, 1989; Kilonzo, 1984; Tumuti, 1985; and Kamunge, 1988, among others have alluded also to the view that, the major problem with the current guidance program in most of the schools was the lack of trained professional guidance counselors to plan, develop and organize viable guidance programs. Headteachers of secondary schools appoint one or two teacher(s) among the staff to coordinate guidance and counseling services for students. While the majority of the teachers appointed have had no formal training in counseling, some of them have attended in-service counseling workshops and seminars.

Kenyan secondary school counselors actually teach a full load in addition to counseling. They have inadequate facilities available, thus making it difficult for an effective implementation of a counseling program. It should, however, be noted that the counseling program in America experienced a similar situation in the early years of its development (Sherzter and Stone, 1981).

All indications seem to point to a possibility that, the concept and objectives of the guidance program would still be ambiguous to students, teachers, counselors and school administrators. It was, therefore, necessary to systematically study what aspects of the counseling program were being implemented, so that information or knowledge would be gained to determine whether the program was appropriate, relevant and effective.

Purpose of the Study

The purpose of this study was to describe the perceptions of students, counselors and headteachers about the role and functions of the guidance and counseling program in selected Kenyan secondary schools.

Research Questions

The research questions that were addressed in this study were:

1. What are the perceptions of students about the role and functions of the guidance and counseling program?

2. What are the perceptions of counselors about the role and functions of the guidance and counseling program?
3. What are the perceptions of headteachers about the role and functions of the guidance and counseling program?
4. What relationships exist between the perceptions of students about the role and functions of the guidance and counseling program and selected demographic characteristics? i.e. (1) gender, (2) type of school, and (3) location of school.
5. What relationships exist between the perceptions of counselors about the role and functions of the guidance and counseling program and selected demographic characteristics? i.e. (1) gender, (2) type of school, and (3) location of school.
6. What relationships exist between the perceptions of headteachers about the role and functions of the guidance and counseling program and selected demographic characteristics? i.e. (1) gender, (2) type of school, and (3) location of school.
7. Are there differences in the perceptions of students, counselors, and headteachers about the role and functions of the guidance program and selected demographic characteristics? i.e. (1) gender, (2) type of school, and (3) location of school.

8. What are the help seeking behaviors of students as perceived by students?
9. What are the perceptions of counselors and headteachers regarding the support accorded to the guidance and counseling program by administrators, teachers, parents and the community?
10. What are the beliefs of students, counselors and headteachers regarding the extent to which students seek help from traditional healers?
11. What are the views of counselors and headteachers regarding the suitability of western theories and methods of counseling for Kenyan students?
12. What are the relationships between the views of counselors and headteachers regarding the suitability of western theories and methods of counseling in respect to selected demographic characteristics? i.e. (1) gender, (2) location of school, (3) seminar attendance and (4) professional training.
13. What problems are experienced by secondary school students as perceived by students, counselors and headteachers?
14. What are the general views and comments of students, counselors and headteachers regarding guidance and counseling activities in their schools?

Significance of the Study

The Kenya government's policy decision to emphasize guidance and counseling as a crucial component of the modern secondary education curriculum was based on strong recommendations emanating from the national commissions set up to look into the national objectives of education (Ominde, 1965; Gachathi, 1976; McKay, 1981; Kamunge, 1988). A review of the literature on guidance and counseling in Kenya revealed that minimal research and writing have been done in this area (Eshiwani, 1981; Tumuti, 1984).

The role of guidance and counseling program in secondary schools has been underscored by the introduction of the new 8-4-4 system of education. The majority of Kenyan youth terminate their education after graduating from secondary schools (Gachathi, 1976; Kamunge, 1988; Development Plan, 1988-93). These students, more than others at any level of education, need to be equipped with decision making skills to facilitate their transition from school to the world of work.

This study was designed to assist education planners in reviewing the developmental progress of the guidance and counseling program in secondary schools, within the national educational objectives. It was hoped that findings regarding the performance of school counselors would be used to examine and review the training needs and deployment of appropriate resources and facilities for development and improvement of

the program.

Assumptions of the Study

This study was based on the following assumptions regarding the guidance and counseling program in secondary schools:

1. That secondary schools in Kenya were implementing the guidance and counseling program;
2. That the responses on the survey instrument by respondents would reflect the extent to which the objectives of the program were being implemented;
3. That the Form-4 students surveyed in the selected secondary schools would have been exposed to the guidance and counseling program; and
4. That school counselors, students, headteachers and education officers would cooperate and provide honest responses to questions asked about the program.

Limitations of the Study

The study concentrated on randomly selected public secondary schools in Western and Rift Valley provinces of Kenya. There are, in total, eight provinces in the country which reflect diversified geographical and cultural differences which could probably influence the approach, method and resources involved in implementing the guidance and counseling program in schools. The ideal situation would be to draw a national sample, whose findings could be generalized to

all secondary schools in the country. Due to the unavailability of time and funding, the researcher purposely drew a random sample of schools and subjects from eight districts in the two provinces for the purpose of this study. In view of these factors, the generalization and application of the study findings to other secondary schools of Kenya should, therefore, be done with caution.

Definition of Terms

Counseling: A process usually involving direct contact of students with a counselor, individually or in groups, to help the students better understand themselves, their positions in school and society, their attitude toward themselves and others, their particular behavioral characteristics as individuals, and the career opportunities or alternatives available to them (Tolbert,1980).

Group Counseling: Activity in which a small group of students work with a counselor toward understanding and solution of personal, social, vocational and educational problems. The focus is on group interaction, classroom discussion, which assist students in making choices related to educational and career planning and objectives.

Career Development: All activities and use of resources, such as advising, counseling, occupational information, interest and aptitude tests, films, classroom discussion and field visitation etc., which assist students in choosing,

preparing for and entering appropriate occupations (Shertzer and Stone, 1981).

School Counselor: A person whose principal task (usually through confidential interviews with individual counselees or a small group of counselees) is to help students make choices, which lead to solutions to their educational, vocational, social and personal problems (Ponniah, 1972).

Secondary School: Second level of education after eight years of primary schooling. Secondary school education lasts four years and is provided for a fee paid by students.

Rural Secondary Schools: Secondary schools located in the rural area of the country, out of municipal, urban or city boundary limits.

Public School: A school that receives financial support from the government (maintained or assisted out of public funds). Tuition fee is paid for education, but is relatively lower compared to other type of schools.

Private School: A commercial school that is owned and operated by a private organization, but approved and registered by the government. Tuition fee is paid, but is comparatively high compared to other type of schools.

Harambee/Assisted School: A school owned and operated by a local community, but approved, registered and partially assisted by the government. A low tuition fee is paid by students in Harambee schools.

Educational Guidance: All activities and use of resources, such as advising, counseling, informational material, tests, visitations, aptitude testing, and films, which assist students to make intelligent educational decisions and plans.

Expansion in Educational Provision: Used to refer to the curriculum and its contents. Any expansion in education provision indicates either an increase in program by introducing new ones that are intended to achieve desired goals or modification in the existing ones by using modern teaching technology.

Form: Refers to secondary school grade level. Form 1 to 4 would be equivalent to grades 9 to 12 in the United States educational system.

8-4-4 System of Education: The current new educational structure in Kenya with eight years of primary education, four years of secondary education and four years of university education. Primary and university education is free, while secondary education is provided at a fee.

District Education Officer: An educational administrator responsible to the provincial education officer for the district education program.

Headteacher(headmaster or headmistress): The teacher in a school in charge of administration of the school (the equivalent of a principal in an American school).

Inspectorate Section: The section in the Kenyan ministry of education charged with the supervision of national educational programs.

Province: An administrative region in Kenya comprised of a number of districts or counties. There are eight provinces in the country.

District: An administrative region in Kenya comprised of a number of divisions and locations. There are forty two such districts in the country.

Western approach to counseling: Refers to American and European models of guidance and counseling in schools. Western education refers to education within school walls (Makinde, 1973).

Traditional healers/helpers: Refers to herbalists or the people who possess informal skills and expertise in human disease treatment (physical and mental), usually through prescriptions of medicinal herbs.

CHAPTER 2

REVIEW OF LITERATURE

Guidance and Counseling Services: A Theoretical Perspective

This Chapter reviewed the literature on guidance and counseling services in the modern school. The historical development of guidance and counseling services will be discussed, the AACD presented guidance program examined, the role of guidance and counseling in the new 8-4-4 system of education analyzed, and the implication of applying western theories and methods of counseling in Africa are discussed.

History of Counseling in Kenya

In Kenya these services were initiated in the secondary schools in the early 1960's. A survey of the literature does not indicate evidence of substantive research done on the status of the development of the guidance and counseling movement in Kenya (Eshiwani, 1981; Tumuti, 1985). Makinde (1973) noted that, the Western concept of guidance and counseling had assumed a firm position in most African countries, but, nevertheless, a good educational system is one which has built-in guidance and counseling approaches derived from traditional cultural perspectives.

The profession of counseling has experienced tremendous growth, change, and increasing sophistication right from its inception. These changes are a reflection of sensitivity to

the needs and directions of society, whether they address, for instance, the developmental needs of secondary school students, the psychological adjustment of adults, or career problems of college students. Durojaiye (1972) noted that, every country invests in its youth because they are its future generation and potential source of manpower. A haphazard approach or failure to provide a formal guidance program in schools will result in a waste of investment in education and human resource development.

The needs for guidance and counseling usually increase in response to socioeconomic development and growing sophistication in the community, with more rural-urban migration, improved communications and mobility, and increased independence from a traditional way of life (Durojaiye, 1972). Each student in the school will need to be helped to strengthen his own abilities, to make wise choices and to confront life challenges encountered in society.

Historical Development of Guidance and Counseling in America

Hohenshil (1979) observed that, the rationale for the establishment of guidance services in American schools was due to the introduction of universal education for all children from various socioeconomic backgrounds. Many of the students in the schools were confused as to why they wanted education or what they expected from the experience. As the student population soared, their needs became widely diversified,

prompting educators to expand the education curriculum. As a consequence, teachers and administrators needed assistance to give individualized help to students.

Hohenshil (1979) articulated further that, the major objective of guidance and counseling was to provide comprehensive services to give an opportunity for youth to realize maximum development of their social, career and educational potential. Developing countries in general, and Kenya in particular, are in a situation as explained by Hohenshil, and I believe time is ripe for a firm institutionalization of the guidance and counseling movement in the education system.

Miles (1979) noted that the period 1910-12 witnessed the development of the guidance movement in the United States under the leadership of Brewer. Brewer (1942) observed that, the conditions that precipitated the guidance movement were, the division of labor, the growth of technology, the extension of vocational education, and the spread of democracy. The rise of the industrial revolution and the shift from an agrarian based lifestyle, and the influx of immigrants to the United States in the 1800's and early 1900's, necessitated the need to emphasize educational curriculum and goals that would prepare people for the world of work. Frank Parsons, considered to be the father of vocational guidance, advocated balancing academic work with industrial education and

encouraged education to prepare students for life and for useful work. Frank Parsons' book, "Choosing a Vocation" (1910), represented a keystone for vocational guidance and his influence was instrumental in establishing industrial education and vocational guidance in public schools in America.

Miles (1979) also noted that, "a number of Federal legislation (i.e., Smith Hughes Act of 1919, George-Reed Act of 1929, George-Deen Act of 1937, George-Bardon Act of 1946, and the National Defense Act of 1958), passed by the United States congress provided support for vocational education and guidance" (p.13). Miles further explained that, "the vocational Act of 1968 laid the foundation for career education" (p.13). Tolbert (1980) noted that, the guidance movement emerged as a natural consequence of the prevalent conditions in United States. The development of industrialization led to the division of labour; the need for specialization contributed to the rise in unemployment, and led to the massive changes in the pattern of life. Guidance evolved as a movement designed to help individuals resolve their difficulties and find personal happiness in their lives.

Super (1983) noted that, guidance started when industrialization and democratization opened up options to youth. The diversity of educational and occupational opportunities made choice real, at least to some degree, and

democratic ideals and practices called for the recognition and fostering of individual differences in interests and abilities. What had been achievable mainly by emigration became attainable through education.

Guidance and Counseling Services in Secondary Schools In America

Gysbers (1978) observed that, guidance today was at a crossroad. The choice is between the traditional role of guidance as career assistance or as a program that deals with the developmental concerns of individuals as well as their immediate and/or crisis oriented needs. Gysbers continued to explain that, guidance and counseling needed to be accorded equal status with the school academic program and be seen as having clearly identified areas of responsibility in the educational process.

Tolbert (1980) defined guidance and counseling as follows:

Developmental guidance is that component of the guidance effort which fosters planned intervention within educational and other human development services programs at all points in the human life cycle to vigorously facilitate the total development of the individual in all areas - personal, social, emotional, career, moral, ethical, cognitive, aesthetic and to promote the integration of the several components into an individual life cycle (p.8).

According to Crites (1980), Super postulated the view that, career counseling aims at, "assisting an individual to develop and accept an integrated and adequate picture of

himself and his role in the world of work, to test this concept against reality , and to convert it into reality, with satisfaction to himself and benefit to society" (p.138).

Gordon (1973), defined guidance as, "a complex of functions to facilitate the adjustment and development of pupils to some unspecified optimal level for each individual. Guidance may be defined as a continuous process of helping the individual to develop his maximum capacity in the direction most beneficial to himself and society" (p.6). Opoku (1975), defined guidance as:

a process of helping persons in increasing their capacity to make wise decisions, thus facilitating their movement toward a more satisfying life for themselves and the group to which they belong (p.108).

The nature and function of a guidance program depend on specific goals and needs of students and the immediate society. Gordon (1973), enumerates functions of guidance as follows:

1. Making available to students expanded alternatives for choice relative to their development.
2. Optimizing decision making in these expanded situations of choice based upon the examination of one's self, one's environment and the relations between these two.
3. Facilitating development toward the objectives specified by these choices (p.6).

Opoku (1973), observed that, the field of guidance should

emphasize the natural and directed development of youth through the study and manipulation of the environment in which the young people live, learn and grow. This model of guidance, called the ecological approach, does not only integrate the physical, psychological and sociocultural milieu, but also focuses upon evolutionary principles which stress the natural process of maturation and development in youngsters. Delworth and Hansen (1989), have cited Erikson's theory regarding psychosocial development that describes the developmental tasks which a person must resolve in order to realize maximum development. Erikson posits that,

these phases or stages are initiated by a convergence of biological and psychological changes within the person and environmental demands that represent a given culture's social norms and roles for a given age range (p. 122).

A guidance program should address the developmental needs of individuals, in order to enhance adjustment to the immediate environmental forces that impinge on the and could be a stumbling block to growth.

Hummel and Humes (1984) described the role of the secondary school counselor as being one that serves as:

a facilitator of self-development, and therefore should provide an individual counseling environment for all students to help them gain an understanding of themselves and find an identity (p.114).

The counselor works as one of the school educational team members by consulting with teachers, the administration,

parents and other significant members of the community, in an effort to improve the learning environment and foster a maximum personal, social, academic and vocational development of students (Hummel and Humes, 1984).

Secondary school students are in the stage of identity versus role confusion, according to Erikson's developmental stages. As young adults, the youth face identity issues that make them experiment with various roles and life styles, to discover their talents, leading to the experience of meaning in what they do and how they live. This is a crucial period for these developing group of people. A well planned guidance and counseling program should provide for this developmental need for youth, within the scope of their social cultural milieu.

The AACD Presented Guidance Program

This study addressed itself to the current status of the guidance program functioning in selected secondary schools in Kenya. Shaw (1977), contrasted "guidance programs" from "guidance services" as follows:

Service-centered guidance staffs tend to hold themselves ready to provide whatever services may be demanded by a student, parent, teachers, or administrator. The services approach tends to vitiate our efforts, to involve us in a variety of sub-professional or administrative responsibilities, and to put us on too many sides of too many fences. An attempt to exhibit behavior to be perceived as the "building good guys". The program idea, on the other hand, implies that the counseling staff, in conjunction with others, will define specific program objectives and then will actively seek

to attain these chosen objectives. A program defines a full work load for the counselor. Therefore, by implication counselors will not become involved in activities unrelated to the attainment of program goals (p. 340).

The American School Counselor Association (ASCA 1981), a division of the American Association for Counseling and Development, has taken a position that postulates the goal of guidance as being integral to the school program and should aim at fostering psychological growth of students, with counselors functioning as facilitators of development. Tennyson, Miller, Skovholt, and Williams (1989); Peer, 1985; Russo and Kassera (1989) have noted that, counselors must acquire specified competencies as regulated by the American School Counselor Association (ASCA 1981) and American Counselor Education and Supervision ACES (1976), in order for them to be certified and/or licensed as professional counselors.

The variables that constitute the basis of the stated research questions which this study set out to answer, were derived from a standard guidance and counseling program functions as recommended by the ASCA (1981) and ACES (1976) position papers as explained above (Barry, 1986).

ASCA Presented Guidance Program Components

The major categories of a secondary school guidance program recommended by The American School Counselor Association-ASCA (1981) are as follows (Tennyson, Miller,

Skovholt and Williams - 1989):

1. Counseling

Counseling in secondary school involves identifying the developmental needs or problems of students as individuals or in a group and provide guidance or assistance to facilitate their coping or adjusting to them. A school counselor will typically help students deal with problems ranging from interpersonal relationships, academic adjustment, family conflicts, drugs, sex education, educational and career goals and personal-self concept, to educational and life planning, among others.

2. Consultation

The counselor provides the principal, staff, faculty and parents with special services, (i.e. helping teachers and parents to understand the behavior of students and how to modify undesirable behavior in the classroom or at home, respectively.

3. Career Development

The counselor provides students an opportunity to explore career options and assists students in occupational choice to facilitate the transition from school to the world of work.

4. Evaluation and Assessment

Counselors administer psychological, educational and

career tests and interpret their results to students, as a means of helping them understand their personality, interests, values and abilities.

5. Guidance Program Development, Coordination and Management

Counselors have the responsibility of planning, scheduling and implementing sequential guidance/counseling activities consistent with developmental needs of students at various age or grade levels.

6. Administrative Support Services

Counselors assist with other general school administrative activities such as, record keeping, subject scheduling, community relations, student registration and orientation, and curriculum planning and evaluation.

Student Perceptions and Expectations of Counselor Functions

A number of studies have been done on perceptions and expectations of the role and function of counselors by students. Tolbert (1980) noted that, versatility with many counseling methods and techniques, particularly those that will reach large numbers of students, is necessary for contemporary counselors. The counselor must be knowledgeable about personality, learning process and helping techniques. The counselor should be able to select those methods that can best fit a particular situation. The counselor has a responsibility to evaluate what he/she has accomplished. If

procedures do not work, changes should be made. The counselor should be accountable to provide evidence of the impact and effectiveness of the counseling program.

Opoku (1975) did a study on the perception of Ghanaian students about counseling services. Students in the study indicated that they needed a special person whom they could go to for help with problems, especially when staying away from home at boarding schools.

In a study of the perceptions of guidance functions of students and their teachers, Russo and Kasser (1989) found that, both teachers and students seemed to rank the perceived importance of guidance goal areas in a highly similar way as follows:

1. Educational counseling
2. Personal and social counseling
3. Vocational - career development

In a study of the utilization of guidance services by high school students in planning their careers, Shapiro and Asher (1972) established the following findings:

- Pupils from higher income families were likelier to see counselors.
- Less than half pupils of both sexes discussed plans with a counselor.
- Girls planning to marry early are less likely to discuss plans with a counselor, even if academic achievement is

high.

- Counselors spend little time with students from backgrounds unlike their own i.e. those of low socioeconomic status, the non-collegebound, and those with difficulty in communication.

Leviton (1977) found in his study that, only about a fourth of the students in one school system would take problems of career indecision and poor work to the school counselor, while fewer than one in twenty would seek the counselor's help for personal problems. At the same time, pupils gave high importance rankings to guidance functions providing career and educational counseling.

In a study of pupils' attitudes toward, and willingness to use counseling services, and the question of accessibility, Klopfer (1977) found that high school students tend to view counseling positively. The study established that methods of presenting information did not have different effects, but sex, race, and grade level did relate to responsiveness, regardless of presentation method. Results indicated that counselors must know how they are perceived by pupils and should design orientation procedures for specific target groups.

Counselor Perceptions of Counselor Functions

Hutchinson, Barrick and Groves (1986) concluded from a study of counselor perception of their role in Indiana public

schools that, counselors believed their time should ideally be spent in student-related-traditional counseling activities than in administrative related activities which in actual practice they ranked second to personal counseling.

Tennyson, Miller, Skovholt and Williams (1989) investigated how counselors in differently structured schools view their functions. Differences were found to exist in relationship to expectations set forth in professional counseling guidelines. This finding concurred with what Hutchinson, Barrick and Groves (1986) found in a similar study which indicated that, the greatest discrepancy between perceived practice and professional guidelines was in the implementation of developmental guidance through small groups and the curriculum.

Peer (1985) conducted a national study of state guidance directors and concluded that, counselors need to develop written goals and plans as well as clarifying their program responsibilities, directions, and evaluations.

Miller (1988), found in a study on counselor functions in secondary schools that, counselors rated career assistance and educational planning factors higher than other combined factors.

Hansen (1978) noted that all secondary school counselors should acquire competency in career guidance and career education. Hoyt (1979) observed that career education concept

based on career development theory places all learning experience in the whole context of a way of life. Career education covers the life span from pre-school years and includes acquiring values and competencies and setting goals for both school and out of school experiences.

Engelhardt, Sulzer and Kruse (1971) explained how a counselor can work out a reinforcement schedule with a teacher to strengthen positive behavior of a disruptive student. The counselor as a consultant develops classroom behavioral modification activities and strategies for implementation by teachers to reinforce pupil progress.

A review of studies done on counselor functions in secondary schools as perceived by counselors themselves indicated a general discrepancy between what they viewed as their ideal functions and what they actually do. These studies reported a common finding indicating that, functions that are generally non-counseling in nature and are unwanted by teachers and administrators tend to be transferred to counselors and thus diluted the professionalism and uniqueness of the counseling role (Shaw, 1977).

Administrator Perceptions of Counselor Functions

Counselor perception by students, teachers, administrators, faculty, and community is an important aspect that affects his/her functional role in the school. Pinsky and Marks (1980) did a study on the importance, quality and

knowledge of provisions of guidance and counseling services. They found that students, administrators and faculty agreed on the importance of guidance services. The school administration and faculty rated the quality of services higher than did students.

Hart and Prince (1970) found that many high school principals and other administrators have similar expectations of school counsellors' responsibilities. However, the results revealed some disagreement between principals who had taken counseling courses or worked as counselors and those who has not. The latter felt that counselors should be involved in student discipline and be given duties not related to counseling.

Boller (1973) found discrepancies between the school counselor's roles and the principal's expectations. Most evidence points to the administrator's emphasis on counselor responsibilities to include clerical, disciplinary and other non-guidance functions. In a study by Stinzi and Hutcheson (1972), teachers surveyed indicated that they felt school counselors should support and help them with student discipline problems and scheduling.

Dent (1974) described a program in which teachers and counselors were members of a guidance team and worked closely together in handling problems relating to classroom guidance, career education and communication of secondary school

students.

Tumuti (1984) confirmed, in a study of guidance and counseling needs of primary school pupils in Kenya, that few schools had made an attempt to establish guidance and counseling programs. The study revealed that pupils had needs for psychological, educational, social, and vocational guidance and counseling.

Results of the preceding studies on guidance programs done out side of Kenya may not be generalized to schools in Kenya or elsewhere. However, while regional and local variations must be recognized and considered, the studies suggest themes that seem to have wide applicability.

**Cultural and Philosophical Bases of Guidance and Counseling
in the Kenyan (African) Context**

Guidance and counseling services are a distinctly American education innovation. Basic principles and presuppositions of these services are based on philosophical foundations that are largely products of western thought and educational philosophy (Makinde, 1975). The introduction of these services to an entirely different country with its own religious, cultural, and educational system must be undertaken with considerable care. These services need not be adopted in their entirety, but can be adapted to the African conditions (Esen, 1972). There is, therefore, a need to investigate and examine the philosophical framework of the guidance movement

as it exists in the American and African contexts, to find common ground applicable to African needs. The aims of the guidance program in an institution should be made consonant with the philosophical ideals of the Kenyan society, in the African cultural context.

Different countries guide and counsel their youth differently depending on the prevailing local, social and cultural traditions. If careers, for instance, are decided and prescribed by the state, by the family or by the institution of ones affiliation, career counseling could perhaps be counter-productive. In the first instance it is direction, not counseling; in the second it is social pressure; and in the third it is, socialization or conditioning of a more subtle and benign type (Super, 1983).

Currently, African educators and psychologists have focussed attention on the aims, scope and modalities of counseling relevant to the African situation. The question of guidance tools appropriate to our culture, particularly trained counselors, has been recognized as of great importance (Esen, 1972). The issue of a philosophy for the type of counseling processes envisaged for Africa needs close examination. Since the African child is the intended focus of that practice here, it becomes inevitable that a sound and relevant philosophy will be the one derived from African values and an interpretation of the African way of life

(Durojaiye, 1972). In spite of the questions about Western approaches to counseling, the controversy of the counseling program is viewed as being beneficial to students, in the long run.

Esen (1972) noted that, helping services exist and operate within a cultural context and draw goals and practices from that context. Guidance services are conceptualized and implemented in terms of cultural values, social realities and validated techniques of practice. This study attempted to determine the views of counselors and headteachers regarding the suitability of Western counseling approaches for counseling Kenyan students.

Counselor Training for Emerging Countries

Super (1983) proposed that it would be better and ideal to provide counselor training "in situ," with insights into the relevant culture, with methods appropriate to its mores and resources, and with appropriate institutions and students with whom to work. In developing countries like Kenya, this approach entails training of professional counselors according to the expectations of the educational system and the government or society that supports the guidance services program. A professional counselor, according to Hohenshil (1979), is one who is trained in the use of counseling theory and techniques to assist a client change behavior. Whereas Western approaches to counseling may be adopted and adapted

for application to the African context, more research is required in this area to determine what types of approaches would be relevant to the African social-cultural milieu (Balmer, 1989; Makinde, 1984; Okon, 1983; and Opoku, 1973).

In the Kenyan case, guidance counselors in institutions of learning are essentially trained teachers who take up counseling as an additional responsibility. The level of professionalism in providing counseling services and the actual types of program operating in the schools were examined in this study.

The New 8-4-4 System of Education and the Role of Guidance and Counseling Program

Education as an agent of social change was regarded as one of the most important influences on the quality of human life and society. In Kenya, there was a commitment to the provision of equal educational opportunities. Primary education was free and higher education was geared toward the production of skilled and high level human resources to meet the growing and changing demands of the economy (Kinyanjui and Gakuru, 1987).

The new 8-4-4 education system (i.e., eight years of primary education, four years of secondary education, and four years of university education) was introduced in 1985 and is a major structural reform of the country's system of education. It has incorporated the recommendations of several

presidential education review commissions over the past decade. Primary, secondary, college and university teaching and training programs have been greatly expanded and improved to meet the demands of the economy for technically and professionally qualified personnel (Kamunge, 1988).

Education Philosophy

According to the Development Plan (1989 - 1993) of the Kenya government, the development of human resources fundamentally depends on the level and intensity of formal, non-formal, and informal education and training. The guiding philosophy on education is that, in general, the education system should aim at producing individuals who are appropriately socialized and who possess the relevant knowledge, skills, attitudes and values that will enable them to participate positively in nation building. The education system should provide skills and appropriate technology for effective development of agriculture, livestock, forestry and minerals for both large and small scale industries and foster attitudes for self-employment in both the rural and urban areas.

The 8-4-4 education system aims at facilitating the transition from formal education to general and specialized training for the work environment. To achieve this, vocational and technical programs have been instituted at each level of formal education. These programs are designed to

provide graduates at each level with skills to confront realities in agriculture, small scale enterprises and various other forms of self-employment in the world of work. Given the economic trend and the numbers of graduates coming from institutions of learning and training, opportunities for rapid generation of jobs in the modern and non-agricultural sector will be critically limited. Hence, there is need to prepare students in secondary schools for this eventuality (Kamunge, 1988).

It is believed the new system of education will assist the school graduate at every cycle in locating gainful employment in the modern wage sector, small scale enterprises and other forms of self-employment. It should make the individual more easily trainable at higher levels of education and training. While training and learning, the students will be equipped with realistic attitudes and aspirations regarding employment (Development Plan, 1988-93).

Secondary Education and Human Resource Training

Following the rapid expansion of primary school enrollment and the increased demand for secondary level of education, tremendous expansion at this level of education has been witnessed. In view of the major re-orientation in education philosophy embodied in the 8-4-4 system, the traditional curricula requires major realignment to dovetail them with those for primary school, institutions of higher

learning and training institutions (Development Plan, 1989 - 1993).

Skilled human resource was one of the most critical inputs required in a modern economy. To hasten economic growth and to avoid critical shortages or surpluses of human resource, it is necessary to identify further its demands so as to design education and training systems that will produce the kind and level of human resource required by the national economy. Human resource planning should correspond to human resource development and this entails incorporating in the school training program elements of skills building, motivation, job satisfaction and career planning and development. The Kenya government has come to a realization that it is through a well planned education system and training that the nation will be able to meet the many challenges of socioeconomic development and industrialization and the utilization of modern technologies to enhance the quality of life in the society (Kinyanjui and Gakuru, 1987).

The Mckay Report (1981), in its recommendations on the establishment of the Second University in Kenya noted that, education in Kenya should be aimed at enabling the youth to play a more effective role in the life of the nation by imparting to them the necessary skills, knowledge values and attitudes. Modern higher education should make a break with the past traditional mode of formal education by emphasizing

the need to relate all the attributes of learning to the real problems of society.

Mckay further noted that the new education system in Kenya should give attention not only to existing training facilities, but also to whole new areas of employment opportunities that have developed in the past two decades. The benefit of this is twofold: firstly, it will ensure the effective man power development in these new areas of employment, and secondly, it will enable the youth to make better choices in selecting programs of study or training in preparation for their future careers. The production of an up to date human resource information and training needed for each occupation category would greatly help and enable guidance counselors in secondary schools to provide better career advice to students. Students would understand the occupational trends in the economy and based on this information they would prepare for their future careers more appropriately. Consequently, this would result into better deployment of human resource and an increase in productivity level. Mckay strongly recommended that programs of career guidance should be given greater priority and developed in a manner consistent with national needs.

According to the Report of the National Committee on Educational Objectives and Policies (1976), it was noted that one of the largest problems confronting the country was that

of unemployment. The number of unemployed school graduates continues to grow rapidly following the enormous expansion of the education system. Many school graduates come out of the school oriented to white collar jobs, and were poorly equipped vocationally to play an effective role in the social and economic development of the country. School graduates were entering the fierce competition for the relatively few opportunities in the modern urbanized sector of the economy and this resulted in the majority of them being frustrated.

The overall effect of all this, according to this report, was that an increasing proportion of the national human resources were being wasted. A large number of youth were migrating from rural to urban areas in search of job opportunities, thereby draining the rural areas of vital manpower and material resources necessary for development. The new 8-4-4 system of education was designed to change the curriculum to make it comprehensive and vocationally oriented. School graduates from the new curriculum would have acquired basic vocational skills to enable them to be at least self-reliant in the society. Education and training has been modified and diversified so as to cater to the majority of students who may terminate their education at any one level. Youth will need to be exposed to the realities of work while at school. The objective of vocational training is to orient students toward self-employment. The new secondary school

curriculum would expose students to educational materials and vocational experiences that would provide them with the skills and values related to the social and economic environment of the nation.

Recommendations of the National Committee on Educational Objectives and Policies For Guidance Program Development

The introduction and development of the guidance and counseling program in secondary schools of Kenya was strongly recommended by the National Committee on Educational Objectives and Policies (1976). The report noted that,

Guidance and counseling of students when properly done will probably play as important a role in enhancing the person's future adaptability as does academic teaching. Most of what could be called guidance and counseling today is confined strictly to careers guidance. Furthermore, it is dependent on voluntary effort by some teachers who feel motivated to do it (p.17).

The Committee was of the feeling that all teachers should be trained in guidance and counseling work and that they should be required to do it as one of the normal duties. The Committee recommended the following (p.18):

- All teacher trainees should take a compulsory course in guidance and counseling as part of their training;
- In service courses in guidance and counseling should be provided for practicing teachers;
- Teachers should participate in guidance and counseling as one of their normal duties;
- Adequate time should be provided for guidance and

counseling program;

- Integration of guidance and counseling with other topics such as careers, ethics, human relations, family life and sex education;
- Involvement of parents and other prominent members of the community in the guidance program.

According to Ominde report (1965) which recommended an overhaul of the education system of Kenya following the country's independence from British colonial rule, it was noted that,

The concept of secondary education in Kenya should be broadened to include practical training and to provide outlets into the production side of industry and agriculture. It must also be used as training of the power of judgement, logical thinking and the clear expression of ideas. It must be emphasized that our national education system must help to foster the psychological basis of nationhood. It is wisely recognized among educators that motivation is an important factor as an aptitude in determining educational success. Motivation can only be assessed by personal consultation with and observation of children. Any fully developed guidance service in schools makes use of both kinds of information for the purpose of ensuring that children are given courses of education and training best fitted to their needs. Despite some technical difficulties and without prejudice to the ultimate form of organization of guidance services in Kenya, a start can, and should be made with some parts of the guidance process. One important objective of guidance services is the provision of advice on careers and openings for employment. We believe that a vocational guidance service can only be successful if it attracts the fullest possible understanding and support of teachers at all levels of education (p.25).

Summary

In establishing a background to this study, a review of the salient social, economic, and educational evolutionary changes in Kenya has been presented in this chapter. The rationale for the development and improvement of a viable guidance and counseling program within the realm of Kenyan philosophy and goals of education has been postulated.

A case has been argued, based on suggestions made by Kenyan educators and other cited researchers, that the change to the new 8-4-4 system of education, and the increasing complexity and sophistication of the employment market, necessitate a systematic evaluation of the current secondary school guidance program, with a view to making it relevant to the local realities, available resources and the needs of students and society.

CHAPTER 3

METHOD

This chapter described the research method employed in this study. The population, sampling techniques, instrumentation, administration of instruments, and data analysis procedures are described. The study was conducted by the researcher in Kenya. Permission to proceed with the research was sought and obtained from the Office of the President of the Republic of Kenya, Ministry of Education and Ministry of Research and Technology.

Population

The targeted population for this study was the public secondary school students, counselors, and headteachers of Kenya. There were approximately 1,922 secondary schools in Kenya with an estimated total student enrollment of 790,000 (Kenya National Examination Council Census, 1986).

The Republic of Kenya has eight provinces and forty-two administrative districts. For the purpose of this study, two provinces were purposively selected, namely Rift Valley because of the large number of districts and its ethnic diversity; and Western because of its rural dimension. Eight districts were randomly selected from the sixteen districts in the two provinces (5 from Rift Valley, and 3 from Western).

There were 355 secondary schools in Rift Valley with a

total student population of 135,812. Western province had 256 secondary schools with a total student population of 81,104. The total population of schools in the two provinces was 611 or 30% of the national population, with student enrollment of 219,916 or 27% of the national population (Kenya National Examination Council, 1990). As shown in Table 1, a total number of 551 schools (which had form four classes), with an enrollment of 32,661 form four students, constituted the population from which a sample for the study was drawn.

Sample Selection

On the basis of time and resources available for this study, it was estimated that a sample of approximately 100 schools representative of the schools in the two chosen provinces, and approximately 500 students representative of these schools would be manageable. In order to achieve a powerful sample of schools, a proportionate sample of schools stratified by type of enrollment within district was selected. Note that because of the small number of districts in the western province (N=3), all of these districts were included in the sample of schools. A random selection of 8 districts from Rift Valley were also included in the sample.

Table 1

Rift Valley and Western Provinces Secondary School Population

Province	District	Boarding Schools			Day Schools			Day & Boarding			Total	Total Students
		B	G	M	B	G	M	B	G	M		
Rift Valley	Tranz-Nzoia	-	1	2	-	-	3	-	-	2	8	1473
	Nakuru	2	4	4	2	-	47	-	-	3	62	4241
	Nakuru (T)	-	-	-	3	-	9	-	-	1	13	1560
	Kericho	8	2	-	2	4	73	2	1	7	99	5888
	Nandi	1	4	1	2	2	32	-	-	5	47	2526
	Uasin Gishu	1	5	2	4	3	32	-	-	-	47	2429
	Busia	3	5	1	5	1	13	1	2	-	31	1814
Western	Bungoma	6	4	-	2	8	65	6	3	3	97	4766
	Kakamega	9	7	-	7	21	84	8	5	6	147	9064
	Total	30	32	10	27	39	358	17	11	27	551	32,661

Note: Nakuru (T) - Urban schools B - Boys schools G - Girls schools M - Mixed schools

Once the districts were selected, a sampling frame for each strata (number of schools within districts, and number of types of schools within district) was established to yield a proportionate sample of 108 schools. Within each school, a proportionate random selection of boys within boy schools and girls within girl schools, and boys and girls within mixed schools was carried out. This yielded a sample of 520 students successfully representing the student population of the chosen schools and districts. In addition, the sample accurately reflected the distribution of schools and students in rural and urban schools in the population.

The counselor and headteacher in each of the 108 schools in the sample were included to constitute the sample of these participants. It was assumed that the random procedure of school selection would apply to headteachers and counselors because these staff members were linked to the school and have no variability within schools (i.e., N=1 in each school). There are 64 male and 44 female counselors, 83 male headteachers and 25 female headteachers.

Table 2 summarized the sample of schools. Of the 108 schools and 520 students, 21 are boy schools (i.e., 100% male enrollment), 27 are girl schools (i.e., 100% female enrollment) and 60 are mixed schools. There are 98 students from girl schools, 87 students from Boy schools, and 335 students from mixed schools for a total of 256 males and 264

females in the sample. Three hundred and ninety-two students are from rural schools and 128 from urban schools. Tables 3, 4, and 5 provide sample distributions for students, counselors, and headteachers, respectively.

Table 2
Sampling Plan for Schools (N = 108 Schools)

Province	District	Boarding Schools			Day Schools			Total
		B	G	M	B	G	M	
Rift Valley	Tranz-Nzoia	1	-	1				2
	Nakuru	2	2	7				11
	Nakuru (T)*	-	-	8				8
	Kericho	3	5	8				16
	Nandi	3	2	5				10
	Uasin Gishu	2	-	7				9
Western	Busia	2	1	5				8
	Bungoma	5	4	7				16
	Kakamega	9	7	12				28
Total		27	21	60				108

* Note: Nakuru (T) = Nakuru Town (Urban Schools)

Table 3
Sampling Plan for Students (N = 108)

Province	District	School Type			Total
		Girls	Boys	Mixed	
Rift Valley	Tranz-Nzioa	4	2	18	24
	Nakuru	6	10	26	42
	Nakuru (T)	-	-	128	128
	Kericho	13	19	25	57
	Nandi	7	8	20	35
	Uasin Gishu	8	0	27	35
Western	Busia	8	4	19	31
	Bungoma	13	15	27	55
	Kakamega	39	26	48	113
Total		98	87	335	520

Table 4
Sampling Plan for Counselors (N = 108)

Province	District	Counselors		Total
		Male	Female	
Rift Valley	Tranz-Nzioa	1	1	2
	Nakuru	5	6	11
	Nakuru (T)	6	2	8
	Kericho	8	8	16
	Nandi	8	2	10
	Uasin Gishu	2	7	9
Western	Busia	5	3	8
	Bungoma	9	7	16
	Kakamega	20	8	28
Total		64	44	108

Table 5
Sampling Plan for Headteachers (N = 108)

Province	District	Headteachers		Total
		Male	Female	
Rift Valley	Tranz-Nzioa	3	1	4
	Nakuru	7	2	9
	Nakuru (T)	9	-	9
	Kericho	12	3	15
	Nandi	7	3	10
	Uasin Gishu	6	3	9
Western	Busia	6	1	7
	Bungoma	13	3	16
	Kakamega	20	9	29
Total		83	25	108

Instrumentation

Data for the study were collected by means of questionnaires developed by the researcher for each category of respondents in the study, i.e. students, counselors, and headteachers. The items of the questionnaire were derived from selected guidance program roles and functions as presented by AACD (American Association for Counseling and Development (see Appendix).

Student Questionnaire

The student questionnaire contained 48 items generally divided into four sections: (1) demographic characteristics; (2) help seeking behavior; (3) role and functions of the

guidance and counseling program; (4) general views related to counseling activities (see Appendix).

Section 1 - Demographic Characteristics: This section of the student questionnaire contained various demographic items as follows: Name of school; District of school; type of school; whether school is boarding or day; gender of student; age; home district; class position; location of school; religious background; father's level of education ; father's and mother's occupational status; family system; post high school plans; and planned college majors.

Section 2 - Help seeking behavior: In this section, items were designed to provide information about help seeking behaviors of students. Items sought to establish whether the school had a counselor; whether students knew the counselor's name; whether students had seen a counselor; and how often; who provided personal and social counseling at school; who provided information about choosing a career; who provided academic and educational guidance; and who provided information and advice about personal and social problems.

Section 3 - Role and Functions of the Guidance and Counseling Program: The twelve items in this section of the questionnaire were designed to elicit responses from students about how they perceived the role and functions of guidance and counseling activities. The items were in the form of statements to be rated on a 5 point Likert type scale as

follows: 1- Strongly Agree (SA); 2-Mildly Agree (MA); 3 Uncertain (UN); 4-Mildly Disagree (SD); 5-Strongly Disagree (SD).

The items represented four global domains or role areas of a guidance and counseling program as follows:(see student questionnaire in Appendix).

1. Personal and group counseling - items 1, 3, and 12
2. Consulting - items 6, 7, and 8
3. Career development - items 4, 5, 9, and 11
4. Administrative service - items 2 and 10

Section 4 - General views related to counseling activities: In this section open ended questions were designed to elicit the views of students on the following:

1. Would they refer a friend with personal, academic, or career problems to the school counselor?
2. What problems were their closest friends experiencing for which help would be required?
3. Indicate to what extent students with personal problems consult African traditional helpers?
4. Views about how students saw and felt about guidance and counseling activities in their schools.

Counselor Questionnaire

The counselor questionnaire was divided into five sections and had a total of forty one items as follows:

- (1) demographic characteristics;
- (2) utilization of program

and counselor appointment criteria; (3) role and functions of the guidance and counseling program; (4) support for the guidance and counseling program; (5) general views related to counseling activities.

Section 1 - Demographic characteristics: This section of the questionnaire contained items designed to provide information about the counselor's demographic characteristics i.e.: Name of school; District school was located; Boarding or day school; sex of counselor; age; professional status; years of teaching experience; subjects taught; years of counseling experience; whether the counselor was professionally trained; duration of training; whether the counselor had attended seminars and how many times; whether a guidance and counseling course was taken during the teacher training program.

Section 2 - Utilization of program and counselor appointment criteria: There were two items in this section designed to establish the views of counselors on (i) whether students were aware of and utilized the guidance and counseling program, (ii) the major criteria for appointment of a counselor from among the staff to offer counseling services to students.

Section 3 - Role and functions of the guidance and counseling program: Section 3 is similar to Section 3 of the student questionnaire described above.

Section 4 - Support for guidance and counseling program:

In section four of the counselor's questionnaire, items were designed to establish how counselors perceived the support given to the program by (i) administrators, (ii) teachers, (iii) parents and the community. Two other items under this section sought to establish (i) the teaching load of counselors compared to teachers and (ii) whether there was a career resource center in the school.

Section 5 - General views related to counseling activities: In this section, open ended questions were asked to elicit the opinions of counselors about the following:

1. The extent to which they believed students sought the advice of traditional helpers on personal and social problems.
2. Whether they believed western theories and methods of counseling are suitable for counseling Kenyan secondary school students.
3. What they perceived as the specific problems and counseling needs of secondary school students.
4. General comments about how they saw and felt about guidance and counseling activities in their schools.

Headteacher Questionnaire

The headteacher questionnaire was similar to the counselor questionnaire, with the exception two items in Section (I) of the latter that were omitted, which were

concerned with:

1. Professional counseling training
2. Years served as counselor

Piloting the Instrument

The instrument was piloted on a randomly selected group of forty form four students (twenty boys and twenty girls) at a secondary school in Rift Valley province. Five counselors and five headteachers were also randomly selected from schools in the same province. The schools and subjects selected for piloting were similar to the population of the sample. The purpose of piloting the instrument was to establish the clarity of meaning and comprehensibility of each item in the questionnaires, and also to determine the time needed to complete them. The results of the pilot study indicated that the questionnaires were clear and could be completed by the respondents in the present form, in approximately one hour. There was no revision done on the instrument.

Data Collection

Questionnaires were delivered to selected schools by the researcher in person. They were left with the headteachers with instructions on administration and completion procedures. An arrangement was made with the headteachers for the researcher to collect the questionnaires in person after approximately two to three weeks.

Informal personal interviews were held with ten randomly

selected headteachers, ten counselors and eight education officers in each district. The purpose of these interviews was to record the opinions of respondents regarding the role and functions of the guidance and counseling program, and how they generally felt about its organization and administration, both nationally and locally. The interviews were also intended to determine whether the questionnaire items picked up accurately the perceptions of respondents. The interviews were centered on the following questions: (1) What are your views regarding the implementation and overall impact of the guidance and counseling program in Kenyan secondary schools? (2) What are the problems affecting program implementation and development and what should be done to improve the overall effectiveness of guidance and counseling services in secondary schools.

The questionnaire response rate was 100 percent, due to the government's endorsement of the study and the apparent enthusiasm on the part of the headteachers, counselors and students to participate in the study.

Data Analysis

The data obtained from the study were organized, coded and analyzed with the aid of a computer. The Number Cruncher Statistical System (NCSS) developed by Jerry L. Hintze, 1989, was used for the analysis of data. It should be noted that missing data or non-responses were not included in the

statistical analysis, hence the total number of respondents may be less than the total number of respective samples for certain analyses of responses to items.

The research questions asked were analyzed as follows:

1. What are the perceptions of students about the role and functions of the guidance and counseling program? This question was analyzed using frequency and percentage tabulations.
2. What are the perceptions of counselors about the role and functions of the guidance and counseling program? This question was analyzed using frequency and percentage tabulations.
3. What are the perceptions of headteachers about the role and function of the guidance and counseling program? This question was analyzed using frequency and percentage tabulations.
4. What relationships exist between the perceptions of students about the role and functions of the guidance and counseling program and selected demographic characteristics? i.e. (1) gender, (2) type of school, and (3) location of school. This question was analyzed using means and standard deviations.
5. What relationships exist between the perceptions of counselors about the role and functions of guidance and counseling program and selected demographic

characteristics? i.e. (1) gender, (2) type of school, (3) location of school. This question was analyzed using means and standard deviations.

6. What relationships exist between the perceptions of headteachers about the role and functions of guidance and counseling program and selected demographic characteristics i.e. (1) sex, (2) type of school, and (3) location of school. This question was analyzed using means and standard deviations.
7. Are there differences in the perceptions of students, counselors, and headteachers about the role and functions of guidance and counseling program, as a consequence of selected demographic characteristics? i.e. (1) sex, (2) type of school, and (3) location of school. This question was analyzed using one way analysis of variance and factor analysis.
8. What are the help seeking behaviors of students as perceived by students? This question was analyzed using frequency and percentage tabulations, and cross-tabulation.
9. What are the perceptions of counselors and headteachers regarding the support accorded to the guidance and counseling program by administrators, teachers, parents, and the community? This research question was analyzed using frequency and percentage tabulations.

10. What are the beliefs of students, counselors and headteachers regarding the extent of students seeking help from traditional healers? This question was analyzed using frequency and percentage tabulations and cross-tabulation.
11. What are the views of counselors and headteachers regarding the suitability of western theories and methods of counseling for Kenyan students? This question was analyzed using frequency and percentage tabulations, and cross-tabulation.
12. What are the relationships between the views of counselors and headteachers about the western theories and methods of counseling and selected demographic characteristics? i.e. (1) sex, (2) location of school, (3) attendance of seminar, and (4) professional training. This question was analyzed using frequency and percentage tabulations and cross-tabulation.
13. What problems are experienced by secondary school students, as perceived by students, counselors, and headteachers? This research question was analyzed by frequency and percentage tabulations.
14. What are the general views and comments of students, counselors and headteachers regarding the guidance and counseling activities in their schools? This research question was analyzed using frequency and percentage

tabulations, and qualitative analysis.

Summary

This chapter presented the methods and procedures used to derive the sample for this study. The type of instruments that were used in data collection, and the methods and procedures employed for the analysis of data were described.

CHAPTER 4

PRESENTATION AND DISCUSSION OF FINDINGS

Presented in this chapter are the results of data analysis and their interpretation. The results are reported in three sections. The first section describes the demographic characteristics of respondents. The second section presented findings with respect to each research question. The third section provides a summary discussion of the chapter.

Demographic Data of the Sample

The sample for this study consisted of 520 students, 108 counselors and 108 headteachers. The distribution of students by gender, age, and family system is presented in Table 6. The student sample which comprised 256 (49%) males and 264 (51%) females, indicated fairly even gender representation. The secondary school student population has changed from a predominantly male enrollment to that of a more balanced enrollment for both genders, since the attainment of the country's independence (Development Plan, 1989).

The age of students ranged from 16 years to 20 years with an average age of 18 years. The majority of students numbering 205 (39.8%) were 18 years old. The second largest group were aged 17 years, and numbered 130 (25.2%), followed by 19 years old consisting of 105 students (20.4%). There were

more male students aged 18 years and above (37%) compared to females (29%). Male students on average tended to be older than girls in secondary schools. The age difference could perhaps be accounted for by the retention patterns for male students. Males tend to repeat classes in an effort to achieve higher education outcomes to be able to compete effectively in the job market.

Table 6

Distribution of Students by Gender, Age, and Family System

Category		Frequency	Percent
Gender	Male	256	49.2
	Female	264	50.8
	Total	520	100.0
Age	16	43	8.3
	17	130	25.2
	18	205	39.8
	19	105	20.4
	20+	5	0.1
	Total	520	100
Family System	Single Mother	391	75.9
	Two Mothers	119	23.1
	No Response	10	
	Total	520	100

Family System

Approximately 391 (75.9%) of the students sampled came

from monogamous families and 119 (23.1%) came from polygamous families. Results further indicated that of the existing polygamous families, 82% were found in the rural areas. The majority of student respondents 314 or 61% came from large families with more than 7 children, followed by 168 (32.7%) who came from families with between 4 to 6 children. Only 34 or 5.9% came from families with less than four children. This finding indicated that almost two thirds of students came from large families. The structure of the family impacts on the welfare of children. Almost a quarter of the student population were from polygamous families, and two-thirds came from large families. These family structures are likely to affect the social and academic adjustment of students at school, particularly the lower socioeconomic groups.

Distribution of Students by Type and Location of School

The distribution of students by type of school is presented in Table 7. An overwhelming majority of students 335 or 64.4% were enrolled in mixed or co-educational schools, 87 (18.8%) were in boys' schools, while 98 (16.7%) were in girls' schools. Of the total number, 274 (53%) were boarders while 243 (47%) were day scholars. When enrollment by location of school was analyzed, it was found that approximately three quarters of the students, 383 (74%) were from rural schools, compared to 134 (26%) from urban schools. Table 8 provides the distribution of schools by district.

Table 7

Distribution of Students by School Location, Boarding/Day and Type of School

Gender	<u>School Location</u>				<u>School Type</u>				<u>Boarding/Day</u>					
	Rural		Urban		Girls		Boys		Mixed		Boarding		Day	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Male	191	49.9	60	44.8	-	-	80	92.2	163	48.7	134	48.9	116	47.7
Female	189	49.3	74	55.2	88	89.8	-	-	171	51.1	136	49.6	127	52.3
No Response	1	.08	-	-	10	10.2	7	7.8	1	0.3	4	0.5	-	-
Total	383	100	134	100	98	100	87	100	335	100	274	100	243	100

Table 8
Distribution of Students by District (N = 520)

District	Schooltype						Boarding or Day							
	Girls		Boys		Mixed		Total		Boarding		Day		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Tranz-Nzoi	4	16.7	2	8.3	18	75	24	100	13	54.2	11	45.8	24	100
Nakuru	6	14.3	10	23.8	26	61.9	42	100	32	76.2	10	23.8	42	100
Nakuru (T)*	-	-	-	-	128	100	128	100	-	-	128	100	128	100
Kericho	13	22.8	19	33.3	25	43.9	57	100	44	77.2	13	22.8	57	100
Nandi	7	20.0	8	22.9	20	57.1	35	100	31	88.6	4	11.4	35	100
Uasin Gishu	8	22.9	-	-	27	77.1	35	100	13	37.1	22	60.0	35	100
Busia	8	25.8	4	12.9	19	61.3	31	100	22	71.0	9	29.0	31	100
Bungoma	13	23.6	15	27.3	27	49.1	55	100	40	72.7	15	27.3	55	100
Kakamega	39	34.5	26	23.0	48	42.5	113	100	79	70.5	33	29.5	112	100
Total	98	18.8	87	16.7	335	64.4	520	100	274	52.8	243	46.8	520	100

* Urban

Father's Education

Students were asked to identify one educational category that described their father's level of education. As shown in Table 9, approximately 176 (34.9%) of students' fathers had attained primary education. About 148 (29.4%) of the students reported that their fathers had attended a training college. Another 78 (15.4%) of fathers had attained secondary education and 57 or 11.3% had gone up to university. There were 45 (10%) fathers who had not attended school. This finding indicated that slightly over half of the fathers had a minimum of primary school education. Kenya's national literacy rate is approximately 80%. The educational level of parents tends to influence the degree of involvement with the child's school activities.

Father's and Mother's Employment

As indicated in Table 9, about 320 (63.7%) of the students reported that their fathers were employed, and close to a third (182 or 36%) indicated that their fathers were not employed. The majority of the unemployed fathers (43.4%) were from the rural area. Students numbering 328 (65.3%) indicated that their mothers were employed, compared to 170 (33.9%) of students who said their mothers were unemployed. Almost as many fathers as mothers of students were employed.

Table 9

Distribution of Fathers by Level of Education and Employment

	Rural		Urban		Total	
	N	%	N	%	N	%
<u>Education</u>						
Did not attend school	34	9.0	10	7.9	45	8.9
Primary school	144	38.3	31	24.4	176	34.9
Secondary school	54	14.4	24	18.9	78	15.4
Training college	102	27.1	46	36.2	148	29.3
University	41	10.9	16	12.6	57	11.3
No response	1	0.3			1	.2
Total	376	100	127	100	505	100
<u>Employment</u>						
Employed	213	56.6	107	84.9	320	63.7
Unemployed	163	43.4	19	15.1	182	36.3
Total	376	100	126	100	502	100

In Table 10, distributions of father's and mother's occupations by type or level are provided. There were 149 (28.7%) fathers in professional occupations compared to 101 (19.4%) mothers. In the occupational category of farming and business, there were 119 (22.9%) fathers compared to 163 (31.3%) mothers.

When the distributions of fathers' and mothers' occupations were analyzed by location, a larger percentage of mothers (81.2%) in the rural areas were represented in the professional occupational category, compared to fathers (72.5%). Slightly more fathers 104 (87.4%) were engaged in businesses and farming in the rural area, compared to mothers 122 (74.8%). There were slightly more fathers in the professional occupations category in the urban area (41 or 27.5%) compared to mothers 19 (18.8%), but more mothers engaged in business in the urban area (41 or 25.2%) than fathers who accounted for 15 or 12.6% (See Table 11).

The response of students indicate a high rate of unemployment for both fathers and mothers which compares closely to the national rate of unemployment. Lack of regular income has an impact on the economic and social welfare of families. Students from low socioeconomic family strata, find it difficult to pay tuition and therefore tend to dropout of school. They may even struggle through school with limited resources to support them.

Table 10
Father's and Mother's Occupations

Category	Fathers		Mother		Total	
	N	%	N	%	N	%
Professional	149	28.7	101	19.4	250	24
Skilled	72	13.7	26	5.0	98	9.4
Clerical	50	9.6	8	1.5	58	5.6
Farming & Business	119	22.9	163	31.3	282	27.1
No Response	130	25.0	222	42.5	352	33.9
Total	520	100	520	100	1040	100

Table 11

Father's and Mother's Occupations by Rural/Urban Location

Category	Fathers						Mothers											
	Rural			Urban			Total			Rural			Urban			Total		
	N	%		N	%		N	%		N	%		N	%		N	%	
Professional	108	72.5		41	27.5		149	100		82	81		19	18		101	100	
Skilled	47	65.8		25	34.2		72	100		15	57		11	42		26	100	
Clerical	38	76.0		12	24.0		50	100		3	37		5	62		8	100	
Farming & Business	104	87.4		15	12.6		119	100		122	74		41	25		163	100	
No Response	86	66.1		44	33.9		130	100		161	72		61	27		222	100	
Total	383			137			520			383			137			520		

Post High School Career Plans

In answer to the question regarding their post high school career aspirations (see Table 12), the majority of students (316 or 61.5%) indicated that they planned to proceed to the university after completing high school. About 150 (29%) indicated that they planned to go to a training college, while only 14 (5.6) of the male students and 13 (4.9%) of the female students said they intended to get a job after high school. About twice as many female students compared to male students planned to go to training college. It could be concluded, based on this finding, that fewer students seemed to plan on starting on a job after their secondary education, in spite of the limited college and university opportunities available each year. Approximately a quarter of form four graduates are absorbed in colleges and universities, while the majority must find jobs , for which they are normally unprepared. School guidance programs will need to address this issue as a matter of priority, as shall be recommended below.

Table 12

Post High School Plans of Students by Gender, School Type and School Location

Category	Gender						School Type						School Location			
	Male		Female		Girls		Boys		Mixed		Rural		Urban			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Get A Job	14	5.60	13	4.90	2	2.00	1	1.10	24	7.20	7	1.80	20	14.90		
Go to Training College	55	21.80	94	35.70	24	24.50	14	16.10	112	33.50	101	26.40	48	35.80		
Join University	168	66.70	148	56.30	68	69.40	68	78.20	183	54.80	255	66.80	62	46.30		
Work and Study Part Time	2	0.80	1	0.40	-	-	-	-	3	0.90	2	0.50	1	0.70		
On-the-Job Training	11	4.40	7	2.70	4	4.10	3	3.40	11	3.30	15	3.90	3	2.20		
No Response	1	0.40	-	-	-	-	1	1.10	1	0.30	2	0.30	-	-		
Total	252	100.00	263	100.00	98	100.00	87	100.00	334	100.00	382	100.00	134	100.00		

Student Intended College Major

As noted in Table 13, the largest group of male students numbering 65 (27.7%) indicated that they expected to major in engineering and technology. Only 8 female students (3.2%) preferred engineering and technology as a major. The largest group of female students numbering 52 (20.6%) indicated that they preferred education as their major compared to 29 (12.3%) male students. Some 43 (17.2%) female students indicated that they intended to study medicine, compared to 29 (12.3%) males for the same major. Thirty-one (18%) females out of the total, indicated they planned to have agriculture as a major compared to 31 (13.2%) of the males in this category. Slightly more male students indicated an interest in studying law (34 or 14.5%) compared to female students (30 or 11.9%). Approximately 18 (7.7%) of male students and 22 (8.7%) of female students indicated an interest in arts as a major. More female students (21 or 8.3%) than males (8 or 3.4%) indicated they planned to study physical science. More female students (19 or 7.5%) than males (6 or 2.6%) showed an interest in social science as a major. Veterinary science as a major attracted more male students 12 (5.1%) compared to female students 8 (3.2%).

When the data were analyzed by type of school, more male students from boys schools (22 or 25.9%) planned to major in engineering and technology than female students from girls

schools (7 or 7.3%). The same trend was reflected for law, which 15 (17.6%) of the males and 13 (13.5%) of the females chose as a major. Twice as many females (20 or 20.8%) than males (9 or 10.6%) indicated they planned to major in medicine. Nearly twice as many females (19 or 19.9%) as males (9 or 10.6%) chose education as a major. The largest group of students in the mixed school (55 or 17.7%) indicated education as their major followed by agriculture (49 or 15.8%) and engineering (44 or 14.2%).

Approximately 5% of students completing Form four class are absorbed by the public universities. As shown in Table 13, approximately two-thirds (65.8%) of students aspired to attend a university. This finding implies that more students aspired for college and university admission more than the available opportunities. On the other hand, fewer students (5.6% for males and 4.9% for females) planned on getting a job after completing high school. There is a need for the counselor to assist students in making appropriate educational and career decisions. Further, there is a need for the development of career assessment tools, designed specifically to assist students to understand their interest, ability and aptitude.

Table 13

Distribution of Students Planning to Attend College/University by Gender, School Type and School Location

College Major	Gender				School Type						School Location			
	Male		Female		Girls		Boys		Mixed		Rural		Urban	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Arts	18	7.7	22	8.7	10	10.4	4	4.7	26	8.4	28	7.5	12	10.6
Social Sciences	6	2.6	19	7.5	3	3.1	3	3.5	19	6.1	12	3.2	13	11.5
Physical Science	8	3.4	21	8.3	8	8.3	5	5.9	17	5.5	23	6.1	7	6.2
Engineering/ Technology	65	27.7	8	3.2	7	7.3	22	25.9	44	14.2	56	14.9	16	14.2
Agriculture	31	13.2	40	15.9	9	9.4	13	15.3	49	15.8	56	14.9	15	13.3
Veterinary Science	12	5.1	8	3.2	3	3.1	3	3.5	14	4.5	17	4.5	3	2.7
Law	34	14.5	30	11.9	13	13.5	15	17.6	37	11.9	49	13.1	15	13.3
Medicine	29	12.3	43	17.1	20	20.8	9	10.6	43	13.9	57	15.2	14	12.4
Education	29	12.3	52	20.6	19	19.9	9	10.6	55	17.7	70	18.7	13	11.5
Other	235	100	252	100	96	100	85	100	310	100	375	100	113	100
Total	252	100	263	100	98	100	87	100	334	100	382	100	134	100

Distribution of Counselors by Gender and District

The majority of counselors (64 or 59.3%) were male, while 44 (40.7%) were female. Of the total number of counselors, 100 (92.6%) were from rural secondary schools, while 8 (7.4%) were from urban secondary schools.

The majority of counselors (40 or 42.1%) were between 30 and 40 years of age, and 24 (25%) were between 40 and 50 years of age. Thirty one counselors fell in the age range of 20 to 30 years. This finding indicated that the majority of counselors appointed among the school staff were generally mature in age, considering the fact that young teachers who graduate from college and university are generally below thirty years of age. In the African context age is a factor as it relates to behavioral modelling. In personal interviews with headteachers and education officers, it became apparent that young teachers were not perceived to have the advantage of wisdom that comes from age. Hence, they were not recognized as ideal counselors for students.

Professional Status

When the professional qualifications of counselors were examined, the largest group of counselors numbering 47 or 46.1% were found to be university graduates with bachelors degrees. The second largest group of 35 counselors (34.3%) had teaching certificates from two year (diploma) colleges for secondary education. As shown in Table 14, about a half

of secondary school counselors surveyed were university graduates. Secondary education programs in colleges and universities offer introductory courses in guidance and counseling, educational psychology and child development. Hence, the counselors who are graduates of these education programs are at least knowledgeable about the basic developmental and counseling needs of students (Gachathi, 1976).

Counselors' Years of Teaching Experience

In response to the question regarding years of teaching experience, the majority of counselors (males and females combined) numbering 33 (31.1%) had between 6 - 10 years of teaching experience (see Table 18). The second largest group of 31 (29%) counselors had between 1-5 years of teaching experience, followed by 23 (21.7%) counselors with about 11 - 15 years of teaching experience. About 19 (21.4%) of the counselors had a teaching experience of between 16 and 20 years and over. This finding would indicate that two-thirds of the counselors appointed to counsel students had taught for at least five years. It would be presumed that, a longer period of teaching experience provides an opportunity for a prospective counselor to know and appreciate the developmental and learning problems experienced by secondary school students.

Table 14**Distribution of Counselors by Gender, Age, and Professional Status**

<u>Category</u>		Frequency	Percent
<u>Gender</u>	Male	64	59.3
	Female	44	40.7
	Total	108	100.0
<u>Age</u>	20-30	31	32.6
	31-40	40	42.1
	40+	24	25.3
	No Response	13	-
	Total	108	100.0
<u>Professional</u>	S1	8	7.8
	Diploma	35	34.3
	Approved Graduate	10	9.8
	Graduate (Bachelor Degree)	47	46.1
	Post Graduate (Masters)	2	2.0
	No Response	6	-
	Total	108	100.0

Counselors' Years of Counseling Experience

As indicated in Table 15, the majority of counselors in the sample numbering 75 (76%) had between 1 and 5 years of counseling experience. Another group of 21 counselors (21%) had between 6 and 10 years of counseling experience. This finding indicates that the majority of counselors had, on

average, less than six years of counseling experience. Approximately one-quarter of the counselors had over five years of counseling experience. Guidance programs in the majority of secondary schools were started less than ten years ago, and are still relatively innovative in their development.

Subjects Taught by Counselors

The majority of counselors, 36 males (56.2%) and 25 females (59.5%) indicated that they taught arts subjects. Forty-five counselors (42%) consisting of 28 (43%) males and 17 (40.5%) females indicated they taught science subjects. There was no indication from the study whether the subjects taught by a teacher had any influence on their being appointed as a counselor.

Table 15**Distribution of Counselors by Gender, Years of Teaching and Counseling Experience**

Categories		Male		Female		Total	
		N	%	N	%	N	%
Teaching Experience	1 - 5 years	18	28.6	13	31	31	29.2
	6 - 10 years	21	33.3	12	28.6	33	31.1
	11 - 15 years	14	22.2	8	19.0	23	21.7
	16 - 20 years	3	2.8	4	9.5	7	6.6
	20+ years	7	11.1	5	11.9	12	11.3
Total		63	100	42	100	105	100
Counseling Experience	1 - 5 years	45	75	30	77.3	75	75.7
	6 - 10 years	13	21.7	8	21.1	21	21.2
	11 - 15 years	-	-	1	2.6	1	1.0
	16 - 20 years	1	1.7	-	-	1	1.0
	20+ years	1	1.7	-	-	1	1.0
Total		60	100	39	100	99	100

Professional Training and Seminar Attendance

Counselors were asked to indicate whether they were professionally trained, and also whether they had participated in any professional seminars and workshops. Data are presented in Table 16 which shows that an overwhelming number of counselors (87 or 85.4%), both male and female, reported to have had no professional training in counseling. Only 15 (14.6%) out of 108 counselors indicated they were trained. Out of the total number of counselors, the majority (60 or

58%) reported that they had not attended any seminar. About 44 (42%) indicated they had attended at least one professional seminar.

When asked whether they took a guidance and counseling course during their teacher training program, the majority of counselors, both male and female (72 or 69%) indicated that they took the course. These findings regarding professional counselor training shows that the majority of secondary school counselors have minimal professional counseling skills. As explained earlier, counselors who graduated from education programs in colleges and universities have basic knowledge of guidance and child psychology. They require intensive in service training to acquire basic skills in guidance services. Results indicate that the majority of counselors have yet to attend a professional seminar or workshop.

The initial effort directed toward the organization and coordination of seminars and workshops for counselors seemingly diminished over the past decade. In the researcher's interviews with education administrators, in an attempt to determine the reason for the decline over the past decade, it became clear that an acute lack of funds from the government and the scarcity of personnel at the counseling unit, at the ministry of education, were major contributing factors. It would seem that for the majority of counselors, their sole knowledge and skills of counseling were derived in

the single introductory course in guidance taken at college.

Table 16

Distribution of Counselors by Professional Training

Categories		Male		Female		Total	
		N	%	N	%	N	%
Training	Trained	13	20.6	2	5.1	15	14.6
	Not Trained	50	79.4	37	94.9	87	85.4
	No Response	1		4		5	
Total		64	100	43	100	107	100
		N	%	N	%	N	%
Seminar	Attended Seminar	29	47.5	15	35.7	44	42.3
	Not Attended Seminar	32	52.5	28	64.3	60	57.7
	No Response	3		1		4	
Total		64	100	44	100	108	100
		N	%	N	%	N	%
Course	Took Guidance Course	45	73.8	27	61.9	72	69.2
	Did Not Take Guidance Course	16	26.2	16	38.1	32	30.8
	No Response	3	-	1	-	4	-
Total		64	100	44	100	108	100

Distribution of Headteachers by Gender, Age and District

The distribution of headteachers by gender, and age, and district is provided in Table 17. There were 83 (77%) male headteachers (headmasters), and 25 (23%) female headteachers (headmistresses) in the sample. Of the 108 headteachers, 9 (8.3%) were from urban schools, while 99 (91.7%) were from rural secondary schools. Thirty or 27.8% of the headteachers

were administering secondary schools for girls, 21 (19.4%) boys schools and, the majority (60 or 55.6%) were in mixed schools.

The largest group of headteachers (44 or 47.3%) fell in the age range of 30 to 40 years, followed by 40 headteachers who were in the age range of 40 to 50 years and above. There were 8 headteachers (8.6%) aged below 30 years.

Professional Status

As indicated in Table 17, the majority of headteachers (68 or 64.2%) were university graduates with bachelors degrees, while 6 (5.7%) of the headteachers had masters degrees. Approximately one-third of the headteachers were non-university graduates promoted to the status of approved graduate by virtue of their demonstrated teaching excellence. Headteachers with university training are generally well prepared to provide leadership and support to the guidance and counseling program. Thus, the more university graduates placed in the secondary schools, the greater the support for the program.

Headteachers' Teaching and Administrative Experience

In table 18, it can be noticed that approximately three-quarters of the headteachers or 72% had ten or more years of teaching experience. More headmistresses (74%), than headmasters (68%), seemed to have a longer period of teaching experience of ten years and over. About 8% of the

headteachers had less than 5 years of teaching experience. A longer period of teaching experience presupposes an understanding of student problems and thus allows an appreciation of the program as helpful to students in their academic, social, and personal development.

When the administrative experience of headteachers was examined, 46 or 52% reported that they had between 1 and 5 years of experience. About 23 or 28% of headteachers had between 5 and 10 years of administrative experience, while 20 or 22% had over 10 years of experience. The majority of headteachers had, on average, less than 6 years of school administrative experience.

Subjects Taught by Headteachers

As table 18 shows, male headteachers were almost split even 40 (49%) and 42 (51%) on the subjects taught. The case looks different for female headteachers, with 20 (80%) teaching arts subjects and 5 (20%) teaching science subjects. This discrepancy could perhaps be due to the fact that fewer females tend to pursue careers in science, compared to males.

Headteachers' Attendance of Guidance and Counseling Seminars

In response to the question about whether they had attended any seminars on guidance and counseling, slightly over half of the school administrators - 56 (53%) indicated they had attended a seminar. This finding indicates that more headteachers than counselors had participated in professional guidance and counseling seminars.

guidance and counseling seminars.

Table 17
Distribution of Headteachers by Gender, Age, and
Professional Status

Category	Frequency	Percent
Gender		
Male	83	76.9
Female	25	23.1
TOTAL	108	100.00
Age		
20-30 years	8	8.6
31-40 years	44	47.3
40+ years	40	43.0
No response	16	---
TOTAL	108	100.00
Professional Status		
SI	1	0.9
Diploma	9	8.5
Approved Graduate	22	20.8
Graduate (BA)	68	64.2
Post graduate (MA)	6	5.7
No response	2	---
TOTAL	108	100.00

Table 18
Distribution of Headteachers by Gender, Years of Teaching Experience and Subjects Taught (N = 108)

Categories	Male		Female		Total	
	N	%	N	%	N	%
Teaching Experience						
1-5 years	5	6.3	3	12.5	8	7.7
6 - 10 years	21	26.2	3	12.5	24	23.1
11 - 15 years	24	30	10	41.7	34	32.7
16 - 20 years	16	20.0	4	16.7	18	17.3
20+ years	3		1		4	
Total	83	100	25	100	108	100
Subjects Taught						
Science	40	48.8	50	20	45	42.1
Arts	42	51.2	20	80	62	57.1
No Response	1		-		1	
Total	83	100	25	100	108	100

Table 19 shows that the majority of headteachers, 74 (71%) took a guidance and counseling course during their teacher training program. One-third of the headteachers did not take this course.

It seems evident from the findings that training opportunities may not have been adequately provided to counselors. Headteachers seem to have had more opportunities to participate in professional seminars and workshops, compared to counselors.

Analysis of Research Questions

Research Question 1: What are the perceptions of students about the role and functions of the guidance and counseling program?

Students responded by rating each item in section 3 of their questionnaire on a 5 point Likert type scale as follows: A rating value of 1 indicated strong agreement with the statement (SA), 2 indicated a mild agreement (MA), 3 indicated uncertainty about the statement (UN), 4 indicated a mild disagreement (MD), and 5 indicated a strong disagreement with the statement (SD). The analysis involved summation and averaging of response scores for each item. A mean score of below 2.50 would indicate a general agreement with a statement, meaning that the guidance and counseling role and function was perceived favorably or positively. A mean score falling above 2.50 would indicate a general disagreement with

a statement, and therefore a negative perception of a guidance and counseling role.

Section 3 of the questionnaire contains items developed to elicit responses regarding the perceptions of respondents about the role and functions of the guidance and counseling program. These items were selected from the recommended role and function statement of the American Association for Counseling and Development (AACD). The items comprising the subscales represent statements about the role and functions of guidance and counseling activities as follows:

- (1) Individual and group counseling - items 1, 3, and 12
- (2) Consulting - items 6, 7, and 8
- (3) Career development - items 4, 5, 9 and 11
- (4) Administrative services - items 2 and 10

The majority of student responses on items 1, 3, 4, 5, 6, 7, 8, 9 and 10 showed a general agreement with the statements. There was general disagreement for items 2 and 11. Item 2 had a mean score rating of 3.28, with 268 (53%) of students generally disagreeing and 202 (39%) generally agreeing. Thirty-six students or 7.1% were uncertain. Item 11 had a mean score of 3.10, with 207 (41%) of the students generally disagreeing and 201 (40%) generally agreeing. There were 90 (18.1%) students who were uncertain.

Table 19

Distribution of Headteachers by Counseling Seminar and Course Attendance

Category	Male			Female			Total		
	N	%	N	N	%	N	N	%	
Seminar									
Attended Seminar	43	53.1	13	52	56	52.8			
Not Attended Seminar	38	46.9	12	48	50	47.2			
No Response	3	-	-		2				
Total	103	100	25	100	108	100			
Course									
Took Guidance Course	56	69.1	18	75	74	70.5			
Did Not Take Guidance Course	25	30.9	6	25	31	29.5			
No Response	2	-	1	-	3	-			
Total	83	100	25	100	108	100			

Overall, results indicated that students generally perceived the guidance and counseling program as fulfilling the role and functions represented by agreement with all the items in section 3, with the exception of the role of student discipline and job placement (see Table 20).

In secondary schools, student discipline problems are traditionally dealt with by punishment meted out by the teacher or headteacher. Serious violations of the school code are referred to the school board of governors, which recommends either suspension or expulsion for the offender if found guilty as charged. The introduction of counseling programs has somewhat modified the disciplining procedure. Students with discipline problems may be referred to the counselor for intervention and rehabilitation as an alternative to punishment. In this regard student discipline was not perceived as one of the roles of the counselor. Consistent with the AACD role statement, a counselor should not serve in the capacity of disciplinarian.

With regard to job placement, counselors usually assist students to fill out career forms with minimum assistance extended to help students understand their individual abilities, interests, and aptitude as a basis for career and educational choice. In addition, education and career assessment as done in American schools, are not yet widespread in Kenyan schools.

Table 20

Frequency, Percentage and Mean Scores of Group Perception About the Roles and

Functions of the Guidance and Counseling Program

#	Items	Respondents		Strongly Agree		Mildly Agree		Uncertain		Mildly Disagree		Strongly Disagree		N.R.	N	Total Mean	S.D.
		N	%	N	%	N	%	N	%	N	%						
1.	The school counselor assists students in dealing with Personal problems	305	59.8	147	28.8	37	7.3	9	1.8	12	2.4	10	10	510	1.58	0.882	
		86	79.6	19	17.6	1	0.9	1	0.9	1	0.9	0	0	108	1.25	0.617	
		75	70.1	31	29.0	0	0.0	1	0.9	0	0.0	1	1	107	1.31	0.524	
2.	The school counselor deals with student discipline cases by punishing the students referred to him/her	111	21.9	91	18.0	36	7.1	81	16.0	187	37.0	14	14	506	3.28	1.619	
		4	3.8	10	9.5	1	1.0	9	8.6	81	77.1	3	3	105	4.45	1.143	
		3	2.8	6	5.6	0	0.0	15	13.9	84	77.8	0	0	108	4.58	0.958	
3.	The school counselor listens to students' problems and provides assistance on individual basis	346	68.8	90	17.9	31	6.2	10	2.0	26	5.2	17	17	503	1.56	1.053	
		92	87.6	9	8.6	0	0.0	1	1.0	3	2.9	3	3	105	1.22	1.762	
		94	87.0	14	13.0	0	0.0	0	0.0	0	0.0	0	0	108	1.12	0.337	
4.	The school counselor assists students to explore educational and career information in order to make appropriate educational and career choices	314	62.7	114	22.8	29	58.0	15	3.0	29	5.8	19	19	501	1.66	1.102	
		85	78.7	18	16.7	1	0.9	3	2.8	1	0.8	0	0	108	1.30	0.716	
		76	71.7	27	25.5	2	1.9	1	0.9	0	0.0	2	2	106	1.32	0.561	
5.	The school counselor advises students on how to study, prepare for examinations and choose subjects	303	61.2	113	22.8	28	5.7	16	3.2	35	7.1	25	25	495	1.72	1.165	
		83	78.3	18	17.0	2	2.0	2	1.9	1	0.9	2	2	106	1.30	0.692	
		69	65.1	30	28.3	3	2.8	3	2.8	1	0.9	2	2	106	1.46	0.770	

Table 20 Continued

6. The school counselor arranges for speakers from outside the school to come and talk to students about opportunities	Students	221	44.2	99	19.8	54	10.8	29	5.8	97	19.2	20	500	2.36	1.553
	Counselors	74	70.5	20	19.0	4	3.8	4	3.8	3	2.9	3	105	1.49	0.951
	Headteachers	60	56.6	28	26.4	5	4.7	8	7.5	5	4.7	2	106	1.77	1.140
7. The school counselor works with parents to resolve student problems	Students	267	53.3	99	19.8	59	9.8	31	6.2	55	11.0	19	501	2.01	1.367
	Counselors	81	75.7	15	14.0	4	3.7	2	1.9	5	4.7	1	107	1.45	1.002
	Headteachers	56	52.3	37	34.6	3	2.8	7	6.5	4	3.7	1	107	1.74	1.046
8. The school counselor consults with teachers and the headteachers regarding students' academic and behavioral problems	Students	337	67.1	69	13.7	45	9.0	14	2.8	37	7.4	18	502	1.69	1.202
	Counselors	96	89.7	8	7.5	2	1.9	0	0.0	1	0.9	1	107	1.14	0.528
	Headteachers	90	83.3	14	13.0	2	1.9	1	0.9	1	0.9	0	108	1.23	0.620
9. The school counselor gives psychological and career tests to help students their personality, interests, values and abilities	Students	193	38.5	108	21.6	77	15.4	32	6.4	91	18.2	19	501	2.44	1.496
	Counselors	36	34.0	22	20.8	27	25.5	7	6.6	14	13.2	2	106	2.44	1.366
	Headteachers	38	35.8	24	22.6	13	12.3	8	7.5	23	21.7	2	106	2.56	1.561
10. The school counselor maintains cumulative academic and personal records of students for counseling and referral purposes	Students	335	68.2	69	14.1	42	8.6	16	3.3	29	5.9	29	491	1.64	1.143
	Counselors	75	69.4	19	17.6	7	6.5	2	1.9	5	4.6	0	108	1.54	1.026
	Headteachers	79	74.5	18	17.0	3	2.8	3	2.8	3	2.8	2	106	1.42	0.904
11. The school counselor assists students in job placement	Students	115	23.1	86	17.3	90	18.1	45	9.0	162	32.5	22	498	3.10	1.575
	Counselors	30	28.0	26	24.3	18	16.8	10	9.3	23	21.5	1	107	2.71	1.503
	Headteachers	25	24.5	25	24.5	13	12.7	17	16.7	22	21.6	6	102	2.86	1.502

Table 20 Continued

12. The school counselor offers guidance activities	Students	288	57.0	110	21.8	29	5.7	25	5.0	53	10.5	15	505	1.90	1.328
	Counselors	80	74.8	19	17.8	4	3.7	3	2.8	1	0.9	1	107	1.37	0.771
	Headteachers	81	75.0	20	18.5	3	2.8	2	1.9	2	1.9	0	108	1.37	0.792
N.R. = No response															

Research Question 2: What are the perceptions of counselors about the role and functions of guidance and counseling program?

Counselors' responses to the items in section 3 of their questionnaire were analyzed using the same procedure as explained above in the analysis of research question (1) for students. As shown in Table 20, the overwhelming majority of counselors rated items 1, 3, 4, 5, 6, 7, 8, 9 and 10 favorably. These items received a mean rating of below 2.50. Items 2 and 11 were rated unfavorably. Item 2 had a mean score rating of 4.45 and item 11 had a mean score of 2.71. It would seem from this finding that close to 90% of counselors generally disagreed with item 2, with only 14 (13.3%) generally agreeing. Only 1 counselor (1.0%) was uncertain. Item 11 was rated with general disagreement by 33 (30.6%), while 56 (51.3%) of counselors were in agreement. Eighteen counselors (17.0%) were uncertain.

These findings indicated that, overall, counselors perceive the role and functions of the guidance and counseling program, as described by the item statements in section 3 of the questionnaire, as being fulfilled, with the exception of student discipline and job placement.

Research Question 3: What are the perceptions of headteachers about the role and functions of the guidance and counseling program?

Headteachers' responses to the items in section 3 of the questionnaire were analyzed in the same way as explained in research question 1 and 2 above. As indicated in Table 20, the majority of headteachers generally rated items 1, 3, 4, 5, 6, 7, 8 and 10 with strong agreement. Items 2, 9, and 11 were rated unfavorably. The average mean scores for the items rated favorably fell well below point of 2.50, indicating that headteachers perceived the role and functions described by these items as being fulfilled. Items 2, 9 and 10 whose average mean scores fell above 2.50, indicated that headteachers did not view the statements as representing the specified roles and functions of the program as being fulfilled.

Group Perceptions of Program Role Areas

Group responses to the collapsed variables (i.e. counseling, consulting, career development, and administration) were analyzed and compared. The calculated means and standard deviations of each group responses are presented in Table 21. The mean scores for individual group responses to each program role area statements ranged from 3.0 to 15.0. A mean score falling below 7.0 indicated a favorable response to a program role statement, while a mean score falling above 7.0 indicated a non-favorable response to a program role statement.

Table 21

Group Perception of Program Role Areas

Variables	Students N=520		Counselors N=108		Headteachers N=108	
	Mean	SD	Mean	SD	Mean	SD
Counseling	5.02	2.43	3.88	1.71	3.82	1.15
Consulting	6.05	2.96	4.07	1.91	4.77	1.94
Career Development	8.88	3.58	7.75	2.99	8.22	3.34
Administrative	4.92	2.06	5.98	1.49	6.01	1.31

Perceptions of Counseling Role

As table 21 indicates, the mean score for student responses to the counseling role combined statements was 5.02. This would indicate a general agreement with the statements about the counseling role as stated in the questionnaire. The counselors' and headteachers' mean scores were similar at 3.8 which indicated a more favorable perception of the role of counseling, compared to students.

Perceptions of Consulting Role

A comparison of the mean scores of students, counselors and headteachers shows that, whereas all of the groups were in general agreement with the statements about the consulting role, students tended to show a mild agreement (mean score 6.05) compared to counselors and teachers (mean score 4.07 and 4.77), respectively.

Perceptions of Career Development Role

As indicated in Table 21, each group's responses showed a higher than average mean score for this role category, which revealed a general disagreement with the statements about the role and functions of career development role in the guidance and counselor program. A further examination of results indicates that both headteachers and students mean scores of (8.88 and 8.22) respectively tended to be closer to each other, compared to the counselors mean score (7.75). disagree strongly with the statements on career development, compared

with the counselors.

Administrative Role

As table 21 shows, all the respondents' mean scores fell below the cut off point, showing general agreement with the statements about the administrative role and function of the program. However, students seemed to be more strongly in agreement, compared with counselors and headteachers. This difference in perception could be attributable to the tendency of students to view counselors ,somewhat, as part of the administrative staff of the school.

Research Question 4: What relationships exist between the perceptions of students about the role and functions of the guidance and counseling program and selected demographic characteristics? i.e. (1) gender, (2) location of school, and (3) type of school.

Student Perceptions of Program Area Roles by Gender

An analysis was performed to determine whether student group responses to the statements about program role areas differed significantly as a consequence of their gender orientation. As shown in Table 22 the mean scores for counseling role for male and female students were much closer together indicating a general consensus. A similar pattern of general consensus between female and male students was manifested in all the mean scores for consulting, career development and administrative roles of the program. The

gender of students did not appear to differentiate between their perceptions of the four guidance program role areas. Both male and female perceived that the counseling, consulting and administrative roles, with the exception of career development, were positively associated with the guidance and counseling program. The mean scores for responses to the statements about the career development role indicated that, both male and female students did not perceive it as a functional aspect of the program, or simply that it was not being carried out in the program.

Student Perceptions of Program Role Areas by Location of School

In Table 23 a distribution of mean scores and standard deviations of student responses to the statements describing the four categories of the role and functions of guidance and counseling program is provided. Mean scores for the counseling role area subscale seem closer to each other. Counseling as a role was rated favorably and similarly by students across all districts. Counseling was perceived as a role performed along with other program role areas.

Consulting activities were generally rated in a similar manner by students in all of the districts, with the exception of district (2) whose mean score fell above the average mean score for the subscale. Students in district 2 tended to disagree with the view that consulting activities were

performed in the program. It can be noticed, however, that students in the majority of the districts expressed agreement with this role. This result could be interpreted to mean that students in district (2) did not perceive counselors as engaging in consultation with teachers, parents, administrators and significant others when helping students resolve their problems.

The career development role received a negative rating by students across all the districts. The mean scores for this category fell above the average mean score for the subscale. Students seemed to perceive career development activities as not being offered by the program. As explained earlier, counselors do not seem to assist students in career decision making and choice, not to mention job placement. Students did not, therefore, perceive career development role as functional in the program.

The administrative role was positively rated by students across all districts. There seemed to be a general agreement with the view that the stated administrative activities of the program were carried out in all of the districts. Students perceived counselors as performing administrative activities.

Student Perceptions of Program Role Areas by Type of School

An analysis of student responses to the statements about counseling role activities reveals that there was a general consensus among students from the girls, boys and mixed

secondary schools (see Table 24). However, students in girls and mixed schools had mean scores closer together (5.23 and 5.04) consecutively, compared to the mean score (4.68) for students in boys schools. This implies that students in boy schools tended to perceive the counseling role more favorably than students from other schools.

Counselor Perceptions of Program Role Areas by Gender

When the responses of counselors were analyzed, results revealed that, overall, both male and female counselors' mean scores for all four program role areas were consistently close to each other (see Table 22). This indicates a general consensus in the counselors' perceptions about the counseling, consulting, career development and administrative roles of the guidance program. Both male and female counselors tended to agree with the statements about all the program role areas, with the exception of the career development role area. Mean scores for both male and female counselors fell above the average mean score for this particular subscale. Career development was not perceived as a functional activity in the program, probably for the same reason as outlined earlier.

Table 22
Means and SDs of Group Perception of Program Role Areas by Gender

Gender	Counseling		Consulting		Career Development		Administrative	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Students								
Males	5.0570	2.4550	6.0160	3.0180	8.6940	3.6370	5.0510	2.0810
Females	4.9800	2.4450	6.0960	2.9220	9.0720	3.5240	4.8000	2.0410
Counselors								
Males	3.7740	1.6130	3.6930	1.3620	7.3700	2.7290	5.8520	1.3010
Females	4.0730	1.8890	4.6750	2.4630	8.3900	3.3000	6.1620	1.7580
Headteachers								
Males	3.9140	1.2390	4.6340	1.8880	7.8660	3.3170	6.0860	1.4070
Females	3.5200	0.7700	5.2600	2.1150	9.3330	3.2650	5.7600	0.9250

Table 23**Means and SDs of Group Perception of Program Role Areas by****District**

District	Counseling		Consulting		Career Develo		Administrativ	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Students								
1	5.434	2.841	5.791	3.078	8.142	2.495	5.478	2.233
2	5.341	2.516	7.268	3.331	9.794	3.488	5.871	1.921
3	5.741	2.772	6.179	3.279	9.364	4.043	4.905	2.142
4	4.553	1.548	6.125	2.248	9.714	3.160	5.296	2.159
5	3.906	1.422	4.806	2.315	7.718	3.245	4.375	1.736
6	5.428	2.810	6.575	3.231	9.852	3.734	5.028	2.281
7	3.793	1.423	5.000	2.336	8.035	3.929	4.517	1.844
8	4.905	2.611	6.622	3.277	7.882	2.888	4.611	1.686
9	4.849	2.275	5.666	2.615	8.500	3.534	4.673	2.078
Counselors								
1	3.500	0.707	3.000	0.000	6.500	3.535	6.000	0.000
2	4.600	3.405	4.900	2.078	9.727	2.901	6.700	1.567
3	4.000	1.603	4.250	1.669	8.875	2.474	6.000	1.927
4	4.125	1.784	5.200	3.121	8.250	2.816	6.133	1.684
5	3.111	0.333	3.500	1.269	7.400	3.864	5.800	0.788
6	3.500	1.069	3.857	1.463	7.222	4.055	5.777	1.201
7	3.875	1.457	3.500	1.069	6.125	2.295	5.857	0.377
8	3.687	0.946	3.687	1.195	7.142	2.824	5.875	1.707
9	3.962	1.786	3.851	1.791	7.500	2.580	5.857	1.693
Headteachers								
1	3.500	0.577	4.250	2.500	9.250	1.892	5.500	1.732
2	4.337	1.658	6.625	2.263	11.000	3.854	6.666	1.000
3	3.777	1.092	4.000	1.414	8.250	3.845	5.888	2.027
4	4.000	0.877	5.933	1.980	8.692	3.945	6.357	1.864
5	3.800	0.788	4.400	1.505	8.444	4.304	5.900	1.100
6	3.777	1.301	4.333	2.179	8.111	2.803	6.222	0.440
7	3.571	0.786	3.666	1.032	7.285	2.563	6.142	0.899
8	3.750	1.125	4.666	1.799	7.800	3.549	5.562	1.263
9	3.758	1.379	4.517	1.824	7.423	2.625	5.928	1.119

Table 24

Means and SDs of Group Perception of Program Role Areas by School Type

School	Counseling		Consulting		Career Development		Administrative	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Students								
Girls	5.236	2.585	6.109	2.758	9.844	3.434	5.01	1.887
Boys	4.686	2.159	5.63	2.596	8.476	3.239	5.304	2.04
Mixed	5.044	2.465	6.157	3.113	8.706	3.679	4.792	2.111
Counselors								
Girls	3.769	0.862	4.23	2.025	7.8	3.476	6.407	1.759
Boys	4.238	2.964	3.761	1.22	6.578	2.523	5.6	1.313
Mixed	3.807	1.381	4.125	2.08	8.1	2.868	5.913	1.405
Headteachers								
Girls	3.6	1.101	5.285	2.241	8.928	3.79	5.666	0.994
Boys	3.526	0.772	4.052	1.58	7.117	3.407	6	0.342
Mixed	4.034	1.256	4.758	1.857	8.203	3.042	6.189	1.594

The consulting role area similarly received a positive rating by students from all the three types of schools. The mean scores for student responses from the three schools seemed to be closer to each other. This would seem to indicate that type of school was not an influencing factor in the perceptions of students about the consulting role of the program.

Career development role was rated similarly by students from all the three type of schools. Career development activities were not perceived as being part of the guidance and counseling program. As explained earlier, this finding may be attributable to the fact that counselors in secondary schools do not provide adequate career assistance to students, leading to the perception by students that the guidance program did not include the role of career development.

The mean scores for student responses on the statements regarding administrative activities of the guidance and counseling program showed a consensus across the three types of schools. Students generally agreed with the view that administrative activities were being performed by counselors in their schools.

Research Question 5: What relationships exist between the perceptions of counselors about the role and functions of guidance and counseling program and selected demographic characteristics?

**Counselor Perception of Program Role Areas by Location of
School**

As indicated in Table 23, the mean scores for counselors' responses to the statements about counseling, consulting, career development and administrative roles of the program appear to be very close to each other across all districts. Counselors tended to view the four program role areas similarly.

Counseling activities were rated consistently with a mean score range of 3 to 4 which indicated a strong agreement with the statements about the role of counseling . Consulting role activities were also rated positively by counselors in all districts, as noted by the closeness of mean scores.

The majority of counselors seemed to be uncertain about the career development role of the program. The mean scores for six out of nine districts, clustered around the mean score of 7. Counselors in the other three districts rated career development role unfavorably. Career development once again was perceived by counselors as a role not adequately provided for by the program.

Whereas counselors in all the districts tended to agree with the view that administrative activities are performed in the program, a perusal of the mean score distribution indicates a mild agreement compared with the strong agreement rating for the counseling and consulting roles. This could

mean that counselors were not sure about the administrative role as being consonant with the other program roles.

Counselor Perceptions of the Counseling Role Area by Type of School

Counselors' perceptions of the counseling role showed a consensus when type of school was considered as a possible influential factor. Mean scores for this category appeared to be close to each other (see Table 24). Counselors in all three types of schools indicated agreement with the role of counseling in the program. Counselors also expressed consensus in their rating of consulting activities, as indicated by the mean score for the subscale. This finding would seem to imply that counselors in agreement with the view that the role of consultation was being fulfilled in the guidance and counseling program.

The program role area which was rated differently was career development. Counselors in the mixed schools had a mean score of 8.1 which fell above the average mean score for the subscale. Counselors in girls schools seemed uncertain about the career development role, as the average mean score of 7.8 indicates. Counselors in boys' schools, as a group, seemed to differ from the other two groups, as their mean score of (6.5) for their responses indicates. Whereas counselors in mixed and girls' schools generally disagreed with the view that career development was offered by the

program, counselors from the boys' school tended to agree with the view.

The administrative role was rated favorably by counselors, across all three types of schools. There seemed to be a consensus in agreement with the view that administrative activities were performed as part of the guidance and counseling program.

Research Question 6: What relationships exist between the perceptions of headteachers about the guidance and counseling program and selected demographic characteristics?

Headteacher Perceptions of Program Role Areas by Gender

When the headteachers' responses to the statements about the program role areas were examined, a similar pattern of response was revealed as observed in the preceding analyses for students and counselors. The mean scores for male and female headteacher responses were not different from one another for all of the four variables of counseling, consulting, career development and administrative roles. Both male and female headteachers seemed to rate the program role areas similarly. Gender as a factor did not seem to differentiate both groups of headteachers on any of the four program role areas.

An examination of the mean scores of the responses to each program area role reveals that all the mean scores were consistently below the average mean score of 7 for three of

the four categories. Counseling, consulting and administrative roles were rated below the mean score of 7, but career development role was rated above the average mean score of 7. This would indicate that both male and female headteachers tended to disagree with the view that career development was a functional role in the guidance and counseling program of their school.

Headteacher Perceptions of Program Role Areas by Location of School

All four combined program area roles were viewed similarly by headteachers across all districts. As shown in Table 23, mean scores for the counseling role were close to each other. There was general agreement among headteachers in all districts regarding the role of counseling. Consulting activities received a similar positive rating as above. Respondents perceived consulting activities as being performed in the program.

As concerns career development, once again, results revealed a similar pattern of responses as indicated for students and counselors. Three-quarters of the headteachers responding tended to disagree with the statements about career development activities. However, in three districts (6, 7 and 8) headteachers seemed uncertain about the role of career development in the program.

The mean score distribution for responses to the

administrative role subscale shows a general consensus by headteachers across all districts. Headteachers in all districts seemed to agree to the statements about the administrative role of the guidance and counseling program. This finding would mean that all headteachers perceived administrative functions as a component of the program, regardless of the location of school.

Headteacher Perceptions of the Program Role Areas by Type of School

When the headteachers' responses to the statements concerning counseling, consulting, career development and administrative roles were analyzed by type of school results did not seem to show any major differences among the perceptions of headteachers. They generally agreed with the statements about counseling, consulting, and administrative roles. They, however, expressed disagreement with the statements about career development activities. Headteachers seemed to perceive, as did counselors and students, that the career development role was not being fulfilled by the program.

Research Question 7: Are there any differences in the perceptions of students, counselors, and headteachers about the role and functions of the guidance and counseling program, as a consequence of selected demographic characteristics?

A one-way analysis of variance was done to determine

whether there were any significant differences among the mean scores of group responses to the statements about program role areas (i.e. counseling role, consulting role, career development role, and administrative role). Results presented in Table 25 show that there were significant differences among the groups on all of the four variables as follows:

Table 25
ANOVA Summary

Counseling Role					
Source	DF	Sum of Squares	Mean Squares	F	P
A(Group)	2	203.1202	101.5601	21.09	0.0000*
Error	703	3385.951	4.816431		
Total	705	3589.071			
Group Mean					
Group		Means		Standard Error	
Headteachers		3.82		.2121	
Counselors		3.88		.2152	
Students		5.02		.9864	

* Significant at .05 level.

Table 25 Continued

Consulting Role					
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F</u>	<u>P</u>
A(Group)	2	412.0824	206.0412	28.25	0.0000*
Error	692	5046.283	7.292316		
Total	694	5458.365			
<u>Group Mean</u>					
<u>Group</u>			<u>Means</u>		<u>Standard Error</u>
Headteachers			4.77		.2635
Counselors			4.07		.2660
Students			6.05		.1223

* Significant at .05 level

Table 25 Continued

Career Development Role					
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F</u>	<u>P</u>
A(Group)	2	126.828	63.41402	5.28	0.0053*
Error	670	8043.175	12.00474		
Total	672	8170.003			
<u>Group Means</u>					
<u>Group</u>			<u>Mean</u>		<u>Standard Error</u>
Headteachers			8.22		.3482
Counselors			7.75		.3397
Students			8.88		.1598

* Significant at .05 level

Table 25 Continued

Administrative Role					
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F</u>	<u>P</u>
A(Group)	2	169.574	84.78698	23.75	0.0000*
Error	694	2477.981	3.570578		
Total	696	2647.555			
<u>Group Means</u>					
<u>Group</u>		<u>Mean</u>		<u>Standard Error</u>	
Headteachers		6.01		.1835	
Counselors		5.98		.1844	
Students		4.92		.8571	

* Significant at .05 level

There were significant differences among the responses of students, counselors and headteachers regarding the counseling role ($F = 21.09$, $df = 2$, $p < .05$). As can be noticed in Table 25, the mean score for students (5.02) was different from the mean score for counselors and headteachers, (3.82 and 3.88) respectively. Students perceived the role of counseling somewhat less favorably, compared to counselors and headteachers.

Results for the consulting role indicated a statistically significant difference among groups responses ($F 28.25$, $df = 2$, $P < .05$). The student group mean score was different (6.05) compared to the headteachers' and counselors' group mean scores (4.77 and 4.07) consecutively, thus indicating a

difference in the perceptions of students, compared to counselors and headteachers about the role of consulting in the program.

Results for the career development role reveal a significant difference among the groups ($F = 5.28$, $df = 2$, $P < .05$). The counselors' group mean score of 7.75 was lower than the group mean scores for students and headteachers (8.88 and 8.22) respectively. This finding indicated that counselors were uncertain in their perception of the role of career development, compared to students and headteachers.

Results for the administrative role showed, as well, a significant difference between the group responses ($F = 23.75$, $df = 2$, $P < .05$). As can be noted in Table 25, students seemed to differ from counselors and headteachers regarding the perception of the administrative role in the program.

Factorial Analysis of Variance

A factorial analysis of variance was employed to determine whether there was any main effect of:

1. Group versus gender on the perception of each of the program role areas (i.e. counseling, consulting, career development, and administrative role).
2. Group versus location of school (district) on each of the program role areas.
3. Group versus type of school on each of the program role areas.

Perception of Counseling by Group and Gender

As shown in Table 26, results indicated that there was significant main effect for the counseling role. This finding would suggest that there was a significant difference between the groups in their perception of the role of counseling ($F = 7.40$, $df = 2$, $P < .05$). There was no main effect for gender as a factor, nor was there any significant interaction between group and gender.

Perception of Counseling Role by Group and Location of School

When analyzed by location of school (district), results indicated that main effect was significant for the group factor. This finding would mean that there was a significant difference between students, counselors and headteachers regarding their perception of the counseling role ($F = 12.84$, $df = 2$, $P < .05$). There was significant main effect for location of school. Groups differed in their perceptions of counseling as a function of their location. There was no significant main effect for the interaction between group and school location.

Perception of Counseling Role by Type of School

As can be seen in Table 26, results indicate that there was a significant main effect for the group factor ($F = 16.55$, $df = 2$, $P < .05$). However when groups were considered by type of school, there were no differences found to exist in the

perceptions of respondents about the role of counseling activities in the guidance program. There was no significant main effect for school, nor was there main effect interaction between group and type of school.

Perception of Consulting Role by Group and Gender

As Table 26 shows, there was significant main effect for the group factor on the consulting variable ($F= 5.83, df = 2, P < .05$). Groups tended to perceive consulting role differently. There was no main effect for the gender factor, nor was there any significant main effect for interaction of group verses gender.

Table 26
Factorial ANOVA Summary

Counseling Role					
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F</u>	<u>P</u>
A(Group)	2	72.00826	36.00413	7.40	0.0007*
B(Sex)	3	2.244413	.7481378	0.15	0.9273
AB	6	5.280519	.8800865	0.18	0.9821
Error	694	3378.458	4.868095		
Total	705	3589.071			
<u>Group Means</u>					
<u>Group</u>		<u>Mean</u>		<u>Standard Error</u>	
Students		4.62		.9916	
Counselors		3.62		.2163	
Headteachers		3.14		.2132	
<u>Sex</u>					
Male		4.24		.1120	
Female		4.19		.1247	

* Significant at .05 level

Table 26 Continued

Counseling Role					
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F</u>	<u>P</u>
A(Group)	2	120.7652	60.3826	12.84	0.0000*
B(District)	8	35.06426	4.383032	0.93	0.4889
AB	16	44.65019	2.790637	0.59	0.8901
Error	679	3192.415	4.701642		
Total	705	3589.071			
<u>Group Means</u>					
<u>Group</u>		<u>Mean</u>		<u>Standard Error</u>	
Students		4.88		.9745	
Counselors		3.81		.2126	
Headteachers		3.80		.2096	
<u>District</u>					
Nakuru		4.75		.279	
Nakuru(T)		4.50		.185	
Uasin Gishu		4.23		.300	
Kericho		4.22		.233	
Kakamega		4.19		.170	
Tranz-Nzoia		4.14		.402	
Bungoma		4.11		.235	
Busia		3.78		.326	
Nandi		3.60		.303	

* Significant at .05 level

Table 26 Continued

Counseling Role					
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F</u>	<u>P</u>
A(Group)	2	159.6851	79.84254	16.55	0.0000*
B(School Type)	2	1.602739	.8013697	0.17	0.8470
AB	4	16.09475	4.023687	0.83	0.5037
Error	697	3362.574	4.824354		
Total	705	3589.071			
<u>Group Means</u>					
<u>Group</u>		<u>Mean</u>		<u>Standard Error</u>	
Students		4.99		9.87	
Counselors		3.93		.215	
Headteachers		3.72		.212	
<u>School Type</u>					
Mixed		4.29		.105	
Girls		4.20		.179	
Boys		4.15		.195	

* Significant at .05 level

Table 26 Continued

Consulting Role					
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F</u>	<u>P</u>
A(Group)	2	78.27111	39.13556	5.33	0.0050*
B(Sex)	3	27.23165	9.077215	1.24	0.2956
AB	6	18.8928	3.1488	0.43	0.8599
Error	683	5014.993	7.342597		
Total	694	5458.365			
<u>Group Means</u>					
<u>Groups</u>		<u>Mean</u>		<u>Standard Error</u>	
Students		5.88		1.22	
Headteachers		5.04		2.64	
Counselors		4.46		2.69	
<u>Sex</u>					
Female		5.34		.1544	
Male		4.78		.1386	

* Significant at .05 level

Table 26 Continued

Consulting Role					
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F</u>	<u>P</u>
A(Group)	2	291.3253	145.6627	20.45	0.0000*
B(District)	8	155.5524	19.44405	2.73	0.0057
AB	16	67.07309	4.192068	0.59	0.8937
Error	668	4756.917	7.121133		
Total	694	5458.365			
<u>Group Means</u>					
<u>Group</u>		<u>Mean</u>		<u>Standard Error</u>	
Students		6.003		.120	
Counselors		4.710		.260	
Headteachers		3.971		.262	
<u>District</u>					
2		6.264		.347	
4		5.752		.287	
8		4.992		.291	
6		4.922		.381	
3		4.809		.230	
9		4.678		.210	
1		4.437		.487	
5		4.235		.373	
7		4.055		.416	

* Significant at .05 level

Table 26 Continued

<u>Consulting Role</u>					
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F</u>	<u>P</u>
A(Group)	2	312.0871	156.0435	21.38	0.0000*
B(School Type)	2	25.56245	12.78122	1.75	1.1744
AB	4	7.029528	1.757382	0.24	0.9152
Error	686	5007.597	7.299705		
Total	694	5458.365			
<u>Group Mean</u>					
<u>Group</u>		<u>Means</u>		<u>Standard Error</u>	
Students		4.992		9.872	
Counselors		3.938		.215	
Headteachers		3.720		.212	
<u>School Type</u>					
Mixed		4.298		.105	
Girls		4.201		.179	
Boys		4.150		.195	

* Significant at .05 level

Table 26 Continued

Career Development Role					
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F</u>	<u>P</u>
A(Group)	2	20.08854	10.04427	0.84	0.4340
B(Sex)	3	97.64197	32.54732	2.71	0.0444*
AB	6	22.34778	3.72463	0.31	0.9319
Error	661	7943.958	12.01809		
Total	672	8170.003			
<u>Group Mean</u>					
<u>A(Groups)</u>		<u>Means</u>		<u>Standard Error</u>	
Headteachers		7.984		.348	
Students		7.751		.159	
Counselors		7.041		.339	
<u>B(Sex)</u>					
Female		8.941		.201	
Male		7.984		.179	

* Significant at .05 level.

Table 26 Continued

<u>Career Development Role</u>					
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F</u>	<u>P</u>
A(Group)	2	73.68649	36384324	3.14	0.0441*
B(District)	8	259.9458	32.49323	2.77	0.0052*
AB	16	94.1788	5.88618	0.50	0.9472
Error	646	7587.542	11.74542		
Total	672	8170.003			
<u>Group Means</u>					
<u>Group</u>		<u>Mean</u>		<u>Standard Error</u>	
Students		8.778		.158	
Headteachers		8.472		.344	
Counselors		7.638		.333	
<u>District</u>					
2		10.174		.450	
1		8.885		.371	
6		8.395		.475	
3		8.829		.309	
1		7.964		.659	
5		7.854		.479	
9		7.807		.276	
8		7.608		.383	
7		7.148		.522	

* Significant at .05 level

Table 26 Continued

<u>Career Development Role</u>					
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F</u>	<u>P</u>
A(Group)	2	179.0758	89.53788	7.56	0.0006*
B(School Type)	2	92.84216	46.42108	3.92	0.0204*
AB	4	43.40137	10.85034	0.92	0.4543
Error	664	7868.616	11.85033		
Total	672	8170.003			
<u>Group Means</u>					
<u>A(Groups)</u>		<u>Mean</u>		<u>Standard Error</u>	
Students		9.008		.158	
Headteachers		8.083		.345	
Counselors		7.492		.337	
<u>B(School Type)</u>					
Girls		8.857		.287	
Mixed		8.336		.170	
Boys		7.390		.314	

* Significant at .05 level

Table 26 Continued

<u>Administrative Role</u>					
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F</u>	<u>P</u>
A(Group)	2	84.20428	42.10214	11.74	0.0000*
B(Sex)	3	11.76378	3.921259	1.09	0.3513
AB	6	7.51354	1.252257	0.35	0.9105
Error	685	2457.378	3.587413		
Total	696	2647.555			
<u>Group Means</u>					
<u>A(Groups)</u>		<u>Mean</u>		<u>Standard Error</u>	
Counselors		6.558		.184	
Headteachers		6.155		.183	
Students		5.173		.8591	
<u>AB(Sex)</u>					
Female		5.663		.9754	
Male		5.566		.1060	

* Significant at .05 level

Table 26 Continued

<u>Administrative Role</u>					
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F</u>	<u>P</u>
A(Group)	2	112.9863	56.49314	15.88	0.0000*
B(District)	8	39.08774	4.885967	1.37	0.2048
AB	16	12.12984	.758115	0.21	0.9996
Error	670	2383.98	3.558179		
Total	696	2647.555			
<u>Group Means</u>					
<u>Group</u>		<u>Mean</u>		<u>Standard Error</u>	
Headteachers		6.018		.183	
Counselors		6.000		.184	
Students		4.972		.855	
<u>District</u>					
2		6.412		.247	
4		5.928		.207	
6		5.676		.259	
1		5.659		.350	
3		5.598		.163	
7		5.505		.287	
9		5.486		.149	
5		5.358		.261	
8		5.349		.203	

* Significant at .05 level

Table 26 Continued

<u>Administrative Role</u>					
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F</u>	<u>P</u>
A(Group)	2	98.45499	49.22758	13.84	0.0000*
B(School Type)	2	.3171896	.1585948	0.04	0.9564
AB	4	23.50294	5.875736	1.65	0.1594
Error	688	2446.58	3.556075		
<u>Group Means</u>					
<u>A(Groups)</u>		<u>Mean</u>		<u>Standard Error</u>	
Counselors		5.973		.1840	
Headteachers		5.952		.1831	
Students		5.036		.8553	
<u>B(School Type)</u>					
Girls		5.694		.1529	
Boys		5.634		.1721	
Mixed		5.632		.0914	

* Significant at .05 level

Perception of Consulting Role by Location of School

Results indicated significant main effect for groups by location of school ($F = 20.45$, $df = 2$, $P < .05$). This finding would suggest that there was a significant difference among groups regarding their perception of the consulting role. There was also significant main effect found for location of school as a factor ($F = 2.73$, $df = 8$, $P < .05$). There were significant differences among the perceptions of respondents about the role of consulting in the program when considered by location of school. There was no significant main effect for

interaction between group and location of school.

Perception of Consulting Role by Type of School

As shown in Table 26, a significant difference was established between groups ($F = 21.38$, $df = 2$, $P < .05$). When type of school was considered as a factor possibly influencing the perceptions of respondents regarding the consulting role in the guidance program, there was no main effect detected. There was also no main effect for interaction between group and type of school.

Perception of Career Development Role by Group and Gender

Results shown in Table 26 indicate a significant main effect for the gender factor ($F = 2.71$, $df = 2$, $P < .05$). There was a significant difference among respondents based on gender in their perceptions of the career development role in the program. There was no main effect for group, nor was there any main effect for interaction between group and gender. This finding would indicate that whereas groups viewed career development activities somewhat similarly, there existed significant differences between male and female respondents in their perceptions of this role.

**Perception of Career Development Role by Group and Location
of School**

As indicated in Table 26, there was a significant difference found among groups in this category ($F = 3.14$, $df = 2$, $P < .05$). A significant main effect for location of

school (district) was also established. There was no significant main effect detected for interaction between group and location of school.

Perception of Career Development Role by Group and Type of School

As shown in Table 26 , there was significant main effect for group ($F = 7.56$, $df = 2$, $P < .05$), as well as for type of school ($F=3.92$, $df=2$, $P < .05$) on this variable. This finding would suggest that the perceptions of respondents regarding the role of career development differed among the groups, as well as among type of schools.

Perception of Administrative Role by Group and Gender

As shown in Table 26, there was significant main effect for the group factor ($F = 11.74$, $df = 2$, $P < .05$), which suggests a difference among groups in their perceptions of the administrative role. There was no significant main effect for gender, nor was there any main effect for the interaction between group and gender.

Perception of Administrative Role by Group and Location of School

When analysis was done to determine whether there was any main effect for group, a significant difference was found between groups for the variable of administrative role ($F = 15.88$, $df = 8$, $P < .05$). There was no main effect for location of school, nor was there any main effect for

interaction between group and location. Whereas the perceptions of groups about the administrative role differed, them, there was no significant difference found among respondents as a consequence of location of school.

Perception of Administrative Role by Group and Type of School

As indicated in Table 26, there was a significant main effect found for group ($F = 13.84$, $df = 2$, $P < .05$). Respondents differed in their perceptions about the administrative role in the guidance program as a function of group membership. There was no significant main effect for type of school, nor was there any main effect for interaction between group and type of school.

Student Referral of Friend to a Counselor

Having asked students to agree or disagree with the preceding statements on the role and functions of guidance and counseling activities, they were asked to respond to the following statement: "If I know of a friend having personal, academic or career problems, I would advise him/her to go for assistance from the school counselor." In response to the statement, 304 (59.7%) of the students indicated they strongly agreed with the statement, while 123 (24.2%) mildly agreed. Twenty-five or 4.9% of students mildly disagreed, while 11 (6.5%) strongly disagreed. About 24 (4.7%) of the students were uncertain. This finding indicated clearly that an

overwhelming majority of students would refer a friend who needed help to a counselor.

When analyzed by gender, the majority of male students 201 (81.1%) and 222 (86.4%) of female students were found to be in agreement with the statement. Disagreement was expressed by 37 (14.9%) of the male students and 22 (8.1%) of female students.

Analysis of Relationships Between Program Perceptions and Selected Demographic Characteristics of Respondents

An attempt was made to determine whether or not perceptions of respondents about program roles varied significantly as a function of selected demographic characteristics. Cross-tabulation, and the computation of the Chi square statistic were performed to analyze responses to the statements about the role and functions of the program.

With regard to the role of counseling, there were no significant differences found among student responses when the variables of gender, type of school, location of school, and family system were considered. However, significant differences were found when post high school plans were cross tabulated with counseling (Chi-square = 98.9459 with 24 df, P = .0193). About 90% of students planning to go to university and 60% planning to go to college perceived the role of counseling as being fulfilled. The role of consulting was similarly found to have significant differences (Chi square =

116.831, with 24 df, $P = .0029$). Approximately 90% of students planning to go to university and 50% planning to go to college perceived the role of consulting as being fulfilled. Results also indicate a significant difference in response when location of school was considered (Chi square = 134.689 with 26 df, $P < .05$). There were differences among student perceptions about the role of consultation in the program as a consequence of location of school. There were no significant differences found in the perceptions about consulting when the variables of gender, type of school, and family system were considered.

As shown in Table 27, significant differences were found to exist among the responses of counselors to the statements about the role of consulting when professional status was considered (Chi-square = 91.1053, with 16 df, $P < .05$). Counselors perceived the role of consulting differently, depending on the location of school. There were no significant differences found when responses to the statement about counseling, consulting, career development and administrative roles were cross tabulated with the variables of gender, type of school, seminar attendance, counseling experience, counselor training, beliefs about traditional healers, and views about western theories of counseling.

Table 27

Summary of Cross-Tabulations of Program Roles by Selected Demographic Characteristics of Students (N = 520)

Demographic Variables	Counseling		Consulting		Career Develop		Administrative	
	Chi-Sqr	Prob.	Chi-Sqr	Prob.	Chi-Sqr	Prob.	Chi-Sqr	Prob.
Gender	31.119	0.150	24.916	0.524	26.685	0.733	13.136	0.663
School Type	13.565	0.956	12.573	0.988	32.833	0.426	16.194	0.440
School Location	117.120	0.071	134.200	0.025*	134.690	0.325	77.626	0.118
Family System	26.963	0.994	31.786	0.988	52.991	0.835	22.218	0.902
Post High School Plans	98.946	0.019*	116.831	0.003*	70.295	0.977	59.807	0.118

* Significant at 0.05 level

Table 27 Continued

Summary of Cross-Tabulations of Program Roles by Selected Demographic Characteristics of Headteachers (N = 108)

Demographic Variables	Counseling		Consulting		Career Develop		Administrative	
	Chi-Sqr	Prob.	Chi-Sqr	Prob.	Chi-Sqr	Prob.	Chi-Sqr	Prob.
Gender	4.272	0.511	5.834	0.559	15.993	0.250	7.223	0.513
School Type	11.344	0.331	14.228	0.433	30.914	0.232	16.948	0.389
School Location	36.059	0.648	57.425	0.422	102.260	0.530	55.953	0.753
Prof. Status	34.586	0.0224*	39.947	0.067	60.010	0.208	21.379	0.923
Administrative Experience	13.613	0.968	27.158	0.826	35.819	0.994	24.231	0.977
Seminar Attendance	12.966	0.024*	10.583	0.158	9.720	0.717	5.940	0.654
Traditional Help	54.436	0.000*	37.273	0.015*	32.104	0.775	45.260	0.005*
Western Theory	15.382	0.119	21.558	0.088	23.956	0.579	11.104	0.803

* Significant at 0.05 level

Table 27 Continued

Summary of Cross-Tabulations of Program Roles by Selected Demographic Characteristics of Counselors (N = 108)

Demographic Variables	Counseling		Consulting		Career Develop		Administrative	
	Chi-Sqr	Prob.	Chi-Sqr	Prob.	Chi-Sqr	Prob.	Chi-Sqr	Prob.
Gender	9.748	0.780	18.436	0.299	14.276	0.891	9.726	0.881
School Location	43.315	0.892	54.359	0.799	80.953	0.690	47.082	0.944
School Type	21.991	0.0788	15.066	0.520	28.185	0.170	19.523	0.243
Professional Status	91.105	0.000*	33.135	0.412	42.790	0.524	18.220	0.976
Seminar	5.856	0.557	6.866	0.551	5.2007	0.921	3.932	0.863
Counseling Experience	9.269	0.997	10.351	0.999	20.804	0.951	36.265	0.052
Counselor Training	4.392	0.734	5.905	0.658	13.321	0.279	4.625	0.797
Traditional Help	19.007	0.898	16.116	0.991	36.032	0.798	40.347	0.148
Western Theories	6.411	0.999	12.130	0.988	36.548	0.307	19.658	0.716

* Significant at .05 level

When the responses of headteachers were analyzed, results indicated a significant difference in their perceptions of the role of counseling when professional status was considered (Chi-square = 34.5864, with 24 df, $P < .05$). A significant difference was also found for the variable of seminar attendance (Chi-square = 12.9664 with 24df, $P < .05$). Head teachers perceived the role of counseling differently as a function of having attended or not attended a seminar. A significant difference was found to exist among responses of headteachers as to the statements about consulting when their view on traditional healers was considered (Chi-square = 54.4355 with 16df, $P < .05$).

When responses of headteachers to the statements about administrative role were analyzed in relation to their views about traditional healers, a significant difference was found to exist (Chi-square = 45.2595, with 16df, $P < .05$). There were no significant differences found among the responses of head teachers to statements about the role of counseling when gender, type of school, administrative experience, seminar attendance, and views about western theories were considered. Similarly, no significant differences were found to exist in headteacher responses to the statements about career development role and the selected demographic characteristics (See Table 27).

Research Question 8: What are the help seeking behaviors of students as perceived by students?

Students were asked to respond to the question: Does your school have a counselor among the teachers to whom students go for advice on personal, social, educational and vocational problems? In response to the question, a clear majority of 479 students (92.8%) indicated that there was a counselor available in their school. Thirty-seven (7.2%) students responded negatively. This finding indicated that in almost all of the schools surveyed, the counselor was known by the majority of the students. When the question was further analyzed by gender, results revealed that slightly more female students (252 or 53%) than male students (223 or 46%) responding indicated that there was a counselor available in their school. A cross-tabulation and the chi square test of independence procedures were done, which yielded (χ^2 with 2 degrees of freedom = 7.8396, $P < .05$). There was a significant difference between male and female students in their responses regarding the availability of a counselor in their school. More female students appeared aware of counselor availability than male students.

An analysis was done to determine whether there was a significant difference between students, by the type of school attended. Results indicated that over 90% of students in each type of school reported that there was a counselor available.

Cross tabulation and chi-square test did not yield any statistical significance. There were no differences in the responses of students related to the type of school attended. When responses to the same question were analyzed by location of school, the majority of students (91% rural and 97% urban) reported that there was a counselor available in their school. This finding would imply that the majority of students are aware of the availability of a counselor in their school.

Knowledge of Counselor's Name

Students were asked to provide the name of their school counselor. Out of the total number of students responding, 429 (87%) gave their counselors' name, compared to 65 (13%) who did not. Of this number, 256 (87%) of female students compared to 234 (85%) male students knew their counselor by name. There were 33 or 14% male students and 32 or 12.5% who did not know the counselor's name.

A chi-square test was computed and yielded ($\chi^2 = 0.8858$, $df = 2$), which was not significant at the .05 probability level. This finding would suggest that no significant difference existed between male and female students in respect to their responses to the question. As many male students as females could name their counselor.

When analyzed by type of school, 87 (89%) of students from girls' schools, 80 (95%) of students from boy's schools, while 262 (84%) of students from mixed schools knew the

counselor's name. This finding would suggest that the majority of students from all three types of schools knew the counselors' name. However, more students in boys, schools did so, compared to the other types of schools. A chi square test was calculated and it yielded ($\chi^2 = 7.748$, 2 df, $P < .05$). This finding indicated a significant difference among students in their ability to name their counselor, related to the type of school they attended.

When student responses were examined with respect to location of school, 319 (87%) students from rural schools said that they knew the counselors' name, while 108 (87%) urban school students said they knew the counselor's name. An equal percentage of students in the two groups responded similarly to the question. A chi-square test yielded (χ^2 , 2 df = 0.302, $P = 0.8598$). This result showed no statistical significance and therefore, no difference existed between rural and urban students in respect to their response to the question. It appears that the majority of both rural and urban students knew their counselor by name.

Students were also asked whether they had been to see a counselor about a personal problem?

In answering this question, students were also asked to indicate whether they had seen a counselor at least once, twice or more, or whether they had not been to see a counselor altogether. Responses indicated that, out of the total number

of students, 239 (48.7%) said they had not seen a counselor, 159 (32.4%) students indicated they had seen a counselor once, while 93 (18.9%) said they had seen a counselor twice or more times. Results indicate that more students 252 (51.3%) had seen the counselor, compared to 48.7% who reported they had not seen a counselor at all. When the question was analyzed to compare male and female students on whether or not they had seen a counselor, slightly more female students (135 or 51.4%) said they had seen the counselor, compared to 128 (50.8%) male students .

A chi-square test was done to establish whether there was a relationship between students' knowledge of the counselors' name and seeing the counselor. The proportion of students who knew the counselors' name and had seen the counselor at least once was 140 (34.1%), while those who had seen the counselor twice or more numbered 79 (19.2%). Altogether, 219 students (53.3%) who knew the counselor's name, had been to see the counselor, and 192 (46.7%) who knew the counselor's name had not been to see the counselor. About 37 (62.7%) of the students who did not know the counselor's name, had not seen the counselor. This finding was statistically significant (chi-square with 2 df = 6.5366, P = 0.0381). It may be concluded from this finding that, knowledge of a counselor's name could influence whether or not students sought his/her help.

**Seeking Help From the Counselor by Type and Location of
School**

Of the students who had seen the counselor one or more times, 50 or 37% were from girls' schools, 46 (35.6%) were from boys' schools, while 156 (69%) were from mixed schools. On the other hand, those students who reported not seeing their counselor were: 47 (19.7%) from girls' schools, 37 (15.5%) from boys' schools and 155 (65%) from mixed schools. This finding indicates that the majority of students had seen the counselor in all the three types of schools. There was no significant difference between students as a consequence of type of school (chi-square with 3 df = 3.9439, P = 0.4136).

When student responses were analyzed by location of school, a significant difference was found between urban students and rural students. Approximately, 132 (23%) of students from rural schools and 27 (17%) from urban schools had seen a counselor at least once. Seventy-eight or 84% of students in rural schools had seen a counselor two or more times, as compared to 14 (15.1%) from urban schools. Those who had not seen the counselor from rural schools numbered 150 (63%) while those in urban schools were 87 (85%). A chi-square test of significance yielded, (χ^2 with 4 df = 27.9040, P = 0.000). This finding indicates that there was a clear difference between rural and urban students in their help seeking behavior. It appears that students from rural schools

tend to seek help from the counselor more often than did urban students. This difference could be attributed to the fact that urban students resided at home and may have sought help from other people, whereas rural students who were boarders, away from home, may have looked upon the counselor as the person readily available to attend to their personal problems.

People Who Provide Personal, Social, Academic and Career Advice and Information to Students

The next series of questions asked students to indicate the person at school, or out of school, whom they would most likely consult for advice and information for personal, social, academic and career concerns.

Students were asked to indicate the person from whom they sought advice on personal and social concerns while at school. The largest number of male students (109 or 45.6%), and (115 or 45.3%) of female students indicated that they sought help from the counselor when experiencing personal and social problems (see Table 28). The second person chosen by male students was a friend, as indicated by 48 (20%) of the students. Fifty girls (20%) indicated that their second preference was their classroom teacher. The third person chosen by 38 or (16%) of male students was their classroom teacher, while 43 (17%) of female students chose a friend. It is evident by the findings that the majority of students seek advice from the school counselor.

Table 28-A

**Distribution of Students by Gender On Who They Consult for
Advice at School When They Have Personal/Social Problems**

<u>Advisor</u>	<u>Male</u>		<u>Female</u>	
	N	%	N	%
Classteacher	38	15.9	50	19.7
Headteacher	14	5.9	3	1.2
Deputy Headteacher	19	7.9	21	8.3
Housemaster/mistress	6	2.5	19	7.5
Counselor	109	45.6	115	45.3
Friend	48	20.1	43	16.9
Other	4	1.7	3	1.2
No Response	13		10	
Total	252	100	264	100

Table 28-B

**Adviser for Personal and Social Problems at School by Type
of School**

<u>Advisor</u>	<u>Type of School</u>							
	<u>Girls</u>		<u>Boys</u>		<u>Mixed</u>		<u>Total</u>	
	N	%	N	%	N	%	N	%
Classteacher	24	25.5	7	7.4	57	18	88	17.7
Headteacher	-	-	6	6.3	11	3.5	17	3.4
Deputy Headteacher	2	2.1	4	4.2	34	10.7	40	8.0
Housemaster	5	5.3	1	1.1	19	6.0	25	5.0
Counselor	42	44.7	57	60.6	136	42.9	227	45.7
Friend	19	20.2	19	20.2	54	17.0	92	18.5
Other	1	2.1	-	-	6	1.6	7	1.4
Total	93	100	86	100	317	100	496	100

Table 28-C**Preferred Adviser at School for Personal-Social Problems by
Location of School**

Advisor	Rural		Urban		Total	
	N	%	N	%	N	%
Classteacher	70	19.1	18	14.1	88	17.7
Headteacher	12	3.3	5	3.9	17	3.4
Deputy Headteacher	16	4.4	24	18.8	40	8.1
Housemaster/mistress	23	6.3	2	1.6	25	5.0
Counselor	175	47.8	50	39.1	227	45.8
Friend	66	18.0	25	19.5	91	18.3
Other	4	1.1	4	3.1	3	1.7
Total	383	100	134	100	517	100

When type of school was considered, related to the person who provided personal advise, similar patterns of responses can be noted (see Table 28). Forty-two girls (45%) indicated they consulted the counselor, followed by the classroom teacher 24 (26%), and a friend 19 (20.2%). Fifty-seven boys (60.6%) chose the counselor first, followed by a friend 19 (20.2%). The largest group of students from the mixed schools (136 or 43%) indicated the counselor as their first choice of person from whom they sought advice, followed by the classroom teacher (57 or 18%), while their third choice was a friend (54 or 17%). Overall, results indicate that the counselor was the most likely person chosen by students for personal and social advice while in school.

Further analysis was done to establish whether there was a statistically significant difference between student responses by type of school. Significant differences were found to exist (chi-square, with 14 df = 31.6793, P = 0.0044). Student preferences for a helper for personal and social concerns were different by type of school. Whereas students in girls' and mixed schools indicated the classroom teacher as the second choice of advisor for personal-social problems, students from boys schools chose a friend.

Responses to this question were analyzed further to determine the person students sought advice from on personal and social problems would be similar or different depending on the location of school. Results indicated that the majority of students in rural schools (175 or 48%) sought advice from the counselor, followed by the classroom teacher 70 (19.1%) and a friend 66 (18%). In the urban schools the same pattern prevailed, for the first choice of a helper, with 50 or 39.1% of students preferring counselor, but followed by a friend with (25 or 20%), while 24 or 19% indicated the deputy headteacher as third choice for a helper. A chi-square test calculated yielded (chi-square with 14 df = 37.9903, P = 0.0005). There was a clear difference between urban and rural students with respect to the person they sought advice from for personal and social problems.

Career Advice

Students were asked to indicate the person who had provided most useful information about choosing a career. As Table 29 shows 76 (31.5%) male students indicated their father as the first choice, followed by teacher 58 (24%) and counselor - 58 (24%) as second choice. Female students showed a similar pattern of choice as male students with 69 (27%) indicating their father as the first choice, followed by teacher 62 (25%) and counselor 52 (21%). This finding indicated that students were more likely to turn to their father for information regarding choosing a career. A chi-square test of significance found no significant difference between male and female students in their choice preference for a career advisor.

An analysis of student responses was done on the question about who had provided more useful information about choosing a career by the type of school attended. As shown in Table 29, female students in girls' schools numbering 35 (36.5%) indicated father as their first choice, while teacher and counselor tied for second place with 21 (22%) students for each. The largest group of students in the boys' schools numbering 27 (32.1%) indicated father as first choice, followed by counselor - 24 (29%) and teacher - 17 (20.2%). In the mixed schools, the largest group of students - 83 (26.5%) indicated that they sought career information from their

teacher, followed by 82 (26.2%) for father while 66 (21.1%) of the students chose counselor. A chi-square test of significance showed a statistical difference in the responses of students to the question (chi-square with 18 df = 28.3071, $P = 0.0575$). There was a difference between students' preferred career adviser as a consequence of type of school attended.

When the same question about who students get the most useful career advice and information from was analyzed by location of school location, 107 (29%) of the students indicated father as first choice, followed by 99 (27%) for teacher and 86 (23.2%) for counselor. A chi-square test of significance did not indicate any statistical difference in the responses between rural and urban students regarding the person chosen to provide career advice and information.

Table 29
Career Adviser Preferred by Gender

Adviser	Male		Female		Total	
	N	%	N	%	N	%
Mother	11	4.6	29	11.7	40	8.1
Father	76	31.5	69	26.6	144	29.2
Teacher	59	24.5	62	25.0	121	24.5
Counselor	58	24.1	52	21.0	111	22.5
Brother	22	9.1	19	7.7	42	8.5
Sister	1	0.4	5	2.0	6	1.2
Grandparent	3	0.4	-	3.7	3	0.6
Friend	9	3.7	7	2.8	16	3.2
Other	2	0.8	8	3.2	10	2.0
Total	241	100	252	100	493	100

Table 29 Continued

Adviser	Type of School							
	Girls		Boys		Mixed		Total	
	N	%	N	%	N	%	N	%
Mother	10	10.4	3	3.6	27	8.6	40	8.1
Father	35	36.5	27	32.1	82	26.2	144	29.2
Teacher	21	21.9	17	20.2	83	26.5	121	24.5
Counselor	21	21.9	24	28.6	66	21.1	111	22.5
Brother	3	3.1	9	10.7	30	9.6	42	8.5
Sister	-	-	-	-	6	1.2	6	1.2
Grandparent	-	-	1	1.2	13	4.2	14	3.2
Friend	2	2.1	1	1.2	13	4.2	16	3.2
Other	4	4.2	2	2.4	4	1.3	10	2.0
Total	96		84		324		504	

Educational and Academic Advice

Students were asked to indicate the person who had provided the most useful advice and information on the educational and academic plans. Of the total number of students, 160 (32%) indicated that the teacher provided useful advice and information about educational and academic planning. About 133 (27%) of the students indicate father as the next choice, followed by 103 (21%) for counselor. This result shows that the majority of students choose their teachers for educational and academic guidance.

When analyzed by gender, 76 (31%) of the male students indicated that they got most useful advice and information about educational and academic plans from their teacher. The second choice for male students was father - 62 (25%), while the counselor was chosen by the 58 (24%) of the male students.

For female students, 84 (33.4%) indicated the teacher as their first choice, followed by 71 (28.3%) for father, and 45 (18%) chose the counselor as their third choice for educational and academic advice. A chi-square test of significance yielded (chi-square with 18 df = 33.3805, P = 0.0150). A statistically significant difference was found in the responses of male and female students regarding the person they obtained the most useful advice and information about their educational and academic plans.

An analysis was performed to determine whether there was any difference in the response to the question about the person who provided most useful advice and information on educational and academic plans, according to the type of school attended. As Table 30 indicates, 31 female students (32.6%) indicated teacher as their first choice, followed by 28 (29.5%) for father and 20 (21.1%) for counselor.

Students in the boys' schools numbering 25 (28.7%) chose the counselor first, followed by the teacher and father with 22 (25.3%) of the students each for the second and third choices. In the mixed schools category, the first choice for the person who provides advice and information about educational and academic plans was teacher 107 (33.6%) followed by father 83 (26.1%) in second place and counselor 58 (18.2%) in third place.

A chi-square test calculated yielded (chi-square with 18 df = 28.9691, P = 0.0488). This result indicated a significant difference among students by type of school attended, regarding the person they preferred to approach for advice and information on their educational and academic plans.

Table 30-A**Preferred Educational and Academic Adviser by Gender**

Adviser	Male		Female		Total	
	N	%	N	%	N	%
Mother	15	6.1	27	10.8	42	8.5
Father	62	25.3	71	28.3	133	26.8
Teacher	76	31.1	84	33.4	160	33.2
Counselor	58	23.7	45	17.9	103	20.7
Brother	22	9.0	11	4.4	33	6.6
Sister	1	0.4	2	0.8	3	0.6
Grandparent	2	0.8	-	-	2	0.4
Friend	7	2.9	8	3.2	15	3.0
Other	2	0.8	7	2.8	9	1.8
Total	245	100	251	100	496	100

Table 30-B**Preferred Educational and Academic Adviser by Type of School**

Adviser	Type of School							
	Girls		Boys		Mixed		Total	
	N	%	N	%	N	%	N	%
Mother	7	7.4	3	3.4	32	10.1	42	8.4
Father	28	29.5	22	25.3	83	26.1	133	26.6
Teacher	31	32.6	22	25.3	107	33.6	160	32.0
Counselor	20	21.1	25	28.7	58	18.2	103	20.6
Brother	2	2.1	12	13.8	19	6.0	33	6.6
Sister	-	-	-	-	3		3	0.6
Grandparent	3	3.2	1	1.1	1	0.3	5	1.0
Friend	4	4.2	2	2.3	10	3.1	16	3.2
Other	-	-	-	-	5	1.6	52	1.0
Total	95		87		318		500	

Table 30-C

Preferred Academic and Educational Adviser by Location of School

Adviser	<u>Rural</u>		<u>Urban</u>		<u>Total</u>	
	N	%	N	%	N	%
Mother	24	6.4	17	13.7	41	8.2
Father	99	26.5	34	27.4	133	26.6
Teacher	132	35.3	28	22.6	160	32.1
Counselor	74	19.8	29	23.4	103	20.6
Brother	23	6.2	10	8.1	33	6.6
Sister	3	0.8	-	-	3	0.8
Grandparent	2	0.5	-	-	2	0.4
Friend	8	2.1	7	5.6	15	3.0
Other	8	2.1	1	0.8	9	1.8
Total	373	100	124	100	497	100

When the same issue was considered according to the location (rural or urban) of the school attended, Table 30 indicates that, the majority of students in rural schools - 132 (35.3%) chose the teacher first, followed by 99 (26.5%) for father, while 74 (19.8%) of the students chose counselor as the third person of choice for advice and information about educational and academic plans. In the urban schools category, 34 (27.4%) students indicated father as their first choice, followed by counselor in second place with (29 or 23.4%), while 28 (22.6%) of the students indicted the teacher as their third choice. In order to determine whether there

was any difference between rural and urban school students in their choice of a person who had provided useful advice and information about educational and academic plans, a chi-square test of significance was performed which yielded (chi-square with 18 df = 30.1109, P = 0.0364). This result shows statistically significant difference between the responses of students according to the location of school.

Students were asked to indicate the person, in or out of school who provided advice about personal and social problems. In answer to this question (see Table 31), 174 (34.7%) students out of the total number indicated mother as their first choice of the person they would consult about personal and social problems. The counselor ranked second in choice with 129 (25.7%) of the students, and father was ranked third by 81 (16.2%) of the students. When analyzed according to gender, 63 (25.8%) male students indicated their first choice as counselor, followed by 61 (25%) for father, while 47 (19.3%) of the male students chose mother as the third choice. The pattern of choice for female students indicated that the majority 127 (49.4%) chose mother first, followed by counselor with 66 (25.7%) students as the second choice. Only 20 female students (7.9%) indicated the third choice as father. The results of data analysis for students' choice of the person to consult for personal and social problems seem to indicate that female students had a more limited choice for people to assist

compared to male students. Both groups showed a marked difference in their choices, with the largest number in the whole sample 127 (49.4%) being females who indicated mother as their preferred choice, compared to 47 (19.3%) males who had mother as their third choice, but chose the counselor as their first choice.

Table 31-A

Preferred Adviser for Personal-Social Problems by Gender

<u>Adviser</u>	<u>Male</u>		<u>Female</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Mother	47	19.3	127	49.4	174	34.7
Father	61	25.0	20	7.9	81	16.2
Teacher	23	9.4	17	6.7	40	7.9
Counselor	63	25.8	66	25.7	129	25.7
Brother	27	11.1	6	2.4	33	6.6
Sister	1	0.4	11	4.3	12	2.4
Other	22	9.0	11	4.3	32	6.4
Total	244	100	257	100	501	100

Table 31-B**Adviser for Personal and Social Problems by Type of School**

Adviser	Type of School							
	Girls		Boys		Mixed		Total	
	N	%	N	%	N	%	N	%
Mother	46	48.4	22	25.9	106	33	174	34.7
Father	8	8.4	19	22.4	54	16.8	81	16.2
Teacher	5	5.3	8	9.4	27	8.4	40	8.0
Counselor	27	28.4	22	25.9	80	24.9	129	25.7
Brother	3	3.2	6	7.1	24	7.5	33	6.6
Sister	2	2.1	-	-	10	3.1	12	2.4
Other	4	4.3	8	9.5	20	6.2	32	6.4
Total	95		85		321		501	

Table 31-C**Adviser for Personal and Social Problems by Location of School**

Adviser	<u>Rural</u>		<u>Urban</u>		<u>Total</u>	
	N	%	N	%	N	%
Mother	120	32.1	53	42.4	173	34.6
Father	62	16.6	19	15.2	81	16.2
Teacher	36	9.6	4	3.2	40	8.0
Counselor	107	28.6	22	17.6	129	25.8
Brother	25	6.7	8	6.4	33	6.6
Sister	6	1.6	6	4.8	12	2.4
Other	18	4.8	14	11.2	32	6.4
Total	374	100	126	100	500	100

A chi-square test of significance yielded (chi-square with 18 df = 98.0751, P = 0.0000). There was a clear significant difference between the responses of male and female students' regarding the person who provided most useful advice and information on personal and social problems.

When the same question was analyzed according to the type of school attended (see Table 31) the largest group of students in girls' school - 46 or 48.4% indicated mother as their first choice of the person to consult for personal and social problems. Twenty-seven (28.4%) students in girls' schools indicated counselor as second choice. The rest of the other people were each chosen by fewer than 10 percent of students in this category. For the boys' schools, the first choice was the counselor and mother both with 22 (25.9%) of students, while the third choice was father with 19 (22.4%) of the students. Choice was restricted among students in the girls' school compared to the boys' school. In the mixed school, the person who was chosen by the highest number of students was mother, with 106 (33%), followed by counselor 80 (24.9%), while father ranked as the third choice. A chi-square test was performed and no significant difference was found among student responses to the question according to the type of school attended.

When the responses of students to the question about who has provided advice on personal and social problems was

analyzed according to the location of school, the following results ensued; The largest number of students in the rural schools (120 or 32.1%) indicated mother as their first preference, followed by counselor (107 or 28.6%) and father (62 or 16.6%). The majority of urban students chose mother first (53 or 42.4%), followed by counselor (22 or 17.6%), while father was the third choice with 19 (15.2%) of the students.

This finding indicated that students in both rural and urban schools considered their mother as the person who provided the most useful advice regarding personal and social problems. The counselor was the second person of choice for students in both rural and urban schools. When the chi-square test of significance was performed, results indicated a statistical significance (chi-square with 18 df = 76.7830, P = 0.0000). Student responses to the question reflected a difference between rural and urban school students regarding the person they chose to consult for personal and social guidance.

Program Awareness and Utilization

Counselors and headteachers were asked to agree or disagree with the statement: "The majority of students in this school are aware of and utilize guidance and counseling services." The counselors who were in agreement with the above statement numbered 72 (68.6%) while those in

disagreement were 33 (31.4%). Approximately three-quarters of counselors perceived students in their schools as, not only aware of the guidance and counseling services available, but not utilizing the services.

Of the male counselors responding to the statement, 51 out of 64 (79.7%) were in agreement, while 13 (20.3%) expressed disagreement. Twenty female counselors (50%) were in agreement with the statement and an equal number 21 (50%) were in disagreement.

When headteachers were asked to respond to the same statement, 79 (76%) agreed with the statement that the majority of students in their schools were aware of and utilized guidance and counseling services. An analysis based on gender found that 60 out of 81 (74.1%) males were in agreement with the statement, with 21 (25.9%) in disagreement. Nineteen out of 23 females or 82.6% agreed with the statement, while only 4 (17.4%) disagreed with the statement. These results indicated a general consensus among counselors and headteachers that the majority of students in their schools were aware of and made use of the guidance and counseling services provided.

Time Allotment for Guidance and Counseling Activities

Counselors and headteachers were asked to indicate the average teaching load for teachers on the staff in comparison with the counselors' teaching load. In response to this

question, 65 (67%) counselors indicated that the average teaching load for counselors ranged between 15 and 20 periods per week (a period lasts about forty minutes on the secondary school timetable). Thirty one counselors or 32% indicated that the average teaching load for counselors, on average, ranged from 21 to 25 periods or more each week. The counselor is left with approximately two timetable periods or one and half hours in a week for counseling

The average teaching load for teachers was indicated by the majority of counselors 75 (75%) as ranging between 21 and 25 or more periods per week. About 84 (80%) of headteachers indicated that the teacher's teaching load ranged on average between 21 and 25 or more periods per week. Twenty-one headteachers (20%) indicated the teaching load for counselors as ranging on average between 21 to 25 periods or more per week. This finding indicated clearly that counselors taught fewer periods per week on average compared to the rest of the teaching staff. It could be surmised from this finding that, some time is provided to the counselor for the purpose of counseling students.

Research Question 9: What are the perceptions of counselors and headteachers regarding the support accorded to the guidance and counseling program by administrators, teachers, parents, and the community?

Administrative Support

As Table 32 shows, out of 104 counselors responding to the question, 71 (68.3%) indicated that the program received adequate administrative and material support from their school administrations. Thirty-three (31.7%) responded in the negative. Of the counselors responding in the affirmative, 46 (68.7%) were males and 27 (67.5%) were females. This finding indicated a general consensus among counselors that the guidance and counseling programs in their schools had adequate backing and material support from the school administrations.

In the case of headteachers', as Table 32 indicates, a similar pattern of responses is evident. Over three-quarters of headteachers 81 (77.1%) indicated that there was adequate administrative support for the guidance and counseling program in their schools. Both male and female headteachers 62 (77.5%) and 19 (76%) respectively, has responded affirmative. This finding indicates significance attached to the guidance and counseling programs by headteachers and counselors.

Teachers Support

In Table 32 can be noted that the majority of both counselors and headteachers perceived teachers in their schools as supporting and working with counselors to solve student problems. Out of 105 counselors surveyed, 94 (89.5%) indicated that teachers support the program. Approximately 91% of male counselors and 86% of female counselors,

respectively, indicated that teachers provided adequate support for the program.

The same pattern of responses was evident for the headteachers. Out of 108 headteachers surveyed, 104 (96.3%) indicated that teachers on their staffs were supportive of the guidance and counseling program.

Parents Support

As Table 32 indicates 79 (76%) of counselors responding indicated that parents of students supported and worked with counselors in solving students' problems. Of this number, 49 (80.3%) were male counselors and 30 (69.8%) were female counselors. Only 12 (19.7%) of male counselors and 13 (30.2%) of female counselors viewed parents as not supporting and working with counselors.

Headteachers also indicated by a majority 88 or 83% that parents supported and worked with counselors in solving students' problems. Over 80% of both male and female headteachers indicated that parents supported the guidance and counseling program in their schools.

Table 32

Distribution of the Perceptions of Program Support from Administrators, Teachers, Parents, and Community

Categories	Counselors						Headteachers							
	N.R.		Male		Female		N.R.		Male		Female			
	M	F	N	%	N	%	M	F	N	%	N	%		
1. Administrators														
Support		4	44	68.7	27	67.5			62	77.5	19	76.0	81	77.1
No Support			20	31.3	13	32.5	3		18	22.5	6	24.0	24	22.9
2. Teachers														
Support	1	1	57	91.9	37	86			80	96.4	24	96.0	104	96.3
No Support			5	8.1	6	14.0			3	3.6	1	4.0	4	3.7
3. Parents														
Support	3	1	49	80.3	30	69.8	1	1	67	81.7	21	87.5	88	83.0
No Support			12	19.7	13	30.2			15	18.3	3	12.5	18	17.0
4. Community														
Support	1	2	27	42.8	17	40.5	3	5	42	52.5	5	25.0	47	47.0
No Support			36	57.2	25	59.5			38	47.5	15	75.0	53	53.0

Community Support

The distribution of responses from counselors and headteachers regarding whether or not the community supported and worked with counselors in solving students' problems changed somewhat from the preceding response pattern. As Table 32 shows 61 (58.1%) of counselors indicated that the community did not support the program, while 44 (41.9%) said that the community supported the program.

Out of the total number of male counselors responding, 27 (42.8%) said the community supported and worked with teachers, while 36 (57.2%) responded in the negative. Seventeen female counselors responded in the affirmative, while 25 (59.5%) responded negatively to the question. More male headteachers (headmasters) than females (headmistresses) perceived the community as in support and working with teachers to solve students' problems. Approximately 42 (53.5%) of the headmasters perceived the community as supportive of the program but (38 or 47.5%) indicated the reverse. Female headteachers numbering 5 out of 25 (47%), perceived the community as supportive of the program, while two-thirds, or 15 (75%) of the female headteachers perceived the community as not supportive of the program.

Career Resource Center

In answer to the question whether or not their schools had a career resource center, an overwhelming majority of

counselors - 82 (76.6%) indicated that there was no career resource center in their schools. Only 23 (23.4%) said a career resource center was available.

Headteachers responded in a similar manner to the question, with the largest group 83 (76.9%) indicating there was no career resource center in their schools and, 25 (23.1%) indicating there was a career resource center. This finding clearly showed that career resource centers were not available in the majority of schools surveyed.

Research Question 10: What are the beliefs of students, counselors, and headteachers regarding the extent to which students seek help from traditional healers?

In Table 33 can be seen a break down of the distribution of responses of all respondent groups to the question of whether or not students with personal problems consult traditional helpers. As shown, the largest group of students 174 or 35.4% reported that students never consult traditional healers. About 167 (33.9%) of students indicated students consult traditional helpers sometimes, and 136 (27.6%) said students consult traditional healers occasionally. Only 9 or 3 % of the students indicated this practice happened always. This finding seemed to indicate that almost half of the student population believed that students consult traditional healers when they are experiencing personal problems.

When the gender factor was considered, 81 (33.6%) of male

students indicated they believed students consult traditional helpers sometimes. Sixty-five (27%) said students engage in this practice occasionally, while 86 (35.7%) said they did not believe students consult traditional healers. Female student responses followed almost the same pattern. About 85 (34.4%) of female students believed that students consult traditional helpers sometimes, and 68 (27.5%) believed this practice happens occasionally. The female students who believed that students never consult traditional helpers were 88 (35.6%). Students of either gender were almost split even in the number and percentage of their responses to the issue. A chi-square test of significance yielded no indication of a significant difference in the responses of students as a consequence of their gender (chi-square with 8 df = 6.0383, P = 0.6429).

Table 33

Distribution of Groups by the Response to the Question: To What Extent Do You Believe African Traditional Helpers (Herbalists) are Consulted by Students Who Have Personal Problems?

Respondents	Always		Mostly		Sometimes		Occasionally		Never		No Response	Total	
	N	%	N	%	N	%	N	%	N	%		N	%
Students													
Male	6	1.2	3	0.6	81	16.5	65	13.2	86	17.5	11	241	49.0
Female	3	0.6	3	0.6	86	17.5	71	14.4	88	17.9	17	247	51.0
Rural	8	1.6	3	0.6	134	27.3	102	20.8	119	24.2	17	366	74.5
Urban	1	0.2	3	0.6	33	6.7	34	6.9	54	11.0	11	125	25.5
Counselors													
Male	1	1.0	1	1.0	19	18.3	36	34.6	5	4.8	2	62	59.6
Female	1	1.0	2	1.9	14	13.3	17	16.3	7	6.7	2	41	39.4
Rural	2	1.9	3	2.9	31	29.8	47	47.2	11	10.6	4	96	92.3
Urban	-	-	-	-	2	1.9	4	3.8	2	1.9	-	8	7.7
Headteachers													
Male	1	1.0	-	-	35	24.3	36	35.0	17	16.5	4	79	76.7
Female	-	-	-	-	10	9.7	12	11.7	2	1.9	1	24	23.3
Rural	1	1.0	-	-	35	34.0	42	40.8	17	16.4	4	95	92.3
Urban	-	-	-	-	-	-	6	5.8	2	1.9	1	8	7.7
Total	24		18		480		472		410		74	1392	

Table 33 shows that 134 (36.6%) of students in rural schools believed that students consult traditional helpers sometimes. Another 102 (27.9%) believed students consult traditional helpers occasionally. While 119 (32.5%) believed that this never happens. Of the 123 urban students responding to the question, 33 (26.8%) believed students consult traditional helpers sometimes, and an equal number 33 (26.8%) believed it happened occasionally, while 53 (43.1%) believed students never consult traditional helpers. These findings indicate that more rural secondary school students tended to believe that students with personal problems consult traditional helpers, than did urban secondary school students.

Counselor and headteacher responses to the same question were also analyzed by gender and location of school. As shown in Table 33, about 19 (30.6%) of male counselors believed that students consult traditional helpers sometimes. Another 36 (58.1%) believed this happens occasionally and only 5 (8.1%) said students never consult traditional helpers. Fourteen (34.1%) of female counselors believed students consult traditional helper sometimes, and 17 (41%) believed it happens occasionally. Seven (17.1%) of the counselors said students never consult traditional helpers. These findings indicate that, overall, 88.7% of male counselors and 75.6% of female counselors believe students consult traditional helpers when they experience personal problems. A chi-square test of

significance established no statistically significant difference between male and female counselors' responses to the question (chi-square with 8 df = 11.1000, P = 0.1961).

As for the headteachers, twenty-five or 31.6% of males believed students consult traditional helpers sometimes and 36 (45.6%) believed this happens occasionally. Seventeen or 21.5% males believed students never consult traditional helpers. Ten or 41.7% of female headteachers believed students consult traditional helpers sometimes, while 12 (50%) believed this happens occasionally. Only 2 (8.3%) believed students never consulted traditional helpers. Once again, this finding indicates that an overwhelming majority of headmasters and headmistresses, 78.5% and 91.7% respectively, believed students consult traditional helpers when they have personal problems.

When analysis was done to determine possible differences in the beliefs of both counselors and headteachers regarding students consulting traditional helpers, based on their school location, results indicated no significant differences in their responses. There was no significant difference between the responses of headteachers and counselors in rural schools and urban schools on the issue.

A comparative analysis of the responses of the three sample groups revealed that more headteachers than counselors tended to believe that students consulted traditional helpers.

More headteachers and counselors tended to believe that this practice prevails among students, than did students themselves. Fewer students than headteachers and counselors believed students consult traditional helpers when they have personal problems.

Research Question 11: What are the views of counselors and headteachers regarding the suitability of Western theories and methods of counseling for Kenyan students?

As shown in Table 34, about 45 (44.5%) of the counselors, out of the total number, indicated that western theories and methods of counseling were suitable, while 51 (50.5 %) said that they were not suitable. This finding suggests that a simple majority of counselors regarded the western approach to counseling as unsuitable for use with African student clientele.

When headteachers were asked to respond to the same question, 34 (32.4%) out of the total number indicated that the western theories and methods of counseling were suitable for counseling Kenyan student clientele, while the majority of headteachers, (52 or 49.5) indicated to the contrary (See Table 35). It would appear from this finding that the majority of headteachers were skeptical about the suitability of the western approach to counseling, from a theoretical or philosophical perspective.

Table 34
Counselor Views About Western Theories and Methods of Counseling

Category	<u>Male</u>		<u>Female</u>		<u>Total</u>	
	N	%	N	%	N	%
Theories & Methods Suitable	27	44.3	18	45	45	44.5
Theories & Methods Not Suitable	31	50.8	20	50	51	50.5
Uncertain	3	4.9	2	5	5	5.0
No Response	3		4		7	
Total	64	100	44	100	108	100

Table 35
Headteachers Views About Western Theories and Methods of Counseling

Category	<u>Male</u>		<u>Female</u>		<u>Total</u>	
	N	%	N	%	N	%
Theories & Methods Suitable	28	34.1	6	26.1	34	32.4
Theories & Methods Not Suitable	41	50	11	47.8	52	49.5
Uncertain	13	15.9	6	26.1	19	18.1
No Response	1		2		3	
Total	83	100	25	100	108	100

Research Question 12: What relationships exist between the views of counselors and headteachers about Western theories and methods of counseling and selected demographic

characteristics?

When counselor responses were analyzed by gender, results indicated that 27 (44.3 %) of male counselors responded in favor of western theories and methods of counseling, while 31 (50.8%) responded negatively. Three counselors (4.9%) were uncertain. Of the forty female counselors responding, 18 (45%) were in favor of western theories and methods of counseling, while 20 (50%) were not in favor. Two female counselors were uncertain. These findings indicate that there was a consensus between male and female counselors concerning western theories and methods of counseling indicating that they may not be suitable for counseling Kenyan students. A chi-square test of significance calculated yielded no statistical significance (chi-square with 6 df = 1.8813, P = 0.9303). There were no significant differences between male and female counselors in their responses to the issue concerning the suitability of western theories and methods of counseling for Kenyan students. This finding implies that counselors seem to be unprepared to embrace western theories of counseling. As discussed earlier (see Chapter 2, P.37), the importation of foreign ideas, especially those that tend to be in conflict with the prevalent social-cultural milieu, tends to meet with resistance, as it may be in this case. The majority of counselors seem wary of western theories and methods of counseling, as indicated by the results.

When headteachers were asked to respond to the same question, 34 (32.4%) out of 105 respondents indicated that western theories and methods of counseling were suitable for counseling Kenyan students. The majority of headteachers 52 (49.5%) indicated that these theories and methods were not suitable, while nineteen (18.1%) were uncertain. It would seem from this finding that, the majority of headteachers as a group were skeptical about the suitability of western theories and methods of counseling for Kenyan students. The same reason, as given for counselors above, may apply to headteachers, concerning the reason behind their negative view toward western theories of counseling.

A further analysis of headteachers' responses based on their gender indicated that 28 (34.1%) of males were in favor of the western theories and methods of counseling, but the majority (41 or 50%) were not in favor. Thirteen (15.9%) of the males were uncertain. As for female headteachers, 6 or 26.1% responded in the affirmative, but the majority (11 or 47.8%) responded in the negative. Six (26.1%) of female headteachers were uncertain. This finding indicated consensus between male and female headteachers regarding the issue of the suitability of western theories and methods of counseling.

A chi-square test of significance did not produce any statistically significant difference between the responses of

male and female headteachers on the issue (chi-square with 2 df = 1,4169, P = 0.4924). Gender did not differentiate between the responses of the respondents.

When responses of counselors and headteachers were analyzed to establish whether there were any differences based on their school location, results consistently showed no significant differences for both groups. The majority of rural/urban headteachers and counselors indicated that western theories and methods of counseling were not suitable for Kenyan secondary school students.

**The Influence of Professional Training on Beliefs About
Western Theories and Methods of Counseling**

An analysis was done to determine whether counselor views about western theories would differ significantly as a consequence of professional training and seminar attendance.

Out of the 15 professionally trained counselors, 10 (66.7%) believed western theories and methods of counseling were suitable, while 5 (33.3%) said they were not. Out of 81 non-trained counselors, 34 or 42% believed the theories and methods were suitable but 42 (51.9%) believed to the contrary. Although the number of professionally trained counselors was very small, this finding could imply that professional exposure to theories of counseling through training may influence counselors' beliefs toward western theories and methods of counseling. However, a chi-square test calculated

did not indicate any significant difference between trained and non-trained counselors in their beliefs about the influence and suitability of western theories and methods of counseling, for Kenyan students.

An analysis was done to determine whether there were any differences in the beliefs of counselors about the suitability of western theories and methods of counseling based on seminar attendance. Out of 42 counselors who had attended a seminar, (21 or 50%) were found to be in favor of western theories of counseling, as opposed to (21 or 50%) who were not in favor. A chi-square test of significance yielded (chi-square with 2 df = 3.9163, P = 0.1411). Hence, there was no significant difference between the beliefs of counselors who had attended or not attended any seminar.

Further analysis was done to determine whether there were any differences in the beliefs of headteachers about the suitability of western theories and methods of counseling, based on whether they had attended a seminar or not. Results indicated that out of 54 headteachers who had attended a seminar, 12 (22.2%) responded in favor, but 33 (61%) were not in favor. It would seem from this finding that, seminar attendance may have had an influence on the beliefs of headteachers against the suitability of western theories and methods of counseling, although other factors may have influenced their beliefs. A chi-square test of significance

showed a statistical significance (chi-square with 2 df = 7.8897, P = 0.0194). There was a difference between headteachers who had attended a seminar and those who had not, in their beliefs regarding the suitability of western theories and methods for counseling Kenyan students.

Research Question 13: What problems are experienced by secondary school students, as perceived by students, counselors, and headteachers?

Student Perceptions of Student Problems

In Table 36 can be seen a distribution of responses to the research question concerning problems experienced by secondary school students as perceived by students, counselors and headteachers. Specific problems mentioned by respondents were analyzed and organized under five broad categories, i.e. (a) psycho-social problems, (b) family problems, (c) educational problems, (d) financial problems, and (e) career problems.

Out of 516 students responding, 391 (75.7%) mentioned various types of psycho-social problems experienced by secondary school students. Of this number, 199 (79%) were male and 192 (72.7%) were female students. This finding indicated that psycho-social problems were mentioned by almost three-quarters of students of either gender.

There were 165 (32%) of students who indicated that secondary school students experienced family related problems.

Of this number, 65 (25.8%) were male students, while 100 (37.9%) were female students. Slightly more female students than males mentioned family problems. Traditional family systems (for instance, extended families that entailed a closer bond and living within the same compound of immediate relatives), are changing due to new social- cultural and economic realities. Large families, especially in the case of polygamous family systems, experience conflict brought about by financial strain, among other problems. Students are affected by such difficulties which directly impinge on their personal lives, thus signalling a need for counseling.

Students who mentioned educational problems numbered 270 (53%); of this number, 135 (54.6%) were males and 135 (51.1%) were females. This finding would indicate that about half of both male and female students surveyed experienced educational problems in equal proportions. Students need assistance with their subject choices, and also general advice on effective study skills. The role of the counselor, in this regard, would be to facilitate student adjustment to the academic environment. It would seem, based on this finding, that this area of the program needed more attention.

Table 36

Distribution of Student Problems by Gender

Category	Students				Counselors				Headteachers				Total (N)
	Male		Female		Male		Female		Male		Female		
	N	%	N	%	N	%	N	%	N	%	N	%	
Psycho-Social	199	79.0	192	72.7	53	83.0	38	86.0	67	80.7	22	88.0	577
Family	65	25.8	100	37.9	21	33.0	28	63.6	28	33.7	12	48.0	254
Educational	135	54.6	135	51.1	41	64.0	28	63.6	49	59.0	14	56.0	402
Financial	168	66.7	184	69.7	35	55.0	19	43.1	39	47.0	14	56.0	459
Career	48	19.0	41	15.5	39	61.0	21	47.7	33	39.8	14	56.0	196
Total	1006		652		189		134		216		76		2273

Table 37

Distribution of Student Problems by School Type

Category	Students						Counselors						Headteachers						Total (N)
	Girls		Boys		Mixed		Girls		Boys		Mixed		Girls		Boys		Mixed		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Psycho-Social	80	81.6	74	85.1	237	70.7	23	85.2	17	80.9	51	85	25	83.3	13	68.4	51	86.4	571
Family	40	40.8	24	27.6	101	30.1	14	51.9	13	61.9	22	36.7	17	56.7	8	42.1	15	25.4	254
Educational	58	59.2	34	39.1	162	48.4	20	74.1	16	76.2	35	58.3	17	56.7	10	52.6	37	62.7	389
Financial	75	76.5	69	79.3	208	62.1	13	48.1	13	61.9	29	48.3	17	59.7	11	57.9	28	47.5	463
Career	18	18.4	20	23	51	15.2	11	40.7	13	61.9	36	60	17	56.7	10	52.6	21	35.6	197
Total	271		221		759		81		72		176		93		53		152		1878

Financial problems were mentioned by 352 (68%) of all students in the sample. Of this, 168 (66.7%) were males and 184 (69.7%) were females. With a high percentage of wage earning unemployment, as reported earlier for their parents, many students lack enough money to spend on things they require. Many students found it difficult to keep up with school tuition payments and were often sent home, resulting in interruption of their studies.

Fewer students (89 or 17%) mentioned career problems as a major concern. Of this number, 48 (19%) were male students and 41 (15.5%) were female students. Career development for secondary school students, appeared not to be regarded as a major concern by the students. This finding confirms the perceptions of respondents about the role of career development in the guidance program. It is not surprising, therefore, that students would identify career problems as the least of their major concerns.

Overall, based on the frequency of problems mentioned that were experienced by secondary school students, the following rank order emerged: (1) psycho-social problems, (2) financial problems, (3) educational problems, (4) family problems and (5) career problems.

Counselor Perceptions of Student Problems

As indicated in table 36, the majority of counselors perceived psycho-social problems to be the main concern for

secondary school students. Of this number, 53 (83%) were male counselors while 38 (86%) were female counselors. About 49 (46.6%) of the counselors mentioned family problems as a major concern, of which 21 (63%) were female counselors. Almost twice as many female counselors than male counselors perceived family problems as a major concern for students.

In the category of educational problems, 49 (47%) of all counselors mentioned this as a major concern for students. Of this number, 41 (64%) were male counselors, while 28 (63.6%) were females. When financial problems were considered, 54 (51%) of the counselors mentioned it as a major concern for students. Out of this number, 35 (55%) were male counselors and 19 (41%) female counselors.

Approximately, 60 (57%) of the counselors mentioned career problems as a major concern for students. Of this number, 39 (61%) were male counselors, while 21 (47.7%) were female counselors. Slightly more male than female counselors mentioned career problems as experienced by students.

The perception of student problems by counselors assumed the following rank order: (1) psycho-social problems, (2) career problems, (3) financial problems, (4) educational problems and (5) family problems.

Headteacher Perceptions of Student Problems

As table 36 indicates, 89 (85%) of headteachers (headmasters and headmistresses) mentioned psycho-social

problems to be a major concern for secondary school students. Of this number, 67 (80%) were males and 22 (88%) females.

In the category of family problems, 40 (38%) of the headteachers mentioned it as a major problem for students. Of this number, 28 (37%) were males and 12 (48%) were females. This finding indicated that more female headteachers (headmistresses) than their counterparts mentioned family related problems as a major concern for students.

Educational problems were mentioned by 63 (60%) of headteachers as a major problem experienced by students. Of this, 49 (59%) were male headteachers, while 14 (56%) were female headteachers. As noted, both male and female headteachers seemed to be evenly distributed in their perception of educational problems as a concern for students.

In reference to financial problems, 53 (50%) of headteachers mentioned it as a major concern facing students. Of this number, 39 (47%) were male headteachers and 14 (56%) were female headteachers. Slightly more female teachers compared to male teachers seemed to mention financial problems as a major concern for students.

When career problems were considered, 47 (45%) of the headteachers recognized this as a major concern for students. Of this number, 33 (40%) were male headteachers, while 14 (56%) were female headteachers. Once again, comparatively more female than male headteachers seemed to mention career

problems as a major concern facing secondary school students.

An examination of the perceptions of the range of student problems mentioned by headteachers revealed the following rank order: (1) psycho-social problems, (2) educational problems, (3) financial problems, (4) career problems and (5) family problems.

Student Problems by Type of School

In Table 38 can be seen a distribution of the frequency and percentage of student problems as perceived by students, counselors and headteachers according to the type of school. Problems mentioned by each group of respondents in each of the three types of schools emerged in the following rank order:

Table 38

Student Perceptions of Problems by Type of School

<u>Girls schools n=98</u>	<u>Boys schools n=87</u>	<u>Mixed schools n=335</u>
1. Psycho-social Problems 80 81%	1. Psycho-social problems 74 85%	1. Psycho-social problems 237 90%
2. Financial Problems 75 76%	2. Financial Problems 69 75%	2. Financial Problems 208 62%
3. Educational Problems 58 59%	3. Educational Problems 34 39%	3. Educational Problems 162 48%
4. Family Problems 40 40.8%	4. Family Problems 24 27.6%	4. Family Problems 101 30%
5. Career Problems 18 18.4%	5. Career Problems 20 23%	5. Career Problems 51 15%

In all schools, students mentioned psycho-social problems more frequently and career problems less frequently.

Table 39

Counselor Perceptions of Student Problems by School Type

Girls schools n=27 Boys schools n=21 Mixed schools n=60

		<u>N</u>	<u>%</u>			<u>N</u>	<u>%</u>			<u>N</u>
1. Psycho-social problems	23	85%	1. Psycho-social problems	17	81%	1. Psycho-social problems	51	85%		
2. Financial Problems	20	74%	2. Financial Problems	16	76%	2. Career Problems	36	60%		
3. Educational Problems	14	52%	3. Educational Problems	13	62%	3. Educational Problems	35	58%		
4. Family Problems	13	48%	4. Family Problems	13	62%	4. Financial Problems	29	48%		
5. Career Problems	11	41%	5. Career Problems	13	62%	5. Family Problems	22	37%		

Counselors in all schools, mentioned psycho-social problems more frequently. Career problems were ranked second after psycho-social problems in mixed schools, while family problems were ranked last. In boys' schools, career problems, family problems and educational problems were equally mentioned, after psycho-social and financial problems.

Table 40

Headteacher Perceptions of student problems by school type

Girls schools n=30 Boys schools n=19 Mixed schools n=59

		<u>N</u>	<u>%</u>			<u>N</u>	<u>%</u>			<u>N</u>
1. Psycho-social Problems	25	83.3%	1. Psycho-social Problems	13	68.4%	1. Psycho-social Problems	51	86%		
2. Financial Problems	17	56.7%	2. Financial Problems	11	60%	2. Educational Problems	37	62.7%		
3. Educational Problems	17	56.7%	3. Educational Problems	10	52.6%	3. Financial Problems	28	47.5%		
4. Family Problems	17	56.7%	4. Family Problems	10	52.6%	4. Family Problems	21	35.6%		
5. Career Problems	17	56.7%	5. Career Problems	8	42%	5. Career Problems	15	25.4%		

In girls' schools, psycho-social problems were mentioned by headteachers as a priority concern, whereas the other problems were mentioned fairly in equal proportions. In boys' schools, headteachers recognized financial problems as second in priority order, whereas educational problems were mentioned second in priority order for mixed schools.

Student Perceptions of Problems by Location of School

Table 41 indicates the response frequency and percentage of students, counselors and headteachers regarding what they perceived as the major problems experienced by secondary school students, according to the location of school. Problems mentioned by each group of respondents emerged in the following rank order:

Table 41
Student problem perception by location

	<u>Rural (N = 383)</u>		<u>Urban (N = 134)</u>		
	N	%	N	%	
1. Psycho-Social Problems	317	83	1. Psycho-Social Problems	73	54
2. Financial Problems	280	73	2. Financial Problems	71	53
3. Education problems	219	57	3. Family Problems	51	38
4. Family Problems	114	30	4. Education Problems	50	37
5. Career Problems	60	16	5. Career Problems	28	21

Psychological problems were ranked first by both rural and urban schools, followed by financial problems. Educational problems were ranked third by rural students but fourth by urban students. Career problems were ranked last by students in both locations. Family problems were, however, ranked third by urban and fourth by rural students.

Table 42
Counselor Perceptions of Student Problems by Location of School

Rural (N = 100)			Urban (N = 8)		
	N	%		N	%
1. Psychological Problems	85	85	1. Career Problems	8	100
2. Educational Problems	66	66	2. Psycho-Social Problems	6	75
3. Career Problems	53	53	3. Family Problems	2	25
4. Financial Problems	52	52	4. Financial Problems	2	25
5. Family Problems	50	50	5. Educational Problems	1	12.5

The majority of counselors in the rural schools mentioned psycho-social problems more often than any other type of problem, while urban counselors perceived career problems as a major concern. Rural counselors ranked educational problems as the second major concern, while urban counselors mentioned

educational problems as last in priority.

Table 43
Headteacher perceptions of student problems by school location

	Rural (N = 100)			Urban (N = 8)	
	N	%		N	%
1. Psychological Problems	76	76	1. Psycho-Social Problems	7	87
2. Educational Problems	56	56	2. Educational Problems	5	62
3. Financial Problems	49	49	3. Financial Problems	4	50
4. Career Problems	44	44	4. Family Problems	3	37
5. Family Problems	37	37	5. Career Problems	2	25

Headteachers in both rural and urban schools mentioned psycho-social problems most frequently as the major concern of students, followed by educational problems and then financial problems, in that order. Family problems were mentioned least frequently by rural headteachers, while urban headteachers perceived career problems as being the least priority for students.

Research Question 14: What are the general views of students, counselors, and headteachers regarding guidance and counseling activities in their schools?

An open ended question was included in the questionnaire to elicit general views and comments from respondents regarding how they saw and felt about the guidance and counseling program activities in their schools. Results indicated that the majority of students (340 or 75%), generally viewed guidance and counseling activities in their schools as being useful and helpful to them.

In their comments about the program, 22 (24.4%) of the counselors and 33 (40.7%) of the headteachers viewed counseling activities in their schools as useful and helpful to students. The majority of counselors 58 (64.4%) and 38 or 47% of the headteachers felt that guidance and counseling activities in their schools still needed more development and improvement. Ninety-nine (21.9%) of students commented on the need for program development and improvement.

Regarding resources, facilities, office space and other administrative and material support for the program, 3 (0.7%) of the students, 10 (11.1%) of the counselors, and 8 (9.9%) of headteachers, viewed the program to be in dire need of these provisions. Selected comments from respondents on these and other aspects of the program are presented in the Appendix. The anecdotal comments represent the views of counselors, headteachers and students regarding how they saw and felt about guidance and counseling activities in their schools. The comments given by respondents are self-explanatory and touch

on significant issues such as: the need for providing more time for counseling activities; the need for resources and materials to improve the delivery of counseling services; the need for deploying trained counselors to counsel students; and the need for providing in-service training to enable counselors attend to student problems and needs more efficiently.

Personal Interviews

In an effort to elicit more information about the role and functions of the guidance and counseling program in secondary schools, the researcher personally interviewed some personnel at the guidance and counseling unit (Ministry of Education), district education officers, headteachers and counselors.

The personnel at the guidance and counseling unit indicated that there was a major problem with the administration and supervision of the program nationally. This was attributed to an acute lack of funding, and scarcity of personnel at the counseling unit headquarters. As a result, fewer seminars and workshops were being organized and fewer supervisory visits were made to monitor the implementation of the program in secondary schools.

The education officers interviewed indicated that the program was important and necessary for secondary school students, although the majority of them expressed

dissatisfaction with the administrative organization and coordination of the program, as currently carried out by the ministry of education.

The comments pronounced by headteachers and counselors who were interviewed, echoed the views of education officers. They viewed the guidance and counseling program as an important component of the school curriculum, however, they noted that program activities were not adequately provided for in the school curriculum. In addition, as reflected by their anecdotal comments presented, headteachers and counselors felt that the need for training and deploying full-time counselors had been demonstrated by the nature and extent of problems manifested by students in secondary schools.

Summary

This chapter presented and discussed the results of the analysis of demographic data and responses of respondents to the research questions about the role and functions of the guidance and counseling program. Demographic characteristics analyzed included age, gender, type and location of school. The methods employed for data analysis were, frequency and percentage tabulation, cross-tabulation, analysis of variance and factorial analysis of variance.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A summary of the study is presented in this chapter along with research findings and conclusions from data analysis. Recommendations for the improvement of the guidance and counseling program and further research are also presented.

The purpose of this study was to describe the perceptions of students, counselors and headteachers about the role and functions of the guidance and counseling program in selected Kenyan secondary schools.

Summary of Research Findings

Results indicated that students, counselors and headteachers generally perceived the stated role and functions of the guidance and counseling program as being realized, with the exception of student discipline and job placement roles. School counselors were perceived as offering personal and group counseling; educational guidance; consultation; psychological assessment, and administrative services. Students did not perceive counselors as dealing with student discipline and job placement as part of the program.

These findings suggested that counselors in secondary schools offered the majority of guidance and counseling services, as defined by the American Association for Counseling and Development (AACD). However, there were

differences found in the perception of respondents in primarily two areas which were: (1) student discipline and (2) job placement.

The role of student discipline was rated unfavorably by all respondents (mean score 3.28 for students, 4.45 for counselors and 4.58 for headteachers) on a scale of 1 to 5. Although disciplining students is the responsibility of all teachers on the staff, this finding implied that teachers in their role as counselors were not expected to punish students.

The role of job placement was rated unfavorably by all respondents (mean score 3.1 for students, 2.71 for counselors, and 2.86 for headteachers), on a scale of 1 to 5. The role of career guidance in secondary schools appeared to be inadequately fulfilled. Traditionally counselors, who until recently were referred to as "career masters," are supposed to guide students in career decision making and choice. Their responsibility in offering career guidance is limited to assisting Form four students to choose colleges and universities when they fill out career forms during their final year. School counselors have limited skills and tools to offer adequate and meaningful career developmental guidance to students. Career resource centers are generally unavailable and career assessment is something possibly unknown by the majority of counselors.

Career forms contain personal and academic records of

students collected by the counselor and forwarded to the ministry of education headquarters where education and career placement are conducted for all graduating students. Education and career placement are done on the basis of examination results, by education administrators at the ministry of education, in conjunction with heads of institutions admitting students and the public service commission. Neither of these personnel are trained counselors, nor do they involve secondary school counselors during the placement exercise. This process would explain the reason for student, counselor and headteacher perceptions of job placement as not a role associated with the guidance program.

The items about the role and functions of the guidance program were collapsed into four domains representing the major roles of a guidance program, i.e., counseling; consulting; career development; and administrative service. The perceptions of respondents on each individual role was analyzed.

Counseling Role

The mean score of 5.02, 3.8 and 3.8 for students, counselors, and headteachers, consecutively (on a scale of 3 to 15), indicated a general agreement by the majority of all respondents to the statements describing the counseling role. Students, counselors, and headteachers perceived counselors as providing personal and group counseling services.

Consulting Role

The mean score of 6.05 for students, 4.07 for counselors, and 4.77 for headteachers indicated that all respondents agreed with the statements about the counselor engaging in consultation activities with teachers, administrators and parents. The mean scores for counselors and headteachers were much closer to each other than the student's mean score. This finding would indicate that while counselors and headteachers perceived the role of consulting as being fulfilled, students tended to somewhat agree.

Career Development Role

Results indicated that students, counselors, and headteachers were in disagreement with the statements about the role of psychological and career assessment; job placement; and inviting speakers from outside (mean score 8.88 for students, 7.75 for counselors, and 8.22 for headteachers). School counselors were not perceived as providing psychological and career assessment services; nor did they provide job placement services and invite speakers from outside to talk to students about careers. When items were considered separately, the statement about job placement was the only one among the four in this category that was disagreed with. Career development role was consistently perceived by respondents as not adequately realized by the program.

Administrative Role

Student responses to the items on administrative role category indicated that there was agreement with the statements. However, when the two items constituting the administrative role were analyzed separately, students agreed with item 10 (the counselor maintains cumulative records) but disagreed with item 2 (the counselor deals with student discipline). On the strength of the mean score rating for the administrative role of the program (4.92) , it would seem that students perceived the counselor as assuming an administrative role in the program.

Results indicated that counselors perceived the administrative role as among the guidance and counseling roles performed by counselors (mean score 5.98). It should be noted however, that prior to collapsing the data as explained earlier, item 2, concerned with student discipline had been rated unfavorably as a separate variable, but item (10) concerned with student records maintenance had been rated favorably. On the strength of the latter finding, therefore, it would appear that counselors perceived administration as one of the guidance and counseling program roles. Headteachers, with a mean score of (6.01) tended to rate highly the role of administration, compared to students and counselors. As administrators, their perception is perhaps, naturally understandable.

**Relationships Between Respondents' Program Role Area
Perceptions and Selected Demographic Characteristics**

Student Perceptions of Program Role Areas by Gender

When the responses of students to the counseling role subscale were analyzed by gender, no significant differences were found to exist. The conclusion derived from this finding would be that, gender orientation of students did not appear to influence their perception about the role of counseling in the program. Both male and female students perceived counseling, consulting, career development and administrative roles of the program similarly. Their gender orientation was not a differentiating factor in the perceptions of the program.

Student Perceptions of Program Role Areas by Location of School

As indicated by results, students did not differ significantly in their perceptions of the counseling role of the guidance and counseling program when location of school was considered as a factor. The role of consulting was perceived by students similarly in all districts, with the exception of district (2), whose mean score fell slightly above the average mean. Students in district 2 perceived their counselors as not consulting teachers, administrators and parents when counseling students.

Results indicated that students did not differ in their

perceptions of the role of career development as a consequence of the location of the school. All students disagreed with this role in spite of the district or location of their school. As for the administrative role of the program, students once again did not differ as a consequence of the location of their school in their responses to the items on this program domain. All the students across the eight districts agreed with the view that counselors performed an administrative role in the course of program implementation.

Student Perceptions of Program Role Areas by Type of School

When the responses of students for the role of counseling were analyzed with type of school (girls, boys or mixed) as a factor, no significant differences were determined. All the students from boys', girls' and mixed secondary schools perceived the role of counseling in a similar manner. Counseling was rated favorably by all the students from the three categories of schools.

The roles of consulting and administration were also favorably rated by all students from the three types of schools. There were no differences among students in their perceptions of consulting and administrative roles of the program as a consequence of the type of school attended.

The results of the analysis of student responses to statements on career development role indicated that, students expressed disagreement with this role. This would be

interpreted to mean that students in girls', boys' and mixed schools did not perceive counselors as fulfilling the role of career development as part of the guidance and counseling program.

Counselor Perceptions of Program Role Areas by Gender

The perceptions of male and female counselors about the roles of counseling, consulting, career development and administration were not found to be significantly different as a consequence of their gender. This finding would imply that male and female counselors perceived the roles pertaining to the guidance and counseling program in a similar way.

Counselor Perceptions of Program Role Areas by Location and Type of School

Based on the results of analysis, counselors were found to be in agreement with the performance of the counseling, consulting, career development and administrative roles of the program. This finding indicated that counselor perceptions of program role areas did not differ as a consequence of location of school, nor type of school.

Headteacher Perceptions of Program Role Areas by Gender, Location, and Type of School

Results indicated a similar pattern of responses for headteachers, as observed with respect to counselors and students, regarding their perceptions of counseling, consulting, career development and administrative domains

(roles) of the program. When considered by gender, location, and type of school, there were no significant differences found to exist between male and female headteachers in their perceptions of these program roles. Similarly, there were no differences in the perceptions of headteachers regarding these roles, as a consequence of location, or type of school.

Differences in Group Perceptions of the Guidance and Counseling Program Role Areas

The results of a one way analysis of variance indicated a significant difference between the group means of the responses of students, counselors and headteachers on the four domains of the guidance and counseling program. This finding indicated that students, counselors and headteachers tended to perceive the roles of guidance and counseling differently.

Analysis of Group Perceptions of the Guidance and Counseling Program Role Areas by Selected Demographic Characteristics

A factorial analysis of variance was performed to determine whether there were any main effect of group versus, either gender, type of school or location of school, in the perceptions of students, counselors and headteachers about each of the four domains of guidance and counseling.

Significant main effects were found for group by gender, location of school and type of school for counseling, consulting, career development and administrative roles of the program. These findings implied that students, counselors and

headteachers differed in their perceptions of each of the four roles of the program based on group affiliation.

There was main effect found for gender on the role of career development for all groups, indicating that male and female respondents in the whole sample, and across groups, differed in their perceptions of career development role. This difference could be attributed to the varying patterns of socialization for males and females in the society. Orientation toward careers would be different for males and females in this regard. There were no main effects found for group versus location of school and type of school, for the other program role areas.

Referral of Friends to a Counselor

Students responded positively with a majority (59.7%), to the question of whether or not they would refer a friend to the counselor for help. This finding would indicate that the students who have been helped by the counselor may have benefitted well enough as to refer friends to the counselor for assistance. Slightly more girls than boys expressed the view that they would refer their friends to the counselor for help.

Help Seeking Behavior of Students

An overwhelming majority of students (92.8%) indicated that there was a counselor available in the school. This finding would imply that counselors were visible enough as to

be known by many students who needed counseling.

Over three quarters of students were knowledgeable of the counselors' name, another indication that counselors were at least not only known to be available, but the majority of students knew them by their names.

When students were asked whether they had been to see the counselor, about half of students said they had contacted the counselor (51%), while 48% reported that they had not made contact with the counselor.

When analyzed by gender, findings indicated that, approximately equal proportions of male and female students had made contact with the counselor. When analyzed by type of school, results showed that more students in mixed schools had seen counselors (69%) compared to 37% for girls' schools and 35.6% for boys' schools.

A comparison of rural and urban students in terms of seeing the counselor revealed that students in rural schools tended to consult the counselor more than did students in urban schools. This finding would perhaps lead to the conclusion that, urban students were actually day students staying at home, and had their parents and other people outside of school serving as sources of personal help. Rural students, on the other hand, were mainly boarders who may have had limited alternative sources of assistance while at school.

Persons Mostly Consulted by Students for Help

Students reported that they sought the help of the school counselor at school when in need of advice and information on personal and social problems. The second person preferred was a friend for female students, while male students said they would seek help from the class teacher.

When asked to indicate the person whom they would seek advice and information from, regarding career choice, both male and female students reported they would consult their father. The second person preferred by male students was the counselor, while female students chose teacher. One may draw the conclusion that, for matters related to career information and guidance, the students' father seemed to be more readily consulted than the counselor.

As for educational and academic advice, the largest number of students (32%) indicated the teacher as the person who provided most advice. Students chose their father as the second person they would seek educational and academic advice from. The school counselor was chosen as the second person by urban students, but was chosen first by students in boys secondary schools for academic advising.

In response to the question about the person they would most likely seek personal and social counseling, in or out of school, the largest number of students (34.7%) indicated their mother as the first choice, followed by counselor as the

second preference. When considered by gender, female students preferred mother, followed by counselor. Male students indicated the counselor as the person they would most likely seek help from, followed by their father.

The conclusion that can be derived from these findings regarding help seeking patterns of students is that, the counselor was perceived as the person at school whom students would readily approach for personal counseling. However, students indicated that they would seek advice from the teacher for educational and career advice while at school, and from their father when not at school.

Program Awareness and Utilization

The majority of counselors and headteachers perceived that the majority of students were aware of and utilized the guidance and counseling services offered in the schools. The counselors' perception of student awareness and utilization of counseling services would perhaps imply that a considerable number of students were actually seeking help from them.

Regarding the issue of the operational criteria perceived as determining the appointment of teachers to assume the role of counseling in the school, the majority of both headteachers and counselors said that a teacher's personality was the determining factor. This finding would imply that the teacher who was considered as a possible behavioral model for students would be the one considered for appointment as counselor.

Professional training was not considered as the major criterion for appointing a counselor.

Both headteachers and counselors indicated, in their responses to the issue concerning subject teaching load for counselors compared to teachers, that counselors had a slightly lighter load on the timetable, compared to the rest of the staff. This finding clearly meant that, at least, counselors had some time to attend to the personal counseling needs of students.

Support for the Program

The issue of program support by the school administration, teachers, parents and the community was examined by this study. Findings indicated that the majority of counselors perceived the school administration, teachers and parents as supporting the program. However, the majority of counselors did not perceive the community as supporting the program. Based on the comments made by one counselor during a personal interview, there could be a possibility that the community around a school, in particular, and the society in general, have not grasped the philosophy and objectives of the guidance and counseling movement in secondary schools.

The perception of headteachers regarding the support accorded the program by the school administration, teachers and parents was similar to that of counselors. The majority of headteachers responded in the affirmative regarding the

issue, with the exception of community support, which had male headteachers responding that they perceived support, but female headteachers (headmistresses) indicating to the contrary.

The issue of administrators, teachers, parents and the community supporting and working with the counselor is crucial for the effectiveness and success of the program. An effort must be made to educate all the parties involved, regarding the essence and benefits of guidance and counseling services in secondary schools. This study did not survey the perceptions of secondary school teachers, nor the community around the schools, regarding the guidance program. Findings regarding the perceived support, or lack of support, from teachers and the community were based on recorded views of counselors and headteachers.

Career Resource Centers

Over three quarters of headteachers and counselors surveyed indicated that there were no career resource centers set up within their schools. Career resource centers provide material resources for career awareness, information, and exploration for students. Career education, career assessment, and job placement services appear to inadequately catered for in the guidance programs of Kenyan secondary schools. An effort should be directed toward the establishment of career resource centers in divisional or

district zones of the country as a beginning, which students from schools can visit and be exposed to career resources and information. Mobile career resource centers would be the other alternative for consideration.

Traditional Helping System

In chapter two, the literature review indicated that African traditional helping systems were still functional and needed to be researched to establish their value and contribution to African psychology in general, and the formal helping systems (psychiatry, psychotherapy and counseling) in particular.

Students were asked to indicate the extent to which they consult traditional helpers. Results indicated that 61% of the students reported that students seek help from traditional helpers sometimes and occasionally. About 35% said students never seek help from traditional helpers. Results further indicated that, of the students who seek help from traditional helpers, slightly more came from rural schools (60%) compared to the urban students (56%) engaged in this practice.

Over three quarters of counselors and headteachers, believed that students consulted traditional helpers when experiencing personal problems. These results have an implication for the guidance and counseling program. First, would it be considered as a challenge for the scientific and formal counseling programs, to realize that such a large

number of educated students still consulted the supposedly unscientific traditional helpers? Second, what would be the implication of such a finding in terms of the value attached to the traditional helping system? Third, would the traditional helping systems be explored for possible valuable contributions to formal counseling systems?

Western Theories and Methods of Counseling

In chapter 2, reference was made to the issue of the application of western theories and methods of counseling in the African social-cultural milieu. Counselors and headteachers were asked to indicate their opinions on this subject. A simple majority of counselors (51%) indicated that western theories and methods of counseling were not suitable for counseling students. About 44% responded in the affirmative, with the remainder (5%) being uncertain about the issue. The majority of headteachers (50%) indicated that western theories and methods of counseling were not suitable for counseling students, while 32% responded in the affirmative. Eighteen percent were uncertain.

One would make a conclusion, based on these findings, that counselors and headteachers may be skeptical about the suitability of western theories and methods of counseling based more on their feelings rather than facts. The exposure of counselors and headteachers to western theories and methods of counseling through training was indicated to be limited.

However, this view could be speculative on the part of this researcher.

In spite of the finding that only 15% of the counselors surveyed reported to have had some formal training in counseling, secondary school counselors did render effective counseling services and could be more effective with training. They were reported to be popular and accessible to students, and were appointed based on personal qualities typical of a good helper. Secondary school counselors in Kenya, therefore, based on these findings, potentially constitute a group of people who did render effective counseling services and could be more effective with training.

Problems Experienced by Students

Respondents were asked to list the problems that secondary school students typically experience, for which counseling may be needed. Various specific problems were mentioned which were categorized and prioritized as follows:

1. Psychological and social problems
 - Peer relationships
 - Personal appearance
 - Personal health
 - Sexual problems
 - Teacher-pupil relationship
 - Discipline problems
 - Pregnancy

- Venereal disease
2. Family problems
 - Relationship with parents
 - Relationship with siblings
 3. Educational Problems
 - Subject choice
 - Study skills
 - Exam anxiety
 - Lack of library
 - Lack of laboratory
 - Lack of textbooks
 - Inability to concentrate
 4. Financial Problems
 - Lack of tuition
 - Lack of pocket money
 - Lack of enough clothes
 5. Career problems
 - Post high school planning
 - Getting a job

Results indicated that about three quarters of students from girls', boys' and mixed schools mentioned psychological and social concerns as the first priority, followed by financial problems. Career problems were mentioned least frequently, indicating that students were not worried about jobs, even though the majority of them would be graduating

from secondary within a year.

Counselors considered psychological and social problems as the first priority for students in all types of schools, followed by educational problems for girls and boys schools, but career problems for mixed schools. Family problems were ranked third for girls and fifth (last) for boys. Headteachers ranked psychological and social problems first for all of the schools. Family problems were ranked second, and career concerns last. Financial problems were ranked second, and family problems fifth for boys. For mixed schools, educational problems were ranked second, family problems were ranked third and family problems fifth and last.

These results regarding student problems indicated very clearly that psychological and social problems seemed to be a priority concern for students as perceived by all respondents, while career concerns were perceived as of least priority. There is an apparent need for the guidance and counseling program to focus more emphasis on personal counseling in secondary schools, in view of the findings that, students, counselors, and headteachers indicated psycho-social problems as the major concern for students. Career guidance should also be given priority to help students raise the awareness of their career interests and choices, in order to ease eventual transition from school to the world of work.

The economic status of Kenya, particularly with respect

to the employment situation, has a bearing on the career guidance programs in educational institutions. The ever increasing rate of unemployment, and limited availability of career options could explain the reason for the low level of focus on career development aspect of the guidance program.

Conclusions

1. Students who were surveyed seemed to make educational and career decisions that were incompatible with the available opportunities, thus, reflecting a lack of proper guidance. Guidance could have led to the identification of high career aspirations.
2. Students, counselors and headteachers favorably perceived the roles of counseling, consulting and administration in the program as being realized, with the exception of career development role.
3. Career guidance (i.e., assisting students in career awareness, education, exploration, assessment, decision-making, choice, as well as job placement), seemed to be the major program area that consistently emerged as inadequately implemented.
4. Students, counselors, and headteachers, as groups, perceived the roles as counseling, consultation, administration, and career development differently.
5. Gender did not differentiate among groups on their perceptions of counseling, consultation and

administration roles with, the exception of career development.

6. Type of school did not differentiate among groups on their perceptions of counseling, consulting, and administrative roles, with the exception of career development.
7. Location of school did not differentiate among groups on their perceptions of counseling, consulting, and administrative roles, with the exception of career development.
8. Career resource centers were found to be lacking in most of the schools.
9. Student discipline was not perceived as a role included in the guidance and counseling program.
10. All respondent groups perceived psycho-social problems as the first priority concern for secondary school students for which counseling was required, while career problems were perceived as the least priority concern.
11. Overall, the majority of students were aware of and utilized guidance and counseling services in their schools.
12. The majority of students knew the name of the school counselor and also reported having seen the counselor at least once.
13. Both headteachers and counselors believed that the basis

- for appointing a counselor from among the staff was his/her personality characteristics.
14. Students preferred the school counselor as the source of help for personal and social problems while at school, but mother when not at school.
 15. Both male and female students preferred father as the source of advice and information about career choice.
 16. Male students in boys schools preferred the counselor for academic and educational guidance, while students in girls and mixed schools preferred the class teacher.
 17. Counselors were found on average to have a lesser subject teaching load on the timetable compared to other teachers, indicating that they had some time for counseling students.
 18. Headteachers and counselors perceived the program as receiving support from the school administration, teachers, parents, and the community, with the exception of counselors and female headteachers who viewed the community as not supporting the program.
 19. The majority of counselors and headteachers were skeptical about the suitability of Western theories and methods of counseling related to counseling Kenyan student clientele.
 20. The majority of respondents (students, counselors, and headteachers) believed that students sometimes or

occasionally consulted traditional healers when experiencing personal problems.

21. The majority of education officers, headteachers, and counselors interviewed, perceived the administration, organization, and coordination of the national guidance and counseling program as inefficient and in need of funding and rejuvenation.
22. Overall, students, counselors, headteachers, and education officers felt that guidance and counseling activities were a worthy and valuable component of the school curriculum.

Recommendations

As a result of the findings and subsequent conclusions established by this study, the following recommendations are suggested:

1. The national and local organization, administration, and supervision of secondary school guidance and counseling programs should be examined thoroughly in order to streamline coordination and supervision mechanisms.
2. Provincial and district program coordinators or supervisors should be appointed to facilitate the process of program development.
3. The curriculum of the guidance and counseling program should be subjected to a comprehensive evaluation with the assistance of university scholars and other experts

in the area of guidance and counseling. This evaluation should lead to the preparation of guidance materials i.e. books and other operational guidelines for school counselors.

4. In service training by way of seminars and workshops should be intensified to equip school counselors with the basic counseling skills and tools to enable them to deliver appropriate guidance services to students.
5. School administrators should provide office space to counselors to enable them to conduct individual counseling interviews with student clientele.
6. An effort should be initiated to establish career resource centers in schools, or in divisional or district zones. Career resource centers should provide career information and development materials for use by students, counselors and teachers.
7. The idea of organizing guidance committees in schools should be encouraged, provided that such committees serve to coordinate guidance and counseling activities in the school. Guidance committees should not function as an administrative disciplinary committee.
8. School counselors should be trained in academic and career assessment methods, data interpretation and student records maintenance, in order to be able to help students understand themselves better.

9. School counselors should be required to prepare annual and term guidance and counseling goals and plans, and carry out regular program evaluation.
10. As a matter of priority, a counselor education and training program should be developed and initiated at one of the national universities to prepare professional counselors at the masters degree level.

Recommendations for Research

1. A national study of the role and functions of the guidance and counseling programs in secondary schools, as well as other institutions of higher education should be done in order to establish the status of the program in the country.
2. Research should be initiated to analyze the social and cultural implications of adopting Western theories and methods of counseling.
3. Research should be initiated to examine the traditional healing systems that exist, and the extent to which the systems are utilized.
4. Research should be directed toward the development of psychological and career assessment tests for use in guidance and counseling programs in schools.
5. Research should be carried out to determine the extent of impact made by professionally trained counselors vis a vis non-trained counselors.

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APPENDIX A
QUESTIONNAIRE

AN ANALYSIS OF THE GUIDANCE AND COUNSELING PROGRAM IN SELECTED KENYAN SECONDARY SCHOOLS.

STUDENT QUESTIONNAIRE

We are asking you to answer the following questions in order to help us find out about the opinions of secondary school students regarding the role and function of guidance and counseling in your school.

Please carefully read each statement/question and answer it following the instructions given.

1. Name of your school.....
2. District school is in.....
3. Your present class/form.....
4. How old are you?.....
5. Male/Female (circle one).....
6. Your home district.....
7. Position in class last term.....out of.....
8. Are you a boarder or day student (circle one).....
9. Do you attend a boys',girls' or mixed school.(circle one)
10. Do you attend a rural or town school.....(circle one)
11. What is your religion? protestant,catholic,moslem, traditional, other (circle one) (specify).....
12. What. is the highest level of education your father completed? (circle one).
 - 1.Did not attend school
 - 2.Primary school (circle class level) 1,2,3,4,5,6,7,8
 - 3.Secondary school (circle class level) Form 1,2,3,4,5,6
 - 4.Training college
 - 5.University
13. Is your father employed? (circle one) Yes/No.
14. What is your father's job?.....
15. Is your mother employed? (circle one) Yes/No.
16. What is your mother's job?.....
17. How many children (including yourself) are in your family?
 1. one 2. two 3. three 4. four 5. five 6. six or more (specify).....
18. Do you come from a single mother or more than one mother family? (circle one).
 1. Single mother family
 2. more than one mother family

19. What do you plan to do after finishing high school?
 1. Get a job
 2. Go to training college
 3. Go to university
 4. Work and go to school part time
 5. On the job training
20. If you intend to go to college or university, which of the following courses would you prefer to pursue?
 - 1.Arts 2. Social Sciences 3. Physical Sciences/Mathematics
 - 4.Engineering/Technology 5. Agriculture
 6. Veterinary Science 7.Law 8. Medicine
 9. Education 10. Other (specify).....

Please respond to the following statements or questions by circling the response that best represents your opinion about guidance and counseling in your school.

1. Does your school have a counselor among the teachers to whom students go for advice on personal-social, educational, and career-vocational problems?
 1. Yes 2. No
2. What is the name of the counselor?
 1. Name..... 2. I don't know his/her name.
3. Have you been to see a counselor about a problem?
 1. No 2. Yes, once or twice
 3. Yes, more than two times
4. At school when you have a personal-social problem and you need advice or help, to whom do you go?
 1. Class teacher 2. Headmaster 3. Deputy headmaster
 4. Housemaster/mistress 5. Counselor 6. Friend
 7. Others (specify).....
5. Who has provided information to you about choosing a career or job? Please rate the value of the information given to you i.e. 1. Not useful 2. Moderately useful 3. Very useful.
 1. Mother..... 2. Father..... 3. Teacher.....
 4. Counsellor..... 5. Brother..... 6. Sister.....
 7. Grandparent..... 8. Friend(s).....
 9. Someone else (specify).....
6. Who has provided information and advice about your academic and educational plans? Please rate the value of the information given to you i.e. 1. Not useful 2. Moderately useful 3. Very useful.
 1. Mother..... 2. Father..... 3. Teacher.....
 4. Counsellor..... 5. Brother..... 6. Sister.....
 7. Grandparent..... 8. Friend(s).....
 9. Someone else(specify).....

7. Who has provided information and advice about your personal-social problems? Please rate the value of the information given to you i.e. 1. Not useful 2. Moderately useful 3. Very useful.
1. Mother.....
 2. Father.....
 3. Teacher.....
 4. Counsellor.....
 5. Brother.....
 6. Sister.....
 7. Grandparent.....
 8. Friend(s).....
 9. Someone else (specify).....

To what extent do you agree or disagree with each of the following statements (circle your response):

- i.e
1. Strongly agree (definitely yes) (SA)
 2. Mildly agree (probably yes) (MA)
 3. Uncertain (not sure) (UN)
 4. Mildly disagree (probably not) (MD)
 5. Strongly disagree (definitely not) (SD)

1. The school counsellor can assist you in dealing with a personal problem. (circle one)
1. SA 2. MA 3. UN 4. MD 5. SD
2. The school counsellor deals with student discipline cases by punishing the students referred to him/her.
1. SA 2. MA 3. UN 4. MD 5. SD
3. The school counsellor listens to your problems and provides assistance on an individual basis.
1. SA 2. MA 3. UN 4. MD 5. SD
4. The school counsellor assists students to explore educational and career information in order to make appropriate education and career decisions and choices.
1. SA 2. MA 3. UN 4. MD 5. SD
5. The school counsellor advises students on how to study, prepare for examinations and how to choose subjects.
1. SA 2. MA 3. UN 4. MD 5. SD
6. The school counsellor arranges for speakers from outside the school to come and talk to students about career opportunities.
1. SA 2. MA 3. UN 4. MD 5. SD
7. The school counsellor works with parents to resolve a student's problem.
1. SA 2. MA 3. UN 4. MD 5. SD
8. The school counsellor consults with teachers and the headmaster regarding students' academic and behavioral problems.
1. SA 2. MA 3. UN 4. MD 5. SD
9. The school counsellor gives psychological and career tests to help students understand their personality, interests, values and abilities.
1. SA 2. MA 3. UN 4. MD 5. SD

AN ANALYSIS OF THE GUIDANCE AND Counseling PROGRAM IN SELECTED KENYAN SECONDARY SCHOOLS.

SCHOOL COUNSELOR QUESTIONNAIRE

We are asking you to answer the following questions in order to help us find out about the opinions of secondary school counsellors regarding the role and function of guidance and counseling in your school. These views will be useful in analyzing and developing improved guidance and counseling services that will effectively prepare secondary school students for their future lives and careers.

Please carefully read each statement/question and answer each following the instructions given.

1. Name of your school.....
2. District school is in.....
3. Type of school- girls', boys', mixed (circle one)
4. Boarding/Day school (circle one)
5. Sex : Male/Female (circle one)
6. Age :
7. Professional status (circle one)
 1. S1
 2. Diploma
 3. Approved graduate
 4. Graduate (Bachelors' degree)
 5. Post-graduate (Masters' degree)
8. Years of teaching experience.....
9. Subjects taught:
 - 1..... 2. 3.
10. Years served as school counsellor.....
11. Have you had professional counseling training? (circle one)
 1. Yes 2. No
12. Duration of training.....years at.....
13. Have you attended a seminar or workshop on guidance and counseling? (circle one)
 1. Yes 2. No
14. How many times and when have you attended a seminar or workshop?.....
15. Did you take any course in guidance and counseling in your teacher-training program?
 1. Yes 2. No

Please respond to the following statements or questions by circling the response that best represents your opinion about guidance and counseling in your school.

1. The majority of students in this school are aware of and utilize the guidance and counseling services.
 1. Yes
 2. No
2. Which of the following was the major basis for your appointment as a counsellor?
 1. Personality characteristics
 2. Professional qualifications
 3. Staff member seniority
 4. Counsellor training

To what extent do you agree or disagree with each of the following statements (circle your response):

- i.e
- | | |
|---------------------------------------|------|
| 1. Strongly agree (definitely yes) | (SA) |
| 2. Mildly agree (probably yes) | (MA) |
| 3. Uncertain (not sure) | (UN) |
| 4. Mildly disagree (probably not) | (MD) |
| 5. Strongly disagree (definitely not) | (SD) |
3. The school counsellor assists students in dealing with personal problems. (circle one)
 1. SA
 2. MA
 3. UN
 4. MD
 5. SD
 4. The school counsellor deals with student discipline cases by punishing the students referred to him/her.
 1. SA
 2. MA
 3. UN
 4. MD
 5. SD
 5. The school counsellor listens to students' problems and provide assistance on an individual basis.
 1. SA
 2. MA
 3. UN
 4. MD
 5. SD
 6. The school counsellor assists students to explore educational and career information in order to make appropriate education and career decisions and choices.
 1. SA
 2. MA
 3. UN
 4. MD
 5. SD
 7. The school counsellor advises students on how to study, prepare for examinations and how to choose subjects.
 1. SA
 2. MA
 3. UN
 4. MD
 5. SD
 8. The school counsellor arranges for speakers from outside the school to come and talk to students about career opportunities.
 1. SA
 2. MA
 3. UN
 4. MD
 5. SD
 9. The school counsellor works with parents to resolve a student's problem.
 1. SA
 2. MA
 3. UN
 4. MD
 5. SD
 10. The school counsellor consults with teachers and the headmaster regarding students' academic and behavioral problems.
 1. SA
 2. MA
 3. UN
 4. MD
 5. SD

11. The school counsellor gives psychological and career tests to help students understand their personality, interests, values and abilities.
1. SA 2. MA 3. UN 4. MD 5. SD
12. The school maintains cumulative academic and personal records of students for counseling and referral purposes.
1. SA 2. MA 3. UN 4. MD 5. SD
13. The school counsellor assists students in job placement.
1. SA 2. MA 3. UN 4. MD 5. SD
14. The school counsellor offers group guidance activities through talking to groups of students or classes about: study habits, self-understanding, interpersonal relationships, educational and occupational planning and job search skills.
1. SA 2. MA 3. UN 4. MD 5. SD

1. Does the guidance program in this school get adequate administrative support, financial and material resources?
1. Yes 2. No
2. What is the teaching load of the counsellor on your staff compared to other teachers?
1. Counsellor.....periods per week
2. Teachers.....periods per week
3. Do teachers in this school support and work with the counsellor in solving student problems?
1. Yes 2. No
4. Do parents support and work with the counsellor in solving student problems?
1. Yes 2. No
5. Does the community support and work with the counsellor in solving student problems?
1. Yes 2. No
6. Does the school have a career resource center with career and educational information materials and facilities?
1. Yes 2. No
7. To what extent do you believe African traditional helpers are consulted by students who have personal problems?
(Specify).....
.....
8. Do you believe the western(American or European) theory and method of counseling is suitable for Kenyan secondary school students?
1. Yes 2. No

Explain.....

.....
.....
.....

9. In the space below, write down specific personal, social, psychological, educational and career needs and/or problems which you feel secondary school students are most likely to experience and for which they most need assistance.

- 1..... 2.....
- 3..... 4.....
- 5..... 6.....
- 7..... 8.....
- 9..... 10.....

10. Mention anything else that will help us understand further how you see and feel about guidance and counseling activities in your school.

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THANK YOU VERY MUCH FOR YOUR COOPERATION IN THIS STUDY.

AN ANALYSIS OF THE GUIDANCE AND COUNSELING PROGRAM IN SELECTED KENYAN SECONDARY SCHOOLS.

ADMINISTRATOR/HEADMASTER/HEADMISTRESS QUESTIONNAIRE

We are asking you to answer the following questions in order to help us find out about the opinions of secondary school administrators regarding the role and function of guidance and counseling in your school. These views will be useful in analyzing and developing improved guidance and counseling services that will effectively prepare secondary school students for their future lives and careers.

Please carefully read each statement/question and answer each following the instructions given.

1. Designation (circle one)
1. Administrator 2. Headmaster 3. Headmistress
2. Name of your school.....
3. District school is in.....
4. Type of school- girls', boys', mixed (circle one)
5. Boarding/Day school (circle one)
6. Sex : Male/Female (circle one)
7. Age :
8. Professional status (circle one)
1. S1
2. Diploma
3. Approved graduate
4. Graduate (Bachelors' degree)
5. Post-graduate (Masters' degree)
9. Years of teaching experience.....
10. Subjects taught:
1..... 2. 3.
11. Years served as school administrator.....
12. Have you attended a seminar or workshop on guidance and counseling? (circle one)
1. Yes 2. No
13. How many times and when have you attended a seminar or workshop?.....
14. Did you take any course in guidance and counseling in your teacher-training program?
1. Yes 2. No

Please respond to the following statements or questions by circling the response that best represents your opinion about guidance and counseling in your school.

1. The majority of students in this school are aware of and utilize the guidance and counseling services.
1. Yes 2. No
2. Which of the following was the major basis for your appointing a member of staff as a counsellor in the school?
1. Personality characteristics
2. Professional qualifications
3. Staff member seniority
4. Counsellor training

To what extent do you agree or disagree with each of the following statements (circle your response):

- i.e 1. Strongly agree (definitely yes) (SA)
2. Mildly agree (probably yes) (MA)
3. Uncertain (not sure) (UN)
4. Mildly disagree (probably not) (MD)
5. Strongly disagree (definitely not) (SD)
3. The school counsellor assists students in dealing with personal problems. (circle one)
1. SA 2. MA 3. UN 4. MD 5. SD
4. The school counsellor deals with student discipline cases by punishing the students referred to him/her.
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5. The school counsellor listens to students' problems and provide assistance on an individual basis.
1. SA 2. MA 3. UN 4. MD 5. SD
6. The school counsellor assists students to explore educational and career information in order to make appropriate education and career decisions and choices.
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8. The school counsellor arranges for speakers from outside the school to come and talk to students about career opportunities.
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1. SA 2. MA 3. UN 4. MD 5. SD
10. The school counsellor consults with teachers and the headmaster regarding students' academic and behavioral problems.
1. SA 2. MA 3. UN 4. MD 5. SD
11. The school counsellor gives psychological and career tests to help students understand their personality, interests, values and abilities.
1. SA 2. MA 3. UN 4. MD 5. SD

- 12. The school maintains cumulative academic and personal records of students for counseling and referral purposes.
1. SA 2. MA 3. UN 4. MD 5. SD
- 13. The school counsellor assists students in job placement.
1. SA 2. MA 3. UN 4. MD 5. SD
- 14. The school counsellor offers group guidance activities through talking to groups of students or classes about: study habits, self-understanding, interpersonal relationships, educational and occupational planning and job search skills.
1. SA 2. MA 3. UN 4. MD 5. SD

- 1. Does the guidance program in this school get adequate administrative support, financial and material resources?
1. Yes 2. No
- 2. What is the teaching load of the counsellor on your staff compared to other teachers?
1. Counsellor.....periods per week
2. Teachers.....periods per week
- 3. Do teachers in this school support and work with the counsellor in solving student problems?
1. Yes 2. No
- 4. Do parents support and work with the counsellor in solving student problems?
1. Yes 2. No
- 5. Does the community support and work with the counsellor in solving student problems?
1. Yes 2. No
- 6. Does the school have a career resource center with career and educational information materials and facilities?
1. Yes 2. No
- 7. To what extent do you believe African traditional helpers are consulted by students who have personal problems?
(Specify).....
- 8. Do you believe the western (American or European) theory and method of counseling is suitable for Kenyan secondary school students?
1. Yes 2. No

Explain.....

.....

.....

.....

.....

.....

9. In the space below, write down specific personal, social, psychological, educational and career needs and/or problems which you feel secondary school students are most likely to experience and for which they most need assistance.

- | | |
|---------|---------|
| 1..... | 2. |
| 3. | 4. |
| 5. | 6. |
| 7. | 8. |
| 9. | 10..... |

10. Mention anything else that will help us understand further how you see and feel about guidance and counseling activities in your school.

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THANK YOU VERY MUCH FOR YOUR COOPERATION IN THIS STUDY.

APPENDIX B
RESPONDENT COMMENTS

Counselor Comments

- The school counselor needs to be relieved of some duties, i.e. fewer teaching periods per week, and should have an office and books on guidance and counseling to make the program more successful.

(Counselor, Chamakanga Girls High School)

- The in-service training of counseling personnel is very important. Students are sometimes so open to counseling and this makes the work not so successful.

(Counselor, Umoja Secondary School)

- There is lack of time for full counseling; no counseling center or office, and this causes fear in students to air their problems.

(Counselor, Turbo Girls High School)

- The school teaching time table is so congested that we hardly get students, since this is a day school.

(Counselor, Wareng Secondary School)

- When a student is dealt with individually there is a good response and change of attitude in educational learning.

(Counselor, Hill Secondary School)

- We need all teachers to have basic knowledge of guidance and counseling. Counselors should have less work load so that they can devote more time for a purposeful work. With many pupils in a school, proper monitoring of each pupil is vital.

(Counselor, Kiborgok Secondary School)

- We have experienced a positive change in the behavior of students, but many still shy off from coming for assistance, especially older students.

(Counselor, Terige Mixed Secondary School)

- Guidance and counseling is an integral part of the curriculum and must be enhanced to help students discover themselves; guidance and counseling in this school has helped a lot of students in this aspect.

(Counselor, Kapsabet Boys High School)

- Guidance and counseling would work better if parents of students are involved.

(Counselor, Langalanga Secondary School)

- We hope that the program is incorporated in the timetable, at least once a week; also teacher counselors should be invited to participate in seminars to exchange their views.
(Counselor, Jomo Kenyata Secondary School)

- School counselors ought to have professional training or attend seminars to be able to cope with the responsibility of the work. The counselor must be a resident teacher and should be a full-time counselor or, with less teaching load.
(Counselor, Mundika Secondary School)

- The activities need to be reinforced and be made more profitable to the students. There should be more involvement by the administration.
(Counselor, Kaimos Mixed Secondary School)

- Time has come for the need for the government to introduce professional counselors in schools, since students are exposed to a wide range of interactions, hence the need for exposure to the counseling program. This is taxing to the teacher who is also supposed to teach as well as link the child to the home environment.
(Counselor, Kakemega Boys High School)

Headteachers' comments

- Guidance and counseling plays a crucial and pivotal role in molding youths into useful citizens. It has helped a number of our students mend their ways of life and improve on their academics.
(Headteacher, Vihiga Academy)

- These activities need a full-time teacher-counselor attached to two or more schools without any teaching duties; full-time counselors should be employed.
(Headteacher, Makhokho Secondary School)

- The guidance and counseling team from the ministry of education should make a visit in a term to the schools to help counselors and students make good profit from the positive aspects of life in particular and in general.
(Headteacher, Mukumu Girls Secondary School)

- There is a great need for professionally trained counselors in schools. Need for establishment of coordinated counseling programs, workshops and seminars, etc.
(Headteacher, Terige Secondary School)

• There is a need for community support of teachers in dealing with guidance and counseling activities. On the contrary, some parents tend to side more with their children to the extent of even agitating them to rise against the school administration, leading sometimes to mass student undiscipline. The generation gap has a bearing on guidance and counseling, as this role, formally played by elders, is now placed on teachers without necessary training and acquisition of advanced age to command more respect.

(Headteacher, Kapsoit Secondary School)

• Guidance and counseling should be given more attention by the Ministry of Education and it should be a full-time job for the teacher. In service training and seminars should be frequent.

(Headteacher, Kericho High School)

• With the current wave of strikes in schools and the varying social backgrounds of students, guidance and counseling can play a very important role in reducing student problems. Students can be helped through counseling so that they solve their problems amicably.

(Headteacher, Misikhu Friends High School)

• In a large school, there is need for more trained or inservice guidance and counseling teachers. We need resource materials and information in areas of careers and counseling.

(Headteacher, Moi Girls High School, Eldoret)

• An effective guidance and counseling has been greatly affected by the overcrowded (8•4•4) curriculum which leaves little time on the timetable to carry out guidance and counseling activities.

(Headteacher, Kabartegan Secondary School)

• More teachers need basic training in this area. A school counselor should be a full-time person with no teaching responsibility.

(Headteacher, Kakamega High School)

• There should be a well trained counselor with his own office where students can raise their confidential information in.

(Headteacher, Litein Boys High School)

• Kenyan society at large should be made aware of this educational aspect and be encouraged to fall back to it when need arises.

(Headteacher, Nakuru High School)

- It becomes necessary that when guidance and counseling does not prove effective, then the school administrators should subject the students to coercive actions, e.g. punishment.
(Headteacher, Tarime High School)

- It is such an important program that it should be put in the curriculum. University trained counselors should be posted to schools. Money should be availed to support the program through consulting with professionals who should give lectures and advice to teacher counselors.
(Headteacher, Chavakali High School)

- Parents should cooperate with the school counselor in solving student problems. Parents should not force their children to choose courses or careers in which children have no ability.
(Headteacher, St. Paul's Amukura High School)

Student comments

- It helps to change the character of the students hence students can choose the right decision to follow.
(Male student, age 18, Senende Boys High School)

- Guidance and counseling in our school is good as it helps to make students well integrated after school.
(Female student, age 17, Tiga Girls School)

- Guidance and counseling helps one to learn various means he/she can use to socialize with others.
(Female student, age 18, Makhokho Secondary School)

- Due to many problems i.e. lack of financial help, health problems, lack of library and well equipped laboratory, it has become impossible especially to pass exams. If we are assisted by guidance and counseling, we can respond positively in the academic field up to the final year.
(Male student, age 18, Ebwali Secondary Schools)

- Guidance and counseling helps students have discipline; it helps students to know what is taking place now and for future.
(Female student, age 18, Bukulunya Secondary School)

- Guidance and counseling helps students to know how to sit for their final exams with confidence and courage and also makes students who are frustrated to become good citizens in future.
(Female student, age 17, Moi Girls School, Vokoli)

• These activities are actually good and are necessary, for they help us students to be conversant with careers and other allied fields. These activities also help some of us in solving some private and personal issues.

(Male student, age 18, Kakamega High School)

• From what I have experienced so far, I think that guidance and counseling is not a bad idea, as long as the counselors at least try and understand our problems without feeling biased about anything. They should always try and put themselves in our shoes.

(Female student, age 18, Mukumu Girls School)

• These activities should continue because they help in correcting the behavior and character of students.

(Female student, age 17, Khasoko Girls School)

• I have been guided on social problems and also on academic problems which has made change in me.

(Male student, age 21, St. Paul Amukura High School)

• Guidance and counseling helps one who is going astray to come back to the right track or behave well according to the norms.

(Male student, age 19, Mundika High School)

• Guidance counselors are very good with students problems as long as they do not spread it out - some counselors advise and then go gossiping about the students.

(Female student, age 18, Hills Secondary School)

• Guidance and counseling is effective to a large extent in our school. It has been working well. Every Thursday the counselor meets classes to advise them in all matters pertaining to good morals.

(Male student, age 19, Terige High School)

• Guidance and counseling activities have helped so much in solving some of the problems faced by students by advising and teaching on how to cope with the problems.

(Female student, age 18, Kapnyeberai Girls High School)

• More time should be provided for counseling students who are about to complete their studies. The counselor should be somebody who can develop a good relationship with students.

(Male student, age 18, Kilibwon Boys High School)

• Guidance and counseling has helped to reduce the rate of school drop out by expulsion due to undiscipline and prevented student strikes. It has also reduced drop out due to pregnancy, and it also makes students aware of the reason for their presence in school.

(Male student, age 19, Kapsoit Secondary School)

• The teachers who provide guidance and counseling misunderstand students.

(Female student, age 18, Moi Secondary School)

• I strongly feel that it could be more effective had we got more friendly and open teacher-counselors.

(Female student, age 17, Menengai High School)

• Guidance and counseling should not be taken for granted in schools, so as to help students grow up to be responsible persons.

(Female student, age 17, Menengai High School)

• Guidance and counseling leads to good communication between the students and teachers in the school.

(Male student, age 18, Lake Nakuru Secondary School)

APPENDIX C
AACD ROLE STATEMENT

role statement

The Role of the Secondary School Counselor

The following role statement is a revision of that which appeared in the May 1974 issue of School Counselor. The statement was formulated by the 1976-77 ASCA Governing Board.

The purposes of this article are to identify and to clarify the role of the secondary school counselor as it is perceived by ASCA members and to commit to public record certain philosophic tenets and essential operational conditions entailed.

PROFESSIONAL RATIONALE

As members of the educational team, secondary school counselors believe that each child possesses intrinsic worth and inherent and inalienable rights and that each child is the focus of the educational process. No other country in the world devotes so much attention to the individual student. Schools in all societies are concerned with the transmission of cultural heritages and with the socialization of youth. In the United States, schools also emphasize the individual and individual needs and desires. Guidance

in schools is a phenomenon of the United States and is, as one phase of pupil-personnel services, a unique and integral part of the total school program.

Counselors believe that most students, given the experience of an accepting, nonevaluating relationship, will make intelligent decisions. When effective, school counseling functions as a continuous process to assist students by identifying and meeting their needs in the educational, vocational, and personal-social domains. Although personal counseling is a major function of the guidance staff, other responsibilities and involvements include, but are not limited to, staff consultation, parental assistance, student self-appraisal, educational-vocational information and planning, referral to allied community agencies, and public relations.

Guidance is a function of every member of the educational team, but the school counselor has the primary responsibility for leadership. Guidance assists students to understand themselves by focusing attention on their interests, abilities, and needs in relation to their home, school, and environment. Counseling assists students in

developing decision-making competence and in formulating future plans. The school counselor is the person on the staff who has special training in assessing the specific needs of each student and in planning an appropriate guidance program in the educational, vocational, and personal-social domains.

Social changes bring new and different challenges to schools. New knowledge is constantly available. The effective school counselor, through training and retraining, remains informed and approaches each counseling situation realistically.

PROFESSIONAL RELATIONSHIPS

Counseling Relationships

Counseling relationships are based on the following principles:

- It is the counselor's obligation to respect the integrity of the counselee and promote the welfare of the student being counseled.
- Before entering the counseling relationship, the counselee should be informed of the conditions under which assistance may be received.
- Counselors shall decline to initiate or shall terminate a counseling relationship when they cannot be of professional assistance.
- The counseling relationship and information resulting from it must be kept confidential in accordance with the rights of the individual and the obligations of the counselor as a professional person.
- Counselors reserve the right to consult with other competent professionals about the counselee.
- Should the counselee's condition endanger the health, welfare, and/or safety of self or others, the counselor

is expected to consult the appropriate responsible person. In some instances, referral of the counselee to a specialist may be desirable.

The Counselor's Relationship with the Student

Through the counseling relationship, the counselor seeks to help students to understand themselves in relation to the world in which they live. The counselor helps students to know themselves, to recognize their strengths and weaknesses, to establish values, and to learn how to make realistic and positive decisions. To accomplish these goals in the high school environment, the secondary school counselor

- Sees students as individuals and acknowledges their right to acceptance as human beings.
- Recognizes that each student's behavior is meaningful and represents the individual's attempt to develop within the environment as it is perceived.
- Is available to all students and works with them in relation to their educational, vocational, and personal-social needs.
- Creates an atmosphere in which mutual confidence, understanding, and respect result in a helping relationship.

The Counselor's Relationship with the Parent or Guardian

The school counselor serves as consultant to parents or guardians regarding the growth, educational and career planning, and development of the counselee. To accomplish this goal, the secondary school counselor

- Accepts parents as individuals and acknowledges their uniqueness.
- Approaches the conference in a

courteous, professional, sincere, and nonjudgmental manner.

- Respects the basic right and responsibility of parents to assist their children in decision making.
- Conveys a sincere interest in establishing a helpful and cooperative relationship.
- Assures parents of confidentiality about the information received.

The Counselor's Relationship with the Teacher

The counselor assists teachers to gain a better understanding of the plan for the educational, career, and personal-social development of the students. To accomplish this goal, the secondary school counselor

- Views teachers as members of the guidance team.
- Serves as interpreter of the school's guidance program to teachers and familiarizes them with the guidance services available.
- Shares appropriate individual student data with teachers with due regard for confidentiality and assists the teachers in recognizing individual differences in students, as well as their needs in the classroom.
- Assists teachers in making referrals to other appropriate school personnel, such as the remedial reading teacher, the school nurse, or the school's learning-disabilities specialist.
- Supports teachers of vocational and/or cooperative programs offering students on-site work experience.
- Cooperates with efforts of middle school, junior high school, and senior high school teachers to describe academic coursework for the benefit of the student entering senior high school.
- Maintains an objective and impartial view in teacher-student relationships, endeavoring to understand the

problems that may exist and to assist in their solution.

- Assists in the planning of classroom guidance activities and acts as a resource person for obtaining appropriate up-to-date materials and information.
- Makes current information available to teachers about the myriad of career and job opportunities during and after high school.
- Involves teachers in conferences with students and parents, promoting a better understanding of the student and the individual's development.
- Develops a teacher-consultation program to help teachers with students who show discipline and learning problems in the classroom.

The Counselor's Relationship with the Administration

The work of the school counselor should contribute directly to the purpose of the school. To accomplish this goal, the secondary school counselor

- Recognizes that the administrator is the major member of the guidance team whose outlook, leadership, and support create the atmosphere for success in important school services.
- Serves as interpreter of the guidance program to the administration, familiarizing it with the guidance services available.
- Works closely with the administration in planning, implementing, and participating in in-service training and other programs designed to maintain and promote the professional competency of the entire staff in curriculum development, in adapting learning activities to pupil needs, and in effecting positive student behavior.
- Serves as liaison between the guidance staff and the school administration.

tion by preparing pertinent information regarding student needs and abilities or other data related to the guidance program and curriculum development.

- Is aware that any statement on the role and function of the secondary school counselor does not supersede nor is it in direct conflict with legislation dealing with confidentiality, privileged communications, or contract agreements between counselors and boards of education.

The Counselor's Relationship with Significant Others

The counselor has professional responsibilities to a number of significant others as an effort is made to use all available community resources to assist the student. It is essential that a good working relationship be established and maintained with these community and area resources. To assure ongoing rapport with community and area resources, the secondary school counselor

- Maintains good communication with the office of the probate judge and with law-enforcement agencies.
- Maintains a cooperative working relationship with community and social agencies.
- Consults with students' previous counselors in order to use valuable knowledge and expertise of former counselors.
- Maintains a close and cooperative relationship with the admission counselors of post-high school institutions.

PROFESSIONAL RESPONSIBILITIES

The Counselor's Responsibility to the Student

In addition to specifying the counselor's professional relationships with the

student, it is important to consider the counselor's personal responsibilities to the student. In a counseling relationship, the secondary school counselor

- Demonstrates respect for the worth, dignity, and quality of the student's human rights.

- Shows concern for and assists in the planning of the student's educational, career, personal, and social development.

- Aids students in self-evaluation, self-understanding, and self-direction, enabling them to make decisions consistent with their immediate and long-range goals.

- Assists students in developing healthy habits and positive attitudes and values.

- Encourages students to participate in appropriate school activities with a view toward increasing effectiveness in personal and social activities.

- Participates in the planning and design of research that may have beneficial results for counselees.

- Assists students in the development of an awareness of the world of work and in the use of school and community resources.

- Helps students to acquire a better understanding of the world of work through the acquisition of skills and attitudes and/or participation in work-related programs.

- Encourages students to plan and use leisure-time activities and to increase personal satisfaction.

- Clearly indicates the conditions under which counseling is provided with respect to privileged communication.

- Assists in students' adjustment to senior high school, evaluates academic progress, and reviews graduation requirements.

- Makes referral to appropriate resources whenever professional or role limitations curtail assistance.
- Assists students in understanding their strengths, weaknesses, interests, values, potentials, and limitations.

The Counselor's Responsibility to the Parent or Guardian

The counselor holds conferences with parents or guardians about students' growth and development. Through individual or group conferences, the secondary school counselor

- Provides parents or guardians with accurate information about school policies and procedures, course offerings, educational and career opportunities, course or program requirements, and resources that will contribute to the continuing development of counselees.
- Makes discreet and professional use of information shared during conferences.
- Shares information with parents or guardians and interprets pertinent data about counselees' academic records and progress.
- Assists the parent or guardian in forming realistic perceptions of the student's aptitudes, abilities, interests, and attitudes as related to educational and career planning, academic achievement, personal-social development, and total school progress.
- Interprets the guidance program of the school to the parent or guardian and familiarizes him or her with the guidance services available.
- Involves the school's guidance staff with parent or guardian groups.
- Involves the parent or guardian in the guidance activities within the school.

The Counselor's Responsibility to the Staff

In a democratic society, the school's basic purpose is the education and development of all students toward individual fulfillment. To carry out this important responsibility, the secondary school counselor

- Works with all members of the school staff by providing appropriate information, materials, and consultation assistance in supporting teacher efforts to understand better the individuality of each pupil.
- Contributes to curriculum development and cooperates with administrators and teachers in the refinement of methods for individualized learning.
- Contributes to the development of a flexible curriculum to provide a meaningful education for each student.
- Acts as the coordinator in the school's program of student appraisal by accumulating meaningful information and interpreting this to students, parents, and the professional staff.
- Uses modern technology, techniques, and paraprofessional personnel to disseminate educational and career information.
- Assists in research related to pupil needs by conducting studies related to the improvement of educational programs and services.
- Assists students in planning programs of educational and vocational training consistent with their goals.
- Coordinates the use of services available beyond those the counselor can provide by making appropriate referrals and by maintaining a cooperative working relationship with community specialists.
- Serves the school's program of public relations by participating in

community groups and by furnishing information regarding guidance programs to the media.

- Acts as a consultant to administrators, to teachers, and to significant others by sharing appropriate individual student data, identifying students with special needs, suggesting materials and procedures for a variety of group-guidance experiences, and participating in in-service training programs.
- Implements student articulation between junior high school and high school and high school and post-high school experiences.
- Accepts professional obligations related to school policies and programs.
- Participates in the planning, development, and evaluation of the guidance program.

The Counselor's Responsibility Regarding the Community

The secondary school counselor has a professional responsibility to have accurate information about current community programs, including knowledge of such services as health clinics, planned-parenthood clinics, volunteer programs, cooperative programs, apprenticeship of labor organizations, Chamber of Commerce programs, and other community agencies' programs.

The Counselor's Responsibility to the Profession

ASCA presumes that the professional identity of the school counselor must be derived from unique training and service. To assure continued professional growth and contributions to the profession, the secondary school counselor

- Has an understanding of his or her own personal characteristics and their

effects on counseling relationships and personal-social encounters.

- Is aware of his or her level of professional competence and presents it accurately to others.
- Continues to develop professional competence and maintains an awareness of contemporary trends inside and outside the school community.
- Fosters the development and improvement of the counseling profession by assisting with appropriate research and participating in professional association activities at the local, state, and national levels.
- Discusses with related professional associates (counselors, teachers, and administrators) practices that may be implemented to strengthen and improve standards or conditions of employment.
- Prepares meaningful, objective, and succinct case reports for other professional personnel who are assisting students.
- Discusses with other professionals situations related to their respective discipline in an effort to share unique understanding and to elicit recommendations to assist counselees further.
- Enhances the image of counselors and of other related professionals by positive references in communicating with students, parents, and the community.
- Maintains constant efforts to adhere to strict confidentiality of information concerning counselees and releases such information only with the signature of the counselee and/or parent or guardian.
- Becomes an active member of ASCA and state and local counselor associations in order to enhance professional growth.

The Counselor's Responsibility to Self

Beyond the counselor's responsibility to the profession is a further responsibility to self. To meet the responsibilities deemed significant to self, the secondary school counselor is expected to

- Maintain a strict adherence to the concept and practice of confidentiality and recognize the right to share such information only with a signed release.
- Be well informed on current theories, practices, developments, and trends.
- Use time primarily for guidance and counseling and strive constantly to reduce the demands of clerical or administrative duties.
- Become a professional individual and, in so doing, develop and maintain a well-rounded educational, social, and professional attitude.

APPENDIX D
LETTERS

THIS IS TO CERTIFY THAT:

~~PROFDR~~ /MR./M~~RS~~ AGGREY M.
SINDABI
 Department of Education
 Egerton University - NJORO
 has been permitted to conduct research in
 Nakuru, Kericho, Nandi, ~~Kisumu~~,
 Trans-Nzoia, U/Gishu, Districts
 Kakamega, Bungom and Busia
 Rift Valley and Western Provinces
 on the topic
 A Situational Analysis of guidance
 and Counselling Programme in
 Selected Kenyan Secondary Schools
 for a period ending 15th August 91

Research permit No. OP.13/OOL/21C152/2
 Date of issue 27th May 1991
 Fee received 100 Kshs



[Signature]
 Applicant's Signature
 J.W. WANJOHI (M ISS)
 Permanent Secretary,
 Office of the President

OFFICE OF THE PRESIDENT
 P.O. BOX 40819, NAIROBI

MINISTRY OF EDUCATION

Telegrams: "SCHOOLING", Kakamega

Telephone: Kakamega 20322/3

When replying please quote

P/GA/29/17/53

Ref. No. and date



PROVINCIAL EDUCATION OFFICE
WESTERN PROVINCE

P.O. Box 137

KAKAMEGA

10th June 1991

TO WHOM IT MAY CONCERN

Mr. Aggrey M. Sindabi is doing part of his doctrate research in Western Province on "Guidance and Counselling."

In view of this we are requesting Heads of the selected schools to provide him with all necessary assistance to make his research a success.

S.K. Kisuke

S.K. Kisuke
for: PROVINCIAL EDUCATION OFFICER,
WESTERN PROVINCE.

Tel: (037)61620/61031/61032
Telex: 33075

P.O. Box 536
Njoro, Kenya



DEPUTY VICE CHANCELLOR
RESEARCH & EXTENSION

22nd May, 1991

S/SINDABI

Permanent Secretary
Office of the President
Provincial Administration & Security
P.o Box 30510
NAIROBI

Att: C.A. Mwango (Mrs)

Dear Sir,

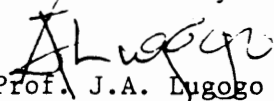
RE: CLEARANCE TO CONDUCT RESEARCH.

The bearer Mr. Aggrey M. Sindabi is a lecturer at Egerton University currently on study leave pursuing a doctoral degree at Virginia Polytechnic Institute and State University in United States.

Mr. Sindabi has come to conduct research and is applying for clearance. He has three months - June, July and August 1991, to do his research and return to United States. We are requesting you to assist him in getting clearance to enable him embark on his research project.

With kind regards.

Yours sincerely


Prof. J.A. Lugogo
Deputy vice chancellor (R & E)

MINISTRY OF EDUCATION



PROVINCIAL EDUCATION OFFICE
P.O. Box 259
NAKURU

Telegrams: "SCHOOLING", Nakuru
Telephone: Nakuru 2288-9

When replying please quote

Ref. No.

and date

5/6/..... 1991

To All Heads
R.V. Secondary Schools

RE: RESEARCH ON GUIDANCE & COUNSELLING
MTR. AGREY M. SINDABI

The above named is doing research on
the above named subject. Please allow him
to do his research in your schools.
Thank you!

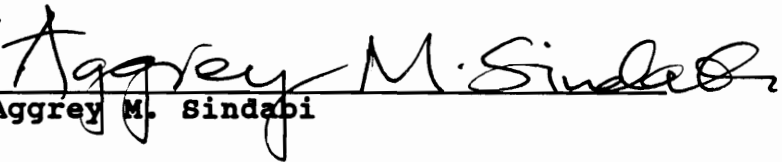
R.K. Arop Keris

for ~~Provincial Education Office~~
Nakuru

VITA

Aggrey Magellan Sindabi was born in Kakamega district, Kenya, on September 9, 1949. He completed secondary school education in 1966. In 1968 he graduated from Siriba Teachers College, Kenya, and taught for nine years before embarking on his undergraduate degree program at Virginia Polytechnic Institute and State University. He completed his Bachelor of Science degree in Psychology in 1980 and his Master of Arts in Education (Counseling) degree in 1982. In 1984, he took leave from his doctoral program and returned to Kenya to gain professional counseling experience.

In 1984, Mr. Sindabi worked as a Lecturer and Assistant Dean of Students at Kagumo College, Kenya. He accepted a position at Moi University in January, 1985, as a Student Counselor and head of the University's Counseling Department. In January, 1989, he accepted a position at Egerton University as a Lecturer in the Department of Educational Psychology, a position he still holds. In September, 1990, Mr. Sindabi returned to Virginia Tech to complete his doctoral program. He has participated in a number of professional seminars and conferences in counseling.


Aggrey M. Sindabi