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### RESEARCH ARTICLE

#### THE INFLUENCE OF THE AVAILABILITY OF FACILITIES AND RESOURCES IN THE EFFECTIVE PROVISION OF GUIDANCE AND COUNSELLING SERVICES IN SECONDARY SCHOOLS IN GESUSU WARD, MASABA SOUTH SUB-COUNTY, KISII COUNTY, KENYA.

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#### Abstract

A number of schools in Kenya have experienced indiscipline cases such as; riots, strikes, truancy, theft, demonstrations, drugs and alcohol abuse among others, this could be as a result of academic stress, adolescence crisis and ineffective guidance and counselling services. In view of the indiscipline cases experienced in secondary school, the study sought to investigate the influence of the availability of facilities and resources in the effective provision of guidance and counselling services in secondary schools in Gesusu Ward, Masaba South Sub-County Kisii County.

The study adopted a descriptive survey research design. The target population of the study was 2240 students drawn from six schools. The sample population was 224 students arrived at by calculating 10% of the target population of 2240 students. Six teacher counsellors and six principals were included in the study sample. Stratified random sampling was used to determine the students' sample, the students were stratified into two strata that is boys and girls. Purposive sampling was used to select the six-teacher counsellors and the six principals. Interview schedule and questionnaires were used to collect data from respondents.

The validation of instruments was done by consulting supervisors and other experts in the School of Education Laikipia University. The data collected was analysed using descriptive statistics. Data analysed was presented using frequencies and percentages and their implications discussed and interpreted. The study found out that the availability of facilities and resources has a significant influence in the effective provision of guidance and counselling services in secondary schools in Gesusu Ward. The study would benefit teachers, parents, education administrators and the ministry of education in their efforts to improve guidance and counselling services in secondary schools. The study recommends that there should be concerted efforts in the implementation of guidance and counselling programmes in secondary schools.

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## **Introduction:-**

### **Background and Literature Review.**

The ministry of Education report (GoK, 1988) state that guidance and counselling aims at helping students to identify their abilities, interests and values that will help them adjust their educational, social, personal and career environments, develop a positive self- concept, develop skills on how to cope with problems of everyday life, develop a clear understanding of their and other family life issues and finally understand and appreciate the impact of gender on their participation in social, economic and cultural realities that affect their lives.

The need for guidance and counselling has therefore continued to be expressed at various policy levels. According to the government of Kenya development plan (GoK 1979 – 1983) it was agreed that guidance and counselling should be part of the curriculum at teacher training colleges and universities, however, there was concern that there was no adequate content material to be covered. Further, the ministry of Education report (GoK 1983) addressed this issue by making a number of recommendations. Among these, was that guidance and counselling programmes be decentralized to district levels and senior teachers be responsible for running the programme. As a result the Kenya institute of education (KIE) now Kenya Institute of Curriculum Development (KICD) was charged with development of a suitable and relevant curriculum for schools and colleges. The study conducted by the ministry of Education (GoK 2007) showed that a number of schools in Kenya had experienced the following challenges; rampant demonstrations and riots in secondary schools, suspensions and expulsion of students from schools, low academic achievements and a disintegration in the family support system due to cultural and social transformation of most modern societies which tend to limit any informal guidance and counselling in such families.

In secondary schools of Gesusu Ward, Kisii County, schools have experienced indiscipline cases as; truancy, theft, drug and alcohol abuse, early pregnancies among others. It was therefore important to examine the influence of availability of facilities and resources in the effective provision of guidance and counselling services in secondary schools of Gesusu Ward, Kisii County. A teacher counsellor requires basic facilities so as to discharge responsibilities. The teacher will have problems in discharging the duties of counselling if basic facilities are not provided. Mushila (1990) asserts that lack of a private office makes counselling a challenge since the session requires privacy and should not be interrupted. He also says that Kenyan secondary schools lack reference books on guidance and counselling and they also lack resources for counselling since most school heads consider the department as a luxury. It is therefore clear that the teacher counsellors are likely to operate with limited resources, which are likely to make their work difficult to accomplish. The study sought to find out whether Gesusu ward secondary schools have facilities and resources for effective guidance and counselling. According to Kafwa (2005) funding has been a major obstacle in many countries. The study adds that without funding, teachers are paralysed in their responsibility of providing guidance and counselling to students. Inadequate funding leads to lack of facilities and resources and this is the main hindrance to effective guidance and counselling, as a result counsellors are not motivated enough to carry out their assigned duties effectively.

Guidance and counselling teachers need to be supported in carrying out innovative activities towards provision of their services. Various scholars, educators, politicians and even the general public have underscored the importance of adequate funding and infrastructure. All education managers should therefore support the teachers' efforts in the process of implementing the guidance and counselling programme. Unfortunately most of the head teachers are appointed from amongst serving teachers most of whom lack training in institutional management (Kafwa, 2005). This adversely affect effective management of educational institution and maintenance of quality and high standards of education including guidance and counselling services.

Kochhar (1980) pointed out that a teacher who has adequate teaching materials and facilities will be more confident, effective and productive. Teachers might also have the competence and positive attitudes but if there are not enough resources, these efforts will come to naught. Kafwa (2005) argued that it is of paramount importance that teachers get the required material early enough to be able to give quality service. These resources should further be made more accessible to all teachers through the establishment of resource centres with staff, audio-visual facilities and equipment and work materials. The provision of facilities and the appropriate use of teaching resources can provide a conducive environment which in the long run would facilitate the direct and indirect change of behaviour of the students. Kafwa (2005) for instance found out that the following resources were not available in the schools studied in Kenya: transparencies, motion film projectors, slides, films, audio cassette and video cassettes recorder, teachers should therefore be supplied with enough and relevant material for the success of the guidance and counselling programme.

**The Provision of Guidance and Counselling, a global Perspective**

Were (2006) asserts that guidance and counselling gained momentum in the twentieth century especially in America as a reaction to the change process in an industrialised society. However, Odebunmi (cited in Oyaziwo, Adriana and Maureen (2005) asserts that counselling really began in Africa contrary to the belief that counselling began in the United States of America. Development of guidance and counselling in the United States of America began in the 1890s with a social reform movement (Stickel & Yang 1993). According to Stickel & Yang the difficulties that the people in slum areas were facing and the widespread use of child labour are some of the factors that led to compulsory education movement and later, vocational movement. This led to the development of the vocation bureau public school. Stickel & Yang further note that the work of the bureau influenced the need for and use of vocational guidance in the United States of America and other countries like Uruguay and China. In 1913, the national Vocation Guidance Association was formed. This helped legitimize and increase the number of guidance counsellors who were often teachers with teaching responsibilities stickel & Yang (1993). By 1918 vocational guidance was spreading in the country. Between 1920s and 1930s there was need to take care of the social, personal and educational aspects of the students.

In 1938, in USA there was a recommendation from a presidential committee and the passage of the George dean act which provided funds directly for the purpose of guidance and counselling (Schmidt, 2003). Further, support for counselling according Schmidt was spurred by the launching of the sputnik by the Soviet Union. This made the United States of America to feel that other countries were performing better in the field of mathematics and sciences. As a result more funds were provided for educational and guidance and counselling. In the 1950s, the America school counsellor association (ASCA) was formed which improved the professional identity of the school counsellors (ASCA 2007). Stickel & Yang (1993) have also noted that more school counsellors were trained and hired in USA. There was also emphasis on accountability of services provided by the school counsellors and by 1970s evaluations were carried out. Moreover, special education movement came into being in 1970s, thus counselling need of student with disabilities had to be addressed with the enactment of the education for all Handicapped children Act in 1975, Stickel & Yang (1993). Watanabe, Mieko, Senzaki and Herr (2001) have noted that school counselling is practical in other countries like Japan. Here the goal of counselling is to help every student develop abilities to adjust in career choices they were to pursue. Watanabe et al, continue to say that secondary schools counselling was started in France in 1922 and was developed by the educational system in the 1930s. In Thailand, school counselling consists of advice given by teachers while in Israel, school counsellors donate their time to classroom instructions and the rest to personal and social counselling, Watanabe et al (2001). In HongKong, watanabe et al (2001) have noted that guidance and counselling has become an important service and has been incorporated in the school system. In Turkey, counselling was developed over fifty years ago and it has a professional association that publishes a journal on counselling and sponsors conferences. Thus, many schools in Turkey have counselling services and receive support from the ministry of national Educational. Guidance and counselling services are well established in other countries outside Kenya.

**Provision of Guidance and Counselling Services in Kenya.**

According to KIE (2003), the formalization and integration of guidance and counselling services in Kenya began in the late 1950s. Were(2006) asserts that as early as 1960s when the country was anticipating independence, there was need to train human power and vocational guidance was part and parcel of that preparation. Thus the ministry of labour and ministry of education came up with a plan to offer vocational guidance with the help of career masters in schools in 1962. Thus as young people were being taught and trained for the job market, they were counselled and guided on how to be all round citizens. However even though there is a lot of development in the provision of guidance and counselling services in the country the young people do not seem to be seeking for the services. This is evident in the increase of social ills and erosion of social norms. This called for the need to look into the perception the teachers and students may be having towards guidance and counselling services.

In Kenya, recommendations on the provision of guidance and counselling services in schools have been given in different government reports since independence in 1963. In 1964, the Ominde report recommended that learners should be given courses in education and training which are best suitable to their needs. The report also recommended that learners should be given guidance on careers and employment opportunities as a result, the ministry of education established guidance and counselling unit in 1971 at the inspectorate headquarters located in Jogoo house. The unit was given the duty of dealing with problems of psychological management of students in schools and run seminars for teachers on vocational guidance. The Gachathi report of 1978 observed that proper

guidance and counselling and learning of pupils played an important role in enhancing the pupils' future adaptability. The report recommended that all teachers participate in guidance and counselling as one of their normal teaching duties. It also recommended that guidance and counselling to be integrated with other topics such as ethics, careers, human relations, family life and sex education (Republic of Kenya 1976). The Kamunge report of 1988 (Republic of Kenya, 1988) pointed out that guidance and counselling of the youth in secondary schools was essential in helping them identify their individual interests and needs and recommends that guidance and counselling should be decentralized to the district level. The ministry of education has also set up structures and mechanisms to facilitate the establishment of guidance and counselling in schools, which enhances the provision of these services (Kilonzo, 1980). These include guidance and counselling forming part of the teacher training curriculum at all levels, Teachers Service Commission identifying and appointing teacher counsellors as departmental heads, peer counsellors and clubs such as straight talk established in schools. The Kenyan government is committed to the establishment of the guidance and counselling programmes through the ministry of education, in learning institutions. It endeavours to make this programme more effective in the services they offer students.

### **The Influence of the availability of facilities and resources in the effective Provision of Guidance and Counselling Services in Secondary Schools in Gesusu Ward, Kisii County.**

A research conducted in secondary schools in Gesusu Ward to ascertain the availability of facilities and resources and their influence in the effective provision of guidance and counselling services found out that most of the schools studied lacked facilities and resources. A majority of the schools studied (67%) lacked guidance and counselling reference books and only a small number (33%) had. 33% of the schools had a guidance and counselling office, whereas a majority (67%) did not have. A small number of schools (17%) had a guidance and counselling manual, whereas a majority (83%) did not have. A counselling office is a basic and crucial resource requirement in guidance and counselling since it promotes confidentiality and voluntary service seeking by the client.

The findings agree with Makinde (1984) who contend that lack of facilities in schools can hinder the provision of guidance and counselling services.

### **Research Methodology**

The research design used in the study is descriptive survey research design. The design aims at gathering information that illuminates relationships, patterns and links between variables. The research design used questionnaires and interview schedule to collect data from respondents.

### **Study Area**

The area of study is Gesusu Ward. The area was chosen because of the indiscipline cases reported such as truancy, teenage pregnancies, drug and alcohol abuse, strikes, setting blaze school dormitories among others.

### **The Target Population and Sample Size**

The target population was 2240 students drawn from six schools. Mugenda & Mugenda (1999) state that when the target population is big and the resources limited, a researcher can get a study population by calculating 10% of the target population. In this study the students sample was 224 students arrived at by calculating 10% of 2240 students, which is the target population. Six teacher counsellors and six principals were included in the study sample, hence there were 236 respondents in this study.

### **Research Instrument**

The research instrument used in this study were interview schedule and two questionnaires. Teacher counsellors' questionnaire had 18 items and students' questionnaire had 12 items.

### **Data Analysis**

The completed questionnaires were evaluated for errors before subjecting them for analysis. Frequencies and percentages were used to summarize the data.

### **Summary of the findings**

Only 33% of the schools in the ward had guidance and counselling reference books whereas majority (67%) did not have. 33% of the schools had guidance and counselling office whereas majority (67%) did not have. 17% of the schools had a guidance and counselling manual and career resource centre whereas (83%) did not. The schools

studied lacked basic facilities and resources and this hampered effective provision of guidance and counselling services.

### **Conclusion:-**

Availability of facilities and resources was a significant factor in the effective provision of guidance and counselling services, without adequate facilities and resources guidance and counselling services in schools would be paralysed.

### **Recommendation:-**

The study made the following recommendations; principals should provide basic facilities and resources in the provision of effective guidance and counselling services. The basic facilities are; counselling office, reference books in guidance and counselling, guidance and counselling manual and resource centre. Guidance and counselling should also be made an integral part of school life and this should be enforced by the ministry of education.

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