

**THE INFLUENCE OF TEACHERS SOCIO
DEMOGRAPHIC CHARACTERISTICS ON THEIR PERCEPTION OF
IMPLEMENTATION OF GUIDANCE AND COUNSELING
IN SECONDARY SCHOOLS IN UASIN
GISHU COUNTY**

BY

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DECLARATION

DECLARATION BY THE CANDIDATE

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DEDICATION

To my children Valerie Jepkoech and Barbra Chepkemboi and my parents Mr. Henry and Teresa Kichwen for their solid foundation and inspiration.

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LIST OF ABBREVIATION AND ACRONYMS

AEO: Assistant Education Officer

AIDS: Acquired Immune Deficiency Syndrome

ASCA: American School Counselors Association

BOG: Board of Governors

DEO: District Education Officer

FGN: Female Genital Mutilation

HIV: Human Immune Deficiency

KIE: Kenya Institute of Education

MOEST: Ministry Of Education Science and Technology

NACADA: National Agency for Campaign against Drug Abuse

SPSS: Statistical Package for Social Science

TIQET: Total Integrated Quality Education and Training

TSC: Teachers Service Commission

UNESCO: United Nation Education Scientific Cultural Organization

UNO: United Nation Organizations

KISE: Kenya Institute of Special Education

MACQTET: Ministerial Advisory Committee on The Quality Of Teachers Education
And Training

ACDE: Australian Council of Education

NPQTL: National Project on the Quality Of Teacher And Learning And Learning

ABSTRACT

The main objective of this study was to determine the influence of demographic characteristics of the head teachers and teacher counselors on their perception of implementation of guidance and counseling. The study was based on gestalt transactional theories of perception. There was need to conduct the research since little is known about influence of age, gender, professional qualifications, counseling training and working experience of head teachers and teacher counselors on their perception of guidance and counseling. The study adopted an ex-post facto research design. The research population consisted of 46 head teacher counselors in Uasin Gishu District. A total of 92 teacher counselors and head teacher counselors and head teacher were selected through purposive sampling.

Reliability was tested using test re-test method, reliability index was $r=.62$ which was considered high enough to accept the instrument as reliable for the study. Validity was done through expert advice from members of educational psychology department. Data was analyzed using descriptive statistics where frequencies and percentages of the response were calculated and presented in tabular form. The inferential statistics which were used in this study included two-way ANOVA and Chi-square.

The study revealed that demographic characteristics (age, gender, working experience, appointment criterion, areas covered in counseling, training, in-service training, counseling qualification) of head teachers and teacher counselors influences their perception of implementation of guidance and counseling. The results of this study would enable counselor educators and counseling professionals to design more effective counseling programme that would provide school teachers with clear picture of counseling practices in secondary schools in Kenya. The study made recommendations on how to implement guidance and counseling in secondary schools. This includes training of teachers in seminars, workshops and symposiums.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Overview

This chapter presents the background of the problem, statement of the problem, research objectives, research questions and null hypotheses. It also contains assumptions, limitations and justification of the study, theoretical framework and definition of terms used in the study.

1.1 Background of the Study

Guidance and counseling services can be traced from the early civilization of Grecian societies where philosophers, priests and other representatives of the gods and religions assumed the function of advisers and offered counsel (Mutie and Ndambuki, 1999). The emphasis was laid on developing the individual through education so that each could fulfill a particular role reflecting his greatest potential for himself and society. The Greek 'counselors' were also philosophers. Plato is recognized as the earliest individual to organize psychological insight into a systematic theory in relationship to moral issues, education, society and theoretical perspective (Makinde, 1984).

In Kenya, as in most other developing countries in Africa, formal guidance and counseling as a profession is a concept of the 1970s. Makinde (1984) articulated that although the assumption is that guidance and counseling did not exist in developing

countries such as Kenya prior to the introduction of western education, it is important to highlight the role of traditional/African practitioners in preventing suicidal attempts, behavior change and psychological checks as was instilled through African poetry, music and religious therapy.

With the on set of modernization, rapid industrialization, rural-urban migration/ disintegration of the family, high mobility in search of education, and career opportunities, the family and initiation schools could no longer meet the expectations of the populace (Sindabi, 1992). Sindabi (1992) further purports that it became necessary to borrow the concept of formal guidance and counseling from the western world when it was already in progress to meet the societal changes. Sindabi continues to reveal that the need for guidance and counseling services in Kenya became more important in the early 1960's when the country was anticipating independence. The need to train human - power and vocational guidance was part and parcel of this preparation. Guidance and counseling was introduced in Kenya under the Ministry of Education. It was to be coordinated and supervised from the head office. Its main objective was to come up with definite recommendations on how guidance and counseling could support learning activities of students.

Since independence, a number of education commissions have been established by the government of Kenya which have shown the need to have operational guidance and counseling departments in schools. The Ominde Commission Report (1964) was the first commission of education in the independent Kenya. Although its main function was to

harmonize the segregated education system, it had recommendations on the provision of guidance and counseling services to school children so that they could achieve the following; know their best developmental needs. It acknowledged or accepted that it was not possible to provide fully-fledged guidance in Kenya and the commission recommended the production of pamphlets to help the semi skilled people to get occupation. The report stated that balanced guidance and counseling is absolutely essential in secondary schools especially in a country like Kenya where the majority of school children do not get opportunity of proceeding with formal education. Therefore guidance and counseling should be concerned with overall development of the person and not just about careers (Kerlinger 1964).

In the year 2003, the Ministry of Education Science and Technology in Kenya banned the use of corporal punishment as a major mode of discipline in schools. Therefore the schools had to look for alternative ways of instilling discipline and enhancing learning among the young people and one of them is through guidance and counseling. The Children's Act (2001) states that it is the right of each child to receive education irrespective of his/her background. The report of the Task Force on Implementation of Free Primary Education (Ministry of Education Science and Technology- MOEST, 2003) recommended that guidance and counseling would play an important role in rehabilitating and helping most of these school children to fit in the formal school system. The rationale for guidance and counseling in learning institution is based on the molding of character and preventing problems so as to create a conducive

environment for learning in which interpersonal, intrapersonal and academic domains of the youths are addressed (Kariuki, 2002).

Kenya has a population of about 49 million people with an estimated annual growth rate of 2.1%. More than half of the population (52%) constitutes children, adolescents and youth up to 30 years of age. About 56% of the total populations (about 17 million people) are considered to be absolutely poor and are largely unable to afford basic services including education, health and shelter (G.O.K 2003). Poor and vulnerable youth (15-30 years old) make up about 5.5 million of the population (Omondi, 2005). Due to high poverty rate, a rising number of HIV/AIDS orphans, difficult access for the poor to formal education, vocational training and lack of future perspectives, many children and youth are driven to the streets where they are confronted with the risk of severe social and economic exclusion (Njuguna, 2005). The Governance, Justice, Law, and Order Sector (GJLOS) Report Updates (2005) revealed that about 20,000 children and youth live or work in the streets of Nairobi alone. They regard the street as their home; they fend for their survival with high risk of exploitation, drug abuse, HIV-infections and other diseases. They are in a state of hopelessness and are causing insecurity and concern to people walking on the streets. Omondi (2005) reported that in order to arrest this situation, the Government of Kenya decided in early 2003 to rehabilitate street children and families.

For instance, the Republic of Kenya report(1964) under Ominde Commission, recommended that guidance and counseling to be provided to school children to assist to know their best needs. The republic of Kenya report (1976) under Gachathi

Commission proposed that all teachers should be trained in counseling, hence providing guidance and counseling as one of their esteemed duties. The Republic of Kenya report (1988) under Kamunge Commission recommended that guidance and counseling programme be established in schools and senior teachers be made in charge of counseling department. The Republic of Kenya Report (1999) noted that the peer counseling services be established in all educational and training institutions in Kenya to motivate the youth to express their desire to protect themselves against HIV/AIDS. The Republic of Kenya Report (1999), further recommended that peer counseling groups be set up in every school and peer counselors be given the necessary skills and knowledge. Therefore there is need to establish peer counseling in schools and every guidance and counseling programme must identify a group of students who can play this role. They will need to be trained in basic counseling skills and made aware of qualities of a counselor like confidentiality and trustworthiness.

1.2 Statement of the Problem

Secondary school students are exposed to overwhelming social, psychological and educational challenges which if not well handled, do not only affect their academic performance but also self-actualization and development. Students are still victims of juvenile delinquencies like drug abuse, truancy, teenage pregnancies, and violence. This means that the use of guidance and counseling as an intervention strategy is still lacking. Cases of students being injured during administration of corporal punishment coupled with other fatalities implies that guidance and counseling may not have been

fully implemented in secondary schools in Kenya. School curriculum is deficiency in areas pertaining to personal development, situational and stress coping mechanism, institute of policy analysis (2008).

The Republic of Kenya Report (1964) under Ominde was the first commission of education in independent Kenya. Although its main function was to harmonize the segregated education system it had recommendation on the provision of guidance and counseling services to school children so that they could know best their developmental needs. In the year 2003, the ministry of education directed that all learning institutions implement guidance and counseling programme so as to assist learners in addressing hindrances to their studies and enable them to fully utilize their potentials. The head teachers refer students who are stressed to the teacher counselors to help involve them in therapy sessions in counseling relationship. The therapy sessions are important to students, but the effectiveness can be influenced by the perception of teacher counselors towards guidance and counseling (Nugget, 1990) Teachers are the most crucial allies in a an attempt by schools to deliver successful guidance program.

Assessment of the influence of head teachers and teacher counselors demographic characteristics on perception of implementation of guidance and counseling is a crucial endeavor. The Ministry of Education as a stakeholder needs to empirically establish the perception of head teachers and teacher counselors towards guidance and counseling in order to implement it confidently and to its full potential. The head teachers and teacher counselors have different demographic characteristics such as

age, gender, professional qualification, academic qualification, working experience, appointment criterion, in-service training and different areas covered on counseling training. These head teachers and teacher counselors offer teaching services, administration services and career guidance. The problem yet again is that the influence of demographic characteristics of head teachers and teacher counselors on guidance and counseling is not empirically known. The predispositions of the head teachers and teacher counselors are likely to impact on the implementation of guidance and counseling and behaviour modification of students. Perceptions are internal beliefs and values that can determine head teachers and teacher counselors in implementation of guidance and counseling, just as it does in areas like extra curriculum activities. Perceptions are acquired from experience, and environment and thus precondition teachers views towards guidance and counseling (Granthan, Palton, York and Winick, 1998) Perceptions are determinants of behavior because they are linked with attitude, personality and motivation (Gibson, Ivancerich and Donnelly (1997).

1.3 Purpose of the study

The aim of the study was to investigate the influence of demographic characteristics of head teachers and teacher counselors on the perception of implementation of guidance and counseling in secondary schools. The purpose of the study is to find out the influence of age, gender, working experience, counseling training, in- service training, professional qualification and areas covered in counseling training on the perception of guidance and counseling implementation.

1.4 Objectives of the study

The objectives of this study were to investigate the;

1. Difference in perception of the head teachers and teacher counselors towards implementation of guidance and counseling.
2. Influence of counseling qualifications of head teachers and teacher counselors on their perception on implementation of guidance and counseling.
3. Influence of working experience of head teachers and teacher counselors on their perception on implementation of guidance and counseling.
4. Influence of age of the head teachers and teacher counselors on their perception towards implementation of guidance and counseling.
5. Influence of gender of the head teachers and teacher counselors on their perception on implementation of guidance and counseling.
6. Influence of in-service training in counseling of head teachers and teacher counselors on their perception of guidance counseling implementation.
7. Influence of professional qualification of head teachers and teacher counselors on their perception of guidance and counseling implementation.
8. Influence of appointment criterion of head teachers and teacher counselors on their perception on implementation of guidance and counseling .
9. Influence of areas covered in counseling training of head teachers and teacher counselors on their perception on implementation of guidance and counseling.

1. 5 Research Questions

The research study sought to answer the following research questions which were derived from research objectives.

1. What are perceptions of teacher counselors and head teachers towards the implementation of guidance and counseling programme in secondary schools?
2. What is the influence of counseling qualification of head teachers and teacher counselors on implementation of guidance and counseling?
3. What is the influence of working experience on the perception of head teachers and teacher counselors towards implementation of guidance and counseling?
4. What is the influence of age on the perception of head teachers and teacher counselors towards implementation of guidance and counseling?
5. What is the influence of gender on the perception of head teachers and teacher counselors towards implementation of guidance and counseling?
6. What is the influence of in-service training on the perception of head teachers and teacher counselors towards implementation of guidance and counseling?
7. What is the influence of professional qualification on the perception of head teachers and teacher counselors towards implementation of guidance and counseling?
8. What the influence of appointment criterion on the perception of head teachers and teacher counselors towards implementation of guidance and counseling .
9. What is the influence of areas covered in counseling training on the perception of head teachers and teacher counselors towards implementation of guidance and counseling?

1.6 Null Hypotheses

The hypotheses of this study were stated in null form as follows:-

- HO₁ There is no significant difference between head teachers and teacher counselors on their perception on the implementation of guidance and counseling.
- HO₂ Counseling qualification has no significant influence on the perception of head teachers and teacher counselors towards them implementation guidance and counseling.
- HO₃ Working experience has no significant influence on the perception of head teachers and teacher counselors towards implementation of guidance and counseling implementation.
- HO₄ Age has no significant influence on the perception of head teachers and teacher counselors towards implementation of guidance and counseling
- HO₅ Gender has no significant influence on the perception of head teacher and teacher counselors towards implementation of guidance and counseling.
- HO₆ Head Teachers and teacher counselors in-service training has no significant influence on their perception of the implementation of guidance and counseling.
- HO₇The head teachers' and teacher counselors professional qualifications have no significant influence on their perception on the implementation of guidance and counseling.
- HO₈ The appointment criterion of head teachers and teacher has no significant influence on their perception on implementation of guidance and counseling.

HO₉ Covered areas in counseling have no significant influence on the perception of head teachers and teacher counselors towards implementation of guidance and counseling

1.7 Significance of the Study

In order to assess the level of perception of the head teachers and teacher counselors on the guidance and counseling programme in secondary schools, it is important to understand the level of knowledge and appreciate the role of guidance and counseling programme in secondary schools. The study recommendations may therefore be significant in helping the policy makers and social planners in making or re-evaluating existing guidelines to help head teachers and teacher counselors understand the importance of guidance and counseling in providing social, psychological and emotional support to students.

Further, the findings of the study provide useful information to professionals such as social workers, probation officers, clergy and educators, all of whom are charged with the responsibility of training, guiding, counseling and rehabilitating the youths. The findings of this study also can assist the education policy planners in implementing, strengthening and allocating resources and facilities to the guidance and counseling program in the secondary schools. The study findings may also provide useful information to the Department of Children's Services for the proper training of young Kenyans in nation building activities, vocational training and practical skills in various important fields thus reducing unemployment and poverty in Kenya.

1.8. Justification of the Study

The general literature review by the researcher who undertook the research yielded very little research concerning the influence of demographic characteristics of head teachers and teacher counselors on their perception of implementation of guidance and counseling in Kenya. The intention of this study was essentially to assess head teachers and teacher counselors' demographic characteristics as they affect their perceptions about guidance and counseling programs existing in their schools. The Institute of policy analysis report(2008), observed that the pre-school and secondary school curriculum is deficient in areas pertaining to personal development ,situation and stress coping mechanism. As it is common knowledge in the counseling worlds that even though much is known about the general perception of teachers regarding school guidance and counseling programs, little been said about demographic characteristics of these teachers in relation to their perception about the school guidance and counseling programs in their schools.

Most of the literature available especially locally had dealt with teachers perceptions towards guidance and counseling. For example Kariuki (2002) carried out research on the perception of teachers on the impact of Early Childhood Education. Thus, the little research done on influence of teacher's perception on guidance and counseling has been on teaching subjects not on demographic characteristics. It was deemed appropriate therefore to assess the influence of demographic characteristics of head

teachers and teacher counselors on their perceptions regarding guidance and counseling programs in the secondary schools.

1.9 Assumptions of the study

The study was conducted with the assumptions that,

1. Information provided by the head teachers and teacher counselors in their respective questionnaires is genuine indicator of their perception of guidance and counseling programme in secondary schools.
2. The selected schools would be a representation of the rate of implementation of guidance and counseling in Uasin Gishu county.

1.10. Scope of the Study

The study was carried out in Uasin Gishu District thus the findings can be generalized only to the area covered by the study. The study investigated only the influence of the head teachers' and teacher counselors', age, gender, appointment criterion, professional training, in-service training and working experience on perception on implementation of guidance and counseling. Only 92 head teachers and teacher counselors in secondary schools in Uasin Gishu county were sampled for the study.

1.11. Theoretical Framework

The theoretical framework that guided this study was based on transactional approach theory and gestalt theory of perception so as to find out the influence of head teachers'

and teacher counselors' social demographic characteristics on the perception of the implementation of guidance and counseling in Secondary schools in Uasin Gishu County. The transactional approach theory of perception was developed by Eric Berne in the year 1970. It emphasizes that people approach the world with certain assumptions about reality. According to this theory, each person develops through transaction with the environment restricting the set of perceptions, to handle the infinite variety of possible retinal images that he or she receives (Corey 1986). On the basis of these experiences the person makes assumptions about how reality is constructed and it is these assumptions that determine what the person will perceive.

The study examined the head teachers and teacher counselors transaction with environment in regard to their demographic characteristics; age, gender, profession qualification, counseling qualification, working experience and in-service training, which determine their perceptions of guidance and counseling. The head teachers and teacher counselors interact with the students who form their immediate environment. Out of these experiences they develop their perception on the reality of guidance and counseling as a way of assisting their students to adjust to school life. This can influence how they plan and implement the guidance and counseling programme to assist the learners to adjust to their individual environmental challenges.

The theory of perception as a signal identification regards perception as a process not of addition to the sensory input, but of reduction in which non-essential elements are filtered out and the essential elements of the signal are identified. According to this theory the organism learns what is predictable about the environment by reducing

uncertainty in order to be able to deal with it. The head teachers and teacher counselors identify the important elements in the school environment by focusing on their core functions. This can influence them to perceive guidance and counseling as a means of attaining their core functions in school. Hence they can put emphasis on the implementation of the essential elements in the welfare of their students.

Gestalt psychological theory of perception was developed by Fredrick(Fritz) Perls in the year 1973.It emphasizes that the brain creates a coherent perceptual experience that is more than simply the sum of the available sensory information and that it does so in predictable ways. Hence according to this theory, the whole is greater than the sum of its parts (Bergen, 2003). In this respect the good of the whole school as perceived by the head teachers and teacher counselors is more important than the sum of its various parts(Corey,1984) Therefore they can develop strategies to implement guidance and counseling in the school to deal with what they perceive as hindrances towards the attainment of the good of the whole school.

1.11 Conceptual Framework of the study

The conceptual framework has been developed from the literature review and theoretical framework, and is based on the fact that the teacher counselors and head teachers demographic characteristics influences their perception on implementation of guidance and counseling. Positive perception of guidance and counseling delivers a successful guidance program in schools. It is worthy of mention that no school counseling program is successful without support and assistance of the teacher

counselors (Schmidt, 1993). The conceptual framework of the study can be precisely summarized as indicated in figure 1.1 below .

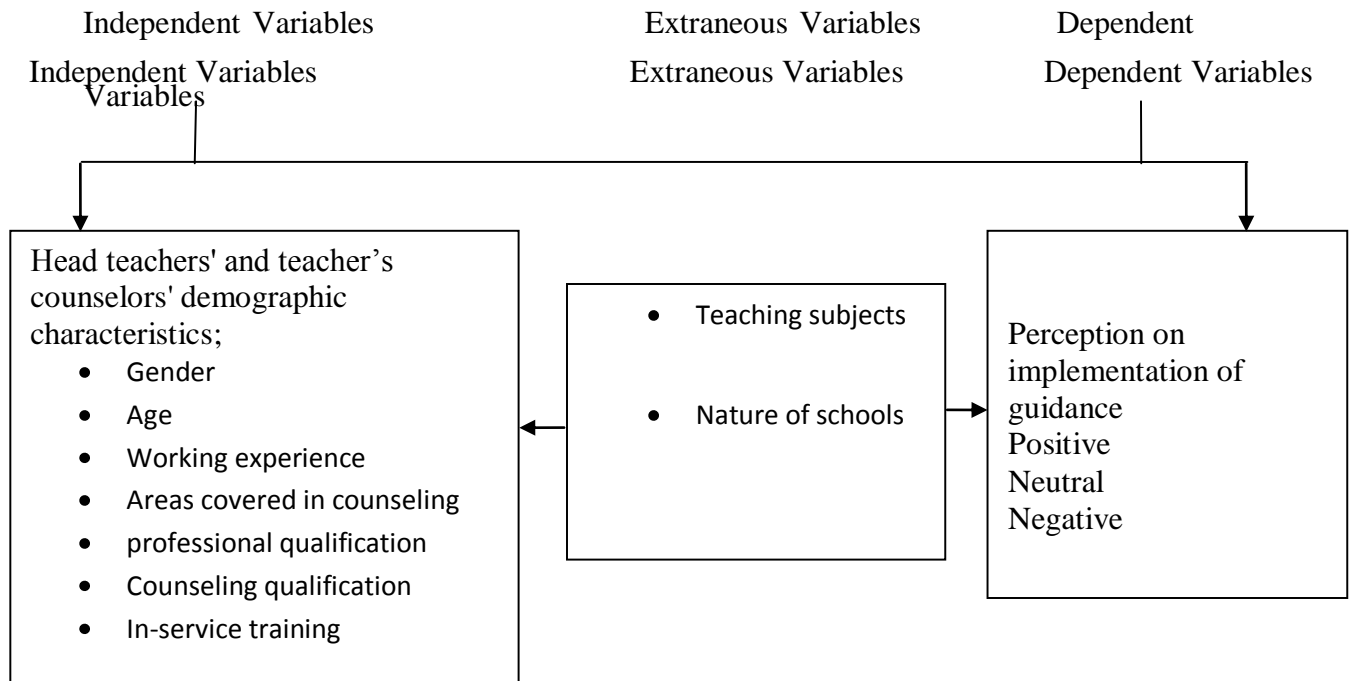


Fig. 1.1 Factors that interact to influence the Head teachers' and teacher counselors perception of guidance and counseling programme

The model indicates that socio-demographic characteristics of head teachers and teacher counselors are conceptualized to influence their perception on implementation of guidance and counseling in secondary school. The demographic characteristics which were considered in this study include age, gender, working experience, areas covered in counseling training professional qualification counseling training and in-service training.

1.12. Operational Definition of Terms

In this section, operational definitions are presented as used within the context of this study.

Age: Is the number of years some one has lived or something has existed.

Appointment criterion: This refers to criteria used in selecting a school counselor.

Socio/demographic

Characteristics: Socio demographic characteristics is derived from two words; social and demographic. The word social refers to quality of peoples life, which include social issues such as unemployment and education. Demography is the study of statistics of births, deaths, disease, etc as illustrating conditions of life in communities. It comprises selected characteristics of population which

include age, income distribution, trend, educational attainment, employment status and working experience for the purposes of social studies. In this study socio-demographic characteristics of head teachers and teacher counselors were determined by social issues such as education, areas covered in counseling training ,working experience, appointment criterion ,age, gender and professional qualification and counseling qualification.

Gender

Economic, social, political and cultural attributes and opportunities associated with being male and female. The nature of gender definitions and patterns of inequality vary among culture and change over time.

Guidance and Counseling: Includes all services that help an individual in understanding of him/her attitude, interest, abilities, physical, mental and social maturity for optimum development.

Perception: The cognitive process of acquiring, interpreting, selecting and organizing sensory information about guidance and counseling programme which is the reflected in the way the students, teacher counselors and head teachers behave. In this study perception was understood to be attitudes about implementation of guidance and counseling.

Areas covered in counseling training – A group of related subjects with skills or knowledge that help an individual to understand himself.

Teaching majors: - This refers to main subjects taught by a teacher in a school.

Influence: - To affect the way someone or something develops, behave thinks etc without directly forcing or ordering them. In this study influence was determined by affects of socio- demographic characteristics of head teachers and teacher counselors on their perception of guidance and counseling.

Implementation: This refers to taking action or making changes which have officially been decided should happen. In this study implementation was understood to be establishment of operational guidance and counseling departments in secondary schools.

In-service training: This refers to training etc, that one does while he/she is working in a job. This study used the word to refer to short term training that head teachers and teacher counselors undertook while teaching profession. This includes seminars, workshops and conferences.

Counseling qualification:- This refers to a course to show that one have a particular level of skill or knowledge in counseling. In this study, it was determined by whether a teacher was untrained,

diploma holder ,bachelor's degree holder, or master's degree holders, in guidance and counseling.

Teachers: Persons whose job is to teach, especially on schools. In this study, the word teachers were used to refer both head teachers and teacher counselors.

School administration: This refers to head teachers, deputy head teachers and heads of departments, who are entrusted with school management.

Teacher counselor: This is the teacher who is officially assigned as being in charge of the guidance and Counseling programme in the school. The teacher counselor is usually a regular teacher with teaching duties as well.

Training: Training means bring a person to desired state of efficiency by instruction and practice. This study uses the word training to determine the extent to which counselors had acquired knowledge, skills and necessary attitudes for performance of work or task.

Working experience: This study used the word to refer to the number of years that head teachers and teacher counselors have been in the teaching profession.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter presents the literature related to implementation of guidance and counseling in secondary schools. The literature reviewed is organized under the following sub-headings: influence of in service training, influence of professional qualification, influence of gender and age, influence of professional qualification on the perception of implementation of guidance and counseling.

2.1 Counseling qualification and implementation Guidance and Counseling in Secondary Schools

Implementation of guidance and counseling is a new phenomenon in secondary schools in Kenya. Oketch and Ngumba (1991) noted that guidance and counseling before 1970s in Kenya was more or less a private family affair. Parents and relatives counseled their children on matters of management and problem solving. In many families, the duty of general guidance was traditionally left to senior members of the family like grandparents, parents, uncles and aunties.

The Ominde Commission Report (1964) was the first commission of education in the independent Kenya. Although its main function was to harmonize the segregated education system, it had recommendations on the provision of guidance and counseling services to school children so that they could know their best developmental needs; it

acknowledged or accepted that it was not possible to provide fully-fledged guidance in Kenya; and the commission recommended the production of the pamphlets to help the semi-skilled people to get information on occupation. In 1965, the Ministry of Labour-produced a pamphlet called "Choosing Careers" in which employers were required to introduce the position of career masters and employers to devise a method of using school report cards and jobs description in a way that could benefit school leavers.

Implementation problems affecting schools include heavy teaching load and inadequate training for teacher counselors hence they have little time for counseling. Gachathi Report (1976) noted that guidance and counseling services had been left to teachers who were not well equipped for the job and also had other teaching load to attend to. This made guidance and counseling ineffective. The report stated that balanced guidance and counseling is absolutely essential in secondary schools especially in a country like Kenya where the majority of school children do not get the opportunity to proceed with formal education. Therefore guidance and counseling should be concerned with overall development of the person and not just about careers (Ominde Report, 1964).

Counseling qualification in either diploma, bachelors degree or masters degree results in the development of skills, knowledge and attitudes that will support counseling practices in schools. Guidance and counseling enable a learner to acquire life skills and in nurturing and healing for those with social problems. Kamunge Report (1988)

of the Presidential Working party on Education and manpower Training for the next decade and beyond noted that some schools tend to over emphasize the aspect of education at the expense of the desirable character and values. Kamuge report (1988) also pointed out that that guidance and counseling of the youth in secondary schools is essential in helping them identify their individual interests and needs. This can be achieved through the knowledge on counseling delinquents acquired by counselors during their training. The report recommended the decentralization of guidance and counseling unit in the ministry of education to the district level. It further recommended that guidance and counseling should assist students to appreciate their roles as learners and develop right attitude towards discipline and management of time.

Counseling qualification boosts competence of teacher counselors and enables them to adhere to confidentiality when dealing with social issues affecting students. The Koech report (1999) noted that the guidance and counseling unit in the ministry of Education provided very effective services to secondary schools and teachers training colleges as well as in service courses for secondary schools head teachers in various districts .The Koech report ,(1999) did observe that a large number of learners in education sector are infected or affected by HIV AIDS. They require professional guidance and counseling services not only for themselves but also for the members of their immediate families. Health and psychosocial issues is an area covered by teacher counselors during their training that give them knowledge on HIV AIDS. The peer counseling services should be established in all educational and training institutions in

the country to motivate the youth to express their desire to protect themselves against HIV AIDS. Guidance and counseling Program institutions of higher learning be formally established and or strengthened in order to ensure that the students do receive preventive counseling as opposed to mere creation of offices where students with problems may wish to report. (Koech, 1999).

A close scrutiny of the nature of a school system reveals that a school has two broad different roles, there is the traditional role of teaching and the role of care and concern for the individual students personal circumstance, problems and crises(Gothards and Godhew 1987) Sadkar and Sadkar 2002) argued that inclusion of guidance and counseling in the school curriculum will enhance its implementation. Therefore the schools act as a tool for social as well as personal change .However, research study indicate that the focus of education is more on achieving academic results and less the emotional, social, and psychological welfare of the children(Kariuki 2002) .For instance the world Bank report (1995)observed that the pre school and secondary school curriculum is deficient in areas pertaining to personal development, situational and stress coping mechanisms. Schools should not only be concerned with the development of intellectual skills only, the affective domain of the learners is also very important (Makinde 1984). Moreover there is a need to have a situation whereby the mental abilities and aptitudes of each child can be identified early enough. This will enable the school to give the child the most appropriate education and training so as to develop special talents to the highest maximum (Newman, 1980).

The goal of education in Kenya is to give all the children equal opportunities for education irrespective of gender, ability or geographical environmental conditions Kenya Institute Of Education, (2003). However, the KISE (2002) observed that there is only 94 schools offering special education Programme with 1962 teachers and out of the 90,452 estimated physically handicapped children only 3003 are in special education Programme while the rest are in mainstream secondary schools education system. These are the children with various disabilities. Psychology for exceptional persons is an area covered during counseling training by counselors that lead to acquisition of knowledge on the needs of children with various disabilities. Guidance and counseling teachers would assist in identifying these students so as to provide for early intervention to enable them to acquire education like all the other children Sadkar and Sadkar,2002) in their work with the children established that children are the reactors not managers of changes because they have inadequate power to eliminate or prevent environmental causes of stress in their living situations. This means that secondary schools require a constructive and properly structured guidance and counseling programme that will teach the students life skills not only to enable them to fit in the changing situation but also to help them take charge of their lives (Mutie and Ndambuki,1999).

Haphazard implementation of guidance and counseling can be attributed to lack of clear policies from the ministry of education and shortage of funds for training counselors. There are also social, psychological and mental problems that affect children and that have increased the awareness of the role played by schools in

identifying, managing and preventing mental health problems among young people. Sifuna (1975) observed that students in school come from different family backgrounds; like single parent, absentee father, divorced or separated and poor or rich families and the school is expected to successfully integrate these family structures.

Counseling training focuses on diversity of a learner and can also promote establishment of guidance and counseling program with a full and comprehensive curriculum. This curriculum can assist children to adjust to their family situations (Sadkar & Sadkar (2002). In addition, children witness or are victims of atrocities that psychologically traumatize them like family violence, road accidents, rape and murder. Hence it has been necessary to institutionalize guidance and counseling program in secondary school so as to assist the children understand them and cope with these atrocities as they pursue their studies (Gothard & Goodhew, 1987). The national committee on educational objectives and policies in Kenya (1976) noted, “Guidance and counseling of a learner when properly done will play an important role in enhancing the person’s adaptability as does academic teaching” (P 17).

Children like adults also experience crisis in their lives like death of parents, teachers and fellow pupils (Bor, Lanny, Gill and Brace, 2002). Also, a tragedy may occur in the school, community or home of their members. Thus, there is need to establish a recovery plan through an effective guidance and counseling program that will provide

social, psychological and emotional support to the victims. The curriculum of such a program should establish concepts, attitudes, facts and skills, which are necessary and relevant to the children and which each individual learner would bring to counseling sessions. Gothard and Goodhew (1987) in their study on guidance and counseling services in schools found out that there would be never a sufficient time for all students in school to have all the necessary guidance given to them individually. Therefore, the school needs to develop a curriculum to guide the students or else they will experience a crisis before the teacher counselor can be able to help them. In this respect, the head teachers' and teacher counselors' perception of guidance and counseling is necessary because with a positive perception they will be able to establish and also implement preventive services to help students deal with such crises in their lives.

Areas covered in counseling training enables a school's counseling programme to be effective. Myrick (1993) reports that counselors were seen as administrative assistants and having too little time to counsel. Even when counseling took place, it seemed to have little impact on student's attitude or behaviour. Areas in counseling training such as adolescent psychology, behavioural disorders and their management & social group psychology are essential for effective counseling. Koech report noted that guidance and counseling unit in the Ministry of Education provided very effective services to secondary schools and teachers training colleges as well as in – service training.

Pinsky & Mark (1980) in his study on the guidance and counseling needs of secondary school students confirmed that secondary school students have a need for social, educational and vocational guidance and counseling. However, guidance and counseling is a recent phenomenon in schools in Kenya. In the past, children manifesting behaviour and social problems have been referred to approved schools and remand homes as stipulated by the children's and young persons' act of 1963. This situation has changed and schools are now being considered as the secondary and essential context for supporting, nurturing and facilitating the educational and moral development of young people (Bor, Lanny, Gill and Brace 2002). The Kenya development plan (1974-1978) in support of guidance and counseling services, recommended that all teachers should be trained in guidance and counseling and discharge it as part of their normal duties. This has led to the strengthening and expansion of school guidance and counseling Programme. Working experience of teachers and areas covered in counseling training enables teacher counselors to understand the critical counseling areas from the wide scope of guidance and counseling. Nasibi (2003) pg 34 points out scope of guidance and counseling as follows:-

- i. Selection of appropriate education on courses and profitable occupation
- ii. Job placement placing the client (students) in the right jobs thus matching jobs and talents (vocation).
- iii. Placement on the next stage of education e.g. from primary to secondary to university.

- iv. Occupational survey (finding out which jobs are available and passing the information to the interested parties (vocation).
- v. Improvement of study skills among students (education).
- vi. Maintenance of mental health among the student population.
- vii. Counseling regarding personal adjustment problems (personal).
- viii Identifying gifted and backward children and helping them a achieve maximum adjustment (education)
- ix Choosing appropriate fields (social).
- x. Choosing of appropriate marriage partner (marital).
- xi. The best way of using leisure (vacation).
- xii. Controlling and managing HIV/AIDS health and moral issues.

2.2 In service training on the and implementation of guidance and counseling

In service training is essential element that underlies and integrate the knowledge of counseling. Seminar, workshops and conferences empower counselors with skills needed to undertake work as professional supervisors of guidance and counseling programmes. In a school setting guidance and counseling is part of a larger organizational system, which has many other components namely the administration and teaching components (Kilonzo, 1990).The functions of these other components are not directly related to guidance and counseling. The school principal play important role in implementation of guidance and counseling by strengthening peer

counseling and creating time for students to attend counseling. Establishment of peer counseling programme and in schools is the knowledge that can be acquired through in-service training. Waltenberg (1998) argued that most young people are strongly attached to their age mates and the adults need to appreciate fully the significant of this group forces on positive culture. In Kenya, according to the Ministry of education (1999), it is the responsibility of the head teacher to ensure that guidance and counseling services are offered to the students. The head teacher is the chief executive officer in a school and therefore is responsible for the planning execution, appraisal and interpretation of the various activities in the school (Sisungu, 2002). Hence guidance and counseling will only succeed when the administration recognizes and supports its objectives and activities.

In service training boosts competence of counselors since it enable them to adhere to confidentiality when dealing with social issues affecting the students. In secondary schools, certain dispositions in children need to be nurtured for successful learning to take place. Such dispositions include willingness to engage in tasks and master skills irrespective of their appeal, readiness to accept school curriculum, willingness to accept school rules and the authority of teachers (Myrick 1993). The ability to concentrate, ability to complete tasks on time, ability to work independently and willingness to accept rules in social behaviour necessary for learning in groups (Gibson, & Mitchell, (2003). These dispositions can be encouraged through guidance and counseling services in school. Thus the head teachers' should not take guidance

and counseling as invasion of students' privacy or wasting time for students which can be used for other things.

Research by Sisungu (2002) observed that problem solving is part of the roles of the head teacher and guidance and counseling is one of the methods of solving problems. Therefore, the secondary role of the head teachers is to ensure institutional as well as their personal commitment to the aims and values of counseling. Sisungu (2002) in her study on the challenges facing guidance and counselling in secondary schools pointed out that, although schools need teacher counselors, active cooperation of head teachers and other teachers must be solicited because one teacher will not be able to achieve much in multi faced guidance and counseling Programme. In service training encourage teacher counselors to develop individualized counseling programme plan for students with severe discipline problems and document chronic student behaviour. Nugget (1990) stated that administrators should empower the teachers with skills they need to work successfully with difficult students and improve achievement and assertive discipline in the management. Few people can make or break the school counseling programmes like the teachers. Teachers serve as excellent referral sources for children in need of counseling services. In addition, teachers are valuable sources of information for need assessment and program evaluation. Their input is vital to understanding the needs of a school community as well as the effectiveness of school counseling programme interventions (Ripley, Erford, Dahir & Eschbach, 2003). Guidance and counseling should not imposed to the school rather it should be an integral part of the school Programme (Gothard & Godhew, 1987). Therefore, the

administrators' should provide funds for in-service training for teacher counselors and provide more guidance and counseling materials.

Lutomia & Sikolia (2002) emphasized that the main role of the head teacher is to be supportive of the guidance and counseling program by providing the needed materials and facilities and becoming an active participant in some stages of the Programme. He/she should provide recreational facilities, rooms and materials on guidance and counseling. Hence for effective guidance and counseling to take place in an educational institution, it must be fully supported by the institution's management in form of morale and material support. Parents should be involved in discipline matters affecting their children. Head teachers should also mobilize and encourage the teachers and parents to support the guidance and counseling Programme in the school routine (Mutie & Ndambuki, 1999). Therefore, even though the teacher counselors are seen as agents of positive change in the lives of the students, the reality is that, little takes place without the teacher's support and approval. It is therefore important that the head teachers do not pay lip service to guidance and counseling without real commitment of time and financial resources (Sisungu, 2002)

2.3 Professional qualification and implementation of guidance and counseling.

Training head teachers and teacher counselors on principles of guidance is important if implementation of the programme is to succeed. Ominde Report (1964) recognized the

important contribution of secondary education to the economic progress of Kenya as a nation by providing a reservoir of candidates for secondary and higher education in order to fulfill the minimum basic education requirements for participation in economic life. This means that secondary education is crucial and students in this level need to be assisted to overcome all hindrances to their education. Guidance and counseling is concerned with the welfare of each pupil as an individual and creating opportunities for each pupil to learn about himself in a planned way (Gothard & Goodhew, 1987). This can only succeed if the head teachers and teacher counselors are trained in the principles of guidance and counseling and hence have skills to interpret the needs of the students, understand the importance of guidance and counseling in school and allow the establishment of an appropriate Programme to assist the school members.

Implementation of guidance and counseling in Kenyan schools is also hindered by limited training of head teachers and teacher counselors. In general, most head teachers have no training on guidance and counseling so they may not understand what is taking place in the guidance and counseling program (Muro & Kottman, 1995). As a result of this, they appoint one or two teachers from among the staff to coordinate guidance and counseling services in the school. Sindabi (1992) noted that majority of the appointed teachers in the school have no formal training in counseling and have not attended any in-service guidance and counseling workshop or seminars. Also, some of the appointed teachers double up as counselors and discipline masters since they are the senior teachers in the school. This creates confusion among student

concerning the role of counseling in the school. Therefore, there is need for a trained head teacher who is able to appoint appropriately trained staff with the resources to meet the educational, emotional and psychological needs of the students. A trained teacher counselor will also be in a position to separate the counseling and discipline services in the school because he can understand the difference between the two services. He/she will be able to ensure that guidance and counseling does not replace discipline but rather the two services compliment each other for the good of the school (Aluede, &Imonike, 2002).

However, some head teachers are resistant to guidance and counseling Programme. Some of them view the teacher counselor as rivals for promotion to higher offices because they cannot understand why students go to the counselor and not them or their deputies when in need (Makinde, 1984). So most of them do not allocate time for guidance and counseling in the school routine, while others do not allow the programme in the school at all. Therefore the training of head teachers is very important because it will enable them to recognize that the skills of a counselor can be fruitfully used to deal with the wide range of problems that affect students in the school (Bor, Lany Gill & Brance (2002). He/she will not view the teacher counselor as a threat but rather as a support that helps to reduce the administrative and disciplinary problems in the schools. Counseling training will enable head teacher to acquire consultation and referral skills in counseling. Hence, there is need for them to be trained in guidance and counseling so that they can be in a position to guide the

students who have problems or refer them to the teacher counselor for assistance (Lutomia & Sikolia, 2002).

Professional qualification of teachers comprises a series of competencies and teachers' working knowledge a series of desirable (and definable) qualities that are acquired through the process of teacher education (Tichenor 1997). It provides a standard of entry to the profession which is ready to be implemented as the graduate commences her professional journey as a beginning teacher. Teacher competencies have developed as an outcome of concerns with productivity, quality control and efficiency that have been the hallmarks of economic rationalism (Scott 1990). Their phrasing owes much to the corporate language of market reform with its emphasis on standards, measurement of outcomes and public accountability. Excellent performances in academic work of students go hand in hand with discipline which can be enhanced by effective guidance programme in school. The perception of teachers' work as industrial work practice has been a particular outcome of an economic rationalist perspective.

Professional qualification may contribute to development of perception of guidance and counseling, as teacher education outlines the conditions of preparation of the graduate as well as expectations of attributes included in broad areas. These areas include general professional attributes; duty of care, health and safety; indigenous education; content studies; curriculum; literacy; numeracy; teaching and learning;

relationships with learners and behavior management; technology, assessment and evaluation.

Graduates are expected to see their initial teacher education as the first part of a continuum of professional learning (ACDE, 1998:9). However, the journey to teaching does not start at the teacher education institution. The journey begins well before this. It is the “lived experiences” (Van, 1990). Before teacher training, during training and throughout the professional career. Lived experience may contribute to a teacher’s knowledge, skills and attitudes and to her ability to respond sensitively, exercise judgment and think creatively MACQTET, (1994 :).

Teacher competencies have shaped teacher education, defining the work knowledge of the profession and contributing to the structural context of teaching. Teaching, however, is a social act defined as much by its sociocultural, biographical and historical contexts as well as by its structural context. These multiple contexts of teachers’ work demand more than knowledge of generic competencies. Work knowledge, developed through teacher education, must be” massively supplemented, as well as mediated” in practice by knowledge’s of language and power whose sources derive from lived working experience (Gladding, 1988). The role of teacher education must be to acknowledge and cultivate the knowledge’s of work, language and power that will enable teacher’s best practice in the multiple contexts of their profession.

2.4 Gender and age and implementation of guidance and counseling.

Gender as a concept has been adopted world – wide as a means of understanding men and women in society, it defines behaviour, attitude and relationships in society: (Okrbor and Magbor 2005). A teacher counselor is a person who perceives each pupil as an individual who has a right to acceptance, self development and self-fulfillment (Makinde,1984).The issue of gender as reported in most guidance literature believe that whether female or male school counselors do not perform any unique roles. Mabalot (1995) stated that both categories of staff consider guidance and counseling as other ancillary responsibilities. Egbochuku and Iyamu (2002) beliefs of male and female counselors about school guidance programme are similar.

Although it is generally acknowledged that perception is multifaceted and can be influenced by many factors other than training and gender of teacher, it has also been shown that age has a lot of influence on perception of teachers towards guidance and counseling. Mabalot (1995) asserted that, youthful teachers (29 years and below) perceived their schools to have the best implementation of school guidance programs. Youthful teachers start their teaching journeys which will continue beyond their teacher education and their working knowledge will depend on their sensitive responds and creativity. Competency framework for beginning teachers outlines areas of competence as, using and developing professional knowledge; planning and managing the teaching and learning process; monitoring and assessing student progress and learning outcomes; and reflecting, evaluating and planning for continuous improvement Van(1990).

De Acosta (1996) considers the development of teaching career as a process which is dependent on many factors. He notes that there is the need to develop knowledge of the contexts in which participation occurs as well as “understanding models” and “knowing structures”. beginning teachers are expected to act to “develop close partnerships between home and school and to have developed an ability to work with parents” ACDE, (1998:17) To achieve this, De Acosta (1996) argues that teacher’s knowledge should extend beyond the classroom to include an awareness of the social and political context of teaching and the economic, social and political demands placed on schools. This may be achieved through community placement with the teacher education, dialogue with families, formulate choices, and ask questions in choosing course of action for family action (De Acosta, 1996).

2.5 Working experience and implementation of guidance and counseling.

Working experience of teachers influences perception of guidance and counseling as well as instructional and imparting knowledge to the learners. The journey to teaching does not start at the teacher education institution. It has begun well before, and will continue well beyond, teacher education. It is a journey where ‘lived experience’ contributes to the working knowledge of the teacher and to her ability to “respond sensitively, exercise judgment and think creatively” Ministerial Advisory Committee on the Quality of Teacher Education and Training (Macqtet, 1994).

The increasing perception of schooling as a public enterprise and of the teacher as the “frontline operator” of a “customer service-oriented institution” (Scott, 1990:67) has

meant that the practice of the teacher is necessarily extended beyond the classroom, guidance and counseling included and this extended work base is also identified in competency frameworks. The desirable attributes of beginning teachers as outlined in the National Competency Framework for Beginning Teaching includes “communicating, interacting and working with others”. The desirable attributes may be deficient among newly posted graduates teaching in secondary schools after some years some interaction with significant others i.e. school parents and community will increase. Working experience as an area of competence and the national standards and guidelines for initial teacher education includes expectation of graduate attributes in the areas of: students and their communities; working with others; and working in schools systems (ACDE, 1980). Included within these attributes are expectations that the beginning teacher will have “an understanding of the roles of parents in schooling, models of partnership with parent of the structures of parent participation and developed an ability to work with parents (Tichenor, 1997). Competency frameworks, by defining the domains of teachers’ work also construct the parameters of teachers’ working knowledge. They also shape teacher education programs which attempt to equip graduates with the knowledge needed to undertake work as beginning teachers.

Working Experience is the essential element that underlies and integrates the knowledge’s of partnership. A teacher who has worked for a period of 15 years and above understands that each partnership is different because each parent brings to it a different biographical context, a different interpretation of the symbol of the school, and different expectations of the school, the teacher and the child. Each partnership is then a different experience of work, language and power, involving different technical,

communicative and critical knowledge's. The "lived experience" (Van 1990) that support these knowledge's and which supplement the theoretical knowledge's of partnership structures and processes have developed through the theoretical knowledge's of partnership structures and processes of the journey to teaching.

Working experience may influence perception on implementation of guidance and counseling. Irrespective of Diploma, Bachelors or Masters degree graduates, the reality of teaching is very different. The journey that each beginning teacher undertakes, while similarly signposted, is unique because the path is constructed differently for each specific teaching situation. The notion of a generic framework of attributes for teaching is thus problematic. A contextual dialectic is established between the specificity of the beginning teachers' situation and frame works. While a framework of competency provides, for the graduate, a theory of teaching it is isolated from her potential practice, because of its inherent and intended in universality. The experience of a teacher who has worked for a period of over 15 years is vital since is able to identify problems facing the youth . This problems include drug abuse, anger, violence, communications and goal setting peer pressure(Mc lead 2000). Context divides the preparation from the practice, the 'graduate' from the 'beginning teacher'. As Cornbleth (1991) argues, "given its multifaceted, nested, and fluid nature, the relevant context cannot be predetermined. There is no generic, no fixed set of parameters or invariant grid that can be imposed" (p.269).

For the beginning teacher, each teaching context involves all ways of knowing "technical, communicative and critical – because each moment in the social act of

teaching, the teacher's practice, involves learners needs, problem and abilities. Competency frame work shape teacher education and structure the technical knowledge of a teacher's work and, within the restricted contexts of teacher education structure opportunities for the development of teaching career and critical knowledge. There is a need to have a situation whereby academic difficulties facing students and difficulties of discovering one's talents can be identified early enough to enable a learner receive most appropriate education (Miles 1994). Beginning teachers may face the challenge of trying to accomplish this however, it is "lived experience" (Van, 1990) that essentially supplements technical knowledge with communicative and critical knowledge to inform the contextualized practice of the beginning teacher.

As the work of the beginning teacher is defined well beyond the classroom to include partnerships with the community, the supplementation of the technical knowledge of the profession becomes ever more important. The beginning teacher is expected "to develop close partnerships between home and school. and an ability to work with parents" (ACDE, 1998:17). Theories of participation may support knowledge of partnership structures but knowledge of what working together entails' can only develop as the partnership develops, as the partners come to know, not just each other, but the implications of their social act (McLead 2000). This experience is acquired through creativity and sensible response of a teacher during her/his teaching career.

Teaching is not a journey taken in isolation. It is social action where children, parents, other teachers are fellow voyagers who bring to each interaction individual biographies, lived experiences and perspectives. The ability to understand these

perspectives, to utilize the knowledge of work, language and power to facilitate the teaching act, is a function of the totality of each teacher's lived experience. A challenge for teacher education then becomes one of acknowledging the totality of experience within each student's biographical context and of valuing the knowledge's of lived experience as a supplement to the theory of the competency frameworks to inform their contextualized practice.

The development of the knowledge, skills and attitudes that will support beginning teachers' practices with parents is an area where extending lived experiences is critical. This is not to deny the role of theory in establishing partnership between teachers and parents. Beginning teachers, as an outcome of their graduate training are expected to "have an understanding of teacher professionalism, (and) to know the structures of stakeholders participation in the settings for which they are being prepared" ACDE, (1998:17). Clearly these are 'understandings' and knowledge's' that can be accommodated within the framework of teacher education theory because they are essentially proposed for teacher education programs. The aim is to cultivate a sharing of theories and research findings to give pre-service teachers a broader base of knowledge on which to build parent involvement strategies (Tichenor, 1997).

Grossman (1997) considers the development of teachers perception as a process that begins during their training. Field experience, during teacher education becomes a vehicle for the cultivation of the 'practical' and for the supplementation of theory from practice. It provides an experience of the specific, an opportunity to develop "the forms of knowledge... which temper theory so to identify the disparities between real

and theoretical, to modify theory in its application and to devise ways of taking account of the many aspects of the real thing which the theory does not take into account” (Gladding 1988). However, as Grossman (1997) argues, without a forum for reflection and the opportunity for the development of proactive strategies, there is a danger that the experience of ‘the real thing’ will produce negative ideas and opinions that will persist through their teaching careers. These negative opinions may lead to negative perception of guidance and counseling. Expansion of the ‘field’ of ‘field experience’ is a way to structure experiences that support the development of critical knowledge. The National Standards and Guidelines for Initial Teacher Education (1998) suggests that while the major focus of students’ field experience should normally be undertaken with classes of the developmental levels and curriculum areas, and school type for which they are being prepared this should be balanced with diverse experiences: for example, with both male and female learners, and learners of varied ages, abilities, disabilities, social circumstances and cultures” (ACDE, 1998:23).

Working experience enables a teacher to understand the individual difference of a learner. While this extended framework of expectations focuses on diversity of the learner and is intended to promote the development of pedagogical skills, it also inevitably provides the developing teacher with experience of the diversity of structural contexts which impact on learners and of the diversity of socio-cultural contexts in which learners, their teachers and their parents interact. The educational ‘field’ in all its diversity provides a potential framework of experience of teachers’ work and also of the language and power that enables that work. Not to be denied, are

other experiences in other ‘fields’ in which developing teachers are involved. A further opportunity to extend working experiences of pre-service teachers beyond the traditional contexts of teacher education is to situate theory in diverse contexts – within and beyond a faculty of education. The beginning teacher experiences the diverse pedagogies, and epistemologies as well as perspectives of others journeying towards professionalism. Pollard (1982) suggests that within a teacher education framework “there may be provision for joint units or activities with students undertaking initial education for related professions (such as youth work) so that there can be a cross- fertilization of knowledge and perspectives, and an appreciation of different areas of expertise can be developed and utilized in later professional work” (ACDE,1998:24). Within the faculty, the theories, research and practices of the profession are supplemented by critical reflection of these diversities. Gaining insight from the lived experience of others is a valuable way to support autonomous action through reflection. The teacher’s journey continues well beyond teacher education, just as it has begun well before. Teacher educators have a responsibility to acknowledge and to cultivate the knowledge’s derived from the many ‘lived experiences’ of the journey that supplement the programs of teacher education to inform a teacher’s work, perception and power.

2.6 Head teacher’s and teacher counselor’s perception on guidance and counseling implementation.

Transactional theory of perception emphasize that people approach the world with certain assumptions about reality/ Aluede, & Imonikhe, (2002) and Quarto (1990) report that head teachers and teacher counselors perceive guidance and counseling as

positive contribution to school instructional programmes. Schmidt (1993) revealed that counselors and teachers use classroom guidance activities to encourage positive self concept development and alter behaviours for improving success, in this case they have positive perception of guidance and counseling. According to Nugget (1990) next to counselors school teachers are the most important component in implementing a successful school guidance program.

According to transactional theory of perception, each person develops with transaction with environment, restricting the set of perceptions to handle the infinite variety of possible retinal images that when or she perceives. Myrick (1993) remarks that learning is a consequence of the environment. Teachers and students working together create a learning climate which plays a critical role in educational excellence. If students are to learn effectively and efficiently, to achieve more academically and to be productive and responsible citizens their functional school guidance and counseling program must be part of the total school experience, hence according to gestalt theory a whole is greater than the sum of its various parts (Bergen, 2003).

Appointment of teacher counselors irrespective of their ages; counseling qualification and working experiences may lead to negative or neutral perception of guidance and counseling. Myrick (1993) reported that rating of guidance and counseling services for students as either 'fair or poor' can be attributed to the ineffective traditional guidance and counseling methods which too often rely on individual counseling at

critical moments. In-service training enables a head teacher to be familiar with his roles in guidance and counseling.

2.7.1 RELATED STUDIES :The rationale for guidance and counseling in schools Rono (1989) reports that the first guidance conference was held in 1967 called "Career Conference" The major aim of the conference was to bring together the educationists (teachers and employment agencies) to establish and coordinate the criteria for selecting secondary school leavers for public and private jobs. Career resource centers established in schools assists learners in deficit choosing. The career guidance was to be confined to secondary schools under the management of the career master. The report of the conference initiated the formal establishment of guidance and counseling in schools. Clear policies from Ministry of Education were to speed up implementation of guidance and counseling. In July 1971, a guidance and counseling unit in the Ministry of Education was established and a hand book for school guidance and counseling Program was produced in the same year and revised in 1976(Oketch & Ngumba, 1991).

Galloway (1986) emphasized that many of the pupils' problems arise from the organization of teaching. Therefore if teachers are to continually deal with these problems, they need to be equipped with adequate guidance and counseling skills. Pinsky and Marks (1980) did a study on the importance, quality and knowledge of provision of guidance and counseling services. They found that students,

administrators and faculty deans agreed on the importance of guidance and counseling services.

Thus, to have a continuously available, stable, healthy and productive manpower for the nation, guidance and counseling in schools has become a necessary service (Mutie and Ndambuki 1999). This has forced many to take a new look at the rate of implementation of guidance and counseling in secondary schools. It has always been assumed that the need for guidance and counseling is manifested more in the adolescent stage than in the childhood stages of life (Myrick, 1995). The general argument put forward, is that , children are too young to make personal choices and so they are advised and directed by the older people. However, those working and living with the children especially teachers and parents know that the children undergo several challenges and problems that need guidance and counselling so as to enable them to cope (Gerlard 2003). Chuenyana (1990) observes that cases such as those of the learners infected or affected by HIV/AIDS require professional guidance and counseling services not only for themselves but also for their families. Cornbelt (1990) argues that curriculum should address the learners' needs, interest, problems and abilities .Hence there is need to establish guidance and counseling Program in secondary schools to address the needs of the students so as to enhance their adjustment to the immediate environmental forces that affect their growth and learning.

2.7.2 RELATED STUDIES :Modern Guidance and counseling in America.

In America, just like Kenya, socio –economic changes were the rationale for the establishment of guidance and counseling service (O’leary 1990). Guidance and counseling in America has become more popular following the introduction of universal education for all children. These compares well with the declaration of free secondary education in Kenya at independence. The commissions set to Africanize the education system in the early 1960s triggered the beginning of counseling in schools (Sindabi,1992).

The development of American guidance and counseling services literature is well documented from its inception in the early works of Jessie Davis who initiated organized guidance and counseling in public schools (Gladding, 1988). Eli Weaver, did similar work in New York where he initiated counseling services in public schools and Frank Parsons the “father” of guidance movement who in 1908 started the vocational bureau of Boston and wrote a book choosing vocation in the same year”

In America, guidance and counseling movement was influenced by vocational guidance, the testing movement and mental health movement, backed up by three other related factors namely, early writings in counseling, theory federal legislation and the recognition that school counseling programme should be based upon the needs of students. It was observed the conditions such as division of labour; growth in

technology, extension of vocational education and growth in democracy precipitated counseling movement in America.

In United States of America guidance and counseling was a natural consequence of prevalent conditions in the United States, such as division of labour, unemployment and massive change in life patterns. The same could be said of the current Kenya. In America, unlike in Kenya there are very many counseling professional associations like American Association of Counseling and Development, which apart from supporting its members in professional development also support a lot of research and publications of journals. Kenyan community has long way to go in counseling professional development as compared to America.

2.7.3 RELATED STUDIES: Role of class room teacher in integration of guidance and counseling programme into curriculum

Myrick(1993) remarks that learning is a consequence of environment, teachers students working together create a learning climate, which play a critical role in educational excellence. If students are to perform learn effectively and efficiently, to achieve more academically then functional school guidance and counseling program must be part of total school experience. Schmidh (1993) revealed that counselors and teachers use classroom guidance activities to encourage positive self concept development and alter behaviors for improving school success. These classroom activities are integrated with daily lessons or designated as specially planned presentations Teachers are vital link in the integration of affective education into

curriculum. They are the first line helpers in the school counseling program and are referral sources for students in need of additional assistance. Thus teachers support and participation are very vital to any program that involves students. Hence teachers feel that have responsibilities in the school counseling programs beyond those performed in classroom (Gibson& Mitchel 2003).Few people can make the school counseling programs like the teachers. They serve as excellent referral sources for children in need of counseling services. In addition, teachers are valuable sources of information for need assessment and programme evaluation. Their input is vital to understanding the need of a school community as well as effectiveness of school counseling program interventions (Ripley, Erford, Daher & Eschbach,2003).

For school guidance programme to flourish, cooperation between school counselors and teachers is paramount. According to Nugget (1990) next to counselors, school teachers are the most important component in implementing a successful school guidance program. By and large, teachers are the key adult figure in the average pupils school day. They are the most influential figures, be it positive or negative to the average student. This is particularly true at the elementary level, where children spend the majority of their day in one classroom.

2.8 Summary

In Kenya as in most developing countries in Africa, guidance and counseling as profession is a concept of 1970's where counseling was a private family affair and the duty of general guidance was left to senior members of the family like grandparents,

uncles and aunties. Rural-urban migration in Kenya has prevented many young people to be in contact with senior members of their families. Ominde commission of education (1984), recommended, the provision of counseling services to school children. other reports which recommended establishment of guidance and counseling services in school include Gachathi Report (1976), Galloway (1986), Kamunge report (1988) and Koech (1999).

There is need for guidance and counseling for any individual throughout the lifespan. It has always been assumed that the need for guidance and counseling is manifested more in adolescent stage than in childhood stage of life (Myrick, 1995). Most of the children start adolescence stage when in secondary schools and guidance and counseling is appropriate to tackle problems such as truancy, juvenile delinquencies, substance abuse, and peer pressure which affect the youth at this stage of life. Secondary education is crucial and students in this level need to be assisted to overcome all hindrances to their education.

Counseling qualification in either Diploma Bachelors degree or masters degree results in the development of skills, knowledge and attitudes that will support counseling practices in schools. Guidance and counseling enable a learner to acquire life skills and in nurturing and healing for those with social problems. Kamunge Report (1988) of the Presidential Working party on Education and manpower Training

for the next decade and beyond noted that some schools tend to over emphasize the aspect of education at the expense of the desirable character and values.

Psychology for exceptional persons is an area covered during counseling training by counselors that lead to acquisition of knowledge on the needs of children with various disabilities. Guidance and counseling teachers would assist in identifying these students so as to provide for early intervention to enable them to acquire education like all the other children. Sadkar and Sadkar, (2000) in their work with the children established that children are the reactors not managers of changes because they have inadequate power to eliminate or prevent environmental causes of stress in their living situations.

Counseling training focuses on diversity of a learner and can also promote establishment of guidance and counseling program with a full and comprehensive curriculum. This curriculum can assist children to adjust to their family situations Sadkar & Sadkar (2000). In addition, children witness or are victims of atrocities that psychologically traumatize them like family violence, road accidents, rape and murder. Hence it has been necessary to institutionalize guidance and counseling program in secondary school so as to assist the children understand them and cope with these atrocities as they pursue their studies (Gothard & Goodhew, 1987). The national committee on educational objectives and policies in Kenya (1976) noted,

“Guidance and counseling of a learner when properly done will play an important role in enhancing the person’s adaptability as does academic teaching” (P 17).

In-service training is an essential element that underlies and integrates the knowledge of counseling. Seminars, workshops and conferences empower counselors with skills needed to undertake work as professional supervisors of guidance and counseling programmes. In a school setting guidance and counseling is part of a larger organizational system, which has many other components namely the administration and teaching components (Kilonzo, 1989). The functions of these other components are not directly related to guidance and counseling. The school principal plays an important role in implementation of guidance and counseling by strengthening peer counseling and creating time for students to attend counseling. Establishment of peer counseling programmes in schools is the knowledge that can be acquired through in-service training. Wechster (1997) argued that most young people are strongly attached to their age mates and the adults need to appreciate fully the significance of this group forces on positive culture.

Implementation of guidance and counseling in Kenyan schools is also hindered by limited training of head teachers and teacher counselors. In general, most head teachers have no training on guidance and counseling so they may not understand what is taking place in the guidance and counseling program (Rono 1989). As a result

of this, they appoint one or two teachers from among the staff to coordinate guidance and counseling services in the school.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Overview

This chapter described the geographical location of the study, research population and sample, research design, research instruments used to collect data, validity, piloting, and reliability of research instruments. It also contains scoring of the instruments, data collection, data analyses and ethical considerations.

3.1 Geographical location of the study

The study was conducted in Uasin Gishu county which is in the Rift Valley province, Kenya. The county shares common borders with Trans Nzoia to the North, Marakwet and Keiyo to the East, Koibatek District to the South East, Kericho District to the South, Nandi to the West and Lugari District to the North West. The County is divided into six divisions namely Kapseret, Aninabkoi, Kesses, Soi, Turbo and Moiben. It is further divided into 35 locations (Appendix v). The county has a total area of 3,327.8km² which extends between latitude 0° to 0° 52' North and Longitude 35° 25° and 35° 45° East (Republic of Kenya 2002). The county was purposefully selected because they have high number of secondary schools, with guidance and counseling departments which are not operational.

3.2 Research design

The study adopted ex-post facto research design. According to Kothari (2004), the design allows the researcher to collect a data about one or more variables from one study subject and compare that data. The researcher did not manipulate the independent variable which were the demographic characteristics of head teacher and teacher counselors and only measured its influence on dependent variable (perception) which had already occurred by the time the data was collected. According to Newman (2000), ex-post facto research design allows a researcher to compare two or more attributes or characteristics from each participant. The ex-post research design was used to determine the influence of age, gender, academic qualification, professional qualification, appointment criterion and counseling qualification on the perception of implementation of guidance and counseling. The study used chi-square and ANOVA as statistical tools in analysis of the data. These methods allow a researcher to analyze inter – relations among a large number of variables in a single study.

3.3. Research Population

The study was conducted in secondary schools in Uasin Gishu county of Rift Valley Province of Kenya. The accessible population of the study was all head teachers and teacher counselors in secondary schools in Uasin Gishu county who number Two hundred and twenty six(226). There are one hundred and thirteen (113) registered secondary schools in Uasin Gishu falling under the following educational zones, Eldoret West educational zone, Eldoret south educational zone and Eldoret East

educational zone. The head teachers and teacher counselors were considered based on the fact that they are the stakeholders in implementation of guidance and counseling.

3.4 Sample and Sampling Method

According to Kothari (2004) sampling involves selecting some elements of a population, having similar features to the underlying population. This will enable a researcher to make certain observations of elements and make conclusions regarding the entire population. Mugenda and Mugenda (1999) argued that the main factor that researchers should consider in determining a study sample is the homogeneity of the population from which the sample is drawn together with the need to keep it manageable enough.

A total of forty six (46) secondary schools in Uasin Gishu County participated in the study, which included fifteen (15) from Eldoret West educational Zone, fifteen (15) Eldoret South educational zone and sixteen (16) from Eldoret East educational zone. The forty six (46) schools were selected from one hundred and thirteen (113) secondary schools using stratified random sampling technique. The researcher used stratified sampling in order to ensure that schools are selected from at least three educational zones, that is Eldoret West, Eldoret South and Eldoret East.

A sample of 46 head teachers and 46 teacher counselors was selected from 46 sampled schools for participation in the study. The researcher selected 2 (two) respondents from each sample school in secondary schools in Uasin Gishu using

random technique. The sample comprised 46 head teachers and 46 teacher counselors from the selected schools Uasin Gishu County.

3.5 Research Instruments

The research data was collected using two questionnaires. One for head teachers and one for teacher counselors (Appendix iii and ii respectively). These questionnaires were divided into two parts, part one solicited for demographic information which included gender, age, highest academic qualification and duration of years in counseling and in-service training. It also contains items on regularity in counseling activities by therapists, suggestion on enhancement of competent teacher counselors, major basis for the appointment of teacher counselors and the degree of support given to counseling programme by the administration. Both close ended and open ended items were used.

Part 2 is made up of Likert type of items questionnaire which provided the respondents with the series of statements to which the respondents were expected to indicate the degree of agreement or disagreement by ticking the response category that best represents their reaction either: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD). The respondents were to respond to items on perception of implementation of guidance and counseling. These items dwelt on different issues ranging from inclusion of guidance and counseling into school curriculum, whether it is waste of time of students, level of awareness of students, support from administration and parents, nature of counseling activities and the role of counseling committee in the school.

3.6 Validity of the Instruments

Validity refers to the extent to which an instrument measures the behaviour, skills and knowledge that it purports to measure (Kothari, 2004). There are three categories of validity: construct, content, concurrent and predictive validity. This study ensured that the instruments had content validity because it involved measuring a construct of “perception”. The construct validity was used to ascertain that the questionnaire was comprehensive and representative of perception domain which was being measured. This was supported by argument of Orodho, (2004: 41) who stated, “Validity is the degree to which empirical measures of several measure of the construct accurately measure the concept.

Validation of research instrument was done by the help of lecturers in the department of educational psychology who discussed the items and made suggestions of modifications. The advice and recommendation were incorporated into a more precise questionnaire of perceptions. This was supported by Kothari, (2004) who noted that “validity should not depend on the subjective judgment of only one specialist. It should be based upon careful analysis by several specialists, of instructional objective and actual subject matter studied”. The items in the questionnaire having been simplified and improved, the instrument was taken for pilot study in one division in Nandi North district.

3.7 Piloting of questionnaire

The questionnaire was pilot tested in 15 schools in Nandi North District. This was due to the fact that Nandi north neighbours Uasin Gishu District and they possess the same level of development in implementation of guidance and counseling. The main purposes for piloting the questionnaire was first and foremost to ensure that items detected the kind of response that the researcher intended to obtain. Secondly, that they were acceptable in terms of content, and thirdly, they adequately covered all aspects of universal perceptions which, the researcher wished to explore. Piloting helped to eliminate ambiguity, to simplify the difficult items and to ascertain that the instrument truly measured what it purported to measure. It also gave the researcher first hand information about the nature of the research study.

3.8 Reliability of the questionnaire

According to Anastasiow, (1983;18) reliability “is the consistency of scores obtained by the same persons when re-examined with the same test on different occasions or with different sets of equivalent items or under variable examining conditions”. Reliability therefore is concerned with the degree of consistency or agreement between two independently obtained scores. The relationship between the scores obtained expressed in form of correlation co-efficient (Newman 2000).

In this research study the reliability of the instruments was obtained using test-retest method. The questionnaires were administered twice, that is administered to the head teachers and teacher counselors and then after two weeks the same questionnaires re-administered to them again. The head teacher and teacher counselors' responses were scored and the results of the 1st and second administration correlated, using Pearson product moment coefficient correlation. The reliability index was $r=.62$ and this was considered to be high enough to accept the instrument as reliable for the study.

3.9 Scoring of responses

Part one of the instruments required respondents to tick the specific demographic characteristics that were measured. These Demographic characteristics include age, gender, working experience, areas covered in counseling and training counseling qualification, in-service training and appointment criterion. In part two the items in the questionnaire were stated in positive and negative statements. For positive statements scoring was done as follows;

Strongly Agree (SA) 5 points

Agree (A) 4 points

Undecided 3 points

Disagree 2 points

Strongly Disagree 1 point

For negative statements the scoring was reversed.

Strongly Agree (SA) 1 point

Agree (A) 2 points

Undecided 3 points

Disagree 4 points

Strongly Disagree 5 points

The likert scale had 9 items, the minimum score a participants could obtain was 9 and the maximum scores was 45. A participant with negative perception scored 23 and below, neutral perception 24-31, positive perception 32-45.

3.10 Data collection procedures

The researcher obtained the permit from the MOHEST through the national council for Science and Technology (see Appendices IV and V) and from relevant district offices where the research study was conducted. The permit obtained authorized the researcher to access any relevant documents concerning the implementation of guidance and counseling programme in secondary schools.

Using the permit the researcher made appointment with respective Head of secondary schools. On the agreed date the researcher visited the respective respondents and collected data using the questionnaires. The questionnaires were administered in person by the researcher to the respondent and they responded to the items and handed back to the researcher.

3.11 Data analysis procedures

The SPSS computer statistical package was used to analyze the research data in accordance to the research questionnaire posed in this study. The SPSS was used due

to its functionality, speed, accuracy and accessibility. This study being a social science research, made SPSS appropriate, (Were, 1989).

In this study both descriptive and inferential statistical were methods used in the analysis. The descriptive statistical methods were standard deviation, mean, frequencies, percentages. These descriptive statistics were used for data presentation and to explain the variables that were analysed in this study. The inferential statistics used were Chi- square and ANOVA. The inferential statistics were used to test hypotheses on factors influencing perception on implementation of guidance and counseling as well as to establish the variation of perception among head teachers and teacher counselors. The variation of perception was either negative, neutral or positive. The level of significance was $\alpha = .05$

3.12 Ethical considerations

The participants were informed of the objective of the study before they responded to the items in the research instrument. They were assured of confidentiality of their responses.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Overview

This chapter reports the result of data analyses related to influence of age, in service training, counseling qualification, working experience, gender, academic qualification, areas covered in counseling training of head teachers and teacher counselors on their perception towards implementation of guidance and counseling in secondary schools. The reporting of statistical results in this chapter follows a fairly consistent pattern; a restatement of the objectives, after which the pertinent descriptive statistics, statements of the hypothesis then inferential statistics, and appropriate interpretation made.

4.1 Data presentation

The data for this study was generated by use of two data collection instruments. The first of this was a questionnaire for the head teachers, which was administered to 46 head teachers distributed in the various secondary schools in Uasin Gishu County. The second instrument that was used was that of questionnaire for teacher counselors, which was also administered to 46 teacher counselors in various schools in Uasin Gishu County. The study therefore assessed the influence of socio-demographic characteristics of the head teachers and teacher counselors on their perception towards the implementation of guidance and counseling. The distribution of demographic characteristics are reported in table 4.1.

4.2 Demographics of participants

In this study head teachers and teacher counselor were involved as participants. (Table 4.1)

Table 4.1: Demographics of participants

Gender	FREQ	%
Male	32	34.7
Female	60	65.3
Total	92	100
AGE (YEARS)		
20-30	30	32.7
31 - 40	29	31.5
41 - 50	15	16.3
51 -60 and above	18	19.5
TOTAL	92	100
WORKING EXPERIENCE		
1 -5	20	21.7
6-10	20	27.1
11-15	20	21.7
16 above	32	34.7
TOTAL	92	100
COUNSELING QUALIFICATION		
Untrained	40	43.4
Diploma	20	21.7
Bed (G&C)	26	28.2
Med (G&C)	6	6.5
TOTAL	92	100
PROFESSIONAL QUALIFICATION		
DIPLOMA	20	21.7
Bed	46	50
Masters degree	26	28.3
TOTAL	92	100
APPOINTMENT CRITERION		
Spiritual background	14	30.5
Professional qualification	9	19.5
Rank seniority	13	28.3
Counseling training	10	21.7
TOTAL	46	100
AREAS COVERED IN COUNSELLING TRAINING		
Adolescent psychology	12	26.1
Social group psychology	12	26.1
Behavioral disorders and their management	10	21.7
Consultation and referral skills	12	26.1
TOTAL	92	100

The study revealed that forty (43.4%) of head teachers and teacher counselors had no training in guidance and counseling. Twenty (21.7%) and twenty six (28.3%) had knowledge of guidance and counseling at college and university levels respectively only six (6.6%) had knowledge of guidance and counseling at post-graduate level. (See table 4.1). It is evident from the study that twenty (22%) of the participants have been teaching for a period 1-5 years, twenty five (27%) have taught for a period of 6-10 years, twenty (22%) have worked for a period of 11-15, while thirty two (35%) have worked for a period of 16 years and over (See table 4.1).

It is evident that as far as academic qualification is concerned forty six (50%) of the respondents are trained with bachelors degree, twenty (21.7%) had diploma in education while twenty six (28.3%) had acquired masters degree, (table 4.1). The study found out that the respondents had covered different areas of counseling training. Ten (21.7%) of the teacher counselors were those who had acquired knowledge on behavioral disorder and management. The other areas which include adolescence psychology, social groups, psychology, each recorded twelve (26.1%) of the respondents and consultation and referral skills. These statistics indicate that areas covered in counseling training broaden the skills of a counselor teacher to be able to handle problems affecting secondary school students.

It is evident from respondents that the major basis for the appointment of teacher counselors is spiritual background as per fourteen (30.5%) of head teachers. Nine (9.5%) of head teachers showed that when appointing teacher counselors they

considered professional qualification, while thirteen (28.3%) revealed that rank seniority was put into consideration, while ten (21.7%) took counseling training as determinant factor in appointing a teacher counselor (table 4.1).

Table 4.2 Materials available at the career resource centre

	Head teachers		Teacher's Counselor	
	Freq	%	freq	%
Films and filmstrip about career	9	20%	14	30%
Bulletins on different social issues	17	80%	37	80%
Handbooks on HIV/AIDS	46	100%	39	85%
Career files about different career qualification	23	50%	23	50%

Table 4.2 provides important background information on educational and career materials available in guidance and counseling departments. From table 4.2 career resource centers which have been established in secondary schools are equipped with handbooks on HIV/ AIDS as reported by 100% of head teachers and 85% of teacher counselors. This is because of the current emphasis on the disease hence counselors have a task of creating awareness on the pandemic to the youth who are prone to the disease. Thirty seven (80%) of head teacher and teacher counselors that bulletins on different social issues were also available at the career resource centers. Only 20% and 30% of the head teachers and teachers counselors respondents respectively showed that career resource centre have films and filmstrip about career.

Table 4.3. Rate at which students seek counseling services

	Head teachers		Teacher counselors	
	Freq	%	Freq	%
Daily	1	1.1	1	2
Weekly	1	1.1	1	2
Fortnight	2	2.2	3	7
Monthly	42	90	41	89
Total	46	100%	46	100

From table 4.3 it is evident that students rarely seek counseling services since 90% of respondents of head teachers revealed that counseling services are sought on monthly basis, 89% of teacher counselors agreed that the services are sought after one month. This is because of student's unwillingness to seek counseling services. Only 2% of both head teachers and teacher counselors showed that students seek a guidance service frequently that is on daily basis and after a week. Two (6%) of head teachers and three (7%) teacher counselors revealed that students seek counseling services after two weeks.

4.3 A comparison between head teachers and teacher's counselor's perception on implementation of guidance and counseling.

The first objective of this study was to investigate the difference in perception of head teachers and teacher counselors towards implementation of guidance and counseling.

The head teachers and teacher counselors were asked to respond to items about guidance and counseling implementation and their mean scores computed. The mean scores of the two groups is report in Table 4.4.

Table 4.4 Nature of head teachers and teacher counselors' perception on implementation of Guidance and counseling

	N	Negative			Neutral			Positive			Total	
		freq	%	mean	freq	%	mean	freq	%	mean	N	mean
Head teachers	46	13	14.7	21.4	7	7.6	24.5	26	28.3	37.8	46	31.2
Counselors	46	12	13.0	20.6	7	7.6	24.4	27	29.3	39.4	46	31.2
Total	92	25	27.2	20.92	14	15.2	24.7	53	57.6	38.6	92	31.2

The overall nature of perception for the groups indicate that the headteachers and teacher counselors perceive guidance and counseling differently. It appeared from the study that the variation on perception of head teachers and teacher counselors followed similar trend though the vagaries in the perception was noted. Thirteen (14.1%) of head teachers and 12 (13%) of teacher counselors had negative perception, seven (7.6) of both head teachers and teacher counselors had neutral perception, while Twenty-six (28.2%) and twenty seven (29.3%) recorded positive perception respectively the grand mean score was 31.12. Head teachers and teacher counselors had a mean score of 31.2 and 31.3 respectively.

Table 4.5 Anova source table for differences in perception of head teachers and teacher counselors

Source	Ss	df	ms	F obs	F crit
columns	5519.5	2	2759.8	74.3	3.10
Rows	4.7	1	4.7	0.12	3.95
R x c	37.1	2	18.5	0.49	3.10
Within cells	3195.4	86	37.1		

The first null hypothesis stated that there is no significant difference between perception of head teachers and teacher counselors on implementation of guidance and counseling. Two way anova was used to examine the difference in perception of guidance and counseling between head teacher and teacher counselors. Significant difference in the result of perception was found $F(\text{obs}) = 3.10 > F_{\text{crit}} 3.95$. Therefore the null hypothesis was accepted and it was concluded that head teachers and teacher counselors perceive guidance and counseling in a similar way.

4.4 The influence of counseling qualification on perception on implementation of guidance and counseling

The second objective of this study was to investigate the influence of counseling qualification of head teachers and teacher counselors on their perception on implementation of guidance and counseling. The head teachers and teacher counselors were asked to respond to items about perception on implementation of guidance and counseling and from part one of the counseling questionnaire, they were

grouped into (four), those with no training in counseling, those who are trained in counseling at various levels, these are Diploma, Bachelors and Masters in guidance and counseling. Their frequencies were computed and results report in table 4. 6.

Table 4. 6: Counseling Qualification and perception of implementation of Guidance and Counseling

	Negative		Neutral		Positive		Total	
	Freq	%	Freq	%	Freq	%	freq	%
Untrained	19	20.6	3	3.3	18	19.5	40	43.4
Diploma	3	3.3	8	8.7	9	9.7	20	21.7
B- ED (G&C)	3	3.3	3	3.2	20	21.7	26	28.3
M-ED (G&C)	0	0	0	0	6	6.5	6	6.5
TOTAL	25	27.2	14	15.2	53	57.6	92	100

The nature of perception overall for all groups indicate a high positive perception found among teachers who had acquired masters degree in guidance and counseling. It is evident from the study that nineteen (20.6%) head teachers and teacher counselors with no training in counseling had negative perception, three (3.3%) had neutral perception, while eighteen (19.5%) had positive perception. Three (3.2%) of those who were trained with diploma in guidance and counseling had negative perception, eight (8.6%) had neutral perception nine (9.7%) had positive perception. Three (3.2%) of head teachers and teacher counselors with Bachelors degree in guidance and counseling had negative perception, three (3.2%) also had neutral perception, while twenty (21.7%) had positive perception. Head teachers and teacher counselors with

masters in guidance and counseling did not record negative or neutral perception, six (6.5%) recorded positive perception.

Table4.7. Chi-square test on the influence of counseling qualification and perception of guidance and counseling qualification

	Negative		Neutral		positive		Total
	obs	exp	obs	exp	obs	exp	Obs
untrained	19	11.2	3	6	18	23.2	40
Diploma	3	5.6	8	3	9	11.6	20
B-ED (G&C)	3	5.6	3	3.9	20	15.0	26
M-ED(G&C)	0	1.68	0	0.9	6	3.48	6
TOTAL	25	14	14		53		92

The second null hypothesis states that counseling qualification has got no significant influence on perception of implementation of guidance and counseling. To test this hypotheses, a chi-square test was calculated comparing the frequency of head teachers and teacher counselor qualification and the implementation of guidance and counseling. The results of this analysis show that there was significant influence of counseling qualification on perception of head teachers and teacher counselors ($\chi^2=39.09 > \chi^2_{crit}=12.6, \alpha=0.05$). The null hypothesis was therefore rejected and it was concluded that teacher counselor qualification affects perception of implementation of Guidance and counseling.

4.5 Influence of working experience on the perception on implementation of guidance and counseling.

The third objective of this study was to investigate the influence of working experience of head teachers and teacher counselors on their perception on implementation of guidance and counseling. The third null hypothesis stated that working experience has no significant influence on the perception of the implementation of guidance and counseling. In order to test this hypothesis head teachers and teacher counselors were asked to respond to items on implementation of guidance and counseling. Moreover Head Teacher and Teacher Counselors had been grouped according to the number of years they had worked. The frequencies of these head teachers and counselors according to their working experience are reported in Table 4.8.

Table 4.8: Working experience and perception of guidance and counseling implementation

	Negative		Neural		Positive			
	freq	%	Freq	%	freq	%	N	%
1-5	15	16.3	3	3.3	2	2.1	20	21.7
6-10	7	7.6	8	3.3	5	5.4	20	21.7
11-15	2	2.2	1	1.1	17	18.4	20	21.7
16-Above	1	1.1	2	2.1	29	31.5	32	34.8
Total	25	27	14	15	53	58	92	100

The overall nature of perception for the groups indicated that majority of teachers who had worked for a period of six years and over had a higher positive perception as compared to those who had worked for less than five years. The nature of variation of

perception of implementation of guidance and counseling was negative, neutral or positive. Fifteen (16.3%) head teachers and teacher counselors who had worked for a period of 1-5 years had negative perception, three (3.2%) had neutral perception while two (2.1%) had positive perception. Seven (7.6%) head teachers and teacher counselors who had worked for a period of (6-10) years had negative perception, eight (8.6%) had neutral perception, while five (5.4%) had positive perception. Two (2.1%) of head teachers and teacher counselors who had worked for a period of (11-15) years had negative perception, one (1-0%) had neutral perception, while seventeen (18.4%) had positive perception. One (1.0%) of those who had worked from 16 years and over had negative perception, two (2.1%) had neutral perception, while twenty nine (32%) had positive perception. Less experience teachers, those had worked between (1-5) years recorded a higher negative perception. Those with experience of (6-10) years had higher neutral perception while those who had worked for over 16 years had higher positive perception.

Table 4.9 Chi-square test on the influence of working experience of head teachers and teacher counselors towards implementation of Guidance and Counseling

working Exp	Negative		Neural		Positive		
	observed	Expected	observed	expected	observed	expected	
1-5	15	4.0	3	2.25	2	8.7	10
6-10	7	7	8	3.57	5	14.5	20
11-15	2	5.6	1	3	17	11.6	20
16-Above	1	8.9	2	4.8	29	18.56	32
Total	25		14		53		92

The third null hypothesis stated that working experience has no significant influence on the perception on implementation of guidance and counseling. A chi-square test was conducted comparing the working experience of the head teachers and teacher counselors with the implementation of guidance and counseling. The results of this analysis showed that there was significant influence of working experience of head teachers and teacher counselors on their perception on implementation of guidance and counseling. ($\chi^2=69.65 > \chi^2_{crit}=12.6 \alpha=0.05$). The null hypothesis was therefore rejected and it was concluded that working experience has influence on perception on implementation of guidance and counseling. Positive perception is found among head teachers and teacher counselors who had worked for 10 years and over as compared to those who had worked for a period of 1-5 years whose perception was negative.

4.6 Influence of age on perception on implementation of Guidance and Counseling

The fourth objective for this study was to investigate influence of age of the head teachers and teacher counselors on their perception towards implementation of guidance and counseling. Head teachers and teacher counselors were asked to respond to items on perception on implementation of guidance and counseling, and from part one of the questionnaires, they were grouped according to their ages, group 1-(20-30 years), Group 2 (31-40 years), Group 3 (41-50 years), Group 4 (51-60 years).

Table 4.10: Age of teacher counselors and perception of Guidance and counseling implementation

Age-group in yrs	negative	%	Neutral	%	positive	%	Total	%
1 (20 – 30)	20	21.7	6	6.5	4	4.3	30	32.6
2(31-40)	2	2.1	5	5.4	22	23.9	29	31.5
3(41-50)	1	1.0	2	2.1	12	13.0	15	16.3
4(51 – 60 above)	2	2.1	1	1.0	15	16.3	18	19.5
Total	25	27	14	15	53	58	92	100

The overall nature of perception for the groups was as follows: youth full teachers in age group 1 (20-30) years had negative perception, while mature teachers in age group (31-60) years had a higher positive perception. This study revealed that thirty (32.6%) of head teachers and teacher counselors were in age group I which is between (20-30years). Twenty (23.9%) are in group 2 which is between (31-40 years) while (18%) were in group four which is 51-60 years. The nature of variation in perception was negative, neutral or positive. In age group 1, twenty (21.7%) of head teachers and teacher counselors had negative perception on implementation of guidance and counseling, six (6.5%) had neutral perception, while four (4.3%) had positive perception. Two (21%) head teachers and teacher counselors in age group 2 had negative perception five (5.4%) had neutral perception, while twenty two (23.9%) positive perception. In age group 3, one (10%) had negative perception, two (2.1%) had neutral perception while twelve (13.0%) had positive perception. Counselors with negative perception in age –group 4 was low since only two (2.1%) was recorded one (1.0%) had neutral perception, while fifteen (16.3%) had positive perception youthful

teachers (20-30) years recorded the highest negative perception, while (31-40) years recorded the highest positive perception and (41-60) are fairly high positive perception.

Table 4.11: Chi-square test on the influence of age on perception of guidance and counseling implementation

Age-group	negative		neural		Positive		total
	observed	expected	observed	expected	observed	expected	
1(20-30)	20	8.4	6	4.5	4	17.4	30
2(31-340)	2	8.12	5	4.35	22	16.82	29
3(41- 50)	1	4.2	2	2.25	12	8.7	15
4(51 -60 above	2	5.04	1	2.7	15	10.44	18
Total	25		14		53		92

The fourth null hypotheses stated that, age factor has no significant influence on the perception of implementation of guidance and counseling. A chi-square test was conducted comparing head teacher and teachers counselors age-groups and perception of implementation of guidance and counseling, the result of this analysis showed that there was significant influence of age-difference of head teachers and teacher counselors on their perception of implementation of guidance and counseling ($\chi^2=47.54 > \chi^2 \text{ crit}=12.6 \alpha=0.05$). The null hypothesis was therefore rejected and it was concluded that age influenced the perception of the implementation of guidance and counseling.

4.7 Influence of Gender on perception on implementation of Guidance and Counseling.

The fifth objective of this study was to investigate the influence of gender of head teachers and teacher counselors on their perception of implementation of guidance and counseling. The fifth null hypothesis stated that gender has no significant influence on the perception of implementation of guidance and counseling. In order to test this hypothesis, head teachers and teacher counselors were asked to respond to items on perception of implementation of guidance and counseling. Moreover from part one of the questionnaires head teachers and teacher Counselors taking part in this study had been grouped according to their gender. The frequencies of these head teachers and teacher counselors according to gender are reported in table 4.12

Table 4.12 Gender and perception of guidance and counseling implementation

	Negative	%	Neutral	%	Positive	%	Total	%
Female	10	10.8	6	6.5	11	11.9	27	29.3
Male	15	16.3	8	8.7	42	45.6	65	70.7
Total	25	27.1	14	15.2	53	57.6	92	100

The overall nature of perception of the teachers indicate that both gender groups had positive perception on guidance and counseling. Ten (10.8%) of female head teachers and teacher counselors had negative perception, six (6.5%) had neutral perception, while eleven (11.9%) had positive perception. Sixteen (16.3%) of male head teachers

and teacher counselors had negative perception, eight (8.6%) had neutral perception while forty two (42.6%) had positive perception.

Table 4.13: Chi-square test on the influence of gender on the perception of implementation of Guidance and counseling

	Negative		Neutral		Positive		Total
	observed	expected	observed	expected	observed	expected	
Female	10	8.96	6	4.8	11	18.56	27
Male	15	16.8	8	9	42	34.8	65
Total	25		14		53		92

The fifth null hypothesis stated that gender has no significant influence on the perception on implementation of guidance and counseling. A chi-square test was conducted comparing head teachers and teacher counselor gender and perception on implementation of guidance and counseling. The results of this analysis showed that there was no significant influence of gender of head teachers and teacher counselors on their perception on implementation of guidance and counseling ($\chi^2=4.74 < \chi^2_{crit}=5.99$) $\alpha=0.05$. The null hypothesis was accepted and it was concluded that gender had no significant influence on perception of implementation of guidance and counseling.

4.8 The Influence of In-service Training on the perception on implementation of Guidance and counseling

The sixth objective of the study was to investigate the influence of in-service training on the perception on implementation of guidance and counseling . In order to test this hypothesis head teachers were asked to respond to items on implementation of guidance and counseling in school. It emerged from part one of the questionnaire that head teacher and teacher counselors had all been given in-service training these are, seminars, workshops and conferences their frequencies were computed and result reported as shown in table 4.14.

Table 4.14: Influence of in-service on head teachers and teacher counselors Perception of the implementation of Guidance and counseling

In-service	Negative		Neutral		Positive		Total	
	Freq	%	Freq	%	Freq	%	N	Freq
Seminar	11	11.9	4	4.3	31	33.6	46	50
Workshop	7	7.6	4	4.3	15	16.3	26	28.2
Conference	7	7.6	6	6.5	7	7.6	20	2.7
Total	25	2.7	14	15.2	53	57.6	92	100

The overall nature of perception for the groups indicate that teachers who had attended in-service training had a higher negative perception. A total of 46 head teachers and teacher counselors had attended in service training through seminar, workshops and conferences .Eleven (11.9%) of those who had attended seminars had negative perception, four (4.3) had neutral perception, while thirty-one(31.6%) had positive perception. Seven (7.6%) of those who had attended workshops had negative

perception, four (4.3%) had neutral perception, while fifteen (16.3%) had positive perception. Seven (7.6%) of those who had attended conferences had negative perception, six (6.5%) had neutral perception while seven (7.6%) had negative perception. Head teachers and teacher counselors who had attended seminar had higher positive perception. Those who had attended workshops and conferences recorded lowest perception, while the trend of neutral perception fairly cut across in-service training.

Table 4.15: Chi-square test on the influence of in-service training on the perception on implementation of guidance and counseling

In-service	Negative		Neutral		Positive		Total	
	Obs	Exp	Obs	Exp	Obs	Exp	N	Freg
seminar	11	12.8	4	6.8	31	26.68	46	50
Workshop	7	7.28	4	3.9	15	15.08	26	28.2
Conference	7	5.6	6	2.81	7	11.6	20	2.7
Total	25		14		53		92	100

The sixth hypothesis stated that in-service training has no significant influence on the perception on implementation of guidance and counseling. Chi-square tests comparing the in-service training and the perception on implementation of guidance and counseling was computed. A significant influence was found between in-service training and the perception on implementation of guidance and counseling, ($\chi^2_{ob} = 37.86 > \chi^2_{crit} = 9.49$) (table 4.14). Thus the null hypothesis was rejected, and it was concluded that in-service training influences perception of guidance and counseling.

4.9 Influence of professional qualification of head teachers and teacher counselors on their perception on implementation of guidance and counseling

The seventh objective of this study was to investigate the influence of professional qualification of head teachers and teacher counselors on their perception of implementation of guidance and counseling. . In order to test the hypothesis head teachers and teacher counselors were asked to respond to items on implementation of guidance and counseling in schools, and from part one of the questionnaires they had been grouped according their professional qualification these are diploma, bachelors degree and masters degree.

Table 4.16 Influence of professional qualification on the perception on implementation of Guidance and Counseling

	Negative	%	Neutral	%	Positive	%	Total	%
Diploma	7	7.6	6	6.5	7	7.6	20	21.7
Bed	11	11.9	4	4.3	31	33.7	46	50
Master's degree	7	7.6	4	4.3	15	16.3	26	28.2
Total	25	27.2	14	15.2	53	57.6	92	100

The overall nature of perception for the groups indicate that teachers with post graduate education have higher positive perception. A total of twenty (2.7%) head teachers and teacher counselor had diploma in education, seven (7.6%) had negative perception six (6.5%) had neutral perception while seven (7.6%) had positive perception. Eleven (11.9%) of head teachers and teacher counselors with bachelors degree in education had negative perception four (4.3%) had neutral perception and

thirty one (31.6%) had positive perception. Seven (7.6%) of head teachers and teacher counselors with masters degree had negative perception four (43%) had neutral perception while fifteen (163%) had positive perception

Table 4.17 chi-square test on the influence of professional on the perception on implementation of guidance and counseling

	Negative		Neutral		Positive		Total
	observed	expected	observed	expected	observed	expected	
Diploma	7	5.6	6	3	7	11.6	20
Bed	11	12.88	4	6.9	31	26.68	46
Master's degree	7	7.28	4	3.9	15	15.08	26
Total	25		14		53		92

Chi-square test was performed in order to test whether or not significant relationship exists between professional qualification and perception on implementation of guidance and counseling. The result revealed that there is significant influence between academic qualification and perception on implementation of guidance and counseling ($\chi^2_{ob} = 39.07 > \chi^2_{crit} = 9.49 \alpha = 0.05$), thus the null hypothesis was rejected and it was concluded that academic qualification influences perception of implementation of guidance and counseling.

4.10 Influence of appointment criterion on the perception on implementation of guidance and counseling.

The eighth objective of the study was to investigate the influence of appointment criterion on the perception of implementations of guidance and counseling. The eighth null hypothesis stated that appointment criterion has no significant influence on the perception of implementation of guidance and counseling. To test this hypothesis head teachers and teacher counselors were asked to respond to items on the perception of implementation of guidance and counseling. From part one of the questionnaire they had been grouped according to different appointment criterion. Their mean scores were computed and results reported in table.

Appointment criterion	Perception									Total	
	Negative			Neutral			positive			N	Mean
	Freq	%	Mean	Freq	%	Mean	Freq	%	mean		
Spiritual background	2	4.3	23	1	2.1	24.5	11	23.9	36.3	14	33.2
Professional qualification	2	4.3	20.5	1	2.1	24.5	4	8.7	39	7	34.9
Rank seniority	4	8.7	20	3	6.5	36.5	6	13.0	43.1	13	31.2
Counseling training	4	8.7	20	2	2.2	25	6	13.0	43.1	12	28.8
Total	12	26.0	20.9	7	15.2	21	27	56.5	40.6	46	31.5

Table 4.18 appointment criterion and perception of implementation of guidance and counseling

The overall nature of perception for the groups indicate that teachers who had been selected as a result of rank seniority and counseling training had a higher positive perception. It is evident from the study that two (4.3%) of teacher counselors who had been appointed as a result of their spiritual background had negative perception, one (2.2%) had

neutral perception while eleven (23.9%) had positive perception. Professional qualification is another criterion which influenced the appointment of teacher counselors, and their variation in their perception is as follows; two (4.3%) recorded negative perception, one (4.3%) also positive perception. Four (8.7%) of teacher counselors who had been appointed as a result of rank seniority had negative perception, three (6.5%) had neutral perception while six (13.0%) had positive perception. Four (8.6%) of teacher counselors had been appointed as a result of counseling training had negative perception, three (6.5%) had neutral perception, while six (13.0%) had positive perception. The trend of perception was similar in all criterion, with the least teacher counselor having negative and neutral perception while majority with positive perception on implementation of guidance and counseling.

Table 4.19 :Anova Source Table for appointment criterion and perception on implementation of guidance and counseling

Source	ss	Df	ms	fob	Crit
Columns	3357.3	2	1678.6	6.20	3.11
Rows	9578	3	3192	12.15	2.72
R X C	21637	6	3606.1	13.7	2.21
Within cells	2111.1	80	262.6	-	

The eighth null hypothesis stated that appointment criterion has no significant influence on the perception of implementation of guidance and counseling. To test this hypothesis Two way ANOVA was used to examine the influence of appointment criterion on the perception on implementation of guidance and counseling. The results revealed that there is significant influence of appointment criterion on the perception

of implementation of guidance and counseling. ($F_{obs} = 6.20 > F_{crit} = 3.11$) Therefore the null hypothesis was rejected and it was concluded that appointment criterion influences the perception on implementation of guidance and counseling.

4.11 Influence of areas covered in counseling training on the perception on implementation of guidance and counseling

The ninth null hypothesis stated that, areas covered in counseling training have no significant influence on the perception of implementation of guidance and counseling. From part one of one questionnaire they had been grouped according to different areas they had covered during their training in counseling. The frequencies were computed and results reported in table 4.20

Table 4.20: Areas covered in counseling training and perception on implementation of guidance and counseling

Perception on implementation of guidance & counseling									
Areas covered in counseling	Negative			Neutral			Positive		
	freq	%	mean	freq	%	mean	freq	%	mean
1. Adolescent psychology	1	2.1	22	1	2.1	23	11	23.9	36.7
2. Social group	1	2.1	20	2	2.2	29.5	6	13	39
3. Behavioral psychology	4	8.7	19.5	2	2.2	24.5	6	13	41.1
4. consultation and referral skills	6	11	21.1	2	2.2	24.5	4	8.7	42.5
Total	12	26.0	20.6	7	15.2	24.2	27	58.2	39.1

The overall nature of perception for the groups indicate that the teachers who covered social group psychology had highest positive perception. It appeared from the study that one

(2.1%) of teacher counselors who had covered adolescent psychology had negative perception, one (2.1%) had neutral perception while eleven (23.9%) had positive perception. Social group psychology is another area in which teacher counselors had covered in counseling training in which one (2.1%) had negative perception, perception while two (2.2%) had neutral perception while six (13%) recorded positive perception. Four (8.7%) of teacher counselors who had covered behavioral psychology recorded negative perception, two (2.2 %) recorded neutral perception while six (13%) had positive perception. Consultation and referral skills is another area covered by teachers counselors where six (13%) had negative perception, two (4.3%) had neutral perception while four (8.6%) had positive perception.

Table 4.21: Anova source table for areas covered in counseling training and perception on implementation of guidance and counseling

Anova Source Table

Source	ss	Df	ms	fob	fcrit
Columns	3 426.5	2	1713.3	2.45	3.27
Rows	258.7	3	86.2	0.12	2.88
Rx c	27469.7	6	4578.2	6.54	2.38
Within cells	23784.5	34	699.5		

Two –way anova was used to examine the influence of areas covered in counseling training on the perception on implementation of guidance and counseling. The results revealed that there influence of areas covered in counseling training on perception of implementation of guidance and counseling. The($F_{ob} = 2.45 < f_{cri} = 3.27$), therefore

the null hypothesis was accepted and it was concluded that areas covered in counseling training has no influence on the perception of implementation of guidance and counseling.

4.12 Summary of the findings

The following is a summary of the results of the study in relation to variables and tested hypothesis.

1. The first hypothesis tested whether there were differences in perception of teachers and teacher counselors towards implementation of guidance and counseling. The ANOVA test on this, established that there is significant difference on perception of head teachers and teacher counselors. ($F_{ob} = 74.3 > F_{crt} = 3.10$ $\alpha = 0.0$)
2. The second hypothesis examined whether counseling qualification had influence on perception on implementation of guidance and counseling. Chi – square values revealed that there is significant influence of counseling qualification on the perception implementation of guidance and counseling. ($\chi^2 = 39.09 > \chi^2_{crt} = 9.49$ $\alpha = 0.05$.)
3. The third hypothesis examined whether working experience had significant influence on the perception implementation of guidance and counseling. Chi-square values used revealed that there is significant influence of working experience on the perception of guidance and counseling implementation. ($\chi^2 =$

69.65 > $\chi^2_{crt} = 12.6$ $\alpha = 0.05$) Teachers with postgraduate education on guidance and counseling had a higher positive perception.

4. The fourth null hypothesis examined whether age had significant influence on the perception on implementation of guidance and counseling. Chi –square on this established that there was significant influence of age on the perception on implementation of guidance and counseling ($\chi^2 = 47.54 > \chi^2_{crt} = 12.6$ $\alpha = 0.05$) Youthful teachers 20-30 years had a negative perception on guidance and counseling.
5. The fifth hypothesis examined whether gender had significant influence on the perception of implementation of guidance and counseling. Chic- square used found out that gender had no significant influence on the perception of guidance and counseling implementation ($\chi^2 = 3.53 < \chi^2_{crt} = 5.99$ $\alpha = 0.05$.)
6. The sixth hypothesis examined whether in –service training had significant influence on the perception of implementation of guidance and counseling. The results of chi-square found out that in –service training had significant influence on the perception on implementation of guidance and counseling ($\chi^2 = 37.86 > \chi^2_{crt} = 9.49$ $\alpha = 0.05$)
7. The seventh null hypothesis examine whether professional qualification had influence on the perception of guidance and counseling implementation. Chi-square values revealed that professional qualification had influence on the perception on implementation of guidance and counseling teachers with BED in education had higher positive perception ($\chi^2 = 39.09 > \chi^2_{crt} = 9.49$ $\alpha = 0.05$)

8. The eighth hypothesis examined whether appointment criterion had influence on the perception on implementation of guidance and counseling. ANOVA test on this established that there was significant influence of appointment in criterion on the perception on implementation of guidance and counseling. Teachers spiritual back ground had the highest mean of 32.9 (see table 4.18 $F_{ob} 6.20 > F_{crt.} = 3.11 \alpha = 0.05$)

9. The ninth hypothesis examined whether areas covered in counseling training had significant influence on the perception on implementation of guidance and counseling. The ANOVA test on this established that there was no significant influence of areas covered in counseling training on the perception on implementation of guidance and counseling. Social group psychology is an area covered in counseling training with highest means score value of 34.9 (see table 4.20 $F_{ob} = 2.45 < F_{crt.} = 3.27 \alpha = 0.05$)

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

The final chapter discusses the findings of this study. In the discussion attempts were made to integrate the findings from other related studies to the findings of this study. The chapter starts with a summary and discussion of the findings on the difference in the perceptions of head teachers and teacher counselors. This was followed by summaries and discussions of the influence of counselor's qualification on the perception of head teachers and teacher counselors on perception on implementation of guidance and counseling. It also comprises of the influence of age and gender on the perception of head teachers and teacher counselor's perceptions on implementations on guidance and in secondary school. The influence of areas covered in counseling training and in-service training on the perception on implementation is also highlighted. The chapter ends with the conclusions made from research findings, implications for policy makers and recommendations for further research.

5.1.0 Discussion of findings.

The discussions are presented according to the research questions and hypotheses.

5.1.1 The difference on perception of head teachers and teacher counselors on the implementation of guidance and counseling

This study was set to find out the difference in perceptions of head teachers and teacher counselors on implementations of guidance and counseling in secondary schools. The Table 4.4 indicated that head teachers and teacher counselors have

similar perception on implementation of guidance counseling. The variation in perception followed a fairly similar trend, 14.1% head teachers and 13 % teacher counselors recorded negative perception, 7 % of both Head teachers and teacher counselors recorded neutral perception while 28.2% and 29.3 % of head teachers and teacher counselors recorded positive perception respectively. The results of the study indicated that majority of head teachers and teacher counselors have positive perception on implementation of guidance and counseling. Those having positive perception were 28.3% and 29.3% respectively.

This findings concurred with several previous findings of Gothard & Goodhew (1987), Boit (2003). These scholars supported the idea that guidance and counseling should not be imposed in schools rather it should be integral part of the school Programme. Therefore the head teachers and teacher counselors' approval, support and positive perception will determine the success of the guidance and counseling Programme. Research by Sisungu (2002) observed that problem solving is part of roles of head teacher and guidance and counseling is one of the methods of solving problems. Therefore the secondary role of head teachers is to ensure that there is institutional as well as personal commitment to the aims and values of counseling. These findings indicated that head teachers and teachers counselors have positive perception of guidance and counseling.

According to (Makinde 1984), a teacher counselor is a person who perceives each pupil as a unique individual who has a right to acceptance, self development and self fulfillment. Negative perceptions are a bottleneck to the implementation of guidance

and counseling, but if head teachers and teacher counselor's perceive the implementation of guidance and counseling similarly then there is likely to be effective counseling programmes in schools. Perception enables an individual to construct an effective model of reality using psychological processes (Bergen 2003). On the basis of this the head teachers and teacher counselors construct an effective model of the reality of their school environment and hence develop a relevant guidance and counseling programme that will address a real issue in their environment. This means the head teachers and teacher counselors perception of guidance and counseling as an interactive helping process is crucial in implementation of the programme (Bor, Litany, Gills, S & Brace (2002)

5.1.2 Counseling qualification and perception on implementation of guidance and counseling

The findings indicated that head teachers and teacher counselors are trained in counseling but the degree of qualification varied, from Diploma, Bachelors and masters Degree. This research study investigated the interaction between counseling qualification and perception on implementation of guidance and counseling. The result indicated that counseling qualification influences the perception on implementation of guidance and counseling. Teacher counselors and head teachers with higher counseling qualification (masters in guidance and counseling) and bachelors degree in guidance and counseling had positive perception compared to those who were untrained. None of the head teachers and teacher counselors with masters in guidance and counseling had negative perception. (See table 4.6.) The acquisition of knowledge

of guidance and counseling contribute a lot in elevating the perception of head teachers and teacher counselors. They will facilitate the implementation of guidance and counseling in schools. This include, setting up of resource centers, allocating time and financial resources to guidance and counseling departments. The findings were in agreement with those of Lotomia and Sikolia (2002) who emphasize that the main role of the head teacher is to be supportive of guidance and counseling programme by providing the needed materials and facilities and becoming an active participant in some stages of the programme. He /she should provide recreation facilities, rooms and materials on guidance and counseling. Therefore for effective guidance and counseling to take place in the educational institution it must be fully supported by the institution's management inform of moral and material support. Head teacher should also mobilize and encourage the teachers and parents by allocation of time for guidance and counseling programme in the school routine (Mutie and Ndambuki 1999).

5.1.3 In-service training and perception on implementation of guidance and counseling

The study was to investigate the influence of in-service training on perception implementation on guidance and counseling programme. The results show that there was a positive significant influence of in service training of head teachers and teacher counselors on implementation of guidance and counseling. These findings are in agreements with previous findings by Van (1990). This scholar supported the idea that the theoretical knowledge of the competency framework developed through

training is important. They represent the accountable body of professional knowledge – the technical knowledge that informs a teacher’s work. As Van (1990) argues, “theories are not adequate by themselves to tell us what to do with human beings or how to do it. Theory must be massively supplemented, as well as mediated, by knowledge of the competencies , and mediated, in context with the communicative and critical knowledge whose source is “lived experience” (Van, 1990) to together inform the teacher’s work, language and power.

These findings imply that effective guidance and counseling can be enhanced by training head teachers and teacher counselors either through in-service symposium, seminar and workshop. The study revealed that majority of head teachers and teacher counselors are not trained. The few who are trained obtained their training or workshop or symposium. These poses a challenge to the ministry of education in implementation of guidance and counseling. These findings supported studies made by (Gothard and Goodhew, 1987), who reported that Guidance and counseling implementation can only succeed if the head teacher is trained in the principles of guidance hence has the skills to asses and interpret the needs of the students thereby allow the establishment of an appropriate programme to assist school members.

It also appeared from the study that appointment of teacher counselors was not based on training in counseling; the major basis for appointment criterion was on spiritual background. The head teacher is the chief executive officer in a school therefore he is responsible or planning execution appraisal and interpretation one of various activities in the school Aluede, & Imonikhe, (2002). This creates confusion among the students

concerning the role of counseling in the school. Therefore there is need for a trained head teacher who is able to appoint appropriately trained staff that have resources to meet the educational, emotional and psychological needs of the students. A trained teacher will also be in a position to separate the counseling and discipline services in the school because he can understand the difference between the two services. He/ she will be able to ensure that guidance and counseling does not replace discipline but rather the two services compliment each other for the good of the school (Wechsier 1987).

5.1.4 Working experience and perception of guidance and counseling

This research study investigated influence of working experience of head teachers and teacher counselors on their perception on implementation of guidance and counseling. The results indicated that working experience has significant influence on the perception of guidance and counseling in secondary schools. Negative perception is found among the group which had working experience of between (1 – 5) years, as compared to the group whose experience range from (6 – 10) years, where variations in perception spreads fairly on negative, neutral and positive. The other two groups i.e. (11 – 15) years and (16 years and above) recorded a very positive perception of (18.4%) and (32 %) of respondents respectively. The result indicate that beginning teachers had negative perception while positive perception is higher with those with working experience 6 years and over. This clearly indicate that is head teachers and teacher counselors advance in their teaching career, they acquire skills which are necessary in guidance and counseling. They learn to accommodate different

adolescent behavior and begin to increase their ability to understand and identify juvenile delinquency within the school environment. Their ability to communicate with students with cases of indiscipline behavior and those who need help increases, and this boosts their competence in counseling relationships. It is important in teacher education to acknowledge the totality of experience within the biographical context of each student, and to value experience as a supplement to theory through reflection, then it must also be a commitment, within the teacher education program, to cultivate opportunities to extend those lived experiences, (McLeod, (2000).

5.1.5 Gender and perception on implementation of guidance and counseling

This research study was aimed at investigating the relationship between gender factor and perception implementation of guidance and counseling. The findings indicated in table five that gender has no significant effect on implementation on guidance and counseling in secondary schools. This is an indication that both male and female teachers perceive guidance and counseling in an almost similar manner (Egbochuku & Iyamu, 2002). Perception on implementation of guidance and counseling among male and female teachers followed a similar trend.

It appeared from the study that head teachers and teacher counselors perception on implementation of guidance and counseling is not influenced by gender but by training, working experience, academic qualifications as well as counseling qualification. The findings were consistent with those of Peltzer (2003) who reported no gender

differences in the perception in the utilization of resources among male and female black south African counselors.

Gender as a concept has been adopted worldwide as a means of understanding men and women in the society. Okrbor and Mgbor (2005) defines gender as behavior, altitude and relationship in society in a research they carried out to investigate gender influence in utilization of recourses and female recreations utilized facilities and equipment. The findings were consistent with those of Peltzer (2003) who reported no significant gender difference in perception in use of recreation facilities among male and female blacks in South Africa counselors. Teacher counselors advocate for leisure management within the school as way of recreation for students and improvement of academic performance. So their advocacy of the use of recreation recourses is important in creating learning climate which plays a critical role in education excellence.

Teacher counselors motivation which is dependent on acceptance by student and significant others the learners should be willing to attend and ask for counseling services from guidance and counseling departments, (Peltzer 2003). Women motivation depends highly feeling positive connection to peers. From the results of the findings, it can be decided that absence of student participation and feedback from the stake holders can make it difficult if not impossible for implementation and utilization of guidance and counseling resource materials by students in secondary schools. Setting up private rooms for consultations and acquiring other resources like files and filmstrips about different careers all require funding either from external sources or

within the school. The findings indicated that there was no effect of gender on perception on the implementation of guidance counseling. The findings go hand in hand with what was observed by Kerlinger (1983). He found that women try to conform and support each other whereas men often strive as individuals to maintain dominance.

5.1.6 Age and Perception on implementation of guidance and counseling

The research study investigated whether age factor had any influence on the perception on implementation of guidance and counseling. The study found out that age had influence on the perception on guidance and counseling. Head teachers and teacher counselors in age group one (20 – 30) years had negative perception of implementation of guidance and counseling. Positive perception was found among head teachers and teacher counselors in age group two (31 – 34) years, three (35 – 40) years and four (41 – 50) and above. An acquisition of knowledge and experience in teaching and counseling in schools can be attributed to advancing in age. The beginning teacher is involved in multiple relationships in the contexts of her teaching appointment. Each relationship is influenced by the interplay of structural and socio-cultural relationships that defines its own power. Critical knowledge (Miles, 1994) shapes the beginning teacher's actions by informing techniques of power within each relationship just as communicative knowledge informs the language of relationships. Teachers counselor constantly come across problems facing students such as truancy, drug abuse and family problems in which they have to offer solutions. This may

influence the perception of a teacher counselor, who may now begin to perceive the guidance and counseling positively.

5.1.7 Areas covered in counseling training and perception on implementation of guidance and counseling

This research study investigated whether areas covered in counseling training has influence on the perception of implementation of guidance and counseling. The results indicated that areas covered in counseling training have significant influence on the perception of implementation of guidance and counseling. These studies supported studies made by (Gothard and Good new 1987) who reported that guidance and counseling implementation can only succeed if the head teacher is trained in principles of guidance hence has the skills to assess and interpret the needs of the students thereby initiate the establishment of appropriate programme to assist school members. When head teachers and teacher counselors are trained in adolescent psychology and consultation and referral skills their perception is elevated and they begin to refocus on appointing and training peer counselors hence implementation of guidance and counseling will be enhanced in schools. Knowledge of adolescent psychology is another area that is essential for head teachers and teachers counselors to cover during their counseling training whether in diploma, bachelor's degree or masters degree. These findings concurred with those of(Wechsler 1987) who observed that the need for guidance and counseling is manifested more in adolescent stage than in childhood stage of life.

5.1.8 Professional qualification and perception on Implementation of guidance and counseling

The research study also investigated the influence of professional qualification on the perception of head teachers and teacher counselors. The result from the study indicated that professional qualification has significant influence on perception on implementation of guidance counseling. Teachers with Master's degree of education had higher positive perception on implementation of guidance and counseling. This findings are considered with those of Lutomia and Sikolia (2002), who reported that there is a need for teachers to be trained in guidance and counseling so that they can guide students who have problems.

5.2 Conclusions of the study

From the results obtained from analysis of the data there is clear indication that demographic characteristics of head teachers and teacher counselors are related to their positive perception on implementation of guidance and counseling. There is clear indication that head teachers and teacher counselors perceive guidance and counseling in school the same way. This was evidently revealed by their mean scores which had also the same placement. This is important in establishment of guidance and counseling since their cooperation's will enhance the implementation of guidance and counseling. The head teachers and teacher counselors will work together in sitting resource centres, peer counseling programme and encouraging students to seek counseling services.

The study revealed that counseling qualification of head teachers and teacher counselors influences perception on guidance and counseling. Head teachers and teacher counselors acquire essential knowledge of guidance when they take counseling as a profession. Deficit choosing and life skill training are the areas that are needed by the every learner in their career and social life. All these can be derived from the knowledge acquired by the counselor during training whether in in-service, Diploma, bachelor's degree and master's degree in guidance and counseling. This study therefore concludes that counseling qualification influences perception on implementation of guidance and counseling

From the findings it was evidently realized that working experience influences the perception on implementation of guidance and counseling. This is due to the fact that working experience enables a teacher to understand the problems facing the youth who are in secondary schools. Issues such as drug and substance abuse, pregnancies, truancy and sneaking out of school are one some of the problems which keep on recurring in schools, and a teacher who has experience is in a better position to handle such cases than the one who is newly employed . This study concludes that counselors in schools should be selected based on the number of years they have worked. The more the number of years they have worked the positive perception of guidance and counseling.

From the findings, it was evidently realized that gender has no significant influence on the head teachers and teacher counselors. It was due to the fact that perception on implementation of guidance and counseling can be influenced by counseling training

and working experience. From the findings of the study, it was evidently realized that appointment criterion influences perception of guidance and counseling. Teachers who had been appointed as a result of their spiritual background had the highest positive perception 32.9 as compared to those who has been appointed as a result of professional qualification. The study concludes that appointment criterion is important in establishment of guidance and counseling since it will enable a head teacher to make suitable choices in selecting a teacher counselor . The study realized that professional qualification influences perception of implementation of guidance and counseling .teachers with BED degree and masters degree had a higher positive perception on implementation of guidance and counseling as compared to those with diploma qualification of education..

5.3 Recommendations for policy makers

In this study, implementation of guidance and counseling in secondary schools is one of the most challenging activities. This is because the school curriculum was designed without guidance and counseling in mind. It is not just enough to talk about implementation of guidance and counseling but consolidated effort is required from all stakeholders so as to ensure that teacher counselors are able to discharge their duties effectively. Therefore there is a need for extensive research on other factors that may not have been considered in this research study that can affect implementation of guidance and counseling Programme in secondary schools. In relation to the results obtained in the study ,the following recommendation are highlighted.

1. The study found out that professional training of head teachers and counselors have a significant influence on the perception on implementation of guidance and

counseling. It is recommended that head teachers and teacher counselors be given training in principles of guidance and other areas.

2. The study found out that counseling qualification influences the perception on implementation of guidance and counseling. It is recommended that qualified teachers be given chance to run guidance and counseling departments in schools.
3. The study found out that working experience influences perception on implementation of guidance and counseling. It is recommended that teachers who have worked for a long period of time be appointed into counseling committee.
4. The study found out that age influences the perception on implementation of guidance and counseling. It is recommended that mature teachers over thirty – five years of age be considered in selection of teacher counselors. Youthful teachers in age bracket (20-30) years had negative perception on implementation of guidance and counseling.
5. The study found out that gender had no significant influence on perception on implementation of guidance and counseling. It is therefore highly recommended that all suitable and willing teachers should be offered opportunity to counsel the students without considering gender factor.
6. The study found out that in- service training influences perception on implementation of guidance and counseling. It is recommended that head teachers and teacher counselors be given time to attend seminars, workshops and symposium on guidance and counseling.

7. The study revealed that appointment criterion influences perception on implementation of guidance and counseling . It is recommended that suitable choices should be made with regard to appointment of teacher counselors in schools
8. The study found out that areas covered in counseling training influences perception on implementation of guidance and counseling. It is recommended that emphasis be put on coverage of adolescent psychology for all training in counseling since it may influence development of positive perception on implementation of guidance and counseling.

5.3 Suggestions for further research.

Since this study was limited to head teachers and teacher counselors whose schools had established guidance and counseling, the researcher is obliged to make the following suggestions for further research.

1. A similar research covering the whole of Kenya should be carried out to find out if the findings arrived in this research hold for the republic of Kenya
2. A study should be carried out on attitudes of non governmental organizations (NGOs, on perception on guidance and counseling in schools in Kenya

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APPENDICES**APPENDIX I: consent letter**

Department of educational psychology
Moi University
P.O BOX 3900,
ELDORET

Dear participant

RE: INFORMED CONSENT LETTER

I am a postgraduate student in the department of educational psychology, Moi University, I am pursuing a master's degree programme in guidance and counseling. I hereby kindly request you to participate in the study. The purpose of my study is to **“investigate the perception of head teachers and teacher counselors on implementation of guidance and counseling.**

You are requested to provide sincere and accurate responses to all items in the research instruments. The information you give will not be used for any purpose which is not related to the objectives of the study. Please do not write your name in any of the papers provided. You may contact the researcher for more information about the study or you may request the researcher to communicate to you the findings of this study

Thank you very much for volunteering to participate

Yours faithfully

KICHWEN ISABELLA J.

Appendix II: questionnaire of teacher counselors

PART ONE. Demographic characteristics of teacher counselors

Please respond to all items in the questionnaire as directed. Kindly give honest information as required. Tick in the box or write the answer in the spaces provided as appropriate.

1. Indicate your Gender Male Female

2. State your age 20-30 31 – 34 35-40 41-50 51

3. What is your highest academic level of education?

- Diploma
- Bachelors Degree
- Masters Degree

4. State your qualification as teacher counselor

- Untrained Higher National Diploma
- Certificate Degree
- Diploma Masters

5. Give the duration of your counseling experience years

1- 5

6-10

11-15

10. Which of the following was the major basis for your appointment as teacher counselor?

Spiritual background Rank seniority

Professional qualifications counseling training.

11. What support does the school administration offer to counseling programme?

- Financial support of guidance and counseling programme
- Inclusion of guidance and counseling activities in curriculum
- Provide guidance and counseling resource materials
- Funding the in-service training counseling course for students
- Creating time for students to attend guidance and counseling sessions

12. Does your school have career resource centre?

Yes No

13. If your response in 12 above is yes, what career and educational materials are found there?

- Films and filmstrips about careers
- Filing cabinets
- Conference
- Furniture

Career file about different career qualifications and requirements.

PART TWO

Teacher Counselors Perception of Guidance and counseling.

14. Indicate to what extent you agree or disagree with each of the following statements about guidance and counseling in your school(Tick your response) .

Strongly Agree (SA)

Agree (A)

Not sure(NS)

Disagree (D)

Strongly Disagree

	Statements about Guidance and Counseling	SA	A	NS	D	SD
I	Guidance and counseling should be included in the curriculum of the school.					
ii	Guidance and counseling wastes time for the students that could be used for other things.					
iii	Guidance and counseling is an invasion into the student's privacy.					
iv	The students should be aware and utilize guidance and counseling service.					
V	Guidance and counseling in the school should receive adequate support from the school administration.					
vi	Guidance and counseling should assists the students in dealing with personal and social problems.					
vii	The teacher counselors should work with the head teachers and parents regarding the student's academic and behavioral problems.					
viii	All teacher counselors (counseling committee) should administer guidance and counseling services.					
ix	Guidance and counseling activities should include talking with students as a group or individuals on good study habits, self-understanding, how to prepare for examinations, and inter-personal relationships.					

APPENDIX III: Questionnaire for head teachers

PART ONE

Demographic Characteristics of Head Teachers.

Please complete all items in the questionnaire as directed. Kindly give honest information as required. Tick in the box or write your response in the spaces provided as appropriate.

1. Indicate your Gender Male Female
2. State your age 20-30 31-40 41-50 51. What is your highest academic level of education?
 - Bachelors Degree
 - Masters Degree College
 - Diploma
- 4.State your qualification as teacher counselor
 - Untrained Higher National Diploma
 - Certificate Degree
 - Diploma Masters
5. What suggestion would you give on the enhancement of competence of teacher counselors?
 - Teacher counselor to have only guidance and counseling role.
 - Provision of more guidance and counseling resource materials
 - Establish or strengthen peer-counseling programme
 - Employ more trained counselors.
 - Improve on guidance and counseling programme awareness
6. What support does the school administration offer to counseling programme?
 - Financial support of guidance and counseling programme

- Inclusion of guidance and counseling activities in curriculum
- Provide guidance and counseling resource materials
- Funding the in-service training counseling course for students
- Creating time for students to attend guidance and counseling

sessions.

7 .i) Do guidance and counseling programme receive external financial support?

Yes No

(ii) Below are some of the challenges facing implementation of guidance and counseling which ones does your school experience?

- Lack of clear policies from ministry of education
- Lack of confidentiality not upheld
- Discouragement
- Gender issues

8. Does your school have career resource center with career and educational information materials and facilities

Yes No

9. If your response in 8 is yes, what career and educational materials are found there?

- Films and filmstrips about careers
- Filing cabinets
- Conference rooms
- Furniture

Career file about different career qualifications and requirements.

Others

(specify) _____

PART TWO

Head teachers perception on Guidance and Counseling

10. Indicate to what extend you agree or disagree with each of the following statements about guidance and counseling in your school (Tick your response)

Response Key

Strongly Agree (SA)

Agree (A)

Not sure (NS)

Disagree (D)

Strongly Disagree SD

	Statements about Guidance and Counseling	SA	A	NS	D	SD
I	Guidance and counseling should be included in the curriculum of the school.					
ii	Guidance and counseling wastes time for the students that could be used for other things.					
iii	Guidance and counseling is an invasion into the student's privacy.					
iv	The students should be aware and utilize guidance and counseling service.					
V	Guidance and counseling in the school should receive adequate support from the school administration.					
vi	Guidance and counseling should assist the students in dealing with personal and social problems.					
vii	The teacher counselors should work with the head teachers and parents regarding the student's academic and behavioral problems.					
viii	All teacher counselors(counseling committee) should administer guidance and counseling services.					
ix	Guidance and counseling activities should include talking with students as a group or individuals on good study habits, self-understanding, how to prepare for examinations, and inter-personal relationships .					

APPENDIX

IV:

Research

Permit

PAGE 2

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss ISABELLA
KICHWEN

of (Address) MOI UNIVERSITY
P.O. BOX 3900 EDDORET

has been permitted to conduct research in.....

..... Location,
UASIN GISHU District,
RIFT VALLEY Province,


on the topic The perception of Headteachers
& Teacher counsellors on implementation
of guidance and counselling programme
: A case of selected Schools in
selected schools in Uasin G. District.
for a period ending 31ST MAY 20 11

PAGE 3

Research Permit No. NCST/RRI/12/1/391

Date of issue 11/05/2010

Fee received SHS 1,000



Isabel Kichwen
Applicant's
Signature

[Signature]
Secretary
National Council for
Science and Technology

APPENDIX IV: Research Authorization

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
 Telephone: 254-020-241349, 2213102
 254-020-310571, 2213123.
 Fax: 254-020-2213215, 318245, 318249
 When replying please quote

P.O. Box 30623-00100
 NAIROBI-KENYA
 Website: www.ncst.go.ke

Our Ref:

Date:

NCST/RR1/12/1/391/3

11th May 2010

Ms. Isabella Jebet Kichwen
Moi University
P. O. Box 3900
ELDORET

Dear Madam,

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*The perception of Headteachers and teacher counsellors on implementation of guidance and counselling programme: A case of selected schools in Uasin Gishu District*" I am pleased to inform you that you have been authorized to undertake your research in *Uasin Gishu District* for a period ending *31st May 2011*.

You are advised to report to **the District Commissioner and the District Education Officer Uasin Gishu District** before embarking on your research project.

Upon completion of your research project, you are expected to submit two copies of your research report/thesis to our office.

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

APPENDIX V: MAP SHOWING LOCATION OF UASIN GISHU COUNTY

