

Stakeholders Involvement and Perception towards Guidance and Counselling in Kambaa Division Secondary Schools, Kiambu County, Kenya

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Abstract: According to current studies, guidance and counselling services were introduced in Kenyan schools around independency period (1963). They were introduced with an aim of substituting the corporal punishment which was the method of curbing indiscipline cases among the students. In relation to this, Guidance of the youth and in some case adults has been practiced for as long as man has lived. Lately, there have been several developments in schools to achieve this goal, the latest one being the posting of a professionally trained teacher counsellor by the TSC to secondary schools to head counselling departments. However, despite all these efforts, the attainment of this goal seems to be indefinable. The purpose of this study was, therefore, to investigate stakeholders involvement and perception towards guidance and counselling in kambaa division. Descriptive survey method of data collection was employed. Public day mixed secondary schools were targeted in the division. This is because of diverse indiscipline cases. In addition; one boarding mixed school was studied in order to be able to generalize the results. The subjects comprised one teacher counsellor, five teaching staff and twenty students from every school. The sample consisted of one hundred and thirty subjects. Three sets of questionnaires were used as the instruments of data collection. The findings of the study revealed that parents are least involved in the follow-up of the guidance and counselling services. This is justified by the 60% majority who strongly agreed that parents are rarely involved. The data collected on the counselling services offered indicated clearly that they are mainly geared to meet academic needs of the students at the expense of other social, personal and physical needs.

Keywords: Guidance and counselling, secondary schools, perception, stakeholders, Kiambu County

1. Introduction

Globally, guidance and counselling services have always been intertwined with education systems (UNDP, 2005). According to UNESCO (2005), one of the major issues in the 20th Century has been the relentless struggle by international communities to instill discipline among the youth through educational systems because education has been considered as a basic right and need.

Guidance and counselling, education and social content were highly related in the African traditional societies, and the people were called to live by them Bond, (2000). Men and women have always sought advice and consent of others who had superior knowledge, insight or experience (Bryman, 2001). Benefits accruing to discipline are well-understood. Mulusa (1988) emphasizes that, through discipline and good morals among the youth, a good society can be moulded.

White (1998) asserts that children have inherited defective characters. Their formation of character is faulty and that they totally lack proper training at home. Some have been left to do as they please. Reinforcing guidance and counselling in schools can rectify this situation in order to reduce decaying standards of school discipline. The recent surveys of the public and educators have indicated that student discipline is the most significant problem facing our schools and which occupies most of the administrators' time, (Gorton 1983).

When Kenya attained independent in 1963, a commission chaired by Professor Ominde was formed in order to advise the government on the right education system for the Kenyans. Its recommendations were that all schools were to offer guidance to the students. Children were to receive courses of education and training best fitted for their needs. The provision of career opening for employment to students was emphasized (GoK 1964). This facilitated the guidance programme in schools. A career conference was held in 1967 and 1968 and its reports initiated the formal establishment of guidance and counselling in schools. In 1971, a sub-section within the inspectorate was created to deal with the implementation of guidance and counselling.

GoK (2001) observed that counselling programmes did not receive the seriousness and attention that it deserved from the teachers and head teachers in Kenya. They were unwilling to implement the government policies on them. Therefore, there should be a re-evaluation of counselling in schools so as to give it a more consideration by making it practical. This is because students are the main avenue to industrialization and economic development (Sapsford and Jupp, 1996).

It is evident that guidance and counselling in our schools needs to be enhanced so as to curb the indiscipline incidences among the students. Since the government banned corporal punishment in schools, all manner of problems have been blamed on its absence. To curb indiscipline and unrest in schools, modern methods of guidance, counselling and correcting children should be adopted whereby students will be allowed to express

themselves freely and their proposal taken into consideration.

Several studies have been carried out on guidance and counselling in our Republic of Kenya. Among them are the services offered in guidance and counselling programmes, teachers' roles in the implementation of guidance and counselling services, the role of head teacher in offering guidance and counselling services and the teachers and the students' perceptions towards guidance and counselling services. There is no study that has been conducted on the role of guidance and counselling on moulding student's behaviour. It is from this point of view that this study focuses on how much guidance and counselling is able to curb indiscipline among the student, and foster academic excellence. There are many theories of counselling but the study used behavioural theory and social learning theory because they are closely related to behaviours modification.

The purpose of this study was to investigate involvement and perceptions towards guidance and counselling programmes in Kiambaa Division. The research sought to establish how effective guidance and counselling is in maintaining school discipline. Specifically, this study sought to examine the extent to which the stakeholders are involved in enhancing and delivering guidance and counselling services in schools. It also determined the students, teachers and headteachers perceptions towards guidance and counselling programmes.

2. Methodology

The research employed descriptive research study that sought to describe the current situation in schools. Best and Kahn (1992) assert that descriptive research involves describing, recording, analyzing, and interpreting the condition that exists. Sapsford and Jupp (1996) define descriptive research as a process of collecting data in order to test hypothesis or to answer questions, concerning the current status of the subject in the study. The researcher adopted this method because it allows the effective use of instrument (Sayer, 2000) like questionnaire, interview and observation checklist in data collection.

In this study, the researcher targeted mixed public secondary schools in Kiambaa Division. Public mixed day schools were studied mainly because that is primarily where indiscipline is rampant due to daily contact of the students with the life outside their schools and daily interactions of both sexes. For the purpose of comparison, one boarding mixed school was studied. It is against this background that the researcher selected four (4) public mixed day secondary schools and one (1) mixed boarding school using simple random technique. Simple random sampling method was used to select the schools for the study. This method allows generalization to larger population with a margin of error that is statistically determinable. In simple random sampling, every sample of a given size in the accessible population has an equal chance of being selected. There is only one teacher counsellor in every school, so she or he was picked for the study. Only students in form three (3) classes were selected using systematic sampling techniques in order to ensure equal chances of students being selected.

A number of teaching staffs who comprised the sample were selected using simple sampling method (Mugenda and Mugenda, 2003). The intended sample comprised of one hundred and thirty (130) subjects who were distributed as follows. In every school, twenty (20) students, a teacher counsellor and five (5) teaching staff were picked. All of them were expected to give their views on the role of guidance and counselling services in their respective schools on moulding the student behaviours and what improvement can be done to the guidance and counselling department so as to meet its intended purpose. Questionnaires for students, teacher counsellors and teaching staff were used.

2.1 Data Analysis

Descriptive statistics was used to present the reported data. The results were reported using appropriate computer data analysis programs such as Statistical Package for Social Sciences (SPSS). This analysis was based on the research questions that had been formulated at the beginning of the study. Dates collected were presented by the use of frequency tables and percentages. The data were then interpreted and generalization formulated (Mugenda and Mugenda 2003).

3. Results and Discussion

Majority of the teacher counsellors are female (80%) despite the fact that their respective schools are mixed. This shows that guidance and counselling programs are synonymous with female teachers and this can explain why more female students than male took part in the study. More female students are likely to make use of the services offered in guidance and counselling than male students. This could explain the fact that, there are less indiscipline cases among girls than it is the case with boys. There is, therefore, a need to popularize guidance and counselling among the male teachers in order to encourage male students to seek more help from this department.

From the findings, parents are least involved in the follow-up of the guidance and counselling services. This is justified by the 60% majority who strongly agreed that parents are rarely involved. A good 20% also agreed that parents are not involved while those who feel that parent are involved scored 10%. There is need to involve the parents in schools programmes especially guidance and counselling so as to make a follow-up of what has been discussed in counselling and give feedback to the teacher counsellors. They also need to give the background of their children to the teachers in order for them to receive the required help.

Table 3.1: Parents rarely support guidance and counselling

<i>Extent of agreement & disagreement</i>	<i>Frequency</i>	<i>Percentage</i>
Strongly agree	60	60.0
Agree	20	20.0
Disagree	10	10.0
Strongly disagree	10	10.0
Total	100	100.0

Teacher counsellors' opinion on parents support to guidance and counselling department

Teacher counsellors were also required to rank the parents 'support towards the implementation of guidance and counselling. Table 3.2 presents their opinion.

Table 3.2: Teacher counsellors' opinion on whether parents support guidance and counselling

Opinion	Frequency	Percentage
Strongly disagree	4	80.0
Agree	1	20.0
Disagree	-	-
TOTAL	5	100.0

Table 3.3: Teachers co-operate in the implementation of guidance and counselling services

Opinion	Frequency	Percentage
Strongly disagree	1	20.0
Agree	4	80.00
Total	5	100.0

The findings revealed that teachers are highly involved in the guidance and counselling department. This opinion scored 80% and only 20% strongly disagreed. Teachers seems to be convinced that counselling is effective in moulding students behaviours, hence their involvement. Teachers should consistently be informed about their duties and responsibilities both in academic and personal development of the students and that discipline and academic excellence are intertwined.

4. Conclusion and Recommendations

According to the findings of the study, teachers are highly involved in the guidance and counselling department. This opinion scored 80% and only 20% strongly disagreed. Teachers seems to be convinced that counselling is effective in moulding students behaviours, hence their involvement. Teachers should consistently be informed about their duties and responsibilities both in academic and personal development of the students and that discipline and academic excellence are intertwined.

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Authors Profile



Mwaura Margaret Nduta. A trained teacher and the main author. She obtained Masters in Guidance and counselling and now pursuing the same for her PhD in Kenyatta University, Kenya. She is also an experienced counselor, motivational speaker and a founder of different non- governmental organizations.



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