

**CHALLENGES FACING EFFECTIVE IMPLEMENTATION OF GUIDANCE
AND COUNSELLING PROGRAMMES IN SELECTED INSTITUTES
OF TECHNOLOGY IN NYANZA PROVINCE, KENYA**

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DECLARATION AND RECOMMENDATION

Declaration

This research project report is my original work and has not been submitted for an award of a degree in this or any other university.

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Recommendation

This research project report has been submitted for examination with my approval as University Supervisor.

Dr B.E.E. Omulema

Date

DEDICATION

I dedicate this work to my late father, Stephen Nyaundi Monchere and my mother, Eusalia B. Nyaundi for giving me the opportunity to go to school, my husband Mr. Elijah Nyarangi and my children Rosebella, Rachael, Emma, Anna and Christine for having borne with my absence from home and their tireless encouragement to me to pursue this course to its ultimate conclusion. Thank you and may God bless you for your ever continuous encouragement during the period of my study.

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ABSTRACT

Students studying in Institutes of Technology in Nyanza province display a host of problems ranging from poor academic performance to low self esteem, which drive them to open drunkenness, skipping of classes, stealing other people's property, sexual misconduct and actual or attempted suicide. The problems exist despite the fact that guidance and counselling programmes are in place in these institutions. The purpose of this study therefore was to establish the challenges facing effective implementation of guidance and counselling programmes in the Technical, Industrial, Vocational and Entrepreneurship Training (TIVET) institutions in Nyanza province. The study employed the descriptive survey research design. It was carried out in Moi Institute of Technology (MIT) and Gusii Institute of Technology (GIT). The target population were the principals, the teacher counsellors and the students of the two institutions. Each institution had two teacher counsellors. MIT had 600 students and GIT had 1800 students making a total of 2400. The sample size was made of 2 principals, 4 teacher counsellors and 240 students. Purposive sampling was used to select the principals and the teacher counsellors. Stratified random sampling and simple random sampling were used to select the student's sample. Data was collected using questionnaires and it was analyzed using descriptive statistics, aided by the Statistical Package for Social Sciences (SPSS) computer programme. The results of the study indicated that the major challenge facing effective implementation of guidance and counselling programmes in the Institutes of Technology (ITs) was lack of sufficient facilities due to poor support by the principals and Board of Governors (BOG). The researcher therefore recommends that there is need for all principals of ITs in Nyanza to be taken through a thorough and informative training on the importance of giving full support to guidance and counselling programmes in their institutions. There is also need to work to change the negative attitude towards guidance and counselling held by some students.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS:	Acquired Immuno-Deficiency Syndrome
BOG:	Board of Governors.
GIT:	Gusii Institute of Technology.
G&C:	Guidance and Counselling.
HIV:	Human Immuno Virus.
IT:	Institute of Technology.
KAACR:	Kenya Alliance for the Advancement of Children
KATTI:	Kenya Association of Technical Training Institutions
MIT:	Moi Institute of Technology.
MOHEST:	Ministry of Higher Education Science and Technology.
NACADA:	National Agency for the Campaign Against Drug Abuse.
NGO:	Non-Governmental Organizations.
NIV:	New International Version of the Holy Bible
ROK:	Republic of Kenya.
RIAT:	Ramogi Institute of Advanced Technology.
SIAT:	Siaya Institute of Advanced Technology.
SPSS:	Statistical Package for Social Sciences.
TIVET:	Technical, Industrial, Vocational and Entrepreneurship Training.
TSC:	Teachers' Service Commission.
USA:	United States of America.

CHAPTER ONE

INTRODUCTION

1.1 Background Information

The concept of Guidance and Counselling is as old as man. Infact Gibson and Mitchell (2008), say that Guidance and Counselling is man's heritage from the past. According to them, it is quite possible that the earliest occasion (although not confirmed) in which humans sought a counsellor, was when Adam reaped the consequences of his eating the apple in the Garden of Eden. In a later occasion, God Himself gave Guidance and Counselling to the children of Israel to help them change their waste disposal behavior by telling them to designate a place outside the camp where they could go to relieve themselves. "As part of your equipment have something to dig with and after relieving yourself, turn back and cover that which comes out of you" (NIV Bible 1973). Gibson and Mitchell (2008), continue to say that no proof exists of this early beginning to counselling, but an abundance of evidence suggests that persons through-out the ages have sought the advice of others believed to possess superior knowledge, insights or experience. Perhaps the first counterparts of the present day counselor were the chieftains and elders to whom the youths turned or were sent to for advice and guidance. In early civilizations, the philosophers, priests and other representatives of gods and religions assumed the role of advising and offering counsel.

As time passed, society, the United States in particular, was growing more complex and finding ones' appropriate place in it and adjusting to it were becoming increasingly more complicated. Many adults were turning to such traditional sources of counselling as their family physician, the minister or the employer. As a result, the 20th century seemed ripe for a considered and genuinely scientific approach to meeting many human needs. The time had come for the development of counselling and many psychological oriented programmes to meet these needs. Around that time, many statesmen, philosophers, scientists and educators laid philosophical ground work that would eventually support and nurture an embryonic movement to establish psychology as a science and academic discipline in its own right with an impact on school and community settings (Gibson & Mitchell, 2008).

According to Pope and Hu (2002), counselling, particularly career guidance and counselling started becoming a thing of great interest to psychologists, educators and administrators in the People's Republic of China in the 1990's when there were massive government lay-offs from jobs whenever an enterprise was not profitable. For many Chinese, especially those over 30

years old, this was the first time they had to think about what they were going to do with their lives and their careers. There was no longer any automatic job security. With freedom of choice, however, came chaos and insecurity. This system not only created a dramatic change to the employment system, but also to the traditional family-oriented communist helping system. China, an old country with thousands of years of tradition and culture had the family unit serving as the basic resource for all types of advice. Under the previous socialist system (1949-1991), all persons in positions of leadership, whether they were public officials, party leaders, employee supervisors, or school teachers offered advice and counsel to workers and students for dealing with problems whether job related, social or family related. People were even expected to obtain approval from their employer before a marriage license could be secured. People who were accustomed to obeying authority and allowing authority to manage their lives now required new sources of guidance for their future and strategies to cope with the new order

Kinara (2002), says that the concept of guidance and counselling is not a new one in Kenya; the traditional community practiced a form of it. In the traditional setting, every home provided guidance and counselling to its members where the young ones were the clients and the older ones the counsellors. The clients were helped to learn their social roles and correct social values and were expected to behave accordingly. Narayana (2002), also observed that in the traditional setting, people sought solace and comfort to their problems from family members and close associates. Due to this attitude and easy lifestyle of those days, no individual suffered undue stress. However, Kenya has undergone rapid social, cultural and technological change since independence. Improved health-care has led to a rise in population and expansion in education which have enabled many Kenyans to be enlightened. This change has brought about urbanization which has also caused rural-urban migration. The rural-urban migration has resulted in progressive breakdown of the traditional large family set ups in favour of nuclear ones (ROK, 1979). This development has therefore interfered with the traditional machinery of offering guidance and counselling. Grandparents who offered the services have been left behind and parents find themselves in towns alone with their children. The parents cannot effectively offer the critically needed developmental guidance that the youths require because of their busy working schedules or because tradition forbids them to tread on certain “taboo” topics. Young people therefore have grown up without crucial guidance and counselling (Migiro, 2005). The government of Kenya has tried to fill up this

gap by introducing guidance and counselling in all educational institutions with the hope that it will fill up the part traditionally played by grandparents.

This research was carried out in TIVET institutions. Pope & Hu (2002), point out that a semblance of the present day Technical, Industrial, Vocational and Entrepreneurship Training (TIVET) programmes started in the United States of America (USA) and the Peoples' Republic of China very early when they realized that it was necessary to guide people to choose market driven technical occupations. A number were guided to take skilled occupations. The market driven economy brought a dramatic revolution to the Chinese employment system. Under the ideal Marxist system, there would be a job for all citizens, and for nearly a half a century, the Chinese government, through a national economic policy, undertook the responsibility of finding a job for all graduates, including college and high school students. During this time, a career was defined by the state and was introduced to younger generations as an individual's total contribution to communism and social improvement. People heavily depended on the government to find jobs for them; rarely was there any individual choice regarding which job was given to him/her. Schools convinced individuals to obey placement arrangements by teaching them that in order to build a socialist society, they had to be placed in occupations that were needed by the state not necessarily in the ones in which they had any interest. With the economic changes of the 1990s and the market oriented reforms, schools and universities no longer took total responsibility to present every student with a job. They were now forced to find their own jobs (Pope & Hu 2002)

According to Rateng (2004) technical education in Kenya is as old as Kenya itself because, even before formal education was introduced, people made implements for their personal use. When the colonialists came, workmen who could use their hands like masons, plumbers, carpenters and mechanics, were desperately needed. The laying of the Kenya-Uganda railway for instance, made use of artisans who had the necessary technical knowledge. As the need for these skilled people grew, many institutions which could train them, were started and people who were interested in getting the skills were encouraged to enroll. It was as a result of this that the Royal Technical college (present day University of Nairobi) and Mombasa Technical (present day Mombasa Polytechnic University College) were started in 1954 and 1948 respectively. In 1961, the Kenya Polytechnic and technical secondary schools like Kisumu, Kaiboi, Nyeri and Thika were started. The secondary schools were, however,

later changed into present day technical training institutes. In the 1970s all regions in the country put up institutes of technology to cater for a demand that had expanded. In 1981, Professor McKay was picked to chair an education commission which had the mandate to come up with a technical university. This is how Moi University was started. In the same spirit, Kenya Technical Teachers college was started in 1979 to produce teachers to run the technical programmes in schools/colleges.

Students in these technical institutions are assailed by the same academic, social, spiritual and psychological problems as their counterparts in the normal school system. They, like the rest of the students, require to be assisted to overcome or cope with their problems. Masinde (2003) in a study of one TIVET Institution in Kenya states that students in these institutions have a host of emotional and psychological problems for which they need support in order to enable them go through college life. The study established the following as problems that students of TIVET Institutions face: bereavement, drug/substance abuse, stress, sexual harassment, and domestic problems. The HIV/AIDS scourge has made orphans of many children in Kenya today (ROK, 2002). At the Kenya Polytechnic, it was observed that at least two guardians or parents die every week. This is a situation that devastates some students to the extent that they cannot continue with their studies because of lack of basic needs such as school fees, shelter and food. Besides just bereavement, some students equally suffer when their parents divorce/separate, retire or get retrenched. As a result, many of them suffer psychologically or emotionally as they try to come to terms with what has befallen them. The loss leaves a number of them feeling guilty, lonely, unworthy or even unwanted which makes them vulnerable and in need of psychological support.

Masinde (2003) points out that at the Kenya Polytechnic many students need personal assistance in order to overcome their problems. This is portrayed by the fact that they get openly drunk in class or walk aimlessly on the campus talking or arguing at the top of their voices. This makes them miss classes hence leading to failure in examinations. It also appeared that after they fail in these examinations they never inform their parents/guardians. As a result, the ignorant parents/guardians continued to give them school fees which they used to get even more drunk. A section of students in this TIVET institution are a vulnerable group that can easily be influenced to abuse drugs, smoke or drink alcohol. These are those who have nagging family problems, those who are forced to stay with relatives in town, those that lack parental attention, approval or support and those that feel discriminated against due

to one reason or the other. When an institution has a functional guidance and counselling programme, these students can be identified early and they can be helped through counselling. This vulnerable group critically requires guidance in order to make alternative choices either to cope with or overcome their unique problems.

Another problem which students of TIVET institutions suffer from is low self esteem occasioned by the fact that they did not attain good enough examination cut off marks to join university, or that their parents are not rich enough to take them to parallel programmes which some of their friends might have joined. When it gets to be too much, it drives some of them to engage in anti-social behaviour. Victims of rape get traumatized, suffer guilt feelings, feel lonely, ashamed and they constantly blame themselves for the misfortune that has befallen them. Such victims need counselling services urgently in order to assume a near normal college life.

Finally, students also suffer stress because of various reasons like: fear of failure in both internal and external examinations, poor personal relationships, pressure from parents/guardians to excel, inability to cope with assignments and the pressure of fending for themselves. For some of them, these problems cause them so much stress that they think of committing suicide, and others, actually, even attempt it. At Gusii Institute, there have been three cases of suicide since 2004. There are also reported cases of riots and strikes in the colleges

Nugent and Jones (2005) remarked that the demand for counselling services for people with normal developmental concerns continues to grow and spread in schools, colleges and communities. Normal conflicts arise when individuals have difficulty fulfilling both their own needs and the expectations of others. Counsellors help individuals work through transitions and situational conflicts in a complex, multicultural society. Egerton University (2002) observed that there is a clear demand for guidance and counselling services in the Kenyan community. This is due to the decline of traditional sources of guidance and counselling to assist children, students and the youth to develop decision-making skills which will enhance their transition from the protective home and the school environment into the complex world of work. The masters degree programme in guidance and counselling at Egerton University was started in order to provide highly trained counsellors needed in primary schools, secondary schools, colleges and other institutions.

1.2 Statement of the Problem

Technical education institutions in Kenya, like all other normal educational institutions, have a serious problem of student riots which cause immense destruction of property and loss of human lives. As a result, the government introduced guidance and counseling programmes to be included in their curricula with a hope that this would help students to be equipped with life skills which would enable them to handle their problems in an informed and mature manner in order to curb their wanton destruction. However, the problem of student discipline still exists. An example at hand is Gusii Institute which has had four major riots and three suicide cases since 2004. This happens despite the fact that a guidance and counselling programme is in place. Therefore the study was found necessary.

1.3 Purpose of the Study

The purpose of this study was to establish the challenges facing effective implementation of guidance and counselling services in Institutes of Technology in Nyanza province of Kenya.

1.4 Objectives of the Study

- (i) To determine whether there are well established guidance and counselling facilities in Institutes of Technology in Nyanza province.
- (ii) To establish the attitude of principals and students towards guidance and counselling at Institutes of Technology in Nyanza province.
- (iii) To determine whether gender of counsellor or student hinders guidance and counselling efforts in Institutes of Technology in Nyanza province.
- (iv) To determine whether teacher workload impacts on the delivery of guidance and counselling services in Institutes of Technology in Nyanza province.
- (v) To establish the effect of counsellor training in guidance and counselling and its impact in the delivery of guidance and counselling services in Institutes of Technology in Nyanza province.
- (vi) To establish the level of support given to guidance and counselling programmes in Institutes of Technology in Nyanza by the Board of Governors.

1.5 Research Questions

- i. Do Institutes of Technology in Nyanza province have well established guidance and counselling facilities?
- ii. What is the attitude of students and principals of Institutes of Technology in Nyanza about guidance and counselling programmes?
- iii. Does counsellor or student gender hinder guidance and counselling efforts in Institutes of Technology in Nyanza province?
- iv. Does teacher workload impact on the delivery of guidance and counselling services in Institutes of Technology Nyanza province?
- v. Does counsellor training in guidance and counselling have any influence on the delivery of guidance and counselling services in Institutes of Technology in Nyanza province?
- vi. How much support do principals and the BOGs of ITs in Nyanza province give to guidance and counselling programmes?

1.6 Significance of the Study

The results of the study will help the Ministry of Higher Education Science and Technology (MOHEST), education policy makers and the Teachers' Service Commission (TSC) in either starting or strengthening guidance and counselling programmes in TIVET institutions. Furthermore the service providers in the colleges will use the information to be more focused and therefore help students to be able to handle their problems and better adjust to life than before. Finally the findings will contribute to the already existing knowledge on the important role of guidance and counselling in educational institutions.

1.7 Scope of the Study

The study was conducted between April and May 2009 in two Institutes of Technology in Nyanza province of Kenya. It targeted two Institutes of Technology and was confined to issues of guidance and counselling only. There is a total of four Institutes of Technology in Nyanza Province (Appendix IV): Moi Institute of Technology (MIT), Gusii Institute of Technology (GIT), Ramogi Institute of Advanced Technology (RIAT) and Siaya Institute of Advanced Technology (SIAT). Out of these four one was used for piloting and two for the study. The province was chosen because it had the highest number of Institutes of Technology in Kenya (Appendix IV).

1.8 Limitations of the study

The results of this study may not be generalized to institutes from other regions in the country since all institutions under study come from one region of the county.

1.9 Assumptions of the Study

The study had the following assumptions:

- i. That all the sampled respondents were willing to respond to the questionnaire.
- ii. That the respondents gave their honest opinions.
- iii. That guidance and counselling programmes had been implemented in TIVET institutes in Nyanza province.

1.10 Definition of Terms

Adolescence: A human developmental stage, after puberty, when youths try to establish some independence from their parents' rule and develop their own identities. It is a stage characterized by social storm and turmoil.

Attitude: A positive or negative feeling that one holds about a certain object, person, issue or policy which in turn makes him either accept or reject it.

Counselling: An intensive helping relationship/process intended to assist an individual to solve her/his social, psychological or academic problems.

Facility: A building, equipment, materials or services provided in an institution to aid in guidance and counselling.

Gender roles: Society's expectation about appropriate duties that each sex is expected to perform.

Guidance: The process of assisting students understand their self potential or career openings that they have at the end of their course so that they can make informed choices.

Implementation: Setting up and equipping guidance and counselling office complete with needed facilities.

Influence: Presumed effect that an independent variable may have on the dependent variable.

Institute of Technology: A Technical Middle level college, which trains form four graduates who did not find opportunity to join university. It offers technical skills that prepare candidates for the job market.

Management support: This is the assistance the principal and BOG provides to enhance guidance and counselling services. This includes inclusion of guidance and counselling in the time table, provision of an office, provision of finances for trips and facilitating guest speakers for the guidance and counselling programmes.

Perception: A particular way of looking at or understanding a certain issue, which may be right or wrong.

Principal: Refers to the head-teacher of an institute of technology.

Programme: Plan of what is expected to be done in regard to guidance and counselling.

Services: Guidance and counselling help that is given to those who need it.

Stage: This refers to the first, second or third year in a course in technical institutions.

Training: A process of education that one goes through in order to acquire knowledge and skills required in guidance and counselling.

Workload: The number of lessons taught, or other school duties given a teacher counsellor besides counselling.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature on the rationale for implementing guidance and counselling programmes in schools/colleges and the accepted role of the teacher counsellor. It also covers literature on the challenges facing effective implementation of guidance and counselling programmes in Institutes of Technology as well as the theoretical and conceptual framework of the study.

2.2 Rationale for Guidance and Counselling

Students of Institutes of Technology have a lot of social, economic and academic challenges. They need psychological support to enable them to overcome or cope with the challenges in order to get on with their lives smoothly. This calls for the establishment of guidance and counselling programmes in the colleges. Waudu (2001) notes that students, in their teenage and early adolescence, undergo emotional and psychological changes, they experience trauma and exhibit behaviour patterns which may be harmful to their health; they are always in conflict with school expectations and norms. Thonburg (1967) notes that students are always rebellious to school authority and desire to have freedom.

As noted earlier, the traditional society offered the support needed at this stage. With the rapid cultural and technological change, however, the set up got broken. ROK (1967) states that the rural-urban migration caused a break-down of the traditional large family set-up in favour of the nuclear ones and single family units. This development disturbed the laid down method of providing guidance and counselling and placed the responsibility on the shoulders of parents. The parents have not done a good job in offering the services because they are limited by the traditional thinking that it is embarrassing and unbecoming for a parent to discuss certain issues with her/his children and, according to Gordon (1978), most parents today are engaged in various activities to such an extent that they have not had an impact in the development of their children.

ROK, (1979) observes that the establishment of the school system removed youths from the set-up where they received counseling and placed them where they grow up without close supervision. Some of these children lack an opportunity to receive guidance and counselling services at home because they are in boarding schools for most of their primary and

secondary education. They are also unable to interact with their parents who have busy vocational occupations. Children are therefore growing up un-attended to. Kinara (2002) says that in the absence of sufficient care, such students can grow up to be hostile to the community that has ignored them. Gitonga (2000) says that the secondary school and college for that matter, has a heavy responsibility of accommodating such students and to help them develop normally and make them appreciate society. Such appreciation can only come through the careful and persevering attention of an understanding and trained school counsellor.

Makinde (1984) notes that young people require guidance and counselling services now than ever before because they are living in a considerably more complex world than the one of ten years ago. This basically, is the reason for the need of having a well established and active guidance and counselling programme in every Institute of Technology is a crucial issue.

2.3 The Role of the Teacher Counsellor

Initially, when the guidance and counselling programme was introduced in secondary schools, the role of the appointed counsellor was limited to giving information on career/vocational choices. With time however, it was noted that students had other problems other than just educational. In the 1980s and 1990s, a counselling element was added to the original guidance programme. The Koech Report (1999) recommended that a counselling element be added to guidance in order to help students overcome their personal problems. Rogers (1961) also said that guidance and counselling should help a client to attain a self-understanding which will facilitate change of behaviour, change of attitude and identification of special talents and abilities.

In the light of this therefore, the role of a guidance and counselling provider in an institution is to: help people experiencing difficulty to overcome or cope with it and to understand the environment very well so that she/he can anticipate, circumvent and, if possible, forestall difficulties which may arise in future, therefore preventing students from falling into them. It is also her/his role to help the individuals to plan and derive maximum benefits from educational, social and vocational experiences which will enable them to discover and develop their potential (Makinde, 1984). In order to do this, the counsellor should be a trusted confidant to all learners by showing a positive attitude and disseminating to and receiving appropriate information from counselees. The information should also be used to help each

student to strengthen his own abilities (Durojaiye, 1980). The counselor should also work in cooperation with other teachers to identify each student's unique and special mental abilities, aptitudes and creativity then assist her/him to develop a realistic self-image. Sindabi (1992) also underscores this by saying that a counsellor should be one who is knowledgeable on the nature and pattern of problems that students are likely to deal with and the adjustment mechanisms that they use when they are unbalanced or uncomfortable.

2.4 Facilities for Counselling

Much as the Kenya government has recognized the importance of guidance and counselling in our educational institutions, it has not, however, provided the resources necessary for creating a conducive environment for offering the services. Makinde (1984) recommends that schools should provide finances which will allow the school counselors to have equipment, materials and travel allowances necessary for them to carry out their functions. The funds thus provided would enable the counselor to get a regular supply of books, journals, magazines and visual aid materials, which in turn, will equip her/him with current and accurate information for students. A counsellor will also require to occasionally invite a specialist speaker to talk to students or to take them out for tours based on relevant issues. Unfortunately, many educational institutions do not set aside such funds. Sindabi (1992), notes that Kenyan counsellors have inadequate facilities and this makes it difficult for an effective implementation of a counselling programme.

Engelkes and Vandergoot (1982) observe that there should be private and confidential areas for counselling. Chairs should be comfortable, preferably with arms and the room should have enough lighting. Mutie and Ndambuki (1999), also say that an ideal guidance and counselling center should be a large room with display racks, bulletin boards and tables where materials can be maintained and displayed. The room can be used for holding discussions, showing films or holding parent-teacher meetings. Group counselling can also be done there and part of it can be partitioned for individual counselling. Unfortunately, some schools do not have even an office for the teacher counsellor. Besides that, guidance and counselling is not timetabled and lacks enough staff to deliver the services.

2.5 Students' Attitude Towards Guidance and Counselling

Masinde (2003) says that students in TIVET colleges experience a variety of emotional, social, academic and psychological problems for which they need support in order to enable

them to go through college life. Dameroon and Borland (1980) say that guidance and counselling in Kenyan schools can help learners to grow in self-understanding, develop their capabilities for making career decisions, progress and achieve an all round growth besides just problem solving.

According to Bischoff (2005) the individual is mostly responsible for what he becomes, meaning that it solely lies in his responsibility to take such action towards change in case of perceived problems which he wants to have solved. It is the client who must facilitate his own change. It follows therefore, that the counselor and the client must build a relationship in which the counsellor succeeds to empower the client to take action towards change in the solution finding process. In most African traditional settings, however, problems are solved involving the help of the members of a given system, the individual, particularly a child, has no decision making power on his own whatsoever. The student in the Kenyan system is used to decisions being made at the top and being told what to do. Such people go to a counselor expecting to be given advice on what to do with a problem besetting them. Counsellors on the other hand, fall into that trap of advice giving because the counsellor is herself/himself part of the culture. This tendency is a great hindrance to effective counseling programmes as it will not lead to behaviour change as the decisions have not come from the client.

Piaget (1965) noted that adolescents, impressed with their own theories, often fall victim to a new form of egocentrism. They cling rigidly to their views, refuse to believe that they might be incorrect, and assume that no other views can match theirs. In fact they tend to think that counselling is for those who have obvious mental, learning and behavioral problems. According to such students, a counsellor should be seen only when they need academic assistance. This age bracket never wants to admit openly that they have any problem as this might be interpreted to mean weakness (Masinde 2003).

Migiro (1996) found that some students are skeptical about seeking guidance and counselling services because they do not want to reveal their problems to their teacher counselor. According to them such revealed problems are later made subjects of staff-room debate. Nyabwari (2003) also reports that a number of students hold a strong misconception towards guidance and counselling that hinders them from freely telling their problems to the teacher counsellor. They think that they will be punished if they reveal their problems.

According to Masinde (2003) one other challenge facing effective implementation of counselling in technical institutions is a rebellious attitude from students about their admission into the colleges. Many youths neither apply to join nor choose the courses they study; they are taken there by parents/guardians who choose courses they feel are 'good' for the youth without consulting her/him. On getting to the colleges the youth realizes that there are better suiting courses she/he could have taken and she/he even has the required marks. She/he gets demoralized, stops working hard and does not care about whatever happens to her/him. Such a student just drifts away and will not seek help.

2.6 Gender of Student and Counsellor

Lot et. al. (1999) observed that gender issues play a role in hindering delivery of the services. Their study found out that counsellors in schools handle more female than male clients. Possible explanations towards this have been offered: gender socialization processes where, from an early age, women are encouraged to seek help when they have problems while men are discouraged from it. Sanders (1996) says that another possible reason to this disparity has to do with referral services. A woman is likely to refer another woman to a counsellor, but a man will not refer another man to a counsellor. Khan and Nauta (1997) confirm that male students are more negative towards seeking for counselling than female ones. Most men think it is an indication of personal weakness if one seeks for psychological counselling. This does not mean however that male students experience fewer problems than females. Masinde (2003) notes that a number of students in colleges suffer stress and anxiety due to: failure in examinations, uncertainty about school fees, pressure from guardians to excel, inability to cope with school work and personal relationships. As a result, most male students get openly drunk, walk aimlessly in the college compound arguing loudly to themselves or they just sit at the students' center without attending classes. The researcher also observed that it is possible that male students may never seek help from a counsellor who is female because the African culture never allows a man to go to a woman for guidance. Deaux and Wrigtsman (1984) confirm this gender bias by saying that when given only general occupation about individuals at work situations, people assume that the woman has a lower status job and that the man has a higher status job. People also believe that the man will be more influential than the woman.

2.7 Teacher Counsellor's Workload

The MOHEST, by creating guidance and counselling departments in schools/colleges and having TSC appoint teacher counselors to manage these departments, has demonstrated that it recognizes guidance and counselling as a necessary arm of education. The government development plan (1974-1976) advised head teachers to make timetables in such a way as to enable teacher counsellors to have enough time to deal with students problems. The Gachathi Report (1976) noted that guidance and counselling services, if offered properly to students, play an important role in teaching. In addition ROK (1976) recommended that guidance and counselling be integrated on the timetable with other subjects such as ethics and family life education. The government has further demonstrated her commitment to having guidance and counselling services offered in schools/colleges by training many teachers at masters degree level. These teachers, however, get posted to schools/colleges to teach normal subjects and carry workloads just like all other teachers. This kind of practice leaves them with almost no time to counsel students. Ng'ang'a (2004) feels that such professionals should be posted to schools to counsel on a full time basis. School Headteachers do not seem to have appreciated the important role guidance and counselling can play in students' academic and personal life. They are still of the opinion that teaching is the priority business of any teacher and counselling comes in when classes are not on. This is emphasized by Sindabi (1992) who notes that Kenyan school counsellors teach full load in addition to counselling.

Muitie and Ndambuki (1999) underscore this by saying that for a long time, counselling services have been left to teachers who are usually overloaded with school work. Guidance and counselling, however, need to be accorded equal status with the school academic programmes. The programme should be a full time job for the teacher, with no other teaching responsibility. Makinde (1984) recommends that counsellors should be free from administrative and clerical assignments that would interfere with their responsibilities as professional school counsellors.

2.8 Teacher Counsellor's Training

Gibson and Mitchell (2008) consider guidance and counselling a helping profession similar to Medicine, Law, Dentistry, Education and Social Work. They say that a helping profession is one in which the members are specifically trained and licensed or certified to perform a unique and needed service to fellow human beings. According to them, professional counsellors must be fully trained and qualified to meet the needs of the client population they are designated to serve. They recommend that school divisions should ensure that persons

fulfilling the role of counsellor are adequately trained and should have completed a programme in counselling, including supervised practice in guidance and counselling. Once trained, the teacher counsellors should then employ their knowledge, skills and understanding to draw up a procedure that is ample enough to include and cater for the various needs of individual pupils within the school framework.

ROK (1976) noted that lack of trained counsellors in some Kenyan schools has impacted negatively on the delivery of these important services. For a long time, guidance and counselling in schools was done on a voluntary basis by untrained teachers, hence ineffective services. It was then recommended that all teacher trainees should take a compulsory course in guidance and counselling and practicing teachers be provided with in-service courses.

ROK (1978) observed that lack of training of teacher counsellors may have contributed to little success in the provision of guidance and counselling services in schools. Training equips the counsellor with appropriate skills and psychological knowledge necessary to be able to assist the client. This knowledge helps the counsellor to appropriately understand the clients' problems and use the proper psychological school of thought to offer assistance (Durojaiye, 1980). An untrained counselor will have difficulty in explaining types of behaviour, how they are caused and how they can be modified (Huffman, 2002). Engelkes (1982) also notes that the limits of what one can do are fixed by available expertise, methodology and equipment.

The Nation Blackboard (2002) pointed out that the major factor contributing to the failure of guidance and counselling programmes in schools is the lack of trained personnel to handle the subject. When the behaviour of a student is as a result of underlying factors, particularly those spanning from childhood, most teachers tend to deal with manifestations rather than the causes. This is mainly because of lack of proper skills to unearth the actual challenges of the students, when the teacher counsellors are not trained (Mwagiru, 2002).

2.9 Theoretical Framework

This study was based on two theories, the social exchange theory and the systems theory.

2.9.1 Social Exchange Theory.

The social exchange theory is a social, psychological and sociological perspective that explains social change and stability as a process of negotiated exchanges between parties.

Social exchange theory posits that all human relationships are formed by the use of a subjective cost-benefit analysis and comparison of alternatives. For example, when a person thinks that the cost of a relationship outweighs the perceived benefits, then the theory predicts that the person will choose to leave the relationship. The theory is relevant to this study in that the study investigated how much support principals of Institutes of Technology gave to guidance and counselling programmes, in terms of finances, infrastructure and personnel. If the principal thinks that guidance and counselling is an important programme then she/he will go out of her/his way to support it to a great extent, but if s/he perceives it as a worthless endeavor then s/he will give it little or no support. The same applies to students who will either seek counselling services if they think it has something to give them, or ignore it altogether if they think that it has nothing of value to give them. Likewise, teacher counsellors will be devoted to offering the services if they think it has a positive impact on students otherwise they will be demoralized and not motivated to carry on with it.

2.9.2 Systems Theory

According to Bailey (1994), the systems theory is the fundamental framework by which one can analyze, describe and predict the behavior of any group of 'objects' that work in concert to produce a result. This could be a single organism, any organization or society. The assumption is that every system that produces results is part of interlinked parts and therefore every change that affects one or more parts in the system causes the whole of it to change either positively or negatively. A system works well only when all parts are in harmony. The theory is relevant to this study in that all educational institutions are complicated systems made up of the Ministry of Education, the parents, the school managers, the teacher counsellors and the students. Since the student is the intended product of the guidance and counselling services, he/she can only come out as a finished/helped product if all parts of the school system work together in harmony; the management should give the necessary support to the counsellors. It is also very important that counsellor and counselee build a trusting relationship in which the counsellor succeeds in empowering the counselee to take action towards change in the solution finding process.

2.10 Conceptual Framework

The conceptual framework below presents an illustration of how the independent variables of availability of facilities and status of guidance and counselling staff impacted on the dependent variable of proper implementation of guidance and counselling programmes.

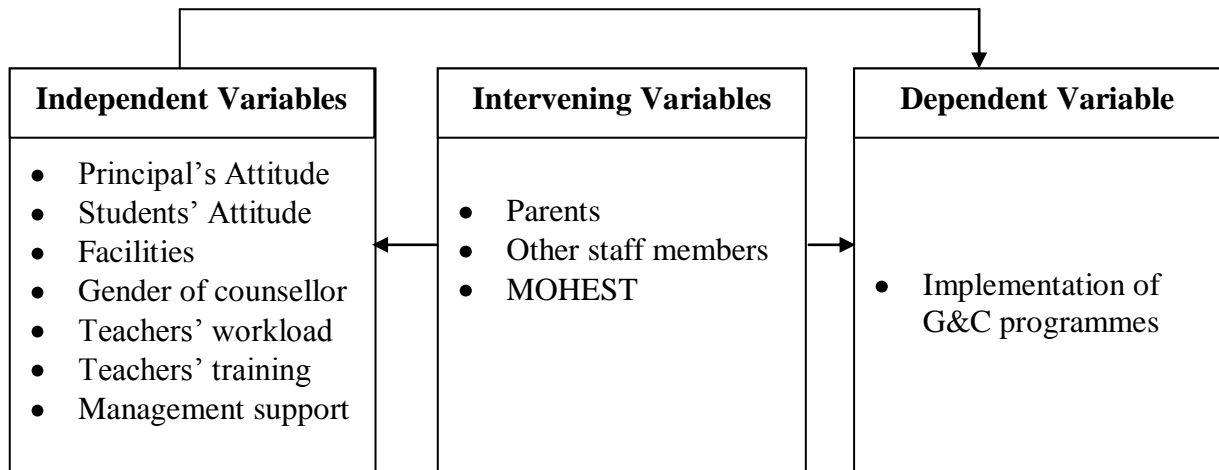


Figure 1: Challenges Facing Implementation of Guidance and Counselling Programmes.

The independent variable of principal and student attitude affected implementation of guidance and counselling programme thus: if the management's attitude were positive then it would provide enough funds to put all the facilities in proper supply, but if it were negative, then the facilities would not be in place hence, a hindrance to proper implementation. Similarly a negative student attitude will stop them from seeking help, while a positive one would encourage them to seek help.

Secondly, the gender of the counsellor is likely to make clients of the opposite sex not go to him/her for help. The third independent variable of counsellor's workload affected proper implementation in that the service providers did not have enough time to attend to students fully because they were busy teaching regular subjects.

Furthermore, it was noted that trained service providers were better equipped to help clients than the untrained ones. Finally, availability of guidance and counselling facilities in the institution was poor because the college management teams did not provide enough financial support. Lack of facilities impacted negatively on service provision.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section of the study highlights the methods that were used in collecting and processing data. It includes the research design, the location of the study, population of the study, sampling procedures and sample size, instrumentation, data collection and data analysis procedures.

3.2 Research Design

This study was carried out using descriptive survey design. Gay (1992), defines descriptive research as a process of collecting data in order to answer questions concerning the current status of the subjects in the study. In the case of this research, the principals, teacher counsellors and students were the subjects of the study. In order to collect data on the current status of the guidance and counselling programmes in the technical institutions, the subjects were approached and requested to respond appropriately to questions pertaining the programme in their institutions.

3.3 Location of the Study

The study was carried out in the months of April and May 2009 in selected Institutes of Technology in Nyanza province i.e. Moi Institute of Technology (MIT) of Rongo district and Gusii Institute of Technology of Kisii Central district. Another institute, Ramogi Institute of Advanced Technology, was used for piloting. Nyanza Province was chosen because it has the highest number of Institutes of Technology in the nation compared to other provinces.

3.4 Population of the Study

The target population comprised 2 principals, 4 guidance counsellors and 2400 students from the two Institutes of Technology. Moi Institute had a total of 600 students and Gusii Institute had 1,800 students. The principals were selected because they had information on how much support the guidance and counselling programmes received. The guidance counsellors were selected because they were the service providers and the students were expected to give information about their attitude towards the guidance and counselling programme and

whether they had any preference on the gender of their counsellor. The population table is shown in table 1

Table 1:
Distribution of population by Institute

District	College	Principals	Teacher Counsellors	Students
Rongo	MIT	1	2	600
Kisii Central	GIT	1	2	1,800
Total		2	4	2,400

3.5 Sampling Procedures and Sample Size

Purposive sampling was used to select principals and teacher counsellors because they were few, there were only two principals and four teacher counsellors. On the other hand, stratified random sampling was used to select sixty (60) student respondents from Moi Institute of Technology and one hundred and eighty (180) student respondents from Gusii Institute of Technology. There were three strata of stage one, stage two and stage three students. Only stage three students were selected to participate in the study because they had been in the colleges for long enough to know the trends well. Finally, simple random sampling was used to select the required student sample size. Students randomly picked folded pieces of paper on which “Yes” or “No” responses were written. Care was taken to make sure that the “Yes” responses were only as many as the required student sample size. Their sample size was 10% of the total population according to Gay (1992).

Table 2:
Distribution of Sample by Institute.

District	College	Principals	Teacher Counsellors	Students	Total
Rongo	MIT	1	2	60	63
Kisii Central	GIT	1	2	180	183
Total		2	4	240	246

3.6 Instrumentation

According to Best and Khan (1992), questionnaires are good instruments to use when collecting data because they enable the researcher to explain the purpose of the study and

give meaning of items that may not be clear. There were three types of questionnaires: one for principals, one for teacher counsellors and another for students (Appendices I, II and III). All questionnaires addressed demographic profiles of the specific respondents. In particular, the principals' questionnaire addressed issues of management support e.g. inclusion of guidance and counselling in the timetable, budgeting for guidance and counselling, setting aside an office and existence of guidance and counselling facilities, while the counsellors questionnaire addressed the counsellors' workload, attitudes of the students and their training. The student questionnaire addressed issues of gender of counsellor and their attitude towards guidance and counselling. This was so that information affecting all parties could be sourced directly from them. Both open-ended and closed-ended items were used so as to give the respondents freedom to express their opinions and to give suggestions.

3.6.1 Piloting

Prior to the actual research, a pilot study was carried out in Ramogi Institute of Advanced Technology (RIAT) in Kisumu District which was not included in the study. Two counsellors at Ramogi Institute of Advanced Technology, the principal and ten students were given questionnaires and they filled and returned to the researcher. The researcher considered their responses in order to obtain insight into the problems that were not predictable prior to the actual research such as clarity of language and time required to fill the instrument.

3.6.2 Validity

Instruments were developed as per the objectives of the study; they were validated by carrying out a pilot study on respondents of GIT and MIT who were not part of the study. Twenty respondents from each of the two institutions were used. The researcher ensured that the time between piloting and data collection was short in order to do away with the possibility of contamination. The researcher also consulted with the experts from the department of Psychology, Counselling and Educational Foundations of Egerton University on the best possible method to use.

3.6.3 Reliability

Mugenda and Mugenda (1999), define reliability as a measurement technique employed to test whether the research instrument produces consistent results or data after repeated trials. The Cronbach Alpha Coefficient was used to compute the reliability coefficient of the

instruments. It was found to be $\sim .7$. According to Fraenkel and Wallen (2000), this is an acceptable coefficient for social sciences.

3.7 Data Collection Procedure

The researcher got a letter of introduction to collect data from Egerton University. That letter was then used to get permission from the ministry of education to go to the institutions. Once the permission was granted, the researcher then notified the principals of the selected Institutions of the intention to collect data at their colleges. On the set date, the researcher, took the questionnaires to Moi Institute of Technology for administration. With the permission of the principal, the researcher administered the questionnaires for principals and teacher counsellors while the Heads of Departments administered those of students. Once the instruments were completed, they were collected for analysis. The same exercise was carried out at Gusii Institute of Technology.

3.8 Data Analysis

On completion of data collection, the researcher checked for completeness of the filled questionnaires. The questionnaire responses were then coded and entered into the statistical package for social sciences. By using each objective, the data was analysed appropriately using descriptive statistics and results were presented in form of frequency tables, percentages and graphs.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This study sought to find out the challenges facing effective implementation of guidance and counselling programmes in Institutes of Technology in Nyanza Province. This was in the light of increased riots and strikes in these institutions of which guidance and counselling should have been foremost to prevent. This chapter presents the results and a discussion of the findings. The chapter is organized following the research objectives for the study found on page 6 and 7 of this document.

4.2 Demographic Characteristics of the Respondents

The demographic characteristics of the respondents is as shown in tables 3, 4 and 5.

Table 3:
Demographic Characteristics of Principals

		Frequency	Percentage (%)
Gender	Male	2	100
Age bracket	41-50 yrs	1	50
	51 yrs and above	1	50
Marital status	Married	2	100
Academic qualification	Degree	1	50
	Masters	1	50

The analysis shows that 100% of the principals were male and married, 50% were aged between 41-50 years and 50% above 51 years. 50% of the principals had a degree while 50% had a masters degree.

Table 4:
Demographic Characteristics of Teacher Counsellors

		Frequency	Percentage (%)
Gender	Male	2	50
	Female	2	50
Age bracket	31-40 yrs	2	50
	41-50 yrs	1	25
	Above 51 yrs	1	25
Marital status	Married	4	100
Academic qualification	Degree	3	75
	Masters	1	25

The analysis shows that 50% of the teacher counsellors were male and 50% female, 50% were aged between 31-40 years, 25% between 41-51 yrs and 25% above 51 yrs. All teacher counsellors were married and 75% hold first degrees while 25% have masters degree.

Table 5:
Demographic Characteristics of Students

		Frequency	Percentage (%)
Gender	Male	165	68.75
	Female	75	31.25
Age bracket	15-20 yrs	1	0.4
	21-30 yrs	236	98.33
	31-40	3	1.25
Marital status	Married	18	7.5
	Single	222	92.5
Stage	Three	240	100

The analysis shows that 68.75% of the students were male, 31.25% were female, 0.4% were aged between 15-20 years, 98.33% were aged between 21-30 years and 1.25% were aged between 31-40 years. 7.5% were married while 92.5% were single and all students (100%) were in diploma stage three.

4.3 Guidance and Counselling Facilities

Objective one sought to determine whether Institutes of Technology in Nyanza province had a well established guidance and counselling department. In order to do this a sample of 2 principals, 4 teacher counsellors and 240 students were asked to respond to a question on whether they had a well established guidance and counselling department in their institutions and then further asked to assess the status of the facilities of that department. The analysis of the results is summarized in table 6 & 7.

Table 6:
Establishment of Guidance and Counselling Department

Respondent	Response			
	Yes		No	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Principals	2	100	0	0
Teacher counsellors	3	75	1	25
Students	137	57	103	43
Total	142	57.7	104	42.3

The analysis shows that 100% of the principals agreed that there was a well established guidance and counselling department while 75% of the teachers and 57% of the students were in agreement with this. Twenty five percent (25%) of the teacher counsellors and 43% of the students said that the department was not well established. On average a higher percentage of the respondents (57.7%) were in agreement that there was a well established guidance and counselling department in the Institutes of Technology. A quick glance of the state of affairs is presented in Figure 2.

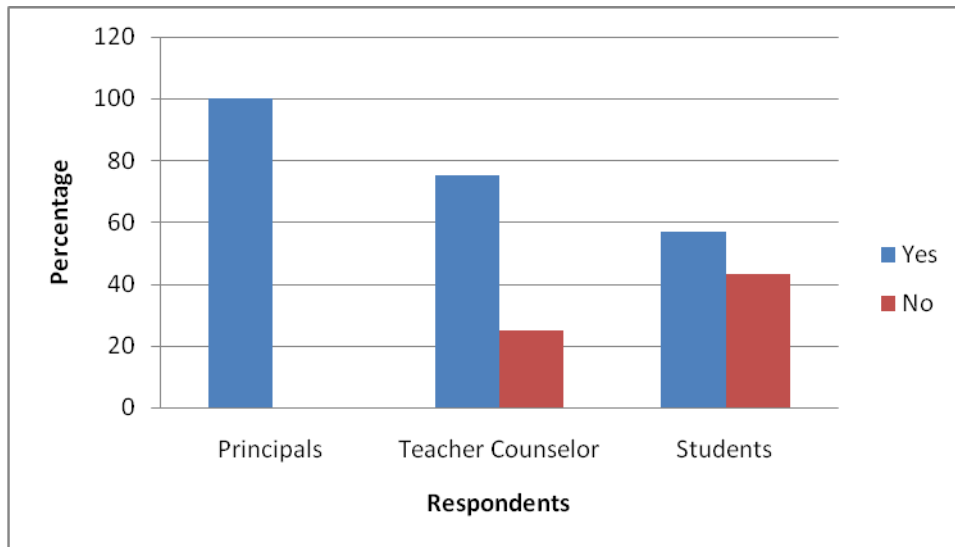


Figure 2: Establishment of Guidance and Counselling Facilities.

Table 7:
Adequacy of Facilities in the Guidance and Counselling Departments

Item	Respondent	Response					
		Freq..	Adequate (%)	Freq.	Inadequate (%)	Freq.	No response (%)
Office	Principal	2	100	0	0	0	0
	Counsellor	0	0	2	50	2	50
	Student	95	39.6	102	42.5	43	17.9
	Average (%)		46.5		30.8		22.6
Reference books	Principal	0	0	2	100	0	0
	Counsellor	1	25	3	75	0	0
	Student	65	27	116	48.3	59	24.6
	Average (%)		17.3		74.4		8.2
Charts	Principal	0	0	2	100	0	0
	Counsellor	0	0	2	50	2	50
	Student	28	11.6	135	56.25	77	32.1
	Average (%)		3.7		68.8		27.4
Radio	Principal	0	0	2	100	0	0
	Counsellor	0	0	2	50	2	50
	Student	48	20	124	51.7	68	28.3
	Average (%)		6.7		67.3		26
Video	Principal	0	0	2	100	0	0
	Counsellor	0	0	2	50	2	50
	Student	103	42.9	69	28.75	68	28.3
	Average (%)		14.3		59.7		26
Seminars	Principal	0	0	2	100	0	0
	Counsellor	1	25	0	0	3	75
	Student	38	15.8	132	55	70	29.2
	Average (%)		13.7		51.7		34.6

The analysis in table 7 shows that on average, the office (45.6%) was the only adequate facility since it was mentioned by a higher percentage while reference books(74.4%), charts (68.8%), radio (67.3%, video (59.7%) and seminars (51.7%) all were inadequate. The overall picture shows that most facilities were not adequate in the guidance and counselling department.

There was a low response (57.7%) on the establishment of the guidance and counselling facilities in Institutes of Technology in Nyanza Province. This tends to show that there was still need to upgrade the facilities. As indicated by table 7, it was apparent that the administration of the various institutes have provided space in terms of office space for the teacher counsellors and also tried to get resource people to speak to the students. This was not sufficient since guidance and counselling involves not only people offering the service but also relevant supportive material like books and other electronic media. This is an indicator that the government and school administration should revisit the implementation and development of these programmes to ensure that all facilities are adequate.

These results coincide with Sindabi (1999), who also in his research noted that Kenyan counsellors lacked facilities thus leading to difficulty in effective implementation of a counselling programme. According to Ndambuki (1999), an ideal guidance and counselling center should consist of a large room with tables where materials are displayed and films or parent - teacher meetings can be held. It is therefore evident that a guidance and counselling facility should be well equipped for effective and efficient service delivery. A lot is therefore left to be desired in the growth of the guidance and counselling departments in the Institutes of Technology in Nyanza. If effective measures are not taken in time, the departments may be rendered irrelevant and the services they provide end up being unable to match with the increasing need for guidance and counselling among students in our institutions.

4.4 Attitude Towards Guidance and Counselling

Objective two sought to establish the attitude towards guidance and counselling held by principals and students of the institutes and section 4.4.1 and 4.4.2 present the results.

4.4.1 Principals Attitude Towards Guidance and Counselling

In order to assess the principals' attitude, a sample of 2 principals were asked to respond to general statements on the role of guidance and counselling in the institutions. Their responses showed that their general attitude towards guidance and counselling was positive.

4.4.2 Students Attitude Towards Guidance and Counselling

In order to assess the students' attitude, a sample of 240 students were asked to respond to general statements on the role of guidance and counselling and table 8 presents the results.

Table 8:
Student Responses on the Role of Guidance and Counselling

No.	Attitude Statement	Positive				Negative					
		SD		D		A		SA		NR	
		Fr.	(%)	Fr.	(%)	Fr.	(%)	Fr.	(%)	Fr.	(%)
i)	Guidance and counselling services are only for unruly students	153	63.8	67	27.9	8	3.3	6	2.5	6	2.5
ii)	It is not necessary since the students are mature	154	64.2	69	28.8	7	2.9	4	1.7	6	2.5
iii)	It is not necessary because college rules and regulations provide enough guidance	123	51.3	105	43.8	4	1.7	1	0.4	7	2.9
iv)	It is for the mentally challenged and weak	124	51.7	59	24.6	34	14.2	12	5.0	11	4.6
Average response (%)		57.75		31.275		5.525		2.15		3.125	
Overall attitude (%)		89.025				7.675				3.125	

To determine whether the students' attitude was positive or negative, the following criterion was used. Those respondents who strongly disagreed or just disagreed for all the items above were considered to be having a positive attitude towards guidance and counselling while those who agreed or strongly agreed were considered to be having a negative attitude. The average of the responses was then found out by summing up the respective columns and dividing by the number of rows and finally the overall attitude was found by summing up the average responses. The findings of the study in table 9 show that 89.025% of the students had a positive attitude towards guidance and counselling, 7.625% had a negative attitude while 3.125% did not respond.

Maintenance of a proper and positive attitude towards guidance and counselling is key to quick realization of solutions to problems faced by the counsellor and his or her client. The findings of this research revealed that both the principals (70%) and students (89.025%) had a positive attitude towards the guidance and counselling programme. The principals exhibited an understanding of the role of guidance and counselling to the students but even so oppose

(100%) the fact that the counsellor should be trained. This may be an indication that the principals may be unwilling to support the teacher counsellor in attending to training relevant to their course of duty. This is the likely reason why 50% of the principals considered financing of counselling departments as not a priority. According to Gibson and Mitchell (2008), guidance and counselling profession is considered a helping profession like medicine or law in which members are specifically trained to perform unique and needed human services.

The positive attitude of principals and students though tends to indicate that if efforts towards sensitizing the principals on the importance and need for having a well equipped guidance and counselling office are taken, then definitely the facilities will be well equipped and considered with closer and keener interest. The principals will also appreciate the need for a well trained and thoroughly qualified teacher counsellor. Effective measures should therefore be taken to ensure that the right attitude, especially that of principals, is coupled with the right information for better results to be achieved in the guidance and counselling service delivery in our institutions.

4.5 Gender and Guidance and Counselling

Objective three sought to determine whether gender hinders guidance and counselling efforts.

4.5.1 Gender of Student Against Preferred Teacher Counsellor Gender

To determine whether the different student gender had different teacher counsellor gender preferences, a sample of 240 students were first asked their gender and then asked to give their preferred gender of the counsellor they would wish to approach if they found themselves in a problem and needed to seek for assistance. The student gender versus their teacher counsellor preferences were then cross tabulated and table 9 shows the results.

Table 9:
Tabulation of the Student Gender Versus Gender of Preferred Counsellor

Response	Gender of Counsellor Preferred				Total	
	Male	%	Female	%		%
Male	87	52	81	48	168	100
Female	31	46	37	54	68	100
Total	118	50%	118	50%	236	100

The findings show that overall, 118 (50%) of the respondents have a preference for male while 118 (50%) have preference for the female. Checking across the rows however, the findings show that a majority of the male student gender (87) 52% prefer a male teacher counsellor while a majority of the females (37) 54% also prefer a female teacher counsellor. It's therefore evident that each gender of the students has a higher preference of the counsellor being same gender.

4.5.2 Difference in Gender Seeking Help

To find out whether there was a difference in the gender who did seek counselling services in the institutions, a sample of 4 teacher counsellors were first asked to state whether there was a noticeable difference and then further asked to outline the gender that was most frequent. The results showed that 100% of the teacher counsellors noticed gender difference in the students seeking guidance and counselling services. The results further indicated that 25% of those seeking services were male while 75% were female. It was therefore evident that more female students (75%) did seek for guidance and counselling services more frequently than their male counterparts. Figure 2 presents the results

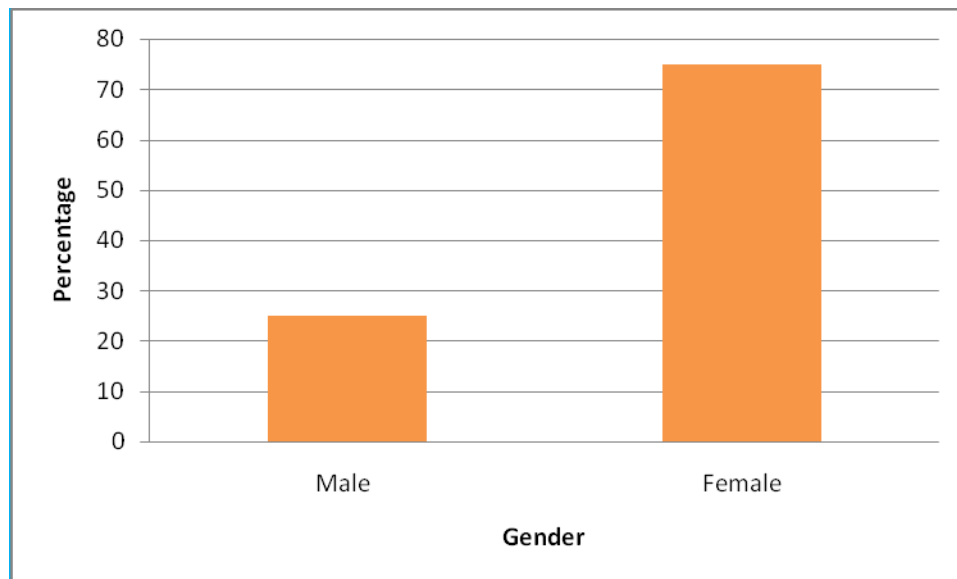


Figure 3: *Counselling Help Seeking Behaviour by Gender*

According to the findings of the study, there was a general preference among male students for a male counsellor (52%) while female students also preferred a female counselor (54%). Studies carried out by Lot et. al. (1992) observed that gender issues played a significant role in hindering the delivery of services. As the findings indicate, there was a lower turn up of male students for guidance and counselling services. This may not be because they have no problems but maybe the gender of the counsellor in question may be a hindrance since they prefer a male counsellor like them. The findings are indicative of females being more free to speak out their hearts than men. Studies carried out by Sanders (1996) found a similar result as this study. Sanders pointed out that women would readily refer other women to a counsellor while men will not. This could be because of the nature of men thinking that they would be considered inferior by seeking counsel and especially from a lady counsellor as pointed out by Khan and Nauta (1997) in their study.

It was evident that the male students prefer sharing their problems, if at all, with a male counsellor but not a female one. According to Masinde (2003), male students get openly drunk and exhibit adverse reactions due to stress accumulated over time. It is therefore important that appropriate measures be taken in order to encourage male students to seek guidance and counselling services in their respective institutions. If this situation is not addressed for a long time, there will be accumulation of stress which may ultimately lead to deviant behavior and even result in increased student unrest in the institutions.

4.6 Counsellors' Workload and Guidance and Counselling

Objective four sought to determine whether the teacher counsellor's workload impacts the delivery of guidance and counselling services. In order to collect data on this, a sample of 4 teacher counsellors were first asked to give their opinion on whether their workload had any effect on their delivery of guidance and counselling services and then further asked whether their workloads were equal to their counterparts or not. The findings showed that all the teacher counsellors (100%) consented to the fact that their workload had a direct effect on their delivery of guidance and counselling services. The results also revealed that 50% of the teacher counsellors had equal workloads with their counterparts who had no other major responsibilities while 50% did not have equal workloads with their counterparts. It can be concluded that for effective guidance and counselling to be offered, there should be ample time for the counsellor to deal with the client, give them material to listen to on radio in the guidance and counselling office or even watch video as may be required by the counsellor. Sindabi (1992) underscores the fact that Kenyan counselors teach a full load in addition to counselling. This therefore may lead to ineffective delivery of services.

According to the government development plan of 1974-1976, the head teachers were advised to make the timetables in such a way as to enable the teacher counsellors to have enough time to deal with student problems. According to Mutie and Ndambuki(1999), due to overload of the teacher counsellors, they should be exempted from the teaching responsibility while Makinde (1984) recommends that they be freed from administrative and clerical assignments in order to concentrate on their professional duties of counselling. The general trend therefore shows that teacher counsellors should be allowed some more time to attend to the students' problems. Its therefore emerging that there needs to be laid down modalities to minimize the teacher counsellors class workload in order to facilitate better and effective guidance and counselling service delivery.

4.7 Effect of Training on Guidance and Counselling Service Delivery

Objective five sought to establish the effect of a counselors training on the delivery of guidance and counselling services. In order to investigate this, a sample of 4 teacher counsellors were first asked whether they were trained counsellors, then they were asked whether training had any impact on service delivery. Lastly they were asked to outline the importance of training towards delivery of the service. The results revealed that 75% of the respondents were trained counsellors while 25% were not trained counsellors. All the teacher

counselors (100%) consented to the fact that training had an impact on the delivery of guidance and counselling services.

Training helps acquaint one with his/her profession and readily prepares him/her to face the challenges of work. According to Gibson and Mitchell (2008), professional counsellors must be fully trained and qualified to meet the needs of the clients they are designated to serve. According to Hansen (1978), training also helps one to be able to plan, develop and organize viable guidance and counselling programmes.

Lack of training therefore is one of the major factors hindering the development of a well organized service delivery plan in the guidance and counselling departments in the Institutes of Technology in Nyanza. Research carried out by Engelkes (1982) also noted that the limits of what one can do are fixed by available expertise, methodology and equipment. It is therefore paramount that there be developed training strategies for the teacher counsellors to ensure that their skills are kept up to date especially with the fast changing social lifestyles. This will help give informed input to the guidance and counselling department and hopefully reduce the increasing deviant behaviour among students in institutes in Nyanza Province.

4.8 Principals' and BOG Support to Guidance and Counselling Programmes

Objective six sought to find out the level of support given by principals and BOG to guidance and counselling programmes. In order to establish this, a sample of 2 principals of the Institutes of Technology in Nyanza were asked whether guidance and counselling was provided for in the school timetable and further, if they made provision in the annual budget for the guidance and counselling department. The results revealed that 100% of the respondents did not have guidance and counselling provided for in the school timetable nor set aside any money for the guidance and counselling department in the annual budget. These findings of the study indicated that the various institutes' managers did not provide the necessary support to enhance the guidance and counselling service delivery. This was underscored by the inadequacy of relevant resources. This state of affairs may result in low morale in the teacher counsellors offering the service because to the counsellor, it may seem as though the guidance and counselling service is not valued within the institution.

The principals, as secretaries to the various institution management boards, should therefore be sensitized through training in order to appreciate the need for supporting the programme.

In fact, if the relevant support is given to the guidance and counselling department, the many unnecessary student riots in the institutes will be highly reduced. Commitment of the college Boards of Governors to supporting this programme could solve most of the discipline problems in the institutions.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to find out the challenges facing effective implementation of guidance and counselling programmes in Institutes of Technology in Nyanza Province. Section 5.2 of this chapter gives a summary of the study findings while section 5.3 gives the conclusions of the study based on the findings and lastly section 5.4 gives recommendations.

5.2 Summary of Findings

The findings of the study showed that:

- i. There are inadequate facilities for guidance and counselling in Institutes of Technology in Nyanza province, yet according to Sindabi (1999) this lack of adequate facilities leads to difficulty in implementation of the programme.
- ii. Some of the counsellors, besides having a heavy teaching workload, they are also not trained. These factors impacted negatively on effective implementation of guidance and counselling services.
- iii. Students had a preference to be counselled by a counsellor with the same gender as theirs.
- iv. More female students sought these services than their male counterparts.
- v. Management support is very minimal although the attitude is positive towards guidance and counselling.

Relevant measures should therefore be put in place to curb all these problems in order to be able to have a modern guidance and counselling facility.

5.3 Conclusions

Following the findings of this research, the following are some of the conclusions made;

- i. It is evident that management support to guidance and counselling programmes is poor, hence lack of provision for it on the timetable, heavy workloads for counsellors and a general lack of needed facilities.
- ii. Lack of training in some of the counsellors also impacts negatively on guidance and counselling service delivery.
- iii. Students prefer a counsellor of the same gender as theirs.
- iv. Male students seek very little guidance and counselling help as opposed to their female counterparts, hence the general negative behaviour from the males.

5.4 Recommendations

Following the findings of this research, the following recommendations were made in order to alleviate or reduce the challenges being faced in the guidance and counselling service delivery:

- i. All managers of ITs in Nyanza Province need to be sensitized, through seminars and workshops, on the urgent need to give adequate support to guidance and counselling programmes in order to enhance better service delivery.
- ii. The government should consider employing full time counsellors in the institutes of technology to allow for constant and fulltime access of the students to the counsellors. This will also allow teachers to concentrate on offering teaching duties as counsellors embark on guidance and counselling service delivery.
- iii. There is need for education stakeholders to initiate an in-service course programme for untrained teacher counsellors so as to empower them to be able to become meaningful helpers to students.
- iv. When posting the guidance and counselling personnel in the institutions, care should be taken to provide for both male and female counsellors so that the unique needs and preferences of each student gender can be accommodated.
- v. Special effort should be put up to reach male students so as to correct their negative attitude to guidance and counselling services since the study revealed that they actually have deep problems for which they need assistance.

5.5 Suggestions for Further Research

- i. Research should be carried out to find out how to fund the guidance and counselling programmes in educational institutions without necessarily having to depend on money from the institutions.
- ii. Research should be carried out from time to time to ascertain the relevance of the skills offered in the guidance and counselling training programmes to ensure they are in tandem with the needs of society.

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR PRINCIPALS

I am conducting a study on the challenges facing implementation of guidance and counselling services in Institutes of Technology in Nyanza province, Kenya. This is in partial fulfillment of the requirements for the award of a degree of Master of Education (Guidance and Counselling) in the Department of Psychology, Counselling and Educational Foundations of Egerton University. Your responses will be treated with strict confidence and anonymity. This data will be used for research purposes only. There is no right or wrong answer. Please tick the appropriate response.

1. State the name of your college

.....

2. a) Please state your gender.

Male Female

b) Age bracket 20-30 yrs ()

31-40 yrs ()

41-50 yrs ()

Above 51 yrs ()

c) Marital Status single () Married ()

d) Academic Qualification Diploma ()

Degree ()

Masters ()

3. (a) Is there an established guidance and counselling department in your college?

Yes No

(b) If No in 3 (a) above why?

.....

4. If your answer to No. 3 (a) above is Yes, is the teacher who runs the programme a trained Counsellor?

Yes No

5. Have you set aside an annual budget for the guidance and counselling department?

Yes No

6. In the table below are general statements on the role of Guidance and Counselling
(Please tick the answer you consider most appropriate)

Key: 1 (Strongly Disagree), 2(Disagree), 3(Agree), 4(Strongly Agree)

Item No.	Statement	1	2	3	4
1	Guidance and Counselling services are for unruly students only				
2	It is not necessary since the students are mature				
3	Students can get guidance from the college rules and regulations; they don't need a counselor				
4	Counselling is not a priority in finance planning.				
5	Anybody can guide and counsel students not necessarily a trained person				

7. Is guidance and counselling provided for in your college timetable?

Yes No

8. Does the teacher counsellor have an equal teaching workload with other teachers in his/her department?

Yes No

9. Assess the Guidance and Counselling facilities (if any) in your institution against the criteria in the table below.

(1 Adequate 2 Not adequate) : (1 V. good 2 Good 3 Fair 4 Poor)

Item	Adequacy		Condition			
	1	2	1	2	3	4
Office						
Reference books						
Charts						
Public speeches						
Radio						
TV/Video						
Seminars						

10. What challenges do you face in implementing the guidance and counselling programme?.....

APPENDIX II

QUESTIONNAIRE FOR TEACHER COUNSELLORS

I am conducting a study on the challenges facing implementation of guidance and counselling services in Institutes of Technology in Nyanza province, Kenya. This is in partial fulfillment of the requirement for the award of a degree of Master of Education (Guidance and Counselling) to the Department of Psychology, Counselling and Educational Foundations of Egerton University. Your responses will be treated with strict confidence and anonymity. This data will be used for research purposes only. There is no right or wrong answer. Please tick the appropriate response.

1. a) Please state your gender

Male Female

b) Age bracket 20-30 yrs ()
31-40 yrs ()
41-50 yrs ()
Above 51 yrs ()

c) Marital Status. Single () Married ()

d) Academic Qualification Diploma ()
Degree ()
Masters ()

2. State here the name of your college.....

3. State your teaching experience in years.....

4. Is there an established guidance and counselling office in your college?

Yes No

5. Please assess the adequacy and condition of the following Guidance and Counselling facilities (if any) in your institution.

(1 Adequate 2 Not adequate): (1 V. good 2 Good 3 Fair 4 Poor)

Item	Adequacy		Condition			
	1	2	1	2	3	4
Office						
Reference books						
Charts						
Public speeches						
Radio						
TV/Video						
Seminars						

6. (a) Are you a trained counsellor ? Yes No

(b) Does training have any impact towards service delivery?

Yes No

(c) If yes in (b) above, what is the importance of training as a counsellor?.....

7. (a) Is guidance and counselling provided for in the college time-table?

Yes No

(b) If yes in 7(a) above, how many hours/sessions are assigned to it?

8. If your answer to No. 6 above is no, then state your teaching workload minus guidance and counselling.....

9. Do you think your workload affects your delivery of guidance and counselling in any way?

Yes No

Please specify.....

10. Please state what guidance and counselling activities you have carried out in the college and which are adequately funded.

(i)

(ii).....

(iii).....

(iv).....

11. Is there a noticeable difference between the number of a particular gender that seeks your services? Yes No

Please specify.....

.....

.....

.....

12. If your answer to number 10 above is yes, please list the reasons you think could be behind the difference.

i).....

ii).....

iii).....

13. What other challenges do you face as a teacher counsellor?

.....

.....

.....

.....

.....

.....

14. What recommendations would you give to improve guidance and counselling programmes?

.....

.....

.....

.....

.....

APPENDIX III

QUESTIONNAIRE FOR STUDENTS

I am conducting a study on the challenges facing implementation of guidance and counselling services in Institutes of Technology in Nyanza province, Kenya. This is in partial fulfillment of the requirements for the award of a degree of Master of Education (Guidance and Counselling) in the Department of Psychology, Counselling and Educational Foundations of Egerton University. Your responses will be treated with strict confidence and anonymity. This data will be used for research purposes only. There is no right or wrong answer. Please tick the appropriate response.

1. a) What is your gender?

Male Female

b) Age bracket 15-20 yrs ()

21-30 yrs ()

31-40 yrs ()

Above 41 yrs ()

c) Marital Status. single () Married ()

2. State the name of your college.....

3. In which stage of your course are you?

Stage I Stage II Stage III

4. Is the guidance and counselling programme offered in your school?

Yes No

5. If the answer to No. 3 above is yes, then state the gender of the service providers

Male Female Male and Female

6. If you found yourself with a problem and needed to seek some assistance, indicate the gender of the counsellor you would choose to approach.

Male Female

7. Please state your reason for choosing whom you have chosen in number 5 above

.....
.....

8. In the table below are general statements on the role of Guidance and Counselling (Please tick the answer you consider most appropriate)

Key: 1 (Strongly Disagree), 2(Disagree), 3(Agree), 4(Strongly Agree)

Item No.	Statement	1	2	3	4
1	Guidance and Counselling services are only for unruly students				
2	It is not necessary since the students are mature				
3	It is not necessary because college rules and regulations provide enough guidance				
4	It is for mentally challenged and the weak				

9. Assess the adequacy and condition of the following Guidance and Counselling facilities (if any) in your institution.

(1 Adequate 2 Not adequate) : (1 V.good 2 Good 3 Fair 4 Poor)

Item	Adequacy		Condition			
	1	2	1	2	3	4
Office						
Reference books						
Charts						
Public speeches						
Radio						
TV/Video						
Seminars						

10. What suggestions do you give to improve the guidance and counselling department?

APPENDIX IV**LIST OF PUBLIC TECHNICAL TRAINING INSTITUTIONS
MINISTRY OF HIGHER EDUCATION SCIENCE AND TECHNOLOGY
PUBLIC TECHNICAL TRAINING INSTITUTIONS**

NATIONAL POLYTECHNICS AND COLLEGES		
NO.	INSTITUTION	BOX NO.
1.	Kenya Polytechnic	52428, Nairobi
2.	Mombasa Polytechnic	90420, Mombasa
3.	Eldoret Polytechnic	4461, Eldoret
4.	Kisumu Polytechnic	143, Kisumu
5.	Kenya Technical Teachers College	44600, Nairobi
TECHNICAL TRAINING INSTITUTES		
1.	Bumbe Technical Training Institute	70, Sio-Port
2.	Kabete Technical Training Institute	29010, Nairobi
3.	Kaiboi Technical Training Institute	937, Eldoret
4.	Kinyanjui Technical Training Institute	21280, Nairobi
5.	Kitale Technical Training Institute	2162, Kitale
6.	Machakos Technical Training Institute	136, Machakos
7.	Maasai Technical Training Institute	125, Kajiado
8.	Mawego Technical Training Institute	35, Kendu-Bay
9.	Meru Technical Training Institute	111, Meru
10.	Michuki Technical Training Institute	4, Kangema
11.	Mombasa Technical Training Institute	81220, Mombasa
12.	Nairobi Technical Training Institute	30039, Nairobi
13.	N'kabune Technical Training Institute	330, Meru
14.	Nyeri Technical Training Institute	465, Nyeri
15.	Ol'lessos Technical Training Institute	210, Lessos
16.	Rift Valley Technical Training Institute	244, Eldoret
17.	Sigalagala Technical Training Institute	2966, Kakamega
18.	Thika Technical Training Institute	91, Thika
19.	North Eastern Province Technical Training Institute	329, Garissa
20.	Starehe Technical Training Institute	30178, Nairobi

INSTITUTES OF TECHNOLOGY		
1.	Sang'alo Institute of Technology	158, Bungoma
2.	Rift Valley Institute of Science and Technology	7182, Nakuru
3.	Kiambu Institute of Science and Technology	414, Kiambu
4.	Ramogi Institute of Advanced Technology	1738, Kisumu
5.	Gusii Institute of Technology	222, Kisii
6.	Murang'a College of Technology	75, Muranga
7.	Siaya Institute of Technology	1087, Siaya
8.	Coast Institute of Technology	34, Voi
9.	Kaimosi Institute of Technology	150, Tiriki
10.	Moi Institute of Technology	184, Rongo
11.	Meru College of Technology	972, Meru
12.	Rwika Technical Institute	1264, Embu
13.	Kirinyaga Technical Institute	143, Kerugoya
14.	Kimathi Institute of Technology	657, Nyeri
15.	Mathenge Technical Institute	665, Othaya
16.	Ukamba Agricultural Institute	459, Kitui