

An Exploration of Nature of Guidance and Counseling Services in Selected Secondary Schools in Eldoret Municipality, Kenya

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Abstract

The aim of this paper is to examine the nature of Guidance and Counselling services in secondary schools based on a survey conducted in Eldoret Municipality of Uasin Gishu County, Kenya. The study specifically looked into areas that ranged from the issues for which students sought Guidance and Counselling, to whether the units enjoyed administrative support or not. The study adopted an ex-post facto research design. The target population was all secondary schools in the Municipality where a sample was obtained by both random and stratified sampling techniques. A total of 204 secondary school students (103 girls and 101 boys), from nine secondary schools, 41 teachers (14 male and 27 female) and the officer in Charge of Guidance and Counselling in the District constituted the sample. All categories of schools were considered, that is, boarding and day; single sex and co-educational; public and private. The research methodology for the study involved the use of structured questionnaires (open- and closed-ended) to collect the data. The data were subjected to descriptive and inferential statistical techniques for analysis and interpretation. The study findings revealed that lack of physical and human resources characterized the nature of Guidance and Counselling services in the area. The services delivered, within these units were also varied. Although most schools tried to adhere to the objectives of Ministry of Education Science and Technology (MOEST) in their service provision, most teachers including the head teachers were not aware of the MOEST guidelines. It is thus recommended that the MOEST should have a revised Guidance and Counselling curriculum, which should be followed by all schools. More teachers should also be trained in Guidance and Counselling and more than one posted per school.

Keywords: nature, guidance, counselling services, secondary schools, eldoret municipality, kenya.

INTRODUCTION

Education is regarded as one of the most important sources of opportunity for social advancement in the society. Formal education often exposes people to social life outside the family and immediate social circles, provides entry into other opportunities, political offices and social pre-eminence. Secondly, jobs with higher and better pay are nearly always associated with higher levels of education (Riley, 1997). Globally, policy makers see schooling as an essential pre-requisite for sustained economic growth and democratic participation (Boyden & Holden, 1991).

Mbiti (1981) contends that no human society has ever existed without its own system of education. Even the societies considered to be the most primitive in the world today have a form of education system recognized by the society as a social institution through which knowledge, attitudes, and skills are imparted to the youth. Nyerere (1967) believes that education is a social service and a product of a given society.

Within the Kenyan system of education, learners are exposed to several programmes, and Guidance and Counselling is just one of them. Like all other educational Programmes, therefore, Guidance and Counselling units must be designed to meet the needs

of education which, according to Eshiwani (1993), Mbiti (1982), Farrant (1964) and Riley (1997), should, above all others, involve transmitting skills, knowledge, norms and values. It is with this background that the study set to find out the nature and service delivery within these units in Eldoret Municipality, Uasin Gishu District.

The Nature of Guidance and Counselling and the Teacher

Guidance is the assistance given to individuals in making intelligent choices and adjustments. It essentially involves giving of information. Counselling, on the other hand, is a 'helping relationship' that aims at enabling clients understand themselves 'as they are' such that they are able to work towards realizing their potential (Rao, 2003). Counselling is, therefore, a very significant aspect in any model of guidance.

According to Mutie and Ndambuki (2003), students face many difficult situations in today's life. They have to make wise choices in curricular and other activities, acquire basic study skill for optimum achievement and adjust to their peers, teachers and parents. They also have to live and share facilities in the institutions, hostels, dormitories, with individuals from different economic and social backgrounds. The students also have to try to secure adequate financial

aid, adjust to heterosexual relationships and decide how to spend their leisure time. For optimum achievement and proper adjustment, in these varied life situations, there is need for expert help, only available in well-established Guidance and Counselling units.

Guidance and Counselling services in a school should be concerned with the better adjustment of all learners (Kipnusu, 2002). It should be concerned with the improvement of educational, personal, social, civic and vocational adjustment of the learners. It must therefore be the concern of all in the school. Charlton and Hoye (1985) assert that all teachers in the school should participate in the first level of counselling.

According to Kipnusu (2002), counselling ranges from simple giving of advice to more complicated counselling where an individual is helped to overcome a development problem. The implication of this is that no one can handle Guidance and Counselling effectively without some kind of training. Kipnusu (2002) presents a strong argument for training when, that:

...If all people (or teachers) must be involved in the (Guidance and Counselling) program of pupil adjustment, then all such people ought to receive necessary training to be able to do the job properly and more effectively. Counselling in its technical sense requires more intensive training or else more harm than good will be done to pupils (p. 30).

The concept of training in this paper refers to additional training in Guidance and Counselling apart from the limited exposure that teacher trainees are usually given in the one/two days workshops that teachers attend. Teachers should have a postgraduate diploma or degree training in the field of Guidance and Counselling with some exposure to research in this field if they have to be effective. Research is inevitable if the teacher counsellor is to constantly evaluate the performance of the programme. The effectiveness of the programmes in this study is measured by the nature of the programmes that the units offer. The programmes should be able to meet the need of the learners in line with the objectives of Guidance and Counselling as set by the MOEST.

Makinde (1984) contends that apart from training, the process of selection is equally important as it helps to identify those individuals with the greatest potential for effective counselling. In the USA, items commonly employed in decisions to admit or deny

applicants to counsellor preparation programmes are: an undergraduate degree, aptitude, personal and professional recommendations, personal statements of vocational objectives and vocational interests and personality (Mc Elroy, 2000). However, despite these selection criteria, the desire to work with people or to assist others should be paramount for an effective counsellor. It is common knowledge that individuals' psychological needs motivate them towards certain occupations that, among other things enable them to express their personalities in the types of interpersonal relationships peculiar to their occupation. The study sought to find out the criteria used in selecting school Guidance and Counselling teachers and whether or not there were Guidance and Counselling teachers in secondary schools who were trained.

There is an agreement between Mutie and Ndambuki (2003) and Pecku (1991) on areas that secondary school Guidance and Counselling should emphasize. These are: Education, Vacation, Avacation, and Social life counselling services. They believe that school curriculum today is fairly comprehensive and co-curricular activities have also increased manifold. Learners should therefore be helped to develop good study habits, prepare and gain enough confidence to sit and write examinations. They also need assistance in dealing with subjects they find difficulty in, and to explore educational possibilities beyond the present educational level.

They also agree that learners need guidance in choosing vacations consistent with their assets and limitations by helping them select relevant courses and programmes. They argue that learners also need to be made aware of new occupations. Avocational pursuits are important in giving direction to lives of learners outside the classroom. These include work experiences, hobbies, co-curricular activities; classroom hours become a means of development.

Learners need to be guided and counselled in social behaviour and relationships, making new friends and becoming leaders in their own groups, morals, health, and personal problems. However, it should be appreciated that schools are unique, and so are learners. This being the case, the teacher in charge of Guidance and Counselling should draw programmes that meet the needs of his/her unique learners in their unique environments, but they should be in line with the national goals of education and the MOEST goals of Guidance and Counselling. For example, the challenges faced by learners in day schools may differ from those in boarding schools; likewise urban schools may have different challenges from rural schools. But generally, problems affecting the adolescents are more or less similar.

Charlton and Hoye (1985) give three levels of

counselling which have implications on the level of competence required of the teacher to function as a counsellor in a school setting. At level one, they suggest that all teachers should contribute. This does not imply that all teachers be trained. However, they need to possess an understanding of, and be proficient in regard to, learners, have empathy, good listening skills, and the skill to restate and clarify learner's verbal and written responses.

At level two, the severity of the problems may necessitate regular and protracted individual counselling sessions for which class teachers may have neither time nor competence. This level therefore requires teachers with counselling abilities like the trained teacher counsellor. Often, outside professionals could be invited or referred to for help.

Level three deals with problems serious enough to require referral to outside agencies. Counselling at this level may be provided by child psychiatrists, educational psychologists, psychiatric social workers and a number of other professionals. The Guidance and Counselling teacher should be well informed about these referral persons or institutions, and also about the type of counselling problems they deal with. The teacher counsellor should be able to make sound judgments about which cases need out-of-school attention.

STATEMENT OF THE PROBLEM

The personal and social development of young people has become the responsibility of schools so much so that today, schools require a more formal and explicit structure of responsibilities. There is, therefore, an increasing concern for pastoral care programmes in the educational institutions. According to Kipnusu (2002), the role of the school and that of the teachers has been expanding as the society becomes more diversified. With the crumbling of traditional family unit and ever decreasing time that modern parents are spending with their children, much responsibility has been placed on the teacher. The implication of this is that teachers are today required to take on more responsibilities that are more concerned with the social welfare of the learners with merely classroom instruction (Pring, 1984). The Guidance and Counselling teacher, therefore, has the direct responsibility for personal and social welfare of the learners in the school.

As a child goes through school, he/she encounters at times situations when he/she needs help from the teacher to enable him/her take correct and appropriate educational, vocational, and social decisions. Given that learners spend more time in schools than at their homes, it is imperative that schools have well established and functional Guidance and Counselling units. According to Amukoa (1984) and Khaemba

(1986), though Guidance and Counselling units are assumed to have been in Kenyan secondary schools for quite some time now, there has been little systematic attempt to reorganize them so as to deal adequately with the problems facing learners. As a result, there has been an increase in indiscipline among the youth in Kenyan secondary schools. Concerns have been raised over the increase in problems like drug, sexual immorality, examination cheating and teenage pregnancies among others. The need therefore, for well established and functional Guidance and Counselling units in schools is real.

To make Guidance and Counselling units in schools more effective, continuous evaluation is required for further improvement. Like any other educational programme, the Guidance and Counselling units must be guided by set objectives. Education being a purposeful activity requires that goals of all educational programmes be stated clearly to enable those concerned act within a specified framework. Educational policy statements ought to be clear in order to be able to fit tightly to the actual practices in the field of education. Like a key that must precisely conform to a lock to be able to open it, all educational goals must be clear to achieve what they are meant for.

From the above discussion, it is evident that the existence of Guidance and Counselling units in schools is not enough. The units should be structured in such a way that they offer are drawn and executed in line with the educational goals.

LIMITATIONS OF THE STUDY

The focus of the study was on the existence of Guidance and Counselling units in selected secondary schools in Eldoret Municipality. The findings and generalizations of the study apply only to the population of secondary school pupils from which the sample of study was drawn. It is only if a similar study the same methods is conducted that generalizations may be applicable to similar populations in other municipalities. Lack of a uniform curriculum to be followed in the provisions of school Guidance and Counselling services made it difficult to evaluate these services effectively. Data collection in most schools proved challenging, as there were so many activities competing for the little time. In day schools, the situation was even more challenging as the most learners did not reside near their schools.

MATERIALS AND METHODS

The study was conducted in Eldoret Municipality, Uasin Gishu County in the Rift Valley Province of Kenya. The main focus was on secondary schools within the Municipality, which is the administrative centre for the County. The Municipality was selected because it has a number of established public and

private secondary schools. Eldoret Municipality, according to the District Education Office has an estimated population of 200,000 while its catchment area has a population of over one million. There are a number of secondary schools within the Eldoret Municipality.

The secondary school population of students stood at 6238 (3213 boys and 3025 girls) against 450 teachers by the end of 2004. Secondary schools within the Municipality do well in the Kenya Certificate of Secondary Education (KCSE) done at the end of secondary school. In 2004, for example, Chebisaas Secondary School was 5th nationally in the District Schools' category, Moi Girls' was 4th in the National Schools' category while Mother of Apostles Seminary was 7th in the Private Schools' category. The schools also do well in extra-curricular activities (drama, athletics and game balls). The researcher was therefore curious to find out the existence, nature and service delivery of Guidance and Counselling units in these schools.

This was an *ex-post facto* design based on a combination of qualitative and quantitative research. The qualitative aspect helped to give total description Guidance and Counselling units in secondary schools. On the other hand, the quantitative aspect helped to quantify the variables that were measured. The primary source of data was a series of field surveys undertaken between February and April 2005. The dependent variable was type or school while the independent variables were existence, nature and service delivery of Guidance and Counselling units.

Sampling targeted Form Four students from secondary schools and all teachers in Eldoret Municipality. A list from the Municipal Education Office was used to identify all the registered secondary schools. They were found to be twenty (20) in number: 9 were public and 11 private. Out of these, 14 were co-educational, 6 single sex (of which 4 were girls' only and 2 boys' only), 6 boarding and 13 day, while only one school catered for both boarders and day scholars. Stratified random sampling to categorize schools into public and private and also into boarding, day, single sex and co-educational schools was done. Schools from different strata were then listed and random selection done to choose the schools and the respondents. A total of five public schools and 4 private schools were sampled. Out of these, 5 were day schools and 4 boarding schools, 4 were single sex (2 girls' only and 2 boys' only) while the other five were co-educational.

From a total population of 20 schools, a representative sample of 9 schools was selected. Thirty per cent of form four students in each sampled

school were selected to participate in the study. An officer from the DEO's office and five teachers including the head teacher, the teacher in charge of Guidance and counselling and three other class teachers were randomly selected to constitute the sample. The main instrument of study was a questionnaire. The study took care of the bias that can be encountered by using one tool by making use of observation on whether the actual Guidance and Counselling rooms existed and their organization. Three types of questionnaires were used; one for the students, another for the teachers and a third one for the DEO.

To determine the existence, the students were required to state whether there were Guidance and Counselling units in their schools, and whether or not they had used the services provided for the time they were in the school. 'Yes' meant that these services existed and they had made use of them while 'no' meant that the services were not available and they had not made use of them. On The findings were tabulated in contingency tables. The information was quantified using frequencies and analysed.

The significance was tested by computing Chi-Square values for each independent variable which were; existence, nature and service delivery. Statistical Package for Social Sciences (SPSS v.II.5) was used for analysis of data for reliability index and Chi-Square.

RESULTS

The study sought to find out the nature of Guidance and Counselling in secondary schools. The areas the study considered ranged from the issues for which students sought Guidance and Counselling, to whether the units enjoyed administrative support or not.

Issues for which Guidance and Counselling Services were sought

The study found out that among the issues for which students sought Guidance and Counselling services were educational (80.0%), personal (18.0%), vocational (6.2%) and 'others' (4.6%); this did not differ significantly ($X^2_{cal} = 1.334$, $X_{rit} = 3.84$, $df = 1$, $p = 0.065$) between private and public schools.

Personnel Preference for Guidance and Counselling Services

When asked to name the person they would be free to consult for Guidance and Counselling, 77(37.7%) of the student respondents said they would consult their Guidance and Counselling teachers, 64(31.4%) admitted that they would rather consult their friends, 57(27.9%) said that they would consult their parents and guardians, 21(10.3%), their classmates, 19(9.3%) others while 21(10.3%) felt that they would consult a combination of persons. No significant differences

($P < 0.05$) were observed when the above was compared between private and public schools. The student respondents reported an average relationship, that is, 83(40.7%) of students reported that they had an average relationship amongst them, 72(35.3%) reported an average relationship between them and the teachers in general, while 73(35.8%) reported that the level of relationship between them and the Guidance and Counselling staff was average. According to the researcher, therefore, the nature of relationships had an influence on the preference of personnel in the provision of Guidance and Counselling services.

Resources for Guidance and Counselling

The study through the use of students' and teachers' questionnaires sought to find out whether schools had adequate resources needed for effective Guidance and Counselling. The study found out that, schools lacked both physical and human resources needed for effective service delivery. This, the author thought could explain the reason why the majority of students did not go for Guidance and Counselling.

Physical Facilities Available for Guidance and Counselling

Of the 204 students interviewed, 116(59.8%) affirmed that their schools had specific rooms for Guidance and Counselling, while 78(40.2%) said that their schools did not have specific rooms for Guidance and Counselling. Ten students did not respond to this item. Out of the nine schools studied, the researcher found that only one school met the criterion of having rooms well furnished to give clients feelings of warmth and comfort (*Pers. Obser.*). Availability of rooms for Guidance and Counselling services did not differ significantly ($P > 0.05$) between private and public schools (Table 1).

Table 1: Type of School and Availability of Specific Room for Guidance and Counselling

Type of school	Responses to availability of rooms		Total
	Yes	No	
Public schools	58(29.9%)	38(19.6%)	96(49.5%)
Private schools	58(29.9%)	40(20.6%)	98(50.5%)
Total	116(59.8%)	78(40.2%)	194(100.0%)

Personnel Involved in Guidance and Counselling

Teachers in charge of Guidance and Counselling did most of the Guidance and Counselling (Table 2). However, other teachers including the head teacher also provided Guidance and Counselling services. Many students named more than one person who provided Guidance and Counselling services. (Note: The double answers provided by respondents resulted to more than 100% of the observed results). The

study revealed that there were some students who preferred other personnel to the teacher in charge of Guidance and Counselling. There were eight (88.8%) female teacher counsellors, and only one male (11.1%) teacher counsellor, which differed significantly ($X^2 = 5.44$, $df = 1$, $P = 0.020$) from the expected 1:1 gender ratio.

Table 2: Personnel Involved With Provision of Guidance and Counselling Services

Providers of guidance and counselling Services	Number of personnel	Percentage
Head teachers	9	4.4%
Teacher counsellors	123	63.4%
CRE/SEE teachers	19	9.8%
Christian Union Patrons	48	24.7%
Class Teachers	24	11.4%
Others not mentioned	32	16.5%
Total	255	125.0%

Availability, Approachability, Confidentiality and Friendliness of the Guidance and Counselling Staff

The study sought to find out from the students whether the Guidance and Counselling staff were available, approachable, confidential and friendly. The obtained responses have been tabulated in Table 3. Of the 204 respondents, 135(66.2%) of the respondents felt that the Guidance and Counselling staff were easily available; while 59(28.9%) felt that they were not available. On approachability, more than half of the respondents felt that they were approachable. On confidentiality of the staff; 102(52.6%) of the respondents said that they were. Results further indicated that the Guidance and Counselling staff were friendly (63.9%). Approachability of the Guidance and Counselling staff were significantly different between the public and private schools ($X^2_{cal} = 10.948$, $X^2_{crit} = 3.84$, $df = 1$, $P = 0.010$). Students in public schools found their Guidance and Counselling teachers more approachable than those in private schools.

Table 3: Availability, Confidentiality, Friendliness and Approachability of Guidance and Counselling Staff

Guidance and Counselling staff	Students' opinions			
	Yes		No	
	Number of respondents	%	Number of respondents	%
Available	135	66.2%	59	28.9%
Approachabl e	100	51.5%	94%	48%
Confidential	102	52.6%	92	47.4%
Friendly	124	63.9%	70%	36.15%

Administrative Support and Funding

Of the 41 teachers, 17(41.5%) said they always worked with support from the administration in the

planning, organization and running of their Guidance and Counselling units, 9(22.0%) of the teachers felt that sometimes, the administration did not support them in the planning and, organization of the activities of their Guidance and Counselling units. On further prompting, these teachers revealed that most of the invited resource persons were only those the head teachers knew and that at the end of their sessions with the students, a little token was usually given to them. Five teachers (12.3%) said it was rare that the administration gave them support; one (2.4%) said the administration never gave any support while 9(22.0%) had no idea. The mean percentage rank for the item was found to be 72.0%, which was favourable and indicated that there was administrative support for the activities of the Guidance and Counselling units in schools.

Of the 41 teachers, 10(24.4%) felt they were always provided with enough funds; 11(26.8%) said that sometimes they worked with enough funds; 9(22.0%) said they rarely worked with enough funds; 2(4.9%) said they never worked with enough funds while 9(22.0%) said they did not know if they worked with enough funds. The mean percentage rank for the item was found to be 65.0%, which was moderately favourable and indicated in most secondary schools, the Guidance and Counselling units worked with intermediate levels of funding.

DISCUSSION

The second objective of the study was to find out the nature of the Guidance and Counselling services in secondary schools. The study found out that there was no uniformity in the nature of Guidance and Counselling units in secondary schools. This was true even amongst public schools that were supposed to have the same policies. Some schools had rooms for Guidance and Counselling others did not have. The rooms did not provide the privacy required for Guidance and Counselling. They were also not furnished to give a non-threatening environment to the students. In addition, the Guidance and Counselling services were not provided as regularly as they should.

The study found out that the number of teachers with specialized training in Guidance and Counselling per school was very low or none existent, though they had attended a series of seminars, workshops and short-term trainings. Though the services of the present Guidance and Counselling staff in schools cannot be downplayed, further training in this area is almost mandatory, if service delivery is to be effective. The study therefore suggests that only professionally trained Guidance and Counselling teachers be made in charge of the units and even then, they must be members of an association of professional counsellors like the Kenya Association of Professional Counsellors (KAPC) or Kenya School

of Professional Counsellors (KSPC). This will empower the teachers in their service provision, as the Counselling profession requires them not only to deal with students, but also their parents and the wider society in general. It will also enable them use professionalism in their service provision and also give them an opportunity to be supervised as is required by the Counselling ethics.

According to Makinde (1984), the Guidance and Counselling teacher is a professional who is expected to maintain harmonious relationships with groups and individuals. Teachers involved in Guidance and Counselling services have three important roles. The first one is remedial or rehabilitative, in which they help persons experiencing difficulty. The second one is preventive, whereby they anticipate, circumvent and forestall difficulties, which may arise in the future. The third is educative and developmental role in which they help individuals to plan, obtain, and derive maximum benefits from educational, social, vocational, a vocational, and other kinds of experiences which will enable those individuals to discover and develop their potential (ibid.). This being the case, it is imperative that there exist good relationship between the Guidance and Counselling teachers and the students,

According to Rao (2003), Guidance and Counselling should take place in a room free from outside disturbances. The room should be simple but tastefully furnished to give a feeling of warmth and should be comfortable, with lighting that is neither too flashy and bright nor too dull and depressing. KSSHA (2003) agrees with Rao (2003) and add that, a teacher in charge of Guidance and Counselling should have a room allocated to him/her for Guidance and Counselling. This should not be any room like those allocated to heads of departments in the school. They should be able to offer privacy to clients.

According to KIE (2004), the head teacher is in essence the chief counsellor because the nature of his appointment requires that he/she assume the responsibility to provide Guidance and Counselling to the whole school. The success and effectiveness of the Guidance and Counselling programmes therefore depend mainly upon the head teacher (ibid.). The researchers' views, however, are contrary to this. A head teacher cannot be a 'jack of all trades'. The head teacher's main role is administrative, and the duty of Guidance and Counselling remains that of the Guidance and Counselling teacher together with his or her staff. The dual relationship the teachers had with their students of, being counsellors as well as subject teachers could contribute to the students feeling that Guidance and Counselling teachers were not confidential.

The study also found that in private schools, the

majority of teachers in large of Guidance and Counselling units were appointed by the head teacher. There is a high possibility that the head teacher may only appoint teachers who are loyal to him/her, and not necessarily those who have the required personalities and training. For the appointment and training of Guidance and Counselling teachers, it is imperative that selection be done carefully. According to Rao (2003), it is not only sufficient to take into account the intellectual factors or the professed interests when appointing or posting Guidance and Counselling teachers. A number of studies have shown that personality characteristics have great significance. The Guidance and Counselling teachers must evince interest in helping people. They should be sensitive to the situation around them and the needs of the clients and potential clients and above all, they should be sincere and genuine (ibid.).

This study sought to find out from the teachers if the Guidance and Counselling units in their schools enjoyed administrative support and control and if these units had enough funds with which they worked. According to Mutie and Ndambuki (2003), an effective Guidance and Counselling programme is essential for a good school if the head of the institution believes in the Guidance and Counselling programme, it will receive support from the teachers and parents. They further add that lack of control of the Guidance and Counselling units is one of the reasons why the units have not made much headway in many secondary schools. The author does not hold similar views with these scholars but believe that the running of these units in secondary schools should be left entirely to the teachers in charge. The role of the administration should only be to ensure that the required facilities and personnel are availed to the unit.

The high level of approachability of Guidance and Counselling teachers in public schools according to the author could be because most of the teachers in public schools are recognized by the Teachers' Service Commission (TSC), the body that hires and fires teachers in public learning institutions. TSC gives some remuneration to teachers appointed as heads of departments (HOD), while those in private schools may not have the same motivation. This can be explained by the fact that the financial support that the government gives to secondary schools is limited and in addition, government controls in away, the school fees charged by schools. This makes it impossible for schools to adequately fund extra-curricular activities without compromising on educational matters. This could interfere with the planning and organization of activities like those of Guidance and Counselling units in secondary schools. On the funding of Guidance and Counselling units, Mutie and Ndambuki (2003) have this to say,

....there is need for a clear national policy for introducing and developing Guidance and Counselling programmes in schools and colleges with adequate funding and allocation of time (p. 12).

Most schools were also found to be managing the Guidance and Counselling units without enough funds. This, according to the author, limited the services that were provided to the students. According to the MOEST policies, schools are not allowed to solicit for funds from parents to run their programmes in the form of school fees. However, the MOEST is aware that there are no enough Guidance and school fees. However, the MOEST is aware that there is not enough Guidance and Counselling staff and that schools need money to effectively provide such services. The study therefore recommends that the MOEST reconsider how it can help schools.

From the study, it was found that the hypothesis that the availability of facilities did not have an influence on service delivery within the Guidance and Counselling units was false. The low number of students going for Guidance and Counselling services, according to the author, could be as a result of inadequate facilities in the schools. The study also recommends that peer Counselling be established and strengthened in all schools. It was clear from the study that students in most cases were freer to consult with their peers on issues of personal concern rather than go to the teachers or those in charge of Guidance and Counselling units. According to Anderson (1976), peers readily accept and offer sympathy to each other due to the fact that they readily identify with the emotional problems that face them from time to time.

CONCLUSION AND RECOMMENDATIONS

There was significant influence of the type of school on the nature of Guidance and Counselling Units. The Guidance and Counselling sessions in private schools were not scheduled and depended on the availability of time. In public schools, they were scheduled at least once a week, though this also depended on individual schools.

The MOEST should reconsider the way they appoint teachers in charge of the Guidance and Counselling units. Commitment to serve within this department, evidenced by ones' interest in Guidance and Counselling as shown in the number of personally initiated seminars and courses attended should be paramount. As is the present situation, most teachers undergoing professional Guidance and Counselling courses are more interested in the upward mobility in their profession much more than the service they

provide.

In addition, the paper also suggests that trained Guidance and Counselling teachers in a region team up, with support from MOEST and provide Guidance and Counselling services regularly in rotation so that a teacher in a school could provide these services in another school but within the-same locality. It is well known that though students do not maximize their Guidance and Counselling services, they cannot do without them as is evidenced in chapter one. Also, the fact that fewer students consulted their Guidance and Counselling staff on vocational matters should be of concern to the school authorities. Students are in school to prepare for the field of work. It is therefore expected that their interest in these area be limitless. The reason for less consultation in this area should be addressed.

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