



THE UNIVERSITY
OF BIRMINGHAM

POLICY AND PRACTICE IN GUIDANCE
AND COUNSELLING IN SECONDARY
SCHOOLS IN KENYA

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ABSTRACT

This thesis explores the policy and practice of the secondary school guidance and counselling programme in Kenya in the context of the school. The study was conducted in three stages beginning with an initial survey at stage one and case studies at stage two. At the third stage of the study, discussions were held with various stakeholders including a focus group discussion with students. The theoretical framework for the study is based on prismatic society (Riggs, 1964; Harber and Davies, 1997), and Fullan's (2001) model of educational change, using the person centred counselling approach as the background to counselling. Findings suggest that despite the emphasis on guidance and counselling in schools, the provision of guidance and counselling services is highly variable and somewhat fragmented in scope largely depending on individual schools. The main implication of the study is the need for a more comprehensive guidance and counselling policy in this increasingly important area of education. These relate to the appointment of counsellors, professional issues including a code of conduct for counsellors and the need for a more comprehensive programme that is learner friendly.

DECLARATION

This thesis is as a result of my investigation and research and it has never been accepted in substance for any degree.

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This thesis is dedicated to my loving mother

Hannah Njoki Wango

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ABBREVIATIONS

| | |
|---------|--|
| 7+6+2+3 | 7 years of Primary Education, 4 years of Secondary Education, 2 years A levels and 3 years University Education. |
| 8+4+4 | 8 year of primary education, 4 years of Secondary Education and 4 years of University Education |
| ACA | American Counselling Association |
| AIDS | Acquired Immune Deficiency Syndrome |
| APA | American Psychological Association |
| BAC | British Association for Counselling |
| BACP | British Association for Counselling and Psychotherapy |
| BOG | Board of Governors |
| DEO | District Education Officer |
| EFA | Education for All |
| FGD | Focus Group Discussion |
| FPE | Free Primary Education |
| G & C | Guidance and Counselling |
| GDP | Gross Domestic Product |
| GER | Gross Enrolment Ratio |
| HIV | Human Immune Virus |
| HOD | Head of Department |
| KANU | Kenya African National Union |
| KAPC | Kenya Association of Professional Counselling |
| KCA | Kenya Counsellors Association |
| KCPE | Kenya Certificate of Primary Education |
| KCSE | Kenya Certificate of Secondary Education |
| KESI | Kenya Education Staff Institute |
| KIE | Kenya Institute of Education |
| KIPC | Kenya Institute of Professional Counselling |
| MDGs | Millennium Development Goals |
| MOE | Ministry of Education |
| MOEST | Ministry of Education, Science and Technology |
| NACADA | National Agency for the Campaign Against Drug Abuse |
| NARC | National Rainbow Coalition |

| | |
|--------|---|
| NGO | Non governmental organisations |
| NVGA | National Vocational Guidance Association |
| PCT | Person Centred Theory/Therapy |
| PDE | Provincial Director of Education |
| SPRED | Strengthening Primary Education |
| STIs | Sexually Transmitted Infections |
| TC | Teacher Counsellor |
| TSC | Teachers Service Commission |
| TTCs | Teacher Training Colleges |
| UNDP | United Nations Development Programme |
| UNESCO | United Nations Education Scientific and Cultural Organisation |
| UPE | Universal Primary Education |
| VCT | Voluntary Counselling and Testing |
| YES | Youth Employment Service |

KEY TO RESPONDENTS

| | |
|-----------------|---------------------|
| HT | Head teacher |
| R | Researcher |
| S | Student |
| S _{F1} | Student female 1 |
| S _{F2} | Student female 2 |
| S _{F3} | Student female 3 |
| S _{F4} | Student female 4 |
| S _{M1} | Student male 1 |
| S _{M2} | Student male 2 |
| S _{M3} | Student male 3 |
| S _{M4} | Student male 4 |
| T | Teacher |
| TC | Teacher counsellor |
| A | Case Study School A |
| B | Case Study School B |
| F | Female respondent |
| M | Male respondent |
| . | |

CHAPTER ONE

BACKGROUND TO THE STUDY

1.0. Introduction

Education has been identified as a powerful tool for poverty reduction and economic growth (UNESCO, 2003, 2005; World Bank, 2002). Education, it is argued (Bruns, Mingat and Rakotomalala, 2005; UNESCO, 2003, 2005) is needed in order to reduce illiteracy and enable economic development in line with the poverty reduction programmes, the Millennium Development Goals (MDGs) and the universal declaration of Education for All (Kane, 2004; World Bank, 2002). But according to the UNESCO Global Monitoring Report (UNESCO, 2003) there are 104 million out-of-school children and 56% of them are girls while women account for two thirds of the world's illiterate adults (UNESCO, 2003; World Bank, 2002). According to the United Nations Development Programme Human Development Report (UNDP, 2005:24) 115 million children in the world are denied even basic primary education and 45.5 million of them are in Sub-Saharan Africa. Several countries including Kenya hoped to achieve basic education in primary and secondary education by 2005 and achieve gender equality in education by 2015. As a result, education systems, policies and programmes have responded to the need to provide and improve education by identifying possible strategies (Kane, 2004) such as the provision of life skills through guidance and counselling (Ministry of Education, Science and Technology, 2003; UNESCO, 2000; 2003). Set in the context of policy making in Kenya, this study investigates the implementation of guidance and counselling programmes in secondary schools. The focus of the research is to evaluate the school

guidance and counselling programme and the way these services operate within the school, in relation to the national policy on guidance and counselling.

This introductory chapter maps out the interest and rationale for the research by outlining the aims of the study and research questions and briefly describes Kenya in the educational context.

My interest in the study has its origin in my work and experience as a teacher and as a senior education officer in the Ministry of Education, having worked at the Ministry headquarters as an inspector of schools in the Gender, Guidance and Counselling section and as a staff trainer at the Kenya Education Staff Institute (KESI). The study would be very significant in the present Kenyan context of drafting a policy on guidance and counselling and in future training of persons in school administration and management including head teachers and guidance and counselling heads of departments. Further, it may be noted that the Constitution of Kenya is under review (2002 to present) and part of this has been a call to change the present Education Act (enacted in 1968) to include all aspects of education (East African Standard, February 1, 2006). In designing the research, it was important to keep in mind two audiences: an academic one, as a doctoral thesis, and a Kenyan audience of policy makers and school personnel including head teachers and teacher counsellors who will also have access to the research findings through later dissemination.

It is the researcher's opinion that due to the country's geographical and cultural diversity, it was important to choose a research design that gathered data in all the country's regions. A greater diversity of opinion from different geographical regions

(all provinces) and types and categories of schools (boarding, day, single sex and mixed schools) and student representation is likely to be viewed as more trustworthy (Robson, 2002) in the Kenyan context of diversity in regions and in schools. Both the teacher counsellor and the policy makers who are the consumers of the research and by extension other stakeholders in education would therefore find the research findings more useful in both reviewing policy and drawing out various action plans on guidance and counselling.

1.1. Purpose of the Study

In Kenya, counselling in the school has been promoted to help improve participation and achievement of students, especially girls, in education. In 1971, the Ministry of Education introduced guidance and counselling in schools in recognition that academic work alone would not help the students. This and other programmes such as the United Nations Educational Scientific and Cultural Organisation programme on guidance, counselling and youth development for Africa (UNESCO Modules 1-8, 2000) that promotes guidance and counselling as an integral part of the education of children, especially girls, and essential life skills (Dakar framework VI, 2000) are meant among other things to enhance the participation and achievement in education. However, despite the importance that seems to have been attached to guidance and counselling services in Kenyan schools, the programme has not been evaluated fully as to the extent to which it is implemented in the school in line with Ministry of Education policies. The present study aimed to evaluate the secondary school guidance and counselling programme in line with the current changes going on, including a change in the constitution, the review of all acts related to education and other changes taking place in government and in the Ministry of Education. It is

hoped that the research will raise the level of awareness and understanding of the school guidance and counselling programme and the way these services are operated within the school and that this will inform future policy decisions on guidance and counselling, along with practice at the school level. The researcher as a senior education officer has access to policy makers and schools in Kenya, so there is a realistic opportunity to affect policy and practice through dissemination of findings.

1.2. The Aim of Conducting the Research

This study investigates the secondary school guidance and counselling programme in Kenya in relation to the policy framework. This is by investigating the processes and outcomes as demonstrated by practice in the implementation of guidance and counselling in school.

To do this, the research focused on four key areas:

1. The provision of guidance and counselling services in secondary schools as evident in aspects of guidance and counselling in the school programme;
2. The perception of teachers and students regarding the services provided in the school as guidance and counselling;
3. The planning and process including the resources and time devoted to guidance and counselling in the school; and,
4. The understanding and implementation of the school guidance and counselling programme in relation to other existing policies in the school.

1.3. Research Objectives

The study will address the following questions, in relation to the national policy on guidance and counselling:

1. What aspects of the school guidance and counselling programme can be identified in the secondary school?
2. Is guidance and counselling provided in a well planned and in an all rounded process or on an *ad hoc* basis?
3. Is the guidance and counselling service in the school understood by the teachers and students, and if so how?
4. Is the guidance and counselling school programme allocated time and resources so as to develop and meet the challenges that face the students, how and why?

1.4. Scope and Limitations

Due to time and resources, the study confined itself to guidance and counselling programmes in secondary schools. This was because of several reasons:

- Firstly, the government places a lot of emphasis on secondary education in Kenya as the immediate source for middle management manpower and the feeder to institutions of higher training (Eshiwani, 1993; Republic of Kenya, 1964, 1976, 1981, 1988a, 1999, 2005a). In addition, there are the social economic returns expected from investment in secondary education by both individual students and parents (Republic of Kenya, 1999).
- Secondly, the secondary school represents a very important transition period in the growth and development of the child (15 - 18 years) in that it is the adolescent stage and also a crucial transition from free (primary) education to higher education and the world of work and opportunity.
- Thirdly, secondary education has also experienced the greatest expansion in the education system (Eshiwani, 1993; Republic of Kenya, 1976, 1981, 1988a,

1999) and the greatest upheavals of strikes and unrest (Republic of Kenya, 2001a) that has led to an emphasis on counselling in schools.

An aspect that the study might have investigated in detail was the actual process of counselling. But due to ethical issues such as confidentiality, it was strongly felt that perhaps further studies could later be done in individual schools with appropriate methodology to find out more, as the one-to-one counselling situation is sensitive and confidential, and it would not be appropriate to observe. In the light of the prismatic society theory, more members of the school community including parents and school governance such as members of the board of governors could also have been interviewed. Overall, it must be admitted that the study covered only 43 of the 3,999 secondary schools in Kenya. However, these were chosen to represent cultural and geographical diversity.

1.5. Research Assumptions

The researcher assumed that guidance and counselling services can be a useful strategy in improving several services such as providing life skills to the students in school, in line with the MOE that introduced guidance and counselling in schools in 1971 and the ensuing draft policy framework for guidance and counselling in education (Appendix 10).

In terms of policy dissemination (Appendix 8-10), the researcher assumed the following:

- That following the MOEST guidelines since the inception of a guidance and counselling section in the Ministry in 1971, every school had a teacher

counsellor appointed either by the Teachers Service Commission (TSC) and designated as Head of Department (HOD) guidance and counselling or in the absence the head teacher had appointed one from among the teaching staff;

- That the appointed teacher understood the basic tenets of the school guidance and counselling programme such as:
 - The need for a guidance and counselling room
 - The need to have a guidance and counselling committee or team
 - Time was set aside for individual students to seek counselling services
 - Professional ethics especially confidentiality was held as a virtue among other aspects.

Different schools (National, Provincial and District) are endowed with diverse resources. It was expected to observe differences in both the way guidance and counselling programmes and services were conducted in the schools and in the way it was understood and implemented at the level of the school. More specifically, the researcher assumed that:

- a) The establishment and organisation of guidance and counselling programmes and services as a task should be performed in a similar way (guidance and counselling domains, Figure 4.2) regardless of the type or characteristics of the school because certain basic activities are expected by national policy. Teacher counsellors were therefore assumed to possess similar levels of competence or understanding of certain basic concepts associated with the practice;
- b) Schools should implement guidance and counselling in different ways (perhaps due to different environmental factors such as different

resources) in response to each individual case. In that case, guidance and counselling was expected to be learner centred (Rogers, 1951) but based on the same principle of assisting the student learners;

- c) Other factors are likely to influence the performance of these tasks such as performance in national examinations (K.C.S.E.) and school inspections conducted to improve the standards of education, in that the former is an important benchmark to mark school performance (Chapman, 2001, 2002; Eshiwani, 1993; Republic of Kenya, 1999) and the later method is used to reinforce quality assurance; and,
- d) As an implication of the previous two assumptions, schools with a clear orientation to guidance and counselling programmes and services and other MOEST policies were expected to implement guidance and counselling in the same way while incorporating (c) above. In contrast, schools with less orientation would demonstrate a qualitatively different approach to the tasks at hand.

1.6. General Background to Kenya, an Overview of the Educational Context

This section places the study in context by looking briefly at the social setting in the wider political economic context.

1.6.1. Demographic and Physical Factors

Kenya is situated on the Equator on the East Coast of Africa. It is divided into eight administrative provinces and 72 districts (in 2004). Kenya is a multi-lingual society comprising over 42 ethnic communities each with their own vernacular language. The

United Nations Development Programme (UNDP, 2005) puts the population at 32.7 million in 2003 projected at 44.2 in 2015 with a majority of the population (43.1%) below 15 years and an urban population of 39.3 % projected at over half of the population (51.8%) in 2015. A small population (3%) comprises of descendants of European, Asian and Arab origin. English is the official language and the medium of instruction from class 4 in primary school while Kiswahili is the lingua franca. Both languages are compulsory subjects in primary and secondary schools. The language of the catchment area or vernacular is taught in primary schools from class I – 3 as a strategy for enhancing the development of local languages. A majority of the population are Christians and about 7% are Muslim. Small proportions of the population practice other indigenous religions.

1.6.2. Social and Cultural Context

Arab traders settled along the Coastal strip in the 10th Century. The first German Christian Missionaries in the country arrived in 1844. In 1888, Kenya became a British sphere of influence administered by the British East Africa Company. In 1920, it became a British Crown. The missionaries introduced formal Western education where learning and teaching activities are formalized in a classroom situation in the 19th Century (Eshiwani, 1993). Traditional African education that existed beforehand for its part aimed at training individuals to fit into the society as useful and productive members of that society (Eshiwani, 1993; Kenyatta, 1961). It provided skills, knowledge and values relevant to society and socialized the individuals to participate adequately and positively in the development of society. The age group defined the system of education for that status in life while the homestead was the school (Bogonko, 1992). The system of education was concerned with the economy,

religious and social - political aspects of life. It consisted of the language, oral literature, customs and traditions of the family and the people. The first Mission school was established in 1846 at Rabai near Mombasa at the Coast. Missionaries controlled and dominated the provision and administration of education up until 1911 when the colonial government stepped in. The establishment of formal schooling and a strong western tradition undermined most of the traditional practices (Njoroge and Bennaars, 1986; Sifuna, 1990). This meant that the school had to take in again most of the traditional roles and reform to adopt the new status (Sifuna, 1990).

Rural - urban migration is quite prevalent in the country largely due to expanded economic opportunities. HIV/AIDS is one of the major issues in Kenya. After rising to about 14% in 2000, HIV/AIDS prevalence rate among adults is currently estimated at below 9% (Republic of Kenya, 2005a:21). Increased adult mortality rate has contributed to slow economic growth and an increased dependency ratio among the population that continues to affect all sectors of the economy including education (Republic of Kenya, 2005a; 2005b). One of the main arguments for the need for counselling in schools is to assist students that have been affected by HIV/AIDS.

1.6.3. Education and Education Policy in Kenya

At independence in 1963, Kenya had a racially segregated education for Africans, Asians and Europeans. The country was faced by the need to Africanize the economy and the public service and ensure economic growth (Republic of Kenya, 1964; 1965). The education goals were outlined by the first post-independence education commission commonly known as the Ominde Commission (Republic of Kenya, 1964) that stressed access, equity, quality and relevance education and training and

the abolition of segregation of schools along racial lines. The government through Sessional paper No. 10 on *African Socialism and Its Application to Planning in Kenya* (Republic of Kenya, 1965) singled out poverty, ignorance and disease as major impediments to national development and committed itself to providing education among other services. This was further reiterated in subsequent policy documents. Education is not only a basic human right but a major tool for reorganising and harnessing nation's resources to ensure rapid growth. Education policies in general and guidance and counselling activities and programmes in particular are therefore based on several documents. These include:

- Recommendations by various Education Commission Reports (Republic of Kenya, 1964, 1976, 1981, 1988a; 1999);
- Sessional Papers (Republic of Kenya, 1965, 1986, 1988b, 2005a);
- Acts of parliament governing education and education institutions such as the Education Act (Republic of Kenya, 1968);
- Other government documents relating specifically to education such as the *Kenya Education Sector Support Programme* (Republic of Kenya, 2005b);
- National Development Plans. There have been ten successive development plans since 1964 to the present.

The country has experienced massive expansion in education both in enrolment and educational institutions at all levels from 1963 – 2005 with the greatest expansion experienced in secondary education. The number of primary schools has increased from 6,058 in 1963 to 18,081 in 2004 while secondary schools have increased from 151 in 1963 to 4,600 in 2005 (Republic of Kenya, 2005a). At independence, the

Ominde Commission recommended a 7+4+2+3 system that was implemented in 1965. The *Presidential Working Party on the Second University* (Republic of Kenya, 1981) recommended an 8+4+4 system of education that commenced in 1985.

Although the country has experienced a remarkable growth in education, several factors affect this development and the Ministry of Education is keen to stress the government's commitment to education while at the same time highlighting these concerns, as expressed by then Minister Professor Saitoti (2003:19) at the first National Conference on Education:

We in the Ministry are fully committed to providing opportunities for every Kenyan child to acquire basic education and to develop their full human potentials. However, this objective is often negated and thwarted by many factors that impact negatively on children's learning. These factors include abject poverty, lack of learning facilities, retrogressive cultural values, civil strife and the problem of HIV/AIDS, among others.

I agree with the Minister that the government appears committed to education as evident in the various commissions set up to look into education and argue that guidance and counselling is one strategy that is meant to intervene in some of these issues. But efforts to provide education are greatly hampered especially when factors like poverty are further exemplified by factors internal or external to the system. For instance, in the 1980s and 1990s, there was a marked low enrolment in primary and secondary schools following the introduction of Structural Adjustment Programmes (SAPs) in the 1980s and 1990s (World Bank, 1986, 1988). *The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond* known as the Kamunge Report and the ensuing *Sessional Paper No. 6 of 1988* (Republic of Kenya, 1988a; 1988b) institutionalised cost sharing as a way of reducing the proportion of government expenditure in education. In the words of the Minister for

Education, “the implementation of the cost sharing policy in the face of rising poverty led to adverse effects on access, retention and quality” (Saitoti, 2003:3). For example, GER for the secondary sub-sector declined from 29.4 percent to 22.2 percent between 1990 and 2000 with an estimated 30 percent drop out rate due to poverty alone (Republic of Kenya, 2005a:44).

Close reference will be made to the Commission of Inquiry into the Education System of Kenya otherwise known as the Koech Commission (Republic of Kenya, 1999) for various reasons:

- As a start, this is the latest Education Commission report in Kenya set up in 1998 and the report was submitted in 1999.
- The report is by far the most comprehensive report on education in Kenya in that it reviewed all Education Commission Reports beforehand (Republic of Kenya, 1964, 1976, 1981, 1988a) and all other relevant government policy documents on education (Republic of Kenya, 1965, 1968, 1988b). I find it therefore a good starting point on education policy issues as well as a point of reference on implementation of education policies including guidance and counselling.

For me, what I find most fascinating about the Koech report is that it does not claim to have come up with any new ideas on education in Kenya; rather it is the way it acknowledges and at the same time articulates anew ideas expressed in various education and government policy documents. Thus, I find it a good reference point for issues on policy and in particular the policy on guidance and counselling in schools.

1.7. Professional Biography

The inclusion of this biography demonstrates the centrality of secondary education, gender, guidance and counselling and issues in education administration and management in my professional work. As a secondary school teacher (1992-1993, 1996-1998), I was head of department in charge of Languages and had a significant experience in the secondary school teaching and administration. As an Inspector of Schools in the gender education section at the Ministry of Education, Inspectorate Headquarters (1999 – July 2001), I was directly concerned with national policies especially on gender, guidance and counselling and the inspection of schools to improve on quality of standards throughout the republic. Upon my appointment as a senior lecturer at the Kenya Education Staff Institute in July 2001, I was concerned with coordination and training of persons in education administration and management. I was directly involved in organising programmes and training for head teachers, deputy headteachers, heads of department in secondary schools including guidance and counselling teachers. These experiences led to a lot of interaction with school administrators and teachers on school management.

I gained a detailed overview of the education policy and education practice (Wango, 2002), gender issues in education (Wango, 2000; 2001a; 200b), and guidance and counselling (Wango 2003, Wango and Mungai, In process). I also observed that studies conducted in a particular area tended to leave out important details in another area or were often left unsubstantiated if only one type of school was involved. In addition, there is a general consensus on the need to improve programmes such as guidance and counselling and achieve equity education opportunities in the world education for all initiative (Republic of Kenya, 1999, 2003; UNESCO, 2000).

1.8. Overview of the Thesis

This thesis is in ten chapters including the introduction. Chapter two is a background on guidance and counselling and sets the focus and boundaries of the study. Chapter three is the theoretical framework that develops the fundamental principles that underlie the study as well as a background on education in developing countries with reference to Kenya. The aim of this chapter is to link the background of the study and the topic of study, guidance and counselling, with the research methodology (Chapter four). This leads to issues that emerge in the findings regarding policy, policy implementation, efficiency and effectiveness and how these terms can be defined in context in terms of education, guidance and counselling and secondary education in Kenya. In Chapter four, the nature of inquiry is investigated as well as the research process to describe how the field study was carried out. The findings of this research are presented in Chapters five to eight. Chapter five looks at the secondary school guidance and counselling programme while Chapter six looks at counselling. Chapter seven highlights the case studies and in Chapter eight the factors that influence the school guidance and counselling programme at the school level are examined. Chapter nine is a discussion of the study in the light of the theoretical framework. The final Chapter concludes this submission and reviews the previous chapters. In carrying out this study, the factors involved are noted and also in so doing, further comments are made and emerging issues are highlighted. The chapter also notes the limitations of the reported research and makes several recommendations for the future direction of education, policy, counselling and further suggestions for research.

CHAPTER TWO

GUIDANCE AND COUNSELLING

2.0. Introduction

In this section, I will clarify the focus and boundaries of the study. I will define guidance and counselling and highlight the major aspects of the broad adoption of guidance and counselling in schools in general and in secondary schools in particular based on the existing education framework. This is to address the question: “why a study on guidance and counselling in secondary schools in Kenya?” The impetus behind the introduction of guidance and counselling services in schools in Kenya will be examined as well as the major conceptual frameworks in counselling so as to link them with the overall theoretical framework. The chapter ends with a brief look at teenage pregnancy as one of the possible areas where guidance and counselling might play a role.

2.1. Definition of Guidance and Counselling

Various psychologists and scholars have evolved several credible but slightly different definitions of the terms guidance and counselling, with numerous definitions of the terms emerging. Indeed, counselling has come under a lot of criticism with people arguing that it is not specific. Harris (1987) for instance believes that without a common understanding of what counselling is, there is no way in which its value can be assessed. Ploughing into the same argument, Knight (1986) points out another complexity to counselling in that counselling has become a catchword used and misused in all walks of life and it is a grand way of giving advice. In Kenya, the terms guidance and counselling are often used interchangeably to mean the same thing. To

illustrate this in the school scene, a person or teacher will say they are going to counsel pupils or student while they are actually going to give a talk to a group of pupils or students on a given topic such as time management. In my view, the misconception of counselling arises out of two factors: one is the inability to make a distinction between guidance and counselling; and the other is the lack of understanding of what is counselling, and consequently, the inability to make a distinction between counselling and the use of counselling skills (McLeod, 1998; Rowland, 1993). This perhaps can be made clear through enhanced and professional training in counselling.

2.1.1. Guidance

At face value the meaning of the term guidance derives from its root word 'guide' which means to direct, pilot, manage, steer, aid, assist, lead, inform or show the way (Makinde, 1993:41). Thus, most people view the counsellor as the person who directs or steers the counsellee (client) in a certain direction or path or to a certain course of action. The UNESCO (Guidance, 2000:8) guidance and counselling training module further complements this and defines guidance as:

Guidance can be defined as a process, developmental in nature, by which an individual is assisted to understand, accept and use his/her abilities, aptitudes and interests and attitudinal patterns, in relation to his/her aspirations. Guidance as an educational construct involves those experiences that assist each learner to understand him/herself, accept him/herself, and live effectively in his/her society.

Guidance is therefore a process that builds up a human character rather than a single event. This is confirmed by Watts and Kidd (2000:489) in their definition of guidance as comprising "a range of processes designed to enable individuals to make informed choices and transitions related to their educational, vocational and personal

development”. Thus, it can be concluded that guidance “involves helping students individually or in small groups with making personal, educational or vocational choices” (Hornby, 2003a:4).

Others who have attempted a classification of the term guidance include Ferguson (1956) and Thompson and Poppen (1979). They point out a distinction implicit in using the term guidance as a concept, educational construct and educational service. As a concept (mental image) it involves the utilisation of a point of view to help or assist an individual. As an educational construct (intellectual synthesis), it refers to the provision of experiences that assist pupils and students to understand themselves while as an educational service (actions taken to meet a demand) it refers to several organisational procedures and processes to achieve a helping relationship. Watts and Kidd (2000) further contend that while guidance in its broader usage is “strongly established as an educational concept”, it is not confined to education in that the word is also used in relation to “good parenting”. This is relevant to the parental role that educational institutions are frequently linked with and in the role of teachers as surrogate parents.

According to Watts and Kidd (2000), the concept of guidance as it is now understood is a 20th Century notion that stems from two distinct but related traditions. These are: the development of career (vocational) guidance services for the child/ren in preparation for the world of work; and, the development of guidance as an educational concept. As an educational construct, the teacher counsellor and programme is conceived in terms of directing and steering the pupil into certain educational endeavours (subject choices and acceptable code of behaviour) and professional

occupations (Ferguson, 1956; Thompson and Poppen, 1979; Makinde, 1993; UNESCO, Guidance, 2000). That this goal has only been seen in terms of a career is a misconception. This is the way guidance and counselling has been perceived in Kenya for a long time and the teacher counsellor was and still sometimes is the career teacher. This accounts for the overemphasis on career and vocational guidance (not counselling) in schools as will become evident in the study findings. On the contrary, guidance is all encompassing and should be broader in that it should be designed to enable the individual to adjust to the environment (both school and society) and set realistic goals for the self to improve on the present education (primary and secondary) and future aspirations (higher education and the world of work).

2.1.2. Counselling

The ordinary meaning attached to counselling is that of consultation, discussion, exchange of ideas and/or advice (Makinde, 1993:42). The British Association of Counselling and Psychotherapy (BACP, 2006) defines counselling as:

Counselling takes place when a counsellor sees a client in a private and confidential setting to explore a difficulty the client is having, distress they may be experiencing or perhaps their dissatisfaction with life, or loss of a sense of direction and purpose. It is always at the request of the client as no one can properly be 'sent' for counselling. By listening attentively and patiently the counsellor can begin to perceive the difficulties from the client's point of view and can help them to see things more clearly, possibly from a different perspective.

This definition emphasizes counselling as a helping relationship, confidentiality in counselling and that counselling is voluntary. It does state clearly that counselling is not advice giving but rather an exploration of the issue of difficulty. McGuiness (1998:22-23) defines counselling thus (underlining mine):

Counselling is a helping process that uses safety engendered by a special kind of relationship to help individuals to get access to a greater part of their

personal resources, as a means of responding to the challenges of their life. It uses specific skills and techniques in that relationship to help people become more competent, more contented and more creative. It does not deal primarily with the mentally ill but with normal individuals facing all the difficulties involved in domestic, work-oriented and social life.

This definition captures the three basic principles of counselling:

- That counselling is a process whose aim is to help or assist the individual;
- It involves a relationship; and,
- That it entails the use of certain techniques and skills.

It also emphasizes the safety of that relationship, for instance in a code of regulation for counsellors. That “it does not deal primarily with the mentally ill but with normal individuals facing all the difficulties ...” captures the phenomenon that counselling deals with all kinds of people facing all types of difficulties or issues in life including what Egan (2002) refers to as management skills. The BACP (2006) definition captures what goes on in a counselling session. It also refers to both the counselling training and the need to explore various aspects of life:

In the counselling sessions the client can explore various aspects of their life and feelings, talking about them freely and openly in a way that is rarely possible with friends or family. Bottled up feelings such as anger, anxiety, grief and embarrassment can become very intense and counselling offers an opportunity to explore them, with the possibility of making them easier to understand.

The specific goals of counselling therefore would be:

- a) To help the individual access a greater part of their personal resources. This is the means of enabling them to regain their (lost) energy and get back on track (Egan, 2002);
- b) To enable or help the individual to live more competently and/or with contentment (BACP, 2006; McGuiness, 1998); and,

- c) To improve the mental health and reduce psychological disturbances (Egan, 2002; McGuinness, 1998).

In effect, counselling enables or helps the individual to live a more fully satisfying life. This is so also in the school as explained by Hornby (2003a:4):

Counselling in schools involves helping students individually or in small groups to deal with the concerns or difficulties they are experiencing.

Counselling would appear to enable the person to make a meaningful positive change and lead to a better life. It aims at helping people come to terms with their situation (difficulties, missed and desired opportunities etc.) and identify ways and means of coping more effectively and resourcefully. Hornby, Hall and Hall (2003:45) on counselling and empowering children and young people state:

The goal of counselling in school needs to go beyond the initial focus of helping to solve students' immediate problems. Counselling should be seen as the first step along the path to facilitating the development of young people so that they become all that they can be. Counselling and supporting students with difficulties should be seen as a means of beginning the process of empowering young people to fully utilise their potential.

Empowering young people would involve helping them to develop a sense of mastery and control over their lives and several other skills such as problem solving and decision making abilities, and this is in line with the person centred approach adopted in this study. According to Strong (2003), counselling involves talk, that is, between the counsellor and the client. There is therefore a need to pay attention by focussing curiosity during the talk on the client. This is because talk in counselling "invites reflection and inquiry" that the client attaches value to. This in turn prompts the client to exchange information with the counsellor. Indeed, talk, according to Strong, is the primary means of influencing each other in the counselling relationship. That

influence does not result only from the exchange of information; it results from the human relationship (Rogers, 1951, 1983). This is a good pointer on the need for both verbal and non-verbal communication in counselling. In this study, this will become apparent in the need for an appropriate counselling room to facilitate the talk.

To Strong (2003), such a realisation of the need to pay careful attention to the conversation between the counsellor and the client (good listening skills) and make the client feel worthwhile is only prevalent when the client gets what they came for in counselling. For example, in the school, young people are looking for help or assistance to enable them to cope with adolescence. It would appear that clients are looking for a new meaning, an insight or an option that is useful and that they can adopt, that they find applicable to them in their life or experience. The client might get this instinctive thought, invention, suggestion, idea, reasoning or 'I know what to do now' in the counselling process or as a result of that process. It is also through such kind of talk that the counsellor and the client (teacher and pupil for instance) communicate understanding and through the resulting actions may understand and coordinate with other. In this study, the counselling relationship (Chapter six) is investigated as to how meaningful it is to the individual students. Such talk, even if of an expert (professional) nature, should be used to bring about meaningful change on the part of the client. Thus, it must be warm, genuine and a moment of 'meaning – making' with the client (Rogers, 1961, 1980). That includes students in school.

2.1.3. Guidance and Counselling

While some people tend to use the terms guidance and counselling in opposition to one another, others would prefer a more reconciliatory approach. I have adopted a

more cautious approach drawing on all sides of the argument. This is because while aspects of guidance are much more concerned with provision and interpretation of information, counselling is concerned with feelings of the heart; it is more to do with helping as a process. Counselling is more of an interacting relationship rather than giving advice or information. Counselling must be client centred and information in counselling is highly confidential. Even in the school, I would tend to encourage the availability of information during the guidance sessions and not in counselling unless it is absolutely essential. Thus, on one hand, the two terms might complement each other and this would rather be in a continuum but the distinction between them should be clear to the practising counsellor. In the professional counselling world, the distinction between guidance and counselling is clearer. Makinde (1993:50) for instance makes the following distinctions between guidance and counselling.

Table 2.1. Guidance versus Counselling

| Guidance | Counselling |
|--|--|
| Guidance is the body of psychotherapy – it is a build up process | Counselling is the heart of psychotherapy – it is a healing process |
| Guidance is knowledge based (factual) | Counselling is affective (emotional) |
| Guidance deals with information, facts, and principles | Counselling is value-oriented and deals with perceptions, motivation, needs and feelings |
| Guidance is less personal and less intimate | Counselling is more personal and more intimate |
| Guidance is more structured | Counselling is less structured |
| Guidance is more public | Counselling is interpersonal, private and confidential |
| Guidance is informative and more didactic | Counselling is largely emotional, flexible and less didactic |
| The counsellor usually initiates guidance | Client usually initiates counselling, it is client initiated and person centred |
| Guidance is more general and less skilled | Counselling requires specific skills and techniques |

Adopted from Makinde (1993:50)

Using the guidance versus counselling distinction above, it is that there are certain differences and similarities between the two terms. Wilson and Jackson (1999) and Watts and Kidd (2000) vehemently argue that guidance is a process and not a product,

it is a means but not an end and the heart of guidance is to meet people's immediate needs and also help them to clarify their long term goals. Brown (1999) gives a very useful hint by suggesting correctly that the key in the distinction between guidance and counselling lies in the role of information. Information is required in guidance (informing, advising, advocating, assessing) but in counselling, the role of information is "more modest" and the concern is in helping the client meet their need. The common tendency therefore is to use the term guidance to refer to the more factual information and to reserve counselling for the more emotional and personal issues (Williams, 1973; Makinde, 1993) though the two terms are interlinked (Watts and Kidd, 2000). This is the approach adopted in the study. Guidance and counselling is a term in my opinion that seems to encompass two related concepts; that of advice and information giving (guidance) and personal help in a formal setting (counselling). Which receives the greater attention in schools will emerge in the findings.

What is evident in the argument is that a greater understanding of the terms guidance and counselling is really necessary if the teacher counsellor is to function effectively in the school. This is because there seems to be a continuum of helping strategies available in the school that range from information giving, directing, advising, consultation and support such as counselling. Lane (1996) comments that when teachers use the term counselling, they are referring to some or all of these approaches and that teachers tend to use more helping strategies at the directing and advising end of the continuum rather than at the supporting and counselling end. However, I fully concur with Watts and Kidd (2000) on the need for the two fields of guidance and counselling to maintain links with each other especially in the school where to a large extent the two are complementary and counselling a critical part of the guidance process and provision of guidance services.

For the sake of clarity, the term guidance will refer to information giving of more factual nature given on educational, career and social decisions, evident for example in talks given to students in groups, while counselling will be confined to the more personal and psychological issues, the helping relationship and the process (Egan, 2002; Makinde, 1993; McGuinness, 1998; Williams, 1973). The term guidance and counselling will refer to the entire guidance and counselling programme in the school. In all cases, the term teacher counsellor or guidance and counselling teacher will be used to refer to the teacher responsible for guidance and counselling in school. Throughout the thesis, I have used the term client, student or counsellee to refer to the person seeking and receiving counselling help. The work of counselling is undertaken by both males and females and the phrase counsellor, teacher counsellor or s/he are used. The phrase situational difficulty, need or issues of concern are used in place of problem. This is because words like 'patient' to refer to the client and 'problem' to refer to the issue of concern tend to have a negative connotation. Areas of difficulty might be in career choices, academic or personal.

2.2. Guidance and Counselling in Schools

The practical application of psychology in schools is considered a relatively recent phenomenon in the twentieth century with the advent of theories of psychoanalysis, behaviourism, humanistic and cognitive counselling. Nevertheless, the conceptualization of child guidance as a service of expert advice to parents, teachers and the child/ren as a way of directing and redirecting the child's mental development has been a feature of educational writing for centuries. In the works of Plato, Castiglione, Ascham, Comenius, Rousseau, Pestalozzi and Froebel will be found explicit statements of the notions of education and educational methods as a

constructive process of guidance aimed at helping the child achieve the fullest possible expansion of personality and the fullest realization of his/her potentialities.

2.2.1. Guidance Movement in the Developed World

In this thesis, the terms developed and developing world are used in preference to such terms as more or less developed or first and third world respectively. Harber and Davies (1997); Oplatka (2004); and, Vulliamy, Lewin and Stephens (1990) note certain characteristics, though diverse within individual countries, describing these countries. These are as follows:

- They are characterised by high or low levels of per capital income;
- They are marked by industrialisation or their economy is more agricultural based with limited industrialisation;
- They have a well developed infrastructure or restricted infrastructure; and,
- Most of the developing countries were former colonies and have fewer social amenities including opportunities in education.

The guidance movement started in the U.S.A. with an emphasis on vocational information, planning and guidance. Vocational training was believed to be a part of both organised and less organised methods of securing occupational confidence and experiences by individuals for achieving occupational proficiency. Vocational planning was regarded as the process of assisting pupils and students and other persons to develop and accept an integrated and adequate picture of themselves and their role in the world of work (Makinde, 1993:75-76). Truman Kelly first coined the term 'educational counselling' in 1914.

The first systematic work in vocational (career) guidance in schools was by George Merrill in 1885 at the California School of Mechanical Arts in San Francisco. Merrill provided for exploratory experiences in each of the trades taught by the school to provide specific guidance services for pupils. A great pioneer in the field of guidance was Frank Parsons who also coined the term 'Vocational Guidance'. A Vocational Bureau was established at Boston with the help of Frank Parsons in 1908 to assist young people to make vocational choices based upon their occupational aptitudes and interest. Parson established the first counselling training programme nine months after the establishment of the vocational bureau. Seven years later, the school committee of Boston adopted the first certificate programme for counsellors. By 1928, vocational guidance departments had been initiated and permanently established in several schools in the USA and the National Vocational Guidance Association (NVGA) firmly established (Hughes, 1971:17).

Counselling of various kinds came to be offered within the school and colleges system in the 1920s and 1930s (Makinde, 1993; McLeod, 1998). This came to be offered as career guidance and as a service for young people who were having difficulties adjusting to the demands of school and college life. According to Polat and Jenkins (2005), the provision of counselling and related services in educational settings in England and Wales were first developed in a systematic way in the mid-1960s. For instance, during the 1960's, the universities of Keele and Reading introduced counselling courses and this led to the evolvement of counselling services in Britain. Careers education became a mandatory part of the school curriculum under the Education Act in 1997 (Watts and Kidd, 2000). This has since intensified. For example, the Special Education Needs *Code of Practice* specifically identified

counselling as one of a range of in-school responses that may be appropriate for responding to children and young people with emotional, behavioural and social difficulties (DfES, 2001).

Child counselling was not neglected either. In 1913, the London County Council appointed its first child psychologist (Bor, Ebner-Landy, Gill and Brace, 2002:2). However, child guidance until the end of the Second World War was mainly concerned with pupils who were mentally abnormal: “the feeble minded, the dull and backward, the delinquent, and the neurotic” (Burt, 1955 in Hughes, 1971:2). It is not surprising that most people viewed and some still view guidance and counselling as rather a specialised way of dealing with problems by a specialist. At a later stage, psychology was conjoined with educational tests and measurements to group pupils and students according to their abilities and attainments, the diagnosis and remedial treatment of slow learners and maladjusted pupils. These concepts clearly negate the process of guidance and counselling itself, which should be in essence every child’s prerogative (Hughes, 1997; McGuiness, 1998). Educational counselling is now conceived partly as the process of rendering services to pupils and students who need assistance in making decisions about important aspects of their education such as the choice of courses, studies or careers, decisions regarding interests and ability and choices of high school and colleges or universities. It increases their knowledge of educational and career opportunities (UNESCO Guidance, 2000:8). The Scottish Education Department (SED, 1968) defines guidance as attending to the personal difficulties of pupils and helping them to make choices and decisions. This study takes all this into consideration and adopts the seemingly more embracing concept by Watts and Kidd (2000) who perceives the concept of guidance as drawn on two

related but distinct traditions: the development of vocational (career) guidance and the development of guidance as an educational concept.

2.2.2. The Guidance Movement in Africa

Most traditional African societies had various forms of social services that were provided for young people and children so as to enable them to grow into responsible and productive members of their community (UNESCO, Guidance 2000). Children and young people were inducted into cultural values, beliefs, customs and future roles according to their gender (Kenyatta, 1961; Makinde, 1993). They were socialized into the community through history, oral narratives, proverbs and riddles, songs and dances and also the various skills to earn their future living. The extended family provided other support services as a source of information and help as in counselling. Children in traditional African society were guided and counselled by elder relatives, parents, uncles and aunts in the informal context and during initiation ceremonies. The initiation ceremonies were also used to induct the initiates into their new roles as adults, future parents and as members of the community.

Counselling as a profession has a formal context and it can be argued that formal counselling in Kenya is a foreign ideology. UNESCO (Guidance, 2000:15) for instance argues that the literature on guidance in Africa is rather scanty and traces the guidance movement in Africa back to the fifties in Nigeria and sixties in Botswana, Malawi, Tanzania, Zambia and Swaziland. According to UNESCO, the emphasis as in USA was on vocational guidance. Guidance was formally introduced in Kenyan schools in 1971. It has expanded in recent years especially following the aftermath of the bomb blast at the American Embassy in Nairobi in 1998 when 298 people died

and many others were maimed. McGuiness, Alred, Cohen, Hunt and Robson (2001:299) capture this preoccupation with counselling when making a case for the potential benefits of humanistic counselling in Kenya:

The issue of what contribution counselling might make to the development of Kenya is a crucial one. The Kenyan Ministry of Health has recognised the potential, as have numerous Aid and Development agencies that in recent years have funded counselling work in Kenya – the Ford Foundation, the Wellcome Trust, and the British Government’s Department for International Development, to name some of the most active. The alleviation of poverty, the extension of educational opportunity, the improvement of health, the protection of children and the enhancement of the status of women are currently criteria for grant awards, many of which are being made to investigate and promote counselling. The impact of HIV/AIDS in sub-Saharan Africa on each of these criteria has focused much research specifically on counselling and HIV/AIDS.

It would appear that there is a strong reason for counselling that has been supported by several factors and agencies. In the context of formal schooling, the social induction role seems to have been allocated in part to the teacher in the school in that children and young people spend a lot of their time attending school. The teacher is therefore a surrogate parent, and the Ministry of Education for instance would appear to be allocating teachers the role of guiding and counselling the child while in the school. This role is further enhanced by the establishment of boarding schools where students reside in schools. The guidance and counselling policy formulation and practice in Kenya needs to be seen in its education and cultural context, that is, related to the prismatic society theory and theories of change in Chapter three.

2.2.3. Is Counselling Universal?

In many schools in Kenya and throughout the world, head teachers, deputy heads, careers teachers, form masters and mistresses, class teachers, boarding supervisors, guidance and counselling teachers, school sponsors (school chaplains and others),

parents and others have devoted a lot of time and energy to deal with the developmental, personal, religious and social aspects of the lives of pupils and students while in school. Activities characteristic of guidance and counselling in the broader perspective have concentrated on personal well being beyond traditional notions of teaching and learning. For example, the Children's Act (1989) in Britain required schools to provide for pastoral provision. Similarly, the Ministry of Education in Kenya expects all pupils and students to be provided with pastoral care and time is meant to be set-aside for this purpose (Appendix 9). Lanes (2002) argues that education authorities in Australia appear more favourably inclined towards counselling than those in UK and this is in support of Reid (1996) who says that the majority of state funded secondary schools in Australia have a school counsellor on site, and many have implemented a peer counselling support service. This is attributed to the Australian Education Council which in 1989 instructed education authorities to enhance performance through attending to students' personal well-being and self-esteem. But why have teacher counsellors? This question can be handled from the need for counselling and then why the teachers.

Many school children have emotional and behavioural problems and some authors estimate these to be about 20% of school age children (Kottler and Kottler, 1993; Thompson and Rudolph, 2000; Vernon, 1993). Counselling has been viewed as a particularly powerful means of giving pupils support and help with individual problems (Lane, 1996; McCallion, 1998; McGuinness, 1998). Teachers, it is argued (Hornby, 2003a; McGuinness, 1998; McLaughlin, 1999) are in an ideal situation to help children and young people with their social and emotional development for several reasons:

1. They are with the pupils and students regularly over a long period of time;
2. Teachers have extensive knowledge and expertise of children's development gained over time. They would therefore be able to identify those children with difficulties and:
 - a) Assist them, for example, with information on the choice of subjects or career
 - b) Offer guidance on different strategies sources of help that may be needed
 - c) Refer them to the teacher specialist
 - d) Refer them to a professional expert, for example, doctor or counsellor
 - e) Bring this to the attention of parents if necessary
 - f) They can mobilise the school guidance and counselling programme to deal with some of these difficulties.
3. Pupils and students are more likely to open up with teachers (such as class or subject teacher) they know well than with others since they are more familiar to them and they often trust them
4. Teachers are in an ideal position to offer help at a time of need like when pupils/students are in school (especially in boarding schools) and in a responsible position to bring the issues of concern to relevant persons such as other students or teachers, parent, school administration or member of staff.

Teachers are therefore ideally placed to provide information and offer help since others such as the specialist counsellors do not often have the rapport with the pupils and students that comes from the day-to-day contacts. The issues might be different in different cultures. McGuinness (1998) and Hornby (2003a) argue that all teachers

should have basic counselling skills and that at least one teacher, in this case the teacher counsellor, should have specialist expertise in counselling. In this way, they would be able to assist the children and young people in school. This is the position taken in this study. However, exactly how this role and these relationships are enacted depends on the policy and cultural contexts, as this study relates.

2.2.4. Counselling in the School

It is prudent that the counsellor in the school understands the practice of counselling in schools so as to function effectively in this context. Counselling in schools differs potentially from other forms of counselling in several ways (Bor et al., 2002; Hornby, 2003b; Lines, 2002). These include:

1. In the school, teachers use counselling skills to provide guidance to children and young people on several issues such as social, emotional, academic, drug education, vocational and personal development;
2. Most forms of counselling deal with specific problems which concern the client. In the school, teachers have to deal with several issues including career choices, family and domestic issues, disciplinary problems and others as presented by the client;
3. Whereas in formal counselling the client in a pre-arranged session seeks help often organised for the purpose, the setting in the school is slightly different. The setting may be a classroom, office, senior teacher's office, laboratory, outside informal chat or any other setting that would be sometimes convenient to the child. In addition, this is not always voluntary as in practice the child may be referred by another person such as a subject or class teacher, form tutor, teacher in charge of discipline or parent before or after a disciplinary

case. The individual student or teacher or any other person including a fellow student may initiate counselling. This would appear to contradict the previous definition of counselling and in addition, it may and most probably will affect the way students perceive counselling;

4. Counselling in schools can range from several sessions with a client to very brief counselling conducted spontaneously to meet the needs of a person or group. For example, the counselling conducted a few moments before or after a lesson for a class to a talk with students on career or subject choices followed by several sessions with individual students experiencing difficulty;
5. Counselling in schools has limited time. The teacher in Kenya for instance is also a subject teacher and has to attend to several lessons. Due to the number of students in the school, s/he is often unable to attend to all of them. In addition, the student has no obligation to come back for another session if the counselling is voluntary and the teacher therefore has to make the best of the opportunity when a student makes a visit. The teacher conducts counselling when s/he is available, for example, during break, lunch time, after school or when s/he has no lesson or there is an urgent need;
6. Most of the teachers conducting counselling in schools are not qualified counsellors. Some have little or no training in counselling. Even when there is a trained counsellor, most students prefer to consult the teacher of their choice whom they know well and can open up to;
7. Counselling in schools is not just a process but also, like Hornby (2003b:13) argues, part of a 'continuum of helping strategies'. These range from information giving, advising, directing, consultation and supporting as seen earlier in the distinction between guidance and counselling.

8. The priorities in school might be different. For example, the need to excel in academics and instil discipline tends to override the priorities of guidance and counselling. For example, the school administration and management would therefore be keen to deal with truants punitively rather than refer them for counselling regardless of whether counselling can help to change behaviour, or to use counselling as a disciplinary tool.

Counselling in schools is therefore different in that the clients are children and young people in the school. Thus, the counselling session may not be that formal. Some of the ways in which formal and school counselling differ will appear as issues of concern in the findings of the study (Chapters five to eight). The way counselling is carried out in the context of the school also enables the reader to understand both the methodology and the school guidance and counselling programme orientation in the context of a prismatic society and in the light of theories of change.

2.3. Guidance and Counselling in Secondary Schools in Kenya

This section will review guidance and counselling in secondary school in Kenya by looking at the policy documents and research on guidance and counselling with specific reference to the expected role of the programme in schools.

2.3.1. Education Policy Documents

The first education commission report in Kenya, the Kenya Education Commission (Republic of Kenya, 1964), known as the Ominde report, in regard to guidance and counselling recommended that children should be given courses of education and training best fitted to their needs and provided with advice on careers and openings

for employment (Appendix 8a). In 1971, the MOE established a guidance and counselling section at the Ministry headquarters. This was on the realization that academic work alone cannot produce an all rounded person who is useful to the self and to the community s/he serves. The National Development Plan 1974 – 1978 (Republic of Kenya, 1974) recognised that the section dealing with guidance and counselling at the Ministry was carrying out work as diverse as dealing with problems of psychological maladjustment of pupils and students and running seminars on vocational guidance. It was hoped that head teachers would arrange timetables in such a way that members of staff responsible would have ample time to deal with inquiries directed to pupils' and students' career and personal problems. This would appear to be a very noble idea indeed. One of the areas investigated in this study was whether the school timetable was friendly to the teacher counsellors by looking at the time devoted to counselling in the sampled schools.

Further input was added to the above basic initiatives. For example, the National Development Plan 1979-1983 (Republic of Kenya, 1979) recognised that there was need to make guidance and counselling in primary and secondary schools more effective. This was through: strengthening the guidance and counselling unit at the Ministry through appointment of professionally qualified officers responsible for co-ordinating and organising workshops for TCs; and, guidance and counselling was to form a part of teacher training curriculum in all Teacher Training Colleges (TTCs) and at the University. As a result, educational psychology was introduced as a compulsory course in these institutions. It might have been worth investigating further the effect of these courses on the services provided though this does not seem to have been carried out.

The National Committee on Educational Objectives and Policies, otherwise known as the Gacathi Report (Republic of Kenya, 1976), noted that guidance and counselling of pupils and students when properly done played an important role in enhancing the individual adaptability (Appendix 8b). However, it had been confined to career and vocational guidance. Furthermore, it was dependent on voluntary efforts by some teachers who felt motivated to do it. As an intervention strategy, the committee recommended that all teachers be trained in guidance and counselling and be required to do it as one of their normal duties. It further recommended that the head of each educational institution assign a member of staff to be responsible for guidance and counselling and ensure that such services are available to all students and teachers and that opportunities for individual guidance and counselling by teachers and parents were available at appropriate times. At the same time, it suggested that the University of Nairobi, the only public university at the time, offer courses for professional training. As a result, several training programmes were initiated by the MOE. But again, there does not seem to be any indication that a follow up was done as to how this was to be implemented or if at all it was implemented.

The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond otherwise referred to as the Kamunge Report (Republic of Kenya, 1988a) and the ensuing Sessional Paper No. 6 (Republic of Kenya, 1988b) emphasized that guidance and counselling was useful in helping individuals face the realities of life, identify talents, interests, needs and aptitude (Appendix 8c). It recommended that schools establish guidance and counselling programmes and that a mature and responsible teacher co-ordinates the programme. Further, the report proposed that coordinating services be decentralised to provinces and districts so as to

enhance the provision of better services and close co-ordination of these services. As a result, there is an officer assigned to co-ordinate guidance and counselling services at provincial and district levels.

2.3.2. Further Studies on Guidance and Counselling in Schools

The Koech Commission (Republic of Kenya, 1999) noted that the guidance and counselling unit in the Ministry provided very effective services to secondary schools and TTCs as well as being able to conduct in-service courses for primary school head teachers in various districts. In addition, the unit developed a very useful career guidance booklet (Republic of Kenya, 1999/2000) for use by secondary school students when filling in career application forms. However, the Commission noted with concern (Republic of Kenya, 1999:61) that the “once vibrant unit” was no longer as effective as it used to be. Since most of the professionally trained personnel in the unit had retired or were deployed to other sections, institutional and field staff had nowhere to seek the necessary advice to help them carry out their duties effectively. The Report (1999) further noted that guidance and counselling remained a very weak component at all levels of the education system and that even where it existed it was undertaken in a haphazard manner. This was because teachers identified for the purpose had not been trained and so had no professional competence in the subject. This is confirmed by previous studies conducted to investigate the extent to which the programme is implemented in (secondary) schools (Duda, 1996; Muithya, 1996).

Duda (1996) in research carried out in 4 secondary schools involving 120 students and 20 teachers found that most students did not receive guidance and counselling services. Teachers were incompetent in the area and did not know exactly how to

guide and counsel the students. Little or no attention had been given to the need to equip the teachers with relevant knowledge and skills essential for planning, implementing and monitoring guidance and counselling services and activities in the school. Training is at the heart of effective counselling including in the schools (McGuinness, 1998). Indeed, Duda (1996:26) concluded that: teachers lacked the skills and techniques to handle students' problems effectively; teachers had an overloaded curriculum and little or no time for counselling; teachers lacked basic tools like books and rooms; many students considered counselling a stigma and avoided going for it; and, the MOE was doing virtually nothing to alleviate the situation. Yet these issues form the basis of an effective guidance and counselling service and must be addressed as a matter of urgency.

In research carried out in 20 secondary schools in Kilome Division of Makueni District, Muithya (1996) found that all the guidance and counselling teachers were trained teachers in different categories including Diploma (6) untrained Graduate (6) and Bachelor of Education (8). However, only 3 of them (3:17) had received further training in counselling. The three had received training from church seminaries rather than in a formal counselling training or any organised by the Ministry for the purpose of enhancing counselling skills. Pre-service training in counselling is crucial for the teacher and further in-service training of teachers, especially on important components such as disaster preparedness and management, civic guidance, conflict resolution and management, for them to perform effectively in the school.

The Koech Commission (Republic of Kenya, 1999) did also observe that large numbers of learners in education and training institutions were in dire need of

guidance and counselling (Appendix 8d). It singled out learners infected and those affected by HIV/AIDS. These, the report argued, require professional counselling services not only for themselves but also members of the immediate families. The Commission pointed out that in view of the increase in anti-social behaviour, there was an urgent need to have adequate mature and professionally trained staff to handle guidance and counselling in education and training institutions throughout the country. The Commission recommended that a national programme be instituted for the professional training of teachers to handle guidance and counselling.

The Koech Commission (Republic of Kenya, 1999) aware of the Peer Approach Counselling by Teens (PACT) in other countries also noted the need to institute peer counselling services in education and training institutions throughout the country. The peer counsellors or teens could be entrusted with the task of disseminating the knowledge, skills and attitudes they had learnt and acquired to their peers in the school and the community. The Commission highlighted the need to take cognisance of the successful stages of physical, emotional and mental development of these particular counsellors and that peer counselling should combine drama, music, Information Education and Communication (IEC) materials and counselling. The Commission recommended that peer-counselling services be established in all education and training institutions especially to combat HIV/AIDS. All these issues were incorporated in the study questionnaire and further investigated in the informal interviews.

In March 2001, corporal punishment in schools was abolished through Legal Notice No. 56 of 13th March, 2001. This form of punishment was seen as one way that

discouraged children from attending school due to the fear instilled in them by this form of punishment. In particular, pupils and students seemed to be punished for offences committed including petty offences, failing to do their homework, failing to perform as expected in a subject and in cases of major disciplinary issues such as strikes (Human Rights Watch, 1999; Republic of Kenya, 2001a). It was envisaged that the new school environment would be more child friendly and ensure greater and more enhanced pupil - teacher interaction. This in turn would improve positively and constructively the teacher - pupil relationship to enhance effective learning. In effect, teachers would have to turn to guidance and counselling as an alternative to corporal punishment (Daily Nation, 9th May, 2005 see article insert).

The Report of the Task Force on Student Discipline and Unrest in Secondary Schools (Republic of Kenya, 2001a) was duly informed that teacher counsellors whenever appointed were unable to meet the school expectations due to lack of relevant training. In turn, it recommended that counselling training be prioritised and professionally qualified teacher counsellors be identified and deployed to schools. In this regard, it was recommended that the MOEST establishes a strong guidance and counselling division within the Ministry and equips the division with personnel and facilities to coordinate and facilitate all activities in the country. Pastoral care programmes were to be enhanced in all schools and trained religious personnel capable of relating the teaching to moral implications were to handle this. This was to provide a strong foundation on moral values and spiritual growth. It also recommended that MOEST work closely with the National Agency for the Campaign Against Drug Abuse (NACADA) to contain the problem of drugs and substance abuse in schools. But this seems to have been largely ignored (Elimu Yetu Coalition, 2003).

Figure 2.1.: The Case for Counselling: Daily Nation, Editorial



Counsellors sorely needed

Published: 5/9/2005

Editorial

Whenever there is an upsurge of riots in our schools, the authorities are quick to attribute the situation to drug abuse and mismanagement.

Educationists, however, add to these the lack of proper guidance and counselling in our schools.

It is why headteachers, unable to reform unruly students like those hooked to drugs, often resort to expulsion as a way of warding off the spill-over effect.

But only last week, Education Permanent Secretary Karega Mutahi directed headteachers to keep drug abusers in school and reform them from within.

He argued that culprits were being expelled from school only for them to peddle the drugs in their communities.

Arguably, the new order has a lot of merit. But it is unlikely to work given that most schools are poorly equipped in handling issues concerning guidance and counselling.

Many of them do not have well-trained teachers or well-established counselling departments as is expected.

Even where relevant teachers exist, they have turned to classroom teaching due to staff shortage.

Higher up, despite the existence of a guidance and counselling department at the Education ministry headquarters, its activities are seldom felt in schools.

A few guidance and counselling officers are stationed at provincial and district education offices, but this hardly helps schools the way full-fledged department at those schools would.

Yet, the guidance and counselling role should not be restricted to indiscipline alone. Much of it is required to enable students in choosing careers.

Regrettably, a process through which career guidance booklets used to be distributed to secondary school students collapsed a decade ago and has never been revived.

Consequently, we witness many confused school leavers every year rushing to alter degree choices at university after realising they made the wrong choice.

A clear way out is for the Government to mount in-service guidance and counselling courses for teachers, and to empower all schools to establish relevant departments for that purpose.

The Task Force like the Koech Report beforehand recommended that knowledge and skills on guidance and counselling be imparted to all teacher trainees at all levels of training as well as peer counselling. Parents, it recommended, should be involved in counselling services in schools while students with disruptive behaviour should be offered professional services within the school and where disciplinary actions have to be taken, this be handled by the Board of Governors (BOG). The appointment of peer counsellors was also investigated in this study.

The intended study was therefore derived from the need to identify and specify certain aspects of the school guidance and counselling programme that need to be further developed to make the services to students more meaningful. There are several issues raised within the concerns of guidance and counselling and some of them like the lack of skills bring to the forefront a need to identify the extent of the problem. The present study also looked at the possibility of the development of an instrument that enables the teacher counsellor to evaluate such services in the school (Chapter four, Figure 4.2 and Chapter 10, Figure 10.2).

2.4. Programme on Guidance, Counselling and Youth Development for Africa

Since the Jomtien declaration on Education for All (EFA) in 1990, there has been an increase in gender sensitive policies especially in Africa evidenced in several conferences on women issues and the education of girls and women. These include the Pan African Conference on the Education of Girls' (Ougadougou, Burkina Faso, 1993) and the Fourth Conference on Women (Beijing, China, 1995). The result in Africa for example was the conglomeration of African Ministers of Education in

which a consensus was reached on the need for guidance and counselling services to be an integral part of the education of children. In 1994, UNESCO welcomed a proposal for guidance and counselling from the African Ministers of Education as a way of addressing these new trends within the African cultural context. The UNESCO programme on Guidance, Counselling and Youth Development for Africa was a response to the growing number of social issues faced by African young people, particularly girls. These were, among others, adolescent pregnancies, unemployment, street children, child prostitutes, HIV victims, drug abuse in the young and school dropouts as raised by African Ministers of Education. Since then, they have continued their appeal to UNESCO to support their countries in implementing this programme. The programme is based on the premise that young people particularly girls are without the support they need in their adolescent years, that the situation is not better for those going to school, and that education through intervention strategies such as life skills through counselling needs to take the lead in addressing these issues.

The UNESCO programme on guidance and counselling (UNESCO, 2006) is planned around the needs of girls, but does not exclude boys. This is because the programme was a follow-up activity to various international declarations and platforms for action that identified girls and women as being amongst the most vulnerable groups especially in Africa such as: the Sixth Conference of Ministers of Education and those Responsible for Economic Planning in Africa (Dakar 1991); the Pan-African Conference of the Education of Girls (Ouagadougou, 1993); the World Population Conference (Cairo, 1994); and, the Fourth Conference on Women (Beijing, 1995). Their vulnerability makes good provision of guidance and counselling in schools especially important.

As a result, eight modules on guidance and counselling in English were edited and sent to all the participating countries including Kenya. The modules, that are also available on the Internet, are supported by audio-visual material. To complete the training package, booklets on the problems of adolescent girls and on rural science and technology have been prepared. The modules are as follows (UNESCO, 2000):

| | |
|-------------------------|--|
| <u>Module 1:</u> | Guidance |
| <u>Module 2:</u> | Counselling |
| <u>Module 3:</u> | Social Work |
| <u>Module 4:</u> | Behaviour Modification |
| <u>Module 5:</u> | Gender Sensitivity |
| <u>Module 6:</u> | Workshop Administration and Conduct Guidelines |
| <u>Module 7:</u> | Adolescent Reproductive Health |
| <u>Module 8:</u> | Guidance and Counselling Programme Development |

Similarly, several other policies such as the policy on re-admission of girls who get pregnant while in school have been instituted in several countries including Kenya (Republic of Kenya, 1994) and Botswana (Chilisa, 2002). These and other initiatives seek among other things to achieve gender parity by improving on the 4 A's, that is Access (enrolment), Attendance (and participation in the education process), Attainment and Achievement in education (Republic of Kenya, 1998).

The next stage is to reflect on some of the theories described in counselling literature. This is in order to propose a model to analyse the practice of counselling in schools and that will form the background to this study.

2.5. Major Theoretical Frameworks in Counselling

Theories offer the conceptual tool and provide a framework upon which the counsellor can work with the client during the counselling session. Milner (1980:119) describes them as working assumptions that provide provisional ways of analyzing

and organizing the session. The ideas of Sigmund Freud (Psychoanalysis), B. F. Skinner (Behaviourism) and Carl Rogers (Person-Centred Therapy) have formed the basis for and influenced early and current attempts to understand and change human behaviour. It is widely recognised that the three: psychoanalytical, behavioural-cognitive, and the humanistic approach to counselling are the basic approaches to counselling (Nye, 1996). This section outlines these three main approaches and ends with a discussion on counselling theories.

2.5.1. Psychoanalysis

Psychoanalytic therapy was founded and propagated by Sigmund Freud (1856-1939). Freud trained initially as a medical doctor, a neurologist. The Freudian approach leans on a philosophical and literary approach and his early work stresses on cause and effect in the mental as well as in the physical field. Psychoanalysis is a psychology of conflicting forces inherent in the dualistic nature of human kind. This manifests itself in three ways:

- The person as a biological and as a social being;
- The conflict between the consciousness versus the unconsciousness; and,
- Factors in the environment that bring about the development of personality, the acquisition of values; and, the tendency to seek pleasure and avoid pain.

The human mind is therefore an exploration of thoughts, feelings and fantasies. In the context of the school, the teacher might need to be conscious of such thoughts, feelings and fantasies in the young adolescents that bring about certain behaviours.

The focus of therapy in psychoanalysis is therefore on the relationship between the conscious and the unconscious personality, the 'talking cure'. According to Freud, life

experiences are stored in the unconscious mind. Freud refers to it as the hidden domain. For instance, human behaviour is heavily influenced by childhood experiences that are deeply rooted in the unconscious. Teachers must therefore be willing to explore with the student those issues that have a home or social dimension rather than view the student as an independent being. The child who is victim of abuse for instance may be maladjusted in behaviour and victims of rape tend to have low self-esteem.

According to Freud, sex and aggression drives for example are dominants of human behaviour and the individual is always seeking to undo the repression of sexual impulses or drives. The adolescent is in turmoil as s/he discovers the self and s/he must be assisted to complete this developmental stage. I wonder how parents and teachers would react if teachers were to discuss sexual matters in detail in a society where sex is not explicitly discussed, such as Kenya, and thus teachers and schools would need to be very careful how they handle such matters. Human beings, according to Freud, are also driven by the tendency to seek pleasure and avoid pain. This tension reducing force is called the pleasure principle. For example, the young adolescent in the school will feel the urge to sneak from school to go and buy a cigarette or a loaf of bread but at the same time fears the danger of being caught and punished for breaking the school rules and regulations. Thus, the teacher would be expected to provide guidance on how to deal with discipline issues in the schools.

The best-known Freudian model of personality is the Id, Ego and Superego. The first of these is the Id, the biological component and the source of energy. It is instinctive, illogical, lacks in organisation, seeks pleasure and is largely unconscious (no contact

with the world). The school must tap that energy in form of co-curricular activities. As much as possible, basic human needs should be met. The second is the Ego, the psychological component that has contact with the world. The ego is realistic, organised, logical and intelligent and controlled. It is to this part of the human personality that the school guidance and other fundamental principles such as school rules must be directed. The final part is the social component, the Superego. It is judicial, ideal, strives for perfection and the person's moral code. Adolescents typically believe that they are invulnerable to most risks including health risks such as STIs and HIV/AIDS (Boone, Lefkowitz and Romo, 2003) and according to Elkind (1974), this is because adolescents at this stage are egocentric which results in feeling unique and special from others, that is s/he feels they are different or apart from others. One aspect of egocentrism is the wrong belief that negative things cannot happen to the self but to others (Boone et al., 2003). The teacher might therefore make use of such knowledge to deal with the HIV/AIDS menace especially the vulnerability and susceptibility of the youth (Wango, 2001a) and appeal to the ego where and when the superego is unrealistic.

2.5.2. Behaviourism

Behavioural therapy is a set of theoretical hypothesis on the emotional – behavioural functioning of humans and how it can be changed. Behavioural - cognitive approach integrates thought and behaviour. People like Lazarus Arnold, B.F. Skinner, Pavlov, Albert Ellis, Wolpe and Albert Bandura founded this theory. Behaviourism has its origins in the 1950s –1960s as a radical departure from the predominant psychoanalytic perspective in that they believed that behaviour is not influenced by past experiences. According to them, behaviour is mechanistic (psychoanalysis -

deterministic). Thus, behaviour can be learnt, unlearnt and/or relearnt and thus can be modified. The learnt behaviour is the problem and not the symptom of the problem. They believed that human beings are the products and producers of their environment (Bandura, 1974, 1977, 1986). The implications of this for guidance and counselling are that the teacher has to see those aspects of the home (for example, inept parents), society (violence, drugs and other substances of abuse) and the school (school culture and ethos, rules and regulations) that produce the child/ren in the school. It also has implications for changing behaviours by rewarding acceptable social norms.

At the centre of behavioural-cognitive therapy is the concept that events do not force people to have emotional behavioural reactions. Rather, it is their interpretation of thoughts and events that precipitates emotional and behavioural reactions. The basic argument according to Ellis is that people have to be shown how they can live peacefully with themselves if they are to be helped to live happily with each other. The school would look up to the school rules and regulations that could assist in this aspect. The target for change in therapy is those thoughts, attitudes, beliefs and meanings that create emotional / behavioural disturbance and it would be hoped that the school rules would define a way of conduct that does not conflict with the school norms. Indeed, Ellis theorized that humans have the capacity to interpret reality in a clear, logical and objective fashion. Humans are thus pre-disposed to irrational interpretations and if young people were well orientated to the school for instance, they would easily adapt to the environment. Behavioural change is therefore based on the idea of learning and that behaviour can be learnt and unlearnt and this can further be understood by considering three major areas of development: classical conditioning; operant conditioning; and, social learning:

- The underlying beliefs in *classical conditioning* are that behaviour can be controlled and that human beings can be made to do things without being aware of them. For example, Pavlov conditioning a dog to salivate at the sound of a bell. Therefore, the environment can be manipulated to produce desired behaviour or response. For example, the teachers' positive and welcoming attitude towards the pupils and students can lead to mutual trust and enhanced learning or in counselling, the client can be conditioned to produce the desired results such as undoing a seemingly negative practice such as fear.
- B.F. Skinner propagated *operant conditioning*. According to Skinner, rewards and punishment make people behave in certain ways. There is negative and positive reinforcement. Positive reinforcement aims to increase the frequency of a response by filling it with a favourable event (reward) while negative reinforcement makes use of punishment or withdrawal of reward/s. Another useful technique in operant conditioning is shaping. This involves reinforcement of successful approximations of targeted behaviour until the desired behaviour is acquired. Behaviour could be reinforced continuously, in a scheduled way or intermittently. Therefore, the school should continuously reinforce positive behaviour by rewarding it.
- *Social learning theory* was started by Albert Bandura (1974, 1977, 1986). Social learning theory postulates that people are capable of learning vicariously by observing the behaviour of others as well as its consequences and by initiating that behaviour. Key aspects include observing, retaining, motivation and imitation. Learning is a process and such practices such as peer counselling should be enhanced. The role of cognitions and feelings in

influencing behaviour especially the faulty thought patterns (low self-concepts, self defeating statements etc.) is recognised in social learning theory, and how they lead a person to produce maladaptive behaviour.

It must be noted that the behavioural approach and traditions of Pavlov, Skinner, Thorndike and Watson and the thinking of Bandura greatly helped to produce effective ways of managing the classroom. This was mainly through behaviour modification techniques and the principles of reward and punishment. Behavioural therapy offers various action-oriented methods to help people take steps to change what they are doing and thinking. Many behaviour techniques particularly those developed in the last decade emphasize cognitive processes (Nelson-Jones, 2001). The modern behavioural approach is grounded on a scientific view of human behaviour that implies a systematic and structured approach to counselling. Behaviourists help the client by teaching them how to act or behave appropriately in congruence with their world. This is meant to bring about a healthy and stable self mentally and (therefore) physically. Cognitive counsellors concentrate on the cognitive mapping of their clients and search for the disabling factor/s that proves to be crippling the client.

2.5.3. Person Centred Theory (PCT)

Person centred or client-centred therapy has its basis in Carl Rogers' work (1902-1987). It is one of the most important approaches to counselling and one of the most widely used orientations to counselling and therapy over the years. Indeed, person centred or client-centred therapy has supplied ideas and methods that have been integrated in other approaches (Thorne, 1992). Person-centred therapy (hereafter

referred to as PCT) emerged in the 1950s as a reaction or alternative to psychoanalysis and behavioural therapy and came to be known as the ‘third force’ in contrast to the earlier two approaches. PCT (Rogers, 1951, 1957, 1983) has its roots in the existential humanistic tradition. The humanistic approach works in the “here and now” and examines the client’s feelings, thoughts and actions by exploring their fantasies and myths thus enabling them to come to grips with the reality of their lives.

PCT is a relationship model. The focus in counselling is on the person and the issue/s they bring to the counselling session. According to PCT, the person of the counsellor is the key therapeutic factor (McGuiness, 1998). It is the quality of the relationship that the counsellor creates with the counsellee that is in itself healing or therapeutic. Carl Rogers maintained that the individual has within the self vast resources for self-understanding, for altering the self-concept and for self-directed behaviour. These resources, Rogers believed, could only be tapped if a definable climate of facilitative psychological attitudes is provided. Principally therefore, the solution to the problem is in the hands of the client. However, teachers dealing with children and young people might not be convinced that it is possible for them to make seemingly correct decisions about their lives or behaviour.

Four major concepts attest the client-centred therapy. These are:

- a) That clients should be allowed to find solutions to their problems (that is counselling should be non-directed and not prescriptive);
- b) The focus should be on the client / counsellee (this changed the focus of attention in counselling from the counsellor to the client and hence the approach client-centred therapy);

- c) The role of the counsellor is to provide the necessary and sufficient conditions to enable the client reach his/her goal; that is a conducive environment to facilitate healing process. These conditions of therapeutic change are; empathy, congruence and acceptance (unconditional positive regard) and came to be referred to as the core conditions; and,
- d) The counsellor must be able to communicate this empathetic relationship to the client.

The core of the PCT is that human beings have an inherent self-actualising tendency and the key to healthy personality development lies in the necessary and sufficient conditions of personality change (core conditions). To the extent that there is more likelihood of improvement if the client owns up both to the problem and the solution, this can be an advantage in the school as elsewhere. The focus of PCT is not the use of techniques to solve a problem but on helping the client to tap their inner resources and get in touch with their inner valuing process and thus better their concern/s. Thus, the methods could be time consuming especially in the school where the teacher has other duties and several students to attend to and may not be as productive with an unwilling client. In addition, teachers in the school have a responsibility to the school ethos and might not be able to put up with what they would term as unbecoming behaviour such as truancy and thus the approach would need to be heavily adapted (McCallion, 1998). For example, teachers might not be as non-directive as the model suggests. However, it would be possible to use the approach and perhaps enlighten the student on the choices they may have to make; possible implications and suggest several options.

2.5.4. Brief Discussion on Counselling Theories

In discussing counselling theories, the counselling practitioner in the school has to reckon with several issues that make counselling in schools different (Section 2.2.4 above) from the professional setting. As Nelson – Jones (2001) says, theories provide counsellors with concepts that allow them to think systematically about counselling practice. In that case, I argue strongly that even when the counselling practitioner has their style or theory, there are limitations of time, resources, the clients and the ‘practicalities of a school environment’ (Lines, 2002:2) that often call upon the need for such strategies such as brief counselling as advocated by Lines. The counsellor would need to set a goal probably in conformity with the school mission and vision. Lines for instance asserts that solution focused models such as the Egan (2002) model of solution focused theory and others based on the person centred approach tend to have a future orientation in schools and are often more focused.

Once again, the focus has to do with the time and the client who are pupils and students and often might come for a single or few sessions (Bor et al., 2002; Lines, 2002). According to McGuiness (1998), Rogers and the PCT model is the starting point of counselling and Lines too in promoting new methods of working briefly recognises the essential core counselling conditions: empathy, congruence and unconditional positive regard. It would be prudent therefore, as I see it, for the counsellor in the school environment to be more prepared, taking into consideration the limitations and the uniqueness of the school setting and this view is in line with others such as Bor et al. (2002) Lines (2002) and McGuiness (1998).

The study also acknowledges that the conceptual development in counselling theories has expanded the concept of counselling. Karasu (1986) reported having come across

more than 400 distinct models of counselling and psychotherapy. McLeod (1998) attributes this to an explosion of ideas between 1950 and 1970 that have not become integrated into a unified approach. Herink (1980) lists over 250. Dryden (1984) mentions that there are over a dozen different types of eclectics and distinguishes ten of them. Irving and Heath (1989) and Rowland (1993) distinguish the models of counselling into two: directive (or active) that tend to interpret, construct and direct their clients; and, non-directive (or reflective) who tend to elicit and reflect, guide and support their clients. This applies to the teacher counsellor in the school as well.

Many traditional approaches can be adapted in the school but these have their inherent limitations. For example, psychoanalysis offers a framework for understanding young people's difficulties, and this can enlighten in the therapy. But it involves in-depth exploration with the client over a considerable period of time and this may largely be impractical in schools. The humanistic approaches notably person centred counselling tend to be very popular in educational settings with the likes of McGuiness (1998) due to the focus on the individual as well as the behavioural cognitive counselling (Geldard and Geldard, 1999). However, teachers and schools might not be all too sympathetic with a person centred approach over delinquent behaviour. Cognitive-behavioural counselling tends to appeal to the pragmatic mind and this tends to lend an air of respectability when dealing with young people especially when drafting a code of behaviour such as rules and regulations. The practical experimentation of observation, measurement and evaluation has a strong emphasis upon action and this makes it popular in education where people are seeking for possible explanation leading to solutions. There is also the solution-focused therapies (Egan, 2002) that have emerged that try to focus on brief counselling (Lines, 2002) where the task is the

object of therapy. The appropriateness of some styles in place of others would need to take into account the preference of the client, the situation and the school environment though then this leads again to why the counsellor adopts the approach, which leads to need for awareness of these techniques.

There are other considerations as far as the style or technique of counselling is concerned. For example, pupils and students are used to teaching methods and the adult is often giving instructions and guidelines. The PCT approach, empowering as it is, is based on the client knowing best and may not be the normal experience of youngsters. Neither is psychoanalysis especially for students who may not be focused or may be bored and find the session a waste of time. But even then, there are exceptions since the adolescents are becoming more independent and also, some of the children might be lacking attention in the home. The adolescents also become more assertive and developing friendship and hence the need for peer counsellors for example. In terms of behaviour, the community might be demanding a more responsive behaviour in conformity with social values. Thus, non-directive or directive counselling must be used carefully so as not to confuse the learner. To this, the counsellor in the school might need to balance the educational and individual aims. It is along these arguments that Lines (2002) advocates a brief therapeutic approach that is shortened and comprehensive to the needs of the client (note the direction towards PCT).

Others have as well advocated for an integrated approach to counselling and according to Garfield and Kurtz (1977), an increasing number of therapists describe themselves as eclectic. In a study of 154 eclectic therapists, Garfield and Kurtz (1977)

found that 145 of them had used 32 different combinations drawn from a wide range of therapeutic schools. Eclecticism or integration is based on the premise that a single theory is not sufficient to explain and cater for the complexity of the human being. That is to say, they claim to choose from what appears to be the best from diverse therapeutic sources, systems and styles (Dryden, 1984). Bayne et al. (1994) distinguish between eclectic and integration counsellors. Eclectic counsellors borrow the best technique and ideas from a variety of sources while integrative counsellors are those who try to form a coherent harmonious whole from two or more theories or parts of theories. According to Gilmore (1980), the eclectic or integrated approach centres on content (what); purpose (why); and, process (how). The eclectic approach is therefore based on the principle of whether one approach (model or theory) of counselling is sufficient. This is based on the argument that the counsellor as a professional has a variety of techniques and should choose those that seem appealing and efficient to help the client. Others like Rogers (1961) see this as an attempt to rationalise various schools of thought in psychotherapy that may not necessarily be meaningful. In presenting a case for the use of counselling theories especially in the school, I am acknowledging these ideas tend to disagree with the exclusivity thrust of integration but saying that any theory or theories should be in context.

Overall, it is widely recognised that the three approaches of psychoanalysis, behavioural and humanistic psychology represent the fundamental ways of viewing humans and their emotional behavioural problems (Mahler, 1989; Mcleod, 1998). In my view, I would strongly recommend that the counsellor should be adequately trained and well orientated in counselling theories before embarking on any approach especially in using the eclectic or integrated approaches and this is in agreement with

others such as Feltham (1996:299) who has looked at the argument advanced for the importance of a core theory as follows:

Although there is no evidence that any one approach is in practice superior to another, it is essential that trainees receive in-depth training in one approach so that they possess a set of practical competencies and coherent grasp of theory that can be applied to their clinical work.

I intend to analyse the data from schools to determine the underpinning theories being used, if indeed there are any clear ones evident.

This section therefore thrives on the fact that though theories differ in emphasis, they do offer a fundamental understanding of the human being that is pertinent in the counselling process for as Horton (1996:282) states:

Counsellors offer to intervene in the lives of their clients. It can be argued that if they expect to be taken seriously then they must also expect to be able to explain what they are doing and why they are doing it.

Like Egan (2002), it is my humble opinion that it is not the theory, approach or model that is supreme but the need to help the client who is the focus in counselling. In addition, there are many people who are not trained as counsellors as is the case often in schools with teachers, yet who still are able to assist the client. While I strongly feel that counselling training however basic is crucial and important, I agree with Dryden (1984) to the extent that adopting a particular theoretical approach does not necessarily make anyone a better or more effective counsellor. A theory is but a tool, it is but a means to an end in itself. In all cases, the counsellor, like Egan says, should be able to help the counsellee and that help is priceless. The theoretical approach then is the means by which the client will receive utmost help in that the principles of approach will apply to the situation in which they are working. This is because the essence of counselling is to offer help to the client and in the school, this is the

student. Bearing this in mind, this study uses the person centred approach as its base, with a view to comparing actual practice to PCT, the preferred approach.

The person centred approach was chosen because of the following reasons:

1. The focus on counselling should be the client; that is the student in the school;
2. The purpose of counselling is to offer help or to assist the student in this case;
3. Counselling, according to McCallion (1998) is associated with change that is accompanied by a psychological process of acceptance of the self and others.

Finally, McGuinness et al. (2001:299) in an article on *Globalising counselling: humanistic counselling in Kenya* on the potential benefits of humanistic counselling in a developing country like Kenya pinpoints a major benefit in terms of the empowerment and self development of the individual so that s/he is more resourceful and independent:

A slightly different perspective has another respondent making the same point - 'in a world where directives have been the order of the day, it might be a hurdle to instil responsibility and autonomy in persons who have always been ordered around.

This statement would appear to contradict the need for PCT. But on the contrary, it adds to what others like Hughes (1997) have argued that counselling in broader terms represents the continuation of a long-standing attempt to democratise and humanise the school. The draft policy framework (Ministry of Education, 2003) also adopts a Rogerian approach that guidance and counselling should adopt the philosophical premise of the positive view of a human being and that all persons have the potential and capacity to grow. In essence, education is a human right and part of the education process and counselling is empowering of the individual and hence PCT.

2.6. Teenage Pregnancy

This part briefly looks at teenage pregnancy in Kenya, since this is one area where guidance and counselling can play an important role.

2.6.1. Teenage Pregnancy in Kenya

Sexual activity among adolescents in Kenya is high especially among school going pupils and students (Division of Family Health, 1988; Okumu and Chege, 1994; Njau and Wamahiu, 1994 in Wango 2001a and 2001b). Girls as young as 11 years of age become pregnant while 40% of women aged 19 years have already begun child bearing (Kenya Demographic and Health Survey, 1993 in Wango, 2001a). In a study of adolescent girls in secondary schools, Okumu and Chege (1994) found that 7% of the sexually active girls had previously been pregnant at least once while 11% were pregnant at the time of the study. It is estimated that 10,000 -13,000 teenage girls drop out of school due to teenage pregnancy (Njau and Wamahiu, 1994). Drop out rates are estimated to be slightly higher in mixed, day and private schools than in government boarding schools. According to the 1988 Division of Family Health report, nearly 80% of girls who dropped out of school did so due to pregnancy. The majority of the girls do not resume school (Wango, 2001a). 42 % of adolescents interviewed in a study of 1,058 adolescents first got pregnant while attending school and all of them had to quit school as a consequence (Illinikumugabo, Njau and Rogo, 1994 in Wango, 2001a). This reflects the absolute need to guide and counsel children while in school.

2.6.2. Teenage Pregnancy as an area of need in Counselling

According to Cunnington (2001), teenage pregnancy is associated with poor health for both mother and child. Bambra (1999:1) attributes 25-30% of maternal deaths in

Africa to unwanted pregnancies. Cunnington's systematic review of literature identified the most frequently cited medical consequences of teenage pregnancy are the following: anaemia, pregnancy-induced hypertension, low birth weight, premature birth, intra-uterine growth retardation and neonatal mortality. It is also associated with social, economic and behavioural risk factors that predispose some young women to pregnancy, low birth weight and neonatal death. Cunnington further states that most teenage pregnancies were however found to be low risk but Bambra (1999) on current reproductive health in Africa argues that pregnancy related complications are the major cause of health-related problems in 15-19 year old girls. In the developing countries like Kenya that are not endowed with a lot of resources, the later is more likely the case. This is because as Bambra (1999:16) states, educational levels and general literacy rates in Africa are low and adolescents have inadequate knowledge about their own sexuality and reproductive health, and this puts them at the risk of sexually transmitted diseases and unplanned pregnancy. Hence, the need for counselling (Appendix 8 - 10).

Levine and Painter (2003) argue that unwed teen mothers have lower average education and earnings as compared with their peers who have children later. Out-of-wedlock teen childbearing was the result of several factors. These included sexual molestation and the lack of basic information on pregnancy and sexuality that did not encourage the choice to delay the start of sexual activity, and even when sexually active, they did not have access to contraceptives. Part of guidance and counselling would be the type of education (information) that the school can provide for example in health education to enable girls to make informed choices (in the cultural context). The need to address teenage pregnancy in a developing country such as Kenya must

therefore depend on the need to improve education opportunities and to equip the youth with life skills to enable them make informed decisions. It must also be noted that such countries have scarce resources and social services including health (UNDP, 2005). Coupled with HIV/AIDS, counselling might be a possible solution so as to enable more students achieve in education as well as improve on their lives (Appendix 9, 10).

2.7. Conclusion

In this chapter, I defined guidance and counselling as a process in schools that incorporates both student talk and personal counselling. It will be apparent in later chapters that due to the background of guidance and counselling in schools and in Kenya, a lot of emphasis needs to be placed on the need to understand the concept of guidance and counselling. For the purpose of my study, it was necessary to make a distinction between guidance and counselling and this distinction relates to the characteristics found in schools. In addition, I have also looked at counselling theories that might underpin the study, and adopted the person centred approach as a model. To make a case for counselling, professionalism in counselling such as counselling supervision, counselling referral and other procedures such as confidentiality in counselling including the counselling room were included in the study. The important question of counselling is therefore looked at from the perspective of both the overall guidance and counselling programme in schools and the need to assist individual students. This is because pupils and students are the beneficiaries of such education initiatives, such as a policy on guidance and counselling and the UNESCO programme on guidance, counselling and youth development.

In my view, any counselling theory must be seen within the context of counselling rather than counselling being looked at in terms of certain theoretical approaches. This is to maintain consistency in approaching the issue presented by the client. The person of the counsellor, be it a teacher or a professional counsellor in the school, is key to therapy and to therapeutic change, and the establishment of that relationship by itself is therapeutic (Rogers, 1951; Truax and Carkhuff, 1967; Carkhuff and Berenson, 1977). It is the quality of relationship that is crucial (Rogers, 1951; 1983) and it would appear a general consensus among many writers that it is not conclusive to ascertain that any one counselling concept or theory is appropriate or most effective in therapy (Krumboltz and Thoresen, 1976; McGuiness, 1998). But the relationship, the acceptance, love and warmth, the counsellor creates with the client on the other hand is indeed key (Rogers, 1951; McGuiness, 1998; Mcleod, 1998) and hence the basis for a person centred approach in counselling. The extent to which there is evidence of this in schools in Kenya is one of the questions considered in this study, and the different models will be compared to practice.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.0. Introduction

According to Robson (2002:61), a theory is an explanation of what is going on in the situation; phenomenon or what is being investigated. In addition to being situated in literature on counselling, the study is located within the context of two theoretical models, one relating to educational change and one relating to prismatic society theory. These are Fullan's (2001) theories of educational change and the prismatic society theory (Harber and Davies, 1997; Riggs, 1964). These were found helpful in underpinning the investigation in this particular study on guidance and counselling in secondary schools in Kenya. I will argue that the models are helpful in explaining policy and practice in the following areas:

- Guidance and counselling policy; and,
- Education in developing countries using Kenya as an example

The models therefore will help to explain the policy issues in relation to guidance and counselling and the gaps between implementation and practice. The purpose of this chapter is to provide an explanatory analytical framework of the study in the Kenya context.

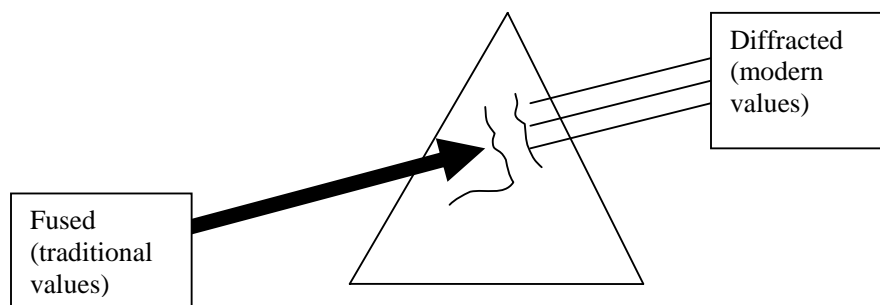
3.1. The Prismatic Society Theory

This section outlines the theory of prismatic society (Harber and Davies, 1997; Riggs, 1964).

3.1.1. The Prismatic Model

The term 'prismatic' is derived from the word prism in optics. It is used in relation to, or resembling a prism. Riggs (1964) used the metaphor of fused white light rays passing through a prism and emerging diffracted as a series of different colours to portray change in general. This is illustrated as follows:

Figure 3.1.: The Prismatic Model



Riggs, 1964

Within the prism, there is a stage where the diffraction process starts but remains incomplete. This stage represents elements of both traditional (white light) and modern values (diffracted light). The prismatic society model therefore describes a society in which both traditional and modern values are in co-existence as a mixture between the two. The prismatic model holds that in a transitional society, the traditional and modern values co-exist side by side with overlaps resulting from the mixture of both values (Harber and Davies, 1997; Riggs, 1964). Thus, it could be said that a prismatic society is a society in transition and tends to retain both sets of values. Therefore, a prismatic society is one that has overlaps within existing structures and possesses elements of both traditional and modern cultural values, as is Botswana (Kereteletswe, 2004) and Kenya. By cultural tradition is meant practices, customs and

representations and norms of a people or society (Striff, 2003). In Kenya, this is reflected in the 42 ethnic communities and these cultural practices and values have been passed through generations (Kenyatta, 1961). Modernity is reflected for example in the western education introduced by the missionaries in early 19th Century, in democratic ideals and economic principles and in terms of contemporary global pressures, many of which are relevant to schooling and guidance and counselling.

Kereteletswe (2004:48) summarises it as follows:

In this way therefore, transitional societies are neither 'traditional' nor 'modern'. That is, they are prismatic in that they retain both traits. More important, however, the transition of these societies may not necessarily be along western industrialised lines, but in their own direction.

In a prismatic society as well as in others, forces that are internal, external or both drive change and there are overlaps of structures between existing traditional and modern ones (Riggs, 1964). The need for education is both an internationally declared human right and culturally driven in different ways due to the accrued benefits arising out of that education (UNESCO, 2003, 2005; World Bank, 2002). There is a clear need to achieve equity in education opportunities exemplified in the World Declaration of Education For All (EFA) in Jomtien (1990) and reiterated in Dakar (2000). These international conferences and other organisations such as the Forum for African Women Educationalists (FAWE) have called for a need to review factors that militate against the education of girls and women in Africa where a greater part of the population is illiterate of which the majority are women and girls. Guidance and counselling is then seen as a necessary prerequisite in order to equip such girls with life skills (UNESCO, 2000). But the extent to which these have been implemented in the school is investigated in relation to the cultural traditions and influences and the tension within. It would appear that all these factors interact in a relationship that can be summarised in terms of the forces for and against counselling in the school.

Figure 3.2.: Pro and anti Guidance and Counselling Factors in Kenya as a Prismatic Society

Pro Guidance and Counselling factors

Education policies influenced by:

- Global Human rights
- Education for all (Jomtien) and life skills (Dakar)
- Non-governmental organisations such as Forum for African Women Educationalists (FAWE)

Anti Guidance and Counselling factors

Traditional (Cultural) inclinations and attitudes to education's role, for example role of *madrassa*

Performativity, the need to excel in national examinations and guidance and counselling is seen as peripheral

Education within the context of Kenya as a prismatic society is based on certain policies that are influenced by several factors both national and international. Within that education however, the government would want to equip students in schools with life skills through guidance and counselling (UNESCO, 2000). Overall, the education system is assessed as to the quality and relevance of that education, for example, through inspection of schools (Republic of Kenya, 1968, 2000) and the examination system. This can be summarised as follows. On one side of the model (left) is the pressure to provide education according to modern and global pressures. This would also seem to exert pressure on ways that the education would appear more meaningful to the student while in school including the adoption of like skills through counselling. In a society in transition, there is the culture and the community that carries with it certain attitudes, for example, towards female education and towards schools taking on counselling roles. There is the pressure in society also to excel in examinations so as to proceed with further and higher education. There is therefore, a need to acknowledge this mixture by establishing points of contact between the traditional and the modern (Harber and Davies, 1997; Riggs, 1964). The study will investigate how all these factors interact in the environment of counselling in the

school as Harber and Davies (1997:107) put it, “what aspects of the interplay between existing and ‘modern’ social and cultural forces can be lived with and what must be changed?” This can be examined further in terms of educational change process using Fullan’s (2001) model.

3.1.2. Social Structure in the Prismatic Model

The Kenyan traditional society like most other African societies is highly patriarchal. Men are considered head of the family with women as dependents. In some cultures, women and children are grouped together as children or as part of the male property or household. In urban areas, people adopt the modern values while in the rural, they live according to traditional norms and values (Kereteletswe, 2004). There is a clear division of labour with the male expected to provide for the family. Most of the cultures have elders (male) who are seen as the custodians of the traditional norms and values, the culture of the people. They also help retain or preserve the social order. Thus to quote Harber and Davies (1997:95):

The actual functioning of educational institutions, and hence their ‘effectiveness’, is affected not just by global patterns but also by both continuities and contradictions stemming from their cultural and social-economic location within particular societies.

In respect of the western values, Kenya adopted capitalist economic principles based on the British system since independence, unlike neighbouring Tanzania that adopted a socialist economy. English became the official language and Kiswahili, a local language that is a mixture of languages, the national language, unlike Tanzania that adopted Kiswahili as the official language. The government was modelled on western predominantly British democracy with a president as the executive head, parliament (legislative) and a judiciary (Republic of Kenya, 1970). The education system has

been predominantly westernised in the former 7+4+2+3 and or the present 8+4+4 system. The country has also strived to improve on agriculture and but also hopes to attain industrialization by 2020 and this is reflected in education in the emphasis on science and technical subjects including physics, chemistry and biology in secondary schools (Republic of Kenya, 1981, 1988a, 1999, 2005b). This study will discuss how social structure such as the role of religion and the way the school is organised influences guidance and counselling. The purpose of this is to explain and analyse within the theoretical framework of a background theory of person centred counselling how change in education occurs. Ultimately, this could enable the explanation of alternative ways of organising and engaging schools and programmes.

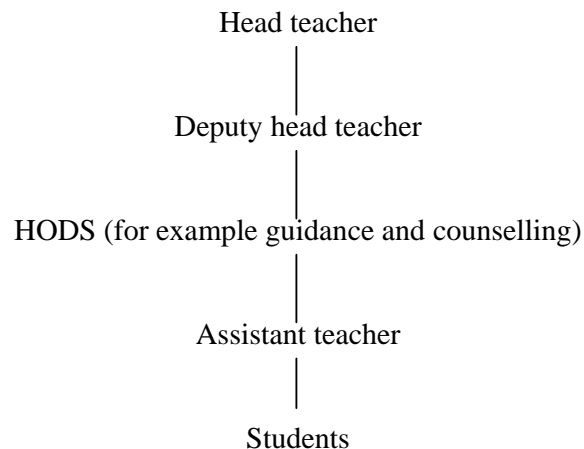
3.1.3. Decision Making, Policy Formulation and Implementation within the Prismatic Model

Traditional African societies tend to be authoritarian and bureaucratic. According to Riggs (1964), lack of mechanisms for communicating between the rulers and the ruled are features of the traditional societies, and the society tends to be more particularistic rather than universalistic. Even in consultation, the level is questionable as far as political (and education) decisions are concerned. It could therefore be argued that there is lack of extensive and goodwill consultation and this does affect policy formulation and implementation. This is because it would appear that more often than not, the policy is a directive rather than a product of dialogue. This could further be complicated by the decision making process in that the policy may be observed on paper or in government official documents but not enforced on the ground. Thus, in the formal policy implementation procedure, a policy might exist (Appendix 8) but this contrasts in actual administration where the policy is either not

enforced or if enforced disregarded at will on the level of the ground for as Kereteletswe (2004:52) argues, “the formalistic nature of a rule in a prismatic society contrasts with its actual administration”.

It has also been argued that missionaries and colonialists through the western form of education and in administration tended to have implanted and enforced a bureaucratic and authoritarian societal model (Harber and Davies, 1997). Kings or chiefs were the local rulers assisted by a group of elders (male). They were both feared and respected. The western education was characterised by rote learning and corporal punishment was enforced to ensure discipline. Kenya, for instance, inherited an education system where corporal punishment was enforced and later legalised through the Education Act (Republic of Kenya, 1968) until 2001 when it was abolished through Legal Notice. The education system including management and administration is still bureaucratic as evident in the school, for example where the head teacher is the executive and students ranked at the bottom.

Figure 3.3.: The Hierarchical Structure of the School



Though this is almost global, the difficulty in the prismatic society is that though in some policy areas the linkage may be effective, the difficulty as argued by Riggs (1964) lies in the structural relationships between parts of the system. The result according to Riggs is that the bureaucracy can rise to unprecedented heights often making it difficult to operate since some of the people such as head teachers may be acting as 'administrative machines'. Presumably, this tends to mean that they are in charge of policies that they may not either understand or agree with and at times they cannot modify. Thus, one would expect to find discrepancies in the policy implementation, that is, formal and effective aspects. The extent to which this is true in the school guidance and counselling programme will be examined.

Thus a decision would be expected to be made at the top and trickle down. For example, in gaining entry to the schools, I had to obtain a research permit from the Ministry headquarters, seek permission in the regional education office before proceeding to schools where permission has to be obtained from the head teacher first (Figure 4.3). This study will show how such a structure makes it difficult for students (in different societies) especially females who are brought up to be more timid (and this varies in different societies) to seek counselling. Thus the next section turns to the theory of educational change to establish how the broad education policies are interpreted in particular context.

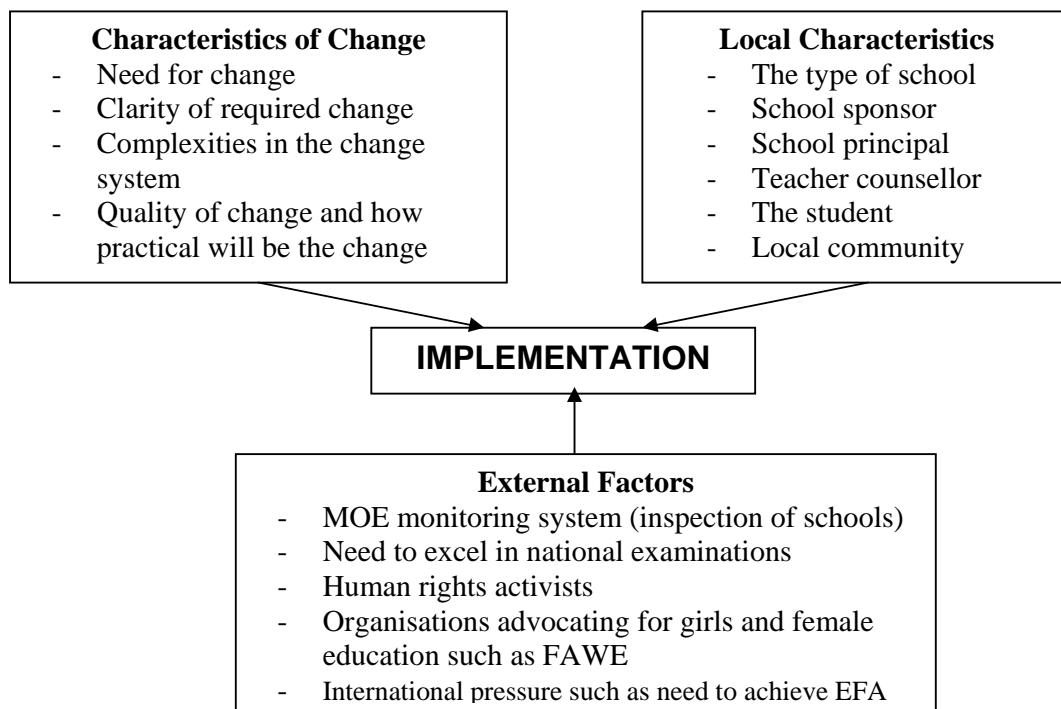
3.2. Fullan's Model of Educational Change

Fullan's (2001) model presents and discusses factors that affect implementation of policies in education (Figure 3.4 below) and these are adapted here to guidance and counselling. This is because formal counselling is rather new and is expected to have

major implications for change including replacing corporal punishment (Republic of Kenya, 2001a). In this model, change does not happen automatically. This is because in the model, change has three features:

- The characteristics of change. These include the need, clarity, complexities and quality of change;
- The local characteristics that affect that change. These include the type of school and the people involved such as the administrator and students; and,
- External factors that affect or influence change. These include both internal and external factors.

Figure 3.4.: The Interactive Forces Affecting Implementation



Adopted from: Fullan, 2001:72

This works well with the prismatic approach and the interacting elements within a policy change to explain policy and practice around guidance and counselling. This is because there are several players and several factors in the change and policy process.

Overall, the roles of the government including the MOE and stakeholders in education are critical. But the implementation of policies is also influenced by the characteristics of the change, the local characteristics and the external factors that add to the pressure. For instance, the need to improve on girls' experiences of education is both a human rights and feminist issue. The government and the MOE are under pressure from the international community to achieve in education since Kenya is a signatory to the UN and the internal pressure on Education for all (Jomtien, 1990; Dakar, 2000). All these factors seem to be in constant relations and this study will be concerned with how they impact on the outcome of the guidance and counselling programme in secondary schools. However, local cultural factors such as attitudes to teenage pregnancy make programmes such as counselling more complex to implement (Figure 3.4 above), introducing further complexity in the model.

As local implementers, Harber and Davies (1997) argue that schools in developing countries do not have the 'luxury' of conscious planning and designing and I agree with these sentiments. This is because to quote Harber and Davies (1997:2):

They are essentially contextually driven, ambient organizations, shaped by colonial history, global economic relationships, local cultural interaction and post-independence political needs. The result in the majority of cases is an ineffective mixture of authoritarianism and bureaucratic malfunction.

This is true of Kenya in the period 1963 to the period of study. Global economics for instance include the introduction of Structural Adjustment Programmes (SAPs) in the 1980s that led for example to a policy on cost sharing in education (Republic of Kenya, 1988a, 1988b) and consequently, a decline in enrolment in Kenya. Cultural and traditional factors in a prismatic society (Riggs, 1964) such as attitude to discipline, as will be evident from the data collected, and the way they shape policy implementation and change will be examined in Chapter eight.

3.3. Policy Implementation

According to Fung (1995), the use of the word implementation can be problematic and it can mean a whole change process or indicate a specific stage of that change. Fung further argues that if change is imposed in the system without consultation, there are likely to be problems. In this thesis, change refers to the introduction of counselling, and the role it is expected to play. In that case, the end users that are the schools and students need further guidelines to enable them facilitate that process. Once implemented, this would require periodic review to ensure that the system meets the objectives (Chapter eight).

Gross, Giacuinta and Bernstein (1971) identify five barriers to successful change implementation in educational contexts and these will be related to the school guidance and counselling programme in Chapters five to eight.

1. Teachers' lack of understanding of the innovation;
2. Lack of skills needed for implementation;
3. Lack of staff motivation;
4. Incompatibility of organisational arrangements; and,
5. Unavailability of appropriate instructional materials.

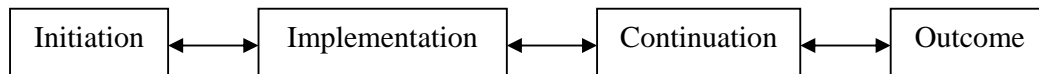
The systems analysis approach addresses these constraints in a variety of ways.

According to Fullan (2001), there are three broad phases to the change process:

1. Initiation, mobilisation or adoption. These are the processes that lead up to and include the decision to proceed with a change;
2. Implementation. Change commences and reform starts; and,
3. Institutionalization. The change becomes a part of the organisation, is absorbed and fades away.

In Fullan's opinion, this is a more simplified model of change. In that case, Fullan (2001:51) suggests outcome, the result of the innovation, as a fourth stage seen in the figure below:

Figure 3.5.: A Simplified View of the Change Process



Adopted from: Fullan, 2001:51

The process is not linear and stages feed back into earlier or proceeding stages allowing for continuous feedback. In my own view, these are aspects that may need to be taken on board in the school guidance and counselling programme. Thus, I would argue that Fullan's model presents and discusses other factors that affect implementation in education and these are adopted to guidance and counselling.

The theme of change is consistent with counselling and the person centred counselling approach, for as argued by McCallion (1998:xiv) change and the process of changes are important both in counselling and in education:

Most counselling situations focus either on the interviewees trying to come to terms with an imposed change in their lives or on the interviewee trying to bring about change. These changes can be physical, emotional, in attitude or in attempting to change those around them.... Education has change at its heart. That change might be as simple as the acquisition of new knowledge and or it might be as complex as making profound changes in personal attitudes, life style, aspirations and behaviour. Understanding how and why change occurs will have implications for anyone involved in the education of any age group.

The theme of change also resonates with prismatic society theory and the interacting elements within a policy change. This is because there are several players and several factors in the change and policy process. Overall, the role of the Government

including the MOE and stakeholders in education are critical. But the need to implement policies for instance is influenced by the characteristics of the change, the local characteristics and the external factors that add to the pressure. One way to evaluate this change is an increase in both enrolment and achievement in education as evident in secondary school enrolment at K.C.S.E. enrolment. All these factors seem to be in constant relations and this study will be concerned with how they impact on the outcome of the school guidance and counselling programme.

3.4. Discussion on Theory in Relation to Education and Counselling

This section will sum up the previous two chapters and link them with the methodology and research findings. The section is a discussion on the philosophy of education in Africa making a case for Kenya borrowing heavily from a chapter in a book on Philosophy and Education in Africa by Njoroge and Bennaars (1986:59-75) on '*Education Thought in Africa*'.

3.4.1. Educational Philosophical Thought in Africa

In this section, I will provide an introductory orientation into education philosophy in Kenya and in line with education and the policy on guidance and counselling. This is for several reasons:

- Firstly, it is to place education in the political and social economic arena and in the context of the school. This leads to the second point;
- Secondly, it is to further enlighten on how policies are enacted in Kenya both within the social political context and international arena and why that way and the overall implementation process;

- Thirdly, it places other policies within education such as the policy on guidance and counselling in context.

Ultimately and following from the above, it will result in a greater and more comprehensive understanding of the relationship between education, guidance and counselling, the theoretical framework and the methodology. This will lead to the findings in the following chapters.

Njoroge and Bennaars (1986:35) define education philosophy as the outcome of philosophical thinking about education. Briefly, Njoroge and Bennaars on one hand assert that there is no such thing as an African Philosophy of Education, judging by the textbooks on Education Philosophy and in technical terms. On the other hand, they argue the case for the Philosophy of Education in Africa as on-going and refer primarily to traditional thinking about education in different African societies, though this lacked the technical and systematic terms as an 'education discipline'. Hence they prefer to speak of the '*Educational Thought in Africa*' so as, as they argue, to be able to examine the philosophical dimension of both the traditional as well as modern educational thought in Africa rather than the Philosophy of Education. I find the term educational philosophical thought more appropriate since it incorporates both the philosophy and the thoughts along the lines of what Njoroge and Bennaars call 'philosophical thought about education'. This field places the educational philosophical thought in Africa and in Kenya in two fields; the traditional (links with prismatic theory) and the contemporary (links with change theory), each with different fields summarised by Njoroge and Bennaars (1986:61) as follows:

Figure 3.6.: Educational Thought in Africa

| | | |
|-----------------------------|---------------------------------------|---------------------------|
| Traditional African Thought | 1. The African Tradition in Education | |
| | 2. The Islamic Tradition in Education | |
| | 3. The Western Tradition in Education | |
| Contemporary Thought | 1. Conservatism | a) The Colonial View |
| | | b) The Religious View |
| | | c) The Nationalistic View |
| | 2. Progressivism | a) The Liberal View |
| | | b) The Radical View |
| | | c) The Instrumental View |

Adopted from: Njoroge and Bennaars (1986:61)

This section briefly then places guidance and counselling, the prismatic model and the theory of change into this framework.

a) The African Traditional Education

By African tradition is meant the *African indigenous education* that was indigenous to numerous ethnic communities in Africa and is the product of a culture that has been passed from many generations and was expressed orally in the traditional beliefs, customs, oral narratives and short sayings such as proverbs and riddles (Kenyatta, 1961; Bogonko, 1992). The traditional education was according to Njoroge and Bennaars ‘highly value oriented’ and was part of the ethics, social values and morals of the society. The age group reinforced these values, along with members of the family, the larger community and during initiation ceremonies. The teaching embraced both secular and religious aspects of the community as summed up by the Koech Commission (Republic of Kenya, 1999:53).

In the traditional setting, children have been taught social values and ethics by their seniors. Elder siblings, parents and indeed all the adults within a given community have played an active role in this socialization process of the children. This teaching has embraced both secular and religious aspects of the community. It has been conducted in total conformity with the successful stages of physical, emotional and mental development of the individual up to the time they are initiated into adulthood. This integration of secular and

religious instruction has provided the youth with the needed building blocks for total development of the individual.

Education was in the hands of the community and members of the community were responsible for guiding and counselling the young people on acceptable social norms. It can then be said that the young were integrated into the community through secular and religious education (Republic of Kenya, 1999:53).

It is important to note that everyone in the traditional setting has had a belief and everyone adhered to the religious teachings of their community. Religion has been a way of life with secular teaching at all times going hand in hand with religious instruction.

Hence formal counselling theories such as PCT that emphasise the person would appear misplaced in a society that emphasises integration, social cohesiveness and formal advice. Similarly, behavioural theories such as the need to reward and encourage positive acceptable behaviour might appeal to the school context where the adults want the young to learn through adherence to the set school rules and regulations. Formal education is then a change even in the art of guidance and counselling now transferred to the teacher in the school.

b) The Islamic Tradition in Africa

At the centre of the Islamic education is the Quran and the study thereof and there are institutions called the *madrassa*. The study of knowledge in Islam is first and foremost a religious matter of the study of Islamic law *Sharia* and only secondary an academic affair; Njoroge and Bennaars (1986:65) refer to the dual concern, the religious and academic. Traditionally therefore, Islamic education is greatly concerned with the religious values and the guidance and counselling that attest to this in strict adherence to the religious values and the socialisation and institutionalisation of the same that is similar all over the world. Like the traditional African education, it

also emphasises social integration, though more based, as Njoroge and Bennaars (1986:65-66) point out, on fixed principles and thus, it allows little or no room for questioning or critical attitude. The guidance that such a tradition would demand from teachers in school is strict adherence to religious values. Counselling theories such as PCT where the person would have their own values would appear misplaced in a culture that already dictates the values. The spread of formal education would also require the need for academic achievement in a world of opportunities, work and career that recognises academic achievement and therefore, religion has to perhaps go hand in hand with the changes taking place in society. But here again, there is reluctance for change and the Koech Commission (Republic of Kenya, 1999:59) recommended that:

Recommendation 6.6.

The Madrassa form of education be recognized as an alternative education programme and that the providers of this form of instruction be encouraged to include English and Kiswahili in the curriculum.

c) The Western Tradition in Africa

From the onset, western education and tradition was and is sometimes viewed as a disruption to the previous cultures but whether that is true or false is beyond the confines of this study. I will leave that perhaps for students of philosophy. But once again, the Koech Commission (Republic of Kenya, 1999:53) in arguing a case for Secular, Religious and Ethical Education and guidance and counselling stated:

A robust education system must be able to satisfy the mental, physical, cultural and moral development of the society, as well as prepare its members for the opportunities, responsibilities and experiences of social living. The education system must, therefore, address the society's secular, religious and ethical concerns.

The reason for the reference to society's culture is because the western tradition is perceived to have interfered with the status quo for three reasons:

- It brought about a new language. For example, English is taught as a subject in Kenya and examined from class one to the end of secondary school. It also replaces the language of the catchment area (this is often the ethnic language though Kiswahili is used in cities and towns as a common language) as the medium of instruction from class four. English is the official formal language while Kiswahili is the national language. Thus the society though in transition wants to adopt both a traditional and western culture.
- There was a new religion, Christianity. This replaced the traditional religion and in a way stopped what might have been the rapid spread of Islam. In Kenya, many of the schools were established by religious organisations; they are referred to as the school sponsor. Christian, Hindu and Islamic educations are taught in secondary schools as subjects of examination. Schools also use religion to impact religious values and beliefs among the students. When it comes to guidance then, such schools would expect the programme to promote the values of their religion and thus counselling is not religion free; and,
- There was a new way of life or culture, for example, formal schooling. This form of education was formal in character and meant that children had to go to schools. Teachers soon had to take the role of parents as children spend a greater part of the time in school. Schooling had also to take up the role of imparting the society's morals through such subjects as social education and ethics and the young people needed employment after school. They had to choose subjects that would enable them to pursue a particular career and thus guidance and counselling (or career counselling?) was born.

Education in pre-independent Kenya was organised along racial lines for Europeans, Asians, Arabs and Africans in that order (Republic of Kenya, 1964). Thus, education

was a major issue in the fight for independence. After independence, the first task of the new government was to provide education as a right to all persons that led to the massive expansion in education with several challenges. But religion continues to play a very significant role in education and in the curriculum as summarised by the Koech Commission (Republic of Kenya, 1999:54-55):

The system of education, which the country has followed since independence, has provided for the teaching of both secular and religious education through an agreed common curriculum with various religious groups. .. an education system is one-sided unless the spirit, the values and standards of religion informs it. As the Commission conducted its inquiry, it observed that, despite the diversity of religious faiths within the country, this view has not changed among religious leaders.

I will again briefly try to define the underlying policies in the contemporary African education and relate this to prismatic society, PCT and educational change.

d) Contemporary Education in Africa: Conservatism or Progressivism

Following the above section on the introduction of western education in Africa, I will primarily concern myself like Njoroge and Bennaars with two very general trends, namely conservatism and progressivism. This is because I would like to restrict my focus to the prismatic model, that is, much of educational thought seeks to encourage the traditional cultural values and norms (such as the teaching of ethnic languages already mentioned) while at the same time is concerned with change (the need to remain global such as the use of the English language). I will relate these to education and the policy on guidance and counselling briefly.

Conservatism: This view is defined by Njoroge and Bennaars (1986:68) in terms of three views, colonial, religious and the nationalistic approach as follows:

Each of these views seeks to perpetuate specific values of the past, primarily because these values are seen to be fundamental to the specific philosophies of education, underlying each view.

For example, in the above section, I emphasized the religious inclination of education in Traditional, Islamic and Western Christian traditions and that the school guidance and counselling programme is expected to propagate similar values. By colonial education, Njoroge and Bennaars (1986:68) refer to pre-independence Africa and the spread of Christianity that was both progressive and conservative:

Colonial education was *apparently* revolutionary and progressive, and non-conservative, in as far as it encouraged a radical break with African traditional thought on education. But seen in a different light, colonial thinking about education proved to be very conservative. What initially appeared as a new form of education, turned out to be 'education for adaptation' and 'education for assimilation', that is adaptation to, and assimilation of, the traditional values and ideas of western civilization.

This essentially means that formal western education was a western ideology, evident, for example, in the Phelps-Stokes Commission of 1925 that emphasized education for Africans in practical and technical education as sources of labour in European farms (Republic of Kenya, 1999). Though this view formally ended at independence, it has been cited as continuing in neo-colonialism when values of traditional western culture continue to be emphasized in education (Njoroge and Bennaars, 1986). The teaching of foreign rather than ethnic languages is often cited as an example. Nearer to the study, formal counselling is more a western tradition than an African tradition and counselling theories such as the emphasis on sexual drive in psychoanalysis would be termed as a western orientation in a society where sex is not so explicitly discussed.

There is also the nationalistic view. Several African leaders such as President Jomo Kenyatta (Kenya), Kaunda (Zambia) and Nyerere (Tanzania) and writers such as Ngugi wa Thiong'o advocated the need for an African educational thought and literature in the 1950s. This shaped the politics and education in several countries like Tanzania on 'Education for Self Reliance' where Kiswahili was the official language.

Thus, the idea of African socialism was born. For example, one of the most influential education policy documents in Kenya is Sessional Paper No. 10 of 1965 on *African Socialism and Its Application to Planning in Kenya*, in which the government committed itself to education as a way of alleviating poverty, ignorance and disease. Consequently, the education Commissions (Chapter two) have revisited the need for African traditional values and guidance was mentioned as an important part of the need to offer support to the young people in school. But as it were, counselling has not been that high on the agenda and has not received that prominence as have other aspects such as Kiswahili language. I cannot say with utmost precision why.

Progressivism in education: I will adopt the definition of progressivism as in Njoroge and Bennaars (1986:71-72) to refer to the change and progress in matters of reforming education to achieve rapid social, economic and political development. There are several challenges facing education in Africa including wastage (caused by drop out and repetition), the threat of HIV/AIDS, poverty leading to absenteeism or drop out from school and the need to achieve gender equity in education. Governments are keen to reform education policies or adopt new innovations to deal with these challenges hence counselling (Appendix 9). They also face pressure from the international world to adopt new reforms such as FPE, more democratic ideals and enhanced human rights through means such as banning corporal punishment in schools. This is because African countries including Kenya are members of the United Nations and African Union and have signed the Charter on Human Rights as well as been signatories to the EFA agreement (Jomtien, 1990; Dakar, 2000). The need for life skills such as guidance and counselling has also been recognised as part of the EFA framework (UNESCO, 2000) as a way of helping the young people cope

with issues in school. This means that despite the conservative approach earlier seen, the drive for change is equally imminent. Thus, education policies and programmes such as guidance and counselling find themselves at a crossroad; are they part of the change required (how and when) or part of the ideals that need to be retained (which ones)?

I might as well at this point in time pose the question as to whether Kenya has an educational philosophy. According to the Kamunge and Koech Commissions (Republic of Kenya, 1988a, 1999) a country's education philosophy is derived from the national philosophy:

A national philosophy is an expression of intent regarding the kind of society, which the people of that nation should strive to be or to develop ultimately. (Republic of Kenya, 1999:6)

The Kamunge Commission (Republic of Kenya, 1988a) had recommended that the philosophy of education and training must be in consonance with the national philosophy in order for education and training to contribute positively in national development. The philosophy on guidance and counselling as expressed in the draft policy guidance and counselling framework (Appendix 10) states:

Guidance and counselling is an educational programme that seeks to enhance personal development. It is manifested through self-awareness, knowledge of the self and the total environment. Such knowledge should enable individuals as members of society acquire skills, attitudes and positive self-concept for performance and effective use of opportunities available in life.... Guidance and counselling can also be conceptualised as being developmental and preventive as opposed to intervention and reaction. Thus guidance and counselling programmes should prepare individuals for all the key milestones in life and can be best offered during an individual's education life span.

This philosophical position would appear as well to emphasise on personal development and compares to PCT. The education philosophy as well as the philosophy on guidance and counselling would appear to be intertwined within the

nation's traditional society approach (perhaps as a prismatic society) even in the education setting. The Koech Commission once again captured this conservative – progressivism in education in the chapter on Secular, Religious and Ethical Education (Republic of Kenya, 1999:53) and related this to guidance and counselling:

The youth have been expected to receive secular education in the formal education system, through the guidance of teachers and religious instruction from the non-formal system, mainly under the direction and leadership of religious leaders.

It may be noted that guidance and counselling is seen to relate to religion. While interviewing students who had embarked on a counselling training programme, McGuinness et al. (2001:295) observed that 'the strong practice of Christianity in Kenya was also frequently cited as a motivating factor.' The reason for this as argued by the Koech Commission was that:

The institutions and the processes within the traditional social setting, which have been responsible for the inculcation of social values and ethics are no longer operational, due to the current rapid changes in science and technology, and the formal education system.

Education, put briefly, is seen as a tool of liberation, an instrument to social progress and in terms of qualifications, a certificate enables the holder to gain salaried employment and future prospects. There is therefore an elaborate education system such as the 8+4+4 system education in Kenya. The qualification for entry in successive stages is a formal examination process and this is highly competitive with many casualties who miss places to the next academic level. What this basically means is that the system becomes an examination-oriented system with emphasis on the teaching of students so that they can perform well in the examination and proceed to the next level of education and opportunity. A subject such as guidance and counselling that seeks then to enhance the personal development of the students but is not examined may not receive as much attention and emphasis as compared to any of

the subjects of examination. But this does not mean that the system ignores the need for counselling of students as evident in the philosophical approach; it might be a matter of how aspects of the school curriculum are prioritised. How then a policy on such is implemented is the concern of this study.

3.4.2. What is the Role of Guidance and Counselling in Schools?

Having looked at the education in Kenya in the previous chapters and particularly in the previous section, it is possible to make several observations about the policy and practice of the school guidance and counselling programme:

1. It is not a part of the formal curriculum since it is not one of the examinable subjects in national examinations and therefore,
 - a) It is not necessarily timetabled with the same emphasis as these subjects
 - b) There is no teacher as such trained specifically for guidance and counselling and necessarily posted to the school for that purpose as is the case with the teaching subjects.

This leads to the second point: what then is guidance and counselling and the role that it is expected to play in the school?

2. Guidance and counselling is an intervention strategy that can best be looked at in terms of three questions: the why, how and when of guidance and counselling, though not necessarily in that order, as follows:

a) *Why guidance and counselling?*

The parents guided children in traditional African societies, along with relatives and members of the community so as to enable them to adopt the acceptable social norms.

With the emergence of formal education therefore, the children are mostly in school and the teacher would be expected to take on the role of a surrogate parent and guide the child accordingly. Thus, the school guidance and counselling programme would be part of the pastoral care so as to support pupils and students with personal, emotional and psychological needs. In addition, there are the boarding schools where students without their parents need the support and help of the teachers. HIV/AIDS, highly prevalent in sub-Saharan countries, has also created a need for the youth to be equipped with life skills so as to be able to make responsible decisions regarding their lives (Appendix 8 - 10).

b) How can guidance and counselling be useful?

In chapter two, a distinction was made between guidance as advice or information giving and counselling as a process of offering help. In that case, the teacher in charge of guidance and counselling would be expected to offer advice and information on several aspects including subject and career choices and offer counselling help when need arises. A person centred approach was also suggested. But it needs to be linked with the prismatic model in that schools and teachers might not think that students can always make choices such as how to behave unless it is in accordance with the school rules and regulations. In that case, it might be more meaningful from their perspectives to view guidance and counselling as an opportunity to induct students into the school. I agree that is a part of it. But summing up counselling, the prismatic model and changing trends in society and in education, formal counselling in the western model might fail to find firm roots in the school in certain aspects unless this is clearly thought out. There are bound to be found contradictions between different purposes in the prismatic society.

c) *When is guidance and counselling needed in the school?*

One of the problems facing education in developing countries and in Kenya is lack of educational opportunities. For example, the free primary education initiative in 2003 led to over one million children being enrolled in school who would otherwise have never had an opportunity to go to school. But the education process is plagued with other factors such as drop out due to a combination of issues such as teenage pregnancy, drug and substance abuse, repetition and others. Thus, guidance and counselling is seen as a strategy in the following areas (Appendix 8 - 10):

- Within the international arena is the need to provide education for all and especially retain girls in school by imparting life skills so as to help reduce on teenage pregnancy for example;
- Help deal with discipline cases and other issues such as HIV/AIDS; and,
- As an alternative to corporal punishment.

These arguments need to be seen in the context of the secondary school, in Kenya and within international trends.

Thus, the need for a policy on guidance and counselling in schools can be interpreted in terms of a society that is undergoing change from traditional educational approach and adopting a western formal education within a world influenced by several changes especially the human rights movement. The expanded education system in pre-independence Kenya is facing several challenges and there is need for an intervention in the form of life skills such as guidance and counselling (Chapter two). The methodology (Chapter four) adopted for field study has therefore to take into consideration the society in transition (the prismatic model) and changes taking place in education (theory of education change).

3.5. Conclusion

This section was aimed at providing an insight into the theoretical framework in understanding the context of the school guidance and counselling in a transitional society such as Kenya. The characteristics of Kenya as a prismatic society were examined with a critique of the effect such a society has on education and issues of concern in the emerging study. The chapter together with the background on education in Kenya provides a platform for analysing the implementation problems of guidance and counselling services, due to various reasons such as resistance to change brought by both cultural factors and inadequate elaboration of desired programme and activities. The emphasis on education as a human right in the world in general and Kenya in particular has led to an expansion in all sectors of education. Developing life skills through guidance and counselling is seen as a possible form of intervention and prevention (Chapter two). There also seems to be a need for change in the approach to education to promote democratic ideas, human rights and equity in education opportunities, and the person centred approach to counselling was singled out in Chapter two as the appropriate theoretical background to counselling in this context. However, Kenya is a prismatic society and change as seen in the above is hampered by several factors such as cultural influences and the need to maintain the status quo.

All these factors were taken into consideration in the following chapter on research methodology (Chapter four) and are further elaborated upon in the study findings (Chapters five to eight).

CHAPTER FOUR

RESEARCH METHODOLOGY AND DESIGN

4.0. Introduction

This section looks at the research methodology and design of the study. As a start, a pilot study was conducted before the actual field study. The actual research was conducted in three phases. Each stage in the study included a number of procedures and areas of investigation. In phase one, a survey was conducted in 43 schools. In phase two, three schools were visited for case studies. In the final third phase, a discussion forum was held with stakeholders and a focus group discussion with students. All three phases focused mainly on practice at the school level, but the policy questions have also been addressed through documentation study and discussions with policy makers during and after the fieldwork. Towards the end of the chapter, there is a discussion on the research ethics. The aim of this chapter is to link the methods with the literature on guidance and counselling, the theoretical framework and the findings of the research.

4.1. Quantitative and Qualitative Data

A number of research methods and techniques have been used in collecting the data and it is necessary to examine briefly the approaches that underpin them. These imperatives are consistent with my epistemological position (May, 2001; Robson, 2002; Sayer, 2000) that data is both objective and subjective. Within the social sciences and in education research, there have generally been two main approaches to research based on would-be contrasting philosophies, positivism and anti-positivism.

The positivist, objective approach or scientific paradigm, in research views the social world as existing eternally and accepts things that can be seen, measured or proved. According to Hitchcock and Hughes (1989:21), positivism would be the position that aims at objectivity in inquiry and adopts methods and procedures in the natural or physical sciences, mainly through the use of quantitative data. The opposite of this would be the anti-positivist approach that adopts a more seemingly subjective view of the world, seeks to explain natural phenomenon, and is qualitative. Others tend to view the two in terms of quantitative and qualitative approaches to data. I will argue in this part, this study is both quantitative and qualitative and both paradigms shaped my approach to this study. This is because I needed both data which could be generalised to the general population, and in-depth information to investigate the reality of counselling in schools.

4.1.1. The Quantitative Approach

Quantitative research is 'virtually synonymous with positivist research' (Gall, Borg and Gall, 1996:28), which develops knowledge by collecting numerical data on observable behaviour samples and thus subjecting data to numerical analysis. This scientific approach is normally a process of collecting data and testing it using some analysis, for example, the relationship of one set of facts to another that are likely to produce generalizable conclusions. Other people look at it in terms of a hypothesis that is normally tested using statistical analysis. The main tools for quantitative data collection that were used in this study were questionnaires and systematic observation. The procedure for collecting data using this method is based arguably on several advantages arising out of such a procedural approach (Easterby-Smith, Thorpe and Lowe, 1991). They include some or all of the following:

- Independence of observations: The observer is independent of what is measured or observed. For example, how many schools had a counselling room.
- Value – free: The topic of study is objectively looked at rather than personal beliefs, interests or intuition. For example, how many schools had guidance and counselling policy or programme
- Cause – Effect: Explanations are based on what is measured or observed as cause – effect and thus fundamental laws can help explain phenomenon. For example, where there is a teacher counsellor (or counselling room) students seek counselling services
- Deductions can be made: This follows from above. Since the procedure is assumed to be scientific, observations are deduced to demonstrate whether hypotheses are true or false
- Generalisation: Statements can be made that hold true for a sample or behaviour (cause-effect). For example, guidance and counselling thrives on certain factors
- Reductionism: Since the procedure has been established, interventions can be made since issue is better understood. For example, are there any intervention strategies recommendable based on study findings?

There are certain limitations to this approach (Ary, Jacobs and Razavieh, 1979).

These include the following:

- The complexity of the subject matter: There may be several variables operating independently and an investigation of the way they interact may need to be taken into account. For example, what factors influence counselling in schools

- Observation and measurement: Measurement or observation may not remain entirely objective and may often involve interpretation. For example, the number of students seeking counselling in a school would need a lot of interpretation in terms of gender, reasons why and when they seek counselling services (or why not)
- Interference: The presence of an outsider may bring changes in the behaviour of the subject and in counselling where confidentiality is a virtue, this might not be possible

The research instruments adopted in this study mainly the questionnaire were meant to exercise some control in all schools and with all respondents and to minimise interference. Objectivity was important as there were several schools and several respondents. It was also possible for the questionnaire (Appendix 3) and the teacher timetables (Appendix 5) to be administered among different respondents and even then, with ease though technical adjustments were made so as for the questionnaire to fit the different respondents (head teacher, teacher counsellor, teacher and students). Finally, another idea is to widen participation in research as argued by Keeves and Lakomski (1999) by allowing many participants to respond to the questionnaires (and later in interviews and discussion forums) in that this leads to more empowerment of individuals and groups.

But due to the complexity of the subject of study such as counselling in schools, other instruments such as guidance and counselling room checklist (Appendix 6) were brought in. This was because it was important to observe if the schools had a counselling room since this is an important part of the counselling process. It was not merely enough to say that the school has a room allocated for the purpose of

counselling; it was also significant to verify the existence of the room and learn more about the room such as where it was located and the purpose for which it was put to use. These observations were also to be controlled using a set format. Even then, I would contend that the data obtained were applicable and very valuable and has, in Burroughs' (1975:1) words certain features which make it appropriate for certain purposes and therefore powerful in certain conditions. For instance, judging from the quantitative data obtained it was as if there was an apparent preference to appoint female as teacher counsellors rather than males. As far as qualitative data is concerned, it would certainly be important to investigate the process of selection and appointment of a teacher counsellor to hold true on any argument regarding the selection and appointment process (Chapter eight). Using the same example for instance, why would schools tend to appoint more females than males as teacher counsellors? Is this a true phenomenon of counselling practice in (secondary schools) Kenya or a coincidence? As a consequence, the qualitative approach was also adopted.

4.1.2. The Qualitative Approach

Researchers who adopt the qualitative perspective appear more concerned with an understanding of the perceptions of the world (Bell, 1999); they seek insight rather than generalisation. It would appear that anti-positivism or qualitative research is the opposite of quantitative research. At the end of it all, I am with Keeves and Lamoski (1999) and Vulliamy et al. (1990) who have argued that it is crucially questions being asked that would enable the researcher and enabled me to adopt either or both strategies. For the purposes of this study, I needed qualitative data using questionnaires to give me an overview of the guidance and counselling programme,

but I needed to analyse the provision further. The most common tool in qualitative data collection that was used in this study was interviews, and case studies were also conducted.

Many have argued that to compare quantitative – qualitative methodologies in terms of measurement of data would be an oversimplification of the quantitative and qualitative debate and would tend to undervalue the philosophical viewpoints (Vulliamy et al., 1990). I tend to largely agree. This is because in my own experience, the two tend to be a matter of how and why. For instance, all the schools in this research had a teacher counsellor (100%) appointed by the TSC or head teacher. But in education and certainly in counselling, the research would need to go beyond numbers and ask questions like how they are appointed and the implications of the appointment by the TSC or head teacher, and even how this can be improved upon. The social meaning and construction of the world and community of the school would seem very significant (Daniels, 2001). The facts and patterns that could be gathered might even be more meaningful if they are given a social construct and an interpretation based on the meaning people give to them (Stephens, 2005). For example, under what circumstances do students seek counselling services and what does this suggest about how they view the process? This required further probing and hence the need for interviews. I also needed to find out what actually happens in a typical school (and in the case of a typical student who needs counselling) and hence the case studies (Chapter 7).

To take the point even further, both Bell (1999) and Easterby-Smith et al. (1991) agree that when it comes to the actual data collection methods, the differences between quantitative and qualitative are not distinctively clear-cut. Scott (1996) and

Pring (2000) too have argued that the distinction between quantitative and qualitative approaches as two distinct opposing approaches and therefore cannot mingle is a misconception. Like them, I do appreciate that differences do also exist in both approaches and in what they can do and to me, Pring's (2000:55) statement that 'the opposition (not the distinction) between quantitative and qualitative research is mistaken' still stands. In my approach, I was concerned with the strengths in both approaches that could build on the weaknesses in the other. I opted for a quantitative and qualitative route and I wanted it to be an interactive process so that everybody involved in the process could contribute and learn from each other. I also note with much enthusiasm that the use of both qualitative and quantitative approaches such as questionnaires, observation, interviews and case studies have been advocated by some researchers as there are factors that can be measured and identified quantitatively while others require qualitative methodology. Fieldings and Fieldings (1986) provide examples of how this can be combined in different forms of data.

4.1.3. Quantitative and Qualitative Research in the African Context

Donn (2005) in an article on *The Challenge of Researching Education in Commonwealth African Countries* states that there is an apparent need for evidence based research to inform policy in these countries. Kenya is among the commonwealth countries and I agree with Donn (2005:93) who further argues that:

Carefully crafted research questions along with appropriate research methods are interwoven into the cultural nuances of the specific countries. The challenge for researching education in Commonwealth African countries is therefore multifaceted: it is important to know the country, the educational problems and the most appropriate means of gaining access to respondents.

Fortunately, a five year period as a teacher in two different secondary schools and having worked in the Ministry of Education gave me additional insight and

background information. I knew the country and the education system well and had identified guidance and counselling as an issue. I had also worked as an inspector of schools and I knew that respondents tended to answer questions in line with Ministry of Education guidelines for fear of any repercussions in case the information was used for official purposes. I therefore wanted to study counselling in the natural setting of the school and to make sense of and interpret the guidance and counselling programme in terms of the meanings people and schools bring to situations (Denzin and Lincoln, 1994). Stephens (2005) too underlines the importance of culture in Africa as very important in the research process (especially since this study uses prismatic theory and formal counselling is a western ideology) including moving from design and purpose to writing up and disseminating the findings (Stephens, 2005:28). In such circumstances, Donn suggests a wide range of methodological approaches that would be appropriate and the use of cross-referencing and triangulation so that information is coherent. Robson (2002) and Stephens (2005) identify the following four features of research:

- *Where*, in terms of the setting where the research is to be carried out and published. The study had both an academic audience for a doctorate degree and the policy makers, counsellors and schools in Kenya as consumers of the results. Thus, I had at times to, in Stephens (2005:29) words ‘go over to the other side and contextualize the other points of view insofar as possible’ in context (Denzin, 1992) such as in the case studies (Chapter seven).
- *Why*, in terms of linkages will the research be made use of and accountable and Stephens (2005:30) once again states that research ‘must be accountable to the people who form the subjects of their work’. The teacher counsellors and schools might therefore be interested in what they can learn from it

- *How*, in terms of methods and tools the research will be done. This is the concern of this section and chapter
- *Who*, that is the respondents who will be involved in the research, and *what*, the events, activities or persons to be observed and how the research will be carried out. Stephens advocates for research to be both empowering and reflexive for researcher and researched. I therefore wanted to be careful and listen to the participants, both teachers and students, so as to build a picture based on their ideas (Cresswell, 2001).

There was a need for specific issues to do with the school guidance and counselling programme to be identified. I developed very simple research tools such as the time table, questionnaire, school fact sheet and guidance and counselling room checklist (Appendix 3 - 6) in which participants could identify aspects of the programme. This would explain what is happening in schools in general and in particular and form the basis for further discussion and future research (Chapter nine). The literature review enabled me to develop areas of concern in guidance and counselling (Figure 4.2) based on the Luk-Lung and Fung (2003) framework and further developed in a book a colleague and I had embarked on writing on *Counselling in Schools* (Wango and Mungai, In process). Even then, I did not want to look solely for statistical generalisation, such as on the number of counsellors or guidance and counselling team members, since the Ministry through the relevant sections concerned could do this. Instead, the study sought for insight and understanding of various aspects of the programme and hence the need for qualitative data as well.

I also wanted to address a more urgent concern: why guidance and counselling appeared the way it was and how this could be improved upon. This would be the

concern of the counsellors, head teachers, schools and education policy makers. I developed a very simple guidance and counselling prompt (Appendix 7) with open-ended questions investigating issues such as how the programme was implemented in the school and how this could be improved upon. Finally, I embarked on a lot of documentary analysis (Appendix 8-10) and case studies (Chapter seven) within guidance and counselling so as to raise the same questions in schools and with a real client. The case study demands looking critically at the case and identifying the issues in detail so as to bring out what can be learnt from the case (Czaja and Blair, 1996).

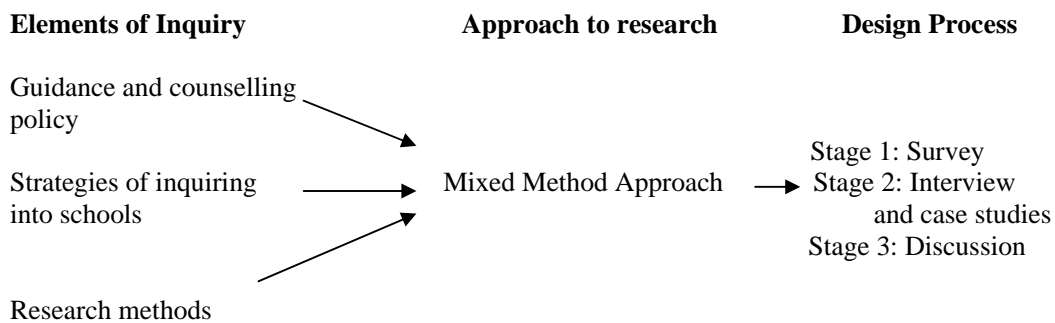
Throughout the study, I endeavoured to understand and explain the area of investigation while situated in both the quantitative-qualitative paradigms. As much as possible, explanation, comments and suggestions were sought rather than a basic response though this too was important. This is also the case in the reporting in that at times, more extended statistical data has been avoided, with an emphasis on explanations of the phenomenon and at other times, more data has been provided at the expense of interpretation. This balancing act explains further the stages in the study in that while a lot of statistical data was obtained in stage one, more explanations and interpretations and synthesis of obtained data was investigated in stages two and three. I considered what Creswell (2003:3) calls the 'three framework elements', that is:

1. The philosophical assumptions about what constitutes knowledge on policy and practice of guidance and counselling programme in secondary schools in Kenya. Knowledge in this case is both facts and perceptions;
2. The general procedures of research or strategies, in this case on how to obtain information on guidance and counselling in the school; and,

3. The detailed procedures of data collection, analysis and writing called methods.

I used several approaches that are summarised as follows:

Figure 4.1.: Elements of Inquiry leading to Approaches and the Design Process



Adopted from: Creswell, 2003:5

To these, I added the theoretical perspective and ethical considerations to inform the study (Creswell, 2003). These approaches were in turn translated into different approaches in the design of the research so as to assess the knowledge claims I could make about the study.

4.2. Piloting the Research Instruments

Bryman (2001), Cohen et al. (2001) and Gorard (2001) suggest a need to conduct a pilot study before the actual research in order to ensure that all the research instruments as a whole function well. According to Bryman's (2001) and Cohen et al.'s (2001) suggestions, I did the pilot study before carrying out the actual study in Kenya in order to check the relevance of the instruments for the purposes of the research and the clarity of the instruments especially the questions in the

questionnaire. This was in order to do the following: eliminate ambiguities in wording; identify redundant questions and misunderstood items; and, to gain feedback on the validity of the instruments for the purposes of investigating guidance and counselling in schools.

Both Gorard (2001) and Robson (2002) recommend a two-stage pre-testing process, and this is the format I used.

Initial Pre-test: Before the actual piloting of the instruments, two members of academic staff and a PhD student in the School of Education at the University of Birmingham were requested to look at the research instruments and made comments on their viability as research instruments and their use for the purposes of the intended study. The instruments especially the questionnaire were then modified as a result of the feedback before the actual piloting.

Pilot Study: The actual pilot study was conducted in June 2004 in three secondary schools in Kenya in which a similar group of people as the anticipated respondents in the schools were asked to fill in the respective questionnaires as follows:

Table 4:1: Pilot Study Research Respondents

| School | Head teacher | Teacher counsellor | Teachers | Students | | | |
|--------|--------------|--------------------|----------|----------|--------|--------|--------|
| | | | | Form 1 | Form 2 | Form 3 | Form 4 |
| 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| 2 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |
| 3 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |

The piloting in the school setting was also very significant in that it allowed for study in the actual environment of the school.

Both the members of the academic staff, the student colleagues and all the respondents in the schools gave their feedback. All the subjects (both academic staff and actual respondents) were asked to comment on the following:

- a) If the items were clear and precise;
- b) Whether the items were meaningful for evaluating guidance and counselling services; and
- c) To make suggestions for further improvement on both the questionnaire and other research instruments and how the study can be further improved upon.

A major strength of the piloting was the input by the two members of academic staff that helped to refine the instruments and suggested to the researcher a need to further reflect on the research methodology and design. As a result, several suggestions were made at both the pre-piloting and piloting stages that ensured that the questionnaires in particular would be more suited for the study. The main weakness with the actual piloting of the research instruments was that the researcher did not do it himself. This would have been important to illuminate other aspects that could be important like perhaps refining the themes and sub themes and identifying potential difficulties. This was overcome by the technical input by the members of the academic staff that allowed for further discussions on the anticipated data and analysis. In addition, the person who did the actual piloting in the Kenyan schools setting has a Masters in counselling, is a teacher and head of the guidance and counselling department in a teacher training college. We were able to discuss the experiences of using the instruments. Overall, this helped strengthen the study judging from the comments and suggestions received.

Having completed the pilot study, I felt that I had learned a number of valuable lessons from the process as follows:

- The face value in terms of the systematic ordering of items and clarity of questions asked in the questionnaire and the harmonisation of the research instruments was ensured through discussions with the academic staff on the aim and purpose of the study
- Ambiguous or irrelevant items were erased from the questionnaire to ensure clarity and to avoid overburdening of respondents with unnecessary items. The student questionnaire was short and brief to allow for concentration (Strange et al., 2003).
- The teacher counsellors and the schools asked to be given a copy of the questionnaire since they felt it would be useful to assist them organise the guidance and counselling and I felt that this indicated the study was relevant.
- I was excited at the high response rate but this, I was told, was because the person who did the piloting went back to the schools and collected the remaining questionnaires. The pilot study gave me the useful hint that working alone was tiring and difficult and it was possible to fail to offer confidentiality of information especially since the study is on counselling. This might be a limitation of the study (Miller and Brewer, 2003; Neuman, 2003) and I therefore decided to seek the services of a research assistant.

Discussions in both pre-piloting and the data obtained after the actual piloting indicated that the items in the questionnaire were relevant for this particular study. This provided a clear demonstration of the validity of the items further enhanced by the expanded domains (Figure 4.2.). In particular, the whole exercise hinted at an earlier suggestion by one of the academic staff members on the need to seek further

for explanations of policy practice that may not be as explicit in the questionnaires such as the attitude towards counselling. The latter formed the basis of further reflection on the study and the development of stages two and three.

4.3. Research Method

The main research was conducted in three phases.

4.3.1. Phase one

A total of 43 head teachers, 43 teacher counsellors, 86 teachers in the schools who are not directly involved in guidance and counselling and 636 students of both sexes in all classes from Form One to Four took part in the study. Several research instruments were used as follows:

a) *Questionnaire*. This collected detail from the head teacher, teacher counsellor and non-counsellor teachers (Appendix 3a) while a corresponding questionnaire was drafted for the students (Appendix 3b). This included details on the gender and age of the respondent, academic qualifications, working experience (period of stay) in the school and views on several aspects of guidance and counselling. Perceptions on the effectiveness of the school guidance and counselling services were sought.

Such included:

- Are teachers and students involved in the school guidance and counselling programme?
- Which processes or procedures have enhanced (or vice versa) the efficacy of the school guidance and counselling programme and how?

- What are the systems for supporting students with emotional needs, for example, are they referred to a teacher or was counselling understood to be voluntary?

The questionnaire comprised three sections. In section one, respondents were asked to indicate their biographical details (teaching subjects, age, gender, qualification, teaching experience). Section two focused on the main issues of the study using the six domains (Figure 4.2. below): school curriculum; guidance and counselling programme; personnel; policies; resources; and, guidance and counselling school records. These were adopted from Luk-Fong and Lung (2003) and Wango and Mungai (*In Process*). The researcher with the help of a research assistant visited the schools. The teachers and the students were asked to fill in their respective questionnaires and they were taken away the same day or the next day. All the teacher questionnaires were duly completed and returned while only 36 (5.36%) of the 672 students' questionnaires could not be traced.

b) The school fact sheet (Appendix 4). This gathered information regarding the school such as the type of school (national, provincial or district; boarding or day and gender status); school sponsor; student population, staffing (number of teachers), inspection reports and other relevant details

c) The teacher time-table (Appendix 5). These enabled data to be collected on the number of lessons per subject attended to by the teacher counsellor and the teachers. This information was used to reflect back on the amount of time that perhaps might be otherwise available for guidance and counselling purposes for the teacher counsellor and as recommended in various policy documents.

Figure 4.2.: Guidance and Counselling Domains as they relate to Aspects of the School

| Guidance and Counselling Domain | Aspects of the School | Items |
|---|---|--|
| School Curriculum | <ul style="list-style-type: none"> - School has a national curriculum - Clear and up to date school records - Guidance and counselling orientation on entry into the school - Compulsory and optional subjects including a wide range to choose from - Co-curricular activities (clubs and societies, games and sports) - School has a mission and vision and school ethos | Fact sheet 12, 13, 21, 24, 31, 32, 33, 34 |
| School Guidance and Counselling Programme | <ul style="list-style-type: none"> - A purposeful, practical and preventive guidance and counselling exists in the school - Time is available for guidance and counselling - Confidentiality is maintained as a virtue - Referral services are available or known in case of absolute need - Guidance and counselling action plan drawn and reviewed according to the term/year programme | 4, 8, 9, 11, 12, 13, 14, 20, 21, 22, 23, 24, 27, 31, 32, 33, 34 |
| Guidance and Counselling Personnel | <ul style="list-style-type: none"> - Appointment of teacher counsellor (TSC or head teacher appointed) - Qualifications, training and experience of the guidance and counselling team - Peer counsellors (availability to individual pupils/students and training) - Guest speakers (qualifications / specialization) - Other persons for example, school chaplain and their role in the programme | 5, 6, 8, 9, 10, 19, 26 |
| Guidance and Counselling Policies | <ul style="list-style-type: none"> - MOEST policies - MOEST guidance and counselling policies - School guidance and counselling policies - School rules and regulations - The prefect system - Code of ethics to which the counsellor adheres to (or is acquainted with) regarding his or her professional conduct | 5, 7, 10, 15, 16, 17, 18 20, 21, 22, 24 |
| Resources for Guidance and Counselling | <ul style="list-style-type: none"> - Counselling room dedicated for the purpose - Counselling room has the necessary furniture including chairs, files and filing cabinet - Resource persons' file - Counselling supervision - Reference materials (careers booklet, counsellor's code of ethics, copy of school rules and regulations) | Guidance and counselling checklist 3, 7, 26, 27, 28, 30 |

| Guidance and Counselling Domain | Aspects of the School | Items |
|--|---|--|
| Guidance and Counselling Records | <ul style="list-style-type: none"> - General school pupil/students records (admission initial details, class registers and attendance records, disciplinary records) and their updating (accuracy, clarity) - Pupils/students mark books - Guidance and counselling files - Guidance and counselling pupils/students' general records - Counselling confidential records - Guidance and counselling correspondence files - Guidance and counselling committee meetings minute files - Records on general guidance and counselling talks to: <ul style="list-style-type: none"> ▪ Parents ▪ Pupils/students by guest speakers ▪ Support staff on the importance of guidance and counselling services | 6, 8, 15, 16, 21, 23, 24, 25, 26, 27, 29 |

Adopted from: Wango and Mungai (In process)

d) *Guidance and counselling room checklist (Appendix 6)*. This enabled the collection of data on the existence (or lack of it) of a specific room for the purpose of counselling and what kind of a room it was (an office, part of the staff room, part of the laboratory) and how accessible it was to the students (next to the office for example appeared threatening and intimidating to the student). How did students know about it? Was it marked? Is the way it was by design or coincidence (for example, HOD's are often allocated offices)?

Notwithstanding, the survey method had certain limitations and according to Pring (2000) the researched just like the researcher have their ways of looking at the world. One way that this was minimised in the study was by comparing the various responses by the respondents in the same school and between schools regarding guidance and counselling. Another way that this was overcome was by ensuring that there was no ambiguity of the items in the questionnaire and that personal beliefs were unlikely to change the significance of the responses by comparing responses among respondents. Also, where any additional information could help further clarify or make more authentic the information sought, this was requested in informal interviews. This resulted in very useful research notes from the fieldwork school visits. A further development from the above was the need to 'tot up' (Pring, 2000:39) the general responses as expressed by the respondents and the need to solicit for other responses. This was the second stage of the study.

4.3.2. Phase two

A preliminary data analysis was done to identify a school that would seem to be implementing guidance and counselling programmes in a relatively better way and a corresponding school where there seemed to be difficulty in implementation for

further case study in phase two. This was to enable the study to identify in more detail the main characteristics or features in such schools and to understand reasons behind the differences. More in depth interviews were conducted in the schools particularly with the teacher counsellors to identify strength and weaknesses in the programme. At this stage, it became possible to interview a school-girl who had been re-admitted in a school after giving birth and to find out whether counselling had been useful. These semi-structured interviews allowed the development of a deeper understanding of 'actions and the activities' (Pring, 2000). This allowed examination of the values and beliefs of the school, the guidance and counselling school programme and further enabled drawing out and taking into account the significance and meaning attached to what Engestrom (2000) calls 'event and activity' such as guidance and counselling. The school intentions and factors in adopting the guidance and counselling programme acquired a 'deeper significance' as Engestrom would say, as the social cultural issues and influences became evident. Given both the unique situations and the individual understanding of the event and activity, further understanding was enhanced of the programme and attitudes towards counselling in a society in transition (Harber and Davies, 1997; Riggs, 1964).

4.3.3. Phase three

In the third phase of the study, a discussion forum of various stakeholders in education including policy makers and counselling trainers was organized in which several participants who took part in the study, both teachers and students, and others discussed the preliminary results of the study. In addition, the researcher sought further clarification from the participants on the responses derived from the survey, the case studies and the discussion. This involved a further negotiation between the researcher and the researched in the discussion facilitated by the diverse groups

(Chambers et al. 2002; Daniels, 2001). The responses were juxtaposed with the data obtained during the course of the study (all stages). This allowed a further exploration of the whole guidance and counselling programme.

Thus the study was at three levels. In level one in stage one, the study looked at the day to day guidance and counselling practice in the school using the framework of guidance and counselling literature. Data from this stage was analysed with reference to models of guidance and counselling and the findings compared to the policy on guidance and counselling and any gaps identified. In stages two and three, interviews and focus group discussions were held to investigate the gap in practice and this was mainly within the framework of prismatic society theory and educational change. Levels two and three aimed to generate data that can explain why the school guidance and counselling would appear as it is at level one and offer possible recommendations in practice and perhaps identify further areas of investigation and research.

4.4. Sampling Procedure

The research targeted the secondary school population in Kenya. Due to time and resources, only a handful of schools were sampled as a representative sample of the secondary school population in Kenya. Both stratified and random sampling of schools and respondents was done (Gorard, 2001). Kenya is divided into eight (8) provinces for administration purposes and data was collected from schools in all the provinces to represent the geographical, social-economic and historical aspects of the schools. Secondary schools are basically divided into government (public) and private or independent schools. Public or government schools are built or established by the government or the community and they are maintained by public funds including the provision of teachers by the central government through the teaching agent the TSC.

For the purpose of the study, public schools were sampled. This was because for one, public schools are the majority with 4,000 schools as compared to 600 private schools (Republic of Kenya, 2005a). Consequently and having been established by the government and the community, the public and the government is more keenly interested in how they are run. In addition, public secondary schools admit over 70% of all students in secondary schools (Republic of Kenya, 2001a).

Schools: There are basically two types of secondary schools, those where students reside in the school (boarding schools) and those that have the students attend school on daily basis and reside at home (day schools). There are schools that admit both boys and girls (mixed schools) while others are single sex schools (girls or boys schools). For the purpose of admission into secondary school, schools are further divided into National, Provincial and District schools. These schools admit students either nationally (that is from everywhere in the Republic, National schools), or within the confines of their administrative boundaries, that is the province (Provincial schools) or district (District schools). All National have boarding facilities (boarding schools) while the provincial and district schools are either boarding or day schools or are undergoing a transition (mixed boarding and day).

Schools were therefore sampled according to the following criteria:

- a) Type of school: National, Provincial or District school
- b) Gender status : Single sex or Mixed schools
- c) Residence : Boarding or day school

Another consideration that was made was to include schools that cater for children with special needs. These schools were purposely sampled since they are the only

ones in that category (Gorard, 2001). In all, a total of 43 secondary schools were sampled. A sampling frame derived using these criteria were used to ensure that a representative sample of at least one secondary school in each category was sampled as follows:

Table 4.2.: School Sampling Framework

| School Type | Boarding | | | Day | | | Boarding and Day | | | Total |
|----------------------|----------|------|-------|--------|------|-------|------------------|------|-------|-------|
| | Female | Male | Mixed | Female | Male | Mixed | Female | Male | Mixed | |
| National | - | 1 | 1 | Nil | Nil | Nil | Nil | Nil | Nil | 2 |
| Provincial | 9 | 5 | - | Nil | 1 | 1 | 1 | 1 | - | 18 |
| District | 1 | - | - | 3 | 1 | 11 | - | - | 5 | 21 |
| Special needs | - | - | 2 | - | - | - | - | - | - | 2 |
| Total | 10 | 6 | 3 | 3 | 2 | 12 | 1 | 1 | 5 | 43 |

Students: Students were sampled at random to maximise objectivity (Gorard, 2001). From the class register, four students, male and female, in the middle of the register from any of the classes (classes were either alphabetically ordered ABCD or East North South West) were selected. This was to avoid bias in the selection of any student and to take care of the various criteria used in the writing of students in the class register and in allocation of classes. This procedure was repeated in every class (Form One to Four).

Teachers: Classroom teachers were selected at random from all the teachers present on that day. S/he was not the deputy head teacher or a member of the guidance and counselling school committee. However, if the other two respondents (head teacher or in the absence the deputy head teacher and the teacher counsellor) are both of a particular gender, then the missing gender was prioritised unless such categorization was completely missing from the teachers present on that day. In a school where the

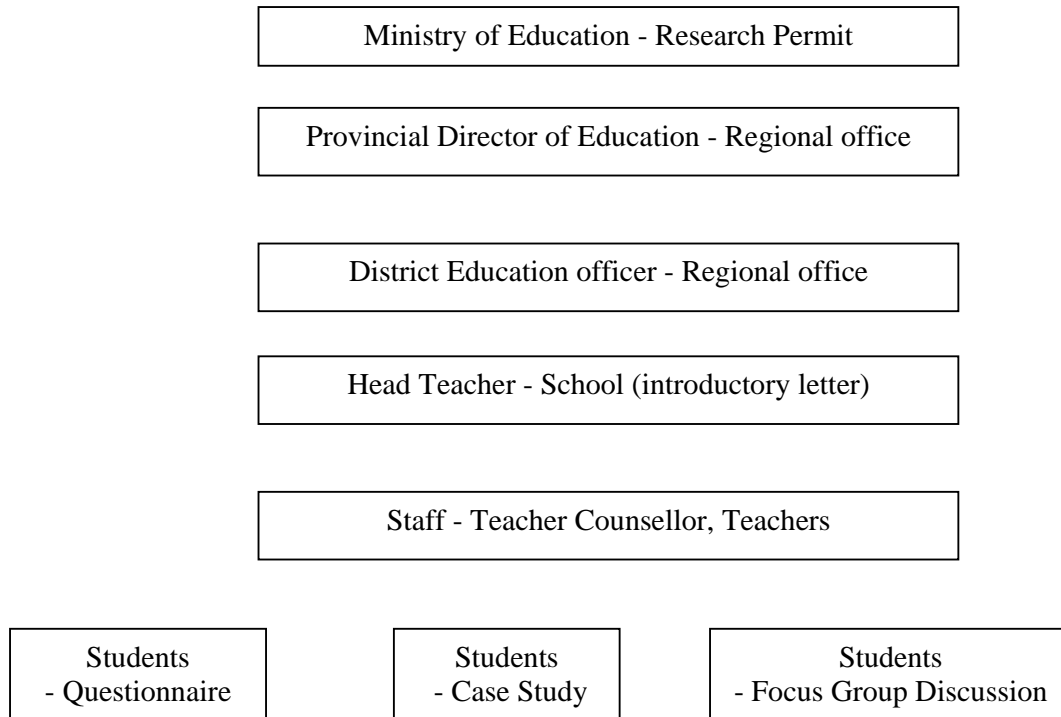
head teacher and the teacher counsellor were male and female, the gender that was represented by the school student population (girls – female, boys – male) was prioritized. These measures were intended to create a balanced overall sample.

4.5. Gaining Entry to the Schools

A formal research permit was applied for and granted by the Ministry of Education. But permission from the central authority does not necessarily grant the researcher entry into schools in a particular area and the researcher has to report and cooperate with the regional offices (Provincial and District Education offices). In addition, I had to seek permission from the school principal in various individual schools. The formal request to the schools in the form of an introductory letter (Appendix 2) was accompanied by details of the purpose of the study and the type of instruments to be administered in the school. After the first three visits, a copy of the research permit was attached to the introductory letter to allow filing. The goodwill of the school head does allow the researcher to conduct the research but it again does not necessarily imply cooperation from the staff (teacher counsellor and other teachers) and students. Thus, staff and students were approached with an explanation as to the purpose of the research. A formal verbal request was made to every respondent to fill in the questionnaire. In addition, each questionnaire had a letter requesting the respondent to fill in the questionnaire, explaining the research again, and promising confidentiality.

Thus, the entry was hierarchical and flowed from the top at the Ministry headquarters to the respondents.

Figure 4.3.: Gaining Entry Research Flow Chart



It was considered ethically and morally important that the students as children be given an opportunity to assent or refuse to participate in the questionnaire, case study and in the focus group discussion (Sieber, 1998) though this had already been agreed via the research permit, with the school and with the teacher counsellor. It was also made clear to the students that this was not an examination. They were free to ask questions where they were not clear and they could withdraw anytime they wanted to.

The researcher was conscious not to disrupt the school programme. This was because in my experience as a teacher and as an education officer, I had learnt that schools tend to disregard any programme that interferes with the school routine. They will quickly fill in the questionnaires or answer the questions in a way that will not be useful for the purpose of the study, for example by telling us what we would like to hear. It was also important for ethical and methodological purposes (Robson, 2002)

not to compromise the issues raised in the study. We therefore got involved in the same activities in the school such as taking a cup of tea at 10.00, waiting for the teacher to attend a lesson or attend a student, waiting for teachers to fill in the questionnaire and we gradually became a part of the school so that our presence was hardly noticed. It was wearisome to spend a whole day in a school but this enabled us to interview the teachers and gather the research instruments.

4.6. Data Collection and Elicitation

Data was collected in Kenya during the third term of the academic year between September and November 2004. This period was found to be ideal in that this is the third and last term of the academic year (the academic year runs from January to November). All the students will be familiar with the school as the academic year comes to a close in November. The Form ones had been in the school for some time (five to seven months since Form ones report in February) and this makes the information derived from their responses more reliable since they are not newcomers to the school. The validity of data was important in that student response was crucial as it enables the study to investigate how the students in the school perceive guidance and counselling. The findings derived from their responses are also pertinent to the study as consumers of the service (Fullan, 2001).

A research assistant was briefed on the nature of the research for a week including the research ethics and thereafter accompanied the researcher to the first three schools. Each questionnaire was filled in by the 20 respondents in the school and then carried by the researcher or research assistant. This increased the response rate and allowed for informal interviews while at the school. There was continuous consultation to

allow for adequate sampling as outlined above. This was repeated to the end when the special schools were visited.

Other than the research instruments used in the survey in stage one (questionnaire, school factsheet, teacher time table and guidance and counselling checklist, appendix 3-6), the following methods were also used.

4.6.1. Interviews

Interviews were used to elicit the respondents' reactions on the way guidance and counselling was conducted in schools. Hornby (2003b) and McLeod (1997) highlights the use of questions as an important strategy in counselling. Semi-structured open-ended questions (Appendix 7) were asked on a face-to-face and on a one-to-one basis in order to stimulate discussions as well as probable explanations as to how and why the programme was conducted in a particular way. These semi-structured interviews also allowed the respondents to give their own more open and independent views and suggestions that later formed the basis of discussion with stakeholders. Even then, the respondents were allowed to comment on the findings and at this stage, it was easier to follow the argument of the respondents and the stakeholders and this allows further synchronisation of findings. Recommendations made in the study heavily relied on these interviews as the basis for knowledge and understanding of guidance and counselling and the basis for inference and interpretation (Cohen et al., 2000).

Interviews with students were conducted in a focus group discussion (FGD). A focus group discussion involves a group discussion of a topic that is the focus of the conversation (Stewart and Shamdasani, 1990). This generally involves 8-10 students.

In this study, there were 8 students from different schools and at different levels.

Stewart and Shamdasani further argue that a FGD approach is particularly useful when little is known about the phenomenon, such as the pupils' counselling experiences as well as the counselling process. It was therefore felt that the group, rather than individual interviews, would provide a forum in which young people feel freer to participate and comment. Stewart and Shamdasani (1990:13) note that:

Focus groups - along with a few other techniques such as unstructured individual depth interviews – provide data that are closer to the emic side of the continuum because they allow individuals to respond in their own words, using their own categories and perceived associations. They are not completely void of structure, however, because the researcher does raise questions of one type or another.

To make the interviews easier, respondents were interviewed in their place of choice, the office, the staff room, classroom, outside and in some cases the laboratory. In all cases, all respondents were held in high esteem, their privacy and the confidentiality of information respected and the information protected. For example, the student mother (who had returned to school after giving birth) was interviewed in a classroom alone with the teacher outside the door so that even the teacher was not a part of the discussion. Any questions that could draw inference on discussions held with other respondents in the same school were consciously avoided. Also, respondents raised questions such as the role of religion in counselling and in school, but probing into religion was avoided as it is sensitive.

4.6.2. Probes

To make the study more meaningful and further seek clarification on the respondents' responses, probes were used (Sapsford and Jupp, 1996). This was because in normal counselling practice, questioning as a skill is carefully used and even then, it is easier to prompt the client in his or her own story other than to introduce a new topic (Nelson-Jones, 2003). The researcher and the research assistant therefore tended to

probe and prompt on the issues raised by the respondents (Cohen et al., 2000). This also allowed the study to focus on the context of the school rather than impose any practices in line with the person centred approach in counselling and to allow for counselling to be studied in context (Denzin, 1992). Conformity was also ensued by using the same wording (prompt on guidance and counselling, Appendix 7) such as:

- Asking similar related questions and in the same order, who is involved, why and how;
- Encouraging respondents to make comments on the same topic, that is the secondary school guidance and counselling programme; and,
- Seeking information on similar themes; that is, policy and practice and how this could be improved upon in the school (Appendix 11).

Biases and good practices though difficult to rule out can be isolated as case studies or examples using triangulation. It is also worth mentioning that these semi-structured interviews took a lot of time and the typing and analysis as well did take time.

4.6.3. Documentation

Documentation as a source of secondary data was used to help in designing the study and answering the research questions (Harber, 1997; Robson, 2002). Due to my position in the Ministry and in the section on gender, guidance and counselling, I had access to policy documents, circulars from the Ministry, National Development Plans (Republic of Kenya, 1979; 1994), UNESCO modules (UNESCO, 2000 Modules 1 - 8), Commission and other Education Reports (Republic of Kenya, 1964; 1968; 1976; 1981; 1988a; 1999; 2001a; 2003; 2005b), Sessional papers (Republic of Kenya, 1965; 1988b, 2005a) and other official government reports (Republic of Kenya, 2001b). I was also aware of government classification of documents so I was able to select the

relevant parts and sections that make mention of guidance and counselling. I also knew where to find and had access to relevant documents in the following libraries: K.E.S.I; K.I.E.; Ministry of Education Resource Centre; and, UNESCO.

Further information was also obtained from the following sources:

- Ministry of Education circulars, statistical records
- Newspapers
- The first National Conference on Education that was held in Nairobi in 2003

Information was also obtained in the school from class registers, guidance and counselling files and from the deputy head teachers. The visitors' book in school also had information such as guest speakers invited to the school.

The documents also allowed for planning of the survey instruments including the questionnaire and the teacher timetable since it was possible to identify areas of investigation that could be possible areas of analysis. But the official documents at best were suggestions or stated what was expected of the school guidance and counselling programme (Appendix 8, 10). They tended to be descriptive, such as the Commission reports and it was not clear how schools would implement the recommendations. This meant looking further into other documents such as the circulars to schools (Appendix 9). For example, though the report on the task force on student discipline (Republic of Kenya, 2001a) suggested that teachers involved in counselling should have fewer lessons, the Ministry did not specify how many. As teacher counsellors are HODS, it would appear that schools tend to adopt the MOE circulars on HODS that states that a HOD should have between 20-24 lessons. In that case, the point of reference is rather elusive. In all, great care was taken to avoid the

use of these documents as an officer, and therefore taking them literally, but as a researcher and thus avoiding possible bias and mistakes (Stewart and Kamins, 1993). The interviews, probes and comments from the respondents were then used to find a common ground for the purpose of the study findings. This was necessary to avoid imposition of ideas and further to allow the contexts of the school to come out rather than the policy documents pinned down on the school.

A summary of both the instruments and information derived from them is given in the table below:

Figure 4.4: Information Sought and Method for Obtaining it

| | Questionnaire | Fact sheet | Checklist | Teacher Timetable | Discussion Forum | Interview | Documents |
|---|---------------|------------|-----------|-------------------|------------------|-----------|-----------|
| Personal Characteristics | ✓ | - | - | ✓ | - | - | - |
| School characteristics | - | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Individual teacher / students viewpoint | ✓ | - | - | - | ✓ | ✓ | - |
| Counselling practice | ✓ | - | ✓ | ✓ | ✓ | ✓ | - |
| Education and counselling policy implementation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Way forward | ✓ | - | - | ✓ | ✓ | ✓ | ✓ |

Adopted from: Cohen, Manion and Morrison, 2000:243

4.7. Data Analysis

Data analysis involves the interpretation of meaning and the functions that may be assigned to the data. In this study, quantitative and qualitative data required different forms of analysis. According to Maxwell (1998), the main categorizing strategy in qualitative data analysis is coding while Marshall and Rossman (1989:112) view it as the search for general statements about relationships among categories of data. In my view, data analysis is a continuous process that commences with the research question and continues throughout the data gathering process to the end (Strauss, 1987).

4.7.1. Quantitative Data

Once the questionnaires were collected, they were coded according to the schools to allow for correlation of data with other research instruments. This was very important before the questionnaires were keyed in. Due to the enormous amount of data that was collected (over 800 questionnaires), data was analysed using a computer analysis programme and the Statistical Package for the Social Sciences (SPSS) for Windows v.10 was used for the survey statistical analysis of data. The open-ended questions were coded with the help of a student colleague in another university. The closed ended questions were also coded. Data entry screens were then created on the computer using the EPI Info 6 2000 programme. This is a word processing, database and statistical program used to create files on the computer for data analysis using other programmes, for example, SPSS. EPI Info has 3 types of files:

- Questionnaire file QES
- Record file REC
- Check file CHK

The record file is the one that is used to enter data and is made from the questionnaire file. From these, the check file is then made. The check file is a control file and is used for checking the range of data for a particular questionnaire or record. For example, the students in class level 1, 2, 3, and 4 is fixed and it will not enter any other number. It also ensures that the skip pattern is adhered to. These were important in the research in that this ensured information was correctly entered. In addition, it ensured that items in the questionnaire avoided confusion where respondents needed to skip an item if not applicable to them, for example, if there was no counselling room in the school. Data erroneously filled in by a respondent would not be entered in a particular questionnaire and this helped maintain integrity of data while at the same

time ensuring that the skip pattern format was not used in the questionnaire since respondents tend to skip several questions thereafter.

Data was then entered using the screens (these are the Dot.Rec. file). Further cleaning of the data was done in which the researcher and the student colleague alternatively verified that the data entered on the screen was the same as in the questionnaire. This was to 'proof-read text for errors' (Robson, 2002). This was repeated until the data was all entered. The data was then exported to SPSS (as syntax file) to open the files and for the actual analysis. Outputs were then produced as desired.

4.7.2. Qualitative Data

The semi-structured interview notes were all typed on the computer as soon as data was collected, especially in the case studies since it was important so as to avoid missing out any information by way of use of code words in the writing. In some instances like the FGD, a tape recorder was used since the participants allowed the researcher to record them. The analysis of the interviews took the form of transcribing the recording and conversations. The interview tape was also transcribed and the data then was categorised according to the themes derived from the research questions. All the interviews were coded under the various schools and numbered from 01 – 43. The interviewees were identified such as head teacher (HT), teacher counsellor (TC), teachers (T) as one and two (T₁ and T₂) and students (S).

In the chapters concerned with the discussion of the findings, the verbatim expressions used by the respondents were retained in order to report precisely what they said coded as follows: head teacher (HT), teacher counsellor (TC), teacher (T) and Student (S) and the gender of the respondent indicated by a subscript (male_m or

female t). Aspects of these expressions showed their views, comments and suggestions. Further, I made a synthesis of the key themes (Appendix 11) in order to elicit the thoughts of the participants and build their perspective as to how guidance and counselling was conducted in the schools and what they would want to see done. This was used to build on the themes and identify areas or sections to be addressed in the chapters on findings and discussions (Chapter five to nine).

4.7.3. Quantitative and Qualitative Data: Reflections

It was important to obtain data responses from various respondents in several schools in different geographical areas to avoid making unsubstantiated claims. The study uses data from both quantitative and qualitative field study. I feel in the end the emphasis has been more on the qualitative to interpret what is happening in schools; that is, insight is quite crucial and this is consistent with the theoretical framework (educational change, person centred approach and prismatic society). In analysing the quantitative data, I have not carried out detailed statistical tests for several reasons:

1. The number of people involved is slightly different (43 head teachers, 43 teacher counsellors, 86 teachers and 636 students);
2. I was more concerned with the patterns rather than conclusions; and,
3. I realised that there are no major differences and statistically this may not be proved with the small sample of heads and counsellors especially.

My major concern therefore was to conduct a broad interpretative study. I deliberately collected hard data because I felt it would do several things:

- a) It would emphasise the differences between groups while qualitative analysis would provide more precision to the description;

- b) It would be read and used by others to see the percentage and perhaps compare with their own findings; and,
- c) It allows for the respondents to express their views in controlled ways and for these to be compared. For example, I analysed data separately for all the respondents and when the views are similar, I report the aggregate. When there is a difference, I contrast the views or highlight it using the group that is identifiable such as the head teachers, who are in charge of the school, the counsellors as the most likely to have the information, the teachers as appearing more reliable or the students since perhaps their response is most significant in terms of the experience of guidance and counselling.

No study is conclusive. I did a survey using a questionnaire to get hard answers questions and to identify the issues so as to inform the qualitative approach. This was also true of the case studies (Chapter seven) in that the research does not conclude that this is generalisable to how guidance and counselling is conducted in all the schools. The underlying purpose of the study is to clarify issues, explain what is happening from different perspectives (Chapters seven and eight) and make possible recommendations to improve on policy (Chapter ten).

In conducting the study, my own experiences with the participants also contributed to my, and their, overall experiences. This is in keeping with the interpretive interaction perspective (Denzin, 1992). That is, the researcher's experiences contribute and are an integral part of the overall data. This, I would say, is inevitable in that to understand someone's experiences; there is clearly a need to establish a relationship with them. For example, in some of the quotations, I have included the gestures and laughter and

the respondents' words sometimes in Kiswahili (translation mine) since this tends to show how strongly at times they felt about the depth of their experiences. Wherever possible, I have also tried to include and describe the nature and depth of the relationship or situation described by the participants including my immediate response to their comments. Counselling does evoke a lot of feelings and emotions and these, combined with the need to relieve the experiences in order to interpret and write about them, were very difficult at times. At the end of it all, I would say that the process and outcome, to me, was in many ways, positive and enriching.

4.8. Ethical Considerations

In conducting research, it is important that ethical considerations be given due attention and in agreement with Robson (2002:19) conducting the research in an ethically responsible manner appeared to me as well to be central. Both research guidelines on education research (British Educational Research Association (BERA), 2002) and counselling ethics (Bond, 2000; British Psychological Society, 2000; McLeod, 2003; West, 2002) were given cognizance in this study.

4.8.1. Research Ethics

Bassey (1999:73) contends that in any piece of research in the social sciences, ethical considerations are necessary in conducting and reporting the research in respect of democracy, respect for truth and respect for persons. The BERA (2002) guidelines on education research emphasize the need for research to be conducted in ways that will not jeopardize future research. Cohen et al. (2000:49) and Robson's (2002:69) list of questionable practices that a researcher might be tempted to indulge in were used as a checklist.

The research was conducted in an ethical manner and all participants treated with dignity and utmost respect, especially the students, and their privacy respected. All participants including students were directly asked for permission to participate in the study in addition to the research permit. Students were told what was involved and permission sought from the school principal and the teachers as guardians. All respondents were given an opportunity to express themselves confidentially and their opinion in regard to the items identified for the purpose of the research. In reporting, the responsibility for research imposes the need to both highlight such opinions and synthesise them with others and this was ensured. For instance, there was one occasion that presented a dilemma where information obtained could not be used for the purpose of the research in that this would infringe the privacy of the school, and would create legal issues.

The study has attempted to be ethical in data collection, analysis and reporting and where information could not be obtained, this is highlighted and explanation given if possible. All the questionnaires were coded to ensure anonymity and confidentiality in reporting of data. However, all the schools that took part are acknowledged (Appendix 1) and will receive a summary of the report so that goodwill can be maintained in future research and so that they can benefit from the lessons the study might generate.

4.8.2. Counselling Ethics

According to McLeod (2003), it is imperative that due consideration be given to counselling ethical issues at all stages of the research process. Additionally, there is considerable doubt and uncertainty of ethical issues in counselling (Bond, 2000) and in counselling research (McLeod, 2003). This is because while the need to solicit for

information is crucial in research, one must be able to obtain consent (West, 2002). Thus, West (2002) attracts the counselling practitioner and researcher to several crucial ethical issues of counselling that include: handling of the client, informed consent, counselling research and use of research materials and even future considerations like publications. West cautions that none of these issues should be subsumed and this did raise difficulty in approach in that the researcher looked at each school and individual as a different entity and solicited carefully for information anew and in good time. Upon reflection, it was felt that it would be more appropriate if the researcher visited the sampled schools and waited for all the instruments to be done and carry them along. This helped to increase the respondent rate and maximised confidentiality of information given in the research instruments since the researchers collected them.

The fundamental principles of counselling and counselling research according to Bond (2000) and McLeod (2003) are: non-maleficence, beneficence, autonomy, fidelity and justice.

- *Beneficence.* The counsellor must act to enhance the well-being of the client.
- *Non-maleficence.* The counsellor or any person acting in that capacity must avoid harm to the client, in this case, the learner.
- *Autonomy.* The right of the individual person to take responsibility for self must be respected even if this is a pupil or student in the school.
- *Fidelity.* Every person must be treated in a fair and just manner. This includes the pupil or student in the school.
- *Justice:* This is the fair and impartial treatment of all persons and the respect of their human rights and dignity.

These were further ensured in the study in various ways. Firstly, a research permit was obtained from the Ministry of Education. Secondly, there was an introduction letter to every school outlining the purposes of the research (Appendix 2). Thirdly, each questionnaire had a self-explanatory note on the purpose of the research and an assurance that the information obtained was for research purposes. Further, all respondents that were interviewed were assured of confidentiality and their permission sought by being asked to fill and sign an interview consent form. Finally, all the questionnaires were coded to protect the identity of schools and respondents.

West (2002:263) makes mention of the emotional response an item can evoke in the respondent as even the least sensitive item can evoke different emotions. For instance, while investigating teenage pregnancy in schools that was initially a more substantial part of the study, the questionnaire items inquired on aspects such as what happens to girls who become pregnant and to boys who make girls pregnant. Such a question can evoke strong emotions in the student and it must be admitted that this was difficult to deal with though no such incident was actually encountered. One way to go about it was for such students to be identified beforehand and not take part in the study. The danger in this approach was that they would have to be known in advance and after the random sampling, they would then be excluded from taking part in the study. It was felt that such social stigmatization was uncalled for and might be more devastating than the personal feelings in the questions. This was overcome in several ways. In all the schools, the respondents were verbally assured of confidentiality of information and allowed to fill in the questionnaire at their own pace and students assured it was not an examination or compulsory. Each questionnaire also had an explanatory letter explaining the purpose of the research and assuring the respondent

that confidentiality would be maintained. Items especially in the student questionnaire were carefully constructed (Gorard, 2001; Strange et al. 2003). Clear emphasis was also made in the questionnaires on the need not to give names of self and/or others as examples in answering any questions and further emphasis was made in particular items that would evoke strong emotions (Strange et al. 2003). In addition, all the questionnaires were labelled with an identifying code (Strange et al. 2003) in order to preserve confidentiality and allow linkages to different questionnaires completed in the same school.

4.9. Conclusion

This chapter has outlined the research methodology adopted in this study that links with the literature review on guidance and counselling (Chapter two), the theoretical framework (Chapter three) and the research questions as well as the objectives of the study (Chapter one). Several methods were used to collect data at various stages. The purpose was to investigate the system in a far more detailed and comprehensive manner or in Robson's words (2002:18) 'systematically sceptically and ethically'. The investigation incorporated the how and why of the current situation and how it could be improved upon in relation to the school organization system and the overall education system. Though the quantitative data enables some generalizations to be made, the qualitative approach enabled me to gain insight and understanding of both the school guidance and counselling programme and how key participants in the programme relate to one another in the school. This enabled me to conceptualise the overall research process and the school guidance and counselling programme.

In the following chapter's five to eight, the findings of the study are discussed.

CHAPTER FIVE

THE SCHOOL GUIDANCE AND COUNSELLING PROGRAMME

5.0. Introduction

This chapter discusses the basics of how the school guidance and counselling programme is organised and delivered. Specific details on the practice of the secondary school guidance and counselling programme in the sampled schools in Kenya are considered and the extent to which the procedure or mode of delivery are consistent with policy guidelines. Following this, I highlight the professional aspect of counselling in the ensuing chapter. The policy and legislative guidelines were examined from three different perspectives: the everyday guidance and counselling practice; what the Ministry of Education expects of the schools; and, what the schools had done in respect of these guidelines.

Main highlights of the findings presented in this chapter are:

- The discrepancy between the policy and practice of guidance and counselling in schools;
- Guidance and counselling personnel; and
- Resources for guidance and counselling.

5.1. School Curriculum and Overall School Issues

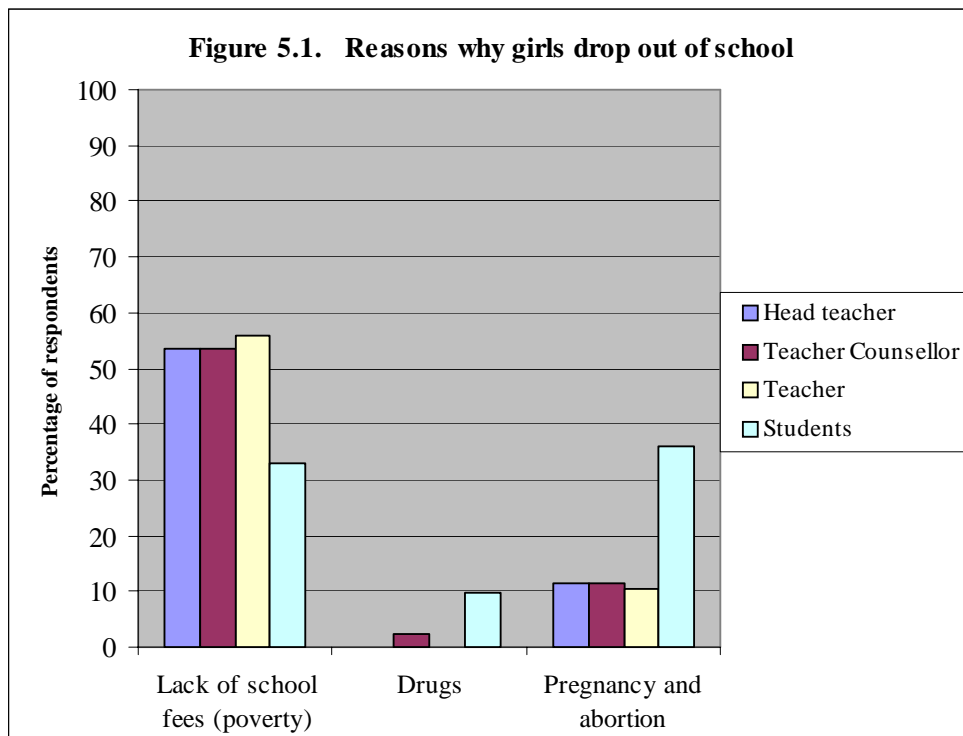
For the purposes of this chapter, curriculum is considered to include both the formal curriculum or academic study and the co-curricular activities including games and sports, clubs and societies. This section briefly links and reviews the curriculum and how the guidance and counselling programme interacts with the overall school organisation and issues. It also highlights certain aspects such as school drop out that have been used to argue a case for guidance and counselling in schools.

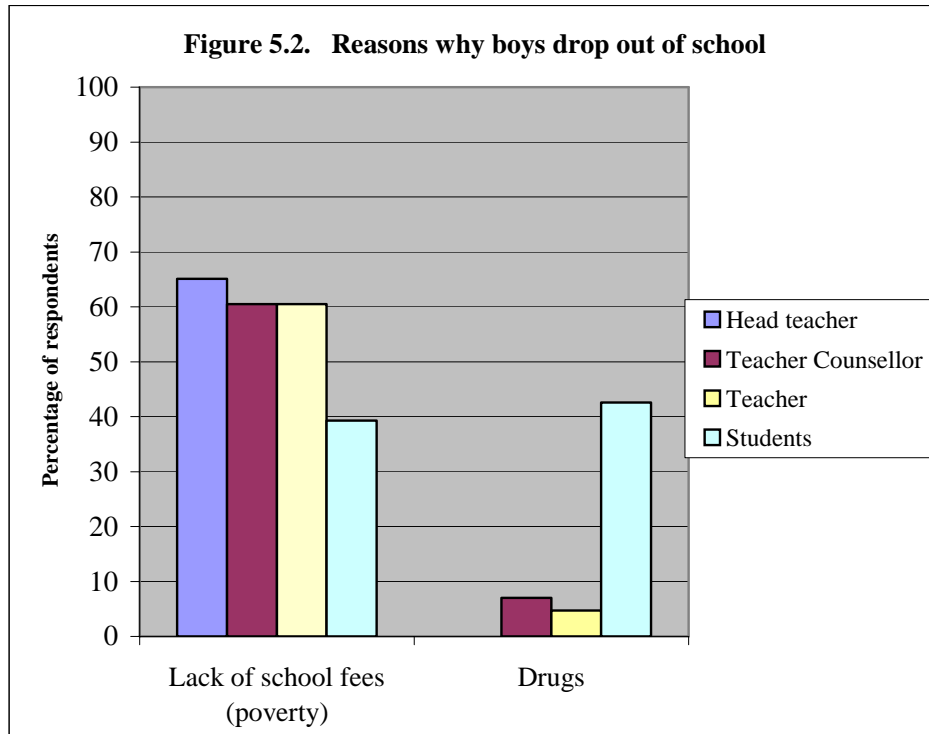
As a general background to these schools, the following may provide insight. It was evident from the study that most of the schools were monitored for quality of education standards as seen in the record of school inspection. It would be assumed that aspects of the school guidance and counselling programme were monitored as part of the inspection process since this is one of the departments in the school (Republic of Kenya, 2000). For example, 30 of the 43 schools (70%) had been inspected in the last year four years (2001-2004) and slightly over a half (25 schools) in the last two years (2003-2004). This in my opinion is commendable so as to monitor and maintain the quality of standards as well as identify areas of improvement, including in such a department as counselling.

It was further noted that less than a half of the schools (14 schools) were adequately staffed. Instead, it was evident that most of the schools were either understaffed (13 schools) or overstaffed in certain subjects while understaffed in others (16 schools). A majority of the schools (34 schools) had a school aim though fewer than these (29 schools) had a mission. It was commendable that over a half of the schools (29 schools) had both an aim and mission though nine (9) of the schools had no mission

or aim. It is suggested that the aim and mission could give the school and students a sense of direction and for the purpose of this study, enable the school to draft other policies such as on guidance and counselling. The school curriculum, student enrolment and the overall school organisation seemed to have a major effect on the way the school guidance and counselling programme was organised as will be evident in the subsequent sections.

A wide curriculum was offered in most of the schools that ranged from 10 to 18 subjects. There were several clubs and activities as well, including a peer-counselling club (sometimes called Peer Interact). The school with the highest number of students had 1,389 while the lowest had 101 students. However, it was evident that there was a high student drop out rate. Respondents indicated several reasons for drop out.





The main reason for drop out was lack of school fees (poverty). The second most important reason differed for boys and girls, drugs and substance abuse for the former and pregnancy and abortion for girls. Whilst the responses of the school staff are similar to each other, it was noticeable that they differed from those of the students. It could be that the adults had missed the major reason, while the students may have got the exact reasons as to why their colleagues quit school or they could be grossly overestimating the importance of these reasons. Other reasons included: boy - girl relationships; lack of interest in education; immigration or transfer; students who felt they were a misfit in the school; sexual involvement with older men; early marriage and forced marriages; discipline cases and truancy; peer pressure; poor academic performance; and, domestic or home problems including poor home upbringing. In my own view, these factors pointed more in the direction of what the students said and indicated the need for comprehensive school guidance and counselling

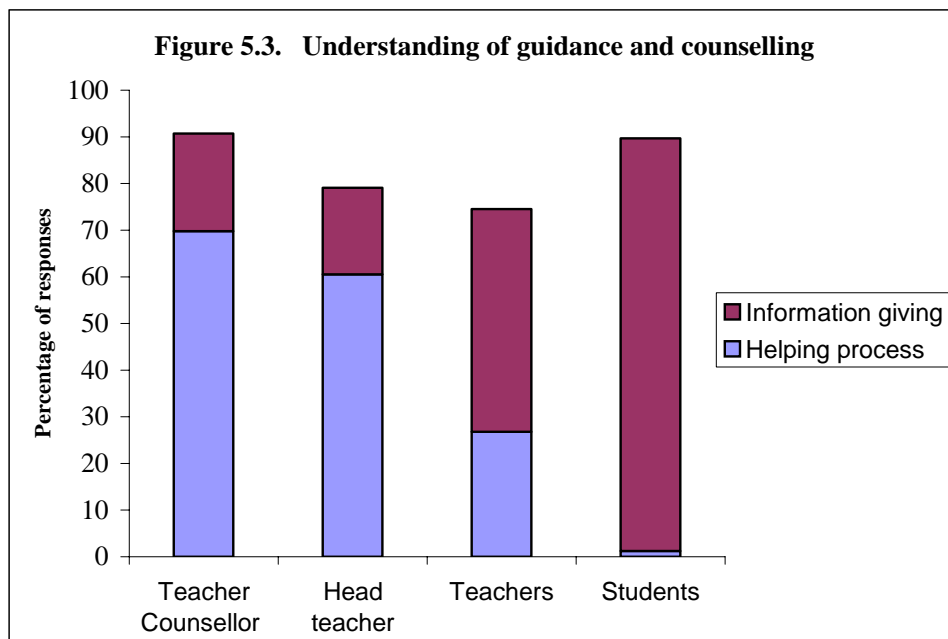
programme, as expressed in the circular to schools by the Chief Inspector of Schools (Appendix 9).

5.2. Guidance and Counselling School Programme

The daily school guidance and counselling was investigated using several themes including the general understanding of the programme.

5.2.1. Understanding of Guidance and Counselling

While it would appear that the teacher counsellor and the head teachers believe the concept of guidance and counselling is a helping process, the teachers and the students perceive it as information giving as shown in Figure 5.3 below:



It is noteworthy that the teachers' view is much closer to that of the students, which is more pragmatic. There are several possibilities, for example, due to different emphases, the head and guidance counsellor emphasising the individual supportive

aspect for specific pupils, whilst the teachers and students emphasised the overtly informative aspect for most pupils who didn't require individual counselling. Perhaps, it could be that the ordinary teacher in the school was either not involved, poorly or not informed, lacked interest in the programme or did not fully comprehend the guidance and counselling process. Yet the policy requires that all teachers be involved in the programme. A teacher commenting on the involvement of teachers in the school had this to say:

T_F The counselling is a one-man show, I mean ok, woman. According to me, that is, counselling is a concern of the teacher counsellor and that is what most of us think. I do not mean to offend the teacher, she is my friend, but other teachers are not involved.

A student in the Focus Group Discussion (FGD) who was in Form four and a peer counsellor appeared to comprehend the programme well:

S_{F1} To me, guidance and counselling deals with almost every aspect of a student's life. Because at one point, may be an issue is raised in the news, social aspects like pregnancy, girl boy relationship, what is happening at home, relationship between parents and youths, everything.

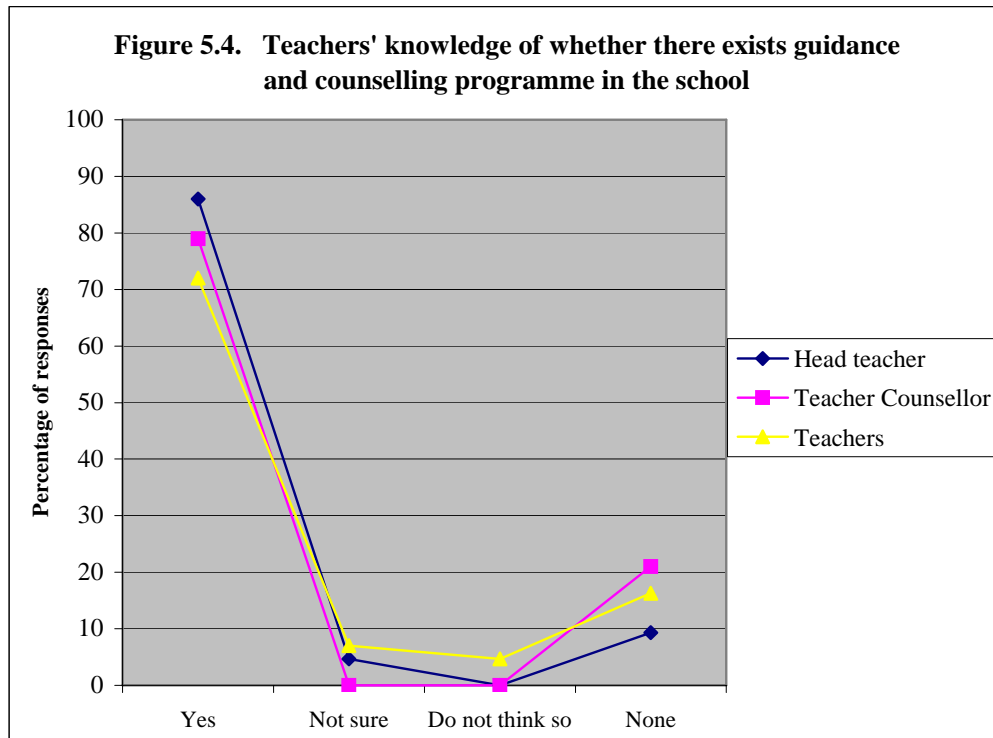
This student would appear to understand the programme perhaps due to her involvement as a peer counsellor. A lack of a clear understanding of the guidance and counselling by the teachers, such as this limited notion, however, could result in the ordinary students' inability to understand the concept of counselling:

T_M Guidance and counselling involves talks given to students on different topic such as careers, study skills and HIV/AIDS.

This definition could have been as a result of the activities the teacher identified in the school as guidance and counselling. Such an understanding of the programme is crucial for all staff, to ensure a consistent message to students.

5.2.2. Guidance and Counselling Department and Programme

There was an overwhelming positive response from all the participants (90%) that there was a guidance and counselling department in their respective schools, and this was encouraging. However, there was less consistency with fairly similar response by all three groups in terms of the existence of a programme:



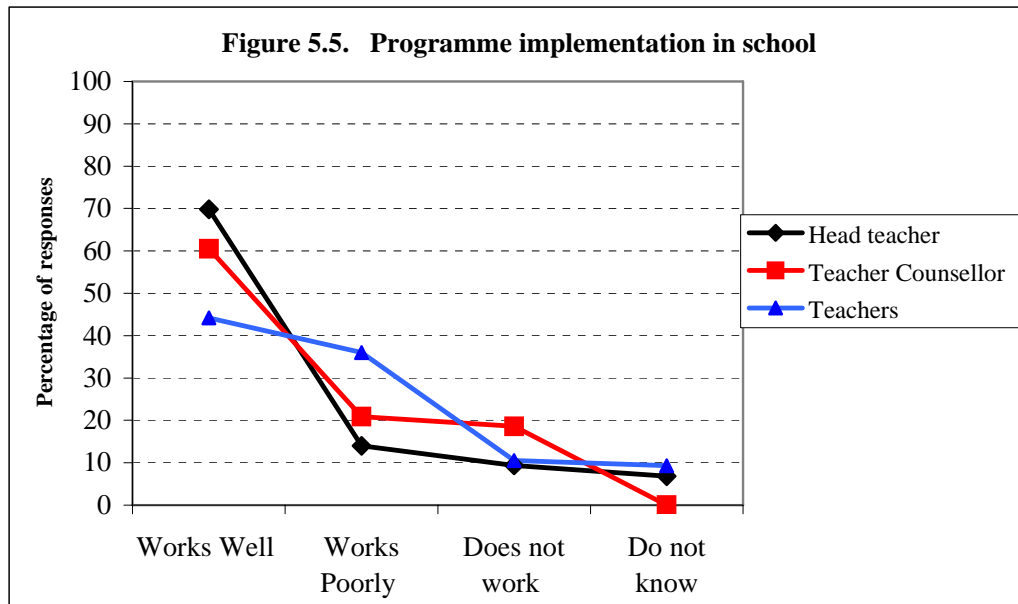
What was most notable about this response was that one in five teacher counsellors (21%) said there was no programme and some head teachers and teachers stated the same. The questionnaire had asked the teacher counsellor for the actual programme and only in two schools (the case study school discussed in Chapter seven and one other school) was there a guidance and counselling programme actually drawn up

Commenting on the same, a teacher had this to say:

T_F The guidance programme in the school is loosely related, I mean, it is there, but it is not there. I really can't say why. There are areas that need to be worked on like the committee, it simply does not exist. We do not have a

programme as such. When a guest speaker comes, we put all the students in the hall to talk to them. That's it!

There is also conflicting information as to how well the guidance programme was implemented in the school.

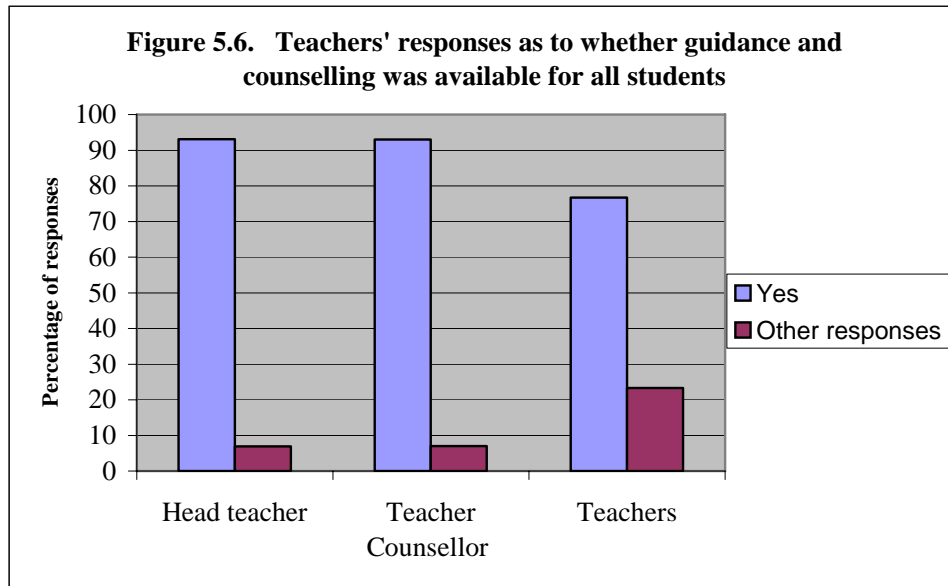


Though a majority of the head teachers (69.8%) and teacher counsellors (60.5%) felt it was well implemented, less than a half of the teachers (44.2%) expressed similar sentiments, with others saying it worked poorly or it did not work. This was further expressed in an interview with a teacher in one of the schools:

T_F I really can't tell you how counselling is organised in this school. It is true I have a Masters' in counselling psychology but I am not a member of the guidance and counselling team. To tell you the truth, I think him (Teacher counsellor) fears I will undermine him. But there is nothing going on here such as counselling. That is the truth, there is no counselling going on in the school. The teacher is rarely here and the team does not even meet.

In the two days I visited the school, I never met the teacher counsellor and when I checked closely, I found that the assistant teacher counsellor filled in the questionnaire.

Again, a majority of the head teachers and the teacher counsellors felt that guidance and counselling was available for all students in the school (Figure 5.6), an issue on which the teachers seemed to largely concur.



But the students in the FGD felt different when I inquired from them on the school programme in their respective schools:

S_{M4} Me, I don't know.

S_{M1} None, I did not see any.

S_{F3} For me, what I can say is that it was a kind of favouritism. I really can't tell. I do not understand because some, some students would be loved. Some people they would be of, I mean the guidance and counselling department would be of some guidance and of some benefit to some people. But if may be you are notorious, the most notorious in the school, you go there for guidance, even they won't like to see you twice. You just talk to the principal and you are suspended or expelled. So, it is I think favourism, or God's help, I don't know.

S_{M2} I don't know.

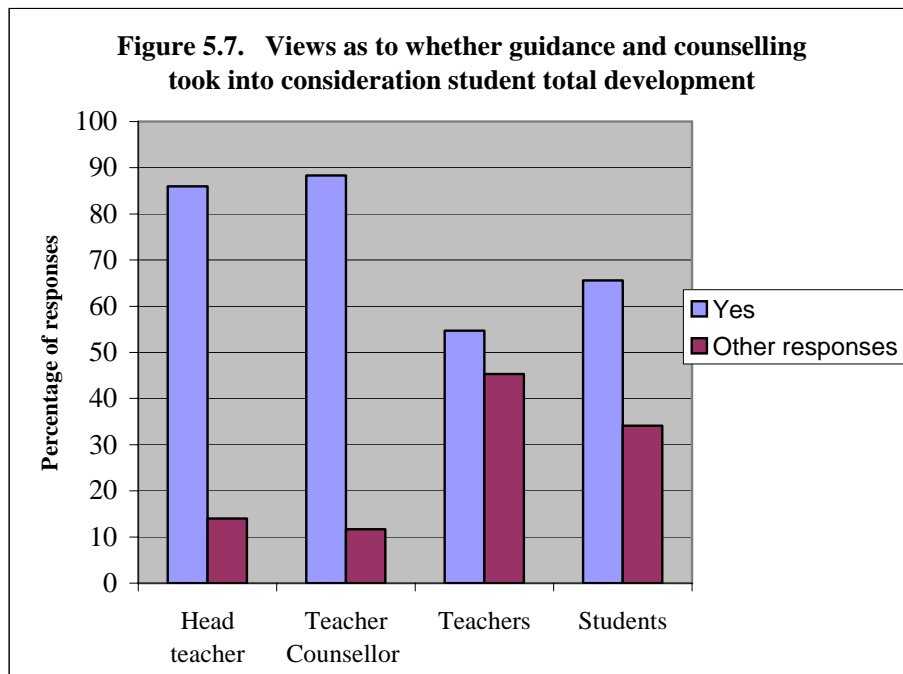
Judging from these students as consumers of the programme, it was evident that the programme needed some improvement in its communication, since it did not appear as if they knew much about it. The student who has commented extensively on the programme seems to be saying that some students are favoured but others especially

those who are not favoured by the teachers for some reason like ‘*the most notorious in the school*’ would appear not to benefit. The general consensus seems that the students are not sure about guidance and counselling programmes. Perhaps this can further be investigated by looking at the components of the programme.

5.2.3. Components of Guidance and Counselling

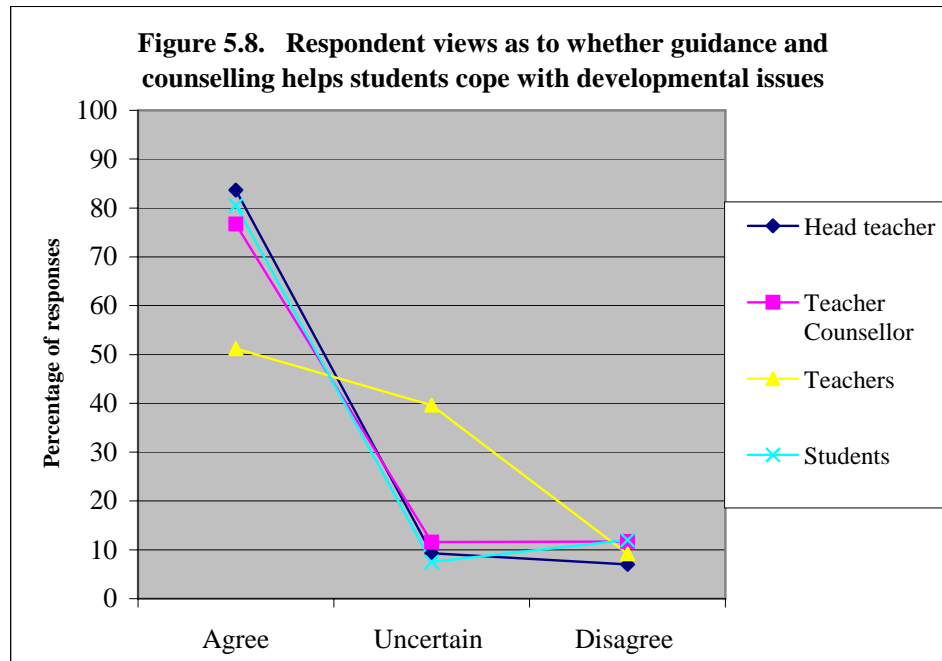
The school guidance and counselling programme accordingly to the Ministry is meant to benefit the students themselves. Inquiry was made as to how this was done within the programme by looking at the components of the programme.

Respondents’ views were sought as to whether the programme took into consideration the students’ total development.



While a majority of the head teachers and teacher counsellors felt that the programme took into consideration student total development, this was not as overwhelming for the teachers and students. Other responses included those who were not sure, did not

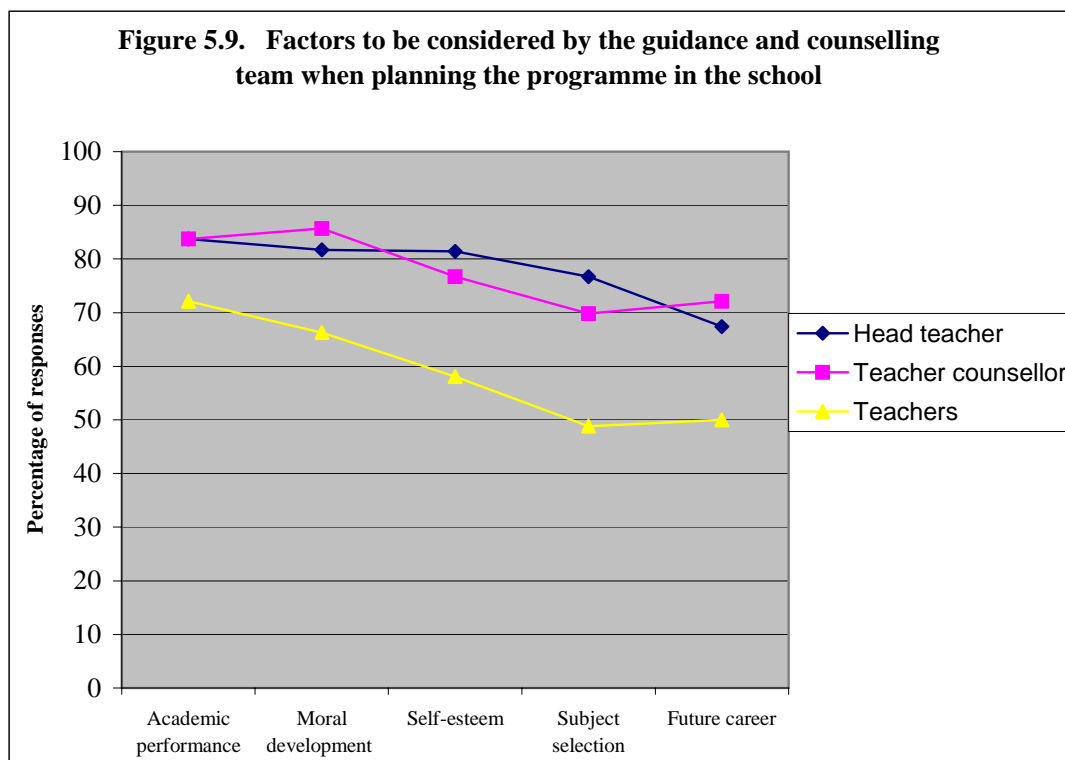
know and those who said there was none and the response among the teachers and students was considerable. It will also be noted that this is a view and perhaps it is better to compare it with another, such whether the programme helped students cope with developmental issues.



The view of head teachers, counsellors and students was overwhelmingly very positive but only slightly over a half (51.2%) of the teachers in agreement with many (39.6%) preferring the uncertain response (illustrative of ignorance or lack of interest?). It was interesting that only about 10% of all groups disagree. Though the respondents were expressing their views and this may not therefore be factual, it would appear that the students tended to corroborate the head teacher and the teacher counsellor and once again, the teachers are left out with a different negative view. Perhaps it is possible that the teachers may not have known much about the programme as different from the students and this implies lack of knowledge of teachers. It may also be that the students may have viewed that the programme took certain issues into consideration that the teachers may not be aware of, that they

perhaps may have interpreted to mean developmental issues. In that case then, such a development would have tended to have set them aside or left them out. My argument is that the policy says all teachers take part in the programme and thus this may not have been adhered to.

The study then investigated the factors to be considered in schools by the guidance and counselling coordinating team when planning the programme.



The need to enhance the academic results of the students was among the top priorities among the considerations when planning the school guidance and counselling programme. Respondents generally tended to agree on this and that the moral development of students, the need to enhance the self-esteem of students, the need to assist students in choosing subject choices and in choosing a career were important in that order. But once again, teachers are illustrating lack of knowledge, or faith in the programme.

In terms of activities carried out in the school, it was evident that talks to students in groups on various issues were very common as shown in table 5.1 below:

Table 5.1. Activities of guidance and counselling in the school

| Activities | Head teacher | Teacher counsellor | Teacher |
|---|---------------------|---------------------------|----------------|
| Whole school programme (talk to students, seminars) | 93.0 | 90.2 | 79.1 |
| Class guidance (Form time) | 76.7 | 83.7 | 62.8 |
| Teachers assisting students as parents | 58.1 | 65.1 | 41.9 |
| Group counselling | 76.7 | 74.4 | 43.0 |
| Career guidance | 86.0 | 76.7 | 53.5 |
| Subject choices | 69.8 | 72.1 | 55.8 |
| Peer counselling | 74.4 | 67.4 | 51.2 |
| Guidance and counselling of individual students | 79.1 | 83.7 | 73.3 |

The results highlighted identified 60% + above response. Clearly, there were differences in teachers' views and once again, it could be that they were unable to identify the priorities. Perhaps this is another demonstration that they tended to be left out of the programme. Both teachers and students in the interviews further confirmed the grouping of all students for guidance and counselling purposes rather than in specific groups according to their needs:

S_{F4} In our school, there was no day as such set up for counselling and guidance but it always, it comes abruptly. You can be called for an assembly any time of the day any time of the year, any time of the month. I mean, we were just told there would be someone, someone is here for guidance and counselling. They came and talked about HIV/AIDS, career choices, such.

A teacher counsellor commented expressing similar sentiments:

TC_F We have had several guests visiting the school but they come at their own leisure. There is programme. There is no proper coordination from the office. They just tell us that a guest will be coming at this time and we are told to assemble the students in the hall. They talk about careers, studies; I mean such general topics.

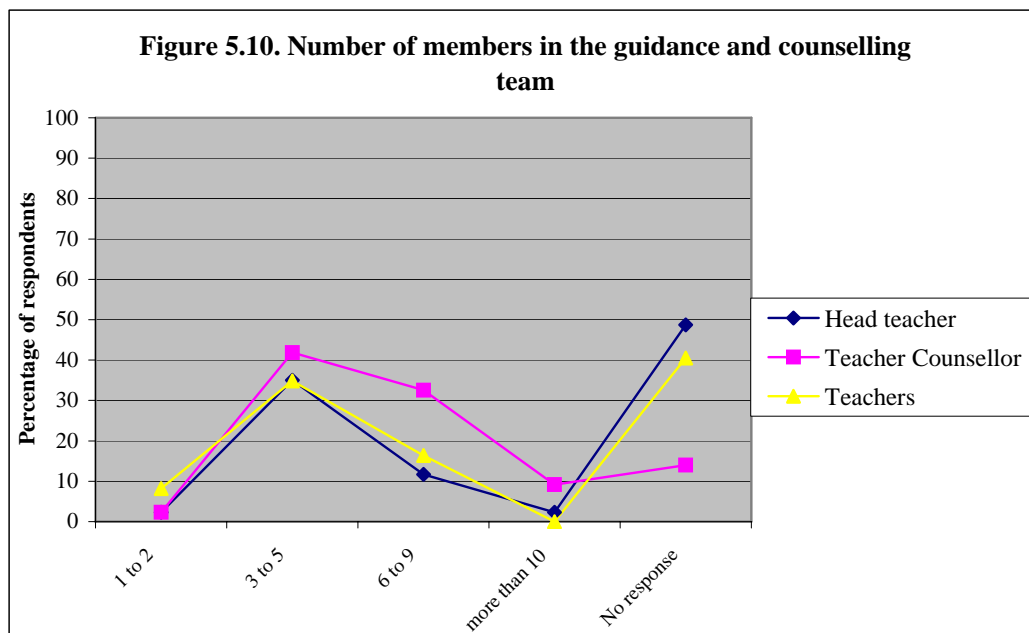
By grouping students as such, the schools might fail to assist students to reap the maximum benefits from the programme.

5.3. Organisation of Guidance and Counselling Programme

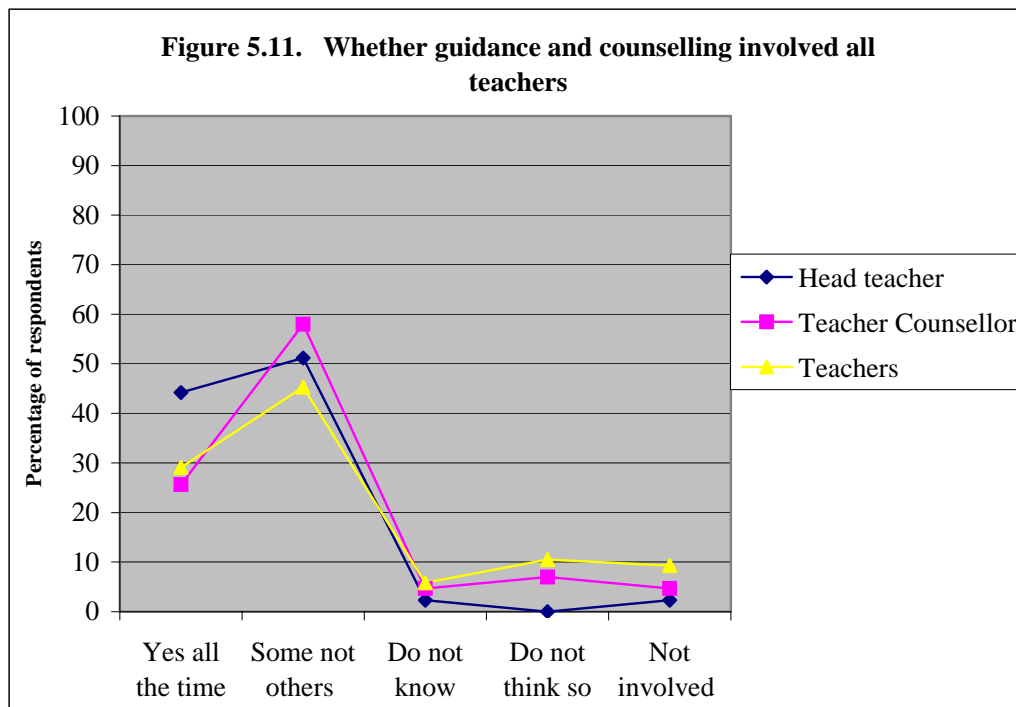
The Ministry of Education recommends that a teacher be appointed to coordinate guidance and counselling services in the school, assisted by a team, and that meetings are held to monitor and evaluate the programme. The study attempted to investigate whether and how guidance and counselling services were coordinated in the school.

5.3.1. Guidance and Counselling Personnel, Teacher and Student Involvement

Teacher counsellors (90%) overwhelmingly stated that there was a team that coordinated guidance and counselling services though the teachers (82%) seemed slightly less sure than the counsellors. But when the study further inquired on the number of members in the guidance and counselling team or committee (Figure 5.10. below), it emerged that except for the teacher counsellors, almost half of the head teachers (48.7%) and 40.5% of the teachers failed to answer the question as different from the majority (89 % and 82 % respectively) who had earlier stated that there was a team.



What I found most intriguing was the failure to respond by many head teachers and teachers. At first, I was satisfied that the head teachers and the independent teachers may not know how many members there were in the guidance and counselling team, especially the teachers, because they were not directly involved in guidance in the first place. But the positive response as to whether there was a team and the lack of awareness as to the number of members in the team made me wonder how much they knew about the team. The existence of such a team (and the knowledge of it) would have strengthened the evidence for teacher involvement in counselling but this did not appear to be the case. The next item that asked if all teachers were involved in the programme all the time might help to explain this response. This is because all the respondents agree that not all the teachers are involved.



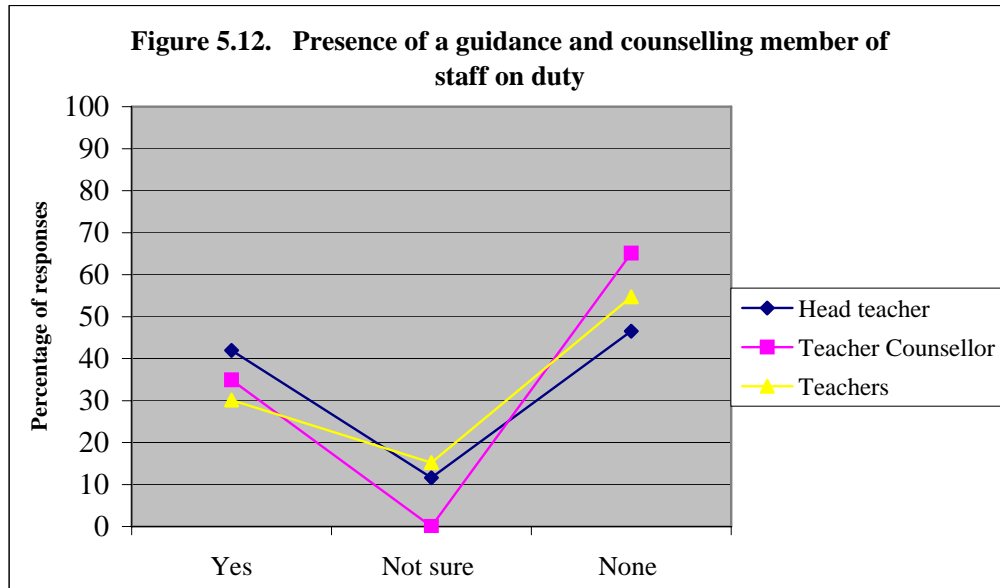
Even though a slightly higher number of head teachers (44.2%) said that all teachers were involved in the guidance programme all the time, less than one in three teachers (29.1%) and teacher counsellors (25.6%) felt all teachers were involved in the

programme all the time. Nonetheless, a half of the head teachers (51.2%) and over half of the teacher counsellors (58%) said that the programme involved some of the teachers but not others. This is one item where the three groups appear to agree and that is why a lot of detail was enumerated. The admission of a lack of involvement of the teachers therefore might have led to the apparent confusion around the composition of the guidance team. The extent of teacher involvement in the guidance and counselling programme of activities is further investigated in Section 8.1.6.

Even if the team would appear to be there in some schools, the teachers were not working efficiently judging from comments from one of the students in the FGD who was a peer counsellor in the school:

S_{FI} One thing I did not like about peer counselling in school is lack of commitment from the teachers. There is the teacher who is the head of the counselling department. Then there are teachers who are supposed to help her. They were never there, you find it is a counselling session but the teachers are not available. Each class has, had a teacher facilitator. You find that the students do not even know who the teacher is, you see, teachers lacked commitment.

Yet, when asked if all the students were involved in the programme to find out the extent of student involvement in the programme, there was a general response that they were with 88% of head teachers and 72.1 % of counsellors in agreement though the teachers were a bit uncertain (64%). It was however evident that even some teacher counsellors (28.9%) were not sure that all students were involved in the programme. To me, this was a very important finding in that teacher counsellors are at the heart of the programme and if they were saying that students are not involved, then I wondered who was involved, how and for what purpose? One way perhaps that these services could be said to be available to the students was if there was a guidance and counselling member of staff in the school on duty each day whom the students could perhaps consult in case of need (Figure 5.12 below).



There was a general consensus with over a half of the respondents in agreement there was none.

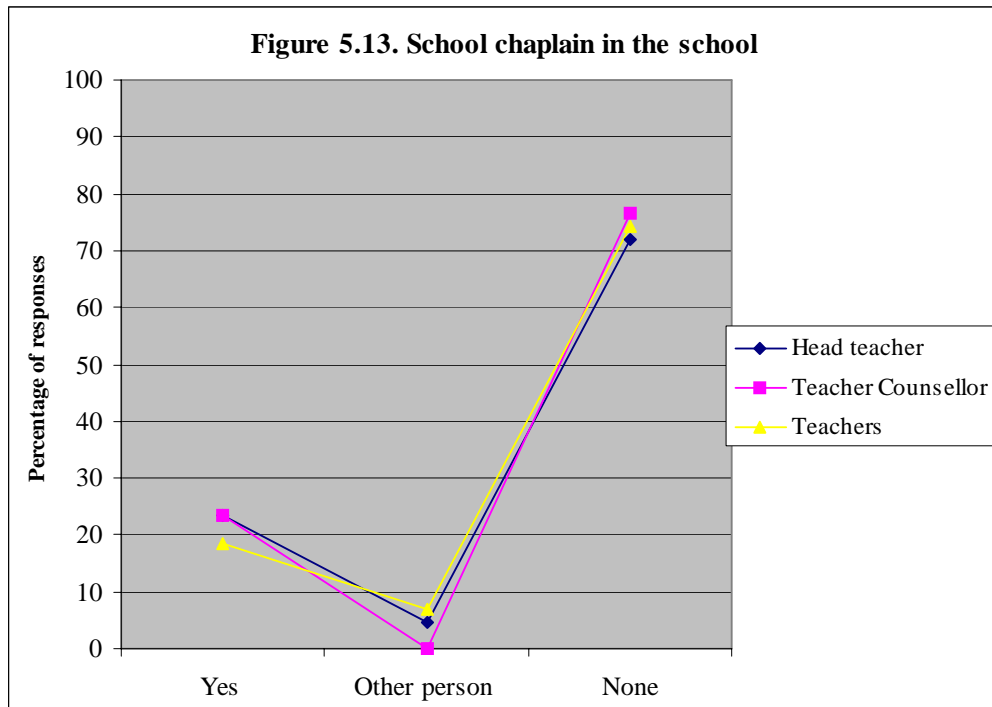
Another way perhaps that similar services could be made available was in pastoral care or the availability of a school chaplain as was evident in some of the schools:

TC_F The school has a chaplain whose role is the religious and moral aspect. These are often explored with the students.

The school chaplain seemed to provide spiritual and moral development, which was complementary to that of the teacher counsellor as argued by the head teacher:

HT_M The school chaplain has a different role from that of the teacher counsellor. The teacher counsellor is the one who guides and counsels the students, I mean all students. The school chaplain has a religious role, he is in charge of religious services but that does not mean that the boys cannot go to see him if a need arises.

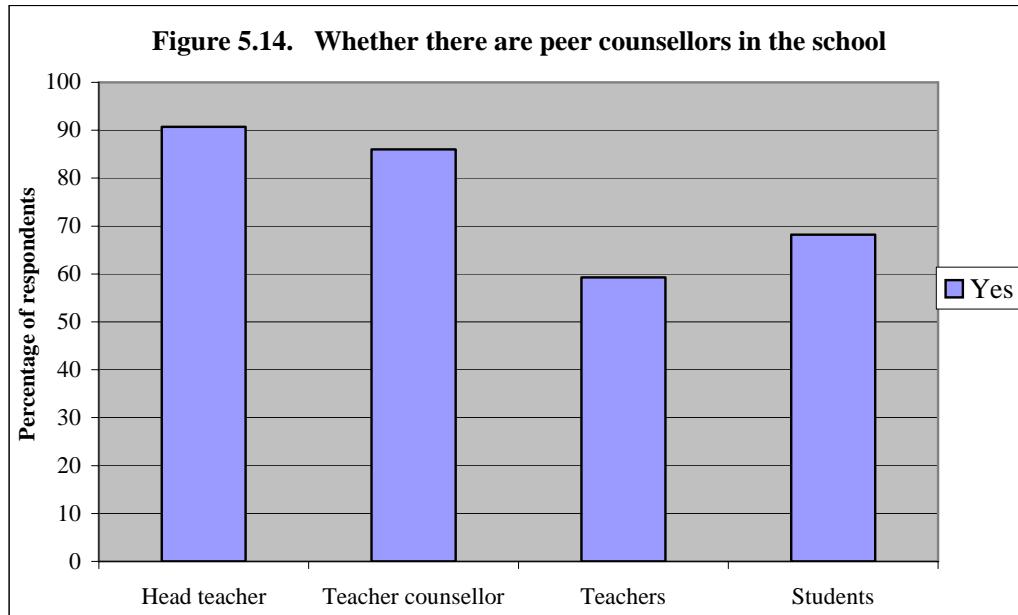
My analysis will explore the role of religion versus that of guidance and in section 8.2.3. Thus, though the presence of a school chaplain would not replace counselling, they could potentially complement the counsellor, though this would depend on the nature of the chaplain's role and how individuals interpret it.



The three groups of respondents are again in agreement and it was evidently clear that there rarely was a school chaplain. Other persons named were school nurse or school matron who were few and I did not exactly understand how they could offer help. It would seem that in most cases the one person the students have as an adult in the school to turn to for guidance and counselling is the teacher counsellor. Still, one more way that counselling services can be made available is by empowering the students themselves as peer counsellors as explored in the next section.

5.3.2. Peer Counsellors

In line with the recommendation of the Koech Commission on the establishment of peer counsellors, all the respondents were asked if there were peer counsellors in school. Except for the teachers who seemed more doubtful, the response was positive.



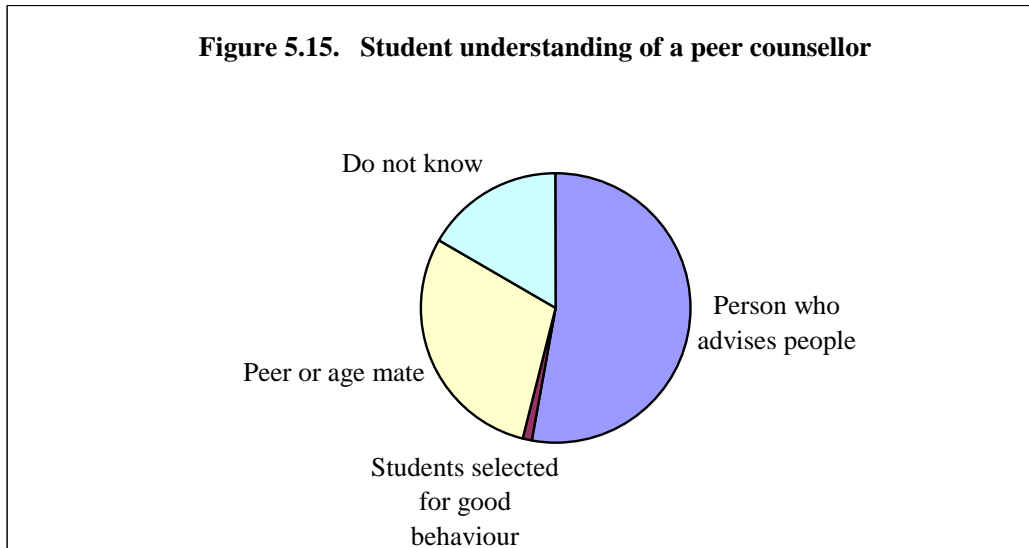
The interviews the research assistant and I conducted in the field study revealed that 32 (74 %) of the sampled schools had peer counsellors. It was also encouraging that in ten schools, the peer counsellors had either been trained or orientated into counselling. One of the students in the FGD was a peer counsellor. However, even where there were peer counsellors, the criteria or mode of selection of the peer counsellors was a matter of concern that was investigated further in the study by simply asking the respondents how peer counsellors were selected in the school.

Table 5.2. How peer counsellors were selected in the school

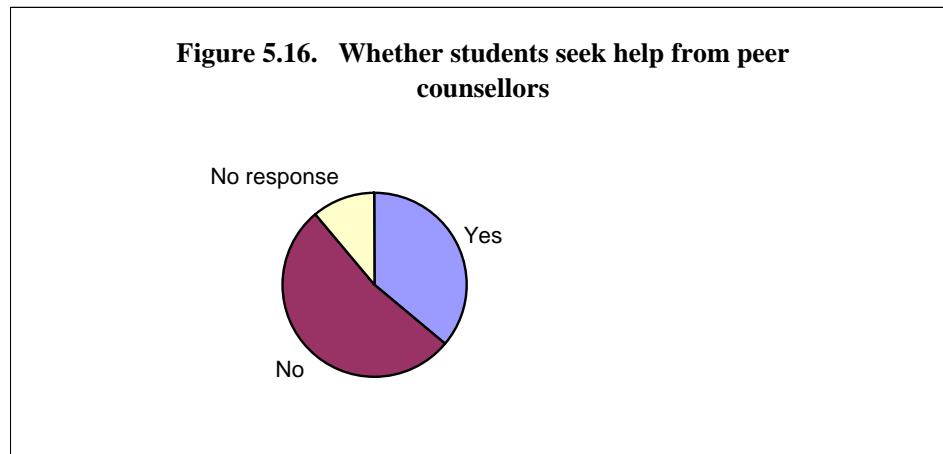
| Responses | Head teacher | Teacher counsellor | Teachers | Students |
|---|--------------|--------------------|----------|----------|
| School administration and teachers select them | 48.8 | 20.9 | 33.7 | 15.3 |
| Elections are held | 20.9 | 30.3 | 5.8 | 9.7 |
| Students volunteer as peer counsellors | 14 | 16.3 | 5.8 | 4.9 |
| Student selected according to behaviour | 0 | 2.3 | 0 | 20.6 |
| Student leaders select them | 0 | 2.3 | 1.2 | 1.7 |
| Students are selected according to academic performance | 7 | 4.7 | 0 | 4.7 |
| Do not know | 9.3 | 23.2 | 53.5 | 43.1 |

There was a general tendency that the school administration and teachers selected the peer counsellors and this was said by almost a half of the head teachers (48.8%) and to a smaller extent the teachers (33.7%). But almost a third of the teacher counsellors disputed this and believed that elections were held (30.3 %) and that students volunteer (16.3%), though again one in five (20.9%) confirmed that the school administration and teachers selected the peer counsellors. The students would appear to be saying these students were selected; among the criteria they said were used was student behaviour that was not emphasised by the teachers, though academic performance was mentioned as well, indicating the importance of academics. It was however noted that the majority of teachers (53.5%) did not know, once again hinting at their lack of involvement in the programme earlier mentioned. Similarly, a considerable minority of students (43.1%) also did not know. I asked myself how they would be expected then to seek help from them if they did not know how they were selected (and did they know them then so as to contact them?)

These findings in addition to their indication of lack of peer counsellors (among the respondents who then did not know how they are selected) appear to suggest lack of clarity on the whole issue of peer counsellors. The question would be: why would the respondents be unsure as to how peer counsellors are selected in the school? This is partially answered when the item asking the students about their understanding of a peer counsellor is looked at (Figure, 5.15), and if students sought help from them (Figure 5.16).



Slightly over a half of the students (52.7%) would appear to understand who is a peer counsellor or even think it is simply a peer or age mate (29.2%). The wording of the question might have created problems but all the same, most of the students have an idea who is peer counsellor. In my view, this was a good starting point in that students think this person is someone worthwhile (peer or age-mate; who advises people; and, who has good behaviour) and schools could build on this knowledge. But again, the schools do not appear to have built on such a foundation and this was evident in that the majority of students did not seem to seek help from them as evident from their response.



The reasons as to why the students do not seek help from the peer counsellor could be because of the way they perceive them, judging from the way the peer counsellors are selected. It might equally be explained by the possibility that not all schools had them or they were not active.

The issue of peer counsellors was pursued with students in the FGD who seemed to share different opinions about the importance of peer counsellors:

S_{F2} I think they should do away with peer counsellors because students always say that we cannot go to a person who is of the same age for counselling.

S_{M3} Best yako, age yako, atakuambia aje? (How can your friend who is of the same age assist you when you have a problem?) Try to talk to your father for example, try to make your father change? It is very hard for you as a child or for him to make your dad change his mind.

S_{M2} I disagree with both of you because, you will agree with me that each and every one of us here, we all have friends. But there is this specific friend who is very special. There are things you can discuss with that friend that you cannot discuss with either a teacher or your parents. So that is where the issue of a peer counsellor comes in.

The role that such peer counsellors could play in the school appeared obvious to the students and this is an area that the school guidance and counselling programme could have developed further.

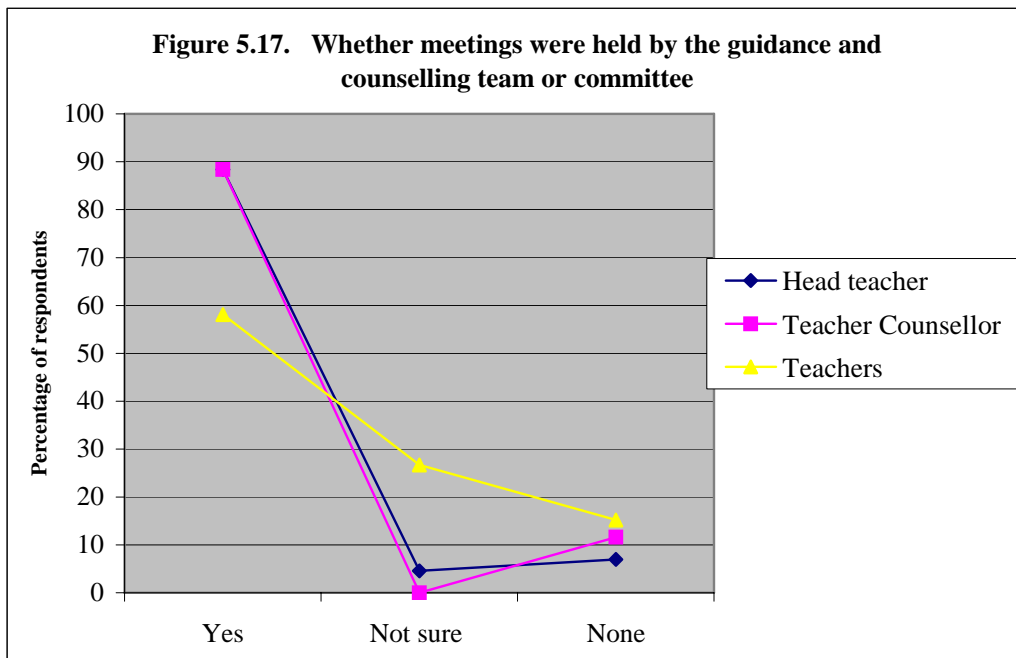
5.3.2. Guidance and Counselling Meetings

One way perhaps that the guidance and counselling team could coordinate the programme is by holding regular meetings to consult on various issues. The number of meetings held per term was investigated and even further compared with meetings held in the year (2004).

Table 5.3. Proportion of meetings held by guidance counselling team

| Number of meetings | Percentage of responses on meetings held per term | | | Percentage of responses on meetings held in 2004 | | |
|--------------------|---|--------------------|----------|--|--------------------|----------|
| | Head teacher | Teacher Counsellor | Teachers | Head teacher | Teacher Counsellor | Teachers |
| 1 | 25.6 | 27.9 | 15.1 | 4.7 | 4.7 | 3.5 |
| 2 | 30.2 | 23.3 | 14.0 | 4.7 | 11.6 | 5.8 |
| 3 | 9.3 | 18.6 | 10.5 | 23.3 | 18.6 | 11.6 |
| 4 | 4.7 | 4.7 | 2.3 | 7.0 | 2.3 | 0 |
| 5 | 0 | 0 | 0 | 4.7 | 11.6 | 3.5 |
| 6 | 0 | 0 | 0 | 7.0 | 7.0 | 2.3 |
| 7 - 9 | 0 | 0 | 0 | 4.6 | 11.7 | 7.0 |
| Over 10 | 0 | 0 | 0 | 2.3 | 2.3 | 0 |
| None | 30.2 | 25.5 | 58.1 | 41.7 | 7.0 | 66.3 |

Again, it was evident that majority of the teachers did not know about such meetings. I would contend that even if the teachers selected were not directly involved in guidance and counselling, this could be an indication of a lack of involvement on the part of the teachers in the programme or lack of meetings further investigated in the general question posed as to whether meetings were held by the guidance and counselling team or committee.



Slightly over a half of the teachers (58.1%) said meetings were held by the guidance and counselling team though the response by the head teachers had improved as well. That a few of the teacher counsellors admitted that no meetings were held could imply that even fewer than actually stated were held, especially when one in four of the teacher counsellors (25.5%) could not tell the number of meetings held in Table 5.3 above. A similar opinion was expressed by a teacher counsellor in an interview:

TC_M It is not that I do not involve them or we cannot have a team. I think the teachers are not very cooperative. I mean, not everyone is willing to perform their role in guidance and counselling of students. They think it is for me, the teacher counsellor, and kind of me alone. That is why it is difficult to involve them. They do not take part; they just tend to step aside.

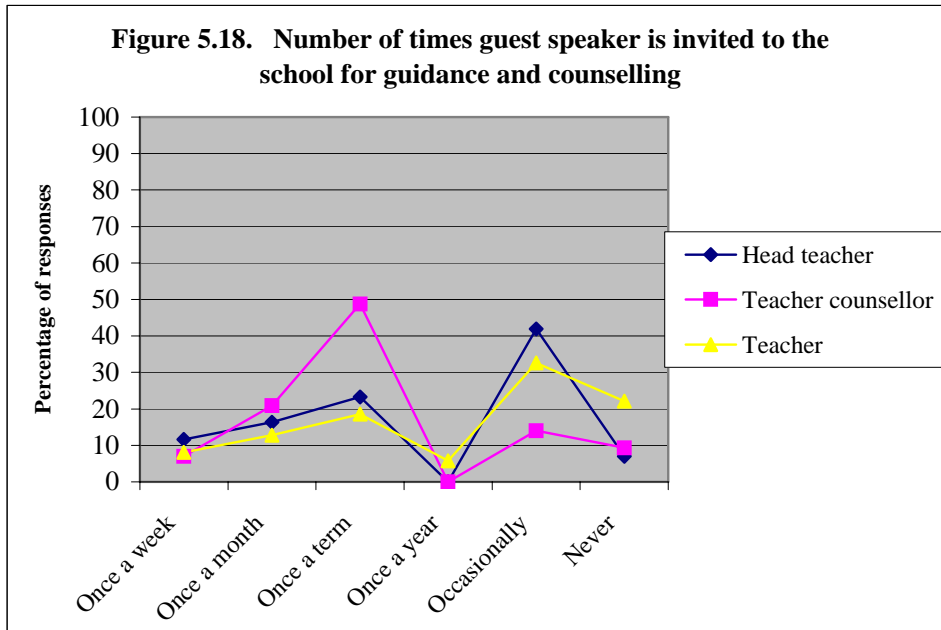
I inquired from the teacher if he meant that they had not held any meetings and replied in the affirmative:

I admit we do not have a team so we actually do not hold any meetings. Yes, at all. It is very difficult to put up a team and bring the teachers together.

Such a lack of consultation I would contend would weaken the programme in schools, as meetings could be an avenue to share ideas on areas of strengths and weaknesses in the programme. The meetings would also be ideal to identify resource persons to assist in various areas, the concern of the next section.

5.3.4. Resource Persons for Guidance and Counselling

In order to strengthen the school guidance and counselling programme, resource persons or guest speakers were often invited to the school to assist in the programme, such as by giving students a talk on various aspects. The study investigated how the guest speakers assisted in the programme by looking at issues such as the number of times the guest speakers visited the school and the topics covered.



It would appear that most of the schools invited such guest speakers on average once a term according to the teacher counsellors, but the head teachers were more cautious about this and most of them said this happened occasionally, a view more in congruence with the teachers. But although fewer of the teacher counsellors admitted it, one in five teachers said such guests were never invited. I tried to ask myself what they meant by occasionally, perhaps when need arose or once in a while and thus it would appear that occasionally might be a safe landing for those who did not want to say the guests were rarely or never invited. The study therefore tried to find out some of the topics that may have been covered by the ‘occasional’ guest speakers.

Table 5.4. Topics handled by guest speakers on guidance and counselling

| Topic | Head teacher | Teacher counsellor | Teacher |
|---------------------------------|--------------|--------------------|---------|
| Career choices and study skills | 37.2 | 30.2 | 32.6 |
| Sexuality | 20.9 | 30.2 | 10.5 |
| Drugs abuse | 7.0 | 16.3 | 9.3 |
| HIV/AIDS | 14.0 | 2.3 | 3.5 |
| Study skills | 2.3 | 4.7 | 1.2 |
| None | 18.6 | 16.4 | 42.8 |

Most of the talk was on jobs and academics (career choices and study skills) and others on sexuality (girl - boy relationships) and HIV/AIDS. Others were on drug abuse. But once again, most of the teachers said no topics were covered perhaps since they had already indicated that guest speakers were not invited. It appeared once again that there was an over-emphasis on academic performance in schools as evident from the topics handled by the guest speakers.

The teacher counsellors themselves confirmed this:

TC_F We talk to the students on the need for them to focus on their studies. That is what brought them here in the first place. Other topics include girl boy relationship, we don't want them to get into relationship and pregnancy and all that and nowadays HIV/AIDS.

TC_M We want the students to excel. The school has to do well and the students have to work hard. So we talk to them about the need to work harder, study habits and skills, future careers and such.

It may be noted that though these talks can be applauded as an effort to strengthen the guidance and counselling programme, some respondents noted that the talks especially on HIV/AIDS seemed to put the purpose or the essence of counselling in the background rather than being a part of it. This was confirmed by one of the teacher counsellors in whose words:

TC_F There is an overemphasis on HIV/AIDS and at times, I also do not want to attend the seminars on HIV/AIDS. What more can you learn? They are all the same. They need to introduce a new thing.

Participants who were not teachers at the discussion forum confirmed that the HIV/AIDS focus was evident. One participant said:

All the attention is on HIV/AIDS. Other areas unfortunately are being neglected. I mean drugs, the need for counselling, need for an improved curriculum; these are areas that require a lot of attention.

Another added:

I have also noticed that there is a lot of attention on HIV/AIDS awareness and training neglecting other areas.

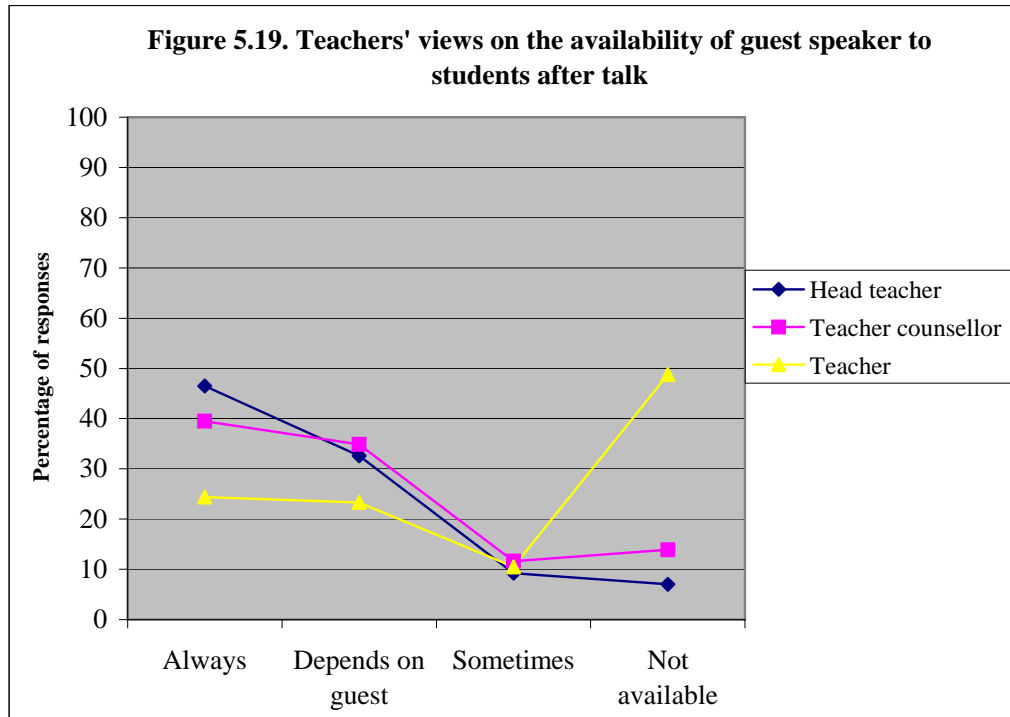
The issue would appear to be the lack of well-coordinated programme, leading to losing track of the aims of the programme. This is clearly evident from comments made by one of the students in the FGD, who though in Form three, did not know the teacher counsellor in his school but appeared to be familiar with the teacher who handled HIV/AIDS:

S_{M2} As for me, I don't even know the guidance and counselling teacher (This boy said that the school had given them a copy of the school rules and regulations on admission with content on guidance and counselling). I have never heard of anyone go there. I do not think anyone goes there. (laughter). The only thing I know, I know the guidance and counselling teacher who deal with AIDS because they bring like several speakers to talk about AIDS.

HIV/AIDS is of course a very important and sensitive issue. According to official statistics made available on World Aids day in December 2005, new cases of HIV infection among Kenyans had fallen from 10 percent in 2003 to 6.1 percent in 2005, (Daily Nation, 2nd December, 2005). It can therefore be argued that the emphasis on HIV/AIDS is not without cause. However, perhaps the guidance and counselling programme should merge this and other topics and issues of concern to make a better whole. Also, the mode of delivery could change as suggested by a teacher:

T_F All the guest speakers do is talk to the students (another teacher interrupts "or preaches to them. The last one was a preacher") yes, he was a preacher, or they talk about some moral aspects through preaching. Ok, there is a lot of talk on academics. That is all.

Further, it was noted that the guest was rarely available for consultation by the students after the talk. Of the respondents who answered this question (90%), the response was as follows:



Less than a half of any of categories of respondents said that the guest was always available for consultation with students after the talk. This to me would have been an ideal opportunity for the guest to evaluate the talk and for students to raise their concerns about these sensitive issues.

Students raised several issues during these talks and chief among them appeared to be on human sexuality and in Kenyan schools, this is taken to mean girl - boy relationships:

Table 5.5. Top 3 Issues raised by students with guest speakers

| Issue | Head teacher | Teacher counsellor | Teacher |
|--|--------------|--------------------|---------|
| Sexuality | 23.3 | 30.2 | 20.9 |
| Youth sexuality and HIV/AIDS | 11.6 | 11.6 | 1.2 |
| Academic issues including post secondary education | 7.0 | 16.3 | 8.1 |

The top three issues raised by the students with guest speakers were: sexuality; youth sexuality and HIV/AIDS; and, academic issues including post-secondary education.

Other issues were: drugs and substances of abuse; lack of proper communication; medical and personal health issues; and, career opportunities. It would appear as if the overall programme is not being monitored or effectively evaluated since issues covered by the guest speakers are the same raised by students. Are they then adequately covered and if so, why do students raise the same issues? Students in the FGD debated over the same issue expressing similar sentiments, though with varied opinions as to how the guidance and counselling sessions could be improved upon:

S_{F2} I think students should be organised according to their classes since they have a common interest, Form ones, twos, threes and fours. Then they meet in class because they are comfortable that way and they have known one another for a long time. While there, a topic is introduced and they can talk about it. And while they are talking, they are sharing and they help one another because you hear the solution there and then. At that point if you feel like you need to open up, you are telling your classmates. And now that you told them, there is no discussion after that. May be they will just comment but it will die out instead of hearing it from the teacher you trusted your privacy with.

This student argued that students should be guided and counselled according to their classes (Form One to Four) and that further, those with related issues can be guided and counselled as a group. Other issues she insists should arise from the talk. A colleague (who was a peer counsellor) in the group tended to differ and said:

S_{F1} We used to have a problem when you tell students to tell us, to air what they want us to talk about as peer counsellors because all that the students want everyday is about relationships (laughter). They will never want to discuss anything else. You tell them; today we are discussing time management, they don't want to discuss that, they only want to discuss relationships.

This student tends to differ with her colleague as to whether students should be allowed to select the topic of discussion during counselling sessions. According to her, students seem to be preoccupied with relationships. While it may be inappropriate that students should be preoccupied with a particular topic, I questioned why perhaps the students wanted more on relationships. It is likely that there was a growing need

among them as adolescents to understand themselves and their sexuality and this to me is genuine. A teacher counsellor in a school revealed that:

TC_F The talks given to students on sex are vague. Sexual education should be meaningful to the students. It should build them up.

I inquired what she meant and how they had tried to go about it in the school.

In Form One, we orientate the students and talk to them about secondary school. We visit them quite often just to make sure they are comfortable. In Form 2, we talk to them about human development and we handle questions about early adolescence, sexual issues and career since they have to select the optional subjects as they proceed to Form Three. In Form three and Four we discuss different topics since they are now mature.

In that case, sexual education is one area that I would recommend teachers to assign to competent guest speakers if they were uncomfortable talking about it. Resource persons could then combine adolescent issues with development issues and guide and counsel students according to their levels (Forms 1 - 4) as this head teacher suggests.

HT_M There is need to develop a syllabus for guidance and counselling so as to know which areas to address, I mean to tackle, at every stage. Say, per class, you know what I mean. Things like human development, those in psychology.

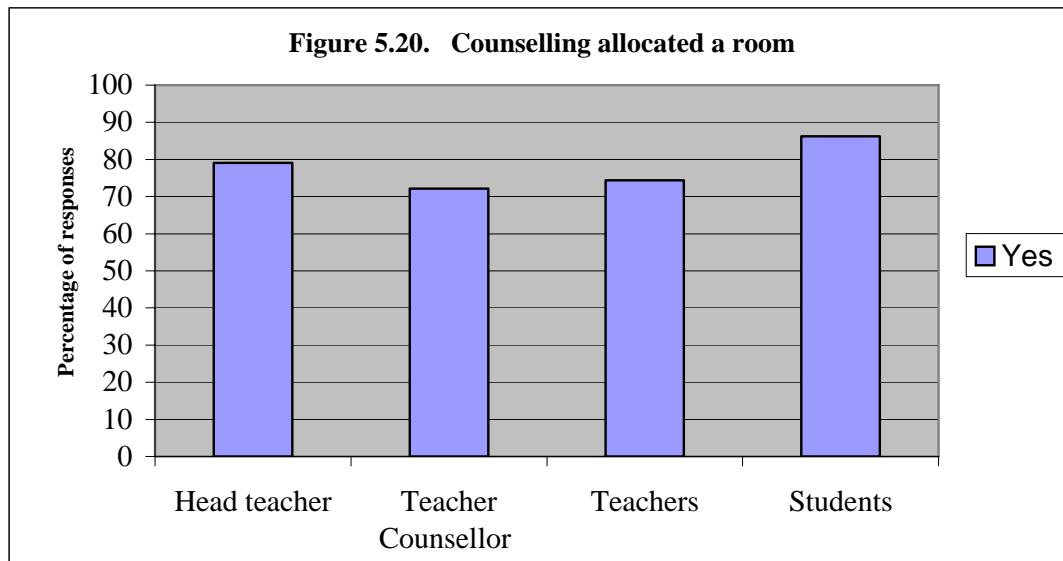
Overall, there seems to be a lack of effective coordination of the guidance and counselling personnel and there would therefore appear to be a mismatch between issues that require guidance and counselling and those addressed by the programme. Perhaps the teachers are avoiding controversial issues on sexuality for example. If this is so, then the guest speakers or others such as a pastor of religion leader could be approached to talk about such issues, so as to reach a common ground of understanding if this would be more appropriate (Section 8.4. looks at the role of other stakeholders). This is further investigated in the next chapter when the counselling programme is investigated. It is worthwhile, however, to look at some of the factors that affect the school guidance and counselling programme.

5.4. Resources for Guidance and Counselling

According to various government policy documents, resources in the school were expected to be harnessed, to enable the provision of guidance and counselling services in schools. Among these are a counselling room and relevant books and materials for the same purposes. This was investigated in the study.

5.4.1. Counselling Room

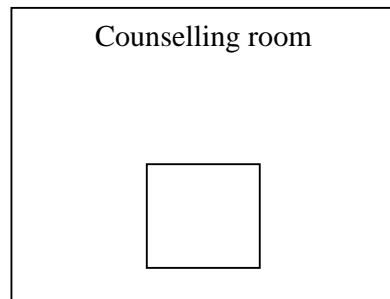
The availability of a suitable, private and convenient setting room for conducting counselling is of prime importance to allow for confidentiality (Baginsky, 2003; Dennison, 1998; McLeod and Machin, 1998; Polat and Jenkins, 2005). The availability of a counselling room has been identified as a key factor by McLeod and Machin (1998) that contributes to the ‘overall effectiveness of the counselling process’ (Polat and Jenkins, 2005:19). The study looked at the various contexts where counselling could have been offered.



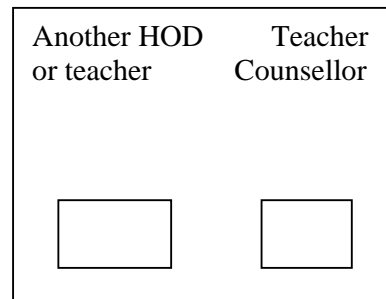
Most of the respondents replied that there was a room allocated for counselling purposes in the school. However, from the observations made in the fieldwork study,

31 schools (72%) of those observed had a designated counselling room. The rest of the 12 (28%) schools had no single – purpose counselling room and counselling was expected to be done in the staff room or in any other available room. There were several variations illustrated as follows:

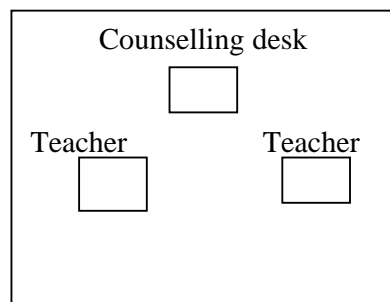
a) Teacher had a counselling room (18 schools)



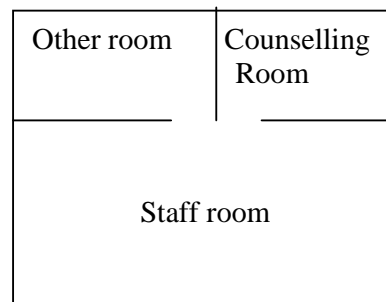
b) Teacher shared counselling room with another head of department or teacher (4 schools)



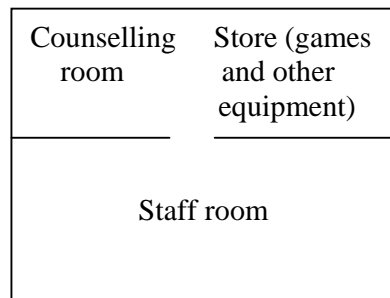
c) Teacher shared room with two other teachers (3 schools)



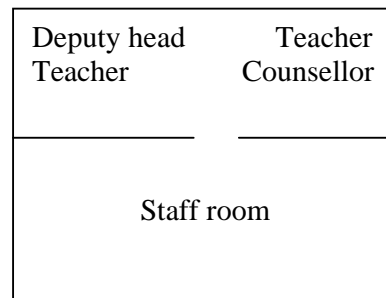
d) Teacher had a room inside the staff room and students had to go through the staff room (2 schools)



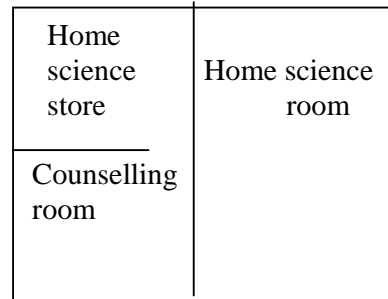
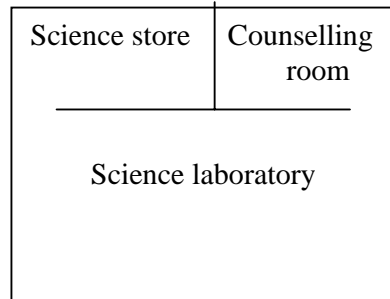
e) Teacher had a room inside the staffroom that was also used as a store



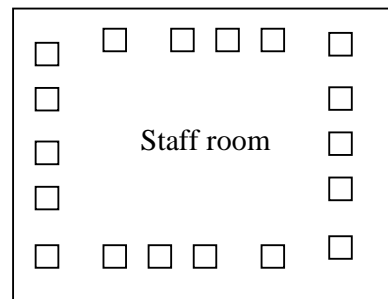
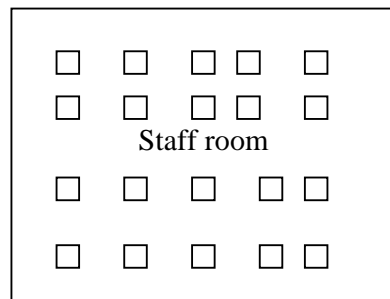
f) Teacher had a desk in a room inside the staff room shared with the deputy head teacher



- g) Teacher had a room inside the laboratory h) Teacher had a room inside a classroom store**



- i) Teacher had no counselling room and had a desk in the staffroom (note the teachers could sit in any order) (12 schools)**

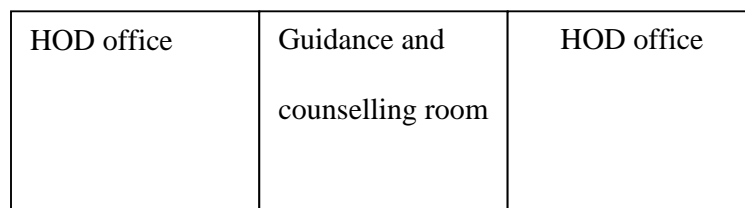


There were also other issues with the rooms that came out through experiences in the field study. In one school that the research assistant visited, she came and told me:

The teacher was very good and cooperative and a soft voice. But there was a lot of music coming from an adjacent room. So though he was willing to talk to me, I could not actually hear what he was saying.

I told her to just describe the room as in other schools for future reference:

Figure 5.21. School guidance and counselling room adjacent to other offices



Later, I was reading the field notes when I came across the notes she had made in the school:

The teacher is very cooperative but I can't hear what he is saying. There is a lot of noise coming from one of the other rooms and I am getting really frustrated here. Should I go and ask the teacher to switch off the radio, this teacher is so polite! I can clearly hear the music and the station. This teacher has a soft voice and I am just wondering if this is how he talks to the students with the music in the next room.

I could understand her frustration in trying to get information from the teacher and like her, I wondered how even more, as she says, frustrating it may have been for students seeking counselling. In another school, the room was inside the staffroom and a store (e above). When asked about it, the teacher had this to say:

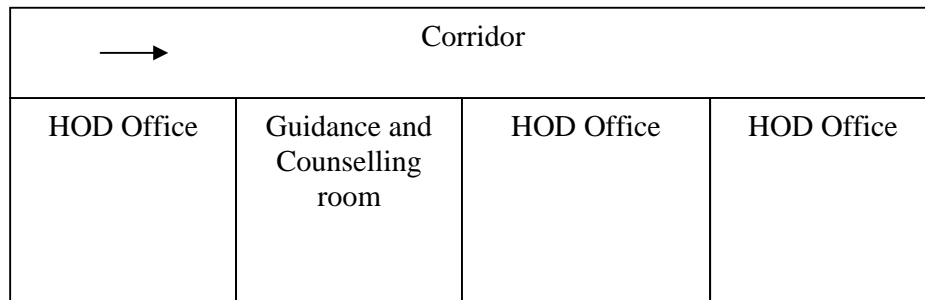
TC_M The room is also a store. Teachers keep things here, mathematical instruments. The games master uses it as a store for ball games and such. I use it when the teachers are not in, you see the girls do not want to come in when teachers are in the staffroom and that door (points to a door) does not open. So entry is only through the staffroom.

It would appear that in some cases the counselling room was seen as a requirement by the Ministry rather than the allocation being more purposeful for counselling purposes. As this teacher who had a single room says:

TC_F I was assigned the room simply because it is a requirement from the Ministry. Otherwise the school would not bother. The principal wouldn't give me an office.

Observations made in the field study tended to support this formality. For example, in one of the schools, the counselling room was between two other offices separated by cardboard (Figure 5.22 below).

Figure 5.22. School Counselling room adjacent other offices separated by cardboard



The room was very hot and the teacher counsellor had asked the research assistant and me to leave the door open. It became increasingly difficult for us to ask her any questions in confidence with the door open and the kind of room. I asked her why she could not take the room at the end of the corridor and she answered:

TC_F I had the room at the end of the corridor and believe me the students wouldn't come for fear of being seen by other teachers. So we put it in the middle. It is a strategy since nobody would know exactly where the student is going.

The tension is best summed up in her own words:

TC_F I do a lot of counselling at night (teacher resided in the school compound). This is because most of the students feel freer to come and see me in the evening. You see, my office has no privacy. There is a teacher next door (points both right and left) and you can see the walls are made of soft wood. During the day, the room is so hot; you can feel it, yourselves. You have to leave the door wide open (we had left the door open because the room was so hot). There is really no privacy here.

The effect of such a room that lacks privacy is to undermine the very essence of counselling and the entire guidance and counselling programme. A female student in the FGD described this process:

S_{F3} You talk something with a teacher. Then a student from nowhere who was waiting outside hears the discussion, what you are saying to the teacher.

S_{M1} Or may be the teacher is discussing with another teacher.

S_{F3} Yeah. So you feel bad, and you don't want to go there.

The student is expressing her displeasure with the fact that other students tended to learn what was talked about with a teacher in the supposed confidence of a counselling situation from a fellow student after the student had talked to a teacher. The problem according to the student is because the room does not ensure confidentiality and the student either overheard the student talking with the teacher: “*student from nowhere who was waiting outside hears the discussion*” or as the teacher counsellor discusses with another teacher: “*may be teacher is discussing*”.

Even at times where the room was available, there were other considerations like how convenient it should be for students to go there and see the teacher counsellor. The frustrations can be illustrated by comments made by a teacher who had been allocated a room inside the staffroom and next to the deputy head teacher (f above). Students then would go through the staffroom in order to see her for counselling:

TC_F Students are afraid of getting in the staffroom when the teachers are in there. Teachers ask them where they are going and they feel harassed. Then the deputy sits opposite me over there. You see, so there is no way I can talk to the students here. They don't bother to come.

The study inquired whether the guidance and counselling room was used for any other purposes and which ones. A majority of the respondents (72% of head teachers and 62.5% of teachers) including teacher counsellors (76.7%) admitted that the counselling room was used for other purposes. This included the use of the room as a personal office, by other teachers (since it was often shared) and other uses such as games store. This was evident in observations made in the school. For instance, in one school, the teacher counsellor told me that I would not get a place to sit since the office was full of books. When we got there, I was surprised he had placed some books on his chair as well and I helped to arrange the books so that both of us could

sit. In another school, the researcher assistant told me that she could not talk to the teacher counsellor much as there were two other teachers in the room and as all of them took tea, the teachers (including the counsellor) were busy preparing lessons. This further reinforces the student reluctance to seek counselling since the room may not have been conducive for that purpose.

5.4.2. Time for Counselling

According to policy, it has been strongly recommended that time be set aside for counselling services (Appendix 9). This requires the teacher counsellor to be more readily available and not have a heavy teaching load. Policy stipulates that a head of department should have 20-24 lessons a week and a teacher counsellor is one of these. Instead, it was found that the teacher counsellor with the least number of lessons in a week had 9 lessons while the highest had 28 lessons. Three of the teachers had 27 lessons and one had 26 lessons. 19 teachers had 20-24 lessons while 13 had 15 - 19 lessons. Only 6 (six) teachers had below 14 lessons.

Most teacher counsellors complained about lack of time for counselling:

TC_M The workload is too much. I have 24 lessons so I do counselling at night and attended my lessons during the day. Such a heavy load leaves me exhausted. I mean completely exhausted even to do any counselling as such.

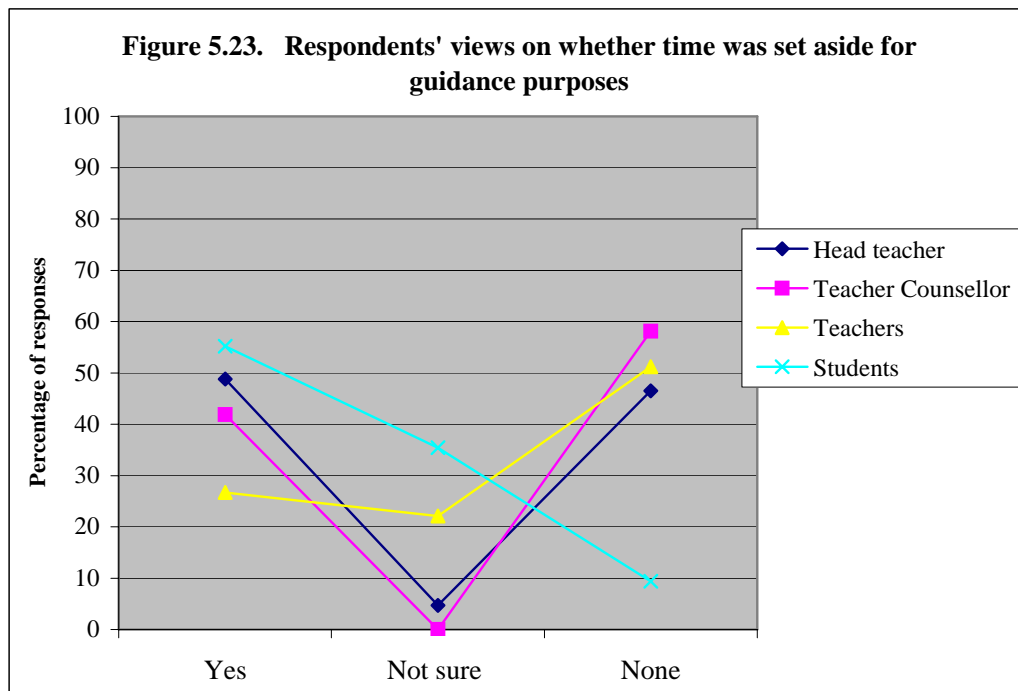
TC_F There is simply no time. Ok, as a teacher, you want to do your best in your teaching subject and therefore there isn't much time for counselling. The timetable is too much and you are exhausted at the end of the day. Then the students are far too many. There is little I can do.

This situation seemed to be further complicated again, as noted in Section 5.1, by the fact that most of the schools had large classes, and counsellors expressed this concern:

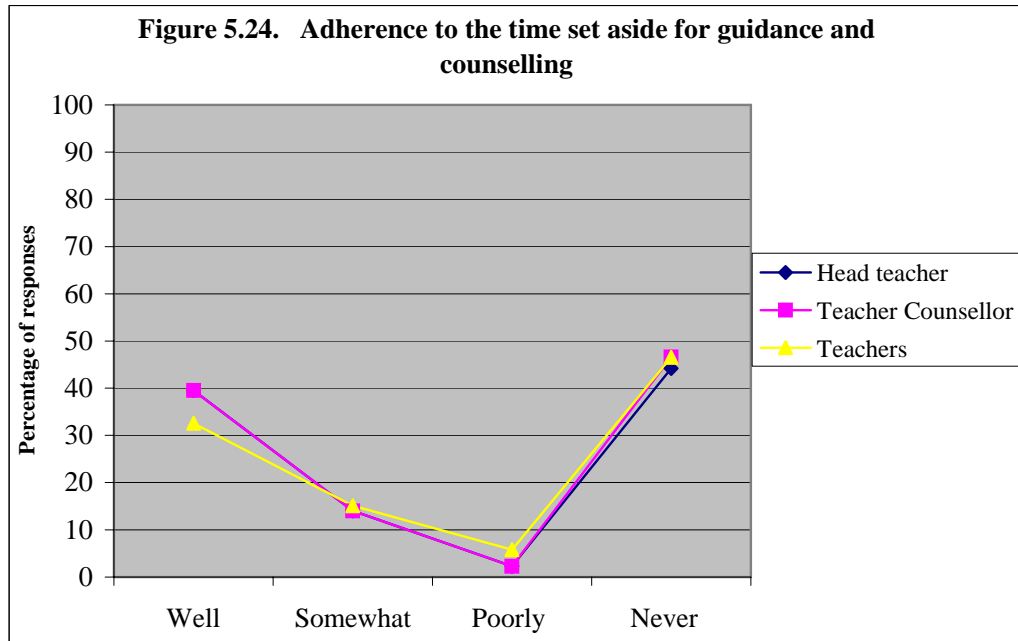
TC_M We have large classes, 46+ students and individual attention even in an individual subject or for career guidance is very difficult.

This meant that they had little or no time left for counselling purposes or they were exhausted at the end of the day.

The study investigated if time was set-aside in the school for guidance and counselling purposes as per the policy guidelines.



It was notable that less than a half of the head teachers in the study (48.8%), fewer teacher counsellors (41.9%) and even fewer teachers (26.7%) felt time was set aside for counselling. On the other hand, the majority of teacher counsellors (58.1%) said no time was set aside and they were supported by half of the teachers (51.2%). I thought that perhaps the students may not have understood the question or they interpreted the time used for guidance and counselling as having been set for the purpose, though in Section 5.2.3., the unplanned nature of the students' meetings was noted. The study therefore investigated if this time set aside for guidance and counselling purposes was adhered to.



The three categories of respondents appeared to agree that the time set aside for counselling was not adhered to especially when this is confounded by other factors such as the need to excel in academics and the lack of a counselling room set specifically for the purpose. Even individual teacher counsellors appeared to confirm this. A teacher counsellor has this to say:

TC_M Mostly, I do counselling at night or during the weekends because of the tight timetable. Though I admit counselling is allocated time after school on Thursdays, there is private study, games and sports and such. So there is no time for counselling. Then again, this is the time when there are no teachers in the staff room.

It would appear that time as a resource was lacking. Students who would want to see the teacher for counselling purposes would be frustrated in their efforts, best summed up as follows up by a male student in the FGD when I asked them to comment on what they liked or did not like about the school guidance and counselling programme:

S_{M2} In my school there are many things I didn't like. First, I, personally, I do not even know the teacher. Because we never see her, you are only told there is guidance and counselling in the school. So I think this is mainly contributed by the teachers, yeryewe (anyway) some of the teachers, eh, a teacher is supposed may be to help a student as beyond the time she or he is supposed to

be in school. Let's say the school programme ends up at 3.30. By 4.00 the teacher wants to be out. At the same time, this is the only time the students is free and you go to see the teacher. But the teacher has other plans. Either he tells you to join other students in sports, or he is going to send you away.

This may be about time and attitude, but it all goes further to illustrate that students may not have obtained an actual opportunity to consult with the teacher.

5.4.3. Resource Materials for Guidance and Counselling

The head teachers and the counsellors indicated that there were several resources or materials available for guidance and counselling in the schools though some schools had none as confirmed by one in four counsellors (22.5%).

Table 5.6. Resource materials for guidance and counselling in the school

| | Head teacher | Teacher counsellor | Teacher |
|--|---------------------|---------------------------|----------------|
| Books on sexual health and HIV/AIDS | 62.8 | 62.1 | 39.5 |
| Charts, posters | 4.7 | 4.7 | 2.3 |
| Video tapes/cassette tapes | 4.7 | 4.7 | 0 |
| Magazines (eg. straight talk), newspapers, brochures | 2.3 | 4.7 | 2.3 |
| Seminar / Conference abstracts and papers, pamphlets | 0 | 2.3 | 0 |
| There are none / nil | 25.5 | 22.5 | 55.9 |

It was noted that most of these materials appeared to be again on sexual health and HIV/AIDS earlier noted. What I wondered was whether they were for use by the teacher or the students. This is because as noted earlier, there were several talks on HIV/AIDS and sexuality, now there seem to be several resources on the same and yet students kept on inquiring about the same. Perhaps even the resources developed in this area or made available to schools are more directed to the teachers and not the students. This is confirmed by the fact that few of the respondents mentioned items that could be expected to have a wider dissemination such as magazines, newspapers, charts, posters and brochures.

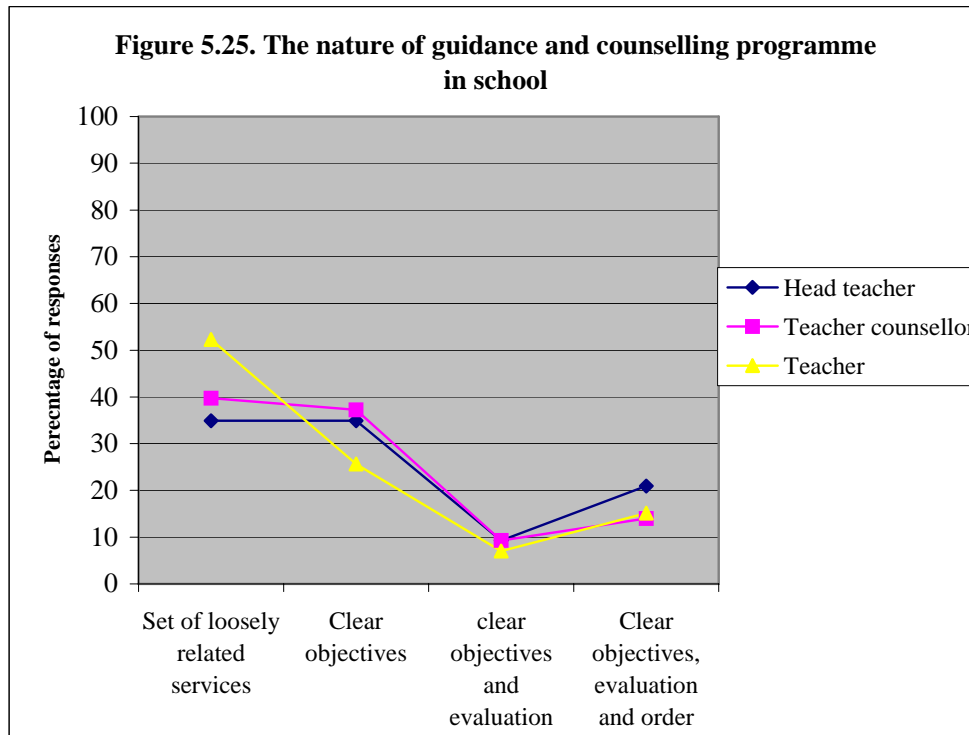
It was also clearly evident that few schools had any money allocated for guidance and counselling purposes and both head teachers (79%) and counsellors (76.7%) said so. In the course of the interviews with various head teachers and teacher counsellors, it was found that only one school had an actual budget for the guidance and counselling programme. When the issue was raised in the discussion forum with participants, it was clear that schools had no budget for the department and this was recommended as a suggestion that should be raised with other stakeholders.

The lack of resources seemed to be competing with the need to effectively implement the school guidance and counselling programme through a child-centred approach such as the provision of a room that had confidentiality. Some teachers admitted concern about their own capacities to enact the programme, with some blaming the school circumstances. This eventually meant that different people had diverse perceptions of the programme at the level of the school.

5.5. Perception of Guidance and Counselling

On the one hand, the Ministry appeared to advocate the need for guidance and counselling but on the other hand, the programme appeared more like a formality in schools. In this chapter, these might include the appointment of a teacher counsellor and the allocation of a room for counselling purposes (even if the room may not have been suitable for the purpose). Several factors seem to combine to work against guidance and counselling explored further in Chapter eight. But in the set up of such a scenario, different people were bound to perceive the programme differently as has been noted in the teachers' responses on several aspects.

To find out how the teachers generally perceived the programme, the questionnaire inquired from them about their views on the nature of the school guidance and counselling programme. They were asked to choose which description most closely matched their perceptions.



The general pattern was that all the respondents tended to agree, with slight variations on the exact nature of the school guidance and counselling programme; namely most felt that it appeared to be a set of loosely related services. Over half of the teachers (52.3%) supported by teacher counsellors (39.7%) and head teachers (34.7%) did not think the programme had clear objectives and the response in favour of the programme declined even further. At the end, only one in five head teachers (20.9%) and even fewer counsellors (14%) said it had clear objectives, evaluation and order.

Another major concern was the way students perceived counselling. Several teachers had various comments about the rather negative attitude students had towards the service as expressed in the following words:

TC_M Students fear being seen going for counselling. They shy away. You will see a student who wants to come for counselling shying off because they fear been seen by other students coming to the office.

TC_M There is a misconception about counselling by students. They believe that counselling is only for people who have problems, I mean psychological help.

The tendency to think of counselling to be for those who have psychological problems might help unravel the mystery as to why students did not seek counselling services. Other teachers argued in terms of the gender of the student (Section 8.2.2) with some arguing boys do not go for counselling unless referred, often due to indiscipline cases. Amidst all these challenges, it was also encouraging that some teachers were trying to look for various ways to encourage students to go for counselling. This teacher explained what she was trying to do:

TC_F If a girl comes to see me, rumour spreads out 'she is pregnant' or 'is she pregnant?' So they do not want to come. I suggest, what I do is, I keep books in my office. When a student comes, I give her a book and she pretends she had come for a book. That works.

Another teacher felt that there was need to improve on the mode of delivery of guidance for all students and suggested:

TC_F I think counselling works better with drama and the skits. These talks given to students are long and boring and students really have nothing to do other than just sit there and listen to the speaker. They are bored.

Clearly, there was need to identify ways so as to change the perception of students towards counselling and this could also mean stretching the resources and even the teachers' imagination, perhaps to beyond the school.

The findings and comments implied that placement and work of the teacher counsellor and hence the guidance and counselling programme seem to have been influenced by several factors that will be revisited in Chapter eight. This to a great extent appeared to be dictated by what the teacher counsellor in the school thought was appropriate for the programme and process (Section 8.1.1.) rather than a clear professional orientation in the overall programme for all secondary schools nationally. Consequently, the process seemed to have been influenced over time by the personal initiative of the teacher counsellor but not underpinned by a precise legislation or policy, and a weak dissemination of the same. For example, the Education Act (Republic of Kenya, 1968) does not say anything on guidance and counselling. In the light of such an absence of policy, the following difficulties were likely:

- Students may not have conceptualised guidance and counselling;
- Some schools had no formal counselling;
- Students rarely received counselling services;
- Ordinary teachers in the school may not have been actively involved in the programme; and,
- Counselling services rarely met the needs of the students who were expected to be the beneficiaries of the programme.

As a result, the school guidance and counselling programme as it appeared (Figure 5.25 above) lacked a formal or set format that tended to frustrate both the teachers, who may have wanted to provide the services, and the students, who anticipate benefiting from them. This tended to draw them further apart.

For the teacher counsellor, it would appear to be even more frustrating as summed up by a female teacher:

TC_F There are no resources and teacher counsellors are not trained. Counselling mainly takes the form of career and academic talks to students.

For the deputy head teachers, they appeared more preoccupied with instilling discipline:

DHT_M I have no time to smile at the boys here. If they want someone to speak to, let them go to the counselling teacher. Look at the size of the school!

The school with 1,158 students is one of the biggest boys' secondary schools in Kenya. But for guidance and counselling, this perhaps is all the more why there is need for all departments to work together.

The head teachers at times had more pressing needs:

HT_M We do not have a counselling room. Our first priority is to construct a science block and an administration block.

What this indicated was that different people tended to concentrate their energy in their respective roles and needs rather than as a team as revealed by a male teacher counsellor in a school:

TC_M The students are far too many and you have several lessons.

It might be possible to apportion blame on the Ministry but the schools also seem to do little even when this can be done, for example, in the allocation of a room for counselling purposes. The main issue of concern would be why. This was despite the fact that schools were regularly visited by school inspectors for quality of standards and would therefore have been expected to be improving, as areas of strengths and weakness would be identified and suggestions made. It could also be a case of a weak link within between the officers and the teachers in the specific area of guidance and counselling. For example, in one of the schools I visited for two days, there was a

team of school inspectors on the first day. I managed to interview the head teacher on the second day:

HT_M I took time to go through the questionnaire and I feel it is very useful. It points out areas of strengths and weaknesses and I do not think it is only in this school. I feel we could do more like the counselling room. We do not have a team or a committee. I called the teacher concerned this morning and we certainly think that there are several things we can learn from this. We have merely put guidance and counselling in place but there is nothing there. You have visited other schools and will be visiting and I am sure it is the same.

I further inquired from him why this was so in the schools and not necessarily in the school:

The ministry has no programme. I even mentioned that to the inspectors. The office, we have a room we can set-aside. It is only that we are slow.

On the one hand, the Ministry appeared to advocate strongly the need for guidance and counselling, but on the other hand in some schools the programme appeared in practice more like a formality. In practice, certain students in school appeared to notice this as was said by this student in the FGD:

S_{F4} Like you have heard from the students here, we've some guidance and counselling teachers and staff, departments, they are just there for the show or there is a name because it is a necessity.

This then leads to the question; if it is a question of schools being slow in implementation, how can the pace be quickened, especially if guidance and counselling has been emphasized since the 1970s and the circular detailing how this could be done by the Chief Inspector of Schools dated 1997 (Appendix 9)? Further, the role of the Ministry in such a task is called into question especially if schools “have merely put guidance and counselling in place but there is nothing there”. The draft policy guidelines in 2003 (Appendix 10) that are still being polished are an indication of a need to improve the system perhaps because of lack of precise

legislation, poor implementation or both and again this could be because it is envisaged that this will harmonise the general understanding of the programme and enable those involved to perceive the programme in a similar way. Furthermore, formal counselling (further explored in the next chapter in more detail) is a western phenomenon and the models of counselling may not have been grasped by the teachers especially those who lacked formal training. Clearly, formal counselling as a profession operates within a certain framework as extended by the profession and counselling training has been emphasised in this study. With lack of clear legislation and implementation procedures, counselling thus seems to operate in a context of a congested academic timetable, the need to instil discipline among students, and a growing but less prioritised need to address personal and psychological issues that affect students. Thus, it was perceived differently, depending on individuals' main concerns, depending on individual's main concerns.

It was noted that there were key differences between the head teachers and teacher counsellors who appeared more convinced that the guidance and counselling programme worked well on one hand, and the teachers (and often the students with the teachers) on the other who were not as convinced. The head teachers and the teacher counsellors appeared more positive about the overall programme but the average teachers are less impressed. It must be accepted that respondents may have different views and this need not be interpreted as bias or ignorance. The teachers for instance may be wrong in their interpretation or general impression (this can be positively argued since they were not involved in the programme) compared to the relative certainty of the individual doing the work and of the head teachers who may want to give a good face. In my view, this is one point emerging in this study: that the

teachers may need to be more involved and even perhaps receive greater education including in-service training on this and other school programmes.

5.6. Conclusion

From the information obtained, it was evident that the implementation of the school guidance and counselling programme seemed to be lacking in detail to allow effective implementation and was also implemented at different levels in the schools owing to various factors as will be evident in Chapter eight. Even where the respondents have different opinions, they appeared to consistently convey some similar ideas such as the poor involvement of all teachers in the programme. The schools therefore seemed to have adopted different procedures, according to how it was prioritised by the school and thus the policy had not been translated into practice in various schools. Instead, the schools and the teachers had simply built up or adopted a programme entitled guidance and counselling that they agreed lacked clear objectives as to why, how and when to guide or counsel the students.

The patterns and trends in the guidance and counselling process are the focus of the next chapter.

CHAPTER SIX

COUNSELLING IN THE SCHOOL

6.0. Introduction

Counselling as a profession requires that it be conducted in a professional manner. The study investigated how counselling was done in the school, and whether students did seek counselling services. This chapter outlines the major findings on practice and professionalism in counselling. In line with the discussion in Chapter two, a person centred approach to counselling was assumed to be desirable. In that case, the main point of focus as far as the respondents are concerned should be the students, who are the beneficiaries of counselling services in the school and who were the majority in the field study.

Main components of the findings in this chapter are:

- Practice and professionalism in counselling
- Counselling services in the school

6.1. The Teacher Counsellor and Students' use of the Service

All the schools apparently had a teacher appointed to coordinate guidance and counselling services. There were 13 (30%) TSC appointed and 30 (70%) head teacher appointed teacher counsellors. It was also encouraging from the evidence that 98% of the students had knowledge of who was the teacher counsellor in their school. Contradictorily, the focus group discussion (FGD) suggested that not all the students knew the teacher counsellor in their school:

S_{M4} As for me, I don't even know the guidance and counselling teacher in my school. I have never heard of anyone go there.

Teacher counsellors and participants expressed a similar view to the student:

TC_F Students rarely come for counselling. They believe it is for crooks and for girls, it is though she is pregnant. It is quite hard to change that.

Participant: Students and teachers including teacher counsellors are far away from each other. They are very distant, wide apart.

Participant: I think there is a big gap. Yes, that it what it is. Most teachers fail to reach the students.

When asked why, one teacher stated that:

TC_F Again, most students are not interested, I mean, they do not know much about the programme. I admit sometimes we, as teachers, do not do much to help change that. Most of the students who are sent to see me by the teachers or by the deputy are discipline cases, mostly boys.

But the study probed further to find out when the students sought help from the teacher counsellor.

Table 6.1. When students seek help from the teacher counsellor

| | Percent of responses |
|---|----------------------|
| When they have a problem or issue (not specific) | 63.8 |
| The only alternative (especially in boarding school) | 13.4 |
| During guidance and counselling sessions | 10.1 |
| Would never go | 7.5 |
| For academic assistance or consultation | 4.7 |
| Some want to impress the teacher, that is attention seeking | 0.3 |
| Disciplinary problems or cases referred by teachers | 0.2 |

In the end, it appeared that most of the students went to see the teacher counsellor when they had a problem or issue (63.8%) but it was notable that often at times, it may have been as a last alternative for others (13.4%) especially in the boarding schools and others did not respond or would never go (7.5%). To me, I felt this is a major issue that the schools should take up. That students would seek help from the

teacher counsellor as a last alternative or would not go at all is a matter of concern to me, and the schools should take this up in evaluating the programme.

When the issue of help was further investigated, it was evident that most of the students (78.1%) would seek help from the teacher counsellor if they had a problem or issue. But once again, others were not sure or would not go (21.9%) and though these are the minority, the fact that they are one in five students was an indication that there was a need to investigate whom, if anyone, such students would seek help from and why. For instance, not sure could also depend on the type of problem. At this point in time, it is crucial to investigate why others would not seek help, why others were not sure or had no response while a majority had indicated they would seek help (Figure 6.1. below). It would appear that there was some lack of trust in the teachers among the students and this was most evident in the FGD and a student even gave an example:

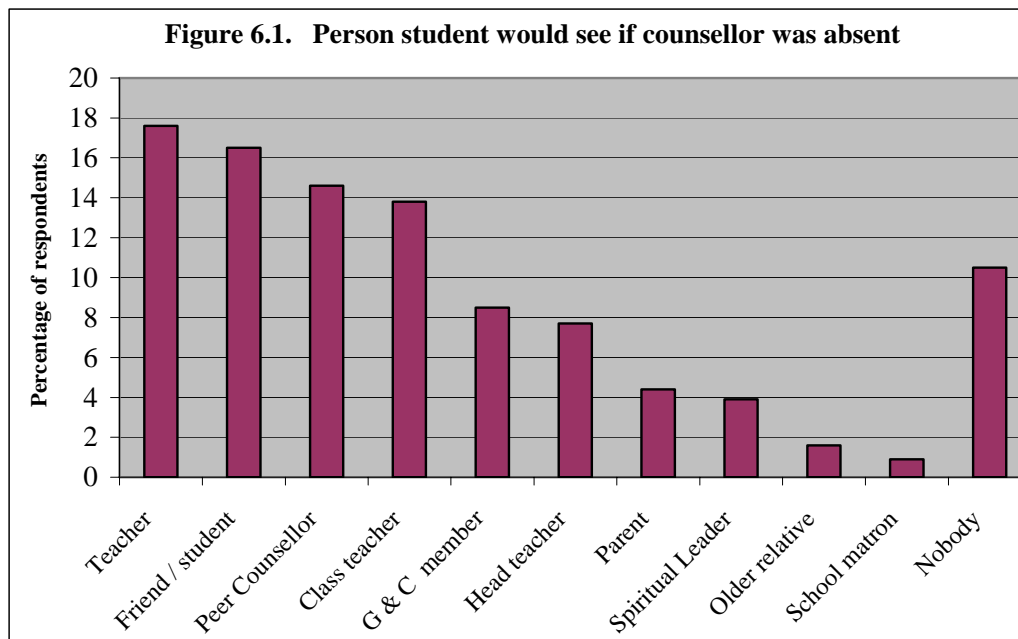
S_{M2} For example, you have a sexual transmitted disease like syphilis. You go to the teacher, your guess, you are just thinking he is going to guide you and you go and see the teacher. When the teacher comes to class, indirectly he is going to talk about the same thing (Loud laughter). Indirectly, he is going to talk about you. Now you wonder, you are left wondering, what was I going to do there in the first place? (laughter).

S_{F4} And it was supposed to be confidential!

The students seem amused by the example. What could perhaps have happened is that the teacher might think s/he is giving an example of reasons why students should see the teacher when they have a problem. But there is the unintended outcome in that students have knowledge of the student who has just been to see the teacher and now they know why! For all the good intentions, the teacher could be failing while thinking s/he is offering help. Instead, students would prefer that the teacher maintains

the confidentiality in counselling but based on the FGD in the opinion of the students, it was not always done. This was a very important quality singled out by the students and other qualities will be investigated and elaborated upon as well.

Students suggested several people they would see as an alternative if the teacher counsellor was absent:



It would appear that the students would still prefer to see another teacher as an alternative if the teacher counsellor was absent (any teacher, head teacher, class teacher or member of the guidance and counselling team), friend or fellow student and some a peer counsellor. Alluding to the findings in the previous chapter, it needs to be remembered that few of the ordinary teachers in the school were orientated to counselling and this would raise questions as to the kind of help they would offer. It needs to be noted that again, a sizeable minority of students said they would see no one.

But the students appeared more convinced in terms of what kind of a person they are looking for and enumerated certain qualities in form of the reasons as to why they would go to seek help from the person.

Table 6.2. Reason why the student would go to the person in the absence of the teacher counsellor

| | Percentage of responses |
|--|-------------------------|
| S/he is a confidant | 21.6 |
| S/he is helpful | 19.0 |
| The person is experienced | 17.5 |
| S/he can help solve my problem | 15.3 |
| Person easy to approach or friendly | 12.1 |
| S/he is in charge | 5.7 |
| S/he is like a surrogate parent | 4.6 |
| For spiritual enrichment | 2.0 |
| Because I can't get my problems solved | 1.3 |
| Others will laugh at my problem | 0.9 |

Top of the reasons was that the person was a confidant and helpful, experienced, someone who is approachable and friendly. The views of students in the FGD reflected this:

S_{F2} Something, may I add, is whereby, first of all you have to check, does this person, the so called guidance and counselling teacher inspire, does she or he inspire people? You know, there are some people who, even the way, despite the fact that they are teachers, their lifestyles don't lure you, is not touching (Murmuring of approval).

In my own view, these are the qualities that teachers and counsellor should be trained in and issues that should be discussed during training session so as to enable them to be approachable and therefore of ample help to the students when the students need help. For example, one of the students in the FGD was categorical that he would not seek help from the teacher counsellor in the school and stated his case:

S_{M3} For me, it is almost impossible. I cannot go to him because, my friend, the other day he was accused of, ok, he had stolen a shirt. He was supposed to be suspended from school. When he was called for a Board (of Governors disciplinary) meeting, the guidance and counselling teacher is the one who is like, he is 'kuchochea' (advocating, inciting the members of the board to take a hard stance on the boy) to go for good (that the boy be expelled from

school). Then, by good luck, the boy was only suspended for two weeks. Then, when he came back, the teacher wants him to go to him for counselling (murmuring of disapproval) and he is the one who wanted him to go for good.

S_{F3} I cannot go.

S_{M3} How? I also cannot go to him.

S_{M4} No way!

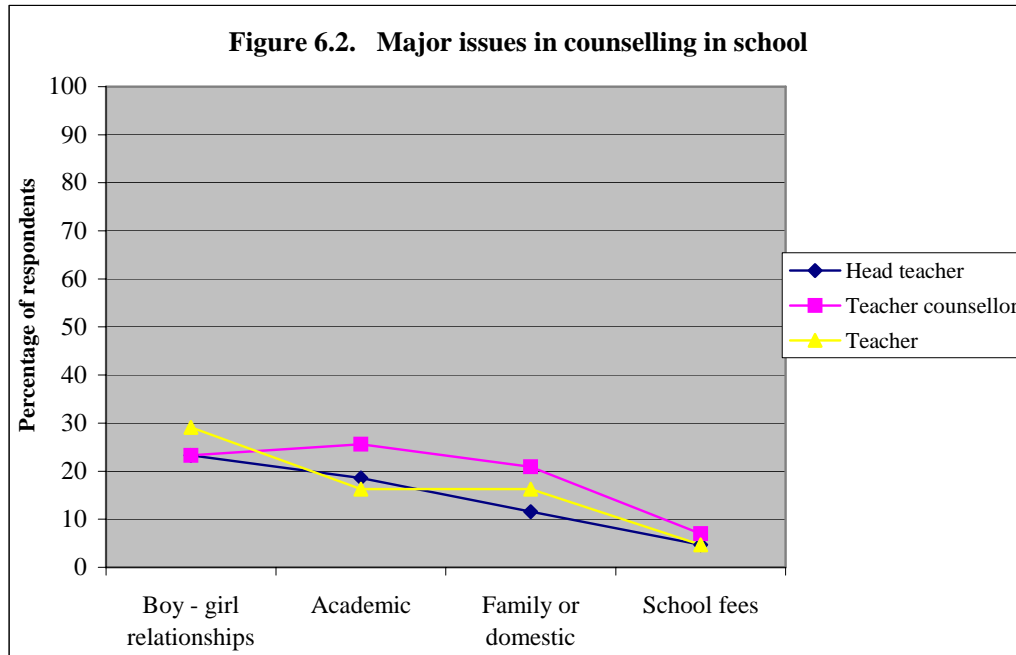
Consistent with the comments by the other students, the teacher counsellor it would appear is expected to be friendly, a role model and a person the student can turn to for advice in a time of need. In this case, the student admits his friend was in the wrong. But what he and other students do not like is the hard stance taken by the teacher counsellor. I asked myself several questions that could form the basis of guidance and counselling policy:

- Was the teacher counsellor trained?
- How is the counsellor expected to relate to students in discipline cases?
- Did the teacher, according to the students understand the reconciliatory role the students perhaps would have expected him to play?
- Do counselling training, conferences and seminars discuss such matters?
- Is it necessarily wrong for the teacher to have taken such a hard stance?

It would appear that the students might have had their expectations of the teacher and the fact that a teacher would appear to betray that trust tended to undermine their role as teacher counsellors.

6.2. Counselling Issues in the School

The study tried to find out by asking first the adults as the custodians of the students what were the major issues in the school.



The top four stated major issues in counselling in the school were boy - girl relationships, academic matters including career and subject choices, family or domestic issues and lack of school fees. Others included the following:

- Sickness or ill health and personal hygiene
- Poor or low self-esteem
- Indiscipline such as smoking, drinking or truancy
- Orphaned children especially as a result of HIV/AIDs
- Poor relationship with authority including the school, teachers and parents
- Language barrier caused by a lot of vernacular speaking. Teacher counsellors argued that students were afraid of seeking counselling as they lacked confidence in the (English) language
- Drugs and substance abuse
- Pregnancy and resulting abortions

Students in the FGD when asked about the things that make a student go to see the teacher counsellor confirmed there could be several issues:

S_{M3} Those with problems at home and others who cannot concentrate in class.

Academic and domestic issues were top of the agenda though a significant number would still not go for counselling as expressed by a student in the FGD:

S_M For me, I never saw anyone go there. I did not go and none of my friends.

At this point in time, it was not clear as to whether the students would not go for counselling because they do not have a need or there were other mitigating factors that perhaps prevented them from seeking counselling services even though they had an issue or need.

The study then asked the students the things that would make a student see the teacher counsellor and those that would make themselves see the counsellor.

Table 6.3. Things that would make a student see the teacher counsellor as compared to things that would make others see the counsellor

| | Self, the Student | Other Students |
|---------------------------------------|--------------------------|-----------------------|
| A problem or issue (not specific) | 44.7 | 23.9 |
| Academic and study issues | 14.9 | 17.3 |
| Domestic problems | 4.4 | 15.9 |
| Boy - girl relationship | 2.7 | 6.4 |
| Disciplinary / cases | 2.8 | 6.1 |
| Depression, stress, loneliness | 3.1 | 4.9 |
| Pregnancy | 0.2 | 2.2 |
| Fees problem | 1.1 | 2.8 |
| Career and subject choice | 2.5 | 2.7 |
| Sickness or ill health | 0.8 | 1.6 |
| Boarding issues / adolescent problems | 2.0 | 2.4 |
| Transportation problem | 0.2 | 0.2 |
| Drug taking / smoking | 0.2 | 1.7 |
| Peer pressure | 2.2 | 3.1 |
| Homesickness | 0.2 | 0.2 |
| Sexual abuse | 0 | 0.2 |
| Would not go | 18.0 | 8.5 |

Students go to see the teacher counsellor for a range of reasons. Top among them was a problem or issue that was not specified, academic and domestic problems. What I found particularly intriguing about this response was that almost a half of the students (44.7%) said they would see the teacher counsellor over an unspecified issue, but tended to respond with slightly higher response regarding specific issues for other students. But again, several students said they would not voluntarily go themselves (18%) though fewer indicated such unwillingness (8.5%) for other students. It appeared that the students did not want to say exactly why they would want to see the teacher counsellor. This is further investigated in the rest of this chapter by looking at the counselling services.

6.3. Counselling Services and Students' Needs

Though a substantial majority of students had indicated earlier that they would seek help from the teacher counsellor, slightly more than a half said they had been to the counselling room (52.8%) or gone for counselling (56.9%) in the school. Students may have gone to the counselling room to see the teacher counsellor or a colleague on a different matter or may have gone specifically for counselling. But the study was also concerned with whether students sought counselling services. In the FGD only one among the six students admitted hesitantly that she had been to see the teacher counsellor but not for counselling:

S_{F2} As for me, most of my friends used to go there. Personally, I'm not, ah ah (hesitates), I, had, I had gone there. But this was guidance in a specific subject, how you want to, we really wanted especially to improve in Kiswahili (language subject). So we had gone to be, ok, to be guided because the counsellor teacher also happened to be our Kiswahili teacher.

The student is emphatic that she had gone for academic help, '*but this was guidance in a specific subject...*'. I deduced rightly or wrongly that she might be trying to say

that she had not gone there for psychological, or emotional or other help. I wondered at some point if the FGD situation was perhaps problematic for students to talk about themselves. Another student said he had taken a friend there:

S_{M3} I just went to the school and saw a name on the door of the office of the guidance and counselling teacher. I didn't enter, it was written guidance and counselling. Then the first time I saw someone going there was my friend. He was from another school and when he came to our school, he became among the last (prolonged laughter) so he couldn't believe he is among the last (more laughter). It was then he said I take him there.

In the same way, the student says his friend went to see the teacher counsellor because he appeared to be performing poorly. The study enquired as to why students would go to the counselling room so as to establish the exact nature of the purpose that made them go for counselling:

Table 6.4. Reason why student had previously gone to the counselling room

| | Percentage |
|---|-------------------|
| To seek advice/for help to solve problems (not specific) | 16.4 |
| Problems in academic work / career | 16.2 |
| Consult on guidance and counselling | 3.9 |
| To collect academic books/ materials/not for guidance and counselling | 2.7 |
| Discipline problems, that is, sent for discipline purposes | 2.5 |
| Domestic / family issues | 2.0 |
| Boy / Girl relationship | 1.7 |
| Problem with peer pressure | 1.4 |
| Compulsory for new comers / all students | 0.9 |
| Fees problem | 1.3 |
| Other reason they had gone to room | 1.4 |
| Have not been there | 49.6 |

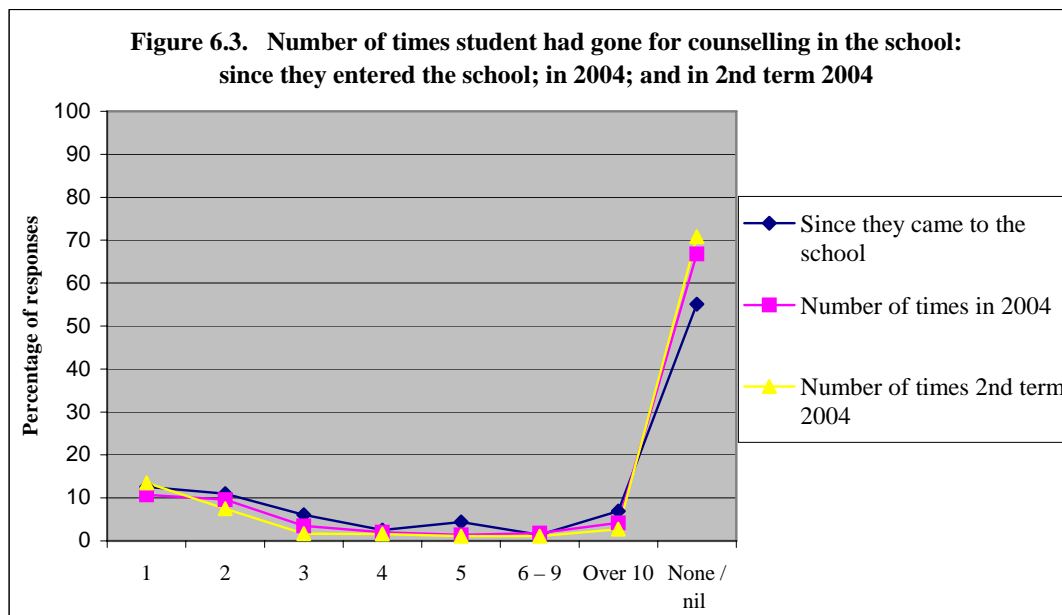
The reasons given as to why they had gone to the counselling room range from reasons to do with academic work, general consultation, domestic issues, boy - girl relationships, fees problems or peer pressure and this is congruent with the above findings as to why a student would go to see the teacher counsellor. But almost a half of the students (49.6%) had never actually been to the counselling room while others had either been sent for discipline problems or gone there because it was compulsory for new comers. Once again, it was noted that the students preferred to maintain their

privacy and said that they went to seek help or advice with an unspecified problem or issue, and that was top of the reasons why they went to the teacher counsellor (again perhaps they did not want to disclose specifics). A student in the FGD who was also a peer counsellor expressed the academic reason that was also stated earlier:

S_{F1} The teacher in charge of counselling used to call students, if, may be someone had started changing the character, may be you were a good girl and were performing well in Form One and in Form two you were deteriorating, these students were called for counselling. But not many, I mean not so many.

The student insisted that though the teacher seemed to single out students that might have required help even in academics (earlier seen as a major reason), the number seeking that service were not many.

More specific information was asked as to the number of times the students had gone for counselling since they joined the school, in the year (2004) or in a term (second term 2004) as seen in Figure 6.3 below.



The most notable response was that most of the students had not gone for counselling and it did not matter whether it was since they came to the school, in 2004 or in

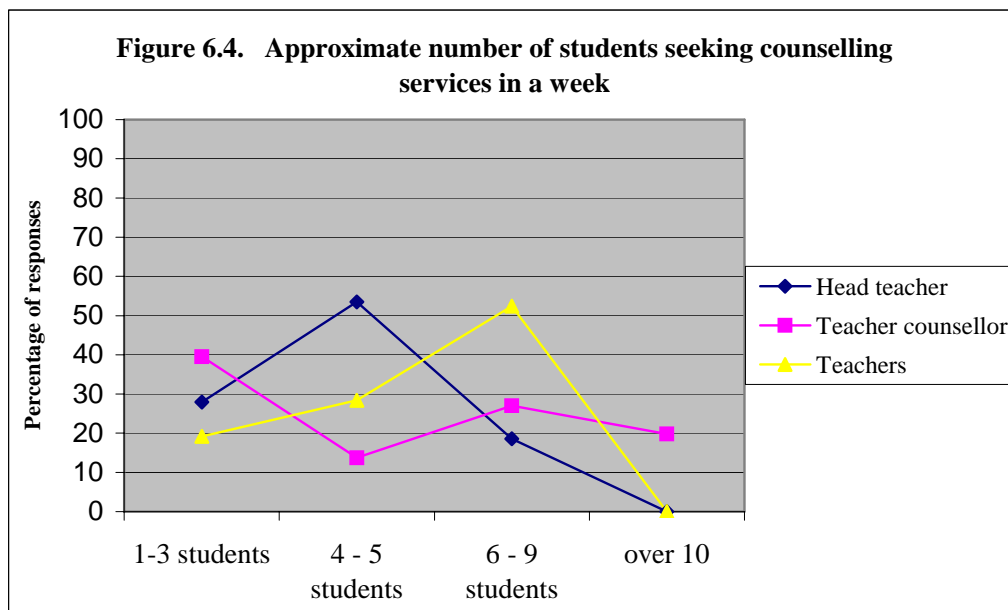
second term of 2004. It also emerged that even with those who sought counselling, they seemed to be confined to one or two sessions.

Teacher counsellors, both male and female, expressed similar views:

TC_M Rarely do students come for counselling because they fear their friends will see them coming to my office.

TC_F It is like anyone who comes here has a problem. If a girl comes to see me, rumour spreads out 'she is pregnant' or 'is she pregnant?' For the boys, it is like 'what did he do?' So they do not come.

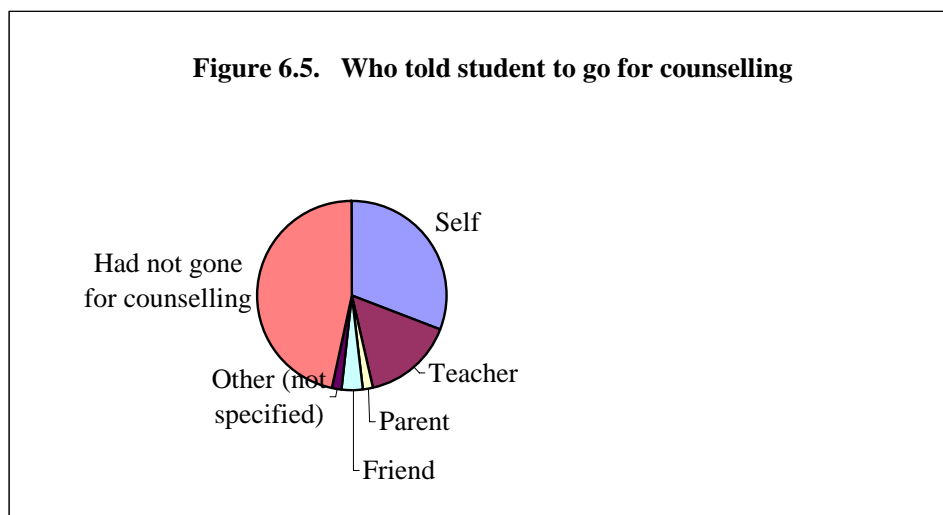
The student responses were compared with the teachers who were asked to approximate the number of students that sought counselling in the school in a week.



It would appear that according to the head teachers, 4 - 5 students seek counselling services in a week though the teachers believed 6 - 9 students while the teacher counsellors indicate 1 - 3 students. Does this low indication by the teacher counsellors' response then confirm earlier claims that they had no time to attend to the numerous students seeking counselling services, or are they saying that students do not have issues or come forward? However, it does seem more in conformity with the

students' response who did not indicate as much enthusiasm as the 6-9 indicated by the teachers. Even taking the higher number of 6 - 9 students seeking counselling in a week, in a typical school with between 300 – 1,300 students on average this would still largely confirm that few students were actually being counselled.

Perhaps the question then should be viewed from the students' point of view and rephrased: why do students not seek counselling services in the school? One way that the study tried to do this was to inquire from the students themselves who told them to go for counselling.



Only one in three (31%) said this was a self-initiative. Others were asked by a teacher (15.7%) and a smaller number by a parent, friend or other people. Almost a half of the students (46.4%) had not gone for counselling, once again confirming that most students were not seeking the services. Comments from a teacher in the discussion forum reiterated the points already made about students not volunteering to go for counselling:

Teacher: Students are sent for counselling by teachers or the deputy head teacher. That is the only time they go for counselling. I think the distinction between counselling and discipline is not clear, even to us as teachers.

During the interviews with teacher counsellors, one of them was talking about the time for counselling and mentioned these students referred by other teachers:

TC_F Those students that have been referred to me can see me anytime, even during class time. But the others come to see me during their own free time after class. The referred issues include reporting to school late, sleeping in class, lack of concentration in class and other indiscipline issues.

But these referred cases did not appear very appealing to the teacher counsellors as this teacher commented regarding discipline and counselling:

TC_M The deputy comes and says 'we have punished this boy and he needs counselling' or a teacher sends a boy for punishment and 'as soon as he finishes, he should see you for counselling'. You find it difficult to come in. I mean, the boy has already been punished so what else am I supposed to do?"

It would appear that such selective cases could have lead to the misconception among students that counselling is for students who have particular problems related to discipline as was said by another teacher:

TC_M The students think counselling is for those with problems, I mean those that have been punished for one reason or another. Then there are the girls, I mean pregnancy cases of course.

In addition, it also appeared a question about who is who in the school hierarchy (Figure 3.3). For example, students were being referred by the deputy head teacher to the teacher counsellor rather than students first seeing the teacher counsellor and then the deputy head teacher as this teacher says:

TC_F Whenever there is a disciplinary case, the boy is referred to us for counselling. We are very careful, if the boy does not want to be counselled, we do not force them. Of course, there are cases that we in the guidance and counselling department feel strongly we should have been consulted before a decision was taken, but the administration feels different and we respect that.

The role of discipline versus that of counselling and that of the deputy head teacher as different from the teacher counsellors is revisited in Chapter Eight. It is an area that needed more investigation and consultation.

The questionnaire then asked the respondents what a student is supposed to do if s/he wanted to see or talk to the teacher counsellor.

Table 6.5. What a student is supposed to do if s/he has an issue and would want to see or talk to the teacher counsellor

| Response | Head teacher | Teacher Counsellor | Teachers | Students |
|--|---------------------|---------------------------|-----------------|-----------------|
| Approach the teacher directly and talk | 67.4 | 93.0 | 67.4 | 74.5 |
| Go through an intermediary (teacher, school prefect, peer) | 2.3 | 0 | 0 | 3.8 |
| Book an appointment | 18.6 | 7.0 | 3.6 | 8.2 |
| Students are referred by school administration or teachers | 0 | 0 | 1.2 | 0 |
| No procedure | 11.7 | 0 | 27.8 | 13.5 |

Even though an overwhelming majority of the teacher counsellors (93%) indicated that a student went to see the teacher directly, one in four teachers (27.8%) and a small proportion of the head teachers (11.7 %) admitted there was no procedure. What I found interesting for the purpose of this research and for counselling was that a majority of students (74.5%) said they would approach the teacher directly. It could be that students were aware of the procedure (as the counsellors said) or if there was none, perhaps they assumed they are supposed to approach the teacher directly (maybe this is how other matters are handled). But again for the purpose of the study, I would argue that it is very encouraging if students can just approach the teacher directly since they would feel closer to them. Perhaps it would make it possible to seek help. But this would be problematic if they do not know or trust the teacher. All in all, if counselling services were to be improved upon, I would also argue that such a procedure, however simple should be widely publicised.

6.4. Counselling as a Profession

As a follow up to the ongoing discussion about counselling in schools, one is bound to ask the question: how were counselling cases handled in the schools and was this in a

professional manner? Is counselling a profession? Bond and Shea (1997:521) while discussing professional issues in counselling state that members would be expected to complete a course and have obtained qualifications of sufficient academic standard. Part of the existence of professions as Bond and Shea point out, and for the purpose of this section, is the need as to maximise the 'profession's credibility and competence'. This was becoming a major concern of the study and was the centre of focus in the interviews and in the discussion forums. This is because of several reasons:

- Firstly, in the light of the underlying counselling approach in person centred therapy, it is crucial that counselling focus on the individual and aims at offering help therefore to the students.
- Secondly, within the framework of prismatic theory, it would be important to highlight areas where counselling practice would appear to be in conflict with the social values and setting. It would be expected for example that forums are created to discuss such issues.
- Thirdly, within a framework of education change, would be innovative approaches such the provision of life skills in guidance and counselling to intervene in teenage pregnancy in schools for instance. The effect of such a service would need to be evaluated among other alternatives.

Among the distinctive features of a professional counselling organisation identified by Bond and Shea (1997) are: a code of standards and ethics; confidentiality though it is not absolute in all circumstances; counselling supervision; and, counselling referral. This section further explores these areas as basic aspects of professional counselling that would be expected in the school.

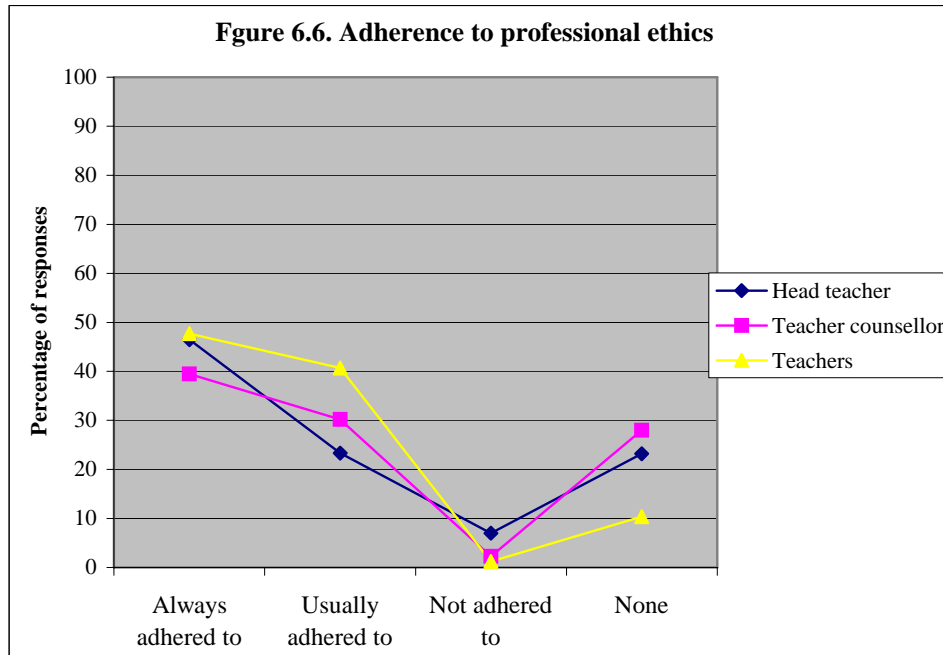
6.4.1. Counselling Ethics

In order to find out if the teacher respondents were familiar with any professional rules on conducting counselling, the respondents were asked about any code of professional conduct they were familiar with.

Table 6.6. Code (s) of professional conduct respondents are familiar with

| Code | Head Teacher | Teacher Counsellors | Teachers |
|---|-------------------------|--------------------------------|-----------------|
| Teachers' Code of Regulations (TSC Code) | 48.8 | 37.2 | 43.0 |
| Civil servant code of regulation | 2.3 | 0 | 0 |
| Professional code of ethics for counsellors | 0 | 9.3 | 0 |
| All codes (not specific) | 2.3 | 2.3 | 2.3 |
| Stated none | 46.6 | 51.2 | 54.7 |

Less than a half of all the respondents indicated familiarity with the Teachers' code of regulations and a few counsellors (9.3%) were aware of or had a code of conduct for professional counsellors. One is bound to ask what code the counsellors followed. My efforts to get hold of any officials of the Kenya Counsellors Association (KCA), that is supposed to regulate this, were futile. This is unlike in other countries like the United Kingdom where organisations such BACP would appear to be more active. However, one of the counsellors attending the discussion forum from a leading counselling training institute informed me that counsellors tended to adhere to the code of conduct as drawn by the various counselling institutes where they may have attended training. As KCA appeared to be dormant, I strongly felt this was an area of emphasis where the Ministry could have a code drawn for teachers. I must admit that I had not anticipated such a response when drafting the questionnaire, as the next item inquired from them how professional ethics were adhered to in the school.



Despite the fact that few of the teachers seemed familiar with the professional ethics, a majority felt that they were being adhered to. Perhaps they meant the TSC code since the response was slightly better and this may be confirmed by the fact that one in four counsellors (28%), one in five head teachers (23.2%) and one in ten teachers (10.4%) said there were none. The question I asked myself was, how would they know if the ethics were adhered to when they were not familiar with them or there were none in the school?

Respondents were asked to give examples or make comments on how the codes of professional ethics were made use of.

Table 6.7 Examples or comments on use of professional code of ethics

| | Head teacher | Teacher counsellor | Teacher |
|---|--------------|--------------------|---------|
| Head teacher makes reference to code in disciplinary matters | 4.7 | 4.7 | 0 |
| We discuss professional ethics in staff meetings | 0 | 0 | 1.2 |
| Some teachers don't adhere to the code of ethics for teachers | 4.7 | 2.3 | 2.3 |
| Code of ethics for counsellors is adhered to | 0 | 2.3 | 0 |
| Code of ethics for teachers is adhered to | 2.3 | 7.0 | 0 |
| The code is not well supervised | 0 | 0 | 2.3 |
| Code of regulation should be made available to teachers | 0 | 0 | 3.5 |
| No answer | 88.3 | 83.7 | 90.7 |

An overwhelming majority (over 80% in each category of respondents) had no example or comment. It could be that they did not understand the question or had no comments or examples as to how the code could be made use of. But still, this tended to reinforce the idea that the code of ethics may rarely have been made use of or referred to, if at all the respondents were aware of them. However, it would be appreciated that if the professional code/s were familiar to the teachers such as the TSC code from their training as teachers, they could be made use of on occasions such as in disciplinary matters and also, they could be discussed in staff meetings to enhance professional conduct.

The effect of this is well expressed in certain actions by teachers that seemed to undermine the very essence of counselling. Let us look at how sexual relationships among students were handled for instance:

S_{M1} In our school, when you were caught coupling, instead of the teacher counselling you, you were reported to the school principal. Now on Friday morning during assembly, they tell you to go in front of the whole school and divorce (laughter).

By coupling, the student means that a student had a partner of the opposite sex and they were caught together perhaps in a sexually compromising situation. It would appear that what was an opportunity to guide and counsel the student on boy - girl relationships is turned into a disciplinary measure. But it was also apparent that this was not always the case. For example, a student in the FGD gave a case where both the head teacher and the counsellor supported a girl who had been pregnant in school:

S_{F3} When I was in Form two, there was a student in Form three. When the teachers noticed she was pregnant, she was called by the counselling teacher and, she opened her heart to her. The teachers decided that because she was going to Form four the next year, there was no reason to chase her from school. So, the teacher really helped her, advising her, counselling her and she was taken to the school principal. I can say may be God helped her that

they just gave her time to go and deliver the baby and she came and sat for the examination. I remember the girl was assisted very much by the counselling and guidance department because every time we used to go for lunch, supper or any other meal, she used to be given a special meal which was, it was a rule from the counselling and guidance.

Even in this case, the student seems to express some doubt if this action was a school policy or fate expressed in the words: *I can say may be God helped her that they just gave her time.* This lack of consistency is further expressed in another instance in a different school:

S_{F4} There was a girl in our class. Everyone was talking about it. We waited. Let us see what the school administration is going to do. But what happened is that the headmistress supported her. The same case, special diet, a lot of counselling and, another thing, she was very likeable, the girl was so likeable.

Looking at this case, one can notice the anticipation as expressed by the student: *let us see what the school administration is going to do.* The impression created in the two cases is not that there was some consistency in helping students deal with the issue at hand, but rather the uncertainty surrounding such crucial issues further reinforced in her own words: *And, another thing, she was very likeable, the girl was so likeable.* What about students who were not 'so likeable'? Some consistency could have been established to handle these and other cases including confidentiality that is the concern of the next section.

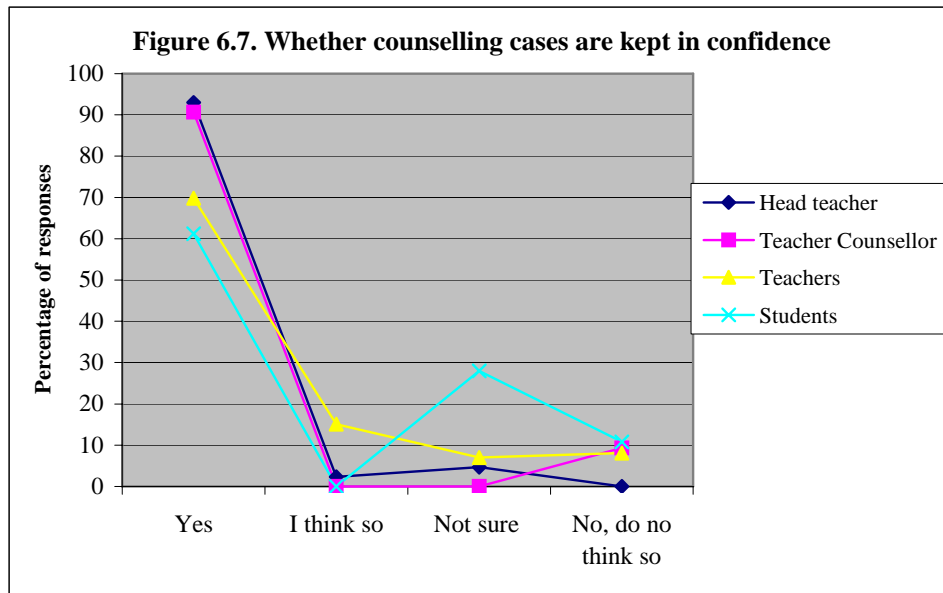
6.4.2. Confidentiality in Counselling

In the review of literature in Chapter two, several ways in which the Ministry has suggested the school guidance and counselling programme could be improved upon were reviewed. But little seems to have been done on confidentiality in counselling, and yet this is a very important component of the counselling process, as we have already seen with regard to the room and students' emphasis on privacy. Counselling

thrives on confidentiality. Feltham (1996:300) summarises the centrality, professionalism and almost sacredness, of confidentiality in counselling:

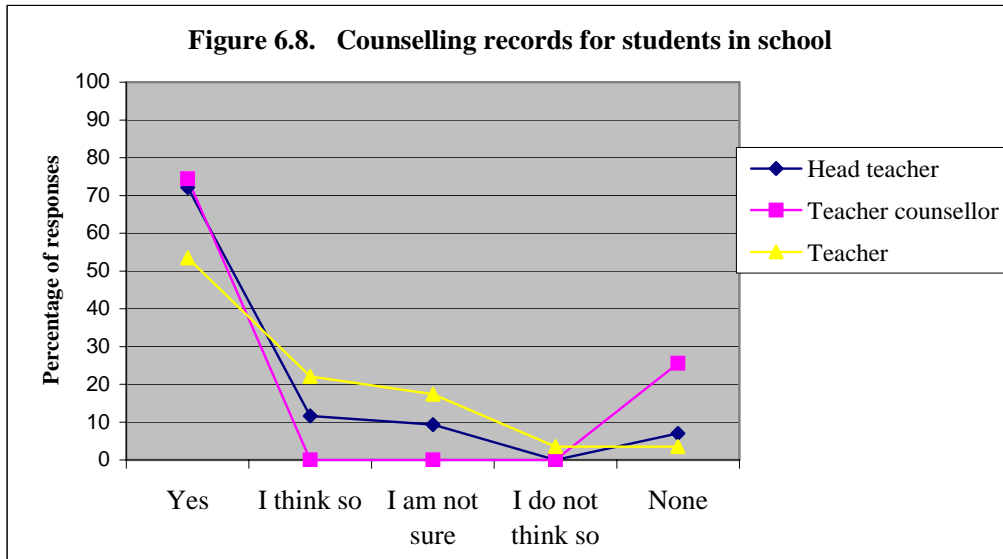
Something we can all agree on is the necessity, perhaps the sacredness, of confidentiality. What is counselling if not a private, professional, preciously bounded activity? Clients cannot discuss their innermost concerns, they cannot disclose their peccadilloes, their vulnerability and pain, unless they are absolutely sure they can trust the counsellor.

The findings on confidentiality in counselling were investigated using several items in the questionnaire and in the ensuing interviews with the respondents. For example, participants were asked if counselling cases in the school were kept in confidence:

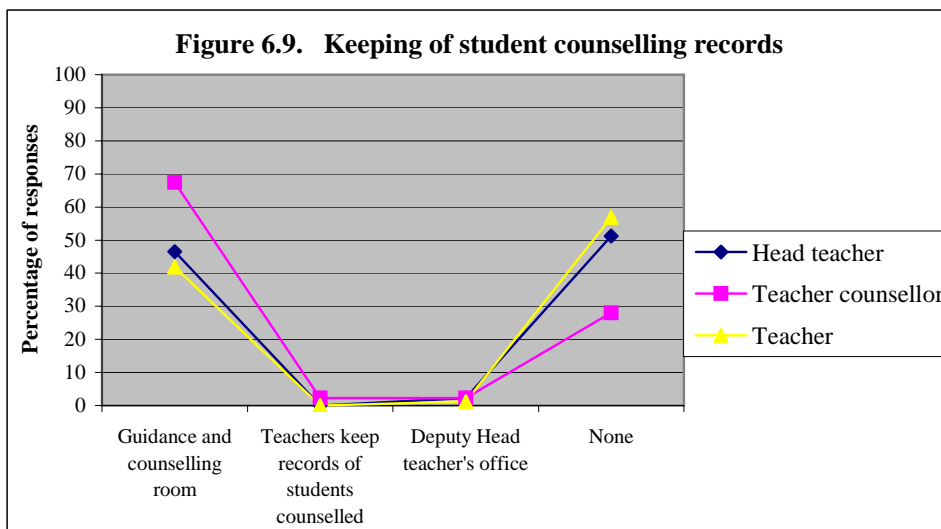


Though the head teacher and the teacher counsellors (93.0 % and 90.7 % respectively) overwhelmingly agreed on counselling cases being kept in confidence, not all of the teachers (69.8%) shared the same view and certainly not the majority of students (61.2%) either. The uncertainty of the students could make counselling difficult.

The study investigated whether there were any counselling confidential records (as different from student records) in the school and how and where they were kept.



It was found that though a majority of the teacher counsellors and the head teachers (74.4 and 72.1 % respectively) believed there were counselling records in the school, slightly more than a half (53.5%) of the teachers agreed with them. What was very clear though, was that one in four of the teacher counsellors (25.6%) admitted there were none. To investigate further on the records, the respondents were asked where they were kept.



It was notable that less than a half of the head teachers and teachers (46.5% and 41.9% respectively) said the records were kept in the guidance and counselling room.

One in every four teacher counsellors (28%) said there were none and this was also reported by slightly over a half of the head teachers (51.2%) and even more teachers (56.9%). What I would have wanted to know from these teachers, especially the teacher counsellors, was why there were no records, and if any counselling was conducted why no records were kept. This could be an indication that no counselling took place or if it did take place, no records were kept. Assuming that students were counselled, it would appear to be an extension of a lack of policy on how to deal with counselling. It may also be noted in passing that there was indication that the records may have been kept in the deputy head teacher's office (or even by individual teachers) and if so, did this compromise counselling records and were they used for discipline purposes?

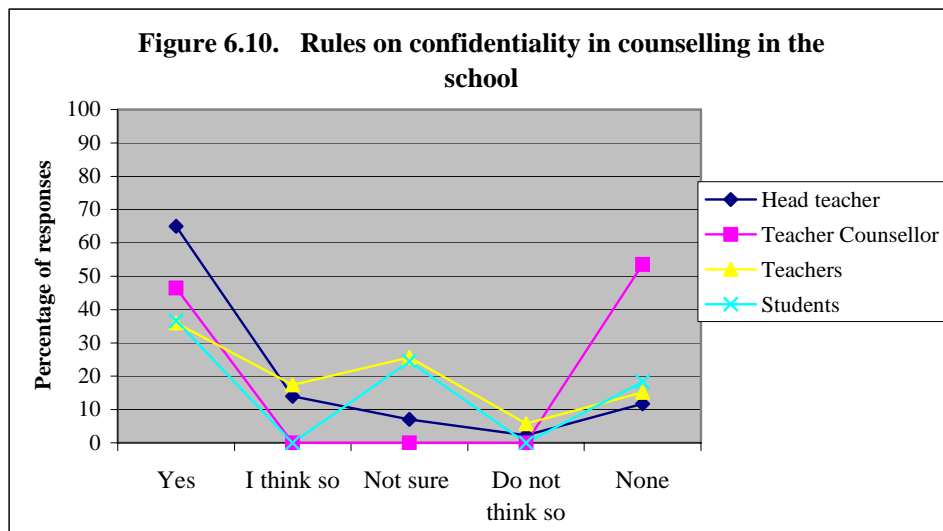
The study therefore enquired as to how confidentiality was kept in the school and a majority of the head teachers (72.1%) and the counsellors (60.5%) insisted that the teacher counsellor did not inform others of personal information but further enquiry revealed that others may have access to the information.

Table 6.8 **How confidentiality is kept in the school – who has access to information**

| Factor | Head teacher | Teacher counsellor | Teachers |
|---|---------------------|---------------------------|-----------------|
| Only TC has access to all counselling cases | 39.5 | 46.5 | 18.6 |
| Within the guidance team who are briefed by the TC | 23.0 | 17.9 | 10.5 |
| By the TC and the head teacher | 16.3 | 7.0 | 17.4 |
| By the TC and the teacher concerned with the case | 11.6 | 12.3 | 15.1 |
| Every teacher keeps their own records | 9.6 | 11.6 | 25.6 |
| School administration including deputy have access to counselling cases | - | 4.7 | 12.8 |

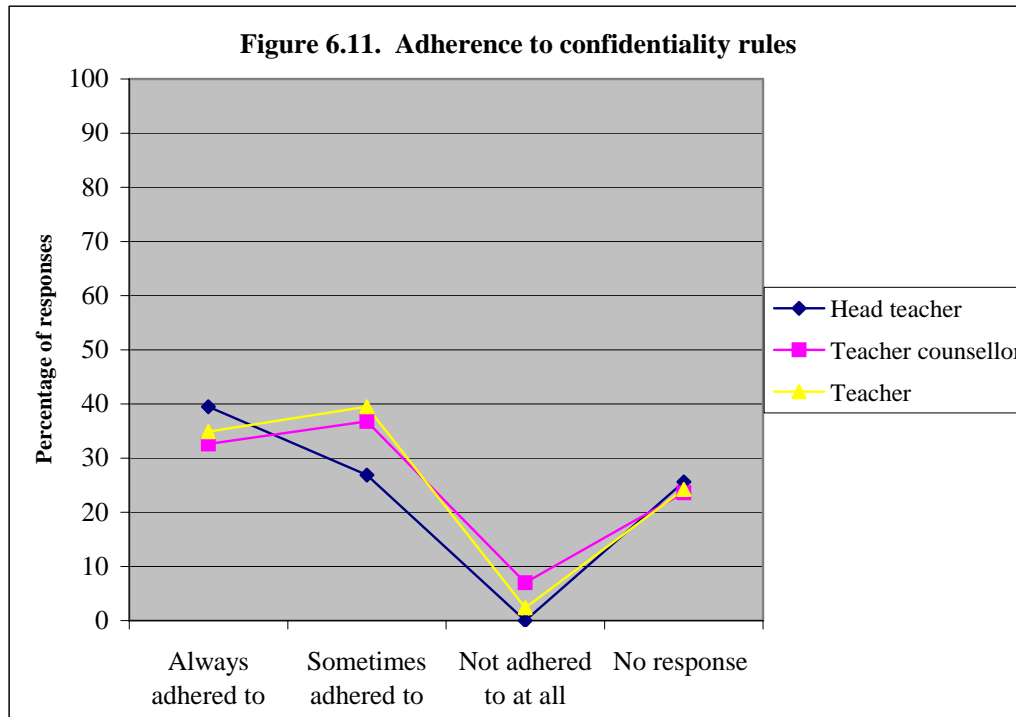
Once again, the head teachers and the teacher counsellors seemed convinced confidentiality was confined within the guidance and counselling team, but the teachers did not overwhelmingly share a similar view. In all, there were several

responses in this item as to how counselling cases were handled. I interpreted this to be perhaps due to a lack of a uniform approach as to how the records could be dealt with. One reason perhaps for this could be due to lack of knowledge of professional ethics further investigated in the study by asking the respondents if there were any rules on confidentiality in the school.



The general pattern in response was the same in that it is mainly the head teachers (65%) and to a lesser extent less than a half of the teacher counsellors (46.5%) who said there were any rules on confidentiality in the school. More than half of the teacher counsellors (53.5%) said there were none and this is the more probable reality since they are the counsellors. The teachers and students as well seem to feel the same in that though few admitted there were none, they express their doubt in various responses (thought so, not sure, did not think so or did not know). The uncertainty of the responses by the teachers and the students, gives the impression that if at all there are any rules, they need to be disseminated. Again, such lack of rules (or understanding of them) reinforces the students' fears that the teachers may not keep their talk in confidence.

The study further enquired from the teachers the extent to which the rules on confidentiality were adhered to in the school.



The head teachers strongly felt that the rules on confidentiality were adhered to, though it would appear that the counsellors and the teachers felt more could be done. Again, one in four respondents had no response, perhaps because they did not understand the question or there were no rules. This is more congruent with the earlier findings on the uncertainty of professional rules that could make counselling difficult.

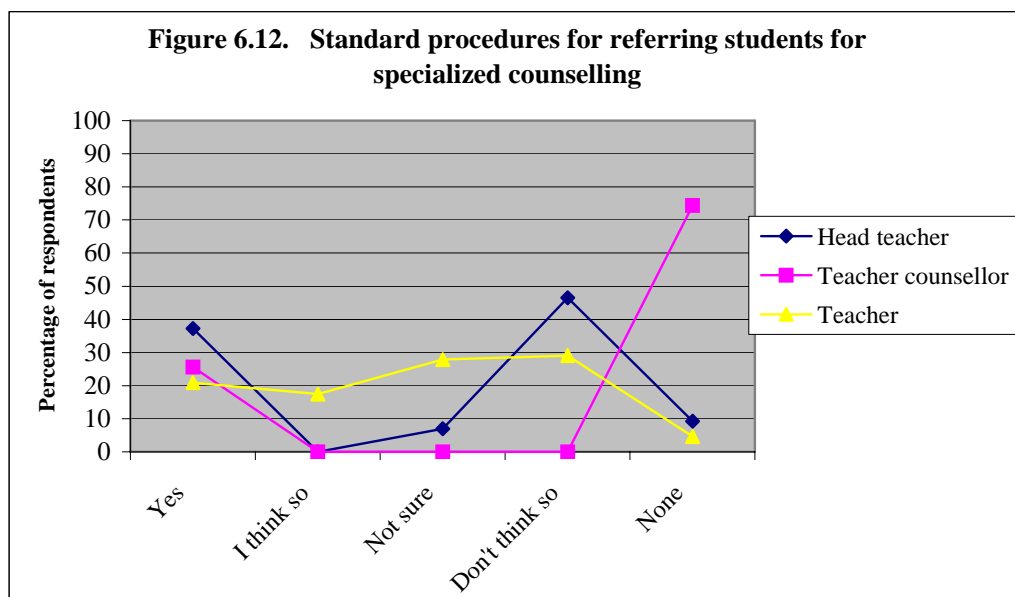
6.4.3. Counselling Referral

Once in a while, a student may go to consult the teacher counsellor and s/he may be unable to offer the necessary help due to various reasons such as:

- The case may be too complicated such as child abuse or acute cases of drug addiction;

- The counsellor may be untrained or even if trained, s/he might feel unable to offer help due to the complicated nature.

In such cases, the teacher may refer the student for specialised counselling with a professional counsellor. This is part of the professionalism of the counsellor in that as Bond and Shea (1997:524) say, ‘all professions are characterised by a concern with being trustworthy’ and the counsellor in this case guided by values recognises the challenge. The questionnaire enquired whether there was a standard procedure in schools as to how this was done.



One in four teacher counsellors (25.6%) said there was a standardized procedure though a slightly higher number of head teachers (37.2%) and a corresponding lower number of teachers (20.9%) felt the same. Most importantly, an overwhelming majority of the teacher counsellors (74.4%) said there was none. In an attempt to find out more about this, the teacher counsellors were asked if the school had referred any student for counselling in the previous two years (2003 - 2004). It was notable that a

slightly smaller percentage (34.9%) of the teacher counsellors answered in the affirmative though a majority (65.1%) said no. This may be understood to mean that there were few cases perhaps that needed referral. But in the discussion forum, one of the teacher counsellors complained that some professional counselling organisations simply gave letters to students to take to school when they were referred for counselling:

TC_F When a student is referred for counselling in some of the counselling institutions, they simply ask the parent to pay the fee and the student does not attend any counselling. Then they simply give them a letter to take to school.

One of the participants responded as follows:

Participant: I agree some of the organisations might be unprofessional and take the money and just issue a letter. But let me say that sometimes the student does not want to be counselled and they have been referred to us. So he or she just comes and sits there and says nothing (Laughter). So, I think it is good to refer students, but only those who can get help. Not all of them want help. I mean, you cannot have them wasting time.

I felt this was another area perhaps that needed even further investigation.

Another issue as far as the profession is concerned is counselling supervision. Bond and Shea (1997:528) assert that 'the requirement of regular and ongoing supervision for counsellors throughout their time as counsellors' is in their own words 'a distinctive feature of counselling'. Counselling supervision would follow from the preceding section, since part of the counsellors' code of ethics should be a need for a review of their work. The fact that a counselling code of conduct seemed to be lacking was an indicator of a missing link in this area as well. All the same, only 30.2 % of the teacher counsellors said they went for counselling supervision. In the ensuing interviews with teacher counsellors, we established only five that actually went for counselling supervision and three of them were undertaking studies in counselling so it was part of their study while the other two said it helped them in their professional

growth in counselling and hence that is why they went. This is obviously an area that institutions concerned with counselling training could build on.

6.5. Conclusion

In the review of literature in Chapter two, a person centred approach to counselling was suggested. This would entail the counsellor giving the client a lot of attention so as to enable them both to explore the issue and search for possible alternatives and requires considerable professionalism from the counsellor. In this section, it was increasingly evident that there were several factors that affected teacher performance in counselling in the school and these will be examined in detail in Chapter eight. In addition, the teachers did not appear to conduct counselling in a professional way. Few students sought the services, and there was evidence that at least some of the time this was because of the nature of the service offered, especially with regard to confidentiality. In all, it would appear that students would like an opportunity for someone to talk to about their personal, academic or family problems with someone trained or experienced, impartial and empathetic. They seem to accept that help can be obtained by talking to someone about themselves, their lives and personal problems. The issue is who, when, where and how? How can this rapport between the student and the counsellor come about? What shifts in attitude and resources have to happen before counsellors become a professional and well-used service in the school?

In the next two chapters on case studies and factors that affect the guidance and counselling programme, further elaboration is done so as to illuminate the issues and to assist schools to identify specific aspects of the programme with a view to improvement in actual practice.

CHAPTER SEVEN

FURTHER INQUIRY: THE CASE STUDIES – GUIDANCE AND COUNSELLING IN ACTION

7.0. Introduction

The research that was undertaken in this study focussed on an exploration of the policy and practice of secondary school guidance and counselling in Kenya. Aspects of policy highlighted in the review of literature on guidance and counselling in Chapter two and the themes highlighted in the findings in Chapters five and six were identified so as to enable a comparison of overall policy and practice. Although conclusions of the study are given in the final chapter, an important aspect was to identify possible areas of strength and weakness using case studies, in the light of the theoretical framework and the themes that were identified in the course of the study. The purpose of this section is to offer an in depth understanding of how the school guidance and counselling programme was conducted in two schools, so as to further illuminate the issues, with a long-term view of informing practice.

Major highlights in this chapter are:

- Certain fundamental aspects as to how the school guidance and counselling programme was conducted in two chosen schools
- A discussion of the extent to which the counselling programme addresses the students at their point of need, in line with the principles of person centred counselling.

7.1. Case Studies of Two Schools

It is important to re-state the original research questions to guide a more school based study:

- *What is the nature of the curriculum in the schools vis-à-vis guidance and counselling?*
- *How is guidance and counselling carried out in the schools?*
- *What are the factors that could facilitate or hinder the school guidance and counselling programme?*

This section tends to be more directed at the teacher counsellors and the secondary schools in Kenya as consumers of the research findings. It will also help the non-Kenyan reader understand the inner workings of programmes in two very different schools. The detailed findings from the case studies of the two schools identified good practice, and facilitating and constraining factors using the identified themes. I have as much as possible let the teacher counsellors speak about guidance and counselling so that the focus is on the programme as they see it.

7.1.1. Choice of Schools

The two schools referred to as School A and B were selected by looking at certain aspects, based on policy, that were evident in School A but lacking in B. These indicated the way the school guidance and counselling was organised, based on the survey data. These will become evident in the comparison made of the two schools and can be primarily summarised as follows:

- a. The existence of a school guidance and counselling programme (School B had none)

- b. Whether the school had a counselling room (School B had a counselling room but the teacher used the staff room and this was further investigated)
- c. Whether the teacher counsellor was trained (not trained in B).
- d. Whether the school had a guidance and counselling team (School B had none)
- e. Whether the school had peer counsellors (school B had none).

I was also interested to look at schools within the same locality so as to minimise bias such as social economic factors, and distance from the regional education office which could affect school monitoring programmes such as school inspection. The two schools selected were in a rural setting, near the capital city and also not far away from the district education office. As it turned out, head teachers in both schools were male but the teacher counsellor in School A was female and TSC appointed, while the teacher counsellor in School B was male and head teacher appointed. School A had a mean score of 9.09 at K.C.S.E. in 2004 while school B had a mean score of 2.45. Both schools were last inspected in 2003 (School A in June and B in July) and both had an aim and a mission. School A was a boys' boarding school while B was a mixed day school. For the purpose of this section, all respondents will be identified using A or B to identify the schools.

The cases are presented as narratives roughly in the order in which the themes emerged during the course of the interviews. The choice of details and quotations are used to illustrate the themes and issues raised in the course of the discussion that were felt to be worth emphasising in each case based on the preceding two chapters. However, the main intention is not to 'judge' the schools but to let the reader make the connection between policy on guidance and counselling and emerging themes (Appendix 11), and if the factors seem to work together. The narrative accounts of the

teacher counsellors are presented as they speak about the challenges of counselling in their respective schools, and how specifically the programme is organised in the school. The narrative format was chosen because 'it allows the reader to see how these patterns work within the context' (Schweisfurth, 2002:84).

7.1.2. School A

The school was started as boys - only boarding provincial school in 1975 and admitted the first students in Form one in 1976. At the time of visit, the school had 41 members of teaching staff comprising of 23 males and 18 females and a student population of 657. The head teachers as well as the deputy were male, but the teacher counsellor and the assistant were female. The school had last been inspected in June 2003. The school was sponsored by the District Education Board and was managed by a board of governors. It had both a mission and a vision. The current head teacher had been in the school for fifteen years since 1989 while the teacher counsellor had reported to the school a year earlier in 1988 and had been in the school for sixteen years. The head teacher informed the researcher that the school was adequately staffed and that it was rare for students to drop out of school, and they did not have any case in the year (2004). Further, the head teacher said there was a guidance and counselling teacher whom he first appointed and who was later promoted by the relevant agency, the TSC in 1998.

The school had a guidance and counselling programme and the teacher provided a copy of the elaborate counselling programme that indicated the scheduled activities. From the outset, the teacher explained the support she received from the school administration:

TC_A I receive a lot of support from the head teacher. For guidance to work, the school principal must provide the support and the teacher counsellor must have the initiative. Guidance and counselling works from the top not from below. You see, if you try it as a teacher without the support from the head teacher, you hit the ceiling and bounce back like a ball!

I inquired exactly how and if she could give me any examples in the school:

TC_A The head teacher empowers the teacher counsellor by providing the training and it is through the head that you can organize for other teachers to be trained in counselling.

I learned from her that the school administration had a role to play in the school guidance and counselling programme, which reinforced the inclusion of the head teachers as research respondents in the survey.

The general organisation of the entire guidance and counselling programme is central to this research. In describing the guidance programme, the teacher talked about several programmes in the school elaborated below:

a) Guidance and counselling orientation programme

The department was responsible for orientation of all teachers and students in the school and in addition:

TC_A The department orientates all new teachers and students in the school. Part of the orientation is the role of guidance and counselling and the various programmes. The Form one orientation is very elaborate and we really sell counselling as an idea. All peer counsellors and prefects are also orientated on their role in the school.

b) Family programme

This was a programme where students were divided into groups of 8-10 students under one teacher (family unit). They met as a family and the teacher would then be responsible for them as a parent and they consult when they have an issue:

TC_A One of them is the family programme. This is a unique programme. In the morning, we have family meetings where the students meet with the teacher parent. Various issues are addressed including relationship, domestic or family issues and student relationship with each other and with the teachers.

c) Counselling awareness day

This is a whole day devoted to counselling activities in the school as the teacher explains in detail:

TC_A We have a Counselling Awareness Day every year, May day. This is done during the first week of second term. It is a whole day of counselling activities from morning to evening. The purpose is to demystify counselling, to make counselling more real. There is a guest of honour invited for the occasion, usually a prominent personality. Several schools request to join us and we accept a few. The schools come to see how we do it. On this day, we have teachers, parents and students meeting as a family unit. That is, the teacher parent with the students meets with the real parents of the students. Mid morning, we have a panel discussion where various issues raised in the morning are discussed. At this time, we have several of our old students who have excelled in various areas talk to the students about their experiences in school and outside school. The main idea is to link the school with the real world outside the school. The other thing is that the students are very keen to listen to these students as their peers. They identify with them. They tell them what they are doing, how the school helped them such. In particular, we get students who benefited from counselling directly. Some of these were successful, some had their limitations. For example, this year, we had several students who had benefited from the programme. (I leave out the details for possible identification). This student had a problem when he came to the school. We had been counselling him and he was very grateful. As he talked about his life experiences, the students and parents were astonished. I must admit he is one of our success stories.

One of the issues that had been cited by several teachers in Chapter five was the students' perception of counselling and this programme appeared to have been an attempt to demystify counselling as she says. It was also commendable the way the teacher and the school tried to include other schools so that they could learn about it.

The teacher went on to tell me that she had several resources in the school:

TC_B I have several books on counselling, magazines, video cassettes on different topics especially designed for young people and such. I also borrow books.

I commented that her room indeed had several books and she told me that she had acquired the books and all the other materials (pamphlets, newspaper cuttings, posters, videos) within the course of her tenure. Earlier during the survey, she had told me about the counselling room where she noted the contrast between when she started and now:

TC_A I never used to have an office when I was first appointed. I used to sit in the staffroom and had to look for a place to talk to a student who needed help. 5-6 years down the line, I was allocated an office as one of the many rooms, not even departments. I moved into this one five years ago. You can see it is better, more accessible and convenient for all students.

I asked about the other room then: was it for counselling?

No, I was head of language department. I shared the room with another teacher, another head of department.

I commented that the school guidance programme appeared very elaborate and asked how they attempted to get feedback from the students. She told me that they tried to evaluate the programme for the same reason:

TC_A We also try to evaluate the programme so that we do not just go on for the sake and wait until the end such as May day. I have several sheets here to look at. We have a simple format as you can see

I looked at the students' responses and noted that the department simply gave the students blank sheets of paper and asked them to say what they liked about a topic or meeting and what they thought could be done to improve the same. Students could write in point form or make any other suggestions they thought appropriate. This simple format appeared to get them the feedback they needed to spearhead the programme. I inquired further what she did with the results:

TC_A The results are discussed in our guidance meetings and we also give a brief in the staff meetings. Staff meetings at the end of the term include a report from every department and we also present a report.

Clearly, this was an attempt not just at introducing a programme but also trying to ensure that it is meaningful to the school. I was keen to learn how she went about this and if she had the support of others and who they were. She mentioned the peer counsellors and guest speakers:

TC_A We have peer counsellors and we also invite guest speakers in the school.

The school had several guest speakers and she put a very strong case for the type of resource persons schools should make use of:

TC_A We use anyone who is resourceful, teachers, past students, prominent personalities. There is need to develop a relationship depending on what the students need and the purpose for that resource person.

The teacher was also cautious about some of them and explained:

Guest speakers must be people who have a student approach to counselling. They must be qualified in the area you want them to talk about, responsible people and role models.

I was particularly curious how students perceived counselling in the school and I sought the opinion of the teacher who admitted that students generally appeared to think of counselling in relation to 'problems'. She attributed this part of counselling to the fact that it was not an examinable subject, but went further and argued that there was need to help students understand counselling:

TC_A Most students and even in this school, still think that counselling is for those with problems, the criminals, those who are not doing well in class. In school, you work with these students, the so-called 'problematic cases'. You see, you are not examined as far as the change in these students is concerned. The national examinations only test what the student has learnt. If at all counselling helps that is another matter but it is not evaluated. I am not complaining, all that I am saying is that other programmes such as counselling are overshadowed by the need to excel in academics.

The teacher had rather interesting views and cited crucial issues identified in the study (guidance and counselling programme, team and training) as to why students do not seek counselling services:

TC_A Counselling is stigmatized as in it is for people who have problems that seek counselling. Like psychiatric cases. But I think this has more to do with the teacher counsellor. Most of them have no team, they are not trained, no programme, no idea what they are supposed to be doing, I mean nothing! Some are also appointed for various reasons.

I asked what these reasons were:

TC_A Well, they are just heads of department. The principals appoint others because they are the Christian union patrons or because they are saved. I have nothing against religion but the two ought to be separate. Religion is not synonymous with counselling. I am sure you that you will find from your research that there is a lot of preaching in the name of counselling.

Researcher: Any other.

TC_A Gender is also a factor. A teacher will be appointed because she or he is male and the students are male or female.

Researcher: You mean gender is an issue?

TC_A Yes, gender is an issue and I tend to disagree. I am in charge here though I am not male. It does not mean that a male teacher can do better than a female teacher. I think the focus should be on the work. Not who.

The teacher felt that her identity as female did not affect her work in the school. So I dwelt more on the appointment of the teacher counsellor.

Researcher: So how do you think a teacher should be appointed?

TC_A The TSC should not just appoint a teacher as a counsellor in a school. In the first place, they do not appoint qualified teachers. The teachers they appoint are not interested in counselling, they want to be heads of departments so they are just there. Most of these teachers tend to be a misfit in school and they are very unpopular with the students. No wonder no counselling takes place.

Researcher: What would you suggest?

TC_A The best way would be to do the appointment through the principal. The head notices a teacher who has an interest in counselling. The head first appoints the teacher, ensures the teacher is trained, then the teacher is recommended for official appointment by the TSC. There should be a certain criteria,

qualifications based on experience and counselling training and a recommendation from the principal based on their work. When all is said and done, the teacher should be a professional. This happens when the teacher changes allegiance from the principal to having allegiance with the students, I mean professionally.

The teacher, well aware of the role of the teacher counsellor, emphasises the need for a clear appointment process and a justification. She affirms on the need for the Ministry to take a deeper role so as to give guidance on the programme. I inquired further how then counselling that she told me was stigmatized could then be changed.

The teacher narrated to me about her experiences in the school:

You see, it is a process. But slowly by slowly, the teacher should establish rapport with the students and they will accept him. As a teacher, from my experience, you have to emerge, to make an impact. You go out there where the boys are. I would reach out to them during games, break, in class, everywhere. I would mingle freely with them and I would identify potential clients. What happens is that when the boys are in pain or in trouble, they see the teachers as part of the problem because here they are and you cannot help. So one thing that the teacher must do is to raise the self-esteem of the boys. When you raise the self-esteem of the students, they learn to respect themselves and the teachers. The students are able to reflect the way they are handled by the teachers and they learn to trust them. The teachers should also not castigate other teachers. The teacher has to work hard to improve on the stigmatization. There is need for an open door policy; you open the door. The principal also has to open the door, the office door to offer help. The students will also need to know that their secrets are safe with you. And the teacher should be trained, qualified. I mentioned this.

In this excerpt, the teacher is fond of her memories as she tried to organise the counselling in the school and the efforts she made. In my view, this reflects on her determination and commitment to counselling as a helping process.

I then asked the teacher whether girl-boy relationships were an issue in a boys' school and if any how they dealt with such cases:

TC_A Yes. I did see this in the questionnaire about teenage pregnancy. Personally, I think nobody ever bothers about boys and I commend you for this. But let me tell you that from my experience, boys are really tormented when a girl gets

pregnant. For example, last week, a boy came to see me. He looked depressed and cried so much. I let him cry. Then he started talking. He told me that was not what he had wanted. I asked him what it was that he had not intended. He told me how the girl he loved so much had got pregnant and she had aborted without consulting him. He looked depressed and worn out. I must admit I had never been confronted with such a case. The boys often come and confess that a girl is pregnant and I am there for them to support them.

The teacher highlights the case of a boy who sought counselling after the girl he had made pregnant aborted the child and she confesses her inadequacy to deal with the case. In her own view, the training she had received as a teacher was inadequate in counselling:

You cannot become a counsellor just because you have been trained as a teacher; yes, you need experience as a teacher, say having worked with pupils and students at that level. Then you must have the interest in counselling. Then you need training as a counsellor, which is a must at one time or another.

She suggested that a teacher in a secondary school should have a minimum five years experience before being appointed as a counsellor. In that case, I tried to find out how other stakeholders were or could be involved in counselling and who they were. One of the groups mentioned was parents. The teacher counsellor was very contented with their involvement in the programme:

TC_A Parents now accept and they feel counselling is a part of the school. They come to see me when they feel there is need to discuss a problem with the boy. Teachers also come to see me for counselling. Every year, we call parents for a two-hour counselling session and they attend in large numbers.

I learnt from this that teachers in the school also sought counselling and I asked how she dealt with such cases:

I asked the head teacher if I can use his office or if he is not there, we just go in. It is never locked. Mr. (head teacher's name) is very cooperative.

The teacher espouses again the need for a counselling room, and this time one that requires more confidentiality since it is a teacher seeking counselling and further

affirms that it is always available. This again puts the role of the school administration in the picture as well as the qualification of the teacher and even perhaps the resources in the school just mentioned earlier. I went back to the question of parents and asked as well how she went about them in the counselling programme. She admitted that it was not always like that and that it had not been easy. So I asked her how it all began:

The first meeting with parents was poorly attended. I talked to them on puberty and adolescence. They were not at all interested; they were more concerned about girls not boys. I mean, according to them, boys have no problem since they cannot get pregnant. I explained what adolescence was and why they needed to learn more. With time, the meetings were full. Now, I get two or three resource persons and we now organise parent meetings according to the classes. The attendance is very good.

I inquired from the teacher counsellor what were some of the factors facing counselling in schools and how they dealt with them in the school. This was because I had noticed from the questionnaires that the head teacher and one of the teachers in the school stated 11-20 students were counselled in a week while the teacher counsellor said 20 -30 students. One of the teachers said it was difficult to tell and commented: “there are many”. I therefore wanted to know more about how they went about the entire programme in the school. The teacher counsellor replied:

TC_A I think the greatest problem is lack of understanding of what counselling is. This is why most of the heads feel that the counsellors are undermining them.

I asked why:

I think it is because the teacher counsellor has the position and the information. The students will talk to the teacher but not to anyone else, especially when there is a problem. The teacher often enjoys a good relationship with the students and this can be threatening especially when things are not so good in the school.

At this juncture, I asked: do you think the threat is real? And: do you have such a problem in this school?

I do not think the threat is real. Not in this school, not with Mr... (name of head teacher). I share what I want to share with the principal or in his absence the deputy. He has no problem, I mean the two.

The teachers understanding of information obtained in counselling is that it can be used to enable an enhanced working relationship with the rest of the school. Due to sharing of information obtained in the confidence of counselling, I was very keen and I asked: how is it done or how can it be handled?

The teacher counsellor should share with the principal crucial information that will help the school. I am not saying that you disclose confidential information so as to gain the confidence of the school principal, just brief him for example, on common problems in the school. This should not be rumours or hearsay, I mean this requires time. We have worked with Mr. .. (name of head teacher) for fifteen years so this requires to grow. And you can make suggestions such as, it might be better to just call the teacher and make enquires if the teacher has difficulty in teaching the subject. We have done this in several cases where students complain about a teacher. But it never comes out in the open so I must thank him for that, they protect me and I protect my students. Another way that I have always said in seminars is to improve on the character of the teacher counsellor, I mean the conduct. He or she must be someone who is not capable of misusing their position.

The teacher does not contradict that counselling is confidential and counselling information should be kept in confidence; rather, she disputes the lack of understanding as to what to do with crucial information that is obtained during the process of counselling and affirms that it can be used to build the school. She therefore offers a poignant understanding of the context of counselling in the school, using her personal experience and highlights the importance of such information, which if well used can be valuable to the school. It also needs to be noted that the school and the head teacher appear (perhaps with time and experience) to be able to make use of it in a professional diplomatic way. Her illustration to me presents a critical and transformative perspective on counselling in education. The head teacher had this to say as well:

HT_A I have attended several seminars for head teachers on counselling and I understand counselling is confidential. So we do not ask about a student or for specific information received in counselling but urge the team to tell us anything that can help the students and improve the school.

To me, the teacher counsellor was very focussed on counselling both in the school and nationally in her description. For instance, she described some of the changes that had gone on with time in her school to make a case for involvement of teachers:

TC_A All teachers should be offered a basic course in counselling. At first, I had underestimated the teachers until I realized that students might not necessarily come to me. They would go to see a teacher and the teacher would come and tell me there is this boy who had this and that problem or what can I tell him or I told him this and that was it right or wrong. The number of students was too large to imagine I could do it all alone. So I feel there is need to empower all teachers. That is when we started on the idea of a teacher parent, the family units to bridge the gap between the teachers and the students. This has been in the media and we have sold the idea to several schools.

It would appear that the teacher worked very hard to keep the programme growing including ensuring that the teachers were empowered, and she was proud that the guidance programme in the school had also attracted the attention of the media. I inquired if this was the family programme earlier mentioned:

Yes. It works well and was a feature in one of the papers which really made us proud. I would say personally that it depends on the cooperation of the teachers in the school. The good thing about it is that students identify with the teachers and this reduces unnecessary tension and such things as strikes such.

I asked how this could be since guidance and counselling had been mentioned in this context and she described at length how counselling could help sort out other issues in the school in time to perhaps pre-empt disruptions such as strikes and riots:

You see, if the students have an issue, it will come out through one of the groups. The school administration is consulted and the matter dealt with on time, say like food, fighting, if they are complaining about a teacher, such. The teacher himself must be empowered with information. Teachers in our school have been trained and they are empowered. And I also think that students should be allowed to criticize, give them a chance to say something and explain the circumstances. The boys are very clever and they will tell you what they want. Do not ignore them and also the parents.

Researcher: What about parents, I mean, how can counselling help?

TC_A In our school, we do not have a problem with affluent parents. We do not have a visiting day; every day is a visiting day. The principal has opened the door so that any parent who want to see their son are free to see them as long as the boys are free, during break, lunch, after school. That way, only serious parents who want to see their son come to the school. I must admit that most of the visiting days in schools are a way of showing off. Parents hire vehicles to go and see their children. It is a day for showing off, with different kinds of food, drinks and the type of car. Students are visited by all kinds of relatives and friends who take the opportunity to bring cigarettes, alcoholic drinks and other drugs. It is a total mess. In my opinion, visiting days should be scrapped off. Schools should be more open but closed.

This was very interesting in that as pointed out in the review of literature, a strong case made for counselling in Kenya was to help deal with discipline and the strikes in secondary schools and I felt that this was an area that could be investigated further. This was particularly because over time, the teacher and the school appeared to be aware of the different individual needs of students and parents. The system did not encourage any negativities but tried to sort them out and at the same time control it like the school visits, for example, by leaving the school open for visitors and at the same time discouraging formalised 'show visits'. It was her belief that schools might find this system more useful.

I also managed to talk to several teachers in the schools and asked them to comment on counselling in the school. These two teachers are talking about guidance and counselling:

T_{1A} The school has several programmes on guidance and counselling. There are the student talks and also the family units.

T_{2A} I have a family to look after, eight boys. At first, I must admit that I found this tasking but with time, I took it as a challenge.

T_{1A} The best thing about it is the way it contributes to the way students perceive the teachers. The students really come to respect you and your judgment.

T_{2A} The other thing is the teachers have to model, be a role model.

The teachers seem to find the adjustments a bit difficult but appear to appreciate the end results.

In the final part of the interview, the teacher counsellor also cited several challenges that I felt were particularly insightful (numbering mine):

- 1. First and foremost is the upkeep of the department to avoid stagnation. Here, everyone including the media thinks it is a success. We need to continue*
- 2. There are several social issues that we need to work on. For example, single parenthood, loss and grief, HIV/AIDS, dysfunctional homes and perhaps the need to empower students who need more information like career choices*
- 3. The biggest challenge is to give the department a current look like what are some of the current features that should be associated with the programme? We need to make a comprehensive programme for teachers, parents and students that is more relevant to contemporary needs of the school. The questionnaire reflects on this and I would like a copy*
- 4. The student population is too big. In my opinion, we still do not reach all the students. There is need to balance between counselling and teaching. For example, the form fours are more preoccupied with the need to prepare for national examinations. I mean, the pressure to excel in national examinations is too much, both from the teachers and the parents. The school is doing well but it has to keep it that way*
- 5. Another challenge is the need to balance between counselling and your work as a teacher, being a teacher is one thing, counselling is different and you also require time*
- 6. Then there is the personal development of a counsellor. Training aside, how does the teacher become relevant to the school, to parents, teachers and students? I think this is a big challenge. In my opinion, parents need more counselling than students. But for them to accept you, you need to cultivate enough respect and be relevant*
- 7. Resources have been a problem. For example, getting relevant books, magazines, videotapes but I think we are getting somewhere with difficulty. They tend to be old, archaic if you see what I mean, and there is need to keep up with the pace*
- 8. Poverty is a major problem. In our school, this is not a big problem except in Form one but as the student progresses in Form Two, three and four parents make arrangements on how to pay fees by instalments or we get the most desperate cases a sponsor.*

Her responses reflect her own self-evaluation of the programme that she headed in the school. In addition to the strength that comes with such evaluation, there is the

multiplicity of knowledge shared and the understanding that she seems to have found the questionnaire useful and requested a copy. Then there is the theme of change, acknowledged, for example, in the need to renew resources, several issues to work on in the programme and *'the need to keep up with the pace'*.

This case sheds light on different aspects of the secondary school guidance and counselling programme in context, detail that was outlined in the previous chapters six and seven. These will further be examined by looking at the various factors that affected the programme within the diversity of schools in chapter eight. While expounding various aspects as expected by policy, the teacher counsellor in the school was careful about their wholesale adoption but felt that the programme ought to be useful to the students in the school. The teacher's own experience in the programme had set powerful examples of what could work in the school and given her an added advantage in that she had developed the programme over time. In addition, the teacher seemed to have had the initiative and commitment to offer help to students right from the beginning. The challenges she contends with as the interview came to an end reflect that same commitment and inner drive to steer the programme ahead.

7.1.3. School B

The school was a mixed day district school started in 1948. When a state of emergency was declared in 1952 in Kenya then under colonial rule, the authorities closed the school as it was claimed to be a recruiting ground for the 'mau mau', a movement opposed to the colonial rule. Around 1962, the school resumed and admitted new students. The school had last been inspected in July 2003. A church sponsored the school. A board of governors managed it. It had both a mission and a

vision. The head teacher was male while the deputy was female and the teacher counsellor was male and the assistant female. The current head teacher had been in the school for two years as he reported in January 2003, while the teacher counsellor had been in the school since 2000. The teacher counsellor was a born-again Christian and the patron of the Christian union. At the time of the visit, the school had 15 members of teaching staff comprising of 11 males and 4 females, and it was understaffed in Languages, Commerce, History and Biology. With a student population of 298, the head teacher complained that part of the problems that affected the school was student absenteeism and constant transfers that in his own words 'left the school unstable, it is difficult to have a consistent programme'. Further, the head teacher said there was a guidance and counselling teacher whom he appointed together with other heads of department (HODS). He described the school as follows:

HT_B The school is an old school established in 1948. When I came, the school was just there. Since the school was established, it has not taken off as in the curriculum. I am the one who came up with the structure of a school. For example, I appointed the heads of department and the teacher counsellor and I was the one who explained to him what he should do.

The head teacher then told me that the students in the school did not appear to understand guidance and counselling:

HT_B Students have no idea of the role of the department. I do not think they have an idea of the usefulness of counselling at all.

But at the same time, the head teacher appeared reasonably optimistic about counselling based on the work of the teacher counsellor:

HT_B I think the teacher is doing a lot of work in the school. There is a department, room, a team and with time, students will learn about it.

However, as was evident in the interview with the teacher counsellor, I was not sure about how well the head teacher was informed about the school guidance and

counselling programme. The teacher counsellor in the school started by telling me about his appointment by the head teacher:

TC_B The present head teacher is the one who reorganized the school and the various departments including the guidance and counselling department. The principal explained to me the role of the department. Now there is a department and we have several members in the team.

I asked about the 'other head teachers' and the teacher was cynical about their contribution to the school and dismissed them:

We did not have any departments as such. I came here in 2000. The head teacher whom I found here left and two more came and were transferred. They did not do much.

I learned that the school had a high turnover of head teachers which may have weakened the overall school organisation. I then tried to find out how the teacher was appointed as the counsellor and he told me that he was appointed because he was the Christian Union patron:

TC_B I would say my appointment was influenced by the fact that I was the Christian union patron and the head teacher felt that I had something to offer the students.

The head teacher had also told me the same and illustrated using a justification:

HT_B He looked a committed teacher and he is also the patron of the Christian union. He is a born again Christian so I felt he had something to offer. The church sponsors the school so we also need a good moral upbringing.

I wanted to find out how the appointment was done and I asked the teacher how he was appointed: did he have a letter of appointment or how it was done?

The head teacher just internally appointed us. None of us has a letter. We were just appointed.

In that case, I asked the teacher some of the things that were associated with counselling in the school and if perhaps he had a programme. He confessed that he had no programme:

TC_B We do not have a guidance programme, I do not have an idea what it is like anyway since I have not been trained.

It would appear that it is awareness of what guidance and counselling entails rather than the appointment that would have enabled the teacher to initiate any programme, but that awareness seemed to be lacking in the period since appointment:

TC_B I have been the teacher counsellor for two years now and yet I have not received any training as yet. The head teacher says the school has no money.

I inquired about resource persons, guest speakers invited to the school for the purpose of guidance and counselling. The teacher told me that they were invited once a term. When I looked at the head teacher questionnaire, he had also indicated that guest speakers were invited once a term. I decided to ask the teacher whether a guest speaker had been invited to the school in the term and he explained that:

This term we have not invited any. It has been a busy term. Even last term we did not have one.

I was in the school in November for the case study just before the schools closed and therefore this meant that there was going to be none in that term as well.

I also wanted to know how other stakeholders were involved in the programme and who they were. Whereas parents had been mentioned as very involved in School A, there appeared a problem in School B and the teacher complained about them saying:

TC_B Parents, we do not involve them in guidance and counselling. We only call them prior to the examinations to brief them and also when we have the parents meetings. Normally, parents are also involved in indiscipline cases to do with their son or daughter.

One of the major concerns was the kind of resources that the schools had devoted for furthering the counselling programme and I inquired about this from the teacher:

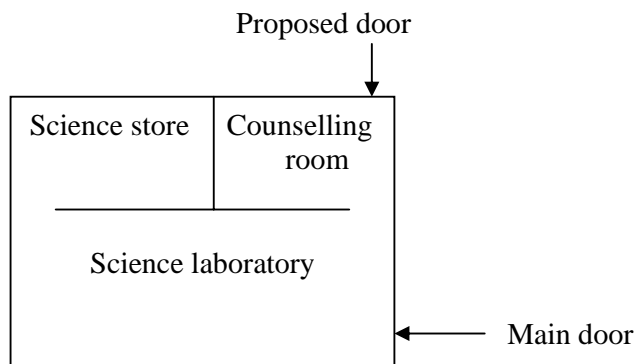
TC_B The school inspectors were here and they wanted to see the office other resources in the department but we have none.

I inquired if he meant he had nothing at all:

Ok we have one or two books on AIDS.

I wanted to find out more about the counselling room as a resource in the schools during the case studies and how it affected counselling. The teacher counsellor in School B had told me he had an office during the survey and filled so in the questionnaire but he further told me that he used the staff room. When I said I wanted to see the supposed room, he said we pass by the office and pick the key from the school secretary. He actually told the secretary to give him the 'key to the store inside the laboratory'. There was a class but he said we should just go in and I followed. We went through the laboratory and the room turned out to be a store with cement and other building equipments. Checking through the questionnaire, I noted he had made a comment: 'access door to be relocated to be direct from outside'. So when selecting the school, I was aware that there was no counselling room and besides, I wanted to find out about the purposefulness of the counselling room. I asked to see the room during the case study (a month later).

Figure7.1. Counselling room inside a laboratory



The room still with the building equipment was not in use. The teacher explained that he had been allocated the room for counselling but it was incomplete because it was inside the science laboratory. Further, the inspectors who had visited the school the previous year had insisted that the school should have a counselling room, and he had since suggested to the head teacher that a door be put to access the room directly.

I inquired about cases requiring counselling, for example about teenage pregnancy which the teacher told me:

TC_B It is not so common. We had two girls who dropped out last year (2003). We realized that the girls were pregnant when they were absent and by then, they were not coming to school.

I inquired what the department had done about this:

TC_B There was nothing we could do. We learned from other students. Hardly would they (pregnant girls) come to us. They just withdrew from school.

I asked why they withdrew from school and whether the school had sent them away:

TC_B No, they were not sent away. They look at it as something against the school rules. You know, the society looks at such girls as if they are bad. There is a student here who got pregnant and dropped from school in February. She has come back to sit for the examinations.

I inquired if she had received any counselling from 'the team':

TC_B No. She has never gone to any teacher for help. She just stopped coming to school in February. Then we learnt that she was pregnant. Then she reappeared to sit for examinations.

I asked how they learnt she was pregnant:

TC_B From the other students. If a girl stops coming to school and she is pregnant, the boys giggle when you ask about her. And the girls look down. Then you get to know about it with time from the students.

Overall, I wanted to find out from the teacher counsellor about the factors that affected the guidance and counselling programme in the school so I inquired what he

thought about the questionnaire. He told me that he too like the other teacher felt it was an opportunity to reflect on the programme in the school. He explained that:

TC_B I did notice there are several areas that are missing in the school.

I asked the teacher to name a few:

Like the team, actually, there is no team since we never meet anyway. Counselling has not taken root in this school. I rarely counsel any student.

I asked him why the guidance and counselling programme had not taken root in the school because I had noticed in the questionnaire that the head teacher and one of the teachers had said approximately 1 - 10 students were counselled in a week while the other teacher said a few. The teacher counselled had indicated 1 – 2 students. He enumerated several reasons (numbering mine):

- 1. Being a day school, the teachers are never there when we want to have a meeting and discuss the activities. They go home early because they stay away from the school (school had no staff houses)*
- 2. Time is also a problem. I have several lessons as well. The only time when the teachers are here is when they have lessons and when free, they are busy preparing or working on the student books (teacher had 24 lessons a week).*
- 3. There is no office. So I hope that now the inspectors will be coming again, there will be one.*

Once again, I noticed the mention of the school inspectors and it seemed to be that the counselling office was more about the inspectors coming than counselling.

I asked the teacher counsellor to tell me what some of the challenges were that faced the programme in schools. The teacher argued:

- 1. The students are not willing to come for counselling. Even if a boy or girl has a problem you as a teacher have little to do. This is because you lack the expertise; I mean I am not trained in counselling.*

- 2. We learn very late that a student has a problem, for example, when students drop out may be because of lack of school fees, or pregnancy. The students do not come to us. I would say there is poor communication between us.*

Despite citing several challenges, I did not find much in terms of suggestions as to how the teacher or the programme could be improved in the school. The focus seemed more on the problems. For instance, when I inquired from him why there was 'poor communication', he lamented the students' inability to express themselves well in the English language:

One of the reasons for this is because they lack confidence in the English language since most of the time they speak in vernacular. So they are not very free with the teachers because they fear they will speak broken English.

I had also noted from the questionnaire that there were no peer counsellors in the school and I asked the teacher to comment on this:

TC_B We do not have them. Perhaps they would make it easier to reach the students. Maybe we will do this with time. Next time you come, they will be there.

It seemed like the teacher was more concerned about how others perceived the school rather than a focus on the theme. For example, why wait until the next time I or anybody else visited the school to do something? Even when I asked the teacher how he thought the programme could be improved in the school, he had several suggestions (numbering mine) of what could be done but not specific about what he would do:

- 1. First the counselling room and this should be accessible to all students*
- 2. The school should have a laid down programme that is strictly followed. I think here it is laxity*
- 3. Then the peer counsellors would help the teachers reach out to the students*
- 4. The teacher counsellor should be appointed by the TSC, that way, he will be more motivated. You get a salary increment.*

All these responses appear distant from him as he does not specify anything the teacher counsellor should do to improve the programme. As in School A, I tried to talk to teachers to find about the programme but they could not tell me much even when I tried to tell them I was keen to learn more about guidance and counselling:

T_{1B} There is a teacher yes, but there isn't much.

T_{2B} There isn't much as he says. But there is a guidance and counselling teacher.

This silence appeared to confirm perhaps that there wasn't much going on in the school and that teachers were not keen on counselling confirmed by what the teacher had told me earlier. The teacher counsellor had several comments but seemed to generally concur. He told me:

TC_B The success of the department is dependent on one, the school principal. He must be willing to sponsor the teacher counsellor to attend seminars at all levels for guidance and counselling. The school should also ready to acquire materials for the department. And then provide an office, not the staffroom.

I asked him what the teacher counsellor could do to help improve the programme. The teacher elaborated what the school needed to do to improve the programme, citing again a number of problems:

TC_B The teacher needs time to organize the programme and meet with other teachers. But again, no time is available since the teachers are busy. They are also not very cooperative. They find it an exclusive activity for the teacher counsellor. That is why it is difficult for me to involve them. We do not have a team so we have no programme.

I noted once again that the teacher quietly shifted the discussion on factors such as time and teachers involvement and evades the role of the teacher counsellor. Perhaps due to lack of training, his inexperience in counselling and the way he was appointed to his present role, he did not clearly understand what was expected of him as far as the programme was concerned. This is because despite the general enthusiasm, the teacher did not appear to stretch to meet these demands.

This case highlighted and reinforced a number of important themes. Firstly, the appointment and training of teacher counsellors appear important factors that determine the school guidance and counselling programme. For example, in this school which was a mixed day school, the teacher counsellor was male and the assistant female and I felt this was helpful as students could choose the gender of the teacher (Section 8.2.1. further looks at this aspect). However, the teacher counsellor was not trained but the assistant had a Higher Diploma in guidance and psychological counselling. I found that puzzling and wondered exactly how he was appointed. Secondly and following from the first, the person of the teacher counsellor appear to a larger extent to determine how well the programme can work in the school. The teacher in this school appeared keener to acquire an office since the school inspectors had insisted a room be set aside for that purpose but he does not appear to suggest what he can do to improve the programme in the school. This is unlike the teacher counsellor in School A, who seemed to have a grip on the programme. There were several reasons for this. Perhaps once again, this had to do with training, lack of resources or even lack of experience due to the teacher's inexperience in counselling.

Each of the schools warrants attention to the particulars and each is unique in their own way. There were areas of similarities and differences in the two schools and several lessons that could be enumerated from each case. Several themes appear to emerge and though these will be revisited in chapter eight, it is important to briefly outline them as in Figure 7.2. below. They include some of the following:

- a) The role and relationship of the school administration and the teacher counsellor in the school;
- b) The resources including time and material resources;

Figure 7.2. Case Studies: Guidance and Counselling Factors

| Factors | | School A | School B | |
|--|---|---|---|---|
| School curriculum | Performance in national examinations | School academic performance was generally good | School performance in national examinations was considerably poorer | |
| | Type of school | School was large, single sex and boarding school. | School was small, mixed sex school and day | |
| | Staffing | School had adequate or well distributed teachers | Staff were generally poorly distributed | |
| | Teacher involvement | Other teachers in the school were evidently involved in the programme | Other teachers were not involved in the programme and had no idea what it was concerned with | |
| | In service training | Head teacher | Head teacher had attended several courses on educational management and administration | Head had attended few seminars organised for head teachers |
| | | Teachers | Several in service courses had been held for teachers in 2004 including two on counselling and counselling skills | No in-service course had been held in the school in any subject in 2004 |
| | Orientation into the school | The guidance and counselling department orientated new teachers and students into the school. | Teachers and students simply joined the school. | |
| Sponsorship of students | The school was very keen on payment of school fees. There were several sources of bursaries | There was a huge fees balance from several students including those who had already left the school | | |
| Guidance and counselling Personnel | Teacher counsellor | Teacher was appointed by the MOE through the relevant teacher agency (TSC) | Teacher was internally appointed by the head teacher | |
| | Training in guidance and counselling | Teacher had attended several courses in guidance and counselling. | Teacher had not attended any courses in guidance and counselling. | |
| | Guidance and counselling team | There was a well organized team and consultation among members of the team | There was no team or committee to coordinate programme | |
| | Peer counsellors | The school had trained peer counsellors in each class. | The school had no peer counsellors. | |
| | Guest speakers | Several guest speakers had been invited to the school in 2004 to talk to students. | There were no guest speakers invited in the school in 2004. | |
| Guest speakers were invited to the school and the guest was always available for students to ask questions and consult after the talk. | | | | |

| | Factors | School A | School B |
|------------------------------------|---|---|--|
| Guidance and counselling Resources | Counselling room | There was a room set aside for counselling purposes | There was no room set aside for counselling purposes |
| | Time | Time was set aside for counselling. This was evidently clear to the students and the teachers. | There was no time set aside for this activity and respondents claimed there was none. |
| | Time tabling | The teacher counsellor has 15 lessons a week | The teacher counsellor had 24 lessons a week |
| | Books and other reference materials | The school had several reference materials including books, videotapes and magazines on counselling and HIV/AIDS. | The teacher had a single file containing a few letters. |
| | Financial support | School was well endowed with resources and money allocated to all departments including guidance and counselling | There was no money allocated to the department. The head teacher insisted the department had no activities |
| Guidance and counselling Policies | Guidance and counselling | The school had a clear guidance and counselling policy including talks to parents | The school only had the school rules and regulations |
| | Policy on readmission of girls | Teacher knew about the policy on the need to readmit girls back to school | Teacher knew about the policy but insisted that such girls would be a bad example to the others |
| Guidance and counselling Programme | Guidance and counselling programme | The school had a clear guidance and counselling programme for the term. It was written and available | There was no guidance and counselling programme |
| | Guidance and counselling activities | The school had several guidance and counselling activities | The school had no counselling activities |
| | Counselling services | There was evidence that many students sought counselling services | Few students if any went to seek help from the teacher. They also feared going to the staffroom |
| | | There was a standardized procedure for referring students for specialised counselling | There was no procedure for referring students for specialised counselling |
| | | Individual teachers who sought counselling services were counselled in the head teachers office | Teacher was not trained in counselling and no teachers sought such services |
| Confidentiality | Confidentiality was ensured since there was a room set aside for the purpose. Records were kept there | Confidentiality was not assured since students met the teacher in the staff room | |

| Factors | | School A | School B |
|---|------------------------------|---|--|
| Other factors that may have affected guidance and counselling in the school | Teacher place of residence | The head teacher, deputy head teacher, teacher counsellor as well as all HODs resided in the school. The school had several staff houses for teachers | The head teacher and the teacher counsellor resided over 15 kilometres (10 miles) away from the school. The school had no staff houses |
| | Parents | Parents were called in the school and guided and counselled on several issues including parenting and youth | Parents were not involved |
| | School sponsor | The school sponsor was keen to offer pastoral care to the students though there was no school chaplain | The school sponsor was relaxed and in the words of the teacher counsellor: "they are not that keen on what goes on here in the school" |
| | Student drop out | There were few cases of students dropping out of school | There were several cases of students dropping out of school for various reasons including discipline and teenage pregnancy |
| | Challenges facing the school | The teacher counsellor felt that there was a lot of pressure on the students to perform well from both the teachers and parents | Both the head teacher and the teacher counsellor felt that the school lacked resources |

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- c) Guidance and counselling training;
- d) The commitment and the initiative of the teacher counsellor; and,
- e) General involvement in the programme of teachers, students and even parents.

In as much as these are case studies, the teacher counsellors in both school seemed to have identified various factors which may impact on the guidance and counselling programme, whether this was from the questionnaire or in the course of the interview, and how the programme could be improved in the school. These aspects encapsulate aspects of the school guidance and counselling in the context of the school (Figure 7.2). For example, the training and lack of training of the teacher counsellor seem to affect their work in the school though the initiative and commitment of the teacher counsellor in School A was noted as compared to the laxity of the teacher in School B. Similarly, School A is endowed with more resources including a counselling room, unlike School B that is trying to convert the science room into a counselling room, yet the room is still used as a store for building materials leave alone as a science store! These and other factors in turn seem to affect the overall involvement of students in the programme as well as teachers and parents.

It must be remembered that these are case studies and cannot therefore be generalised for any category of schools, but they point to certain areas that can be identified (Figure 7.2). In addition, the 'success' or 'effectiveness' of a school cannot necessarily be attributed to a particular programme such as guidance and counselling alone since there are several others. Direct observations in the two and other schools gave further insight into these and other aspects. For example, the poorly performing school was established in 1948 and the better performing school in 1976. One would

expect the school established earlier to have more facilities and to have outgrown the newly established school. In that case, do schools perhaps at different stages have different needs? Factors, suggestions and persons including organisations that could have affected the programme in these and other schools are identified in the next chapter where cases of good practice are given as examples that could be picked out in individual schools.

7.2. Case study of the girl who had been admitted to school after Pregnancy

Ultimately, the reason for introducing and implementing a programme such as the school guidance and counselling programme, as argued in the review of literature, is to ensure that the education of pupils and students is improved. For example, they receive emotional support in case of psychological problems. One of the key areas of the study was the need to understand the implementation of the school guidance and counselling programme in relation to other existing policies in the school, such as the policy on readmission of school age girls who became pregnant while in school in the same or another school, introduced in 1994 (Republic of Kenya, 1994). This was in order to address the research question in relation to the national policy on guidance and counselling, as to whether the programme was developed and developing to meet some of the challenges and needs that face the students (Appendix 9). One of the possible areas identified was the role of the programme in assisting girls who get pregnant, since organisations such as UNESCO had been concerned with life skills such as guidance and counselling to assist in such an area. In that case, a girl who had been re-admitted to school after pregnancy was interviewed as a case study using pregnancy as an example of a time when guidance and counselling could be useful.

The school was a mixed day school established in 1981. The head teacher was male, the deputy female and the teacher counsellor was female. The school was sponsored by a church. A board of governors managed it. According to the head teacher, the main challenge was lack of resources in the school and this was supported by the deputy:

The school is not endowed with a lot of resources. Though the school has been established for some time, little attention had been given to improving on the resources.

The teacher counsellor was TSC appointed and there was no counselling room. In that case, she used the deputy head teacher's office or one of the classes. She also told me that she did not have an assistant and she did not have a counselling programme either, and that the main challenge she faced was "lack of a counselling room and time for counselling". Further, she informed me that teenage pregnancy was rampant in Form one and two but minimal in Form three and four. So, this school was more similar to case school B than to A.

The girl was the second born in the family. She told me her family was neither rich nor poor; it was average. She told me that they were of the Catholic faith and this was significant due to the church's stand against abortion. The girl was in her last year in school, Form four. She had continued to attend school until the pregnancy was in the sixth month (July) then she had now come to sit for the national examinations. At the time of the interview in November, the baby was one month old. She had joined the school in Form two from another school (boarding to day). The reason for the transfer, according to her, was that the former school had no science laboratories and 'we used to do practical in the classes'. I then got closer to the issue of pregnancy and asked what she could say about students getting pregnant in school (G in this case):

G *There were several pregnancies among the girls in that school as well. What they used to do was abort. The school was private and they were not so keen.*

Researcher: How about in this school?

G *Not many girls get pregnant here. You hear of some, and then you get to know some of it is all lies. Last year, there was this talk about this girl that she was pregnant but it was not true. I think the boys just wanted to harass her. You see, when for example a girl refuses to have friendship with a boy, some of them are really bad, naughty you know, so they spread bad rumours about you, it is a way of getting their revenge.*

I learned from her that pregnancy could be misused against the girls and therefore, it needed to be clearly established if it had happened since a major source of information was the students themselves.

Researcher: Tell me more about yourself:

G *When I realized I was pregnant, I continued coming to school up to six months. For the last three months, I stayed at home.*

I wanted to confirm about her pregnancy so I asked her how she had established that she was pregnant.

G *I missed my periods. I knew that was it.*

I learnt that when the girl realized she was pregnant, she quit attending school as from July and for some time, the teachers did not know why she was not attending school. According to her, she wrote a letter to her parents saying she was pregnant and she left it on the table and went to live with her aunt. The reason as she told me was that she did not know exactly what her parents would do.

G *I did not tell anyone I was pregnant. As the pregnancy became more visible, I decided to leave home and go and stay with my paternal aunt. She was the one who told my father. When leaving home, I had written a letter to my parents explaining where I was and why I had left home. I can't tell how they reacted. I stayed at my aunt's place for a month then I went back home. When I came back home, they did not react in a bad way.*

I inquired what happened in school:

G My friends told me that other girls in school asked where I was when the school opened for third term. There were rumours that I was pregnant, such things. But nobody knew for sure.

Researcher: How did your relatives react towards all this then?

G My aunt was very good to me. My sister was very supportive. Even my parents were very good. They were very happy that I did not abort and my father is particularly very happy that I am back in school to do my exams.

Researcher: What about the school, what happened when you came back?

G When I came back to school, the head teacher called me and asked me how are things.

Researcher: Did you receive any counselling then?

G I did not seek counselling. I have not received any. I just felt I would not. I just decided so. I received counselling from my aunt and cousin. You see, teachers will just tell others about you and you know, you look so bad and it will be the talk in the school.

Researcher: How about your parents?

G My mother, no! I felt I should not tell her. I can't tell why, I just did not feel like telling her.

Researcher: Do you think there were other pregnancies in school?

G There could have been cases, I can't tell for sure.

At the end of the interview, I asked her what message she would like to tell the girls:

G They should be courteous and know that education is key to their life. I would suggest they avoid sex until they are full adults. If you get pregnant make sure you go back to school and sit for the examination.

I then asked her what message she would you like me to send out there, if I send no other or the final message:

G My message is to the girls: You should know that the school is for four years and you have the rest of their life!

This case is unique in a number of ways. For one, it describes the reactions of several people towards a girl who gets pregnant while in school and though this is mainly from the girls view point, it does shed light on several issues. For example, the way different people react to this. Two, it enables us to examine some of the issues including decisions that such a girl has to make. Three, for the guidance and counselling programme in the school, it is a case of investigation as to when counselling could help. The girl is unequivocal in her views on who can offer counselling and as much as the teacher counsellor seems to be placed to offer such help, it needs to be understood judging from the case that parents for example need to be guided and counselled on teenage pregnancy. Teachers also can be in a position to help especially if they are approached for help. What makes this case quite interesting is that the girl comes back to school, and based on the policy and principles of person centred counselling perhaps the school and counselling programme need to find a place for her. The girl has her preferences and for the purpose of this study, the person centred approach to counselling that takes aboard the needs of individual students is in minimal evidence. Equally important is the culture and how it perceives such issues and how they interact.

The findings from the case interview can be briefly compared with other responses and comments made by other respondents and participants in the study. They revealed the following:

- a) The girl did not receive any formal counselling before she left school to deliver or after she came back to school. In her own words: *"I have not received any"*. This was confirmed by a teacher in a different school in an interview who when asked if girls sought counselling when they get pregnant responded:

TC_F We are not usually involved. There was one student last year (2003). She came to the school, Form two, yes, when she was already pregnant and she left this year (2004). I did not know about it until I heard that she had left.

A head teacher also insisted that the students (and sometimes even parents) do not seek help from the department or school:

HT_F We are unable to get to them, they just stop coming to school. The parents do not even bother to come and inform us so we can do very little.

The girl in the case study said the private school where she was before “were not so keen”. Students in the FGD blamed this on the schools and the teachers who they said lacked a keen interest on their welfare. Said one student:

S_{F1} In fact there was a girl who gave birth last year (2003). Teachers never noticed she was pregnant and she gave birth in the dormitory (murmuring). Then the students run for the teachers. Teachers do not care.

In this example, a girl actually gave birth while attending school and the pregnancy seems to have evaded the teachers though according to the student, it is because teachers do not care. It appeared that this could be a difficult area for counselling that needed more investigation.

b) It would appear that most students including girls who have a counselling need are not very convinced that the teacher counsellor is necessarily the most appropriate person to offer help. The girl appears to suggest a slightly more open choice of the teacher. She said:

G: The principal should ask the student whom they want to talk to. The girl might feel I hate that teacher yet s/he is the teacher counsellor.

Unlike in (a) above where pregnancy appeared a difficult for counselling to venture, the issue of who can offer help is very important to counselling (also investigated

earlier in Chapter five and six). It needs also to be pointed out that the teacher counsellor in School B emphasised the need to involve other teachers.

c) Parental support and not condemnation can and does play a vital role in boosting the self-esteem of students in need of counselling such as girls who become pregnant in school. In her own words:

G: As the pregnancy became more visible, I decided to leave home and go and stay with my paternal aunt.

The girl seems aware of a negative attitude towards girls who get pregnant while in school. She also gives a rather unpleasant example:

G: There are parents who react badly. Like another girl who was beaten by the parents after she got pregnant and had to run away from home.

She suggested a more accommodating stance:

G: She should not be condemned. The language used on pregnant girls is too hard, it should be rather soft.

Although her suggestion would appear to be more congruent with the background theory on person centred counselling, I am not sure whether this would not be in conflict with parents and society members whose attitude to teenage pregnancy might not appear favourable ((d) below). Once again, I felt that this is an area that for counselling, especially the model adopted, would need further study.

d) The society (communal) attitudes towards girls who become pregnant in school could be intimidating in a way and often left such girls helpless. This could prevent them from seeking help as in counselling. Again, in her words:

G: They talk everything; they say bad things about me. I know. They think very badly of you (pregnant girl) but when the baby is born they stop.

This response was similar to what a student commented in the FGD:

S_{F3} In fact for the girl who is pregnant, it is so embarrassing! I really felt for her. Even associating with other girls is difficult. She looked really lonely.

Such feelings of loneliness might therefore prevent the girl from seeking counselling.

A teacher in another school told me about a girl who was pregnant in the school and had refused to go for counselling or even to admit to being pregnant:

TC_F We had a case this year of a girl who was about seven months pregnant. So I call her and politely ask her how things are, I mean, we would like to help. You try a few words to see whether she will talk, you know. She says everything is ok, I have no problem. I try to ask her about her health like: 'is there anything disturbing you?' She says no and she even asks if she can go away. I mean I am being friendly; I am not harassing her or anything. I can see the pregnancy, I mean even the male teachers can tell she is pregnant so what about me? Finally I get to ask her if she is carrying a baby and she says 'no I'm not!' I couldn't believe it! I can see her and the pregnancy right there. I'm like (she takes a deep breath), wah!

I found this case fascinating in that it brings to the foreground core issues such as how to approach a student who may have a counselling need, and yet perhaps for one reason or another does not seek counselling. This, which was not investigated in this study, is a potential area of research in counselling. In yet another school, a teacher gave a case of a boy who had made a girl pregnant. The girl had since left the school. So I asked if the boy perhaps had received any counselling help:

TC_M There is a boy in Form three who it is believed made the girl pregnant. He has not come for help. You see, if he does not come to me or any of the teachers, we cannot counsel him. Counselling is voluntary, you see. He looks somehow unhappy may be because everyone in the school talks about it including teachers. Perhaps yes, he might need help but he has not asked for it.

The teacher in School A had also mentioned that boys often went to seek counselling in cases where they made a school girl pregnant (Section 7.1.2) and mentioned a case she had encountered that she found challenging. It must be emphasised that this case study was a girl who was in a mixed day school so the context could be slightly different in boarding schools. In addition, the girls' school did not have a counselling

room (School A had a counselling room and the boy appear to have taken the opportunity to seek counselling and this could be for various reasons) and it can be argued that policy on guidance and counselling therefore might not have been effectively implemented in her school. As a follow up on whether students can be persuaded to seek counselling, a teacher in one school approached me and asked me if I would design a format that could persuade students to seek counselling. I found that very challenging. This study has argued for a person centred approach in counselling and again counselling is voluntary. But like the teacher in School B argues, schools unlike professional counselling organisations might not best wait until the student seeks help. I leave this perhaps to other future research and ask the following questions: is guidance and counselling good for pregnant girls; is counselling as understood and implemented in Kenya overall suitable; and, is it that certain schools (which ones) are best suitable and adequately capable of handling such cases?

The case study allows the study to focus on several issues such as both drop out (due to teenage pregnancy) and access (readmission after pregnancy) in a natural setting (Stephens, 1998; Denzin, 1992) and like Stephens says, the education of girls for instance is a particularly cultural matter. In the words of Stephens (1998:138), the case study allows greater focus and “to gain a greater understanding of the cultural nature of both problem and solution” such as counselling. In taking this approach, I emphasized like Stephens “the two dimensions of cultural importance: that the teachers' and girl pupils' life histories be told in their own words”. Indeed, the big question is: is the problem whether guidance and counselling is the best way forward as emphasised by the Ministry, or is it that the nature of guidance and counselling in conjunction with cultural attitudes makes it difficult for girls in this situation in Kenya?

7.3. Conclusion

This chapter has highlighted specific areas in the school guidance and counselling programme that emerged and form the main themes and sub-headings in Chapters five, six and eight. A summary of the general considerations derived from the research design and drawing on the case study schools are later used to contribute to recommendations on how the programme can be improved (Figure 10.1). The case study of the student helps to further illustrate areas of need by individual students in addition to the general programme that addresses all students within a wider cultural context. One of the questions at the end of the guidance and counselling school programme would be whether it is possible to identify the contact possible with students in a relatively limited time in the school; what can be done about students who are unlikely to see the teacher counsellor in any possible setting? Similarly, what can become possible because of the opportunity of collaborative work with the school administration, counselling team and other teachers? How can the chances of students benefiting from the guidance and counselling service be maximised?

The next chapter therefore investigates the major factors that influence the school guidance and counselling programme and identifies more cases in individual schools.

CHAPTER EIGHT

FACTORS AFFECTING THE SCHOOL GUIDANCE AND COUNSELLING PROGRAMME AND PRACTICE

8.0. Introduction

The previous three chapters outlined the main findings on the guidance and counselling programme in secondary schools. This chapter goes on to look at the practical aspects, that is, factors that influence the school guidance and counselling programme at the school level. The purpose of this section is to develop the points made in Chapters five – seven so as to explore the policy and practice of the school guidance and counselling programme using the following guidelines extended from the research questions:

- What are the main aspects of the school guidance and counselling programme?
- Who is doing counselling in the school, who seeks counselling services, when and how and with what effect?
- How is the programme organised in the school and could it be improved upon?
- Finally and as a follow up to the above three questions, are there any practical strategies drawing from good practice, suggestions made by respondents and experiences gained over time in the schools, which can be used to support the delivery of the programme specifically at the level of the school?

8.1. School Level Issues

Some of the factors that seemed to affect the school guidance and counselling programme were school related and included the following: the teacher counsellor; time for guidance and counselling; counselling training; and, the role of the school administration and other teachers.

8.1.1. The Teacher Counsellor

The role of the teacher counsellor in the overall guidance and counselling programme appeared paramount. All the schools had a teacher counsellor appointed either by the TSC or the head teacher. The emerging findings strongly suggested that the success of the programme and services seemed to largely depend on how the teacher conducted the programme as summarised by this head teacher:

HT_M Counselling really depends on the teacher counsellor. The teacher must devote a lot of time and energy to counselling. I think most of the teachers appointed to perform this work have no idea what they are supposed to do. There is little going on at the Ministry so it is up to the counsellor.

The head teacher dismisses the Ministry for doing little and leaving everything to the discretion of the teacher counsellor. Further interviews conducted during the field study appeared to support this opinion, in that the respondents argued that the programme and services seemed to thrive on the teacher counsellors' innovation, hard work and personal devotion, amidst all other factors. This teacher expresses one extreme end of this continuum when he says:

TC_M I have several lessons so I must admit I do very little as far as guidance and counselling is concerned. We do not have a programme or room as such.

Unfortunately, there did not appear as if much was happening in this school either. For example, in addition to lack of a programme and lack of a counselling room, there

were no peer counsellors, no guest speakers had been invited to the school in the year (2004), there was no guidance team and no time devoted for guidance and counselling purposes. Yet this teacher was TSC appointed in a big provincial boarding school.

The role of the teacher counsellor in coordinating the department and the programme cannot therefore be overestimated, as this teacher says:

TC_M The teacher counsellor must be someone who is willing to work. At the beginning, it is a lot of work since no one else knows exactly what you want. So you have to show them around what to do.

In this chapter, the major factors that affected the way the teachers and schools went about guidance and counselling are highlighted, and how teacher counsellors and schools tried to deal with some of them.

8.1.2. Time for Guidance and Counselling

As pointed out in Section 5.4.2, time as a resource was a major factor that affected the guidance and counselling programme in the school due to several reasons. For one, students seeking counselling services tended to shy away from others and would seek counselling services at night when their colleagues could not see them with the teacher counsellor or entering the counselling room. A majority of the teacher counsellors commented that they had observed this pattern and had to adjust so as to be available then when the students called:

TC_F The girls shy off during the day and they agree to come at night. Since I live in the compound, they can come but that means I have to be here. I have to devote my own free time.

This, which in my opinion was very encouraging and commendable in terms of her job dedication, would essentially have meant that the teacher counsellors had to be

devoted to offer counselling services (earlier alluded to above) and that the teachers were meeting the students at their point of need. But again for the counsellors, it also meant that they had to adjust to meet the needs of the students and circumstances do not always allow this, as this teacher in a boys' school commented:

TC_M Students have their preferences. They prefer coming at night when other students cannot see them. But you see I can't be here since I have to go home. (The teacher informed the researcher that he resided out of the school compound, a walking distance from the school).

Secondly, teachers seemed to be pressed for time during the day and it would appear that they had to spare sometime in the evening to see the students for counselling sessions, as this teacher who appeared to have considerably fewer (18) lessons than other teacher counsellors says:

TC_M You can't just count the number of lessons. There is the preparation, marking of books, tests and assignments. I can only see the students after school.

In addition, the majority of counsellors tended to have several duties as subject and class teachers and therefore devoted would-be free time not specifically for counselling purposes but for professional teaching work as well:

TC_F I use my free lessons for marking and classroom preparation and for counselling. I try to balance. It is difficult, you know.

As if counselling was not too much in addition to classroom work, teachers were assigned routine duties as master on duty in the school as were the ordinary teachers:

TC_F Every two weeks in a term, I am on routine duty from 8.00-5.00p.m day and 5.00p.m to 1.00p.m at night just like any other teacher.

Teacher counsellors strongly felt that this ought to have been considered and some of these extra duties assigned to them as teachers perhaps allocated to other teachers:

TC_F You are a teacher, a teacher counsellor, you are on duty, you are a patron (society or association patron), I mean you can't do much as an individual!

The schools seemed to operate a tight academic programme that affected the contribution of others such as guest speakers in the school guidance and counselling programme:

TC_F The school programme is too tight for guest speakers to be invited to the school. We rarely have them. We have not had any this term. Third Term has a very tight programme including the national examinations.

Respondents suggested the need to review the number of lessons (the teacher counsellor in the case studies School A and B had 15 and 24 lessons respectively) to allow teacher counsellors to attend to the students:

TC_M The Ministry has to work out ways of reducing the workload for the teacher counsellor. Counselling is a process, it takes time.

TC_F The counsellor should have less lessons, 10 – 12 lessons could improve things.

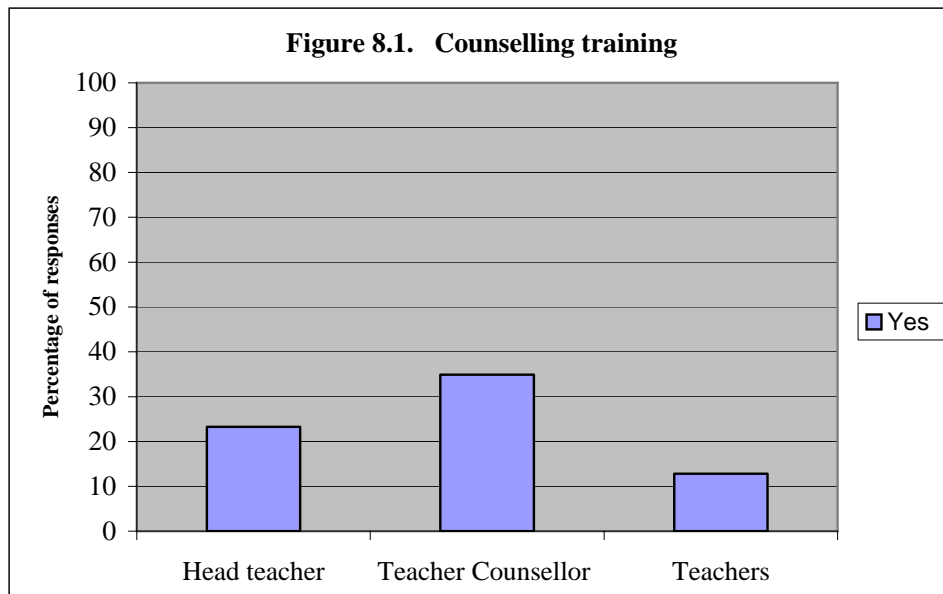
TC_M 11 or so would be better and also reduce on the unnecessary burden such as teacher on duty. The teacher can be patron of peer counselling club only.

Participants at the discussion forum also seemed to agree on 10 – 12 lessons for the teacher counsellor and that some of the duties could be shared as well. But there could be issues to consider in policy that would be reflected in practice, for instance: which comes first, fewer teaching hours for teachers, or higher demand from students for counselling? Are all the teachers, arguably, overworked and wanting fewer hours? Is it realistic to demand half a timetable for teacher counsellors given the wider implications such as demand for more teachers? It appeared that effective guidance and counselling services and programme in the school depended on such factors.

8.1.3. Counselling Training

As argued elsewhere in this study, in the literature review and in Section 6.4 on counselling as a profession, counselling training is essential if the counsellor as a practitioner is to be able to work as a professional.

The study asked the teacher respondents if they had received counselling training:



Only about one in three teacher counsellors (34.9%) said they were trained in counselling though around one in four head teachers (23.3%) said they were trained. Information obtained from the questionnaire and interviews revealed that four counsellors had a Masters degree in counselling, two had a higher diploma in guidance and psychological counselling while another five had a diploma in counselling. Ten of the teacher counsellors said they had attended a course related to guidance and counselling leaving, a half of the rest, twenty-two teacher counsellors (51%), untrained. It is also possible that the courses the teachers had attended were related in varying degrees counselling and others felt the course was inadequate as this teacher says:

TC_M I have attended a one-day course. That is nothing really. Counselling is more than that and personally, I would say I have not been trained.

The respondents clearly emphasized teacher counsellor training, sometimes even en masse as this head teacher suggests:

HT_M Guidance and counselling teachers should be trained by the Ministry on a crash programme to make sure there is a teacher in every school.

Once again, it was noted that the teachers in one of the case study schools were all in-serviced in guidance and counselling. Several counsellors also suggested that all teachers be trained in counselling. To me, the suggestion to involve all teachers appeared a more satisfactory explanation and I was of the opinion, like the counsellors, that perhaps schools should be careful in how they involved teachers in this and other programmes. A society such as Kenya that tends to be more communal, and in a person centred framework for counselling, may not be wise to confine counselling to a single teacher. Perhaps more effective training would also enable teachers to discuss issues identified in the study, as well as those that directly concern them. This is because once again as argued in the review of literature, there is need for the counsellor to establish himself or herself within a chosen counselling theoretical approach, so as to gain the necessarily skills and techniques. Indeed, students in the FGD on their part seemed highly opposed to the confinement of counselling to a single teacher:

SF₃ And on a point, I think even those that are training to be teachers should also have that counsellor training because, you know, students have different tastes. I might feel this teacher we are much closer than that teacher who is in that department of counselling. So every teacher should have those skills of counselling and guiding students if it has to be there in schools.

Perhaps if students were able to seek help from a person (teacher) with whom they felt close, they would appreciate the programme more.

8.1.4. The Selection and Appointment of the Counselling Teacher

If the role of the teacher counsellor in the school guidance and counselling programme is crucial as argued in Section 8.1.1. above, then the selection and appointment of the teacher counsellor should be carefully done. But once again, there did not appear to be a procedure as to how the teacher counsellor could be appointed,

because the policy documents (Appendix 8-10) only state that a responsible senior teacher be appointed to coordinate guidance and counselling. The TSC appointed and deployed them just as other Heads of Department (HOD) after a formal interview, when a teacher had completed the two-year probation period and served as a teacher for three years. All HODs have a salary increment. Where one was not appointed such as in small schools that had fewer HODs, the head teacher appointed a teacher from the members of staff, and the criteria used, as evident in this study, were not clear. However, such an internal appointment does not carry any financial benefit but the letter can be used in an interview.

The entire selection and appointment process of the teacher counsellor seemed to affect the way they worked in the school. For example, the TSC - appointed teacher counsellors had an appointment letter to that effect, and they also had considerably fewer lessons, as compared to the internally - appointed teacher counsellors. Observations made in the field study suggested that most of the internally appointed teacher counsellors did not have an appointment letter, or were verbally appointed and this did not tend to motivate them. For example, the teacher in the Case Study School B, who was internally appointed, had no letter. In another school, the researcher was in the head teacher's office when the head teacher called in the teacher counsellor, and after she had introduced the researcher, she said that the school had an appointed HOD guidance and counselling and the name of the teacher. Then the head teacher smiled as she said this, while the teacher looked down. In an interview with the teacher counsellor, the teacher expressed her dissatisfaction with the appointment in comments such as:

TC_F Yes, I am supposed to be the guidance and counselling teacher but she (head teacher) has never given me an appointment letter.

When asked how she was appointed she commented: “*It was just announced in a staff meeting*”. Further, the researcher inquired from her how counselling cases were handled in the school:

I handle cases as they come as there is no time set aside for counselling purposes. I do not have an office so I look for a quiet place.

The teacher had not gone for any training, there was no guidance and counselling programme and there was no team. The school had no peer counsellors. It was evident that there was a need to review the way these teachers were appointed, if this was anything to go by. For example, it would appear that this teacher was appointed, but it was not exactly clear to her what she was supposed to do. The teacher counsellor in the Case study School A suggested a review and that this should start from an appointment by the head teacher. Other teacher counsellors made various suggestions as to how the counsellor should be appointed:

TC_F I would rather it started from the school. The teacher should be recommended by the head teacher. Most of the TSC appointed counsellors do not have the good will of the teachers since they are just posted to schools.

This teacher seems to question the criteria used in the appointment of teacher counsellors and further says that some TSC - appointed teachers tend to lack the cooperation of the teachers. She suggested that the procedure should be reviewed, and here again, I too see the need for the system to be reviewed. This leads to the role of others such as the deputy and the head teacher as discussed in the next section.

8.1.5. Discipline versus Guidance and Counselling

Discipline in the school was a major preoccupation since guidance and counselling was meant to replace corporal punishment by policy. This was one area that guidance and counselling was expected to play an active role due to cases of indiscipline such

as school strikes (Republic of Kenya, 2001a). A teacher in a school said the same thing about discipline:

TC_M Discipline is a problem in all secondary schools. I think the two most serious cases is drug taking and stealing. Then the school strikes.

It was evident that in most of the schools, there was a teacher in charge of discipline (often the deputy head teacher or senior teacher), a disciplinary committee as well as guidance and counselling teacher and programme. A teacher counsellor told me how it was compiled by saying:

TC_F The disciplinary committee consisting of four members, the head teacher, deputy and two teachers. I am not a member of that team.

This was a rather good indication that there was a clear distinction between guidance and counselling and discipline, as expressed by another teacher counsellor, who once again seemed to distance counselling from the discipline team:

TC_M There is a disciplinary committee headed by the deputy. I do not belong to his team; he does not belong to my team. We rarely consult each other on this.

The issue of discipline versus guidance and counselling would appear a rather soft ground where there could be more cooperation, in that teacher counsellors seemed to accept there was a link between discipline and counselling as expressed by one of the teachers:

TC_F Some of the students are not in school by choice but because parents insist they be here. Students need to be guided on the purpose of education.

Teacher counsellors seem to be saying that counselling could assist in instilling discipline in that, for instance, in this case, the students need to find a purpose for being in school. This could be done in various ways as this teacher suggests:

TC_M The school through the guidance and counselling department should first of all orientate students on entry, to the school mission, aim, rules and regulations. Explain the purpose of the school. Schools just admit students!

Even when discipline and guidance and counselling would appear to be separate, it was one of the issues that affected the guidance and counselling programme and inevitably the relationship between the teacher in charge of discipline and the teacher counsellor. This seemed to come about mainly from three factors:

a) *Many teacher counsellors enjoyed a cordial relationship with the students*

In some instances, the school administration (usually the head teacher and the deputy head teacher) appeared to misunderstand the teacher counsellor because of the good relationship they seemed to enjoy with the students:

TC_F They see you as a threat because you are always talking to the students. They want to know what you talk about especially when there is a problem.

This tended to create a conflict between some deputy head teachers and teacher counsellors as expressed by several teachers:

TC_F The problem in schools is that the teacher counsellor is a friendly person to the students. By nature, counselling is friendly. But the deputy head teacher is in charge of discipline. So they feel you are pampering the students.

I tried to find out from her why they thought so:

They think that when you want to counsel a student, you are saying they should not be disciplined. That is not the case. All that the teacher counsellor is saying is that she or he be given a chance to find out why the student is behaving that way and try to help. They are doing the same thing really.

The teacher identifies the area of conflict as between being friendly to the students, as the teacher counsellors appear to be, and enforcing discipline, which is the role of the deputy head teacher as a disciplinarian. But the teacher also seems to suggest that counselling can play a seemingly effective role in discipline in that it can assist in changing behaviour.

b) It was not clear when counselling or discipline was more appropriate

This seemed more often than not to be the case, and a source of conflict, as several teacher counsellors said:

TC_M When there is a discipline issue, the administration handles it so there is no chance to guide or counsel the student. The teacher counsellor is sidelined!

TC_F If a girl is found pregnant, and they do pregnant tests here, she is suspended from school. How can I counsel her?

In such cases of discipline, it appeared that either the teacher counsellor did not appear competent enough to deal with such cases, or were not trusted enough with the responsibility, and as a result, students were referred to the counsellor (c below) after disciplinary action had been taken.

c) Discipline was often done without the consultation of the teacher counsellor, including corporal punishment

It appeared that as a result of a misunderstanding as to when to administer counselling or discipline, schools often resorted to discipline, including corporal punishment, rather than counselling. This was against government policy and highly opposed by the teacher counsellors:

TC_M The deputy head teacher is too strict and I do not think that is the way to run the school. He even punishes the boys. I do not approve of that at all. The boys are being caned all the time. I have no chance to talk to them at all.

TC_F The strict discipline undermines counselling. We have no role. We are just overlooked. I am just there!

Deputy head teachers in the discussion forum stood their ground on discipline and stated as follows:

- They handled the whole school and in their own words “we cannot let things go mayhem”. Indiscipline needed to be handled with care to protect other students and the school;

- Some students hide under the disguise that they are receiving counselling so that they can escape punishment;
- Teacher counsellor should disclose undisciplined students in consultation with their department to avoid conflict. In the words of a deputy head teacher: “those who are a nuisance and criminals in the school so that they can be punished!”;
- Even when students are sent for counselling, some do not change. Some are just given letters by the counsellors (external not teacher counsellors); and,
- Most of the teacher counsellors in rural schools were not trained.

In response, the teacher counsellors agreed with some of the sentiments but argued that they were unable to cope due to several reasons, most of which have been pointed out such as lack of time and resources, numerous students and lack of adequate training. Another teacher commenting on the role of the discipline and guidance and counselling committees in the school advocated for a reconciliatory role in the way the two work, rather than a distant relationship:

TC_M There is a discipline committee and a counselling committee. These are separate. I agree they should be separate, but they must be doing the same thing in different ways actually.

But there appeared to be a misunderstanding even when they tried to work together:

TC_M I must admit that at times, the understanding of what each role should do is difficult. The role of counselling is a roadblock. The deputy or even a teacher comes and says: ‘I have punished this boy and he needs counselling’ or a boy is punished and ‘as soon as he finishes, he should see you for counselling’. I find this difficult, the boy has already been punished so what else can I do?

A pattern was emerging in terms of two schools of thought; those who thought: counselling can improve discipline and those who did not. This held for both boys’ and girls’ schools as well as mixed schools:

DHT_M Boys do not care about the soft talk given under the disguise of guidance and counselling. If you want results, discipline must be very strict. I have no soft talk! We demand a change in behaviour or else they leave the school!

DHT_F You cannot create such friendship as in counselling. Not in discipline, I mean in my work as a deputy, in this office? No! Already, there is a problem. A mistake has been done, and a culprit has come to the office. You are a disciplinarian. You want to see how the mistake can be avoided in future. I have to punish her!

Some teacher counsellors seemed to have already given up in their schools that the two could co-exist as this teacher says:

TC_M It does not work here. We have been trying to reconstruct a working relationship but there was a conflict [Teacher turned away in other direction].

I learnt that the deputy head teacher and the teacher counsellor were both posted to the school at the same time and were heads of department before the deputy was promoted to the position. The two appeared in my view to have misunderstood each other at a personal level, and this seemed to have affected the way the two departments worked in this school. Again in my view, professional issues should be separate from personal issues. Still, other counsellors preferred to keep a distance:

TC_M We do not conflict with the deputy. He has a disciplinary committee. I am not a member of his team, he is not a member of my team. That is all!

Even among those who thought counselling could help to improve discipline or in handling discipline cases, it did not appear clear how:

TC_F It is not clear how counselling is supposed to help improve discipline. For one, counselling is not clearly understood. Also, the role that guidance and counselling can play or should play in discipline is not clear right from the Ministry level. They only banned corporal punishment and said should replace it. How? (He gestures by opening the hands).

This apparent lack of direction appeared to have given the ‘disciplinarians’ an upper hand in that, unlike others, they appeared to have an idea as to how to deal with the discipline cases. As this deputy head teacher told me:

DHT_M You see, the Ministry is busy up there (meaning Ministry headquarters) talking about guidance and counselling. But let me tell you, on the ground, things are different. You can't just talk to these boys as softly as you think. No, never!

On the ground, it appeared more complicated. In one school, the deputy head teacher strongly defended the use of corporal punishment and gave me an example from that morning to support his case:

DHT_M Schools should be authorized to expel students who do not fit in the system. I was punishing four boys this morning. They had sneaked from school to attend a disco in town. I had a long session with them.

I inquired from him if he conducted counselling sessions in his office:

After sneaking from school to attend a disco? (With a sneer) I wonder what counselling you would suggest! I offered them what I have here (points to several canes on the floor). I gave them six hot ones on their buttocks!

It was evident this was not an isolated case since the canes were there for me to see.

8.1.6. The School Administration and Counselling School Support

The role of the school administration, especially the head teacher, is very crucial in any programme in the school, including the school guidance and counselling programme. This was clearly articulated by several respondents including head teachers as well as the need for the teacher counsellor to work closely with the head teacher:

HT_F The teacher counsellor has to work closely with the head teacher in order to succeed. Most teacher counsellors tend to ignore the head teacher. That is where they are wrong; the principal is the one in charge of the school.

This appeared to be the case in that in schools where the programme seemed to be thriving, the school administration and the teachers were commended for their active cooperation, as was evident in the case study (Chapter seven). Several areas that the head teacher can assist can be identified:

- a) In the allocation of a suitable room for counselling purposes
- b) In the appointment of the teacher counsellor
- c) In allocating of time for guidance and counselling
- d) In organising counselling training for the teacher in charge of counselling and in-service training for other teachers, for example, those in the team.
- e) In explaining the role of the programme
- f) In elaborating on the role of discipline and counselling.

For example, students in the FGD seem to have noticed right from the outset such an effort, especially the role of the head teacher in the programme:

S_{F2} I can also say that on admission, we were informed by the headmistress, that there is a guidance and counselling department in the school and it is always available; it is always there for anyone at any time.

Similarly, a head teacher suggested the need for all head teachers to be orientated in the guidance and counselling programme to avoid role conflict:

HT_M Such basic training would enable them to grasp the programme and help ease tension between the counsellor and the school administration. Some head teachers feel that the guidance teacher has more authority and has more attention of the students than them.

In my own view, teacher counsellors need the cooperation of other members in the school and to reach out to them, perhaps by enabling understanding of the role of the department, as is the concern of the next section.

8.2. Cultural Factors

This study applied prismatic theory to enable the investigation of cultural factors that affected the school guidance and counselling programme. It is necessary to take account of cultural factors and differences, in that certain attitudes and behaviours can be defined in a cultural context while there can be gaps between schools and

community. In my own view, I look at cultural factors not as barriers to effective communication in counselling, but as opportunities to deepen understanding of and compassion for diverse human experiences. Bimrose (1996:244) says multiculturalism is 'here to stay' and sums it up thus:

It exhorts counsellors to take more account of the social context from which their clients present for counselling, and within which they are located.

This section therefore also aims at encouraging teacher counsellors to examine the cultural factors that reflect both their experiences and the students' in order to renew and extend guidance and counselling work within this context.

8.2.1. The Gender of the Teacher

The gender of the teacher counsellor seemed to be a matter of concern. It must be admitted from the outset that this is an issue that needed more investigation, as it appeared that at times, the stereotyping as to which gender was more appropriate was more a matter of opinion than an established practice. One experienced head teacher, for example, argued the case for a female counsellor in the school and stated that:

HT_M Female teachers tend to be more motherly and more gentle. Though this is a boys' school, I have always had female teacher counsellors.

On her part, the female teacher counsellor seemed unaware of her gendered role:

TC_F It never occurred to me that it is a boys' school. I just do my work.

But the gender of the teacher counsellor was an issue in a girls' only school, especially when the teacher counsellor was male. As a starting point, the Koech Commission (Appendix 8d) had noted that most students, especially the female students, were not very comfortable when being counselled by a counsellor from the opposite sex and this was particularly difficult for the female Muslim students. The

Commission therefore recommended that counselling be offered by professionally trained and mature members of staff and that, unless otherwise requested, students be guided and counselled on the basis of gender parity. Although the present study did not investigate this aspect in such detail, male teacher counsellors did not appear to share the sentiments of the Commission. A male teacher in a girls' only school said:

TC_M Girls do not have a problem opening up to me though I am male.

Another teacher in a girls' only school appeared rather unhappy with his staff colleagues over the gender issue and talked about the stereotyping:

TC_M The biggest problem in this school is stereotyping: that a male teacher cannot counsel girls. This is a very bad attitude. Though many girls visit the office, most people and that includes the principal, do not like it. It is like I will befriend the girls, I mean, they do not understand my role here.

I immediately detected the reason for this as stated by the teacher, perhaps the fear that a male teacher could befriend the girls in a sexual way. I asked him about the girls and he answered:

There is a female assistant teacher counsellor but the girls never go to see her.

According to the teacher, the girls did not share the attitude of the teachers. I inquired further from a counselling perspective what perhaps could be the problem:

I think most people do not understand what is counselling. Counselling has no restriction on gender. The client can and should choose whom they want to see and when.

Another perception of the gender factor emerged from a participant from one of the organisations offering training courses in counselling, who attended the discussion forum. She revealed:

Participant: Of the 32 students attending a higher diploma in psychological counselling, we have only five males. It's like counselling is a female world. Men ought to be encouraged to join the profession. I have met few males even in boys' schools.

To a majority of students, the gender did not really matter; what they wanted was help. One of the boys remarked as follows:

S_{M4} I can go to any teacher. It does not matter.

But to others especially the girls, it depended on the issue. One girl revealed:

S_{F2} It's ok to go to any teacher. But it depends. Some issues you can't discuss with male teachers like pregnancy, menstrual cycle, these are sensitive issues.

A boy also said about the (female) teacher:

S_{M3} The teacher is very understanding. She is like a mother to us, I mean, we like her. She listens to you even after you have been punished.

I tended to think that the teacher was appealing to the student because she was 'very understanding' and as highlighted in Chapter seven, this is another trait that the teacher counsellors could be encouraged to portray. In my own view, I would also not underestimate the fear among some people that certain teachers could perhaps misuse the counselling session and also to protect teachers from false accusations. This is all the more reason why the counselling profession (Section 6.4.) should then be more clearly defined, including a code of conduct (Section 6.4.1). Most schools tended to have a teacher counsellor whose gender corresponded to the students in the school with a corresponding assistant teacher counsellor of the opposite gender. This complementary role was commendable and in my view, and following from the above discussion, this appears to me more practical than the recommendation made by the Koech Commission. Thus, though the appointment of the teacher counsellor may be based on the gender of the students in single-sex schools, the common tendency among the students appears to react to the character of the teacher and their ability to offer help. It is suggested that this is another area of further study.

8.2.2. The Gender of the Student

One possible way that the issues in counselling could be addressed is by looking at the needs and rights of the students as consumers of counselling services within a person centred counselling framework. This is because with a continuing need to offer counselling to students in school, there should be a corresponding response to bring the services closer to where most students are likely to be able to access it, in the context of the school, and in a way that they are able to benefit from it when they need it. It was evident from several teachers that they had noticed a discrepancy between boys and girls seeking counselling services according to the culture or for other reasons. For example, one of the male teachers outlined it thus:

TC_M Girls are hesitant to seek counselling services. Most girls prefer informal counselling instead of coming to the counselling room. For example, when we meet on the corridor, outside the class, such.

I inquired why:

They shy away, they do not want to be seen by others, you see.

It was noted in Chapters five and six that girls who went to see the teacher counsellor were alleged to be pregnant. It could also be that they were hesitant in this case because the teacher was male. Another male teacher expressed the same sentiments:

TC_M Girls would prefer general guidance and counselling talk given to all students in the assembly or in classes but not individual counselling. They shy away, they do not want to be seen by others, you see.

Other teacher counsellors tended also to have noticed a difference in the way boys and girls perceived counselling services and the teachers. Comments made by teachers reiterated the keen interest they had taken in dealing with boys and girls. A female teacher in a boys' only school commented:

TC_F Girls are very sensitive. You collide with a boy and they forget it. Girls rarely forget and they won't come to see you for counselling thereafter.

In Section 6.1., it was noted that students did not like their issues being discussed in class and also, they expected the counsellor to be friendly. The differences between boys and girls who sought counselling services became obvious from comments made by staff in different schools:

TC_F There are more girls than boy coming to see me.

TC_F More girls always consult me than boys. Boys do not want to come. I think it is the male ego.

At the mention of the male ego, I thought culture also seemed to affect the way the male students, for instance, would approach counselling:

TC_M Boys here do not seek counselling and especially not from a woman. In the Masai culture, a woman is a child. A female counsellor would find it very difficult to counsel boys.

It would appear that though the boys would find it apparently more difficult to seek counselling from a female teacher, they were generally not willing to seek counselling in the first place. The Masai boys are initiated through circumcision and thereafter, they are men. It is unlike a man in this culture to seek help. Hence the students (boys) are hesitant to seek counselling. This was also evident among the Luo community, another Nilotic group though they do not have circumcision as an initiation ritual:

TC_F Girls volunteer to come for counselling but not boys. The boys are closed and egocentric. They wouldn't come for counselling except the few who want to really improve in their performance. Others are referred after a discipline case. It is because of the Luo culture, Luo men are very proud and then open up to a woman, seek counsel from a woman, no way!

Even then, it appeared that the pattern tended to change when it came to honouring appointments made with the teacher counsellors:

TC_F Boys are better at honouring appointments than girls. When boys book an appointment, they come. Girls will book an appointment and then when they are supposed to see you, they do not show up.

The researcher enquired from the teacher why this could be:

They are shy and do not want to be seen by others. Whenever a girl is seen coming to see you, other students think she is pregnant. And this puts them off.

A teacher in a girls' school who was formerly in a boys' school argued that it was, however, easier to counsel boys than girls:

TC_F I was in a boys' school and I must say that I found the boys straightforward. When a boy comes for counselling, they tell you the problem, like for example, I smoke. If he is taking drugs, they tell you even the drug they are taking. But the girls take you round and round. Then they tell you the reason why I came for counselling is, then a big story. They come the next day and tell you a different story. You can get annoyed. In fact, you have to be very patient. They really take a lot of your time.

The teacher also felt that girls take time to gain the confidence of the teacher but the boys tend to be more 'straightforward'. Still, another male deputy head teacher in a mixed school (who had earlier insisted on discipline rather than counselling) felt that counselling could work for girls but not exactly for boys:

DHT_M I cane boys very often. We have serious indiscipline cases with boys. But with the girls, it is mostly pregnancy. I do not cane girls, very rare. So I think counselling can work with girls but I not with boys, no way.

In my view, the teachers had different views as to how male and female students perceived counselling with a strong argument that in most cases more girls than boys sought counselling. I tend to think that there is a lot to be learnt from this (and admittedly even more investigation). It was observed that a pattern could be further investigated as to how, when and why students of both sexes sought help from the teacher counsellor. Using such established patterns, teachers might try and work out those options that seem to best fit with the clients' needs. In that case, aspects of guidance and counselling could be adopted that would reach out to both the majority of students that might not seek individual counselling as well as the few who might want to see the teacher in private. As argued in the literature review, counselling

ought to be centred on the needs of the individual. These sentiments also appeared to be indication of a need for more research in this area.

8.2.3. Religion and Counselling

It was very encouraging that several schools had a school chaplain whose role was clearly distinct from that of the teacher counsellor as this teacher explained:

TC_F The school has a chaplain whose role is the religious and moral aspect. These are often explored with the students.

But on the other hand, it appeared that some schools had not made a clear distinction between counselling and religion. On the contrary, counselling seemed at times to be hinged on religion. This was evident in two instances: in the selection of the teacher counsellor, and, in the way counselling was generally conducted in the school.

a) In the selection of the teacher counsellor.

It appeared that at times, the teacher counsellor was selected on religious grounds, such as being the Christian Union patron as in the Case school B (Chapter seven). In another school, the teacher had a Masters degree in science and I was impressed with this. Unaware, I commented that I guessed that was the reason that the head teacher as the teacher counsellor appointed him, to which he replied:

TC_M No, no, it had nothing to do with that.

Researcher: What was it then?

Actually, I am a born again Christian and the CU patron. That was the actual reason.

The religious inclination seemed to be embedded in the cultural tradition and the general perception was that religion engulfed was a greater part of the counselling process.

b) The way guidance and counselling was conducted in the school

At times, guest speakers were called to the school to speak to the students not necessarily on any topic but because of their religious orientation:

TC_F We rarely have guest speakers in this school and if they come, they must be from a particular religion (denomination withheld).

The study inquired who invited them and how and what they talked about:

The principal. I am just told we assemble the students in the hall. They mostly just talk to the students about their spirituality, morality; such stuff to do with religion. I personally don't fancy them.

It appeared that though spiritual and moral nourishment were important, the teacher was not consulted about the visits and she did not appear enthusiastic about them. In another school, the head teacher told me about the guest speaker who had been to the school (invited by the teacher counsellor) to talk to the students.

HT_M We had some pastor who came to talk to the students mainly on good behaviour especially when they go out of school and how to be good citizens.

In this instance, the teacher counsellor who was also the patron of the Christian Union invited the guest speaker. She had been appointed because she was the patron of the Christian Union. Such a misunderstanding of the concept of counselling was therefore not confined to the head teacher or in a particular school. This matter was raised in the discussion forum with participants and they confirmed it:

Participant: Most of the teacher counsellors are appointed because of their religious inclination. It has nothing to do with counselling!

Teachers in Muslim dominated schools who also mentioned religion told me:

TC_M The Sheikhs are more respected for their counsel than counselling. The Muslim culture is very strict on morality so girls rarely get pregnant and we concentrate more in the department on career and academic counselling.

TC_F We have no problem with boy - girl relationship, hugging and kissing. Religion is a deterrent.

In a girls' school in a largely Muslim community, the head teacher explained to me the reason why she could not appoint any of the female teachers in the school as the teacher counsellor:

HT_F The three female teachers are new from upcountry, they are not from the local community and do not understand the culture and the community.

I inquired what she meant by culture:

The Muslim culture is very sensitive. I mean that closeness, being in touch with the cultural traditions and norms. You need a good background and that will take time after they have been here longer.

Thus, I take it that there is perceived to be a close relationship between counselling and religion, at times more in deference to the role of religion. This teacher says as much:

TC_F I would say counselling thrives on two things, religion and discipline. In the department, we also emphasize on academic work as well as these two.

This was very interesting in that it seems to encapsulate much of how guidance and counselling is conceptualised. What I would take exception to is the restricted thrust of religion in the guidance and counselling programme. A teacher counsellor in the discussion forum shared my view and summarised it all:

TC_F Counselling is not clear. This religion and counselling is there as your results indicate. But counselling is different from religion and the distinction should be clear. Some teachers tend to preach about a faith to students during counselling. (Laughter and murmuring of yes, true, sure).

8.2.4. Western Influence and Globalisation?

I have put this section as a question because certain arising issues were said not to be rooted in the African culture and were partly blamed on Western culture, globalisation, the media and change. It must be admitted, as pointed out in the review of literature, that the person centred theory is more western than African, where

culture is more communally oriented. However, educational change can be said to be all encompassing, since the world is changing especially with technological advancement and improved communication. Indeed, part of the need for counselling in schools is the need to cope with the changing needs of children. Some of the examples given by the counsellors were:

TC_F There is the problem of western influence. Things like lesbianism and homosexuality are not African. This is coming about from children in primary boarding schools and is then transferred to boarding secondary schools. Counselling these students can be difficult.

I tend to think some of the issues raised can be seen as queries, for example, lesbianism and homosexuality might have more to do with the tolerance of the western culture rather than the nature of the African culture. It must be admitted that this is a debatable point. One head teacher was particularly very enthusiastic to tell me how counselling needed to tackle this phenomenon of western influence:

HT_M Our traditional African culture has been eroded by the Western culture. There are two cultures, traditional culture plus modern or western culture. Students would need to be guided and counselled more than before on the new culture.

Modernisation is a relative term since children would tend to be at different age groups with the adults. There has also been a growth in promotion of human rights, which, for instance, has led to issues such as children's rights, including the banning of corporal punishment in schools. So, should students be guided on traditional or modern culture? When I asked him, he did not want to hinge on either:

There is a difference between urban and rural, this is major. In a boarding school, the student is detached from the parent and the damage is faster. I think we should set moral standards. There is no care for individual students.

I again inquired why this was so and what could be done:

Schools have set standards, the mean grade. They want to excel and appear among the top schools in newspapers. They have time for academic excellence

and certainly not for guidance and counselling. The talk is about the mean score at K.C.S.E. Children eat, do the homework and study very hard. I call it 'do or die'. Performance is the thing. I am not a believer in this rule of the jungle. I agree academic performance is good and it is all that we have. But it is too much! This should be at both ends (demonstrates with hands).

Here is a society in transition; on one hand, there is the need to excel in academics since the competitive world is associated with education, but on the other hand is a need to impart traditional moral values. He went on to elaborate the differences and put a case for guidance and counselling:

The modern culture has the mass media that includes magazines, e-mails, newspapers, and pornography. This complicates the problem. If guidance and counselling is not emphasised, we lose our children.

In the light of prismatic theory and educational change, at this point in time, I tend to feel that there are certain aspects of the new culture such as the media that can be used to help maintain aspects of the old culture that the society perhaps feels should be maintained. Could it be that the curriculum needs to be reviewed to accommodate these changes, and if so how? Is guidance and counselling the most appropriate way to deal with these changes? It may be that these are the questions that the education system needs to address. Teachers are quick to attribute what they see as a lack of morality to western influences. For example, another teacher blamed sexual indulgence among the youth on media influence but appeared happier that the school was in a rural setting by saying:

TC_M Media influence causes the youth to engage in boy - girl relationships, the pressure is too much. But I am happy that the school is in a rural setting. The western culture is really into the youth in this country. It is just too much!

This teacher might sit back and hope that the school is in a rural setting, but judging from comments by the head teacher earlier, the effects of the change may be too drastic for such a comfort zone! Even at the discussion forum, participants had very

interesting views as to the influence this so called 'new culture' had on schools and on counselling:

Participant: Counselling is not properly done. The teachers are poorly equipped since they are not (all) trained. They are unable to cope with change!

Participant: I agree. The erosion of the African culture and the emergence of the Western culture came too fast. The new culture is just overwhelming.

Participant: The modern child is too sophisticated and teachers do not understand them. Teachers and parents are not able to keep up with the current.

Participant: Counselling is not coming up fast enough to deal with some of the issues, for example, developmental issues, like first sexual contact, boy girl attraction. I mean, teachers, even the teacher counsellor is unable to deal with this. Yet feelings towards members of the opposite sex are a part of growth. The learner should be enabled to deal with the consequences. This is part of counsellor training but it is not done. The change is too fast for the teacher.

What I found intriguing in this discussion was how the theme of change emerges in that it is as though all the respondents accept that there is change, which is global.

This section has revealed part of the existing community and school culture that is so deeply entrenched that often, it creates a dilemma. Thus, in addition to the constraints outlined above, the findings of the study reveal patterns that help to explain why at the policy practice interface, schools and teacher counsellors find it difficult to implement the guidance and counselling programme. A series of these had to do with out of school factors such as the lack of direction from the Ministry.

8.3. Policy on Guidance and Counselling

One of the major factors that appeared to make counselling even more difficult in schools was a seeming inconsistency in administering a school policy on guidance and counselling. For example, as argued in section 8.1.5, it did not appear very clear in certain schools whether an issue was a discipline case, or whether to adopt a

counselling strategy, or how to encourage these approaches to be complementary. For instance, whereas two girls in the FGD had applauded the action of the head teachers in their respective schools for allowing two pregnant girls in different instances to continue with their education uninterrupted (one who was 'likeable', in section 6.4.1.) one of the male students in the FGD gave a different account as to how the school would have reacted to a boy who made a girl pregnant:

S_{M2} The boy would just have to get out of school because like in our school, anybody who has beards, that includes me, people talk of me being age 36! (laughter) because of the beards. What if a boy impregnates a girl?

S_{M4} Then the teachers, a teacher comes to class, first thing the way they greet you that: "Good morning class and a father!" (laughter)

What this could appear to be suggesting is that perhaps teachers are ignorant or demonstrate a lack of sensitivity in dealing with rather delicate and important adolescent issues and this can be further argued to be an issue of relationships rather than a policy issue. Either way, this has partially to do with training of teachers so as to create awareness that such a student can be emotionally disturbed by what happened. It also has a lot to do with the policy, in that aspects such as human development and growth (the growth of beards in this example) could have been covered in the guidance and counselling talks, and thus such students would not feel out of place. Instead, it can, according to the student, be treated as a classroom joke. Teachers and schools seem to cope in different ways with a wide range of variations. For example, such a misconception by adults can be very disturbing to the student, and such cases unfortunately might not have been so isolated. A participant in the discussion forum confirmed this:

*Participant (female teacher): There was this girl in our school who had a baby. So, in the staff room, the teachers, when referring to her, would say *huyo mama* (literally that mother). (laughter). I mean, you know, that *mama*, that mother.*

What can be learnt from these experiences is that policy creation and implementation, even in a worthwhile innovative child-centred approach, such as life skills in guidance and counselling, backed as well by international standards, need to be well thought out and clearly articulated. These can be developed over time to the benefit of the students, schools and teachers including professional development. This does not seem to have been the case. A senior officer in the Ministry confirmed a policy on guidance and counselling was lacking and had this to say:

Actually, there is no policy. What we have are bits and pieces as to how the programme should be conducted in schools. That is why the policy is in process, I mean, we have a draft now though it has not gone very far as such.

Another officer in the guidance and counselling section added voice to this:

The draft policy is a step in the right direction. I do hope that we will soon have a policy and that guidance and counselling will be included in the new Education Act to be enacted soon.

With lack of specific legislation, policy or guidelines that regulated or guided how guidance and counselling was conducted in schools, it appeared difficult for schools to implement the programme. A participant summed this up saying:

Right now, the schools with adequate resources can afford to train the teacher counsellor but the poor schools cannot. This is unfair.

There was diversity in resources and certainly, there was a cause of complaint if equal rights are due to all. A question that could be asked is: couldn't schools come up with their own policy, based on guidelines? This would need to be carefully looked at in the context of a developing country as argued in Chapters three and further by Oplatka (2004). Governments in these countries tend to keep a tight grip on the policy that is limited by the rules of the system, and hence any guidelines that schools would formulate would have to be closely within the expected framework. A circular could be issued to such effect. Thus, one could be looking at educational change, but then

that change would be in a particular context and hence the need to look at the role of other partners in education.

8.4. Out of School factors: Other Stakeholders in Education

It must be admitted that the thesis cannot discuss exhaustively all the findings, but at the same time, there were a few out of school factors that need to be mentioned and illustrated even if briefly. These include the role of other stakeholders in education. It is crucial that in education, other partners in development are called upon to make their input in the education process (Appendix 9, 10). In guidance and counselling, persons, agencies, societies and associations mentioned included:

- Counselling training institutions and others that offered counselling services such: Amani Counselling Institute; the Catholic Secretariat; Kenya Association of Professional Counsellors (KAPC); Kenya Education Staff Institute (KESI); Kenya Institute of Professional Counselling (KIPC)
- Non government organisations (NGOs) working in education such as the Forum for African Women Educationalists (FAWE),
- Parents and guardians
- Other government departments or sections such as the Kenya Institute of Education (KIE in charge of the curriculum); National Agency for Campaign Against Drug Abuse (NACADA); and the provincial administration
- The media, newspapers, television and radio.

These and others would require a combined exploration with the school as to how they can work together. For example, in several schools, school sponsors had provided a chaplain or helped in the training of peer counsellors:

TC_F The church (sponsor) has been very supportive and they have given us a chaplain. The school has a strong Christian tradition and foundation. This has been a very big advantage.

In another school, the teacher said that the school sponsor trained the peer counsellors while a local NGO monitored their work. This was very encouraging indeed and it identified areas of cooperation provided the religious bodies do not come to dominate guidance and counselling practice. It appeared that the school sponsors as well as the local NGOs could also work together, and this was a sign that a working relationship could be harnessed. In another school, the head teacher applauded the provincial administration in their role in ensuring that values upheld by the school such as the education of children, particularly girls, was in line with government policy:

HT_F Some of parents are very clever and marry the girl off when we eventually release them to go home for the holidays. The provincial administration interferes if this is our student and we bring the girl back.

The teacher counsellor who applauded them confirmed this help:

TC_M The provincial administration is very supportive especially after the Children's Act.

The role of the central government is crucial. When I asked her what could have been done to change the community attitude to early marriages, she said:

HT_F Communities should be educated on the importance of girls' education. I have attended several seminars held with the local community sponsored by the local NGOs on the education of girls.

Again here, local NGOs played a part as well. For the purpose of this study, it was noted that the teacher counsellor mentioned the enactment of the Children Act (Republic of Kenya, 2001b) and it is worthwhile to mention that such legislation by the central government made it possible for the schools to seek a remedy in such instances. In line with the theme of change and prismatic theory, this was evident that

change in education does not occur in a vacuum; it needs to be context sensitive and have a wider outreach. In that case, such legislation is also an avenue for the NGOs to educate the community on children's rights to and in education. In the same way, a more elaborate policy on counselling could perhaps improve on the services.

Head teachers on their part felt that parents too needed to be guided and counselled on several issues:

HT_M Parents need to be guided and counselled on issues such as adolescence, drugs, family responsibilities and such.

Several of the factors that affect the school guidance and counselling were identified by the respondents as challenges. By challenge, is meant a demanding or stimulating situation that often takes exception of the prevailing conditions, for example, the context of the school, or which appeared to be outside the sphere of influence of the programme. These included student discipline that has already been discussed above and who else could play an active role. Another issue was that counselling seemed to lack continuity since it did not appear to be offered in primary schools. Several teacher counsellors complained about this:

TC_M There is no counselling in primary schools. Most of the problems, drugs, and smoking are created there. By the time the students join secondary school, they have a problem and often at times, it is too late to change them!

The participants mention a range of issues including the need for more rapport between the teacher and the students, the diversity in resources and the discrepancy between schools. How can these challenges be met? In the next chapter on discussion of the findings in the light of the theoretical framework, I discuss some of these themes with each of the theories.

8.5. Conclusion

Several factors affect the overall school guidance and counselling programme and some of them, it would appear, are more complicated than others, making it difficult to provide the services in an ideal way. Counselling was also set amidst several traditional beliefs. It appears possible that most of these factors can be worked out so as to improve on the overall programme. In brief, these aspects seemed to stem majorly from poor or inconsistent practices, that again are the result of poor policy implementation, that would appear to have been caused in part by lack of a clear and detailed policy on guidance and counselling. Perhaps the Ministry and the schools would need to ask themselves: in what ways can counselling services adapt in each school and once again as posed in chapter seven, do schools have different needs? Thus, I take it that there is a need for a combined exploration: teachers and other stakeholders together. The programme will be the richer, and the discussion forum was proving a success in that it was a forum that allowed an exchange of ideas and opinions as to how the programme could be improved upon. The role of guidance and counselling would need to be established so that the number of students seeking these services would improve and the service be made relevant. In my opinion, the time is ripe for more examination of the education process in the light of counselling, for more proper professional training and more research in the field. This is the concern of the next two Chapters.

CHAPTER NINE

DISCUSSION OF THE FINDINGS IN THE LIGHT OF THE THEORETICAL FRAMEWORK

9.0. Introduction

The foregoing chapters have explored the study's findings and the intense demands on the teacher counsellor and the school in the professional activity of counselling. It may be opportune at this point to look in more detail at the differences in responsibility and activity in policy and practice. This chapter discusses some of the key themes (Appendix 11) that emerge from the findings of this research in light of the theoretical framework.

9.1. Traditional and Prismatic Societies

In the chapters reviewing literature, the strong cultural tradition was emphasised. In traditional African societies, education was informal and lifelong and children and young people were initiated by adults into the communal culture (Bogonko, 1992; Kenyatta, 1961). Findings in this study tend to suggest that guidance and counselling in the context of the school is more formal, and may be said at times to be in variance with the culture, or to put it in a more practical context, it is not clear how, in a prismatic society, the two can be infused. This can be looked at from two angles, infusion and diffraction as discussed in the following examples.

9.1.1. Infusion: Guidance and Counselling in Conformity with Culture

There are findings, though inevitably oversimplified, that signal clearly that the provision of guidance and counselling for pupils is not in isolation from society, that it is 'fused' (Riggs, 1964). These may include the following:

- The Ministry, schools and respondents tend to be convinced that guidance and counselling is essential and necessary in schools and that pupils and students should receive the services
- The Ministry and teachers appear to have a common understanding that a teacher among the staff should be assigned the role of counselling
- The Ministry and teacher counsellors appear convinced that guidance and counselling can play an active role in the school
- There were limited community activities that supported guidance and counselling such as parents, counselling training institutions, school sponsors, non-governmental organisations (NGOs) and the provincial administration. These generally brought some social and educational benefits to the students through provision of the school chaplain, training of teachers and peer counsellors and in ensuring that school age girls that were married off were taken back to school. These and other experiences were important to students, to schools and to the guidance and counselling programme in that they provide, to me, an avenue for school community relations that can be strengthened and enhanced.

There are further positive examples that could be used, but importantly, they are not consistent across schools. It is undoubtedly the case that both teacher counsellors and schools did attempt to offer counselling services in accord with their understanding of the school guidance and counselling programme, their expertise and responsibility.

This, in the ‘metaphor’ of prismatic society may be expressed as a ‘mixture’, though again, the interaction between them, is not always homogeneous (Harber and Davies, 1997; Riggs, 1964).

9.1.2. Diffracted: Formal Guidance and Counselling Fails to be Integrated

It is important to stress that formal guidance and counselling in the school may not have as readily been implemented as would have been expected by policy. It is useful to remind ourselves that teachers and schools, who may have had the responsibility and inclination to engage in guidance and counselling, might have to contend with several issues (Chapter eight) in a prismatic society. These include the following:

- It does not appear clear to all proponents of the guidance and counselling programme whether the individual students need personal counselling or guidance, and even where it was evident, the services were not always forthcoming. This could be for many reasons. For example, certain teachers are not trained in counselling and some schools do not have a convenient counselling room for the purpose
- The teacher counsellor would like the students to volunteer for counselling but in normal classroom teaching, it is the teacher who tends to guide the students. In counselling, there is an element of doubt as to how to deal with students who in the opinion of the teachers require counselling (such as discipline cases). Coupled with the culture where adults guide the children and young people, the students and teachers are sometimes distant since they are not sure how to approach each other.
- Teacher counsellors would like to be able to assist the students (if they were trained, had the resources and so on). But, certain aspects of counselling are

not coherent with the culture. For example, the school and community culture would expect the young to follow the social values including set school rules and regulations. The right of the individual, even within human rights approaches such as the banning of corporal punishment, appears to be contradicted by the need to instil discipline as expressed by the deputy head teachers. Thus, it could be argued that behavioural theories may be seen as appropriate to many stakeholders, rather than person centred approaches that advocate for a child centred approach, which might appear individualistic and egalitarian rather than communal and authoritarian.

- Counselling would attempt to assist students with their needs. There are several changes taking place in society and it is doubtful if counselling can deal effectively with all of these. For example, teenage pregnancy is seen as an abomination but the young mother who is a student needs to be counselled. Thus, the student is often unable to seek counselling and they shy away.

Riggs (1964) argues strongly that the major difficulty in the prismatic model does not lie in the personal competence and motivation of the individual members such as the counsellors in the guidance and counselling programme in this case, but in the structural relationships between parts of the system. I tend to largely agree. For example, imprecise legislation based on recommendations by various education commissions (Appendix 8) was a cause of concern as seen in chapter eight especially sections 8.1.5. and 8.3. Fullan (2001:220) too emphasises the role of governments in large- scale reform as fundamental:

Governments are essential. They have the potential to be a major force for transformation ...The issues at stake are what governments are doing and what they can do to make a difference.

Another example is the resources in schools (Bishop, 1985; Fullan, 2001) for instance that are controlled by key people like the head teacher allocating a counselling room and a budget for the programme. The head teacher decides if there will be a counselling room and its nature, and this determines whether counselling will be confidential. This can also lead to what Riggs calls 'double talk' in that the formalistic nature of the rule (Appendix 9) in a prismatic society contrasts with its actual implementation such as head teachers enforcing or disregarding the rule at will. For example, the counsellor may be appointed but no room is allocated (or allocated formally). There were various types of counselling room seen in chapter five linked to these prismatic practices.

In prismatic societies, there is an endeavour to reconcile, or at least live with some of the dilemmas created (Riggs, 1964). Sometimes they simply exist side-by-side. Society is said to be dynamic and in this way, it is able to rejuvenate itself. In the rest of this chapter, I will briefly recapitulate some of the major findings and their implications for counselling (using PCT) and for education (based on educational change) and raise issues to do with guidance and counselling in schools.

9.2. Person Centred Counselling

There are various ways of looking at the guidance and counselling programme in light of the theoretical framework. Certainly, the theory that is being expressed and enacted by the respondents in this study is difficult to label. The way to go about this in this section and based on the findings is to start by asking perhaps which one between guidance (as information and advice) and counselling (personal and emotional support) is most appropriate to schools and to students, and which one is found more

frequently. Findings tended to suggest both. Certainly, counselling fits with the need for the rights of the individual in a growing democratic world. Even in Kenya, the emphasis is on equity and quality education as emphasised by the Koech Commission on Totally Integrated Quality Education and Training (TIQET).

It was difficult to establish exactly how counselling was conducted since I did not witness any of the sessions. However, during the entire period of my field study, teacher counsellors insisted that they counselled students. But to the best of my knowledge, I would say that counselling did not appear readily available to a majority of students as evident in the findings. Certain questions would still need to be addressed such as:

- How long were the ordinary counselling sessions? How many sessions did a student attend?
- Which counselling theory or theories were adopted and applied during these sessions?
- Which skills and techniques were used in line with the theory? Which ones worked with what issues?

Feltham (1996:304) argues about the counselling session as follows:

Each counselling session has strict time boundaries. If the client arrives late, this is clinically significant. If the counsellor allows the session to run over time, this is indicative of bad practice and probably of some counter-transferential phenomena. Sessions should probably be fifty minutes long for all clients and they should preferably be at the same time each week.

Thus, counselling sessions might need to be planned and consistent. This would require some of the following that have been examined in this study:

- a) Counsellor expertise through training (Section 8.1.3.)
- b) Time for counselling (Section 5.4.2. and 8.1.2.)
- c) Room set aside for the purpose (Section 5.4.1.)

Findings revealed that these factors were lacking and the student population was also high. Thus, counselling cannot be said to be person centred.

In spite of the prevailing circumstances, many teachers claimed to be doing counselling in practice significantly but evidence suggested otherwise. One of the most obvious needs was confidentiality and there were interesting patterns as seen in the counselling rooms for instance, concerning the extent to which this was safeguarded especially in a child centred, person centred friendly way. It was notable that none of the teachers in the study complained about counselling nor did any resist it out rightly. Rather, the responses were different between those who conducted guidance and counselling and those who did not; between schools where counselling was conducted and where it was not successfully conducted, as revealed in the case studies, for example. Overall, the values and the purpose of counselling can be looked in terms of the person centred approach, on one hand. That is:

- The rights of the individual;
- Personal development;
- Confidentiality; and,
- The needs of the individual as paramount and must be met.

On the other, there is the communal authoritarian traditional society, that is:

- Rights of the authorities;
- Individuals serving the group;

- Authoritative approach to keep and maintain order;
- Confidentiality not welcome if information could serve the group (institution such as the school); and,
- Individual rights less important.

In using PCT as a framework in this study, my point of emphasis has been on counselling as an enabling process aimed at helping someone to develop self understanding as seen in the review of literature. Hamblin (1993) and McLaughlin (1995) too warn of the potential abuses of counselling in schools:

They are that counselling could become subtle control or manipulation, that it is sometimes seen as being concerned with changing personality rather than developing growth, that it is often offered only to those who are seen as deviant or disadvantaged and that it could also be seen as a process of probing interviews. (McLaughlin, 1995:72)

In summary then, this section has raised issues about counselling in a more communal society and in schools. A key question is: is counselling in itself a fundamentally western institution, imbedded with modern values? There is a need to have some sort of debate that could occur in the formulation of policy, and this may be based on changes taking place in education.

9.3. Educational Change

The three theories adopted in the study seem to be relevant at every stage though one or more theories at times appear to be more prominent. The theory of prismatic society can be taken as a good starting point in that there are overlaps of structures between existing traditional forms and modern ones (Riggs, 1964). PCT orientates the study in a counselling framework. This is summarised as follows: that PCT is individual centred and offering help to those in need and when they need it; there is

the prismatic society undergoing transformation where the school culture and parenting are changing; and finally, educational change theory is relevant where education programmes such as counselling might have been redesigned (such as in teacher training and in the appointment of the teacher counsellor). But education change goes beyond this in that guidance and counselling is a change to existing practice already. Perhaps what needs to be asked is whether the process of implementation of counselling reflects the theories of change. Education policies are also complex, and occasionally a policy such as counselling in the school requires a lot of knowledge on aspects of counselling. Let us raise some of the relevant issues:

- When there is a change in policy, whose responsibility is it to raise awareness? Is it the Ministry, the head teacher or the teacher responsible, and what is the role of other stakeholders in education?
- To what extent is guidance and counselling a reform? Education change could be reform or what Bishop (1985) calls innovation, an addition or improvement in an aspect/s of education. For example, the teacher in the school is primarily responsible for curriculum. Guidance and counselling is a change that asks the teachers to assist pupils and students with personal, academic, career or psychological issues. Change could be positive or negative; generally teachers in this instance tended to feel that change was an advantage for students.
- What are the factors that affect change in this case? Though the ideological basis of establishing guidance and counselling programme is laudable and was ostensibly to assist pupils and students in need, other factors not necessarily complementary, such as discipline, have been integrated within it. There are also the resources, individual priorities and religion.

- What are the requirements for education reform, such as resources? For the schools therefore, the scope and pace within which the programme could have grown with the reform required the provision of resources (personnel, material and finance). Was the country adequately prepared to deal with such a change, taking into consideration that Kenya is a developing country? This seems to have been constrained by several issues, and some of these for a developing country are economic and cultural (Stephens, 1998), as seen in the review of literature. Schools for instance have diverse resources as was evident in the case studies. I feel obliged to report what one head teacher said that all schools should be the same (but are they?). In my opinion, the counsellor in a ‘small school’ might feel that it is hard to offer counselling with limited resources and several other issues but I think the challenge is to relate together the different ideas, people and institutions that would create a more enabling environment for counselling in education to thrive.
- What change? There are other changes such as the need for alternative forms of sanction in schools to replace corporal punishment, and the growth in human rights legislation such as the enactment of the Children’s Act that have taken place over the period of time. Fullan (2003:5) notes that the reality is “schools are in the business of contending simultaneously with multiple innovations or innovations overload”. Could these changes be very sudden and far-reaching for a nation that gained self-rule only in 1963 and was trying to adapt to a new education system when it introduced counselling in 1971? Thus, even when schools and teachers personnel are willing, which in a qualified way is the case, to form two committees, one on discipline and another on guidance, they are often short of resources and professional

training. Perhaps the required reform is too much in contradiction with the school culture so that the challenge is overwhelming. These flaws might have hindered the overall communication.

It may be noted in passing that schools and counselling in the west might say similar things and are also struggling with change, as Dryden et al. (2000: 482) state:

A counselling profession for the future must not only grow and develop to respond effectively to a rapidly changing world, it must also embrace its traditional values of respect for the individual, faith in the self-actualising ability of humans to grow when secure enough to do so and confidence in the human spirit to transcend adversity when connected to a meaning system which enables people to do so.

Dryden et al. argue that counselling should not get caught up in the change if it means 'forgetting these unchanging truths' and that counselling can both change and remain constant, for the benefit of the clients, the profession and the health of the human race. In the Kenyan context, whether that change is as a result of western culture or globalisation, or the need to make progressive innovations in education by introducing counselling in schools, there is a need to pose the question as to how change of one kind or another impacts on education, and in this case on counselling, as seen in the review of literature. I must say that I felt the respondents and participants had elaborated the need for counselling and I tend to think that there is a lesson in the issues they identify and this could as well be the starting point for the school guidance and counselling programme.

Again in the light of the theoretical framework, one can also see that change such as the banning of the cane is perceived as drastic with some arguing that you *spare the rod only if you have something in its place* (East African Standard, 2005) and perhaps

this could have been done differently rather than guidance and counselling presented as the only alternative solution (Figure 2.1). The findings suggest that there is little communication between the two departments of discipline and counselling, and the context is the African tradition that a parent is supposed to discipline the child. PCT would argue the child is self-driven but is this always the case from a very young age in a communal society that inducts the person into society's norms? Bond and Shea (1997:529) put it more boldly:

The concept of individual autonomy is culturally Western and may be inadequate in cultures where the family or community are the primary ethical points of reference rather than the individual.

So the rights-based framework of PCT is at loggerheads with the community culture as education strives to reform. There is also the role of religion that is meant to impact on moral and ethical values (Republic of Kenya, 1999) that was said to lead inadvertently to religious conversion in the name of counselling (Section 8.2.3.). Then there is the role of the counsellor in the school, for example, in discipline where students in the FGD complained a teacher counsellor was too harsh to a student colleague. In my own opinion, I would think that the Ministry needed to consult more widely on all these issues, discipline, religion and guidance and counselling, so that they could work harmoniously. Having examined the tensions and difficulties encountered between them, I would also contend that perhaps these are differences of approach and there could be similarities, for example, in values, and there could be areas for improvement. For example, as Hughes (1997:183) argues, some working principles could be established such as that counselling is distinct from religion:

It is characterised by an unconditional acceptance of the individual, free from patronizing or paternalistic attitudes and from sentimental do-gooding with which pastoral care has sometimes been identified. In practice, counsellors have found this an essential prerequisite for the kind of relationship they wish to establish with young people.

The PCT approach, Rogers' unconditional acceptance is again noted. As far as discipline and counselling are concerned, the teacher should not get entangled but instead: "the counsellor is seen and needs to be seen as someone who stands outside the argument while standing firmly at the side of the young person" (Hughes, 1997:183). But within the theory of educational change: was the education system in Kenya that introduced counselling in schools over three decades ago (1971) prepared for these changes or such principles based on counselling adopted? Here again, I am with Stephens (1998:144) who reasons that "much more importance needs to be accorded" to those most affected by educational reform, in this case the students. These might be some of the changes that may be adopted in counselling in schools.

Change in the wider world is bound to affect individual countries including Kenya. For example, the growth in information technology, industrialization, human rights perspectives and other issues. Society and education are dynamic, and social issues such as HIV/AIDS, equity and quality of education will find their way into education and thus, there is strong indication for a need to offer life skills through counselling. Respondents in the present study seem to recognise such change. Education change can therefore come from without the system or it may come from within such a system, as when students themselves say they would want to select the teacher to whom they would go to for counselling when in need. I would argue that education change, as evident in this research, is likely to come when there is a need for change in education that is beneficial to the community, to students or to schools. What I would add further is that any change, however minor or assumed to be an integral part of the school system should be well disseminated and implementation worked out as evident in this study.

9.4. Counselling as a Profession in the Context of the School: The Institutionalisation of Guidance and Counselling

The research aimed to provide a broader understanding of the guidance and counselling policy and practice in secondary schools in Kenya as a basis for improvement in policy implementation. It became clear to me that the institutionalisation of education policy was influenced by several factors including the type of school, the resources, the context of the school as well as the specific policy and the extent to which it was understood by the school. Thus, it would appear that policy implementation as well as change or innovation in schools is rooted in the context of the school and in the way the Ministry communicates the same (Fullan, 2001). In the schools, the general feeling was for a refinement of the existing policies on guidance and counselling in order to issue clearer guidelines to inform practice.

Another insight into institutionalisation was that teacher counsellors were largely untrained and were not orientated into their role to guide and counsel the students. In addition, the ordinary teachers in the schools could not take part, since again they were not effectively prepared to assist in guidance and counselling of students. Students were also not adequately orientated into the role of the school guidance and counselling services and even when they were, some were uncomfortable to seek such services in that they did not feel secure. Needless to say, counselling as a profession has certain fundamental aspects such as confidentiality of information, counselling room and counselling ethics. For instance, if counselling is to remain a profession as argued in Chapter Seven and in this thesis, certain issues in the school need to be addressed.

These included:

- a) A more precise understanding by guidance and counselling practitioners who work with young people in schools of their role (Bor et al., 2002; Lines, 2002; McGuinness, 1998). Principally, these include school counsellors or teacher counsellors, the school chaplain, the ordinary teacher in the school (including those assigned roles as deputy head teacher, teacher in charge of discipline and teacher in charge of boarding) and the peer counsellors. Then, the following issues b and c need to be looked at closely.
- b) Training and further training. McGuinness (1998) argues that all teachers need to have basic counselling skills, and at least one teacher in each school needs to have developed specialist expertise in counselling. But who is to train the teacher, the Ministry through KESI, Universities or counselling institutions? And who is to pay for the cost of training and to what level? In one school the head teacher informed me that he had trained two teachers who had both left the school. One was promoted as a deputy and was then a head teacher and the one who replaced her had just been promoted as a deputy and in his own words: “The school cannot keep on training and losing teachers!” The teachers with a Masters Degree and Diploma in counselling had met the cost of training and in the words of one of them: “Why should I pay for services that I offer the school?”
- c) Professional issues. Counselling professional practice demands a code of conduct that includes issues such as confidentiality, supervision and counselling referral. The procedure and what was expected did not appear to be clear. Again, the issue was who should come up with this, who should meet the costs such as counselling supervision and who is to spearhead it?

Lloyd (1999) arguing a case for ethical and supervision issues in the use of counselling and other helping skills with children and young people in schools says that this is an area that necessarily raises a range of complex professional and ethical issues. In the findings as in studying the cases, it became evident that counselling was fraught with complexities of professional issues such as confidentiality and the person of the teacher counsellor. Even when it is possible for a student to seek counselling and to enable them to express themselves and to be less anxious, as in the case of the boy who had made a girl pregnant, relationship issues may be difficult or impossible for, as the teacher said, she did not feel competent to handle this. This may contribute to uneasiness on the part of the teacher and others handling similar or more complicated issues. This argument is supported by others (Bond and Shea, 1997; Bor et al., 2002; Polat and Jenkins, 2005) who also have reasoned that counselling young people is, arguably, a specialist rather than a generic task and would require appropriate training and qualifications. In addition, Polat and Jenkins (2005:20) says that counselling services should be available to all young people who may need it and not just to a specific group and that the inclusiveness of the service may also depend on two factors: the accessibility of counselling services to pupils, and, the type and range of issues they will explore during the actual counselling session. I agree with the argument and further argue that in trying to instil professionalism in counselling in the school, these issues (inclusiveness, accessibility and student needs) should be paramount. Hughes (1997:181) puts it thus:

Counselling in schools is no longer seen as a remote and esoteric practice, but one which overlaps with teaching and particularly with that aspect of the school's task concerned with the personal and social education of its pupils.

As was argued in the review of literature, the role and responsibility of the counsellor within an educational setting and in schools is challenging (Bor et al., 2002; Lines,

2002; Polat and Jenkins, 2005) whether professional counsellors should be employed in schools or teachers should be appointed (and other teachers trained as well) as was similarly argued by different respondents in this study is a case in point. Once again, this is not unique to Kenya, and Polat and Jenkins (2005) in their paper on the provision of counselling services in secondary schools in England and Wales highlight these areas, that is, counsellor qualification, confidentiality, accessibility and funding in this they call 'increasingly important policy area'. McGuinness (1998) does not push hard for the proliferation of the teacher counsellors in the school and this is not because schools do not need counsellors; it is that the way of providing that access will vary from school to school. In my view, neither case might be stated with utmost precision and partly, this has to do with the role of counselling and once again I quote Hughes (1997:181):

Specialist activities of this kind, however, need not and should not, pre-empt the commitment of other members of staff involved with a child in need. Many of the problems which arise are not likely to be 'cured' or happily resolved, but counselling may help bring about changes in, for example, knowledge of self and others and lead to improvements in ability to cope.

The day-to-day life of the school may make demands on ordinary teachers to assist pupils and students and that is why in my view the role of counselling should then be clearer to the teachers and even more, to any teacher assigned this role of counsellor.

9.5. Implications for Counselling Practice and Theory Development

The study uncovered a number of constraints pulling the programme in many directions, at times making it difficult for students to receive appropriate counselling. Bearing in mind that these comments and practices were derived from head teachers, teacher counsellors, ordinary teachers and students, many of the ensuing dilemmas they faced means that the programme may not have had a profound impact in the

school and on students, as would have been expected. The previous chapter reveals patterns that help to explain why it was problematic for the school and teacher counsellors to implement guidance and counselling in line with policy guidelines. Indeed, several questions can be asked from the above discussion in line with the person centred counselling theory, prismatic theory and educational change theory as follows: to what extent do students receive counselling in school when and how they need it? What are the factors that have influenced individual teachers and schools to adopt guidance and counselling in particular ways? In what context? These questions are important to me for a number of reasons:

- Firstly, while the school guidance and counselling programme in some schools face challenges and in some cases are largely uncoordinated, there is a policy and schools are expected to adhere to it. The two schools in the case studies were exemplars of two extremes. This helps to reflect on how schools have adopted the programme.
- Secondly, there are the gains expected from education and reforms such as the provision of life skills through guidance and counselling may have to be linked and viewed in line with the academic curriculum. Such changes will include virtually every aspect of education, from discipline to training and resources, such as a counselling room for that purpose.
- Thirdly, change in the school largely relies on what Bishop (1985) calls the change agent and Fullan (2001) specifically refers to the head teacher and the teachers. The head teacher is the executive in charge and there are specialist teachers (as in the case of teacher counsellor or subject teacher or teacher in charge of discipline in the wider curriculum) and other teachers. Their cooperation, capabilities and involvement, I would strongly argue, are

essential to the successful implementation of a programme (Fullan, 2001).

This leads to the final point and this is to the policy makers.

- Finally, education policy and practice including reforms such as assisting students with life skills such as guidance and counselling is a far more complex process and often, it is taken for granted by those who generate education policy that the programmes or policies will work out (Bishop, 1985). But as seen in this study, schools are institutions that are based within the cultural context and teachers as agents have to interpret policy before implementing it. In my view and judging from evidence in this study, that policy ought to be clearer in the first instance. Thus, other factors such as training, resources and other constraints can then be worked out hand in hand, I would say, with the schools and the teachers to influence the outcome of policy or programme.

These imperatives go beyond guidance and counselling to the nature of teaching, education and curriculum and education in a developing country. This is because once again, PCT might be viewed as a western imported theory. In line with prismatic theory, the society is undergoing several transformations including economic, political and social-cultural (Stephens, 1998). One of the factors that Fullan (2001:76-77) relates to characteristics of change is clarity in that the “adopted change may not be clear at all about what teachers should do differently” and this in effect means that “the change is simply not very clear as to what it means in practice”. Chapter three elaborated on this; Kenya is a part of the international community and thus a signatory to several international conventions on human rights and the rights of the child. If pupils and students are therefore denied education (and hence programmes such as life skills through counselling) or they are caned (hence ban on corporal punishment

replaced by guidance and counselling) or are not provided with counselling that meets their individual needs (in line with PCT), it could be argued that this deprives them of their rights. Schools are different with diverse resources and without a clear and elaborate policy on counselling, this leads to a lack of commitment among some counsellors who then may be taking a promotional role as HODs in which they are not interested or are unclear.

Yet the change that this study looks at can be considered major with wider implications for two reasons. One, it is not a change in a teaching subject but how people perceive children, including changing from corporal punishment in a society that is communal and administers strict discipline to non-conformists. This leads to the second point, in that PCT focus is on the individual and several questions abound here: is the child an equal human being in the traditional African concept? Can a student be entrusted to seek counselling and to be independent in a communal society? What values should education or even counselling encompass and to what extent should these be an extension of the traditional or western culture? This may lead to what Fullan (2001:268) calls the 25/75 rule, that is, twenty-five percent of the solution is having good directional ideas; and seventy five percent is figuring out how to get there in the local context including in a prismatic society.

There are other arguments as well and although apportioning blame is not the point, solutions and areas of improvement may take such a form of argument. Sometimes it could be argued that it was the school or the teacher having genuine doubts about the approach to counselling; at other times, it could be a distinct layer of attitude with differences between policy and practice being unresolved. A typical manifestation of these was the case of the deputy head teacher and teacher counsellor who had their

personal differences, or the case of discipline versus counselling. But again, there is the highly authoritarian and hierarchical structure that is typical of developing countries that makes it at times difficult for the teacher counsellors in this case (in place of the head teacher) or the school (in place of the Ministry or even the political establishment) to initiate and carry out reform. But counselling comes from a conviction to offer help as argued by several teachers and authors (Fuster, 2000; McGuinness, 1998; McLeod, 1998). In that case, finding strategies is more important than apportioning blame.

There were some obvious and interesting patterns concerning the programme including training, resources and the personnel. As far as training is concerned, continuous professional development or staff refresher courses could help and bring about the desired educational changes, including providing a forum to discuss issues such as counselling theories and their appropriateness as well as other factors mentioned here. This takes us to the resources and that schools have diverse resources; how were they to cater for this? Again, the role of the Ministry and other partners in development and the role of the central government in coordinating education and other programmes would need to be strengthened. On personnel, what are the professional qualifications of a teacher counsellor? Should a teacher be trained within a particular counselling framework such as PCT and if so, how will this be ensured? In the wider educational context, what qualification should a teacher or even those aspiring to be head teachers have? What about their understanding of the social cultural context? This takes us even deeper to the curriculum on teacher training. As far as change is concerned, shouldn't head teachers be inducted on school programmes such as guidance and counselling? Once again we are dealing with a

developing country and even without going back unnecessarily to resources, policies are in terms of a hierarchical pattern and one can then ask: if change is not forthcoming, who initiates (what) change?

One of the implications of this study is regarding culture, education and counselling. Stephens (1998) has argued on the need to acknowledge and use the cultural dimension in education development. Egan, McGourty and Shamshoum (2002) too argue that culture is one form of diversity; it can be at the heart of the problem situation in counselling, but culture is not always at the centre of the problem situation. For example, as was evident in this study, people respect their culture and religion but are not opposed to counselling. What is at the heart of the problem situation is the personal culture. Egan et al. (2002:8) defines culture as “the way we do things here” and that all individuals (I hasten to add schools and counsellors) exist in social, political, historic and economic contexts. The study has shown that the wider cultural context is not the only factor since School A in the case study had developed a guidance and counselling culture while School B had not. But what is most crucial here about the implication of culture is, as Egan et al. (2002:4) says, culture is not monolithic since people are different:

People differ in all sorts of ways. In the end, however, we do not counsel classes or types of people. We counsel individuals.

This leads me again to PCT even within the cultural context. What I am saying is that the pool of diversity like Egan et al. assert cannot be exhausted; equally, it is important to learn which diversity factors make a difference in the problem situation of the client. But above all, as this study shows, the focus is on the individual student. People, situations and issues are different and complex and the assistance that the counsellor can offer is sometimes limited. Counselling theories such as PCT and

others offer possible strategies or approaches. Nevertheless, despite the best possible counselling strategies, help may remain impossible and respondents did indicate for instance that it might be difficult to assist students already using drugs and in handling severe discipline cases. In such cases, counselling might potentially assist the client in dealing with the issues rather than in resolving them.

The study shows that individual accounts of the school guidance and counselling can be used as an important means for understanding the relationship between problematic situations such as student counselling services, and the redefinition of the self in the education process, such as a school girl being admitted back to school after pregnancy. Counsellors and teachers often repeated key phrases used by students to describe their situation, such as; 'I have a problem', 'you see, there is this problem'. The Ministry too feels that pupils and students need to be counselled on various issues including career choices and HIV/AIDS (Appendix 8 -10). PCT views the individual as capable of constantly redefining the self and their experiences and at a critical stage when the individual feels overwhelmed by the circumstances, s/he would seek counselling. It must be acknowledged that it cannot be determined with precision when the student will seek counselling as McLaughlin (1995:71) says:

Some of the occasions when pupils will need counselling will not be totally predictable: times of personal or educational difficulty, for example.

This phenomenon however, did not exactly fit with the students in that they did not necessarily always seek help from the teachers. Counsellors were therefore directly and indirectly involved in the plights of students in disciplinary cases and in career and subject choices. It can be said that some counsellors in the study to an extent used students' constructions and redefinitions, such as when they preferred to seek counselling at night when their colleagues could not see them, as clues in determining

the students' pace, needs and the meaning they attached to them. This formed the basis for decision and actions of the programme to explore with the students concerned. The meanings constructed from identified issues at each critical juncture are noteworthy, and I would say that these should be understood further in schools and among students so that they provide the basis for the continual redefinition of programmes such as guidance and counselling.

Based on what has been learned from this study, I would say that policy in practice requires both schools and teachers to be adequately prepared. Policy is a term that stipulates in official terms the guidelines that schools and teachers are expected to follow. Both Bishop (1985) and Fullan (2001) identify several problems of implementation that were mentioned in Chapter three. Looking at guidance and counselling for instance, it would appear that the policy was not detailed and capacity is lacking (resources human, financial and material). It may therefore have not been prioritised and this in the end makes it difficult or impossible to translate into effective practice. Many teachers did not appear well informed or in some cases, even interested despite the fact that they expressed a strong positive attitude to counselling. This study has also shown that teachers as change agents are crucial in education reform and the context is important (Bishop, 1985; Fullan, 2001). Thus, schools and education programmes can only be developed if there is coherence in the wider social aims of the school in education, human rights and life skills. I would argue for clarity and appropriateness in policy making and implementation in schools. In addition, if schools are to be a part of the socio-cultural and political change, there is a need to acknowledge and appreciate the context of that education, the school and community so that education is eventually more meaningful.

9.6. Conclusion

In this study, some key patterns and styles of conducting guidance and counselling in the school have been identified and defined. In particular, the school and counsellor readiness and willingness depend on interplay between the counselling skills, context and resources. The mismatch between students needing counselling services and those receiving them generates anxiety as the various respondents try to seek possible solutions. Important influences include the Ministry of Education and other stakeholders in counselling, teacher competency, as well as the student's willingness and understanding of the counselling process. Guidance and counselling, though once again fairly widespread with popular support, is situational, and ideologically, the resulting variances in interpretation are not surprising under the circumstances in a prismatic society that is undergoing transformations. I do not look at these as flaws but rather as constraints and further argue that, as was evident in the Case Study School A in Chapter seven, some of the schools have outgrown these cultures while others seem stuck. It is apparent that from international research and in line with the theory of educational change, countries often have to struggle with education policy initiatives to find more appealing, practical and friendlier practices including in counselling (McGuiness, 1998; Polat and Jenkins, 2005) as well as working with development partners in education or in the specific programme. Overall, policies in education would be expected to offer guidelines on this working relationship (Fullan, 2001) and I would argue like Crossley and Watson (2004) for the need to recognize the impact of globalization on educational policies and practice. Guidance and counselling in Kenya would as well need to have a conceptual framework within the education system.

CHAPTER TEN

CONCLUSIONS AND RECOMMENDATIONS

10.0. Introduction

This study has investigated the nature of the secondary school guidance and counselling programme in Kenya. It has focussed on the policy and practice in the context of the school. It has demonstrated how teachers and schools attempt to cope with changes in education such as the introduction of counselling in the school in a developing country context. It has revealed some of the competing imperatives that the programme faces, and some of the ways in which schools and teachers attempt to reconcile it with other aspects of education in the school. The study has indicated further avenues that might be considered for research. This chapter is a reflection on the study. It summarises the main findings of the study, draws conclusions and makes several recommendations for improved implementation of guidance and counselling in secondary schools in Kenya as well as suggestions for future research.

10.1. Conclusions

The overall findings of this study indicate that:

1. Guidance and counselling programme content was not generally coordinated and progression was not monitored. Teacher counsellors and schools seemed to have their own programmes rather than there being a coordinated national programme on guidance and counselling.
2. Much of the activity in schools concentrated on guidance rather than counselling. There was more career guidance rather than counselling.

3. The role of the teacher counsellor and guidance and counselling was at times not very clear. For instance, it emerged from the discussion among the teachers that areas of conflict with the deputy head teacher around discipline matters were probably due to ambiguity and lack of definite roles and responsibilities.
4. The Ministry had not issued clear policy guidelines as to how to conduct the school guidance and counselling programme making it difficult for schools and teachers to implement the programme.
5. Data revealed the need for in-service training of teacher counsellors. In addition, counselling seemed to thrive where in-service training courses had been conducted for all teachers in the schools in that educational programmes appeared more comprehensively understood.
6. At times, guidance and counselling was not distinct from religion. This was perhaps because values and morals were held in high esteem and it tended to be assumed that religion was more appropriate in this than guidance and counselling.
7. Academic performance, often seen in terms of achievement in national examinations seemed to be a primary and guiding factor in school priorities.

There were key clues stemming from the empirical research as to how to maximise the effectiveness of the school guidance and counselling programme. These key clues illustrated in the case studies include: the appointment of the teacher counsellor; counselling room; school resources; and, counselling training and are used as the basis of recommendations.

10.2. Recommendations

The recommendations given below flow from the findings in Chapters five to eight and the ensuing discussion in Chapter nine. I have based them on strategies derived from practices in the schools as evident from the fieldwork research findings and recommendations made by the respondents. They are principally directed at the organisation, agency, or person who would be expected to take the action on the aspect identified. This is because though it does appear that the policy on guidance and counselling is scattered in several official documents (Appendix 8-10), it was becoming evident that at times, the information on roles and responsibility to guide how the programme could be improved upon was lacking, possibly because the agent, organisation or person expected to offer the necessary advice or guidance was either lacking, inexperienced, unavailable or not specified.

Figure 10.1: Recommendations from the Study

| Aspect of school counselling programme | Recommendation | Action by |
|---|---|-------------------------------------|
| Teacher counsellor | All schools should have a teacher counsellor appointed by the MOE through the relevant teacher agency (TSC) | MOE / TSC / PDE / head teacher |
| Assistant teacher counsellor | There should be an assistant teacher counsellor of the opposite gender from the TC appointed by the head teacher. | MOE / Head teacher |
| Guidance and counselling training | All teacher counsellors in school should be trained in counselling. Priority should be given to members of the guidance and counselling team. | MOE / TSC / PDE / Head teacher. |
| Guidance and counselling team | The school should have a well-organized and working team. There should be consultation among members of the team and with other teachers in the school. | PDE / Head teacher / TC |
| Peer counsellors | All schools should have trained peer counsellors in each class to assist students. | Head teacher / TC / school sponsor. |
| Guest speakers | Guest speakers should be invited to the school to talk to the students. | Head teacher / TC. |
| Counselling room | All schools should have a room set aside for counselling purposes. The room should offer confidentiality. | BOG / Head teacher / TC |

| Aspect of school counselling programme | Recommendation | Action by |
|---|--|--|
| Time for counselling | Time should be set aside for counselling purposes. This should be evidently clear to all the students and the teachers. | MOE / Head teacher / TC |
| Time tabling | The teacher counsellor should have fewer lessons, preferably 10 - 14 lessons a week | MOE / TSC / Head teacher |
| Books and other reference materials | The school should procure relevant reference materials including books, videotapes and magazines on counselling and HIV/AIDS, career choices and others. | KIE / Counselling organisations / Head teacher / TC. |
| Department financial support | The guidance and counselling department should be allocated a budget | MOE / BOG / School sponsor |
| Policy on Guidance and counselling | The MOE should have set out clear policies. The present Education Act when revised should ensure that relevant guidelines are given where this is necessary including a policy on guidance and counselling | MOE / TSC / School sponsor. |
| Counselling records | Guidance and counselling records should be kept in a lockable drawer | Head teacher / TC |
| Code of conduct for counsellors | A code of conduct for counsellors should specify how information in counselling should be made use of | MOE, organisations concerned with counselling |
| Guidance and counselling school programme | All schools should have a clear guidance and counselling programme. This should be prepared at the beginning of the year / term, reviewed often and available in the school. | PDE / Head teacher / TC |
| Confidentiality | Confidentiality in counselling should be ensured and records well kept. | Head teacher / TC. |
| Professional issues in counselling | Forums including seminars, workshops and conferences should be organised on a regular basis where teacher counsellors can share experiences including research, publications etc on counselling | MOE / publishers / counselling organisations |

In summary, some key action points are:

Head teachers could:

- Be made more aware that they are the focal point in the success of any school educational programme such as guidance and counselling.
- Emphasise teamwork among teachers as a method of reaching out to students so as to improve counselling services.
- Improve on provision of resources like counselling room, relevant books and materials on guidance and counselling.

Teacher counsellors could:

- Draft a guidance and counselling programme and present it to the school
- Seek the assistance of other teachers in the school as members of the guidance and counselling team.
- Keep clear counselling records in confidence
- Always emphasise confidentiality in counselling to gain the confidence of their student clients.

Government could:

- Improve on the present Education Act so as to include specific guidelines on guidance and counselling.

Non-governmental organisations involved in counselling and education could:

- Facilitate the training of counsellors and peer counsellors in schools.
- Facilitate the production of code of conduct for counsellors working in the school.

Stemming from the findings, it was further noted that schools were not in the know on aspects that they could work on and how in guidance and counselling.

As a result, I decided to make a follow up of my thesis by disseminating the research findings in a seminar for secondary school head teachers. I was aware of the Kenya Secondary Schools Heads Association (KSSHA) annual conference held in June every year that was preceded by the provincial conferences in all (eight) provinces in Kenya. The provincial meetings were ideal in that they could offer a forum where head teachers could raise issues and if possible, I respond. Prior to the conferences, the theme is discussed and topics for discussion are suggested. The theme for this

year's conference was ***Funding of Post-Primary Education as a Tool for Poverty Reduction***. The on-going concern for improving school discipline through guidance and counselling was identified as core and I was contacted by the association chairman to present a paper (Appendix 12) that would assist schools to improve the programme. I chose the topic of *The Role and Function of the Secondary School Guidance and Counselling Programme*. But due to time constraints and the course demands, I could only be in Kenya for two weeks and presented in three provinces with the following members of participants: Nyanza (800), Central (800) and Nairobi (46). I left copies of the paper to be issued to the other participants.

The presentation commenced with an examination of the impetus behind the broad adaptation of life skills through guidance and counselling in schools (Chapter two of thesis). The major presentation was how guidance and counselling was conducted in schools. The paper arose from the findings in the study (Chapter five to eight of thesis) and centres primarily on what schools felt could be done to improve the services. It focuses on the school guidance and counselling programme using the guidance and counselling checklist (Figure 10.2. below) so as to enable schools and teachers develop a working programme. The head teachers once again expressed similar sentiments: that the programme was not working as expected in schools, but they were contented that the paper had addressed in their own words, 'tangible issues' and applauded the checklist (Figure 10.2 below) developed from the guidance and counselling domains (Figure 4.2.) and from the study findings (Figure 7.2 and Appendix 11), as a possible starting point to assist schools in establishing and evaluating the programme. The checklist simply expresses aspects of guidance and counselling and prompts the schools to consider whether the aspect is in place, proposed, or not in place and can be used to identify areas of strength and weakness.

Figure 10.2: Guidance and Counselling School Evaluation

| GUIDANCE AND COUNSELLING CHECKLIST | | |
|--|--|-------------|
| This checklist is concerned with aspects of the school guidance and counselling programme and how it is implemented in the school. It is meant to enable the school evaluate the programme and thus assist the teacher counsellor and the guidance and counselling team to improve the programme. | | |
| a in place b proposed c not in place | | |
| Guidance and counselling department | There is a guidance and counselling department in the school | [a] [b] [c] |
| | Students have free access to counsellor | [a] [b] [c] |
| | Counselling is allocated a room | [a] [b] [c] |
| | Counselling room ensures confidentiality | [a] [b] [c] |
| | Room is located in a place that is easily accessible to all students | [a] [b] [c] |
| | There are counselling records for students in the school | [a] [b] [c] |
| | Section has a budget and items or activities are well identified | [a] [b] [c] |
| Guidance and counselling team or committee | There is a guidance and counselling team or committee | [a] [b] [c] |
| | Guidance and counselling committee holds meetings | [a] [b] [c] |
| | There is a counselling member of staff on duty in school each day | [a] [b] [c] |
| | There is a school chaplain or similar person available in the school | [a] [b] [c] |
| | Guest speaker invited to the school for counselling purposes | [a] [b] [c] |
| Counselling training | Teacher counsellor trained in counselling | [a] [b] [c] |
| | School based counselling training organized for all members of staff | [a] [b] [c] |
| | Guidance and counselling members trained in counselling | [a] [b] [c] |
| Guidance and counselling programme | There is a guidance and counselling programme for the school | [a] [b] [c] |
| | Programme involves all teachers | [a] [b] [c] |
| | Programme involves all students | [a] [b] [c] |
| | Programme serves all students | [a] [b] [c] |
| | Programme is implemented | [a] [b] [c] |
| | There is a specific time or day set aside for counselling | [a] [b] [c] |
| Peer counsellors | Specific time or day is strictly adhered to in the school | [a] [b] [c] |
| | There are peer counsellors in the school | [a] [b] [c] |
| | Peer counsellors have roles and responsibilities | [a] [b] [c] |
| Guidance and counselling policy or guidelines | Peer counsellors are trained | [a] [b] [c] |
| | School has rules and regulations on student conduct | [a] [b] [c] |
| | School rules and regulations on student conduct are clearly written | [a] [b] [c] |
| | School has a guidance and counselling policy or guidelines | [a] [b] [c] |
| | Guidance and counselling policy or guidelines are clear | [a] [b] [c] |
| Confidentiality | There is code(s) of professional conduct or ethics for teachers | [a] [b] [c] |
| | There is code(s) of professional conduct or ethics for counsellors | [a] [b] [c] |
| | Counselling cases are kept in confidence | [a] [b] [c] |
| | There are rules concerning confidentiality in counselling | [a] [b] [c] |
| | Confidentiality rules are strictly adhered to in the school | [a] [b] [c] |
| Referral services | There is a code of professional conduct for teachers and counsellors | [a] [b] [c] |
| | Copy of code of conduct for teachers and counsellors available in the staff room | [a] [b] [c] |
| | There is a standardized procedure for referring students for specialized counselling | [a] [b] [c] |
| Counselling supervision | Follow up is done to assist such students | [a] [b] [c] |
| | Teacher goes for counselling supervision | [a] [b] [c] |
| | Other members of counselling team go for counselling supervision | [a] [b] [c] |

10.3. Suggestions for Future Study

In this section, I briefly explore some suggested areas for future investigation. This study opens the way for other researchers to look at policy and practice in guidance and counselling in education in developing countries in the context of the school. The policies can be complex and occasionally ambiguous and it draws attention to the need to investigate and evaluate school programmes such as guidance and counselling that have been rather difficult to evaluate. The study points to areas lacking in research especially in developing countries, for example:

- a) How and which theories of counselling are applicable in developing countries and where?
- b) How is counselling affected by culture and with what effects?
- c) Is the gender of the counsellor or student an issue in a gendered multi-cultural society, and if so, how?
- d) What are the students' experiences of counselling?
- e) Who are the main stakeholders in counselling and what role can they play?
- f) What are the areas of emphasis in counselling and in health education?

There is also the need to study other generic forms of pupil and student support services such as: group counselling, peer counselling, mentoring, dealing with anti-social behaviour such as bullying and counselling vulnerable people such as abused children and children with special needs. For education, one might ask: what are the priority areas of concern in education in developing countries such as HIV/AIDS and life skills? And, how do various intervention strategies in education impact on the ground? Which ones have an impact and why? With what effect?

10.4. Conclusions and Final Reflections

I have focussed the discussion of this study on policy and practice in Kenya, by looking at the secondary school guidance and counselling programme. The study has established that education policy in Kenya tends to be affected by several factors including the resources, culture and the politics of the day. It was also established in the present study that there seems to be a difference between policy and practice. The main argument in my thesis is the need for coherence in policy formulation and policy implementation so as to improve on practice in education. Many developing countries seem to lack a consistent method of policy formulation and implementation. I have examined the factors that affect policy in education, making a case for life skills education through guidance and counselling. I mentioned briefly the whole concept of a philosophy of education in Chapter three, to guide the education policies in a developing country like Kenya as it undergoes transition, in a bid to maintain some of the traditional values and practices as well as adapt to the modern world and I must admit that in the context of counselling, this might not be easy.

Multiple data collection proved to be a strength in this study. As already stated in Chapter four, these methods were used within the context of quantitative and qualitative paradigms. The methods including questionnaires, observation, interviews, focus group discussion and scrutiny of documents aided triangulation and ensured as much validity and reliability as possible of the data collected. Interviews for example permitted an open-ended exploration of the topics and elicited the unique words of the respondents. Through observations, I was able to understand what was happening while at the same time using comments from the participants as an alternative source of data. The focus group discussion with students was also very useful and provided

the basis for exploration of several themes as well as the institutionalisation of counselling. I learned as Strauss (1987) says, that research is a process, research methods are crucial and determine the kind of data obtained.

Another facet is the relevance of research for practice and in the words of Mcleod (2003:186) “rather than merely disseminating results to practitioners, it would be useful for researchers to find out what practitioners want to know”. Those working in the Ministry of Education and in the guidance and counselling section like I did would want to know whether and why the programme is not working and how it can be improved, and this is what the study has attempted to do. Mcleod (2003:197) further argues “research also plays a role in the politics of service delivery”. One of the gaps that Mcleod (2003:190) identifies in counselling research “concerns the exploration and evaluation of the use of counselling in non-counselling settings” such as the school. Perhaps it is not that schools and counsellors are failing to implement guidance and counselling, may be it is because they did not know exactly how to go about this. This study and the checklist suggested in Figure 10.2. may be one step in the right direction as was evident during the presentation of the paper on the role of guidance and counselling in secondary schools in Kenya (Figure 7.2). In the long run, the checklist may be adopted by schools to help improve the guidance and counselling programme. The paper gave me further insight into counselling in Kenya as participants raised several issues. I was requested to present another paper with more detail on guidance and counselling programme in schools next year and I feel that the emergent themes (Appendix 11) and the guidance and counselling factors in the case studies (Figure 7.2) could form the basis. I was also requested to draft guidance and counselling policy guidelines to be included in the Education Act (Appendix 13).

Following my return to Kenya, I intend to mount a workshop in consultation with the Ministry of Education on counselling as a profession in the context of the school. My proposed areas of focus will be: the school guidance and counselling programme (Figure 7.2); the counsellor in the school; and, counselling issues and meeting the needs of students.

The data clearly supports the value and utility of Fullan's framework especially as change is not linear. But there is one aspect that it does not address fully. Both Bishop (1980) and Fullan (2001) mention time as a factor in policy implementation, that the total time perspective cannot be precisely determined and that "the line between implementation and continuation is somewhat hazy and arbitrary" (Fullan, 2003:5). I have looked at time in two dimensions; that certain programmes such as counselling require time to be set aside for that purpose; and, often policy implementation tends to assume that with time, there would be an improvement / progress in the way a programme is conducted (three decades since counselling was introduced in 1971 but with changing expectations along the way). In the first instance, counselling is an activity and requires to be allocated time (Lines, 2002 suggests a counselling session can be 30-50 minutes). The implication in schools is that subjects too require time to be taught and this will, in my view affect the way the policy is implemented in that certain subjects will be allocated more or less time. Secondly, is it the case that educational reform continues to evolve and in what direction? The data needed the support of a counselling theory such as person centredness where in the Case Study School A, counselling was evolving and the teacher counsellor had with time devised a method of approaching students and encouraging them to seek counselling. Thus, I

learned that it is important for studies such as counselling to be established within their own framework and in context.

To me, theories provide a valuable tool for making sense of the relationship between research and findings (McLeod, 2003). The person centred theory that formed the background to this study was very useful in that it emphasised the need for a student focused counselling service and formed a framework for comparison, while the prismatic theory gave a detailed and structured interpretative map of the territory it sets out to explain, that is, the cultural context. Educational change offered assumptions about the factors that influence education change. I was able to establish areas of contact between the theories, for example, the functioning of education policies not just as education change but stemming from cultural factors (Harber and Davies, 1997; Stephens, 1998). This allowed me to draw a general rule from my findings that I would say is my contribution to knowledge that adds voice to what others may have said: that it is not that policies are not implemented in developing countries, in Kenya or in schools; it is that there is a discrepancy between policy and practice.

This study offers a timely review of the major issues in counselling in schools. It should help schools to consider ways that they can improve on these services and reflect on their contribution to student welfare so that they can reach their full potential. This is particularly pertinent in the context in Kenyan secondary schools where there is a need to deploy resources efficiently to achieve equity and quality of education services. If I were to do this study again, I would prefer to spend more time in one school, examine the actual counselling process as well as the skills and

techniques, and interview more students and members of the school community including parents so that I can learn in more detail as to how teachers conduct counselling.

This study has immensely improved on my personal researching skills, knowledge on counselling especially in the context of the school, but even more so, furthered my understanding of the education policymaking process. At the end of my study, I will resume my position in the Ministry of Education where I will be involved in various policy-making processes facilitated by my experiences in this research process. This study, I hope, has helped to prepare me for these challenges and expectations as I close this present Chapter to begin another.

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APPENDIX I List of Participating Schools

| School | Province | District |
|--|-----------------|-----------------|
| Buru Buru Secondary School | Nairobi | Nairobi |
| Chandumba Secondary School | Western | Vihiga |
| Country High School | North Eastern | Garissa |
| Garissa High School | North Eastern | Garissa |
| Gathaithi Secondary School | Central | Kiambu |
| Gatunduri Secondary School | Eastern | Embu |
| Gikang'a Kageche Secondary School | Central | Kiambu |
| Highway Secondary School | Nairobi | Nairobi |
| JoyTown Secondary School | Central | Thika |
| Kangaru Girls' Secondary School | Eastern | Embu |
| Katoloni Secondary School | Eastern | Machakos |
| Kegoye Secondary School | Western | Vihiga |
| Khamis Secondary School | Coast | Mombasa |
| Kiambu High School | Central | Kiambu |
| Kisumu Boys High School | Nyanza | Kisumu |
| Kisumu Girls' High School | Nyanza | Kisumu |
| Maina Wanjigi Secondary School | Nairobi | Nairobi |
| Makueni Girls' Secondary School | Eastern | Makueni |
| Mama Ngina Secondary School | Coast | Mombasa |
| Moi Forces Academy | Nairobi | Nairobi |
| Mukerenju Secondary School | Central | Maragua |
| Mukingi Secondary School | Western | Vihiga |
| Mukuyuni Secondary School | Eastern | Makueni |
| Murinduko Secondary School | Central | Kirinyaga |
| Nakuru High School | Rift Valley | Nakuru |
| Narok High School | Rift Valley | Narok |
| Nyango'ri High Secondary School | Western | Vihiga |
| N.E.P. Girls' High School | North Eastern | Garissa |
| Precious Blood Riruta Secondary School | Nairobi | Nairobi |
| Riabai High School | Central | Kiambu |
| Ruthimitu Secondary School | Nairobi | Nairobi |
| Sacred Heart Secondary School | Coast | Mombasa |
| Shariff Nassir Secondary School | Coast | Mombasa |
| Star of the Sea Secondary School | Coast | Mombasa |
| St. Anthony's Dago Secondary School | Nyanza | Kisumu |
| St. Claire's Girls' Secondary School | Western | Vihiga |
| St. Mary's Girls' Secondary School | Rift Valley | Narok |
| St. Teresa's Girls Secondary School | Nyanza | Kisumu |
| Thika High School for the Blind | Central | Thika |
| Tigoi Girls' Secondary School | Western | Vihiga |
| Umu-Salama Secondary School | North Eastern | Garissa |
| Upper Hill Mixed Secondary School | Rift Valley | Nakuru |
| Xaverian Secondary School | Nyanza | Kisumu |

APPENDIX 2 Introduction Letter to Schools

Geoffrey M. Wango
University of Birmingham
P.O. Box 32001
Nairobi, Kenya
gmwango2000@yahoo.com
September / October 2004

The Principal

.....

Research in Guidance and Counselling

I wish to kindly request for your permission and support to undertake research on aspects of improving guidance and counselling services in secondary schools in Kenya in your school.

Your school is one among the 40 in the Republic that have been sampled as part of a study leading to a Ph.D at the University of Birmingham, United Kingdom. All the information obtained will be confidential and used only for the purposes of research. Individuals and schools will not be identified.

There are seven sets of instruments as follows:

- The head teacher questionnaire to be filled by the school principal
- The fact sheet to be filled by the school principal
- The guidance and counselling questionnaire to be filled by the HOD guidance and counselling or teacher counsellor. S/he is also requested to fill in the blank time table the lessons s/he is currently engaged in
- The teacher questionnaires to be filled by any two teachers who are not directly involved in guidance and counselling services. One of them would be teaching a compulsory subject and the other an optional subject. They will also be requested to fill in a blank time table the lessons they are currently engaged in
- The student questionnaire to be filled by any FOUR students in each class (Form 1 - 4) preferably male and female including peer counsellors and prefects
- The checklist to be filled in by the researcher on the day of visit to the school

It is important that the research instruments are dully completed on the day of visit. Your cooperation in this endeavour is duly acknowledged.

All participating schools will receive an executive summary of the findings from the study. Kindly fill in the attached slip to enable us send you the report.

Thank you very much for your assistance.

Wango Geoffrey

APPENDIX 3a) Guidance and Counselling Teacher Questionnaire

**GUIDANCE AND
COUNSELLING
QUESTIONNAIRE**

The items in this questionnaire are concerned with aspects of the school guidance and counselling programme and how it is implemented in the school. Information provided will assist me collect data for a study on guidance and counselling in secondary schools in Kenya leading to a Ph.D at the University of Birmingham, United Kingdom. Individuals and schools will not be named.

All the information obtained will be confidential and used only for the purpose of research so you do not need to write your name or the name of the school anywhere on this questionnaire.

Should you have any queries and suggestions related to this questionnaire, please contact me:

Telephone (020) 3742058

e-mail gmwango2000@yahoo.com

Geoffrey Wango
P.O. Box 32001,
Nairobi
Kenya

or

Geoffrey Wango
117 Milner Road
Birmingham
B29 7 RG
United Kingdom

Your co-operation in completing this questionnaire as accurately as possible is greatly appreciated.

Thank you very much for your co-operation.

Geoffrey Wango
University of Birmingham

SECTION 1

1. State your main teaching subjects
2. State your major role in the school, for example, class teacher
- State your other responsibilities e.g. patron of a club or society and give the name
- Organizing games out of school
- In charge of boarding (house master/mistress)
- Any Other
3. Gender (Tick ✓)
- Male []
- Female []
4. Age (Tick ✓)
- Below 29 years []
- 30 – 39 years []
- 40 – 49 years []
- 50 + []
5. Your Religion (Tick ✓)
- Hindu []
- Islam []
- Anglican Church of Kenya (ACK) []
- Catholic Church []
- Methodist Church []
- Pentecostal Churches []
- Presbyterian Church of East Africa (PCEA) []
- Salvation Army []
- Seventh Day Adventist (SDA) []
- Other (specify)
6. Academic Qualifications (Tick ✓)
- Certificate Course []
- Diploma []
- Bachelors Degree []
- Master's Degree []
- Ph.D []
- Other (Specify)
7. Experience as a TEACHER (Tick ✓)
- Below 1 year []
- 1 – 4 years []
- 5 – 9 years []
- 10 – 19 years []
- 20 – 29 years []
- Over 30 years []

SECTION 2

1. What is your understanding of guidance and counselling?
.....
.....
.....
.....
.....
2. Is there guidance and counselling department in the school? *(Tick ✓)*
- | | |
|-----|-----|
| Yes | [] |
| No | [] |
- If yes, is it allocated a room? *(Tick ✓)*
- | | |
|-----|-----|
| Yes | [] |
| No | [] |
3. What other purpose is the counselling room used for? *(Tick ✓)*
- | | |
|-----------------------------------|-----|
| Nothing else | [] |
| Personal use (that is, my office) | [] |
| Remedial teaching | [] |
- Any comments
- Does the counselling room ensure confidentiality? *(Tick ✓)*
- | | |
|------------------|-----|
| Yes | [] |
| I do not feel so | [] |
| No | [] |
- Is the counselling room located in a place that is easily accessible to all students?
(Tick ✓)
- | | |
|-----|-----|
| Yes | [] |
| No | [] |
- Any general comments about the room
-
4. Approximately how many students seek counselling services in the school per week? ____
- Who are the students who mostly seek counselling services (**please write in the order 1 – 4 starting with those that seek counselling most**)
- | | |
|--------|-----|
| Form 1 | [] |
| Form 2 | [] |
| Form 3 | [] |
| Form 4 | [] |
- What time of the year do most students seek counselling services (**please write in the order 1 – 3 with 1 being the highest**)
- | | |
|--------|-----|
| Term 1 | [] |
| Term 2 | [] |
| Term 3 | [] |

When do most students seek counselling services (**please write in the order 1 – 5 with 1 being the highest priority**)

- During examinations []
- In times of crisis (for example) []
- Before being punished []
- After a discipline case []
- Any other (specify) []

What issues do students raise when they come for counselling

.....

.....

.....

.....

5. Does the guidance and counselling programme in your school involve all teachers?

(Tick ✓)

- Yes all the time []
- Somehow it does involve some teachers but not others []
- I do not think so []
- No []
- Other (specify)

Any comments

.....

Indicate the extent to which the following people are involved in the school guidance and counselling programme and how they are generally involved:

| | Always | Regularly | Sometimes | Never | If involved please state how are they involved |
|--------------------------|--------|-----------|-----------|-------|--|
| Principal | | | | | |
| Deputy Principal | | | | | |
| Teacher counsellor | | | | | |
| Assistant TC | | | | | |
| G & C Team | | | | | |
| Boarding Master | | | | | |
| Class Teachers | | | | | |
| Other Teachers | | | | | |
| Peer Counsellor | | | | | |
| Prefects | | | | | |
| Students | | | | | |
| School Chaplain | | | | | |
| School Nurse | | | | | |
| School Matron | | | | | |
| Invited Guests (Specify) | | | | | |
| Other (Specify) | | | | | |

6. Is there a guidance and counselling team or committee in the school? (Tick \checkmark)
- Yes []
- No []

If the answer is yes, how many members are there in the team? _____

Please provide more information on the guidance and counselling committee members as follows:

For each member of the guidance committee fill in the information requested as indicated in the following example.

| No | Subjects | M/F | Responsibilities | Qualifications | Training in G & C |
|----|----------|-----|-------------------|----------------|----------------------|
| 1 | Biology | F | HOD science | B.Sc | Not trained |
| 2 | English | M | Class teacher F 1 | Diploma | certificate in G & C |

| No | Subjects | M/F | Responsibilities | Qualifications | Training in G & C |
|----|----------|-----|------------------|----------------|-------------------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |

7. Do you go for counselling supervision? (Tick \checkmark)
- Yes []
- None []

If the answer is yes, what is the frequency

- Is there any supervision for other members of the counselling team? (Tick \checkmark)
- Yes []
- I do not know of the other members except me []
- None []

- If the answer is yes, what is the frequency of counselling supervision? (Tick \checkmark)
- Once a week []
- Once a month []
- Twice a month []
- Every two months []
- Once a term []
- Rarely []
- Never heard of it []
- Other (specify) []

Any comments

.....

.....

8. Does the guidance and counselling committee hold any meetings? (Tick ✓) []
 Yes []
 No []
 If the answer is yes, approximately how many meetings are held per term? _____

How many meetings have been held by the guidance and counselling committee in the year 2004 _____

Further substantiate your answer by providing the following details:

| Date | Number Present | Number Absent | What was discussed in the meeting |
|------|----------------|---------------|-----------------------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

9. Is there a counselling member of staff on duty in the school each day? (Tick ✓) []
 Yes []
 No []

Is there a school chaplain? (Tick ✓) []
 Yes []
 No []
 Other person available (specify)

If yes, when is the school chaplain or person available in the school? (Tick ✓) []
 The whole day []
 ½ day []
 1 day a week []
 2 days a week []
 I do not know when the chaplain or person is available []
 I have never seen the chaplain []
 Other (specify).....

10. Is there any school based guidance and counselling training organized for the whole members of staff? (Tick ✓) []
 Yes []
 No []

If the answer is yes, what is the frequency of counselling training? (Tick) []
 Once a month []
 Once a term []
 Once a year []
 Twice a year []
 Was held only once []
 Other (specify)

11. Is there guidance and counselling programme for the school? (Tick ✓)
- Yes []
- No []

Name the members who were involved in drafting the programme and their role

| Member | Role she or he played or task assigned |
|--------|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

- Has or did the guidance and counselling team consider the following goals when planning the guidance and counselling programme for the school (Tick ✓)
- | | Yes | No |
|---|-----|-----|
| To enhance the academic results of students | [] | [] |
| The moral development of students | [] | [] |
| Enhance the self esteem of students | [] | [] |
| Assist students in choosing subject choices | [] | [] |
| Assist students in choosing a career | [] | [] |
| All of the above | [] | [] |
| Some of the above | [] | [] |
| None of the above | [] | [] |
| Any other (specify)..... | | |

- To what extent would you say that the guidance and counselling programme in your school is implemented (Tick ✓)
- | | | |
|---------------------------|-----|-----|
| It is well implemented | [] | [] |
| It does not work | [] | [] |
| It is poorly implemented | [] | [] |
| It is not implemented | [] | [] |
| Any other (specify) | | |

12. Does the school guidance and counselling programme include the following? (You may tick ✓ more than one choice)
- | | | |
|--|-----|-----|
| Whole school guidance programme (talk to students, seminars) | [] | [] |
| Class guidance (form time) | [] | [] |
| Teacher parenting | [] | [] |
| Group counselling | [] | [] |
| Career guidance | [] | [] |
| Subject choices | [] | [] |
| Peer counselling | [] | [] |
| Guidance and counselling for individual students | [] | [] |
| Any other (specify) | [] | [] |
13. What is the nature of the counselling programme in your school? (You may tick ✓ more than one choice).
- | | | |
|---|-----|-----|
| Purely developmental and preventive | [] | [] |
| Mainly developmental and preventive with some remediation | [] | [] |

- Mainly remediation with some developmental and preventive []
- Purely remediation []
- Career information []
- Talks given to students []
- I can't really describe it []
- Any other (specify) []

Any comments

14. Is there any specific time or day set-aside for individual counselling in the school?
(Tick ✓)
- Yes []
 - No []

If Yes, indicate as precisely as possible when (day and time)

.....

What it is meant for?

.....

- To what extent is the set time programme adhered to in your school (Tick ✓)
- It is well made use of for counselling purposes []
 - It is somehow made use of for counselling purposes []
 - It is poorly made use of for counselling purposes []
 - It is never made use of for counselling purposes []
 - Any other (specify) []

Any comments

15. Drawing on your experience as a teacher and in this school, give the causes that lead students to drop out of school citing specific examples of number and year/s and gender (**Do Not write any names**).
- Boys
-
-

Girls

.....

.....

.....

16. From your experience as a teacher and in this school,
- a) What happens to a girl who becomes pregnant (give examples of incidents and numbers between 2001-2004. **Do Not give any names**)
-
-
-
- b) What happens to a boy who makes a girl pregnant (give examples of incidents and numbers between 2001-2004. **Do Not give any names**)
-
-
-

17. From your experience as a teacher and in this school, explain what you think should happen when:

a) A girl becomes pregnant while in school (give examples of incidents and numbers between 2001-2004. **Do Not give any names**)

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

Why do you think so?

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

b) A boy makes a girl pregnant while in school (give examples of incidents and numbers between 2001-2004. **Do Not give any names**)

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

Why do you think so?

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

18. What course of action does the Ministry of Education recommend for a girl who gets pregnant while in school?

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

What course of action does the Ministry of Education recommend for a boy who makes a girl pregnant while in school?

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

Do you think this is different from what happens in school and if so why?

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

19. Are there peer counsellors in the school? (Tick ✓)

Yes []

No []

If yes, how are the peer counsellors selected in the school?

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

What are their roles and responsibilities

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

20. Is there any guidance and counselling policy or guidelines in the school? (Tick ✓)
- Yes []
 They are part of the school rules []
 No []
- If yes, are the guidance and counselling policies or guidelines written? (Tick ✓)
- Yes []
 No []
- If yes, could you supply me with a copy of the guidance and counselling policy?**

21. **Tick** ✓ if you think or there are any school rules and regulations or guidance and counselling guidelines on the following and state what it says:

| Aspect | Think | Tick | What it says |
|-----------------------|-------|------|--------------|
| Alcoholic drinks | [] | [] | |
| Boy/girl relations | [] | [] | |
| Bullying | [] | [] | |
| Career choices | [] | [] | |
| Compulsory subjects | [] | [] | |
| Discipline | [] | [] | |
| Expulsion | [] | [] | |
| Fighting | [] | [] | |
| Home clothes | [] | [] | |
| HIV/AIDS | [] | [] | |
| Mid-term breaks | [] | [] | |
| Noise making in class | [] | [] | |
| School Visits | [] | [] | |
| Smoking in school | [] | [] | |
| Sneaking from school | [] | [] | |
| Subject Choices | [] | [] | |
| Suspension | [] | [] | |
| Teenage pregnancy | [] | [] | |
| Truancy | [] | [] | |
| Weekends | [] | [] | |
| Other (specify) | | | |

22. A student has an issue/s and would want to see or talk to the teacher counsellor. Describe as exactly as possible the procedure s/he uses to see the teacher counsellor.
-

23. Are counselling cases kept in confidence? (Tick ✓)
- Yes []
 I do not think so []
 No []
- Are there rules concerning confidentiality in counselling in the school? (Tick ✓)
- Yes []
 No []

If yes, state what these are:

To what extent are the rules concerning confidentiality adhered to in the school?

- They are always adhered to []
- They are well adhered to but not always []
- They are sometimes adhered to []
- They are not adhered to []
- Other (specify)

How is confidentiality kept in your school? (Tick ✓)

- The teacher counsellor does not inform others of personal information []
- Within the guidance team who are briefed by the teacher counsellor []
- By the head teacher []
- By the teacher counsellor and the head teacher []
- By the teacher counsellor and the teacher concerned with the case []
- Every teacher keeps their own records []
- The teacher counsellor has access to all counselling cases []
- Only the guidance team has access to counselling case materials []
- All teachers have access to counselling case materials []
- The head teacher has access to counselling case materials []
- The school administration including the deputy have access to counselling case materials []
- Other (specify)

Any comments

24. Which code(s) of professional conduct or ethics do you adhere to or are familiar with?

.....

In your opinion, are the professional ethics in it adhered in the school? (Tick ✓)

- Yes they are always adhered to []
- They are usually adhered to []
- They are not adhered to []
- There are none []

Give examples or make any comments

25. Are there any counselling records for students in the school? (Tick ✓)

- Yes []
- No []

If yes, where are they kept

26. How often do you invite a guest speaker to the school for guidance and counselling purposes? (Tick ✓)

- Once a week []
- Once a month []
- Once a term []

- Once a year []
- Occasionally []
- Never []
- Any other (specify)

Name some of the topics handled by the guest speakers:

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

Is the guest speaker available to the students in order for them to ask questions and consult after the talk? (Tick ✓)

- The guest is always available []
- The guest is sometimes available []
- It depends on the guest []
- No []
- Other (specify)

Name some of the issues raised by the students with the guest speakers:

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

27. Is there any standardized procedure for referring students for specialized counselling in your school? (Tick ✓)

- Yes []
- No []

Briefly describe the procedure

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

Has the school referred any student (s) in the last two years? Yes No ...

| | Number of students | Nature of the case (s) |
|------|-------------------------|------------------------|
| 2004 | Male Female | |
| 2003 | Male Female | |

Any other comments

.....

What is the procedure for dealing with teenage pregnancy in the school?

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

28. Does the guidance and counselling section in the school have a budget? (Tick ✓)

- Yes []
- Somehow []
- No []

If yes, indicate the amount per year or per term, which ever is applicable

29. Briefly describe the challenges that you strongly feel affect the provision and performance of guidance and counselling services in the school (You can give examples but **DO Not mention any names**).
-
.....
.....
.....
.....
.....
.....
.....

30. What resource materials do you have at your disposal or are available in the school for use in guidance and counselling purposes?
-
.....
.....
.....
.....
.....
.....

Do you have any reference materials? Yes No.....

If yes give examples

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

Are there books for reference to counselling or planning? Yes No.....

Give examples

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

31. Is the guidance and counselling programme in your school an intrinsic part of the school curriculum? (Tick ✓)
- Yes []
I am not sure []
I do not think so []
No []

Give examples or explain what you mean

.....

32. Does the guidance and counselling programme in your school take into consideration the student's total development? (Tick ✓)
- Yes []
I do not think so []
No []

Give examples how this is done
.....

33. Is guidance and counselling in your school available for all students? (Tick ✓)
- | | |
|-------------------|-----|
| Yes | [] |
| I do not think so | [] |
| No | [] |

Make any comments
.....

- Does guidance and counselling programme in your school involve all students?
(Tick ✓)
- | | |
|-------------------|-----|
| Yes | [] |
| I do not think so | [] |
| No | [] |

Make any comments
.....

- To what extent would you agree that the programme in your school helps students cope with normal development tasks (such as interest in opposite sex)? (Tick ✓ **one only**)
- | | |
|------------------------|-----|
| Very strongly agree | [] |
| Strongly agree | [] |
| Uncertain | [] |
| Disagree | [] |
| Strongly disagree | [] |
| Very strongly disagree | [] |

Briefly explain
.....

34. The guidance and counselling programme in your school is ((Tick ✓ **one only**)
- | | |
|--|-----|
| A set of loosely related services | [] |
| A distinct guidance programme with clear objectives | [] |
| A distinct guidance programme with clear objectives and ongoing evaluation | [] |
| A distinct guidance programme with clear objectives, ongoing evaluation and orderly sequence | [] |
| Other (specify) | |

35. What are the major issues in counselling in the school?
.....
.....
.....

36. Any other comments on guidance and counselling in the school (You can give examples but **Do Not mention names**).
.....
.....
.....
.....
.....

SECTION 3

- i) Kindly indicate any training, courses, seminars and conferences that you have attended in your capacity as the guidance and counselling teacher in the school or in another school

| Year / Date | Course Title | Certificate or Award |
|-------------|--------------|----------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

- ii. Working Experience in PRESENT Position as a guidance and counselling teacher since FIRST Appointed (Tick ✓)
- Below 1 year []
- 1 – 4 years []
- 5 – 9 years []
- 10 – 14 years []
- 15 – 19 years []
- Over 20 years []
- iii. Who appointed you to your PRESENT Position (Tick ✓)
- Teachers Service Commission []
- Board of Governors []
- Head teacher []
- Other (Specify)
- iv. Period of Stay in PRESENT School (Tick ✓)
- Below 1 year []
- 1 - 4 years []
- 5 - 9 years []
- 10 – 19 years []
- 20 - 29 years []
- Over 30 years []
- v. Place of residence (Tick ✓)
- I stay in the school Compound []
- I stay near the school but not in the school []
- I stay one kilometre away from the school []
- I stay 2 – 5 kilometres away from the school []
- I stay 6-10 kilometres away from the school []
- I stay 11- 20 kilometres away from the school []
- I stay 21- 50 kilometres away from the school []
- I stay over 50 kilometres away from the school []
- Other (Specify)

THANK YOU FOR YOUR SUPPORT AND COOPERATION

APPENDIX 3b) Student Questionnaire

STUDENT QUESTIONNAIRE

Dear Student,

The items in this questionnaire are concerned with aspects of the school guidance and counselling programme. Information provided will assist me to collect data leading to a Ph.D at the University of Birmingham, United Kingdom. Information provided will be used for research purposes only to improve on the quality of education in secondary schools particularly in Kenya.

This is not an examination but you are kindly requested to fill in all the relevant information as accurately as you can. All the information obtained will be confidential and used only for the purpose of research so you do not need to write your name or the name of the school anywhere on this questionnaire. You are free to ask any questions if you want to.

Should you have any queries and suggestions related to this questionnaire, please feel free to contact me:

Telephone (020) 3742058

e-mail gmwango2000@yahoo.com

Geoffrey Wango
P.O. Box 32001,
Nairobi
Kenya

or

Geoffrey Wango
117 Milner Road
Birmingham
B29 7 RG
United Kingdom

Your co-operation in completing this questionnaire as accurately as possible is greatly appreciated.

Geoffrey Wango
University of Birmingham

SECTION 1

1. Class (Tick ✓)
- | | |
|--------|-----|
| Form 1 | [] |
| Form 2 | [] |
| Form 3 | [] |
| Form 4 | [] |

When did you join the school

2. State any responsibilities you hold in the school
- Class prefect (specify)
- Peer counsellor
- Any other
-

3. Your Gender (Tick ✓)
- | | |
|--------|-----|
| Male | [] |
| Female | [] |

4. Your Religion (Tick ✓)
- | | |
|---|-----|
| Islam | [] |
| Hindu | [] |
| Anglican Church of Kenya (ACK) | [] |
| Catholic Church | [] |
| Methodist Church | [] |
| Pentecostal Churches | [] |
| Presbyterian Church of East Africa (PCEA) | [] |
| Salvation Army | [] |
| Seventh Day Adventist (SDA) | [] |
| Any other (specify) | |

5. Indicate the **subjects** you are currently taking

| | | |
|-------------|--|--|
| English | | |
| Kiswahili | | |
| Mathematics | | |
| | | |
| | | |

6. Name the **clubs and societies** that you are a member

| | | |
|--|--|--|
| | | |
| | | |

7. Name the **games and sports** that you take part in the school

| | | |
|--|--|--|
| | | |
| | | |

SECTION 2

1. What is your understanding of guidance and counselling?

.....

When and from whom did you first hear or learn about guidance and counselling?

When I first learnt or heard

From who I first learnt or heard

2. Who is the guidance and counselling teacher in your school? (Fill only ONE of the answers)

| | |
|--|--|
| Name of the teacher | |
| I do not know the teacher | |
| I do not know the name of the teacher | |
| I can't remember the name of the teacher | |
| Any other comment | |

If you had a problem or issue, would you want to go and see the teacher? (Tick ✓)

Yes []

I am not sure []

No []

Any other comment

Explain why you say so

.....

Why do students go to see the teacher counsellor?

.....

.....

When do students seek help from the teacher counsellor?

.....

.....

If you had a problem or issue and the teacher counsellor was absent, whom would you go to for help and why?

| Person I would go to | Reason why I would go to the person |
|----------------------|-------------------------------------|
| | |
| | |
| | |
| | |

3. In your own understanding, is there a guidance and counselling programme in your School? (Tick ✓)

Yes []

I do not know []

I do not think so []

No []

Why do you say so
.....

4. Is there a guidance and counselling department or office in your school? (Tick ✓)
- Yes []
I do not know []
No []

If the answer is yes, where is the room or office
.....

5. Have you ever been to the counselling room? (Tick ✓)
- Yes []
No []

If so, approximately how many times since you came to the school? times

Explain in brief why you had gone to the counselling room
.....
.....

6. Have you ever gone for counselling in the school? (Tick ✓)
- Yes []
No []

If yes, approximately how many times since you came to the school?

How many times if any have you gone for counselling in school this year (2004)
Last term (2nd term 2004)

- Who told you to go for counselling? (Tick ✓)
- Self []
Teacher (specify) []
Parent (specify) []
Friend []
Other (specify) []

- Have any of your friends ever gone for counselling in the school? (Tick ✓)
- Yes []
I do not know []
No []

Approximately how many friends this year? (2004) Last term? (2nd term, 2004)

- Does the counselling room ensure that students talk to the teacher in confidence?
(Tick ✓)
- Yes []
I am not sure []
I do not think so []
No []
Any other comment

Make any other comments that you feel are necessary
.....
.....

Is the counselling room allocated in a place that is accessible to all students? (Tick ✓)

Yes []
I do not think so []
I do not know []
No []
Any other comment

7. Is there any specific time or day set aside for guidance and counselling in school? (Tick ✓)

Yes []
I do not know []
No []

If yes, indicate as precisely as possible the day and the time

Day
Time

8. A student has an issue she or he would want to see or talk to the teacher counsellor about. What is he or she supposed to do?
.....
.....
.....
.....

What are some of the things that make a student go to see the teacher counsellor
.....
.....
.....
.....

What would make you want to go to see the teacher counsellor?
.....
.....
.....

9. Are there rules concerning confidentiality in counselling in the school? (Tick ✓)

Yes []
I am not sure []
I do not know []
No []

If yes, state what these are:
.....
.....
.....

Are counselling cases kept in secret in the school?(Tick ✓)

Yes []
I am not sure []
I do not think so []
No []

Any other comments

10. According to you, what are some of the reasons that cause students to drop out of school (you can give specific examples but **Do Not write any names**).

Boys

.....

Girls

.....

How many students have dropped out of school in your class?

| | Boys | Girls | Total | Reason |
|------------------|------|-------|-------|--------|
| This year (2004) | | | | |
| Last year (2003) | | | | |

Give specific examples but **Do Not write any names**

11. What happens if a girl gets pregnant while in school (give examples but **Do Not write any names**)

.....

What happens to a boy who makes a girl pregnant while in school (give examples but **Do Not write any names**)

.....

12. What you think should happen to a girl who gets pregnant while in school (give examples but **Do Not write any names**)

.....

Why do you think so?

What do you think should happen to a boy who makes a girl pregnant while in school (give examples but **Do Not write any names**)

.....

Why do you think so?

.....

.....

.....

13. What is your understanding of a peer counsellor?

.....

.....

Are there peer counsellors in your school? (Tick ✓) []

Yes []

I am not sure []

I do not know []

No []

How are peer counsellors selected in your school?

.....

Have you ever sought for help from a peer counsellor in your school? (Tick ✓) []

Yes []

No []

14. Indicate in the following Table to whom you would seek help from (such as a teacher (which teacher), student (boy or girl), parent (which parent), relative (brother, sister, uncle, aunt), pastor of religion, prefect, doctor or any other person) on any of the following matters and why

| Issue | Person I would seek help from | Reason why I would seek from that person |
|------------------------|-------------------------------|--|
| Career choice | | |
| Choice of a subject | | |
| Class performance | | |
| Drinking of alcohol | | |
| Fees problem | | |
| Friendship | | |
| Girl- boy relationship | | |
| Poor performance | | |
| Pregnancy | | |
| Problem with a parent | | |
| Problem with a student | | |
| Problem with a teacher | | |
| Sexual matters | | |
| Sickness or ill health | | |
| Smoking of cigarette | | |
| Any other problem | | |

15. Do you think the guidance and counselling programme in your school takes into consideration the student's total development? (Tick ✓) []

Yes []

I am not sure []

I do not know []

No []

APPENDIX 4 School Fact Sheet

This fact sheet is to be filled by the head teacher. Information provided is highly confidential and will be treated in strict confidence for the purpose of research and NOT for statistical or official purposes. The form should not be stamped or signed.

a) Information about the School

1. Location Province District

2. Type of School (Tick ✓)

| | |
|-------------------|-----|
| National school | [] |
| Provincial school | [] |
| District school | [] |

3. Number of Streams (Tick ✓)

| Class | Number of streams |
|--------|-------------------|
| Form 1 | |
| Form 2 | |
| Form 3 | |
| Form 4 | |

4. School Status (Tick ✓)

| | |
|-------------------------|-----|
| Girls' Boarding | [] |
| Boys' Boarding | [] |
| Mixed Boarding | [] |
| Girls' Day | [] |
| Boys' Day | [] |
| Mixed Day | [] |
| Girls' Day and Boarding | [] |
| Boys' Day and Boarding | [] |
| Mixed day and Boarding | [] |

5. School Sponsor (Tick ✓)

| | |
|---|-----|
| Hindu | [] |
| Islam | [] |
| Anglican Church of Kenya (ACK) | [] |
| Catholic Church | [] |
| Methodist Church | [] |
| Pentecostal churches | [] |
| Presbyterian Church of East Africa (PCEA) | [] |
| Salvation Army | [] |
| Seventh Day Adventist (SDA) | [] |
| Other (specify) | [] |

6. Students Population as on (today's date)

| Class | Girls | Boys | Total |
|--------|-------|------|-------|
| Form 1 | | | |
| Form 2 | | | |
| Form 3 | | | |
| Form 4 | | | |
| Total | | | |

| | |
|--|--|
| | |
| | |
| | |

d) School Drop Out

Kindly provide information on any student/s who have dropped out of school in the period 2001-2004. This information is very crucial to this research. **Do Not give any name/s** (attached any other additional information that you feel is relevant).

| Time / Period | Gender (boy or girl) | Number | Class | Reason for Dropping out |
|---------------|----------------------|--------|-------|-------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

e) Teenage Pregnancy

Kindly provide any information on teenage pregnancy in the period 2001-2004. This information will be treated in strict confidence. Again, this information is very crucial to this research. **Do Not give any name/s** (attach any other additional information that you feel is relevant).

| Time / Period | Number | Class | Action Taken |
|---------------|--------|-------|--------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

f) Any other information and/or comments on teenage pregnancy

.....

.....

.....

.....

.....

THANK YOU VERY MUCH FOR YOUR COOPERATION

APPENDIX 5 Teacher Time Table

YEAR TERM MONTH

TEACHING SUBJECTS

CLASSES

Kindly indicate all your lessons (subject and class) in the Time Table provided

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|-----------|---|---|---|---|---|---|---|---|---|
| Monday | | | | | | | | | |
| Tuesday | | | | | | | | | |
| Wednesday | | | | | | | | | |
| Thursday | | | | | | | | | |
| Friday | | | | | | | | | |

Any important comments

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

THANK YOU VERY MUCH FOR YOUR COOPERATION

APPENDIX 6 Guidance and Counselling Room Checklist

NB. To be filled by the researcher or research assistant (additional notes can be done at the back or made in foolscaps)

Describe the exact location of the guidance and counselling room in the school. Trace its exact location in the school.

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

Describe the guidance and counselling room as you found it (furniture including chairs and/or tables, file cabinets (lockable and unlockable) books found in the office, sitting arrangements).

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

Note down any other information given regarding how the guidance and counselling room is used. How many people make use it? Exactly who uses it is, when and why?

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

Make notes on guidance and counselling resource persons invited to the school in the year 2004 as follows:

| Date | Class | Guest speaker | Topic | Comments |
|------|-------|---------------|-------|----------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Make any other comments that you find relevant in relation to guidance and counselling in the school including any other information offered to you by way of conversation by the respondents and others while in the school

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

APPENDIX 7 Prompt for Guidance and Counselling

**THE SECONDARY SCHOOL GUIDANCE
AND COUNSELLING PROGRAMME**

- How the programme is implemented in the school including who and what;
- How it is perceived by both the teachers and the students and why;
- Whether students receive any services and if so of what kind and when;
- The major challenges facing the implementation of the programme.

Sample Interview Questions

1. How is guidance and counselling conducted in the school?
2. Who is involved in the school guidance and counselling programme?
3. How do students benefit from the school guidance and counselling programme?
4. What are the challenges facing the school guidance and counselling programme?
5. How can the school guidance and counselling programme be improved upon?

APPENDIX 8 Kenya Education Commission Reports and Recommendations on Guidance and Counselling

APPENDIX 8(a) Kenya Education Commission (Ominde) Report (Republic of Kenya, 1964:125-127)

Guidance Services

472. It is now widely recognised among educators that motivation is as important a factor as aptitude in determining educational success. In principle, aptitude can often be measured by 'objective' means, that is, by tests externally applied and bureaucratically interpreted. Motivation, however, can only be assessed by personal consultation with, and observation of, children. Any fully developed 'guidance' service in schools makes use of both kinds of information for the purpose of ensuring that children are given courses of education and training best fitted to their needs.
473. The first major choice of alternatives arises in secondary school. This choice, in a developed system, affects all children emerging from the primary school and it is exercised progressively during the secondary school course. The mechanism of choice is exercised differently in different systems, but, in general, it relies on three kinds of evidence, namely, the results of tests, a cumulative school record and the outcome of personal interviews.
474. There are, at present, a number of reasons why it is impossible to institute a fully-fledged guidance system in Kenya. In the first place, no effective educational choice yet exists for more than a minority of those leaving the primary school. In the second place, the technique of educational testing is at an early stage of development, so far as Kenya schoolchildren are concerned. Wide differences between the primary schools, and linguistic and cultural factors, stand squarely in the way of progress towards the solution of reliable prognostic tests of aptitude. In the third place, the teaching profession in the primary school has not yet reached a point at which it is able to contribute significantly towards the accumulation of

reliable and objective information about individual children. Finally, the very rapid changes of staffing, which are taking place in our secondary schools, seriously impair sound judgements about the educational potentialities of children.

475. Despite these difficulties, and without prejudice to the ultimate form of organisation of guidance services in Kenya, we can think that a start can, and should, be made with some parts of the guidance process. We have already referred in paragraph 246 to the need of research into the possibilities of aptitude testing. We now recommend the universal use of record cards in the primary schools, on the lines of those already approved by the Inspectorate and adopted in some areas. Such records should, at the appropriate juncture, become available for inspection by headmasters of secondary schools and those responsible for admission to other institutions selecting at the end of the primary school. At first, the unfamiliarity of this procedure will reduce its objective accuracy, and therefore its value; but in due course, as primary school teachers become more familiar with the nature and purpose of these records, their reliability will increase.
476. Another important objective of guidance services is the provision of advice on careers and openings in employment. Our attention has been drawn to the proposals of the Ministry of labour and Social Services for a vocational guidance service in Kenya and we strongly support the policies suggested. These proposals envisage the preparation and use of published material on employment prospects adjusted to the use of teachers in primary and secondary schools respectively. The primary school pamphlets would furnish information on the country's economy and the composition and supply of manpower and would be related particularly to employment in semi-skilled and unskilled occupations. Those prepared for use in secondary schools would be intended to stimulate thinking about different careers and would furnish information about various industries suitable for use in group discussions. Later, pamphlets relating to careers in particular industries would be prepared.

477. It is the intention of the Ministry of Labour and Social Services to give the fullest support to careers masters and mistresses in secondary schools and, for the time being, to work through them for the purpose of giving vocational advice to school leavers. In the long run, it will be desirable to set up a separate juvenile employment service, equipped to give vocational interviews at the school leaving stage and beyond. Such a service, however, can only be established when trained interviewers are available, when full vocational information is provided in the schools and when adequate school records are being made. The Ministry suggest that, in consultation with secondary school staff, a form of individual record for use in secondary schools should be devised and brought into general use. We suggest that these records should incorporate the primary school records, to which we refer in paragraphs 177 and 445 above.
478. We applaud all these proposals and we urge that they should be put into effect with the least possible delay. We support the Ministry's proposal for training conferences of careers masters and mistresses and for close links between them and the Employment Service. For reasons to which we refer in chapter VIII, the 'employment' problem for primary school leavers is much more complex. However, it is our opinion that primary school head teachers should be made more generally conscious than hitherto of the problems involved and that employment questions should be included among the subjects of study in the special training courses for head teachers, to which we refer in paragraph 131. We believe that a vocational guidance service can only be successful if it attracts the fullest possible understanding and support of teachers at all levels of education.

APPENDIX 8 (b) Report of the National Committee on Educational Objectives and Policies (Gacathi Report) (Republic of Kenya, 1976:150-152)

Guidance and Counselling

The Committee would like to emphasize that guidance and counselling is expected to play an increasingly important role in the education system. This is because the totality of the growth and development of youth does depend on guidance and counselling to ensure its appropriate integration into the values and productive activities of society. To be of use therefore such guidance and counselling should be based on the values of society regarding the expectations of what education and training should enable society to achieve. The Committee has made strong proposals elsewhere in this report regarding the importance of defining the social, cultural and economic values of society so that they can be imparted to the youth through the education system.

The current guidance and counselling service of the Ministry of Education has been traditionally aimed at guiding students to various career requirements. This is one of the reasons why it is concentrated mainly in secondary schools where education has been expanded largely in relation to manpower requirements during the first decade of independence. But even then guidance and counselling is based on the voluntary effort of teachers who feel motivated to provide it. Hitherto, it has not been a requirement of the normal duties of teachers.

It is the view of the Committee that the present guidance and counselling service of the Ministry of Education cannot be carried out effectively as long as it is left to teachers who not only have other heavy duties to attend to but are often not knowledgeable or skilled in counselling. It is proposed elsewhere in this report that provision should be made for training teachers in guidance and counselling. The Committee would also like to see recruitment of fully qualified professional teachers in this area for supervising the work of guidance and counselling in the education system.

Apart from counselling students the guidance and counselling service should also assist in reducing conflicts between students and their parents regarding choices of education and training and various careers. The Ministry of Education will therefore be expected to expand, co-ordinate and supervise the functions of guidance and counselling, especially as it is proposed that all teachers must be trained in guidance and counselling and made to do it as one of their normal duties. This calls for an expansion of the relevant section of the Ministry of Education.

The question still remains as to how early in education should a child be counselled regarding such matters as social, economic and cultural values, responsibilities and opportunities. In general, this must be extended to primary schools as it is during this time that children show a tremendous interest in all these matters. They naturally identify themselves with personalities and careers as they learn how to succeed. In a country like Kenya where the majority of primary school children do not get the opportunity of proceeding with formal education, balanced guidance and counselling would therefore appear to be absolutely essential in primary schools.

But in order to be meaningful and less frustrating to the students and parents, guidance and counselling must be based on long-term planning of manpower development, creation of occupational opportunities and a genuine effort by the public in general to uphold the highest social, cultural and economic values of society.

The main point the Committee would like to emphasize is that guidance and counselling services must be concerned with the overall development of the person and not just about careers. It will therefore be necessary to expand the Guidance and Counselling Section of the Ministry of Education. It will also be necessary to require all teachers to undertake guidance and counselling as part of their normal duties. The following recommendations are made to facilitate these developments.

Recommendation 310

To provide the necessary resources for the expansion of the Guidance and Counselling Service of the Ministry of Education as defined in the Development Plan (1974 - 1978).

Recommendation 311

To require the head of each educational institution (or departments) to assign a member of staff to be responsible for seeing that information on Guidance and Counselling is provided to all students and teachers and that opportunities for individual guidance and counselling by teachers and parents are available at appropriate times.

Recommendation 312

To require each institution to build and use a cumulative record of students' academic performance, home background, aptitudes and interests, and special problems to facilitate guidance and counselling.

Recommendation 313

To establish courses at the University of Nairobi for training professional workers in guidance and counselling.

APPENDIX 8 (c) Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Kamunge Report). (Republic of Kenya, 1988:34).

Guidance and Counselling

6.19. Guidance and counselling of the youth in secondary schools is essential in helping the identification of their individual interests, needs, and the correction and assistance to enable them to face the realities of life. The Working Party, however, noted that the guidance and counselling section in the Ministry of Education comprises only a few officers stationed at the headquarters and that some teachers have been given in-service training to undertake guidance and counselling in their schools. The training of teachers as well the teaching of Social Education and Ethics course as a subject in the secondary curriculum to enhance the provision of guidance and counselling in secondary schools are welcome developments in guidance and counselling of young people. However, each school should have a mature teacher responsible for the co-ordination of the school's guidance and counselling programme while at the same time using all teachers in guiding pupils and helping them accordingly. There is also need to decentralise the guidance and counselling services to the Provinces to effect better and closer co-ordination of these services. Subject teachers should also make pupils aware of the relationship between what they learn and work and career, and emphasise the role of the pupils as future workers, the need to develop personal discipline, proper use and management of time, work and leisure, and self-reliance. The Working Party recommends that:

- a) *Schools establish guidance and counselling programmes and senior teachers be made responsible;*
- b) *Guidance and counselling programmes should assist pupils to appreciate their role as workers and to develop right attitudes towards discipline and the management of time;*
- c) *Guidance and counselling services be decentralised to the district level.*

APPENDIX 8d) Totally Integrated Quality Education and Training (TIQET) Report of the Commission of Inquiry into the Education System of Kenya (Koech Report) (Republic of Kenya, 1999:61-62, 68).

Guidance and Counselling Services

- 6.5.6. The guidance and counselling unit in the Ministry was created in the 1970s and staffed with a team of professionally qualified officers. The unit was providing very effective services to secondary schools and Teachers Training Colleges as well as being able to conduct in-service courses for primary school head-teachers in various districts. In addition, the unit developed a useful career guidance booklet for use by secondary school students when filling in career application forms.
- 6.5.7. The Commission has noted with concern that, this once vibrant unit is no longer as effective as it used to be. Most of the “professionally” trained personnel in this unit have since retired or been deployed to other sections. The institutional and field staff have nowhere to seek the necessary advice to help them in carrying out their guidance and counselling duties effectively.
- 6.5.8. While conducting its inquiry, the Commission observed that a large number of learners in education and training institutions were in dire need of guidance and counselling services. Cases such as those of the learners infected and/or affected by HIV/AIDS require professional guidance and counselling services not only for themselves, but also for members of their immediate families.
- 6.5.9. The Commission was informed that most of the staff in educational and training institutions who offer guidance and counselling services are not professionally trained. In view of the increase in anti-social behaviour, there is an urgent need to have adequate and professionally trained staff to handle guidance and counselling in education and training institutions throughout the country.

Recommendation 6.11.

The Commission, therefore, recommends that a national programme be instituted for the professional training of teachers to handle guidance and counselling in education and training.

6.5.10. Guidance and counselling is a necessary service in all education and training institutions. As indicated elsewhere in this chapter, professionally trained personnel should render this service. It must also be borne in mind that such personnel will be called upon to render services to parents and guardians of the learners that they are expected to cater for. This calls not only for professionalism but also for maturity and dedication to duty on the part of the teacher counsellor.

6.5.11. The Commission received submissions that a good number of learners did not seek guidance and counselling from teacher counsellors who were relatively young, even if they were professionally trained. Most students, especially the female students, were not very comfortable when being counselled by a counsellor from the opposite sex. This situation was particularly difficult for the female Muslim students. The Commission is aware of the fact that counselling involves a considerable degree of trust. The Commission observes that for counselling services to be more effective, learners need to be counselled by teachers / instructors of their own sex unless they make special requests to the contrary.

Recommendation 6.12

The Commission, therefore, recommends that Guidance and Counselling in education and training institutions be offered by professionally trained and mature members of staff and that, unless otherwise requested, students be guided and counselled on the basis of gender parity.

The Establishment of Peer Counselling Services in Educational Institutions

- 6.6.20. Elsewhere in this chapter, the need for professional counselling for those affected and infected with HIV/AIDS was discussed and a recommendation made for professional training of guidance and counselling staff in education and training institutions. The Commission is of the opinion that there is also a need to institute peer-counselling services in education and training institutions throughout the country.
- 6.6.21. The Commission is aware of the Peer Approach Counselling by Teens (PACT) programme in other countries. In this programme, peer educators from each school are trained on their physical development, family planning, sexually transmitted diseases such as HIV/AIDS, and Communication and Counselling skills. These teenagers are then entrusted with the task of disseminating the knowledge they have learned to their peers in the schools and the local community.
- 6.6.22. The Commission sees the PACT as a step in the right direction, but is of the opinion that the training of peer counsellors should at all times take cognisance of the successive stages of physical, emotional and mental development of the counsellor to-be. The Commission is also of the opinion that an all-encompassing peer counselling service is more appropriate for the country. This service should combine the drama, music, IEC materials and counselling. The messages disseminated by this service should cover HIV/AIDS as well as other health problems. This would be carried out as part of co-curricular activities in education and training institutions throughout the country.


Recommendation 6.18

The Commission, therefore, recommends that peer counselling services be established in education and training institutions in the country to motivate the youth to express their desire to protect themselves against HIV/AIDS.

**APPENDIX 9 Chief Inspector of Schools Guidance and Counselling
Circular to Schools**

MINISTRY OF EDUCATION

Telephone: Nairobi 24344-9
When replying please quote
Ref. No. INS/K/1/3/131
and date



CHIEF INSPECTOR OF SCHOOLS
INSPECTORATE
P.O. Box 30426
NAIROBI

3rd December, 19 97

TO: PROVINCIAL DIRECTORS OF EDUCATION
DISTRICT EDUCATION OFFICERS
MUNICIPAL EDUCATION OFFICERS
CITY DIRECTOR OF EDUCATION


PROVISION OF GUIDANCE AND COUNSELLING (G&C
IN PRIMARY AND SECONDARY SCHOOLS

Attached is some useful information on the Provision of Guidance and
Counselling in Schools.

The Ministry of Education (MOE) continues to recognize the need for
strengthening Guidance and Counselling as an essential service that
must be offered to every learner in Kenya. The Ministry expects
all Primary and Secondary Schools to establish and sustain viable
Guidance and Counselling programmes.

Your role in ensuring that this happens is crucial.

Please bring the information in this circular to the attention
of all Schools within your jurisdiction.


D.K. RONO
CHIEF INSPECTOR OF SCHOOLS

C.C PS, MOE
DE

MINISTRY OF EDUCATION

Telephone: Nairobi 24344-9
When replying please quote
Ref. No. INS/K/1/3/132
and date



CHIEF INSPECTOR OF SCHOOLS
INSPECTORATE
P.O. Box 30426
NAIROBI

3rd December, 19 97

TO ALL: PROVINCIAL DIRECTORS OF EDUCATION
DISTRICT EDUCATION OFFICERS
MUNICIPAL EDUCATION OFFICERS
CITY DIRECTOR OF EDUCATION

STRENGTHENING GUIDANCE AND COUNSELLING
(G&C) IN PRIMARY AND SECONDARY SCHOOLS

INTRODUCTION:

The Ministry of Education (MOE) established the Unit on Guidance and Counselling in 1970. This was after the realisation that plain academic work cannot produce an all rounded person who is useful to him/herself and the community he/she serves.

As a result, it is the policy of the Ministry of Education that all learning institutions establish and sustain Guidance and Counselling programmes. The Kamunge Report of 1988 (The Report of the Presidential Working Party on Education, Manpower Training in the Next Decade and Beyond) emphasized that Guidance and Counselling is useful in helping to identify individual talents, interests, needs and aptitudes. Guidance and Counselling also helps individuals to face the realities of life.

CURRENT STATUS OF GUIDANCE AND COUNSELLING:

In many Schools, there is a teacher appointed to Co-ordinate Guidance and Counselling programmes. In some secondary schools, especially, the large schools, the Teacher Service Commission (TSC) has designated some teachers as heads of department (hod). This process is still going on.

In many schools, arrangements have been made internally to appoint teacher counsellors to Co-ordinate programmes on Guidance and Counselling. This arrangement has worked quite well in a number of Schools.

INSERVICE COURSES:

The Unit of Guidance and Counselling which is based at the Ministry of Education, Inspectorate Section has been involved in the planning, Co-ordinating and implementing a number of inservice courses in the recent past. A good number of these courses have been planned jointly by the Inspectorate and Provincial or District Education officers.

From these courses, a number of issues emerged. These include:-

1. Major Problems in Schools which include some of the following:-
 - School drop out/truancy/absenteeism
 - Teenage pregnancy/abortions
 - Poor study habits/negative attitudes to education
 - Wrong choices of careers
 - Insurbodination/defiance to authority/Rebellion
 - School strikes/Riots
 - Interpersonal relationships e.g. pairing up in mixed Schools, fighting, theft, bullying etc.
 - Drug, use and abuse
 - Inability to cope with peer pressure
 - Misinformation about adolescent problems
 - STD/HIV/AIDS
 - Lesbianism/homosexuality
 - Devil Workship/fanaticism
2. There is no time set aside for Guidance and Counselling programmes
3. Some headteachers do not give moral and material support to teacher Counsellors. Some even become hostile to teacher Counsellors.
4. Many teachers have not undergone inservice Courses on Guidance and Counselling since they graduated from teacher training Colleges and Universities. Some of them find it difficult to handle Guidance and Counselling programmes with confidence.

OBSERVATIONS/RECOMMENDATIONS:

Since the Ministry of Education is committed to seeing that viable Guidance and Counselling programmes are established and sustained in the learning institutions, the following issues should be addressed.

- a) All Schools should appoint a teacher Counsellor to Co-ordinate Guidance and Counselling programmes in the institutions.
The teacher counsellor should be a mature person and who can win the confidence of others. All Major discipline cases should be referred to the teacher counsellor before and after punishment.

Every School should have a Guidance and Counselling Committee. In large Schools, it should be composed of about 8 teachers. In small Schools four to five teachers will be adequate.
- b) All members of the teaching and support staff should be actively involved in Guidance and Counselling programmes. Guidance and Counselling is a collective responsibility.
- c) Students/Pupils should participate in designing programmes for Guidance and Counselling. Some should be appointed as peer Counsellors.

- d) The headteacher should give moral and material support to Guidance and Counselling programmes. For example, wherever possible, a room should be set aside for Guidance and Counselling. This room should be located in a private and quiet part of the School and where outside interferences are minimal. Counselling is a personal and private affair.

The counselling room should have adequate furniture, a filing cabinet and adequate stationery.

- e) Headteachers are advised to sponsor Guidance and Counselling teachers for short courses organised locally. A number of organisations have been running such courses at affordable prices, for example,

- National Council of Churches of Kenya (NCKK)
- Kenya Catholic Secretariat (KCS)
- Christian Churches Education Association (CCEA)
- Amani Counselling Centre
- Daystar University
- Oasis Counselling Centre
- Diakonia Mission
- Plan International
- Grace Ministries

You can also organise School based Inservice Course on Guidance and Counselling for all your staff and invite the personnel in the Guidance and Counselling Unit to help in facilitation.

- f) Guidance and Counselling programmes should be made public so that every individual in the institution is made aware of them. All should be encouraged to visit the department to look for information or to share their problems. Students should be made to realize that it is normal to have problems and it is even more honourable to share their problems with others because a problem shared is half solved.
- g) Guidance and Counselling programmes should be timetabled so that this service is provided on regular/continuous basis.

The headteacher can use his/her discretion and timetable them once a week, for example over lunch hour or during clubs.

Other suitable times for counselling are at the beginning of the term and after students do their examinations.


D.K. RONO
CHIEF INSPECTOR OF SCHOOLS

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APPENDIX 10 Draft Policy Framework for Guidance and Counselling in Education

a) Philosophy of Guidance and Counselling in Kenya

Guidance and counselling is an educational programme that seeks to enhance personal development. It is manifested through self-awareness, knowledge of the self and the total environment. Such knowledge should enable individuals as members of society acquire skills, attitudes and positive self concept for performance and effective use of opportunities available in life.

Guidance and counselling should adopt the philosophical premise of the positive view of a human being. That all human beings have the potential and capacity to grow and that given a chance and with appropriate assistance can grow into:

- i) A responsible self-directing,
- ii) Well developed and well functioning,
- iii) Vocationally adjusted and self-reliant,
- iv) Independent and realistic to both himself and society in relation to the environment.

Guidance and counselling can also be conceptualised as being developmental and preventive as opposed to intervention and reaction. Thus guidance and counselling programmes should prepare individuals for all the key milestones in life and can be best offered during an individual's education life span.

b) Situational Description of Guidance and Counselling

Various Education Commission reports have over the years recommended that guidance and counselling be institutionalised in the education sector:

- The Ominde Report of 1964 emphasized the need for education guidance services to ensure education and training best suited learners.
- The National Development Plan, 1974-1978 advised teachers and heads to provide time on the timetables to provide guidance and counselling service.

- The Gacathi Report of 1976 also recommended that teachers be trained in guidance and counselling and that guidance and counselling be incorporated in teacher education curriculum.
- In the 1979-1983 National Development Plan, it was stipulated that guidance and counselling should form part of the curriculum at the teacher training colleges and universities.
- The Kamunge Report of 1988 made a number of recommendations concerning the subject. Among the recommendations was that:
 - Guidance and counselling services be strengthened in schools.
 - Guidance and counselling programmes be decentralised to district levels and senior teachers be responsible for running the programmes. As a result the Kenya Institute of Education (KIE) was charged with the responsibility of developing a suitable and relevant guidance and counselling syllabus.
- The Koech Report of 1999 made a number of recommendations on guidance and counselling. Among these, the Commission recommended:
 - (i) That positive cultural practices such as counselling and guidance that goes on during initiation ceremonies be encouraged and moderated to enhance the social development of youth.
 - (ii) Gender sensitivity in programmes and practices be emphasized in schools.
 - (iii) Guidance and counselling in schools and colleges be strengthened to become an active and available service on a day-to-day basis, to all students. Students to receive help on academic, social and practical aspects of life. This should be undertaken by teachers who are trained in guidance and counselling.
 - (iv) Trained teacher counsellors to work with other teachers, parents, NGOs and religious bodies where necessary, with children being consistently counselled against the use of violence as a solution to counter problems.
 - (v) Curriculum and its delivery be re-designed in a balanced manner to instal good virtues in the youth such as respect for one another, honesty and co-operation. The family and the religious institutions to equally play other roles in promoting mutual social responsibility.

c) Current Status of Guidance and Counselling

Guidance and counselling has been formalised in education since 1971 when a section was established in the Ministry's Headquarters. This section was charged with the co-ordination and evaluation of guidance and counselling programmes, production of guidance and counselling materials in liaison with other players.

Currently the section which has been moved from the Inspectorate retains its co-ordinating role for the guidance and counselling services. These have been decentralised to provinces and districts for close co-ordination of services at grassroot levels. The Kenya Institute of Education and the Ministry's Inspectorate division are currently in the process of producing a teacher's hand book in guidance and counselling. The Ministry is also liaising with Amani Counselling Centre to train teachers employed by TSC on basic counselling and with the National Council of Churches of Kenya (NCCCK) in establishing peer counselling clubs in schools. The underlying principle is that of the Ministry liaising with NGOs and other development partners in meeting the challenges of equipping teacher counsellors with the necessary basic professional skills in guidance and counselling.

Despite all these efforts, the area is still faced with a number of challenges:

- i) Inadequate trained personnel.
- ii) Limited resources to enhance the services and train personnel.
- iii) Lack of formal guidance and counselling syllabus and curriculum and guidelines.
- iv) Insufficient time allocation for teacher counsellors to render the service effectively.

d) Rationale for guidance and counselling

The Kenya society today is faced with many challenges resulting from the rapid economic and social changes:

- Improved health care has led to a high rate of population growth and a marched expansion and growth in education.

- The prevailing economic conditions have led to a rural-urban migration and urban congestion.
- There is progressive breakdown of the once powerful traditional extended family units to nuclear or single parent family units without adequate replacement of the family or cultural guidance and counselling.
- Our traditional African culture has been infiltrated by foreign culture due to globalization and the liberal policy of the advanced information and communication technologies.
- A higher population has meant higher enrolments leading to higher pupil : teacher ratios. It has also meant higher unemployment rates for school leavers.
- The escalation of the HIV/AIDS pandemic and increased incidence of disasters have left many traumatised.
- The changing job market increasingly requiring new skills and higher academic attainment.

The environment arising out of the above conditions has led the youth to be involved in:

- i) Delinquency
- ii) Criminal like activities (violence, rape and arson)
- iii) Alcohol and drug/substance abuse (addiction)
- iv) Lack of respect for authority (rebellious attitude)
- v) Promiscuity and sexual permissiveness leading to teenage pregnancy, abortions, STDs and HIV/AIDS
- vi) Truancy and school drop out.

In order to cater for the whole child, guidance and counselling must focus on areas that cut across growth and development. Behavioural development tenets should include physical, intellectual, language, emotional, social and moral components. Focus areas have to be expanded to adequately prepare the youth holistically and satisfactorily. They will include educational, vocational, psychological, spiritual, civic and health guidance and counselling as well as disaster preparedness and conflict resolution.

Finally guidance and counselling has to reinforce the core objectives of education.

These are:

- To promote National Unity.
- To produce required and relevant skilled human resources for national development.
- To promote social justice and morality, social obligations and responsibilities
- To enhance individual development and self-fulfilment
- To foster positive attitudes and international consciousness

e) Vision

To develop a fully functioning and self-actualised citizen.

f) Mission

To provide guidance and counselling services to students and adults that enhances adaptive, responsible and acceptable values; and also individual productivity and unity in cultural diversity.

g) Objectives of Guidance and Counselling in Schools

Guidance and counselling in Kenya aims at helping pupils and students to:

- a) Identify their abilities, interests and values that will enhance educational, social, personal and career environments.
- b) Acquire information and attitudes that will help set meaningful and realistic educational, career and life goals.
- c) Develop the necessary life skills on how to cope with problems of everyday life such as HIV/AIDS, teenage pregnancies, drugs, sexuality, gender roles and general social problems.
- d) Assist the youth understand and appreciate the state of the economy and creatively utilize available resources for gainful employment.
- e) Recognize the fact that every individual is endowed with unique potentials and appreciate the need to integrate special needs population in our schools and society.
- f) Acquire knowledge, skills and competence in disaster preparedness, conflict resolution and appreciate the counselling intervention.

- g) Equip the youth with knowledge about their rights, freedom and responsibility in a diverse civil society.

h) Policy Statements

- Equip personnel (teachers) with effective and professional guidance and counselling skills.
- Establish strategic guidance and counselling units in all learning institutions - both formal and non-formal – and counselling centres / focal points in the country.
- Establish district resource / support centres for guidance and counselling providers / practitioners
- Allocate sufficient time, resources and facilities for guidance and counselling services in institutions and centres / focal points.
- Sensitise society on the role and value for guidance and counselling in the development of a responsible civil society.
- Establish linkages among guidance and counselling service practitioners and institutions.
- Develop appropriate guidance and counselling syllabi and curriculum for all service educators, providers and trainers.
- Establish a code of ethics for guidance and counselling service providers.
- Establish an appropriate guidance and counselling unit delinked from the Inspectorate and discipline arm of the Ministry.
- Enhance the guidance and counselling component in all teacher training institutions' curriculum.
- Develop a guidance and counselling strategic plan.
- Produce a Ministry of Education, Science and Technology career booklet on regular basis that is more focused.
- Recognise guidance and counselling as a specialised education service and teacher counsellors to be given appropriate incentives to motivate their providing effective service.

i) Institutional Framework

1. Ministry of Education, Science and Technology and its implementing agencies such as Directorate, Inspectorate, Kenya Institute of Education, Teachers

Service Commission, Kenya Education Staff Institute, Kenya Institute of Special Education, Teacher Training Colleges, Universities, Kenya National Examinations Council, Jomo Kenyatta Foundation, Kenya Literature Bureau, Commission for Higher Education.

2. Established guidance and counselling training institutions (Public and Private).
3. Non-governmental organisations involved in guidance and counselling.
4. Other Government Departments:
 - Office of the President: Kenya National Aids Control Council, Provincial Administration, Drug Control Unit, Disaster Response Unit
 - Ministry of local government: local authorities
 - Ministry of Labour and Human Resource Development
 - Office of the Vice President, Home Affairs, Heritage and Sports: Children's Department, Prisons, Department of Culture and Social Services.
 - Ministry of Health.

j) Way Forward to Strengthen Guidance and Counselling Services

Peer counselling clubs have been started in some schools supported by the National Council of Churches of Kenya (NCCCK). Most primary schools lack the service and there is need to identify and train teachers and tutor counsellors. The Ministry intends to put in place a clear policy and legal framework for provision of guidance and counselling in all educational institutions. Sources for financial support from donors and other stakeholders funding need to be worked out as well as modalities to provide guidance and counselling services to all pupils and students in schools.

APPENDIX 11 Emergent Themes and Sub themes

- a. Overall school organisation and curriculum
 - School type
 - Staffing
 - Subjects offered in the curriculum
 - Student enrolment
 - Student drop out
 - Rate of drop out
 - Reasons for drop out
 - In service training
 - Policy on guidance and counselling
- b. Guidance and counselling school programme
 - Counselling in the school
 - Understanding of guidance and counselling
 - Guidance and counselling department
 - Guidance and counselling team
 - Components of the school guidance and counselling programme
 - Counselling services
 - Teacher involvement
 - Student involvement
 - Purpose of the programme
 - Counselling issues
 - Handling counselling cases
 - Students' needs
 - Implementation of the programme
 - Confidentiality in counselling
 - Counselling rules
 - Counselling cases
 - Confidential records
 - Counselling as a profession
 - Counselling ethics
 - Counselling training
 - Counselling supervision
 - Counselling referral
- c. Guidance and counselling personnel
 - Guidance and counselling team
 - Members of the team
 - Meetings
 - Counselling training
 - Meetings by the guidance and counselling team
 - Duty allocation
 - Involvement of other teachers
 - School sponsor
 - Other persons assisting team
 - Peer counsellors
 - Peer counsellors in school
 - Selection of peer counsellors
 - Seeking help from a peer
 - Resource persons for guidance and counselling

- Guest speakers
- Teachers
- Others e.g. Pastors of religion
- d. Resources for guidance and counselling
 - Counselling room
 - Availability of counselling room
 - Use of the counselling room
 - Accessibility to students
 - Confidentiality
 - Time for guidance and counselling
 - Time set aside for counselling
 - Use of time for counselling
 - Resources materials
 - Materials available for guidance and counselling
 - Budget
- e. Factors that influence counselling in the school
 - Cultural factors (prismatic theory)
 - Religious factors
 - Appointment of the teacher counsellor
 - Gender
 - The gender of the teacher counsellor
 - The gender of the student
 - Teachers place of residence
 - School visit for quality assurance (Inspection of schools)
 - Performance in national examinations
 - Resources for guidance and counselling
 - Time
 - Finances
 - Personnel
 - Other stakeholders
 - The school chaplain
 - The school sponsor
 - MOEST (inspectorate, KESI, KIE, NACADA)
 - Parents
 - Counselling training institutions
 - Institutions offering professional counselling services
- f. Role of guidance and counselling in the school
 - Teenage pregnancy
 - Link to other policies such as the policy on readmission of girls who become pregnant while in school
 - Discipline versus guidance and counselling
 - HIV/AIDS
 - Trauma and disaster management
- g. Way forward
 - Planning and organization of the school guidance and counselling programme
 - Aspects of the school guidance and counselling programme
 - Challenges facing counselling in the school
 - In-school factors
 - Out of school factors

APPENDIX 12 Paper Presented at the KSSHA Conference, 2006

*FUNDING OF POST-PRIMARY
EDUCATION AS A TOOL FOR POVERTY
REDUCTION*

ANNUAL CONFERENCE, 2006

THE KENYA SECONDARY SCHOOLS HEADS
ASSOCIATION



Wango Geoffrey Mbugua

THE ROLE AND FUNCTION OF THE
SECONDARY SCHOOL GUIDANCE AND
COUNSELLING PROGRAMME

THE ROLE AND FUNCTION OF THE SECONDARY SCHOOL GUIDANCE AND COUNSELLING PROGRAMME

Overview

This presentation deals with the findings of a PhD study on the policy and practice of the secondary school guidance and counselling programme in Kenya. Findings revealed that:

- Guidance and counselling was seen as a department in the school and not as a service. The development of guidance and counselling programme therefore depended on the school and the teacher counsellor.
- There was a lack of clarity on what is counselling and as a result, it did not seem to follow a clear Ministry policy or guideline nor was it linked to other schools programmes and policies.
- Several factors affect the provision of effective counselling services such as lack of resources including finance, counselling room, lack of time and traditional (cultural) beliefs. This in effect meant that few students went to seek counselling and were provided with the services.

The presentation will focus first on the school guidance and counselling policy. Secondly, it looks at the use of resources and the relationship between policy and the education system with an emphasis on service delivery. Thirdly, evidence about various factors that affect the school guidance and counselling programme is presented and analysed as part of school level and out of school factors.

Definitions and Major Areas of Concern

Guidance and counselling is a term in my opinion that seems to encompass two related concepts; that of advice and information giving (guidance) and personal help in a formal setting (counselling). It was evident in the study findings that a greater understanding of the terms guidance and counselling is really necessary if the teacher counsellor is to function effectively in the school. This is because there seems to be a continuum of helping strategies available in the school that range from information giving, directing, advising, consultation and support such as counselling. When teachers use the term counselling, they are referring to some or all of these approaches and they tend to use more helping strategies at the directing and advising end of the

continuum rather than at the supporting and counselling end (Lane, 1996). However, the two fields of guidance and counselling maintain links with each other especially in the school where to a large extent the two are complementary and counselling a critical part of the guidance process and provision of guidance services (Watts and Kidd, 2000).

For the sake of clarity, the term guidance will refer to information giving of more factual nature given on educational, career and social decisions, evident for example in talks given to students in groups, while counselling will be confined to the more personal and psychological issues, the helping relationship and the process (Egan, 2002; McGuiness, 1998; Williams, 1973). The term guidance and counselling will refer to the entire guidance and counselling programme in the school. In all cases, the term teacher counsellor, guidance and counselling teacher or counsellor will be used to refer to the teacher responsible for guidance and counselling in school. I use the term client, student or counsellee to refer to the person seeking and receiving counselling help. The phrase situational difficulty, need or issues of concern are used in place of problem. This is because words like 'patient' to refer to the client and 'problem' to refer to the issue of concern tend to have a negative connotation. Areas of difficulty might be in career choices, academic or personal.

Guidance and Counselling Service Delivery

For the purpose of this conference, I will discuss the guidance and counselling evaluation format that is meant to enable teacher counsellors and schools organise an effective and purposeful guidance and counselling programme. This will allow us to discuss the role and function of the programme in the school and within the broader educational goals. This format was developed from elements in the questionnaire after it was found that all the schools that took part in the research requested a copy of the questionnaire. The format could be very valuable in that it will enable individual schools and teachers to both design the school guidance and counselling programme and evaluate the same. The format has several simple components; the school guidance and counselling department; counselling team or committee; training; programme; peer counsellors; policy guidelines, confidentiality; referral services; and, counselling supervision. It is simple to use since it requires that you ensure the aspect is in place, or proposed or now you have identified it and it is missing in the school.

Figure 1.1. Guidance and Counselling School Evaluation

| GUIDANCE AND COUNSELLING CHECKLIST | | |
|--|--|-------------|
| <p>This checklist is concerned with aspects of the school guidance and counselling programme and how it is implemented in the school. It is meant to enable the school evaluate the programme and thus assist the teacher counsellor and the guidance and counselling team to improve the programme.</p> | | |
| <p>a in place b proposed c not in place</p> | | |
| Guidance and counselling department | There is a guidance and counselling department in the school | [a] [b] [c] |
| | Students have free access to counsellor | [a] [b] [c] |
| | Counselling is allocated a room | [a] [b] [c] |
| | Counselling room ensures confidentiality | [a] [b] [c] |
| | Room is located in a place that is easily accessible to all students | [a] [b] [c] |
| | There are counselling records for students in the school | [a] [b] [c] |
| | Section has a budget and items or activities are well identified | [a] [b] [c] |
| Guidance and counselling team or committee | There is a guidance and counselling team or committee | [a] [b] [c] |
| | Guidance and counselling committee holds meetings | [a] [b] [c] |
| | There is a counselling member of staff on duty in school each day | [a] [b] [c] |
| | There is a school chaplain or similar person available in the school | [a] [b] [c] |
| | Guest speaker invited to the school for counselling purposes | [a] [b] [c] |
| Counselling training | Teacher counsellor trained in counselling | [a] [b] [c] |
| | School based counselling training organized for all members of staff | [a] [b] [c] |
| | Guidance and counselling members trained in counselling | [a] [b] [c] |
| Guidance and counselling programme | There is a guidance and counselling programme for the school | [a] [b] [c] |
| | Programme involves all teachers | [a] [b] [c] |
| | Programme involves all students | [a] [b] [c] |
| | Programme serves all students | [a] [b] [c] |
| | Programme is implemented | [a] [b] [c] |
| | There is a specific time or day set aside for counselling | [a] [b] [c] |
| Peer counsellors | Specific time or day is strictly adhered to in the school | [a] [b] [c] |
| | There are peer counsellors in the school | [a] [b] [c] |
| | Peer counsellors have roles and responsibilities | [a] [b] [c] |
| Guidance and counselling policy or guidelines | Peer counsellors are trained | [a] [b] [c] |
| | School has rules and regulations on student conduct | [a] [b] [c] |
| | School rules and regulations on student conduct are clearly written | [a] [b] [c] |
| | School has a guidance and counselling policy or guidelines | [a] [b] [c] |
| | Guidance and counselling policy or guidelines are clear | [a] [b] [c] |
| Confidentiality | There is code(s) of professional conduct or ethics for teachers | [a] [b] [c] |
| | There is code(s) of professional conduct or ethics for counsellors | [a] [b] [c] |
| | Counselling cases are kept in confidence | [a] [b] [c] |
| | There are rules concerning confidentiality in counselling | [a] [b] [c] |
| | Confidentiality rules are strictly adhered to in the school | [a] [b] [c] |
| Referral services | There is a code of professional conduct for teachers and counsellors | [a] [b] [c] |
| | Copy of code of conduct for teachers and counsellors available in the staff room | [a] [b] [c] |
| Counselling supervision | There is a standardized procedure for referring students for specialized counselling | [a] [b] [c] |
| | Follow up is done to assist such students | [a] [b] [c] |
| Counselling supervision | Teacher goes for counselling supervision | [a] [b] [c] |
| | Other members of counselling team go for counselling supervision | [a] [b] [c] |

Enhancing Secondary School Education

By looking at each of these aspects, there is a role and a function that is expected from policy. For example, the purpose of having a teacher appointed is for him or her to coordinate the programme by working together with other members of staff. Similarly, the purpose of a counselling room is to enable the student consult the teacher in confidence. In my own view, the programme needs to relate to the general curriculum. For example, when students are admitted, they can be inducted into the school by elaborating on both rules and regulations and the programmes available in the school.

It needs to be appreciated that there are several factors within and outside the school that affect the programme and as I went along, I did highlight my findings in various areas and in turn, you were able to comment on them. One of the areas is the diversity of resources. This and other issues can be the focus of discussion in this and future conferences especially as you discuss on the funding of post-primary education as a tool to reduce poverty. My study singles out education as a powerful tool for poverty reduction and economic growth (UNESCO, 2005; World Bank, 2002) and views secondary education in particular as a very significant turning point in the education process for all persons. Further, it argues, there is need to enhance the participation of all persons in school. It is important therefore that the school assists all student to achieve more by adopting strategies such as life skills through guidance and counselling.

Way Forward

The Ministry is in the process of reviewing the Education Act. This will allow the schools to conduct the programme better with more consistency and certain standards can be established. I am pleased that in my discussion with the chairman, he insisted that I make the paper as practical to schools as possible. I had also been requested to draft policy guidelines to be included in the Education Act and one of the suggestions I made was that each school should have a written guidance and counselling programme plan that is reviewed and updated annually by the school counsellor(s) in consultation with the principal and school administrative team, teachers, students and the board. Let us look at the following suggested school guidance and counselling programme and discuss potential areas of strength and weakness in the system.

Figure 1.2. The School Guidance and Counselling School Programme

1.0. Preamble

The school recognizes that guidance and counselling is an important part of the total program of instruction and should be provided in accordance with state laws and regulations and Ministry of Education policies and regulations, and available staff and program support. The general goal of this program is to help students achieve the greatest personal value from their educational opportunities. The school affirms that parents are the student's first teachers and that the school serves to strengthen family and parental support. No student will be required to participate in any guidance and counselling program to which the student's parents object.

1.1. Procedure

- The school guidance and counselling program is comprehensive in scope, developmental in nature based on the national standards for school counselling programs, and is delivered by counsellors, both individually and in collaboration with other professionals and through programs and activities, to every school student.
- For the purpose of this policy, the following definitions apply:
 - a) Educational / academic – This will assist students and their parents to acquire knowledge of the curriculum including subject choices available to students, to plan a program of studies, to arrange and interpret academic issues, and to seek post-secondary academic opportunities;
 - b) Career – This will help students to acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational and career opportunities;
 - c) Personal / social – This will assist a student to develop an understanding of themselves, the rights and needs of others, how to resolve conflict and to define individual goals, reflecting their interests, abilities and aptitudes.

Such guidance and counselling may be provided either (i) in groups in which generic issues of social development are addressed or (ii) through structured individual or small group multi-session counselling which focuses on the specific concerns of the participant(s).

- Information and records of personal or social counselling shall be kept confidential and separate from a student's educational records and cannot be disclosed to third parties without prior student consent or as otherwise in accordance with professional ethics and the law.

1.2. Guidelines

- The School guidance and counselling programme will:
 - Provide staff with meaningful information which can be utilized to improve the educational services offered to individual students;
 - Provide students with planned opportunities to develop future career and educational plans;
 - Refer students with special needs to appropriate specialists and agencies;
 - Aid students in identifying options and making choices about their educational program;

- Assist teachers and the school administration in identifying the academic, social and emotional needs of students;
 - Provide for a follow-up of students who further their education and/or move into the world of work;
 - Solicit feedback from students, staff and parents for purposes of program improvement;
- All staff shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to gender including reasonable efforts encouraging students to consider and explore "non-traditional" occupations for men and women.
 - The school counsellor will work with the staff, community and appropriate agencies to develop, implement and regularly evaluate this program.
 - The school counsellor is authorized to develop and implement the necessary regulations for the administration of this policy.
 - Parental permission is not required for short duration personal/social counselling which is needed to maintain order, discipline or a productive learning environment in the school.
 - At least annually, parents shall be notified in writing about the academic and career guidance programs, and the personal/social counselling, programs which are available to students
 - Information and records of personal/social counselling shall be kept confidential and separate and not disclosed to third parties without student prior consent and further parental consultation as necessary in accordance with professional ethics and as provided by law.
 - Parents will be advised concerning the purpose, general description of the programs, how parents may review materials to be used in the programs, and procedures by which parents may limit the students' participation in the program.
 - Parents may be required to seek further consultation on counselling needs that are beyond the scope of the professional certification or training of the counsellors.
 - School officials may permit on-going, structured personal/social counselling for children whom they believe would benefit from such counselling but whose parents fail to respond affirmatively or negatively to reasonable requests for consent.
 - It shall be the policy of School Board with respect to personal/social counselling that parents will notify the school division in writing if the student is not to participate in the personal/social counselling program of a generic nature (Opt - Out).

1.3. Conclusion

The school is committed to making guidance and counselling services available to all students as a part of school programs and services. The school principal assisted by the teacher counsellor shall be responsible for monitoring and evaluating the effectiveness of the guidance and counselling services in the school, in accordance with these procedures.

[Cross Reference: Elk Island Public Schools Board of Trustees (2006); Fairfax County Public Schools in Virginia (Revised 2004); and, Government of Alberta (Updated 2003)]

Conclusion and Final Reflections

I have noted that you raised several issues that you would like to be attended to in future forums. They include the following:

- Issues that can be addressed directly through guidance and counselling such as career choices, teenage pregnancy, HIV/AIDS, school drop out and discipline need to be defined
- The over emphasis of examinations
- Counselling training including head teachers and teachers
- The dual relationship where the teacher is also a counsellor and thus perhaps the need for a professional counsellor in the school
- The role of the Ministry, for example, a code of conduct and to identify training institutions and referral services
- The role of others in counselling including parents, the school chaplain, school sponsor and non governmental organisations

Guidance and counselling is among other programmes in the school and as well thrives on the good will of the school administration and the involvement of all teachers in the programme. The issues you have raised are pertinent and as the Ministry of Education review the Education Act, it is hoped that part of this will be an inclusion of other areas that had hitherto been excluded such as guidance and counselling.

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APPENDIX 13: Proposed Guidance and Counselling Education Policy Guidelines

*Cross Reference: Chesterfield County Public Schools (CCPS) (1996)
Elk Island Public Schools Board of Trustees (2006)
Fairfax County Public Schools in Virginia (Revised 2004)
Government of Alberta (Updated 2003)]*

Guidance and Counselling

- (1) All pupils and students from Early Childhood Education through secondary school shall have access to guidance and counselling services as required in the context of the resources available to the school.
- (2) Guidance and counselling services shall meet identified needs in three key areas:
 - 2.1. Educational development;
 - 2.2. Personal and Social development; and,
 - 2.3. Career development.

Counselling services may be developmental, preventive or crisis-oriented.

- (3) School counsellors shall respect the confidentiality of information received in accordance with professional ethics and the law.
- (4) Principals shall ensure that guidance and counselling services are available to students as outlined in this policy.
- (5) Schools through the Teachers Service Commission shall engage professionally trained counsellors who have had successful certified teaching experience.
- (6) Counsellors should be qualified professionally, and where this is not currently the case, the principal shall recruit the services of counsellors so qualified, as the opportunity arises or provide training to a suitable candidate on staff.
- (7) The roles and responsibilities of counsellors shall include the following:
 - 7.1. Group and individual counselling of pupils and students of an educational, career, and personal/social issues and difficulties.
 - 7.2. Facilitating the transition from one school or grade to another by acting as a liaison with feeder schools and post secondary institutions.
 - 7.3. Acting as a resource person to teachers in the planning, delivery, and evaluation of special needs programs by sharing expertise with staff, parents, and community agencies.
 - 7.4. Consulting with parents, administrators, teachers and community agencies.
 - 7.5. Coordination of community services with school programs.
 - 7.6. Provision of, or referral to services, which assist pupils and students in coping more effectively with behaviour adversely affecting their school progress and personal relationships.
 - 7.7. Assistance in relating pupil/students' educational and career plans to their abilities, interests, and aptitudes.
 - 7.8. Other duties and responsibilities that emerge within the culture of a particular school.

- (8) Each school shall have a written guidance and counselling program plan that is reviewed and updated annually by the school counsellor(s) with consultation with the principal and school administrative team, teachers, pupils/students and the board, as appropriate.
- (9) Principals shall be responsible for monitoring and evaluating the effectiveness of the guidance and counselling services in the school, in accordance with these procedures.