

Evaluation of the influence of teacher's qualification on implementation of guidance services in Baringo Central Sub-County Secondary Schools

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ABSTRACT: This study evaluated the influence of teacher's qualification on implementation of guidance and counselling services in Baringo Central sub-County Secondary Schools. The Specific research objective of this study to find out the effect of Professional Guidance and Counselling Teacher's Qualification influence on the implementation of guidance and counseling services in Baringo Central Sub-County Secondary School. The study used the survey descriptive research design and a sample of 36 secondary schools, 36 principals and 72 teacher-counselors out of a total of 367 teachers. The study used questionnaires as a means of data collection and the results were analyzed using SPSS version 22. The study found that most schools lacked appropriate facilities needed for effective implementation of guidance and counseling. Teachers had been fully trained on the interpersonal skills necessary to undertake guidance and counselling within secondary schools. Majority of the Guidance and Counseling Teachers had a work load that hinders them from effectively discharging Guidance and Counseling services to the students effectively. Also, although most school's Management embraced and recognized the role of Guidance and Counselling in the school, little time and resources was available to sustain the service. These affected the implementation of guidance and counselling in the schools. In 2001, It was recommend that the Ministry of Education and the Teachers' Service Commission should come up with clear policy guidelines on appointment, responsibilities, training of counsellors, workload and remuneration of school counsellors. To cub high teaching loads, the region appoint specific teachers, specifically for guidance and counselling at each school. There is need to have professionally trained school counsellors for effective delivery of guidance and counselling services. Guidance should be conceptualized in a broader and more comprehensive and holistic view, incorporating vocational and other aspects of development. Further studies are also recommended on factors that influence students' attitude towards seeking counselling services.

KEYWORDS: Discipline, Employee, Guidance and Counselling, Management, Teachers Service Commission

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I. INTRODUCTION

Guiding and counseling is an interactive learning process between teacher counselor and student, whether individual or assemblage, which methodologies, in a holistic method, personal, educational and/or vocational issues (Wairagu, 2013). During the counseling services, a student is presented with a chance to express his/her knowledge and hence developing themselves through individual inventions or by groups (Ojwang, 2010). Everyone's understanding and knowledge and the environment in which counseling was done leads to personal development Njimu, (2013). Orege (2011) notes that guidance and counseling is a collective venture to develop the individual and aims at enabling the students to exploit and develop their talents and deal with emotional and psychological problems. Igoki (2013) defines guidance and counseling service as an organized set of specified service that is an establishment which make an important part of the environment where a school based. It is designed in a way that encourages the growth of students and support them to realize a sound, wholesome, development and fully accomplish them in line with their capabilities and abilities. Finally, Mungai (2010) conceptualizes guidance and counseling as the method of assisting individuals ascertain and improve their educational, vocational, and psychological potentials so as to realize an finest level of personal contentment and social usefulness.

II. STATEMENT OF THE PROBLEM

Guidance and counseling services within the education system is fundamental to the functioning of the school system through maintenance of appropriate student discipline, and enabling the student make appropriate life decisions. Even though the Ministry of Education has a department of a guidance and counseling with a teacher counsellor from the employer Teachers Service Commission (TSC), schools have not been able to deal with student problems in schools. This shows the effort from the government through TSC in nurturing students to grow uprightly and become better citizens in future. However, for any guidance and counseling program to operate efficiently, it will need to operate and overcome constraints of time, finances, negative attitudes from students, teachers, parents, and administrators and the challenges of the changing society. Other challenges affecting the guiding and counseling departments are ill training of the guidance and counseling teachers, and low state of planning and support as it was reported by the Task Force on Student discipline and unrest in secondary schools.

The Republic of Kenya through Wangaire report in 2001 recognized and recommended the use of guidance and counselling in management of discipline among the secondary school students because it uses an approach that is proactive. Despite that guidance and counselling has been given recognition and institutionalised as a way of handling discipline in the Kenyan school system, one is left to wonder on the effectiveness of service delivery given the lapse of discipline in secondary schools in Kenya. The fact that many schools nationwide are experiencing indiscipline cases in schools as evidenced by student's declining discipline casts doubts on the implementation of guidance and counselling services. Unrests in schools are not only violent and destructive means of addressing issues but they are also premeditated and they are well planned and have always led to havoc to lives of many people. This scenario suggests non-existence of effective substitute approach to manage student indiscipline and Baringo Central sub-county is not an exception. The level of indiscipline in schools and social ills such as teenage pregnancy, drug addition, alcoholism, school drop outs and school strikes indicate an increasing need for proper guidance and counseling sessions. This study evaluated the influence of teacher's qualification on implementation of guidance services in Baringo Central Sub-County Secondary Schools.

III. THE IMPACT OF THE PROFESSIONAL GUIDANCE AND COUNSELLING OF TEACHER'S QUALIFICATIONS

According to Okumbe (2001) training is a process by which teachers and other employees are presented with knowledge and skills that is specific which will help them as they perform and execute their various tasks. Lack of training professional counsellors is likely to have influence that is really undesirable on the students. Students are the ones who are in the receiving end of guidance and counselling services and if counsellors lack important components that are critical and understand the conditions which are core during counselling, they cannot be able to conduct counselling in an effective manner (Abdul, 2012). Students who are left to the mercy of such counsellors will take actions to the detriment of the society. Such learners cannot make good resolutions; they may take actions that are not needed at a particular point in time.

In a study conducted by the American School Counsellor Association on various subgroups as cited by Herman (2007), found out that, a school counsellor must possess personal capabilities and abilities in terms of self-recognition and interpersonal relationship in their work places. According to the researcher this is true because teacher counsellors interact with other people including students, school managers and other teachers, and their interpersonal working relationships will greatly determine their success. Herman (2007) further indicated that what is of a serious concern in the field of counselling is the level of preparedness of the counsellors and the assurance of their capability in carrying out their duties and responsibilities. Therefore, this is a clear indication that counselling services should be provided by someone who has some form of training in order to perform their work more professionally and effectively. However, this is not the case with the Kenyan school context because, anybody in Kenyan Secondary Schools set up can offer guidance and counselling services to students so long as they are interested and willing to do so. For example, administrators, teaching staff or the school chaplain can perform such duties. This is contrary to the expectations because counselling just like many other professions requires both theoretical and practical knowledge to be able to perform or carry out these services and therefore, training is fundamental. In their view, Ndambuki and Mutie (2009) dissents the idea of teacher counsellors in Kenyan secondary schools and instead, emphasize that while doing preparations for counselling, it is crucial to have theoretical knowledge in terms of personality and psychotherapy as well as analytical and behavioural intervention procedures as well as the dynamics in human's behaviour. The implication is that each counsellor must be willing to continually struggle to live up to his own full potential. According to the Republic of Kenya (2008), it was expected that guidance and counselling was going to be included as part of the counselling teacher's training curriculum both at the college and at the University levels.

Although this recommendation was implemented, the course for guidance and counselling doesn't seem to have been effectively tackled. It dealt with only one course, introduction part to guidance and counselling

which is not sufficient. This leaves teachers deficit of many areas in counselling thus finding themselves incapacitated to offer required help. Nthusi (2009) argued that in Kenya, teacher counsellors are mostly appointed by the heads of institutions, voted to serve as counsellors by their colleagues or posted by the Teachers Service Commission (TSC) to spearhead the department. The latter is here assumed to be a department just like any other and there is no much consideration as to whether the teacher has the necessary skills and appropriate knowledge to be tasked with the roles and responsibilities of guiding and counselling the Students. This becomes an appointment just like any other subject in the school. It has been proven that such teacher counsellors are ineffective in offering the services because, in the first place don't have the understanding of what roles they are supposed to perform as guidance and counselling personnel.

The republic of Kenya in 2008, made a recommendation that school heads and their senior teachers should be tasked with the responsibility of supervising guidance and counselling programmes that were established for the Kenyan secondary schools. Proper training in guidance and counselling was not put into consideration while doing this. One only needed hold a position of either head of institution or that of the senior teacher to be charged with the role of overseeing guidance and counselling programs in the school leading to massive failure in the departments to offer real services. For this reason, in-service courses and short time seminars were introduced for all teachers that are practicing as counsellors in Kenyan secondary schools. KIE was given the mandate of organizing and coordinating in-service programs at District levels. According to the researcher this is inappropriate because the teacher counsellor is expected to gain professional knowledge and practical skills needed for counselling which requires more than short courses due to the fact that, it deals with human behaviours which are complex unlike other fields or subjects taught in the school.

The role of the availability of the professionally trained guiding and counseling teacher's play a critical role in the implementation of the guidance and counseling in Secondary schools. The training and professional qualifications of the guidance and counseling teachers has an effect on the guidance and counseling implementation process and effectiveness. It has been noted that the necessary training of the guidance and training teacher positively affect the effectiveness of the services provided enhancing discipline in schools. In this context, Gitonga (2014) note that the guidance and counseling teacher must possess personal capabilities in self-recognition and interpersonal working relationship. This is due to the fact that the guidance and counseling teachers interact with other people including students, school administrators and senior and junior teachers, and their interpersonal working relationships will greatly define their success (Oreng, 2011). Proper and adequate professional training on these aspects ensure that the teacher is competent in line with the personal behavior expected of him/her (Ojwang, 2010). There is acute lack of the adequate training and information on guidance and counseling guidelines. In most cases, the guidance and counseling teachers wait until students' emotional experiences have developed into problems.

Ngumbi (2012) argues that what is of concern in regard to the counsellors is their preparedness quality and guarantee that they are competent to be school counsellors and the roles they must achieve. This interpreted to mean that counseling services are supposed to be provided by someone who has been trained as a counselor. This reflects negatively on the concept of the teacher counselors in Kenyan Schools because anybody within the school set up and for as long as he/she has some interest in helping learners can proceed to guide and counsel, for example, administrators, teaching staff or the school chaplain (Igoki, 2013). This is not right because counseling just like many other professions require that counselors should have theoretical and practical skills and knowledge to able to perform this duties, thus, proper training (Mungai, 2010). The aspects that the guidance and counseling teachers need to be trained on include knowledge of theoretical aspects, personality aspect and psychotherapy aspect, the diagnostic and behavioral intervention techniques as well as dynamics of human behavior (Aura, 2003).

The guidance and counseling within most Secondary schools in not a fully-fledged department with adequate resources and competent skills (Wairagu, 2013). The guiding and counseling teachers in most Secondary schools are nominated by the school head teacher, or voted by the staff members (Njoroge, 2014). The latter is assumed to be a department just like any other in secondary schools in Kenya and not much consideration is given as to whether these teacher counselors have the right skills and knowledge in guiding and counseling students. This becomes an appointment just like any other subject in the school. Such teacher counselors have proved unproductive since they do not in the first place recognize their role in guidance and counseling (Mungai, 2010). There were recommendations that school principal and senior teachers supervise guidance and counseling programmers that had been established in secondary schools (Ojwang, 2010). To work as a counsellor, there training in the area was not an issues considered. The only requirement was that you are either the head of the institution or a senior teacher for you to qualify as a counsellor and therefore tasked with the responsibility of spearhead all programs in guidance and counseling of students leading to failures rather than success in the department in offering services that are necessary. This led to introduction of in-service programs and conducting short term seminars for all the teachers that are participating as counselors in Kenyan secondary schools. However, the same was missing at Secondary school level (Kamau, 2010). The guidance unit

at Kenya Institute of Education (KIE) was mandated with the organization and co-ordination of in-service training at County levels (Gitonga, 2014).

Competence refers to having skills, techniques and experience to do something well and to the necessary standards. Counsellors are furnished with the essential skills and expertise that make them effective in the discharge of their duty. In the traditional context, guidance and counselling was done and it involved educating the youth about the traditions and culture of the community. This was done from generation to generation by the elders who considered it their social responsibility. Their elders who considered it their age, knowledge, exposure and expertise. Mutual trust existed between the different age groups (Charles, 2006).

The objective of guidance and counselling in African traditional context was to mould the individual in such a way that he fitted in the society as a responsible member of the community. This was done through the use of dances, stories and offensive or non-offensive verbal instructions. Female clients were guided by mothers, aunts, grandmothers and other responsible women in the society. Men, on the other hand, were guided by grandfathers, uncles, poets and other responsible men in society (Mutie and Ndambuki 2003). The skills, techniques used by traditional Africans were acquired through intuition.

The guidance and counselling teachers should be people who have gone through vigorous training and acquired skills, techniques and experience. The level of education for teacher-counsellors should be master's degree in counselling psychology. Teacher counsellors require multicultural competence in order to counsel diverse students. They should be able to handle counter transference, transference, stereotypes and ethnicity. A lot of training is needed for one to be an effective teacher counsellor. Many teacher counsellors lack their rigorous training hence lack the competence. Secondary schools in Kenya use classroom teachers as teacher counsellors. Such teachers lack empathy, skills and techniques. They cannot keep secrets with confidence and therefore are not successful in their counselling practice (Gichinga, 2005).

Internationally, teacher counsellors' competence is determined by the level of education and training one has gone through. Accreditation body for counsellor programs is the council for the accreditation of counselling and related educational programs (CACREP), which provides international program accreditation in counsellor education disciplines including school counselling. In countries like United States, teacher counsellors must attain master's degree in counselling psychology to be accredited, registered and certified and given certificate to practice as a counsellor. Such counsellors must be competent in about eleven areas in specialization including nationally certified school psychologist (NCSP), certificate of clinical competence (CCC), nationally certified school counsellor (NCSC).

In some countries in Africa, classroom teachers are made teacher-counsellors with normal teaching load and counselling activities. They also use education specialists to provide guidance and counselling on matters of education such countries include Nigeria and Botswana. In Nigeria only in federally funded schools do we find trained, licensed and certified counsellors (Everard, 2006).

Guidance and counselling is all about individual behavioural processes, this means that, the counsellor is in a person that can handle the personal world of the internal world. For this help to be effective, the counsellor needs to be competent. They should possess the necessary skills, techniques through training. They should also be licensed and certificated. They should be competent in multicultural counselling, individual and group assessment. They should also demonstrate skills in the use of counselling principles, respectable and experienced counsellors in a school setting should be eclectic. They should understand ethical and legal issues, consultation and research evaluation and a bit of technology (NACADA 2009). Past studies observed that seasoned counsellors who possessed relevant professional skills and techniques enhanced the disciplinary aspects of G/Programs (ASCA 2007)

The guidance and counseling handbook for teachers (2007) identifies six areas of focus in guidance and counseling programme. These include educational/Academic guidance and counseling, Vocational/career guidance and counseling, Civic guidance and counseling, Disaster preparation and conflict resolution, Health and safety guidance and counseling. Educational guidance and counseling is concerned with all those activities that are related to student's adjustment to educational environment. Vocational guidance and counseling is primarily concerned with assisting students to understand themselves and the world of work in terms of interests, attitude and aspirations. Students are supposed to be helped to have an occupation in mind and to prepare for it with an ultimate goal of entering into work and developing their careers. The great importance of vocational guidance is that individual interest, aptitude, and personality is considered, students are assisted to realize their abilities, special needs, interest, and limitations with a view to make appropriate career choices.

Civic guidance and counseling is process of facilitating the awareness of the dynamics of the civic society, the youths are guided on how to be good and responsible member of society. Disaster preparation and trauma management; disaster in school set up can be defined as a serious disruption of the function of the school causing major human, property or environmental losses hence the need for responses, for example fire outbreaks, lightning, accidents, floods, infection outbreaks, and many more. Catastrophe bring out grief and causes trauma. There have been cases of traumatizing school riots and accidents such as the Kyanguli high

school where sixty-eight students died, Bombo lulu secondary school where ten students died and Nyeri high school where three prefects were burnt to death in an arson attack (Wango and Mungai 2007).

Health and safety guidance and counseling emphasizes on the learner's good health as essential component of an individual's well-being, learners need to be guided to appreciate the need to have healthy bodies and mind in order to excel in the conducive environment and have intellectual performance. The students need an understanding of destabilizing conditions such as HIV/AIDS, asthma, diabetes, malaria malnutrition waterborne diseases, and others (Wango and Mungai 2007). Students need to feel secure by adopting safety measures in health at school, at work, and elsewhere. The school guidance and counseling programme therefore can help the students through relevant advisory programmes such as life skills.

IV. METHODOLOGY

The technique that was employed in this study was descriptive in nature. The descriptive study is able to describe general the state of affairs in the way they are with no manipulation any variables(Kothari, 2004). Mugenda & Mugenda (1999) further noted that descriptive study attempts to describe or outline a subject, often by creating a profile of a group of problems, people, or events, through the collection of data. In particular, the descriptive research design was used. According to Musau (2013), the descriptive research involves posing a series of questions to willing participants, summarizing their responses with percentages, frequency counts, and other statistical indexes and then drawing inferences about a particular population from the responses of the sample. The descriptive survey method is a method that produces graphs and pie charts according to the responses received. The descriptive survey was used in this study as the researcher is interested in the factors affecting the implementation of the guidance and counselling services in Secondary schools within Baringo County.

The researcher used all the 36 schools. Out of the 367 teachers the researcher purposively sampled the counselling teachers in the schools. All the 36 principals in these schools and a total 72 counselling teachers (two from each school) were used. These give a total sample of 108 respondents. The principals were purposively selected and so to the Guidance and Counselling teachers.

V. RESULTS AND DISCUSSIONS

The Influence of Teacher's Qualification on Implementation of Guidance Services

The researcher sought to determine the effect of Professional Guidance and Counselling Teacher's Qualification influence the implementation of guidance and counseling services in Baringo Central Sub-County Secondary School. The results were as tabulated in Table 4.8

I. TABLE 4.8 TEACHER'S TRAINING AND IMPLEMENTATION OF GUIDANCE AND COUNSELING SERVICES

Statement	SA(1)	A(2)	N(3)	D(4)	SD (5)
I am fully trained on the interpersonal skills necessary to undertake guidance and counselling within secondary schools	30%	27%	5%	23%	15%
I regularly attend workshops, seminars and conferences on guidance and counselling aspects to improve my skills of guidance and counselling secondary schools	25%	33%	13%	10%	19%
I often attend refresher courses on guidance and counselling to improve my skills on the guidance and counselling within secondary schools	14%	22%	10%	30 %	24%
I feel I am adequately trained and professionally exposed to deal with any guidance and counselling needs from my students	15%	30%	13%	23%	19%

Table 4.8 above indicates that a majority 57 % of the respondents strongly agreed and agreed with the item that they are fully trained on the interpersonal skills necessary to undertake guidance and counselling within secondary schools. Another 58% equally strongly agreed and agreed that they regularly attend workshops, seminars and conferences on guidance and counselling aspects to improve my skills of guidance and counselling secondary schools. The other 29% disagreed while 13% were neutral.

On whether they often attend refresher courses on guidance and counselling to improve my skills on the guidance and counselling within secondary schools, 54% of the respondents disagreed.

Similarly, Gitonga (2014) note that the guidance and counseling teacher must have personal competences in self-acceptance and interpersonal working relationship. Ngumbi (2012) argue that the most critical issue that faces counseling is the quality of counselor's preparation and guarantee of competence for school counselors in the roles they must fulfill. This shows that counseling is provided by a person who must have some training for this work. This reflects negatively on the concept of the teacher counselors in Kenyan Schools because any person in a school setting as long as he/she is interested in helping the students can guide and counsel, for example, administrators, teaching staff or the school chaplain (Igoki, 2013).

VI. CONCLUSION

In conclusion, the study found out that only 57 % were fully trained on the interpersonal skills necessary to undertake guidance and counselling within secondary schools. Although 58% regularly attended workshops, seminars and conferences on guidance and counselling, majority (54%) had not attended refresher courses. Only 45% felt adequately trained and professionally exposed to deal with any guidance and counselling needs from their students.

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