

**DETERMINANTS OF THE GUIDANCE AND COUNSELING PROGRAMME IN  
PROMOTING HEARING IMPAIRED PUPILS' DEVELOPMENT IN SELECTED  
COUNTIES, KENYA**

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of the Requirements for the Award of the Doctor of Philosophy Degree in Counseling  
Psychology of Kabarak University**

**KABARAK UNIVERSITY**

**NOVEMBER 2016**

## **DECLARATION**

This thesis is my original work and has not been previously presented for the award of a degree in any university.

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## **RECOMMENDATION**

This thesis has been submitted for examination with our approval as the University Supervisors.

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University.

## **DEDICATION**

To my late father Wilson Gichanga for his love for education. Also to my husband Macharia, sons Githaiga and Gichanga for their support throughout the study.

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I give God all the Glory for giving me insight and strength throughout the study. I am also grateful to my supervisors Dr Gladys Kiptiony from Kabarak University and Dr Owen Ngumi from Egerton University for their commitment, support and guidance throughout the study. I also thank all the District Education Officers and head teachers of all the primary schools that participated in this study. I thank them for granting me permission to use their schools for the study.

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## ABSTRACT

Hearing impaired children encounter many challenges which are caused by their inability to hear and effectively use oral language. This has serious implications on their personal, social, educational and career development. This calls for well coordinated and informed interventions so as to provide hearing impaired learners with competences to enable them to live effective lives and develop into responsible citizens despite their handicap. An effective guidance and counseling programme will be determined by teacher counselors and the school administration working together in addressing issues that affect hearing impaired pupils at home, school and later in life thus enabling them to enjoy life like the hearing people. If proper guidance and counseling interventions are put in place, the hearing impaired pupils will achieve their highest potential in life. Therefore the purpose of this study was to explore the determinants of the guidance and counseling programme in promoting the hearing impaired pupils' development in primary schools in the counties of Nakuru, Nairobi, Kiambu and Machakos. These counties have nine primary schools with a population of 776 hearing impaired pupils, 90 teachers and nine head teachers of the schools. The study was a descriptive survey that adopted an *ex-post facto* research design. Purposive sampling, proportionate stratified sampling and simple random sampling techniques were used to select the participants who comprised 152 pupils in class six to eight, 12 teacher counselors and four head teachers. Data collection instruments were questionnaires and interviews. A Pilot study was conducted in two schools in Nairobi. 20 pupils, six teacher counselors and two head teachers of the schools participated. Reliability co-efficient of 0.77, 0.7 and 0.71 for the pupils' questionnaire, teacher counselors' questionnaire and head teachers' interview guide were obtained respectively. The data collected was analyzed using the Statistical Package for Social Sciences (SPSS) version 22 for windows. Data was analyzed using frequencies, percentages and chi-square test to establish whether there was a significant relationship between guidance and counseling programme and the hearing impaired pupils' development. The study established that the guidance and counseling programme was playing a significant role in assisting hearing impaired learners deal with personal, social and educational challenges except for career development. However some teacher counselors did not have adequate training and physical resources for the guidance and counseling programme was a challenge. School administration did not also offer adequate support. It was also established that parents did not cooperate with the teacher counselors to ensure overall development of the hearing impaired child. The study recommended that stakeholders and policy makers in education ensure adequate training of teacher counselors to enable them deal effectively with critical issues that affect learners with hearing impairment. Head teachers need to provide required resources for the guidance and counseling programme to ensure full implementation and schools should purpose to create awareness to parents with hearing impaired child on the importance of partnering with them in ensuring overall development of the children through the guidance and counseling programme.

**Key Words- Determinants, Guidance and Counseling Programme, Hearing impaired Pupils.**

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

ACA	- American Counseling Association
AEO	- Area Education Officers
AIDS	- Acquired Immunodeficiency Syndrome
ANPPCAN	African Network for the Prevention and Protection against Child Abuse and Neglect.
ASCA	- American School Counselor Association
EARS	- Educational Assessment and Resource Services
EFA	- Education for ALL
ENT	- Ears, Nose and Throat
BACP	- British Association of Counseling Psychotherapy
FPE	- Free Primary Education
HIV	- Human Immunodeficiency Virus
KCPE	- Kenya Certificate of Primary Education
KIE	- Kenya Institute of Education
KISE	- Kenya Institute of Special Education
KSL	- Kenyan Sign Language
KSSSP-	Kenya Education Sector Support Programme
MoE	- Ministry of Education
MOEST	- Ministry of Education Science and Technology
NCEP	- National Committee on Education Objectives and Policies

PWD	- Persons with Disabilities
SbTD	- School-based Teacher Development
SNE	- Special Needs Education
STIs	- Sexually Transmitted Infections
TAC	- Teacher Advisory Centre
UNESCO	- United Nations Educational, Scientific, and Cultural Organization
UPE	- Universal Primary Education

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Guidance and counseling programmes in educational systems play a very significant role in an individual's life. According to Okobiah and Okorodudu (2004), guidance and counseling in schools has been conceptualized as a programme of activities that provide a gateway out of problems increasingly present in this time of complex scientific, social, economic and technological development. Mapfumo and Nkoma (2013) describe it as programmes of services for individuals based on needs and depending on the influence of the various environments in which they live. Further it is a broad professional field with a wide range of activities, programmes and services geared toward assisting individuals to better understand themselves, their problems, their school environments and their world and to develop adequate capacity for making wise choices and decisions in life (UNESCO, 2004). Availability of formal school guidance and counseling programmes for learners with disabilities will enable them to gain self-acceptance, enhance their self-esteem and appreciative abilities, and ultimately find joy in life (Wamocho, Karugu, & Nwoye 2008). Hearing impaired learners will also become aware of the various opportunities that will help them to adjust to their environment maximally and work towards living a more satisfying and enjoyable life (Ojo & Aderibigbe, 2013; Pandey, 2005).

Experts have indicated that a school guidance and counseling programme is made up of three major components in the form of personal/social, educational and vocational services. The programme should also be developmental in nature so as to help students develop into full human beings capable of maximizing their potential (American School Counselor Association, 2004; Mutie & Ndambuki, 2009; UNESCO, 2000). An appropriate school

guidance and counseling programme is determined by whether it aims at promoting the personal/ social, educational and career development of students as a result of participating in a school counseling programme. Counseling should also aim at helping the individual to develop intellectual, social, physical and spiritual capacities (Mutie & Ndambuki, 2009). The British Association for Counseling and Psychotherapy (2005) argues that counseling plays a key role in helping students to develop a realistic educational plan. In addition, guidance should be provided in career decisions, academic challenges, independent living and personal needs.

In the United States of America where counseling has its roots, the Guidance Movement was started due to humanitarian concern to improve the rights of those people adversely affected by the Industrial Revolution of the mid to late 1800s (Gibson & Mitchell, 2003). Department of Counseling at Gallaudet University in America is the only training programme that prepares professionals to work with deaf people and have had a dramatic impact on service delivery systems for deaf individuals as well as deaf community throughout the United States and internationally (Whyte, Aubret, McCullough, Lewis & Ochoa, 2013). In England, the provision of counseling in a systematic way in educational settings was first developed in the mid-1960s partly as a process of rendering services to students who needed assistance in making decisions about the important aspects of their education, choice of courses, careers or decisions regarding interests and abilities and choices in universities (McLeod, 2000).

In America, (The American National Association of the Deaf, 2014) points out that research has shown that thousands of deaf and hard of hearing children are experiencing various levels of language deprivation causing educational, social-emotional and cognitive delays that lead to low academic difficulties and underperforming when they begin schooling. Florida department of Education (2014) concur that in general individuals who are deaf face

significant barriers that affect self- functioning. They also lack extensive experience in interpersonal relations that are critical to the development of self-identity and social confidence both at home, school and work. A hearing handicap or deafness involves not only the loss or impairment of hearing but the loss or limitation of the ability to acquire language and speech naturally or spontaneously and this has serious implications for the child's development (Kapp, 1991 as cited in Gudyanga, Wadesango, Eliphanos & Gudyanga, 2014). Sullivan and Knutson (1998) in a study done in USA revealed that deaf students demonstrate serious psychological problems at about the same rate as their hearing partners. Guidance and counseling helps in early identification and intervention of children's academic, personal and social needs by removing barriers to learning and promoting academic achievement (ASCA, 2014).

There has been a concern about evaluation of school guidance and counseling programmes the world over (Gysbers, 2004). In developed countries such as America and Britain, the issue of evaluation has been receiving increasing attention as school counselors are asked to demonstrate that their efforts contribute meaningfully to overall student development. Several studies done in America on school guidance and counseling programmes indicate that in schools where the guidance and counseling programme is fully implemented, students reported earning higher grades, having better relationships with teachers and feeling greater satisfaction with school (McGannon, Carey & Dimmit, 2005). In Britain, studies investigating the efficacy of primary school-based counseling services show a range of positive impacts on children's health, wellbeing, attitude to school and ability to enjoy learning (Lee, Tiley & White, 2009). Review of related literature has indicated that effectiveness of the guidance and counseling programme in America and Britain is attributed to proper interventions being put in place such as proper training of school counselors and provision of counseling resources.

In Africa, guidance and counseling is a relatively new concept and according to (Makinde 1984, as cited in Nyamwaka, Ondima, Nyamwange, Ombaba & Magaki, 2013) modern forms of counseling date back to 1959 in Nigeria. Catholic sisters at St. Theresa College Ibadan began organizing formal career guidance services for upper students. For children with hearing impairment Osiki and Nwazoke (1998) in a study done in Nigeria observed that adolescents with hearing impairment may be self-blaming, blaming others and or God for their predicament. They are also often psychologically traumatized when the thought of their physical malfunction get to pathological level, which makes them to be highly susceptible to adjustment problems. Provision of counseling services in schools would help them adjust to their environment as their normal hearing counterparts. In another study done in Nigeria, on meeting the psychosocial needs of hearing impaired students, it was observed that the guidance and counseling programme was an important tool in assisting the students to become more effective and self-sufficient. This was based on the belief that counseling if provided early enough for this group of students would assist them gain more insight into their personality, thereby appreciating their strengths and weaknesses for effective direction and living in the society (Ojo & Aderibigbe, 2013). Effective guidance and counseling programmes have been observed as helping the hearing impaired children fulfill their potential in academic achievement, establish social acceptable levels of social care, develop realistic self- concepts, improve interpersonal relationships and progress in vocational self-sustenance (Oladele, 2000). This information informs that a functional guidance and counseling programme is essential for the hearing impaired pupils in order to promote their overall development which is challenged by their handicapping condition.

Several studies have also been done in Africa to evaluate the guidance and counseling programmes (Alemu, 2013; Chireshe, 2006; Mapfumo & Nkoma, 2013; Nkala, 2014). Unlike in the developed countries where guidance and counseling programmes are well established

and functional, African countries have cited several challenges in the establishment and implementation of these programmes for example, a study in South Africa revealed that inadequate financial and human resources and lack of knowledge on part of implementers were major barriers (Mahlangu, 2011). These factors will determine how effective the guidance and counseling programme will be in delivery of services to students in schools.

In the Kenyan education system, the need for guidance and counseling services has been recognized in various government reports and educational commissions since independence in 1963. Development plans and policy papers have made various recommendations as regards provision of guidance and counseling in schools and colleges. These recommendations were all aimed at enhancing student's adaptability in school and later in life in terms of education and vocational opportunities. The ministry of education MOEST (2009) recognized the need to provide guidance and counseling services to students in special institutions. The purpose of guidance and counseling as stipulated in MOEST (2007) Handbook on Guidance and Counseling is to help the student meet a great variety of needs ranging from psychological and sociological to academic adjustment. The Basic Education Act ( Republic of Kenya, 2013) stresses that the functions of the Board of Management of basic education institutions shall be to facilitate and ensure the provision of guidance and counseling to all learners including those with special needs.

The Hearing Impaired pupils are among the persons with disabilities in Kenya. The National Survey of Persons with Disabilities, Republic of Kenya (2007) showed that 4.6 percent of the total population of Kenya has some disability and of this population, 12 percent were persons with hearing loss. The Ministry of Education (2009) states that disabled persons especially children, face a host of problems as a result of their special needs. Their rights are usually violated since existing legislation suffers slow implementation. In a study done by Handicap

International in Dandora, Kayole and Huruma estates in Nairobi on deaf people, the results showed that deaf communities are characterized by high rates of poverty and unemployment, low literacy rates and limited resources for primary school education, under-resourced medical clinics and other environmental problems (Shackleton, 2007). African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN) (2013) adds that in Kenya, issues affecting deaf children and their families include stigma, quality of services provided, lack of information and ignorance by families of deaf children on where to access services and support, child abuse, neglect and violation of deaf children's rights. Schools being the avenues through which students with hearing impairment are expected to realize their fullest potential, ought to help in addressing these issues through the guidance and counseling programme. Guidance and counseling programmes that are functional have been observed through research as having positive impact on hearing impaired learners development. In one study done in Kenya on impact of guidance and counseling on children with hearing impairment, it was observed that use of Hearing Aids by learners with hearing impairment improved greatly after they were guided and counseled on the use of Hearing Aids and their maintenance (Achero, 2015).

However, Ngao (2005) in a study done on socialization of hearing impaired children at Machakos School for the deaf in Kenya notes that although programmes for persons with hearing impairment were conceived way ahead of programmes for other disabilities in Kenya, few hearing impaired persons have excelled in their lives in all important aspects of social, academic or economic paradigms. Similarly Ayiela (2012) in another study done in Kenya on factors affecting KCPE performance of learners with hearing impairments in special schools in selected counties in Kenya observes that hearing impaired learners perform very poorly in Kenya Certificate of Primary Education. This was attributed to lack of guidance from parents and teachers who do not communicate well in their language and



consequently they had developed a lifestyle that allows for free sexual interactions thus putting them at high risk of HIV infection (Ayieba, 2012). Study results from the Kenya National Survey of Persons with Disabilities (PWD) Republic of Kenya (2007) also indicate that people with disabilities confront a range of handicapping situations depending on the extent of their disability. However various interventions have proved that it is possible to minimize the degree of handicap and enhance the performance of PWD, for example, integration into other learning institutions, and inclusion of service provision to PWD in the national health sector.

The Kenya Education Sector Support Programme (KSSP) 2005-2010 MOEST (2005) argues that many family problems pose serious challenges in the growth and development of the Kenyan child. Further, escalating violence against children, and stress in society, demand strategies such as well co-ordinated and informed counseling interventions so as to provide learners with life skills to enable them face the challenges. Gudyanga *et al.* (2014) indicate that for most learners, having a hearing loss threatens their self-image and may manifest as feelings of inadequacy, being a constraint to other people, being abnormal or handicapped. The MoE through the National Special Needs Education Policy (MOEST, 2009) recommended the establishment of guidance and counseling programmes in special education institutions. This was to provide services to the learners and their families and to develop self-reliance and confidence in the students in order to improve placement. However, some of the challenges that were noted at the time included understaffing within learning institutions and personnel with specialized training that addressed the situation of learners with special needs and disabilities. The schools did not also have trained guidance and counseling teachers and the few who were there were not trained in Kenyan Sign Language (KSL) and other special skills to handle children with special needs. This was due to lack of adequate teachers trained on special education in Kenya. More recently a review of policies and laws affecting

deaf children in Kenya (ANPPCAN, 2013) observed that the implementation of the SNE policy (2009) was hampered by lack of clear implementation guidelines, coordination and monitoring of the education accessed by deaf children. Further, review of literature on studies done in Kenya on guidance and counseling to this special group of students shows that no evaluation has been done concerning these programmes. This study therefore aimed at establishing whether the guidance and counseling programmes are serving the hearing impaired pupils as expected in order to achieve the expected goals.

Despite the commitment of MoE in ensuring that guidance and counseling is offered in all Kenyan schools, several studies have indicated challenges such as lack of training for teacher counselors, inadequate facilities and resources, heavy workload and lack of support by head teachers as factors that affect the effectiveness of guidance and counseling programmes (Auni, Ongunya, Sangok & Nabwire, 2014; MOEST, 2004; Ondima, Nyamwange & Nyakan, 2012; Owino & Odera, 2014). In one study done on guidance and counseling in primary schools in Kisumu west Sub County, it was specifically noted that the guidance and counseling policy had not been adequately established in primary schools as required by the MoE (Owino & Odera, 2014). This was attributed to lack of support by the head teachers. Similarly (Mutie & Ndambuki, 2004; Wango, 2006) note that guidance and counseling programme in Kenya has remained a weak component at all levels of the education system despite the emphasis on guidance and counseling in schools from the ministry of education. This justified the aim of this study to examine the determinants of the guidance and counseling programme in promoting hearing impaired pupils' development. This was meant to establish whether the programme was working as required and achieving the intended outcome. Moreover in a study done by Njoka (2007) on guidance and counseling in primary schools, it was reported that researchers in Kenya had all along ignored the primary school population. Review of related literature also indicates that most studies in Kenya have been

done on learners without disabilities. This brought the necessity to also evaluate the guidance and counseling programme in meeting the developmental needs of other learners such as the hearing impaired pupils.

From the foregoing discussion, it is clear that if schools are to meet the developmental needs of hearing impaired students so as to enable them have the same opportunities as the hearing people in the society without being marginalized; they need a functional guidance and counseling programme from their early years of schooling. This will change their mindset about their disability and participate fully in the society. Pandey (2005) argues that people with disabilities often face barriers that negatively affect their self-concept, self-esteem, and self-efficacy. Through guidance and counseling programmes, hearing impaired pupils can be assisted to recognize their true potential and learn to appreciate the possible effects of frequent negative experiences thus minimizing the impact in their lives. There was therefore a need to establish whether indeed the guidance and counseling programme for hearing impaired learners was functional in taking care of the developmental needs of the hearing impaired pupils.

It is against this background that this study purposed to explore the determinants of the guidance and counseling programme in promoting the hearing impaired pupils' development in the counties of Nakuru, Nairobi, Kiambu and Machakos so that ultimately hearing impaired learners would be able to live effective lives and develop into responsible citizens despite their handicap.

## **1.2 Statement of the Problem**

Hearing impaired learners face numerous challenges in life due to communication barrier. The Ministry of Education recommended that specialized guidance and counseling programmes be established in all special schools in Kenya to cater for the varied needs of

learners with special needs. The programme was meant to promote overall pupils' development and success. This can be categorized as personal, social, educational and career development. For this to be realized there was need for a well-coordinated and effectively implemented guidance and counseling programme. Despite the above efforts, some of the problems cited in the implementation of this policy were; lack of clear implementation guidelines, coordination and monitoring of the education accessed by deaf children. Studies done in Kenya on hearing impaired learners have indicated that the learners have several challenges in the form of poor academic achievement, psychological problems, social isolation, maltreatment, higher risk of HIV infections, unemployment, dropping out of school and poor concept of personal growth which could be attributed to inadequate systems and facilities. This raises the question whether the guidance and counseling programme is effective in assisting them to arrest these difficulties. Review of literature on studies done in Kenya on guidance and counseling to this special group of students shows that no evaluation has been done concerning these programmes. Most studies in Kenya on guidance and counseling have also focused on hearing learners but very few have been done on learners with disabilities and specifically for the hearing impaired. This study therefore sought to examine the determinants of the guidance and counseling programme in promoting the hearing impaired pupils' development. This is with the aim of enabling them realize their full potential as active members of the society.

### **1.3 Purpose of the Study**

This study aimed at examining the determinants of the guidance and counseling programme in promoting the hearing impaired pupils' development in the counties of Nakuru, Nairobi, Kiambu and Machakos.

### **1.4 Objectives of the Study**

The study was guided by the following objectives:

- (i) To establish the levels of professional training in counseling of the personnel involved in offering guidance and counseling services for promotion of the hearing impaired pupils' development.
- (ii) To determine the role played by the teacher counselors in assisting the hearing impaired pupils deal with the challenges they have that require guidance and counseling.
- (iii) To establish the role of school administration in implementing and supporting the guidance and counseling programme for promotion of the hearing impaired pupils' development.
- (iv) To determine the availability of physical resources for guidance and counseling for promotion of the hearing impaired pupils' development.
- (v) To establish the challenges encountered by the teacher counselors in establishing and implementing the guidance and counseling programme for promotion of the hearing impaired pupils' development.

### **1.5 Hypotheses of the Study**

To achieve the objectives, the study formulated the following hypotheses:

H<sub>0</sub>1: There is no statistically significant relationship between the levels of professional training in counseling of the personnel involved in offering guidance and counseling services and promotion of the hearing impaired pupils' development.

H<sub>0</sub>2: There is no statistically significant relationship between the role played by the teacher counselor in assisting the hearing impaired learners deal with the challenges they have that require guidance and counseling and promotion of hearing impaired pupils' development.

H<sub>03</sub>: There is no statistically significant relationship between the role of the school administration in implementing, and supporting the guidance and counseling programme and promotion of hearing impaired pupils' development.

H<sub>04</sub>: There is no statistically significant relationship between availability of physical resources for guidance and counseling and promotion of the hearing impaired pupils' development.

H<sub>05</sub>: There is no statistically significant relationship between challenges encountered by the teacher counselors in establishing and implementing the guidance and counseling programme and promotion of the hearing impaired pupils' development.

## **1.6 Significance of the Study**

The findings of this study have revealed that there are several factors that determine whether the guidance and counseling programme will be effective in promoting hearing impaired pupils' development. Therefore the recommendations of this study may provide vital information to the Ministry of Education and Special Needs Education planners which can be used to come up with policies aimed at strengthening the guidance and counseling programme in primary schools for the hearing impaired in order to promote hearing impaired pupils development. Teacher counselors could also be assisted on ways to offer the best services to the hearing impaired pupils that will assist in promoting the personal, social, educational and career development. Moreover parents of the hearing impaired child can also benefit by being involved in the welfare of their children since they play a key role in their child's welfare. This can be done through consultation with the teachers and collaboration with agencies of the deaf. The head teachers are expected to be aware of the crucial role they need to play in promoting and supporting guidance and counseling programme in their schools if the

programme is to achieve the intended goals. Further, the findings can also create awareness on the importance of providing guidance and counseling services to the hearing impaired and also shed light on the unique needs that deaf pupils have that impact in schools and at home.

### **1.7 Scope of the Study**

This study sought to establish the role of guidance and counseling programme in promoting hearing impaired pupils' development. The participants of this study comprised of teacher counselors, head teachers and hearing impaired pupils. The teacher counselors were considered because they are the main providers of guidance and counseling services to the pupils and also in charge of the guidance and counseling programme, the head teachers were also considered since they play a key administrative role in the establishment and support of a guidance and counseling programme, from sponsoring the training of teacher counselors, provision of materials and facilities and allocating time for guidance and counseling. The hearing impaired pupils were considered since they are the beneficiaries of the services being offered. The study involved three boarding schools and one unit for the hearing impaired in the counties of Nakuru, Nairobi, Kiambu and Machakos. These counties were selected because they had hearing impaired primary schools that had high pupil enrolment and therefore would enable the researcher to get a reliable sample for the research.

### **1.8 Limitations of the Study**

The following factors posed as limitations to this study;

- (i) The study only covered all schools and units for the hearing impaired in the counties of Nakuru, Nairobi, Kiambu and Machakos. Therefore, the findings were specific to these counties and generalization of the results should be done cautiously.

- (ii) Some hearing impaired learners had difficulties in answering questionnaire items. Class teachers took all the pupil respondents through the questionnaire items using Kenyan Sign Language.
- (iii) Although the researcher had assured the participants that all the information they provided was confidential and that the findings were not specific to any particular school involved in the study but to all the counties under study, some of the head teachers found the study to be sensitive and in some instances gave information that contradicted that of the teacher counselors.

### **1.9 Assumptions of the Study**

The study was based on the following assumption;

- (i) All primary schools for the hearing impaired had a guidance and counseling programme and a teacher counselor in charge.
- (ii) Hearing impaired pupils would be able to respond to the questionnaire items.



## 1.10 Operational Definition of Terms

For the purpose of this study, the following terms were defined as follows,

**Career Development:** This is process that forms a person's work identity and it spans over a lifetime. In this study, it has been to mean that pupils will be able to make career choices that suit them in terms of skills and interest and be able to pursue them and eventually get into meaningful employment.

**Counseling:** Being able to help the pupils to understand their problems so that they can come up with solutions to address their challenges and lead normal lives despite their handicap.

**Deafness:** The inability to hear sound like other normal people.

**Deaf Unit:** These are classes in the regular primary school that have been set aside to cater for pupils with hearing impairment.

**Determinants:** Refers to a factor that decisively affects the nature or outcome of something. In the current study the term has been used to refer to factors that influence the effectiveness of the guidance and counseling programme.

**Educational Development:** Pupils being able to develop learning strategies that will result in improved performance at school.

**Exploration:** This is a thorough examination of a subject. In this study it has been used to mean examining the existing guidance and counseling programme in relation to determinants of services being offered and the effectiveness of the programme in promoting hearing impaired pupils' development.

**Guidance:** Giving information and instructions aimed at helping the hearing impaired pupils make various choices in life without seeing deafness as a handicap.

**Hearing Impairment:** A hearing disability that may range from being unable to hear completely or being able to get certain sounds.

**Hearing Impaired Pupil:** Learners in primary schools who have hearing impairment.

**Hearing Learners:** These are learners in primary schools who are in the regular education system and have no hearing impairment.

**Interpreter:** Person who serves as a means of enhancing communication between a deaf pupil and a hearing person(s).

**Kenyan Sign Language:** The use of gestures, facial expressions and other body language that is used by deaf people in Kenya in order to communicate.

**Programme:** This is a planned, coordinated group of activities, procedures often for a specific purpose. In this study the term has been used to refer to a set of services which a school provides in response to guidance and counseling needs of its students.

**Promotion:** Enhancing hearing impaired pupils' development in terms of competency in different areas of development such as personal social, academic and career development skills.

**Personal Development:** Developing self confidence and self awareness. In this study the term has been used to mean that pupils being able to appreciate themselves despite their deafness and being able to deal with personal issues such as feelings of inadequacy and inferiority.

**Social Development:** Learning values, knowledge and social skills that enable children to relate to others effectively and contribute in positive ways to family, school and the community. In this study the term has been used to mean developing respect for other

people and being able to get friends and also keep them although they might not be deaf.

**Teacher Counselor:** A teacher who is charged with the responsibility of offering guidance and counseling services to pupils.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter contains a review of literature on the study of the role of the guidance and counseling programme in promoting the hearing impaired pupils' development. Most of the literature deals with counseling in schools for the hearing but in particular studies on provision of guidance and counseling to the hearing impaired have not been widely studied. This section looks at the need for guidance and counseling in education, guidance and counseling in the Kenyan education system, guidance and counseling as it relates to special education, critical issues that affect hearing impaired students, counseling services that promote pupils' development, role of the teacher counselor and their training, availability of physical resources, role of the school administration, and the challenges faced by teacher counselors. It also looks at the theoretical framework and conceptual framework.

#### **2.2 The Need for Guidance and Counseling in Education**

Teacher Education Knowledge Portal (2014) points out that the aim of education is to achieve the fullest possible realization of possibilities inherent in an individual fostering all aspects of an individual's personality. This can be achieved through the establishment of a guidance and counseling programme. Oluremi (2015) insists that guidance and counseling is the bedrock of self-actualization. UNESCO (2000) argues that the guidance and counseling programme should be an integral part of the school programme and compliments other school activities. In addition the programme should be comprehensive and balanced to encompass all the four fundamental areas of guidance which include personal, social, educational and vocational. Finally it should provide students with the assistance necessary for their maximum development. Other benefits of guidance and counseling programmes in schools is to assist

the students in fulfilling their basic physiological needs, understanding him/her and acceptance of others. It also includes being able to develop associations with peers, realizing successful achievement and providing opportunities to gain independence. The school leader must ensure that guidance is an integral part of education and that it is centered directly on this function (Lunenburg, 2010; The Department of Education in Canada, 2005). In a study done on Missouri high schools on the importance of guidance and counseling programmes in schools, it was established that schools with more fully implemented guidance programmes had students who were more likely to report the following; earning higher grades, better preparation for the future, their school made more career and college information available to them and their school had a more positive climate (greater feelings of belonging and safety at school, classes less likely to be interrupted, peers behaving better) (Lapan, Gysbers & Kayson, 2007). However the above study was on learners without disabilities, this study focused on learners with hearing impairment. Effective school counseling programmes is a collaborative effort between the school counselor, parents and other educators to create an environment that promotes student achievement (ASCA, 2004).

ASCA (2014) argues that the elementary years are a time when students begin to develop their academic self-concept and their feelings of competence and confidence as learners. It is also a time when they develop skills like decision making, life skills, character values and interpersonal relationships. Guidance and counseling helps in early identification and intervention of children's academic, personal and social needs by removing barriers to learning and promoting academic achievement. Anagbogu, Nwokolo, Anyamene, Anyachebelu and Umezulike (2013) in a study done in Nigeria on challenges to counseling practice in primary schools, observe that children in primary schools face a lot of developmental problems which hinder their intellectual, physical, social, moral, emotional and vocational development. Guidance and counseling is therefore needed at this stage

because this stage is the first of all dimensions of development of the worth, dignity and maturity of the individual. Odeleye (2010) adds that for learners with disabilities, the introduction and sustenance of guidance counseling culture at pre-primary and primary levels of education is crucial to identifying the special needs of these children. Ojo and Aderibigbe (2013) observe that hearing impairment has social and psychological effects on the child. It therefore becomes imperative that counseling services should be provided to children with hearing impairment in order to adjust to their environment and live meaningful lives. Oladele (2000) in a study done in Nigeria adds that presence of any impairment in an individual can negatively affect both his/her social and psychological development. This can affect the overall adjustment of such individual to the society in which he lives. In addition, hearing impairment can evoke negative psychological or social reactions which could in turn affect the performance of the child in school, work and perhaps affect later adjustment in life, hence the importance of guidance and counseling programme.

Chioma (2013) did a study on counseling needs of students with hearing impairment in Enugu state Nigeria. 30 secondary school students with hearing impairment participated in the study. The major findings were that students had needs in all social/personal areas, educational and vocational. Based on the findings, the study recommended that the government and school authorities should make provisions for professional counselors in schools so as to meet the personal – social, educational and vocational needs of students with hearing impairment for all round and balanced development. In this study provision of counselors was identified as a determinant for meeting the counseling needs of students with hearing impairment. However the study did not look at counseling needs for students at elementary level and other determinants of how the guidance and counseling programme was assisting in their overall development. The current study therefore focused on the

determinants of the guidance and counseling programme in assisting hearing impaired pupils in primary schools in Kenya deal with counseling issues that they have.

Biswalo (1996) points out that educational institutions have a twofold crucial responsibility: to nurture students who possess varying abilities, capabilities, interests and unlimited potential through relevant curriculum and to prepare these individuals to become effectively functioning members of their changing societies through guidance and counseling. Further, primary schools students in African countries often suffer from emotional problems, intellectual disabilities, motivational inadequacies, moral defects, physical ailments and social maladjustments, hence the emphasis for effective guidance and counseling. Njoka (2007) in a research done in Kenya indicates that there is a need for guidance and counseling in primary schools. This is because the primary school is the formative period during which habits, skills and attitudes develop, thus qualifying the need for guidance and counseling programmes which must be well organized if there is to be any impact on the growth and development of the child and the quality of the educational programme. For the hearing impaired child, Ayieleso (2012) informs that counseling serves the purpose of improving special needs child's psychosocial adjustment. It also helps the child to develop better attitude towards school attendance and learning.

Mutie and Ndambuki (2003) argue that a student is faced with many difficult situations in today's life. Students have to make wise choices that could help them achieve in both academics and co-curricular activities and also socially adjust to peers, teachers and parents. Students have to share facilities in the learning institutions with individuals from different socio-economic background, have to make choices on spending leisure time and adjust to heterosexual relationships. Ojo and Aderibigbe (2013) point out those children with hearing impairment are not exempted from the adjustment problems in schools. This makes guidance

and counseling programme imperative in schools for the hearing impaired. This would help the students to be aware of the various opportunities that would help them to adjust to their environment maximally. Further Mutie and Ndambuki (2009) assert that guidance and counseling helps students to gain insight into the origins and the development of emotional difficulties, leading to an increased capacity to take rational control over their feelings and actions. Students are also assisted to alter maladaptive behavior and also move towards fulfilling their potential and gain skills, awareness and knowledge which will enable them to confront social inadequacies. Hasnain (2004) adds that counseling involves helping the student to understand what he/she can do and what he/she should do, understand the choices he/she faces, handle difficulties in a rational way and make decisions and plans on the basis of self-understanding.

Wango and Mungai (2007) concur that the goal of counseling is not to give answers or solutions to a problem but rather to help the client resolve any issue in an acceptable manner. The client is helped to overcome the issues more effectively and live more positively or to have a positive psychological goal. Consequently, the school guidance and counseling programme should aim at helping the pupils and students know and understand themselves and their environment better. Baker and Gerler (2001) report that students who participate in a school counseling programme had less inappropriate behaviors and develop more positive attitude towards school than those who did not participate in the programme.

When counselors are carrying out their duties, they should respect the dignity, integrity and welfare of their clients, work in ways which promote the clients' control over their own lives, and respect clients' ability to make decisions and engage in personal change in the light of clients' own values and beliefs. They should respect the clients' rights to privacy, confidentiality, self-determination and autonomy, consistent with the law. As far as possible



they should ensure that the client understands and consents to whatever professional action they propose (Institute of Guidance Counselors, 2012). Corey (2009) suggests that clients need to be informed about their therapy so that they can make autonomous decisions pertaining to it. This tends to promote the active cooperation of the clients' in their counseling plan. The counselor is also empowering them and building a trusting relationship. This also helps the clients' to become active partners and true collaborators in their therapy. In order to engage effectively in a counseling relationship with a deaf client, it is necessary to examine the counselor's views and biases related to groups that are different from his or her own. This helps the counselor to avoid perpetuating views on them (Sue & Sue, 1987 as cited in Peters, 2007; Whyte, *et al*, 2013).

### **2.3 Guidance and Counseling in the Kenyan Education System**

The government's initiative to establish formal guidance and counseling in Kenyan education system dates back to the period immediately after independence in 1963 which saw the formation of a commission to review the education system in Kenya. The Ominde Report of 1964 (Republic of Kenya ,1964) recommended that schools should provide guidance and counseling to ensure that children were given courses of education and training best fitted for their needs. The manifestation of that report became evident in 1971 when the Ministry of Education started a unit within the ministry to deal with the implementation of guidance and counseling in schools. Regular teachers were appointed to offer guidance with emphasis on career counseling. Njoka (2007) notes that schools were expected to carry out the services of guidance and counseling but in practice only career guidance was taking place and not in serious magnitude because teachers had not received training. The National Development Plan of 1974-1976 (Republic of Kenya, 1974) recommended that head teachers arrange school timetables in such a way that members of staff responsible for guidance and counseling would have time to deal with career inquiries and personal problems. The report

on The National Committee on Education Objectives and Policies (NCEP), (Republic of Kenya, 1976) observed that guidance and counseling services to students was at the time being offered by volunteer teachers who had no training in the relevant skills. Following this, the commission recommended that trained teachers carry out guidance and counseling not only in secondary schools but also in primary schools. Teachers undergoing training were to take a compulsory course in guidance and counseling in order to be able to handle psychological issues affecting students.

The National Committee on Education Objectives and Policies (Republic of Kenya, 1976) recommended expansion of guidance and counseling and head teachers were instructed to appoint a member of staff to be responsible for guidance and counseling in each school. The report recommended that each school was to build and use cumulative records of students' academic performance, home background, aptitudes and interests and special problems to facilitate guidance and counseling (MOEST, 2004). More progress in establishing guidance and counseling in schools was made by the Kenya Development Plan of 1979-1983 (Republic of Kenya, 1979) which recommended that guidance and counseling be incorporated into the teacher-training curriculum at both the college and university levels. According to Kimathi (2002) the recommendation was implemented but the course was inadequate to prepare effective counselors since it was too academic with no emphasis on practical skills. Teachers were therefore half-baked at best in their counseling skills.

The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Republic of Kenya, 1988) recommended that schools establish guidance and counseling programmes and senior teachers be in charge. The Kenya Institute of Education (KIE) was charged with the responsibility of developing suitable and relevant guidance and counseling programmes. The report also stressed that the head of the school was to be

responsible to ensure that guidance and counseling services were offered to the children and that each school was to establish guidance and counseling committee headed by a teacher appointed by the head teacher. Commission of inquiry into the Education system in Kenya (Republic of Kenya, 1999) made some recommendations concerning guidance and counseling in schools and the first one was that the positive cultural practices such as guidance and counseling that go on during initiation ceremonies be encouraged and moderated to enhance the social development of the youth. Guidance and counseling in schools and colleges was to be strengthened to become an active and available service on a day –to- day basis to all the students. The students were also to receive help on academic, social and practical aspects of life. Teachers who were trained in guidance and counseling were to undertake this. In the same year, The Kenya Institute of Education (1999) Needs Assessment Survey Report on the Primary Education Curriculum identified the need to have teachers with guidance and counseling skills. The report had noted that the social, moral and health education needs were not being fully met. This was attributed to ineffective guidance and counseling services in primary schools. This shows that guidance and counseling have been identified as a special need in all Kenyan schools.

MOEST showed commitment in promoting guidance and counseling in primary schools by starting a School-based Teacher Development (SbTD) programme in 2001 (MOEST, 2001). This was a distant education programme through modules in every school that was targeting Key Resource Personnel who were also expected to train other teachers in their schools. Training was provided by the Area Education Officers and Teachers Advisory Center, who were prepared and equipped through seminars and workshops. In order to improve the provision of guidance and counseling services in schools, The National Conference on Education and Training (Republic of Kenya, 2003) recommended that a national program be instituted for professional training of teachers/personnel to handle guidance and counseling

services and that the latter be offered by professionally trained mature members of staff. Further it recommended that there was need to strengthen guidance and counseling services at all levels of education and in particular train; pre-school, primary, secondary and post-secondary teachers in guidance and counseling and its application to their areas. In 2005, MOEST distributed the guidance and counseling Specialist Module to primary schools (MOEST, 2005). The MoE through this module, aimed to improve guidance and counseling in primary schools. The module addressed key issues in primary schools such as participation, retention and completion rates of learners, changes that emerge in their adolescence, drug abuse, HIV/AIDS and sexually transmitted diseases.

Wamocho (2003) in a study on development of a guidance and counseling programme for students with special educational needs recommended that there was need for guidance and counseling programmes to be developed for students with special needs which should be comprehensive and could involve the orientation of these students towards positive concept of personal growth (self-concept, self-esteem, self-acceptance and pursuit of independence). Such a program would further address the students educational, social, personal, vocational, and rehabilitation needs based on their handicapping conditions.

In an effort to improve the education and life of children with disabilities in Kenya, (MOEST, 2009) through the National Special Needs Education Policy Framework stated that it was committed to facilitating the establishment of guidance and counseling programmes in special education institutions. The guiding principles included; professional delivery of services to the learners with special needs and disabilities for the best of their interests, holistic realization of their full potential and protection of their human dignity. Guidance and counseling services were to be offered to the learners and their families. This was also meant to help them develop self-reliance and confidence in order to improve placement. To show

the government's commitment to this course, the Basic Education Act (Republic of Kenya, 2013) stresses that the functions of the Board of management of basic education institutions shall be to facilitate and ensure the provision of guidance and counseling to all learners including those with special needs. This has been streamlined to the county level in order to ensure implementation. The above recommendations show that guidance and counseling is very essential for all learners with disabilities and that the government of Kenya was keen on the implementation of these services at all levels of education. This study therefore was essential in ascertaining whether the guidance and counseling services were effectively being rendered to ensure hearing impaired pupils' development.

#### **2.4 Special Education as it Relates to Guidance and Counseling**

Provision of special education to children with disabilities has been the concern of many countries the world over. In USA (Special Education News, 2015) reports that special education began in the early part of the 20<sup>th</sup> century. In 1961, President John F. Kennedy created the president's panel on mental retardation. This led to the provision of funding for primary education and expanded access to public education for children with disabilities. Later two federal laws namely the Education for All Handicapped Children Act and Individuals with Disabilities Act were enacted by Congress in 1975 in order to ensure a right to education for all children regardless of disability. In England special education was started in 1944 under an Education Act which categorized children with disabilities and the children were given 'special educational treatment' in separate schools. This was later changed by the 1981 Education Act that recommended for common education goals for all children regardless of their abilities or disabilities (House of Commons Education Committee, 2006). In Africa some countries had challenges in taking care of education for children with disabilities. Chitiyo and Wheeler (2004) observe that in Zimbabwe there were no formal special education services for blacks before independence in 1980. Special education was a

preserve for the whites. The situation was different in Uganda where services for children with physical disabilities and mental handicaps began in 1968 as a result of local self-help organizations which saw the starting of the Uganda School for the Deaf in Namirembe Hill in the same year (Reynolds & Fletcher, 2007).

MOEST (2009) inform that education for the hearing impaired in Kenya falls under the ministry of education, special education division. This section of the ministry deals with the administration of education of persons with special needs, education for the hearing impaired being one of them. MoE (2009) states that, Kenya's earliest efforts for organized care and provision of Special Needs Education (SNE) dates back to the late 1940s, with much involvement of the religious institutions, notably the Salvation Army Church and much later the Anglican, the Catholic, the Methodist and the Presbyterian churches in establishing special schools and institutions for children with visual, hearing, physical and mental disabilities in various parts of the country where they had mission. With the departure of missionaries, the government started providing teachers and financial grants to these service providers eventually taking over the institutions which they had initiated.

The Ominde commission of 1964 (Republic of Kenya, 1964) recognized the need for awareness of the problems that result from disability and for special education and training for all children with disabilities in the country. The commission also noted that there was need for teachers in training to be familiarized with the effects of disability at all levels of children's interactions, development and education. Other recommendations included the need for the government to coordinate and to improve both the quality of services and the methods of delivery of those services to individuals with disabilities. The recommendations resulted in the Parliamentary Sessional paper No 5 of 1968 which set the pace for government leadership in provision and coordination of services for persons with disabilities.

There was also the establishment of the Vocational Rehabilitation Division in the Department of Social services which led to the establishment of several Rehabilitation centers countrywide. The special education section was set up within the ministry of education in 1975, to coordinate education for children with special needs. In 1984, the ministry of education introduced the Educational Assessment and Resource Centers (EARC) which have greatly improved the growth and quality of education services for children with special needs. The Kenya Institute of Special Education (KISE) was established in 1986 to build the capacity of SNE service providers through teacher training/teacher in-servicing and research (MOEST, 2009)

The provision of education for all has not come without challenges for learners with disabilities as noted by a study done in Kakamega County in 2010 on education for the hearing impaired (Okutoyi, Kochung, Kabuka, Were & Oracha, 2013). The results indicated that the introduction of Free Primary Education (FPE) in Kenya in 2003 saw an increase in enrolment of hearing impaired learners and deaf units at hearing schools across the country. This was in an effort to attain Universal Primary Education (UPE) by 2010 and Education for ALL (EFA) by 2015. With increased enrolment, schools for the deaf and units have lacked the necessary resources, training and equipment to accommodate new number of students. Many teachers assigned to the schools and units had poor fluency in Kenyan Sign Language. MoE (2003) found out that nearly 90 percent of deaf children in Kenya attend special schools and only about 10 percent attend units. Kimani (2012) notes that the latest published statistics on the enrolment of deaf learners do not offer reliable information. However, MoE (2009) indicates that 23,459 pupils enrolled in 2003 and 36,329 in 2006 in all the primary and secondary schools. In line with the above findings, there was a need to ascertain how the schools for the hearing impaired were ensuring quality education and personal growth of the pupils despite the challenges mentioned above.

A report by the (Kenya National Commission on Human Rights, 2007) indicates that education is a right for persons with disabilities and in line with international human rights norms, all human beings have the right to education and that education should aim to develop the human personality fully as well as enabling all persons to participate effectively in a free society. Further, educational and vocational information and guidance be available and accessible to all children. The report also pointed out that the quality of education for persons with disabilities should be equal to that of persons without disabilities while at the same time meeting the special needs of persons with disabilities. Vocational training was to be given special consideration since it was the bridge between education and employment for them. This implies that guidance and counseling programmes should be available in schools for the hearing impaired in order to address the students' educational, social, personal and career development.

The most recent efforts by the government of Kenya towards the provision of education and protection of the rights of all its citizens including those with special needs is contained in several laws that have been put in place to ensure implementation. The Children's Act 2001 (Republic of Kenya, 2001) advocates that every child shall be entitled to education the provision of which shall be the responsibility of the government and the parents. A disabled child shall have the right to be treated with dignity, and to be accorded appropriate medical treatment, special care, education and training. Children with disabilities shall also be protected from all manner of abuse. This Act was strengthened by the Persons with Disabilities Act 2003 (Republic of Kenya, 2003) which prohibits all forms of discriminative treatment of persons with disabilities such as in access to education and training and provides for adaptation of infrastructural, socioeconomic and environmental facilities to ensure a conducive environment for persons with special needs and disabilities.



The Constitution of Kenya 2010 (Republic of Kenya, 2010) shows the government's commitment to upholding the rights of persons with disabilities to access education and to be integrated into society. The government recognizes education as a basic human right and in line with this, the constitution provides for free and compulsory basic education to every Kenyan child and safeguards the right to an education for minorities and marginalized groups. The most recent effort is outlined in the Basic Education Act 2013 (Republic of Kenya, 2013) which advocates for non-discrimination, encouragement and protection of the marginalized, persons with disabilities and those with special needs. Other requirements outlined in this Act include the responsibility of the County Education Board to ensure that every special school or education institution with learners with special needs is provided with appropriate trained teachers, non-teaching staff, infrastructure, learning materials and equipment suitable for such learners. The County Education Board is also to provide for education assessment and research centers that would give advice to parents and teachers as to the appropriate methods of education for such children. The Board of management was mandated to facilitate and ensure the provision of guidance and counseling to all learners. All the above efforts are aimed at empowering PWD to realize their full potentials and function fully in the society. The question that arises is whether these provisions have been put in place to assist in hearing impaired pupils' development.

Guidance and counseling programmes are therefore very necessary in primary schools for the hearing impaired in order to help the children to overcome some of the barriers that may interfere with their healthy growth and development if they are to participate fully in the society. This study therefore sought to explore whether these crucial services were being provided in the schools and their contribution to hearing impaired pupils' development.

## **2.5 Critical Issues that Affect the Hearing Impaired Students**

Deaf students have a variety of needs that impact in schools and at home. In America where extensive studies on issues of the deaf have been done, Florida Department of Education (2010) notes that individuals who are deaf face significant barriers that affect their own self-sufficient functioning. Many of them lack extensive experience in interpersonal relations that are critical to development of their self-identity and social confidence, both at home and at work. Olusanga, Neumann and Sauders (2013) add that irrespective of age at which it develops, disabling hearing impairment has devastating consequences for interpersonal communication, psychosocial wellbeing, quality of life and economic independence. Similarly, American Speech- Language and Hearing Association (2016) confirm that children with hearing impairment often report feeling isolated, without friends, and unhappy in school, particularly when their socialization with other children with hearing loss is limited. Perveen and Mustafa (2013) argue that studies have indicated that hearing impaired children are less socially mature than hearing children. Delayed language acquisition experienced by most hearing impaired children leads to more limited opportunities for social interaction and leads to frustration for them and their parents.

Adoyo (2007) in a study done in Kenya observes that deafness is often mistakenly associated with helplessness and the need for protection, hence the greatest obstacle facing the hearing disabled child or adolescent is not the hearing disability but the failure of parents , professionals and general public to understand and accept the person with disability. Children with hearing loss may also be at increased risk of physical, social, emotional, sexual abuse and even murder. Sullivan and Knutson (1998) in a study done in America on maltreatment and behavioral characteristics of children with hearing loss observed that deaf students demonstrate serious psychological problems as they grow and develop at about the same rate as their hearing counterparts. Based on these arguments, this study sought to find out whether

the guidance and counseling programme was functional in order to assist the hearing impaired learners deal with these challenges.

Fusick (2008) in another study done in America on best practices in serving clients with hearing loss concluded that individuals with hearing loss are too often socially isolated within their homes, schools, workplaces, and communities. Common barriers that individuals with hearing loss face include communication problem, inequitable access to health care, and education, low literacy, and underemployment. Further, as a result of familial and personal conflicts, spoken or unspoken, and peer and societal discrimination, individuals with hearing loss often feel inadequate and alone, with few resources and means of support.

Kent (2003) in a study done in New Zealand examined identity issues and aspects of the health behaviors of mainstreamed hard of hearing adolescent's aged 11, 13, and 15 compared with their peers. A sample of 52 hard of hearing students was matched with 470 peers of the same age. A survey based on the World Health Organization Health Behaviors of School Aged children was administered and the results of the hearing and the hard of hearing groups compared. The findings indicated that the majority of hard of hearing students did not self-identify as having a hearing disability. According to this study, the school experience of a significant number of mainstreamed hard of hearing students was not supportive. The study also concluded that students with self-reported disabilities exhibit attitudes and behaviors similar to those who are alienated from their school communities. These attitudes and behaviors include greater likelihood of smoking, drinking alcohol, or being drunk more often than other students. Students with disabilities also report more difficulties on psychosocial factors. Deaf children and adolescents are also noted to be at risk of alienation and a range of adverse outcomes including low academic achievement, delays in cognitive and social processing, social maladaptation and psychological distress or disorder. Based on these

findings, the current study sought to establish the role that the guidance and counseling programme was playing in assisting pupils with hearing impairment deal with similar challenges so as to lead normal lives like the hearing.

Wamocho (2003) did a study on guidance and counseling needs for children having disabilities in Nairobi, Eastern and Nyanza provinces in Kenya. This was in effort to develop a comprehensive guidance and counseling programme for Kenyan students with special needs. In this study ( Shostroms, 1987) personal orientation inventory was used to measure the needs of 229 Kenyan students with visual, hearing and physical impairments. The findings indicated that children with special needs were non-self-actualizing. The students were either directed and time incompetent and live in the past or future with a lot of regrets and sentiments. The baseline data obtained from the study indicated that there was need for guidance and counseling programme to be developed in Kenya for students with special needs which would be comprehensive and could involve the orientation of these students towards positive concept of personal growth (self-concept, self-esteem, self-acceptance, and pursuit of independence). Such a programme would address the students' educational, social, personal, vocational, and rehabilitation needs based on their handicapping conditions. While this study looked at the need to develop a guidance and counseling programme for students with disabilities, the current study looked at the role that the guidance and counseling programme has played in students with disabilities 'development and specifically pupils with hearing impairment.

Information from Education Assessment and Resource Centers in Kenya indicate that deaf people have a communication problem. Spoken languages are more difficult for them to access than for hearing people. They use home sign language when applicable and speech reading to better understand their hearing families. They also use KSL and some use assistive

devices to improve their ability to hear sound. Smith, Polloway, Patton, and Dowdy (2001) gave one of the characteristics of students with hearing impairment as communicational. These students have poor speech production, limited tested vocabulary, problems with language usage and comprehension particularly abstract topics and the voice quality is also poor. Decker, Valloton, and Johnson (2012) conclude that the ability to communicate effectively is critical to the healthy development of children. Effective communication supports cognitive development as well as social development; including the ability to develop positive relationships with others. Therefore it is important that children with hearing loss obtain the opportunity to experience healthy development by learning and using an elaborated system of communication that best fits their own needs and the needs of those with whom they must develop relationships.

Individuals with hearing loss also have problems in education. Fusick (2008) asserts that individuals with hearing loss are often socially isolated and have difficulty communicating with hearing persons, particularly for students participating in special education programs in school systems where special education classes are held separately. In addition, students with hearing loss may have multiple disabilities, emotional difficulties, and behavior problems that educational systems are unprepared to address. Florida Department of Education (2010) notes that students with hearing loss read at or below, a fourth grade level and have been poorly served by the educational system, are frequently misdiagnosed and misplaced, lack a supportive home environment, are often discouraged in schools and drop out, and are not prepared for post-school life and work. Smith, *et al.* (2001) argues that students with hearing loss have academic achievement levels significantly below those of their hearing peers. Reading ability is most significantly affected. They have spelling problems, limited written language production and discrepancy between capabilities and performance in many academic areas. This makes it necessary to have supplemental education services, which

include career exploration, independent living skills, communication skills, and social skills, in order to prepare for the workforce.

Chioma (2013) in a study done in Nigeria on counseling needs of students with hearing impairment suggests that with the appropriate counseling techniques such as self-modeling and film modeling, the affected students can be helped to acquire sign language which can further be used for counseling on their personal, social educational and vocational adjustments and personality development. American Speech –language and Hearing Association (2016) inform that hearing impaired children have difficulties with all areas of academic achievement, especially reading and mathematical concepts and on average achieve one to four grade levels lower than their peers with normal hearing, unless appropriate management occurs. This gap widens as they progress through school. In a study done in Kenya on assessment of learners with disabilities (Mundi, 2009) notes that standard eight pupils fall between ages 12 and 18 years for regular learners but some deaf learners leave school when they are much older due to late entry and compulsory repetition of classes. Ngao (2005) in a study done in Machakos school for the deaf points out that in general, most deaf learners in Kenya enter later in school than their hearing counterparts and spend more years in school. Kimani (2012) in a different study on teaching deaf learners in Kenya adds that many learners spend a maximum of 11 years in the same institution if they do not repeat classes and/ or transfer to other schools.

MoE (2005) states that only a small percentage of deaf learners in Kenya acquire primary school education and proceed for further education in secondary schools. This could be attributed to poor performance in Kenya Certificate of Primary Education (KCPE). This calls for seeking to know what challenges these children face in their learning and whether the guidance and counseling programme is contributing to hearing impaired pupils' academic

development. This is with the assumption that guidance and counseling programme can be used through consultation and collaboration by teacher counselors and other stake holders such as class teachers and parents in helping these pupils overcome academic challenges so as to facilitate their full participation in the learning process. Mayer (2007) argues that deaf children seem to follow the same course as their hearing peers with regard to early childhood literacy and consequently it is expected that most deaf learners would continue to develop literacy abilities proportionate with their hearing counterparts. This shows that if hearing impaired children are provided with educational guidance and counseling they should generally learn at the same pace and perform equally with hearing children. However in Kenya, the academic achievement as revealed in various studies such as (Ayuela, 2012; Kimani, 2012; Mundi, 2009; Ngao, 2005) does not seem to reflect this hence raising the question whether they are provided with these services.

Ayuela (2012) did a study on factors affecting KCPE performance of learners with hearing impairment. The study was conducted in four selected counties in Kenya. The study participants included special school teachers, headmasters and class 7-8 pupils. The study revealed that some teachers did not have knowledge and skills of the fundamental communication processes thus affecting their teaching and pupils' performance. Some of the recommendations included in-service training on teaching and communication approaches. While this study focused only on teachers and lack of resources as the main factors affecting KCPE performance, it failed to account for the hearing impairment which has psychological, social and cognitive effects on hearing impaired learners. The current study therefore focused to address the determinants of guidance and counseling programme in addressing the overall development of hearing impaired learners. This is with the assumption that counseling services would assist the learners deal with psycho-social factors that would affect their academic performance negatively.

Embry and Grossman (2007) in a study done in America on child abuse and deafness argue that there is increasing strong evidence that children with disabilities are at a higher risk of maltreatment when compared to children without disabilities. Children with communication disorders including deaf and hard of hearing were said to be as twice as likely to be maltreated when compared to children without disabilities. In America, several studies have examined physical abuse among children with hearing loss. In one study, Sullivan and Knutson (1998) found that more than half of the children with hearing loss were reported to have experienced multiple forms of maltreatment that occurred simultaneously with physical abuse. Primary perpetrators were parents, about equally split between mothers and fathers. Muema (2012) did a study on the influence of child abuse on the academic performance of deaf children in Mutomo primary school in Kitui District, Kenya. The results indicated that child abuse negatively influenced academic performance of deaf children. The study failed to address how the hearing impaired children are assisted in dealing with issues of abuse. The present study therefore focused on how the guidance and counseling programme is benefiting hearing impaired pupils by assisting them deal with issues of abuse with the aim of promoting their overall development.

The hearing impaired children are reported to be disadvantaged in receiving proper health care compared to their hearing peers. Fusick (2008) notes that mental health practitioners are typically unprepared to meet the needs of clients with hearing loss. Communication barriers and access to interpreter services are also a major concern for individuals with hearing loss who seek psychotherapy. In consideration of these barriers, persons with hearing loss are therefore less likely to seek and be able to afford mental health counseling. The Florida Department of Education (2010) adds that many deaf students have sometimes more disabilities in addition to that of deafness. These secondary disabilities range from organic brain dysfunction to visual deficits. These problems are further compounded in many



instances by lack of knowledge on how to access health care and/or self-care. According to the Kenya Resource Center for the Deaf, deaf Kenyans are generally considered more vulnerable to contract HIV/AIDS than hearing Kenyans because of reasons such as; low educational levels, lack of access to information, lack of awareness of reproductive health issues, and high levels of poverty.

Punch, Creed, and Hyde (2006) in a study on career barriers perceived by hard of hearing adolescents in Australia found out that students with hearing impairment have challenges in their career development and school to work transition. They are likely to encounter environmental and attitudinal barriers that can impede their achievement of educational and career outcomes. Further the effects of their hearing loss may be perceived by young people and important others such as parents, teachers and potential employers as a limitation to the accessibility of many occupations. The study also observed that hearing impaired learners don't have the 'career knowledge' like their hearing counterparts. They often think that there are potential barriers that will restrict their choice of career. The Florida Department of Education (2010) argues that hearing impaired students have vocational deficiencies due to inadequate educational training experiences during the developmental years and changes in personal and work situations during adulthood. Many may present an underdeveloped image of self as a worker, may exhibit a lack of basic work attitudes and work habits as well as a lack of job skills. Ochs and Roessler (2001) observe that research has shown that individuals with disabilities are at a disadvantage when it comes to career development and exploration in that they are more likely to be unemployed or underemployed than their peers without disabilities. Therefore they should be equipped with skills to enable them develop self-confidence and positive career related intentions that enable other learners without disabilities to succeed.

In a study done in Kenya on factors influencing choice of vocational courses by learners with hearing impairments, it was established that hearing impaired learners lacked career awareness in the choice of vocational courses due to lack of proper guidance by the parents/guardians and also partly by the instructors and this largely influenced how they chose their vocational courses (Munyua, Awori & Rukangu, 2014). Murugami and Neil (2012) concur that in Kenya, the work acquisition goal for young school leavers with disabilities has been a big challenge since there is lack of clear integration among personal, academic and career guidance. Majority of students with disabilities are said to rarely relate their academic subjects to their future careers and what they would like to be in their adulthood and this creates lack of vocational self-concept and decision making. From the foregoing discussion, it is possible that lack of career guidance and job support could partly be blamed for challenges among hearing impaired learners. Republic of Kenya (2003) notes that studies have shown that hearing impaired learners from vocational training courses don't transit to employment as expected and many get employed to do jobs they were not trained in or some do not get any employment. The above argument made it necessary to explore the determinants of the guidance and counseling programme that would assist the hearing impaired pupils in their career development.

Guidance and Counseling programme is therefore definitely very crucial for the hearing impaired learners. However, how well the services are offered will determine their impact on hearing impaired pupils' development. Therefore, these services need to be rendered in the best way possible in order to help students cope with their challenges in life. Holly (2011) in a study done in England suggests that for deaf people and other people with impairments, who face environmental barriers, counseling can be a positive way for them to make sense out of their situation and come up with solutions to deal with problems they face. Counselors

need to be aware of the barriers that deaf people face and provide them with tools to fight oppression.

## **2.6 Areas of Guidance and Counseling in Promoting Pupils' Development**

According to ASCA (2012), effective school counseling programmes are a collaborative effort between the professional school counselor, families and other educators to create an environment promoting student achievement. After participating in a guidance and counseling programme, students are expected to show competencies in their academics, career, personal and social development. These competencies define the knowledge, attitudes or skills that they should obtain or demonstrate. Gudyanga, *et al* (2014) argues that despite their handicap, with proper support, most hearing impaired children can and do succeed in school.

### **2.6.1 Educational Development**

Poe (2006) states that research has shown that cognitive development in deaf children follows the same course as that found in hearing children, although the rate of development may differ, most of the differences are based on the fact that learning, comprehension, and cognition all require an understanding of language, and the understanding of language is a struggle for some children. However, Kenya Society for Deaf Children (2005) observes that deaf children acquire sign language at the same rate as hearing children acquire their first language. More recently, American Speech- Language and Hearing Association (2016) point out that recent research indicates that children identified with hearing loss who begin hearing services early may be able to develop language (spoken and/or signed) at par with hearing peers. In America, The National Association for the Deaf (2014) note that young deaf and hard of hearing children continue to experience delayed cognitive and language development in early childhood that lead to low academic difficulties and underperformance when they begin schooling. However, in England, the National Deaf Children's Society (2016) argues

that deafness is not a learning disability and deaf children have the potential to attain and achieve the same as any other child, given the right support. Oluremi (2015) suggests that learners must be helped to develop skills that will assist them as they learn. This can be done through classroom guidance activities and individual and group counseling which will assist students in applying effective study skills, setting goals, learning effectively and gaining test-taking skills, time management, overcoming test anxiety and developing communication skills.

However, Mayberry (2002) argues that difficulties in academic achievement are compounded by other extraneous factors to deafness such as other handicapping conditions and socioeconomic status. In addition, academic achievement of deaf students is predicted to a large extent by the same factors that predict the academic achievement of hearing children. This implies that if hearing impaired children are provided with educational guidance early in their schooling, they would generally learn at the same pace and perform equally with hearing children thus improving their academic achievement.

Sessional Paper No. 1 of 2005 (Republic of Kenya, 2005) emphasized the importance of Special Needs Education. This shows that the Kenyan government was fully committed to an education system that guarantees the right of every learner to quality and relevant education that contributes and enhances equity, economic growth and expansion of employment opportunities. In order to achieve this, schools for the hearing impaired will need to assist these learners by providing educational guidance and counseling. According to (Kimani, 2012; Ayiela, 2012), study results indicated that the academic achievement of hearing impaired learners in Kenya is poorer compared to the hearing learners. Ayiela (2012) specifically points out that the KCPE performance of learners with hearing impairments in Kenya is below average despite several efforts in providing support to candidates at the

national examinations level and that only 1 or 2 out of 100 students score above 250 marks out of 500. This means that other appropriate educational interventions need to be put in place. Educational guidance and counseling would assist the hearing impaired learners in knowing their challenges in learning and the appropriate remedies put in place. Kimani (2012) adds that Language enables children to think, to plan and to understand the world around them, thus playing a significant role in mental development. Therefore when children cannot hear, and do not get help learning a language to communicate, they face problems in developing their mental capacities. Guidance and counseling services in this area would be very crucial so as to help the hearing impaired learners to overcome some of the challenges that could be interfering with their performance. ASCA (2013) suggests that the professional school counselor dealing with students with special needs should aim at providing short-term goal focused counseling in instances where it is appropriate to include these strategies in the individual educational programme.

Macaulay and Ford (2013) report that researchers have argued that those prelingually deaf children from hearing families are at risk of delayed cognitive and social development despite normal nonverbal intelligence. Bandura (1986) indicates that much of human thought is linguistically based, and a positive correlation exists between language acquisition and cognitive development. Through educational guidance and counseling, hearing impaired learners will be expected to develop skills that will assist them to acquire knowledge and skills contributing to effective learning in schools despite their disability. This can be achieved through classroom guidance activities, individual and group counseling. Rao (2006) suggests that a number of factors may lead to several academic problems. Some pupils may have reading difficulties, some may develop likes and dislikes with regard to subjects which may adversely affect performance. Poor performance may lead to other problems like loss of interest in studies, irregularity of attendance, truancy, and other minor delinquencies.

Through counseling, necessary remedial programmes can be developed at the right moment. Students can be assisted in applying effective study skills, setting educational goals, learning effectively, gaining test-taking skills and making appropriate educational choices. In addition, these services will help students to make better career choices.

Abid (2006) did a study in India on the effect of guidance and counseling on students study attitudes, study habits and academic achievement. The study employed an experimental research design on 90 high school students. A pre –test post -test control group design was used. The students went through several sessions in group and individual counseling on various subjects. During sessions, students with more problems were paid more attention. Counseling meetings were also arranged with parents of the experimental groups. The findings indicated that guidance and counseling services have significant positive effect on students' study habits and that improvement in study attitudes and study habits resulted in improvement of students' academic achievement. However, this study did not indicate the period over which the experiment was done. The researcher only indicated the duration of sessions which was from 30-40 minutes and also the total number of sessions for group counseling was 90, 220 sessions for individual counseling and 50 sessions for the parents. Moreover, the study also failed to indicate whether there were learners with learning disabilities. The current study therefore looked at the determinants of the guidance and counseling programme in pupils' educational development thus employing a descriptive survey design. The population of study is hearing impaired pupils in primary schools. The rationale is that guidance and counseling when effectively provided to any category of students will lead to improved academic achievement.

American Speech-Language-Hearing Association (2016) advocates for parental involvement in the academic achievement of learners with hearing impairment. This is because the level of

achievement for these children is related to parental involvement and the quality, quantity and timing of the support services children receive. If hearing impaired learners are to be assisted in their academic achievement, guidance and counseling is a necessity both for the pupils and their parents. This will help in assisting the learners to overcome their learning challenges and improve their achievement at school.

### **2.6.2 Personal and Social Development**

Calderon and Greenberg (2011) suggest that establishing healthy social-emotional development is a critical foundation for life success. These competencies also help individuals realize their academic and vocational potential. These include, capacity to think independently, good communication skills, capacity for self-direction and self-control, understanding the feelings, motivations, needs of self and others, and maintaining healthy relationships with others. Dalton (2011) argues that educators in particular are in a position to positively influence learning environments to help students achieve a sense of relatedness with other adults and peers; increase their sense of competence during academic and social components of learning and provide opportunities to enhance students' feelings of autonomy, volition, and independence during educational endeavors.

Baker (2006) in a study in America on the contribution of teacher- student relationships to student school adjustment surveyed 68 teachers on the social development and behavior of 1310 elementary students .The study concluded that a positive teacher-student relationship provided children with the emotional security to fully engage in learning activities and that a protective effect was evident for developmentally vulnerable participants only when they had a close relationship with their teacher. It goes without saying that when teacher counselors are involved in the learning processes of the hearing impaired learner, it would facilitate in providing a positive learning environment for hearing impaired students thus promoting their

overall development. Teacher counselor involvement is therefore a crucial determinant of how the learners will be assisted in their academic development. On the contrary, a study done in Canada on students with severe and profound hearing loss, it was observed that teachers tend to stereotype and misunderstand the actions and feelings of deaf learners and teachers' attitudes strongly influenced students' attitude at school. The study recommended that teachers create a classroom environment that supports meaningful social interaction among peers and promote authentic student-student and teacher-student dialogue (Israelite, Ower & Goldstein, 2002)

The National Deaf Children's Society in Britain (2015) observes that deaf children may have difficulties acquiring the language that helps them express and manage their feelings. This can lead to lack of confidence and low self-esteem that can have a detrimental impact as life goes on. Chioma (2013) in a study on counseling needs for children with hearing impairment outlines some of the personal-social needs to include; how to relate well with classmates, accepting constructive criticism from fellow students, getting along well with parents, discussing freely with non-hearing friends and developing a positive self-concept. Similarly in a study done in Netherlands on social integration of deaf children in inclusive settings, deaf students were said to have few friends, have less interaction with hearing peers, and were more often rejected or neglected (Wanters & Knoors, 2008).

Perveen and Mustafa (2013) in a study done in Karachi agree that hearing impaired children often experience difficulties in linguistic and cognitive development which are reflected in their social development. The process of language development is critically important in learning and social interaction (Clore, 2006). Hearing impaired learners therefore need to be taught social skills that will enable them to improve on their social competence. Ryan and Deci (2000) argue that adults can support students' psychological needs when they have a



realistic understanding of the design of social environments contributing to student development, performance and well-being. This is supported by Ngao's (2005) study done in Kenya on socialization of the hearing impaired children in Machakos School for the Deaf. The study observed that the school tried to inculcate social skills and abilities to the hearing impaired pupils by equipping them with competent communication skills through participation in national sports for the hearing impaired, music and drama festivals, friendly matches with neighboring institutions and camping. Pupils were also taught skills for daily living aimed at personal development to improve self-efficacy and independence. Further, Perveen and Mustafa (2013) suggest that one way of viewing social development in younger hearing impaired children is to evaluate their ability to care for their own needs as they move towards greater independence and self-reliance.

ASCA (2005) insist that guidance and counseling should enable students to acquire the attitudes, knowledge, and the interpersonal skills to help them understand and respect self and others. Furthermore students will be able to make decisions, set goals, and take necessary action to achieve these goals. Rao (2006) concurs that through guidance and counseling, one is able to set life goals through an understanding of one's self and of one's obligations and responsibilities towards the society. Life goals occupy a central place in an individual's life and they provide the necessary motivation, sense of direction and purpose to pursuits and highlight the spiritual and aesthetic aspects of one's life. Luckner and Sebald (2013) suggest that counselors need to promote self-determination in deaf children, since individuals who are self-determined act from awareness of personal preferences and needs, make effective choices and decisions, set goals and work toward them, regulate their behavior and thoughts to solve problems, advocate for themselves on the basis of self-knowledge and awareness of strengths and limitations and regularly evaluate and adjust their performance.

On supporting the social and emotional development of hearing impaired children, the National Deaf Children's Society in Britain (2015) indicates that teachers should facilitate effective communication between the deaf child and their peers. The deaf child should also be taught about aspects of social interaction, such as modeling appropriate behaviors and playing games that require turn-taking and cooperation. Brigman and Campbell (2007) concur that school counselors help students to acquire effective mastery of social and emotional competency, for easy adjustment which is associated with greater wellbeing, better academic achievement and desired behavior. Batten ,Oaks and Alexander (2013) assert that if hearing impaired students are guided on positive friendship, social and personal development, it could provide them with opportunities to develop specific, social emotional, and cognitive skills, alongside increasing their overall well-being and self-confidence. However, rejection by peers or the absence of friendship could lead to increased psychosocial and educational difficulties for the deaf child over and above the challenges they already face.

Thompson (2002) points out that social skills promote successful interactions with peers and adults. When these skills are absent, there is an increase in the likelihood that a child's behavior may be labeled disabling, deviant, or antisocial. In addition, such students will need social skills on how to make and keep friends, general problem solving skills, following rules, self-esteem, assertiveness, resolving conflict, managing anger and utilizing peer pressure refusal skills. In a study done in Spain by Suarez (2000), the results showed that social skills training program for the hearing impaired improves student's social problem-solving skills, especially in making comprehensive the steps implied in the solution of interpersonal problems and assertive behavior. In summary, social skills reduce the number of negative experiences youth may encounter in their relationships in school, at home, and in the community. The above discussion proves that deaf children can successfully develop their personal and social skills if given the same opportunities as hearing children. Guidance and

counseling services offered in areas that could act as barriers to successful social and personal development will determine the effectiveness of the services offered. Baker and Gerler (2001) in a study done in America report that students who participated in a school counseling programme had less inappropriate behaviors and develop more positive attitude towards school than those who did not participate.

Achero (2015) did a study on impact of counseling on compliance of use of hearing aids by learners with hearing impairment in primary schools in Ruiru, Kiambu County, Kenya. A total of 56 respondents participated in the study. The study observed that teachers and administrators reported that before effective and adequate guidance and counseling was put in place, learners with hearing impairment could not use hearing aids for fear of stigmatization and disturbance in their ears at the onset of their usage. In this study, 62% of the teachers agreed that counseling had improved use of hearing aids by learners with hearing impairment. The study also revealed that guidance and counseling had influenced cooperation among head teachers, teachers, learners with and without hearing impairment and parents. In addition, the success of the services offered was determined by effectiveness and adequacy of the guidance and counseling programme.

The above study only looked at the impact of guidance and counseling on use of hearing aids, the present study looked at the determinants of guidance and counseling programme in promoting hearing impaired pupils' development. This study also targeted a larger and wider population and had more respondents. Generally guidance and counseling services when offered effectively lead to learner's development in positive ways.

### **2.6.3 Career Development**

One of the major service areas of guidance and counseling programme is to assist individuals to choose and prepare for an occupation that is compatible with their interests and aptitudes.

Lazarus and Chinwe (2011) in a study done in Nigeria on hearing impairment suggest that as part of vocational guidance and counseling programme, career development enables guidance counselors to assist individuals to identify and learn the skills by which they can be more effective in planning for and choosing jobs, in making effective transitions and adjustments to work, and in managing their own careers and career transitions effectively. They argue that an individual's happiness in life is closely related to the type of career that the person chooses, and other career development activities relating to job retention and advancement. In addition, since some adolescents with special needs may not even complete secondary school education because of their unique characteristics, the guidance counselor should therefore purpose to assist these adolescents in their career development as early as possible. Career guidance is therefore a determinant of career development in hearing impaired learners.

The American School Counselor Association National Model (ASCA, 2003) provides a framework for guidance counselors to help all students to develop career awareness, develop employment readiness, acquire career knowledge to achieve career goals, and apply skills to achieve career goals (Campbell & Dahir, 1997). Lazarus and Chinwe (2011) add that career development plans and activities are important for individuals with disabilities. School counselors should provide useful and purposeful information by which students can make sound educational and career decisions (Oluremi, 2015). Concerning career counseling, Mutie and Ndambuki (2004) concede that effectiveness of the educational and vocational information service in a school depends largely on the systematic organization, proper maintenance and regular use of guidance and counseling center. Ideally the counseling center should be a large room equipped with filing cabinets, display racks, bulletin boards, tables and chairs where the materials can be maintained and displayed.

Murugami and Neil (2012) in a study done in Kenya on career choice for learners with disabilities point out that career counseling is a means of helping clients to explore their own thoughts and feelings about their situation, about options open to them, and about the consequences of each option. In addition, career development process facilitates development of vocational self-concept and decision making self-efficacy. Therefore learners with disabilities require comprehensive career guidance and counseling that will enhance the development of their vocational self- concept and decision making self-efficacy, if they have to be ready for inclusion in the world of work within their communities. Fore and Riser (2005) note that young persons with disabilities lack positive work attitudes that are important for successful transition from school to work or post-secondary education and this has left many graduates with disabilities working in environments not suited to their abilities. Learners with disabilities need to be provided with developmental career guidance and counseling programme starting from primary school through high school, and college (Murugami & Neil, 2012). Wamocho (2003) adds that career guidance and counseling encourages learners with disabilities to evaluate their own interests, strengths and limitations in the process of forming a satisfying and realistic self-concept; and encourage a vocational behavior that lies within the individual. Dahir (2001) concur that school counselors are expected to assist students with acquiring the skills necessary to make career decisions, utilizing strategies to achieve career success and satisfaction and broadening the students, options as precaution to changes in career opportunities and job market.

Thompson (2002) argues that career awareness activities are essential for promoting the relationship of academics and the world of work. Thompson further suggests that a comprehensive, well-coordinated career counseling network is essential to increasing intelligent career choices, and educational planning, as well as providing transitional services. This effort includes familiarizing students with many different job/career options, providing

information on requirements for success and leading students to explore their own interests and aptitudes. Osakinle, (2010) in a study done in Nigeria on career development for adolescents, suggests that mentors can play vital roles like advising on job skills, coaching, encouraging, networking contacts, references and introductions, motivating and broadening perspectives about the transferability of skills and interests, as well as career directions to consider. Lazarus and Chinwe (2011) point out that teacher counselors can help parents of hearing impaired learners access important information regarding future labour market trends, typical career trajectories in a variety of occupational group and career development activities that can be adapted to assist students with career success.

## **2.7 The Role of Teacher Counselor in School Guidance and Counseling Programme**

According to Lunenburg (2010), the major goals of counseling are to promote personal growth and to prepare students to become motivated workers and responsible citizens. Further, educators recognize that in addition to intellectual challenges, students encounter personal, social educational and career challenges. School guidance and counseling programmes need to address these challenges, and to promote educational success. Republic of Kenya (1999) concur that guidance and counseling is an essential service in all educational institutions and that the services should be rendered by professionally trained personnel. According to this report, the teacher counselor must not only be professional but also mature and dedicated to duty since he/she will be called upon to offer services to the learners as well as the parents and guardians. For learners with disabilities, (ASCA, 2013) suggests that the professional school counselors dealing with students with disabilities should encourage and support the academic, career, personal and social development for all students through comprehensive school counseling programme. They should be committed to helping all students realize their potential and meet or exceed academic standards regardless of challenges resulting from disabilities and other special needs.

Milson (2006) concur that as advocates for students with disabilities, school counselors are positioned to take the lead in ensuring that these students have positive school experience, develop skills for future academic and career success, develop social skills and enjoy emotional health. Achieng (2007) asserts that three important roles of school counselors include helping persons who are presently experiencing difficulty. This is the remedial rehabilitative role. They are also expected to anticipate, circumvent and if possible forestall difficulties which may arise in future. This is the preventive role. The final role is to help individuals to plan, obtain and desire maximum benefit from educational, social, vocational and other kinds of experience which will enable those individuals to discover and develop their potential. This is the educative and developmental role.

Teacher counselors are supposed to assist students with disabilities in identifying careers that they fit in. ASCA (2013) maintain that school counselors are likely to be the only school personnel with formal training on career development. They are therefore supposed to possess an understanding of career development concerns and knowledge of effective and developmentally appropriate school-based interventions to enhance students' career development. Further they can identify a student's deficits in skills or knowledge and appropriate resources and interventions to help the student prepare for the transition for work or a non-supported living environment after school. Uyewumi (2004) suggests that hearing impaired adolescents should be engaged in career exploration and planning in order to minimize the profound effects of the disadvantages that they have that are caused by their disability. Teachers are required to not only tell students how to manage their career but helping them to acquire knowledge skills and attitudes that will help them make better choice and transition (Watts, 2005). Career exploration of vocational areas, skills and career interest, goal setting, decision making skills as well as career maturity should not only be encouraged and practiced but should be part and parcel of career development plan to enhance overall

career development. In addition these components of career development should be included in the curriculum for learners with hearing impairment (Lazarus & Chinwe, 2011)

In the Kenyan education system, the MOEST Primary Schools Management Handbook (Republic of Kenya, 2002) specifies that the teacher in charge of guidance and counseling department should be a teacher with the following qualities; high integrity, mature and responsible, kind and patient, understanding and sympathetic, and have genuine interest and concern in pupils' problems and welfare. The members of the department were to have similar qualities. According to Onu (2008) in a study done in Nigeria the teacher counselor dealing with students who have hearing impairment should have the following qualities; recognize worth of human beings, work with parents and students with hearing impairment emphatically, be tolerant and willing to cooperate and provide motivational needs of the students and their families and should be aware of the skills the children need, the approaches and the techniques to apply in order to meet up with societal demand, disability notwithstanding. Republic of Kenya (2002) outlines the roles of the school guidance and counseling committee as general guidance in which the committee is expected to sensitize pupils on the negative effects of harmful practices such as taking drugs, engaging in pre-marital sex, undesirable behavior and misconduct, career guidance and counseling pupils with individual problems. Sink (2005) suggests that psycho-education can be used by teacher counselors to give information to the learners since through their training; counselors have knowledge on personal/social, career and educational development of children. Therefore they can give the students information on areas such as self-awareness, solving and decision-making skills, interpersonal relationships, career choice, study habits, STIs and HIV/AIDS, drugs and alcohol abuse.



Pandey (2005) cautions that the school counselors must be aware of transmitting their own cultural values to children and of drawing conclusions about children's emotional and social wellbeing based on cultural differences. Republic of Kenya (2002) concludes that the teacher counselor is expected to assist the pupil to develop self-understanding, self-acceptance and in seeing the realities of his/ her personal characteristics. This helps the pupil to develop self-awareness and face life confidently. Further, in order to carry out these functions, the teacher counselor is expected to keep detailed and confidential records of individual students while at the same time monitoring progress of behavior improvement. This study will therefore aim at investigating whether the teacher counselors are playing their role by offering guidance and counseling services as expected.

In reference to the role of the teacher counselor, (Achieng, 2007; ASCA, 2013) stipulates the functions of school counselors as helping students to understand him/herself in relation to the social and psychological world in which he/she lives in order to accept themselves as they are, develop personal decision making competences and resolve special problems. The teacher counselor also collects and disseminates to pupils and their parents information concerning; school subjects and courses, opportunities for further education, careers and career training opportunities. Further, the counselor coordinates the use of services beyond those he/she can provide by making pupils and their parents aware of the availability of such services; making appropriate referrals; liaising and maintaining cooperative working relationships with other personnel, specialists and agencies in the community where special services are available; encouraging the development and/or extension of community agencies for meeting pupils' special needs that are not already adequate.

ASCA (1999) maintains that the primary role of guidance counselors in regard to special needs is to serve on multidisciplinary teams that work to identify the educational and

counseling needs of special needs students, share the information with appropriate faculty and staff, and use a team approach to address those needs. Furthermore, effective school counseling programmes are a collaborative effort between the school counselor, parents and other educators in order to create an environment that promotes student achievement. Oluremi (2015) informs that the teacher counselor through consultation should provide technical assistance to teachers, parents, administrators and other counselors to identify and remedy problems that limit their effectiveness with students or that limit the school effectiveness.

The SNE policy (Republic of Kenya, 2009) stressed on the need to offer guidance and counseling services to children with disabilities and their families. Concerning children with hearing impairment, ANPPCAN (2013) points out that there is need to empower families of deaf children to have the skills and capacity to advocate for the fulfillment of their deaf children's rights. This can be achieved through the guidance and counseling programme since this is the bridge between the school and the parents of hearing impaired children. Families' involvement in all aspects of support for deaf children is essential because if families receive the right information and support, they should be able to give their children equal access to family life and opportunities to reach their potential. ASCA (2013) adds that the school counselor should encourage family involvement in their child's education. This is because it will enable the families to understand the special needs of a student and understand the adaptations and modifications needed to assist the student. ANPPCAN (2013) concur that an empowered parent is comfortable with the child's deafness, is patient and supportive of their child and other parents, knows about deafness and can tell others, takes responsibility for their child's development and gives their child access to opportunities. The parents also require referrals to medical facilities that would carry out auditory screening and clinical assessments for provision of hearing aids.

Whyte *et al* (2013) suggest that deaf clients should be referred if the client prefers to work with a deaf or hearing signing counselor who is within proximity. Hasnain (2004) adds that the teacher counselor is supposed to follow up a student whom he/she has referred for more specialized treatment and also maintain a close working relationship with the referral persons and agencies. British Association for Counseling and Psychotherapy (2005) insists that all referrals to colleagues and other services should be discussed with the client in advance and the client's consent obtained both to making the referral and also to disclosing information to accompany the referral. In Kenya, according to the (Kenya Society for Deaf Children, 2005), some of the services that deaf children would be referred to include; ENT referrals for treatment or surgery, assessment, training in Kenya Sign Language, and speech therapy.

Hearing impaired children have a language and communication handicap. What is imperative when offering guidance and counseling to this group of persons is effective communication. It is a requirement on the counselor of deaf people that he/she finds some means to understand and to communicate with the deaf client. It is also a requirement that some means of sharing the cultural experience of the deaf person be made explicit. Embry and Grossman (2007) indicate that there was increasing strong evidence that children with disabilities are at higher risk of maltreatment when compared to children without disabilities and particularly children with communication disorders were said to be as twice as likely to be maltreated when compared to children without disabilities. It is important therefore that counselors become sensitive to deafness and the particular challenges that deaf children may face.

## **2.8 The Role of the school Administration in the Guidance and Counseling Programme**

The role of the school administration in promoting guidance and counseling programme has been emphasized the world over. Gysbers and Henderson (2001), state that in America school administrators spell out policy of school guidance and counseling services as a value and an

equal partner in the education system and provide reasons why students need to acquire competencies. ASCA (2015) concurs by pointing out the importance of the school principals and school counselors working together to overcome the challenges experienced by students and prepare them for college. Mallory and Jackson (2007) suggest that the principle and the school counselor should explicitly discuss appropriate roles and responsibilities. A survey done in New Zealand schools on guidance and counseling (New Zealand Education Review office, 2013) revealed that school leaders tended to refer to guidance and counseling as part of their wider pastoral care system. Oye, Obi, Mohd and Bernic (2012) agree that in Nigeria, guidance and counseling has become an integral and essential component of the Nigerian educational process for all students as they progress through the education system. They outline some of the roles of the principles to include; encouraging board participation, arranging guidance activities in the timetable, recommending competent individuals for in service training in guidance and counseling and providing for expenditure in the budget.

The MoE policy in Kenya on guidance and counseling in the Kenyan education system indicates the important role played by the head teachers in the implementation of guidance and counseling programme in schools. Republic of Kenya (1976) recommended the expansion of guidance and counseling and the head teachers were instructed to appoint a member of staff to be responsible. Republic of Kenya (1988) further stressed that the head of the school was to be responsible to ensure that guidance and counseling services were offered to the children and that each school was to establish guidance and counseling committee headed by a teacher appointed by the head teacher. Concerning the implementation of this programme in schools, Wango and Mungai (2007) argue that the head teacher and the staff should formulate and implement the guidance and counseling policy in the school in line with the MoE guidance and counseling policy which has rules, regulations and code of ethics.

For learners with disabilities, Wamocho, Karugu and Nwoye (2008) suggest that special education institutions in Kenya must contain resources that complement those which the students can find available in their homes; particularly those that enable them to gain self-acceptance, enhance their self-esteem and appreciative abilities, and ultimately to find joy in life. This implies that head teachers being the managers in their schools must ensure that guidance and counseling programmes are established and have the necessary facilities for effectiveness. ASCA (2013) recommends that all schools in America encourage and support the academic, career, personal and social development for all students through comprehensive school counseling programmes regardless of challenges resulting from disabilities and other special needs. The above requirements need the support of the school principles for full implementation.

KIE (2003) notes that the head teacher is the chief counselor and is responsible for all guidance and counseling programmes in the schools. MOEST (2004) contend that the head teacher is the overall authority in the school. The role of the head teacher is necessary for approval and support of guidance and counseling activities, for material support, to be able to identify referral/placement points, for he/she is the link between the guidance and counseling panel and the community. He/she is also in a key position to facilitate study leave for further training of personnel. Hasnain (2004) concur that the head teacher of a school occupies a key position in the school guidance and counseling programme which can succeed only if it has his/her support. Nyaga (2013) from her study in Mombasa argues that the implementation of guidance and counseling in schools largely depends on the support given by the head teachers. The study also noted that the head teachers' support to guidance and counseling was inadequate and as a result, imparted negatively as evidenced by many problems experienced by students while in school. However a study done in Kisumu Sub County by Owino and Odera (2014) indicate that head teachers were positive towards implementing guidance and

counseling programme in primary schools. Further, they were supporting teachers to implement guidance and counseling policy and were discussing guidance and counseling practices with teachers.

Gathuthi, Wambui and Kimengi (2007) in their study in Keiyo District Kenya identified some of the roles of head teachers that would contribute to a successful guidance and counseling programme. They include provision of material resources, ensuring students' awareness, ensuring teacher counselor competency and involving other teachers in the programme. Nyaga (2013) outlines other roles of head teachers as; formulating guidance and counseling policies, assigning duties and supervision, timetabling of guidance and counseling programmes and evaluating guidance and counseling activities. The above discussion shows the key role of the head teachers in the success of any guidance and counseling programme in a school. Ajowi (2005) in a study in Kisumu District Kenya emphasized the need to employ guidance and counseling services in the management of students' discipline in order to remove bad influence. Nkala (2014) in a study done in Zimbabwe argues that the attitudes and perceptions of heads of schools towards the implementation of guidance and counseling services play a significant role in the extent to which the intended goals are achieved. This information makes it necessary to assess whether the head teachers support guidance and counseling programmes in primary schools for the hearing impaired in order to promote the hearing impaired pupils' development. This is because the head teacher's support is key to the success of any programme in a school.

## **2.9 Training of the Guidance and Counseling Service Providers**

Hasnain (2004) points out that everybody who comes in contact with the child contributes in one way or another in his/her growth and development. The principle, teachers, the medical staff, the school librarian, the physical education teacher and the art teacher all have their role

in the guidance programme since they are the important allies of the counselor. Gibson and Mitchell (2008) indicate that persons with appropriate experience or training and the skills to communicate can function at the advice-giving level in the school setting. In addition, all teachers and most staff would qualify as advisors for many occasions and should serve in this important role in the schools programme of pupil guidance. Gibson and Mitchell conclude that special training provides the school counselor with special expertise as a counselor. It sets the counselor apart from other professionals in the school setting and establishes the unique qualifications needed to interact with or on behalf of students in meeting their routine development, adjustment, planning, and decision-making needs. UNESCO (2001) concur that guidance and counseling teachers need to be equipped with professional skills required to design comprehensive guidance and counseling programmes, provide services and use evaluation procedures that create a positive future for the learners.

Ching (2013) in a study done in Hongkong schools on the need for guidance and counseling training for teachers indicated that training was very necessary for a teacher counselor and should include knowledge and skills related to guidance and counseling and life skills. The ASCA (2003) recommends that professional school counselors should be educators certified with license with a minimum of Master's Degree in School Counseling making them uniquely qualified to address all students' academics, personal, social and career needs by designing, implementing, evaluating and enhancing a comprehensive school counseling programme that promotes students' growth. Mutie and Ndambuki (1999) suggest that any person in a school setting as long as he/she is interested in helping the students can be appointed to the position of teacher counselor. In addition it is important for the teacher counselor to acquire knowledge of theories of personality and psychotherapy and also diagnostic and behavioral intervention techniques as well as dynamics of human behavior. Kipnusu (2002) in a study on proposal for training secondary school guidance and counseling

teachers in Uasin Gishu District concurs that all people involved in guidance and counseling of pupils must receive necessary training to be able to do the job properly and more effectively. In addition counseling requires more intensive training or else more harm than good will be done to pupils. Owino (2013) in a study on exploration of nature of guidance and counseling services in Eldoret Municipality insists that for teacher counselors to be effective in their work, they should have a post graduate diploma or degree training in the field of guidance and counseling with some exposure to research in this field.

Concerning students with disabilities, Hall (2016) argues that counselor education programmes must recognize the importance of the school counselor in the lives of students with disabilities and adequate training should become a priority. Studer and Quigney (2005) in a study done in America recommended that the school counselors in special institutions should have training regarding special education issues and students with special needs. Reis and Colbert (2004) in another study done in America argue that without appropriate knowledge and understanding of the needs and characteristics of specific groups of students with disabilities, guidance counselors may not know how to contribute to their academic, career, personal and social development. Wamocho, Karugu and Nwoye (2008) in a study on development of a guidance programme for students with special educational needs in Kenya suggest that for effective counseling for persons with disabilities, the personnel needs to have the spirit of dedication and professional knowledge so as to be able to counsel persons with disabilities. In addition there is need to involve parents and other family members, classmates of students with disabilities and their possible employers if counseling is to be effective. For children with hearing impairments, some of the qualified professionals who would be involved in consultation about each student include; the teacher counselor, medical personnel, speech therapist and audiologist.



In Kenya, several efforts have been made towards the training of teachers on guidance and counseling. In 1976, a report by the National Committee on Educational Objectives and Policies recommended that teachers undergoing training take a compulsory course in guidance and counseling. This was later to be incorporated into the teacher training at both the college and university levels. In 2001, the Kenyan government established the Kenya Education Staff Institute and one of its mandate was to offer short courses for teachers on guidance and counseling. At the same time, MOEST started a School-based Teacher development (SbTD) programme in guidance and counseling (MOEST, 2001). However a report by Republic of Kenya (2003) observed that many teacher counselors in primary schools were still lacking in training and cited this as a constraint to proper implementation of FPE policy. In 2005, the Guidance and Counseling Specialist Module was distributed to all primary schools in order to be used in training guidance and counseling to teachers in primary schools.

Despite the above efforts by the ministry of education, MOEST (2004) reported that there was inadequate training of guidance and counseling personnel in Kenya. A study done by Njoka (2007) on guidance and counseling in Kenyan primary schools also indicate that this programme lacked the professional touch because the so called trainers and overseers of the programme, the Area Education Officers (AEOs), and Teacher Advisory Center (TAC) tutors were not professionally trained in guidance and counseling. In addition the study also showed that the majority of head teachers and teacher counselors had not received any training in guidance and counseling skills and that most of those who had been trained had just attended in-service courses or seminars which lasted barely two weeks.

Adoyo (2007) points out that teachers of the deaf are either holders of Diploma in Special Needs Education from Kenya Institute of Special Education (KISE) or degree holders in

Special Needs Education. In addition, there is another category of teachers who although trained in general education, have not received special education training and are also “helping” in the institutions. The Kenya Society for the deaf (2005) states that it offers in-service training of teachers and other service providers on how to work with children with disabilities.

### **2.10 Guidance and Counseling Facilities and Resources**

For effective implementation of the guidance and counseling programme in schools, there are facilities and resources that should be made available. According to (Gysbers & Henderson 2001; Wamocho, Karugu & Nwoye, 2008) some of the resources are human resources. This includes the teachers, administrators, parents, students and community members. In addition, while school counselors are the main providers of guidance and counseling activities, the involvement and support of other people is necessary for the programme to be successful. Hasnain (2004) echoes similar sentiments by stating that everybody who comes in contact with the child contributes in one way or another in his/her growth and development. Szymanski, Lutz, Shahan and Gala (2013) in a study done in America noted that parents were key to the success of hearing impaired students and therefore needed to work together with teachers to provide the optimal learning environment for deaf children. Jung (2010) gave some suggestions on how parents with hearing impaired children can get involved in their development. This includes meeting with school teachers as often as possible to carry over and follow up classroom teaching, motivating the children to interact with everybody around them and inculcating good values and sound moral character in the children.

Guidance and counseling programme requires a budget. Gysbers and Henderson (2001) point out that for the programme to function effectively, adequate financial support is necessary for materials and equipment. Kafwa (2005) suggests that funding is also important in organizing

in-service courses, motivating and encouraging teachers to expand their time and energy in innovative efforts, securing information about teachers' needs and problems and arranging joint meetings with staff. Other facilities include offices, conference room for case conferencing and consultation, storage closet, reading rooms, referral materials, psychometric tests, films for group guidance and materials on career and vocations (Wamocho, Karugu & Nwoye, 2008). Lehr and Sumarah (2002) agree that there are adequate resources, equipment and space for confidential counseling and consulting services in American schools. In addition schools have computers, assisted career guidance programmes, test taking skills packages, career choice exploration material and booklets that help students address developmental needs. UNESCO (2000) informs that in Botswana, effective school guidance and counseling services have counseling rooms which are private and accessible and that counselors identify and document the resources needed in order to be made available.

On the contrary, in Kenya MOEST (2004) reported financial resources and lack of proper guidance and counseling facilities in primary schools in Kenya such as equipment, rooms and secure storage as some of the factors that affect the effectiveness of school guidance and counseling in schools. (Owino, 2013; Owino & Odera, 2014) in different studies in Kenya add that schools lacked both physical and human resources needed for effective service delivery. In more recent research, Cheruiyot and Orodho (2015) observe that guidance and counseling facilities were too inadequate in some Kenyan schools to facilitate effective implementation of guidance and counseling services. The provision of facilities and resources will determine the extent to which the guidance and counseling programme will achieve its intended goals. Similarly Wambu and Fisher (2015) argue that for counseling to be effective, the setting and location of the counseling office must be taken into account. Unfortunately to date, some schools in Kenya do not have a counseling office and even where present, it is either ill equipped with necessary supplies or poorly located. In addition, in some schools

school counselors share the office with other teaching staff consequently confidentiality of students' records is compromised.

For the teacher counselors to be effective in their duties, they will need time to execute this noble task. In America where school counseling is accorded all the support that it needs, ASCA (2015) outlines that school counselors should spend most of their time in direct service to and contact with students. The school counselor is also expected to focus their duties on the overall delivery of the total programme through guidance curriculum, individual student planning and responsive services. A study by Charema (2008) in Botswana revealed lack of time for counseling and teaching workload as some of the factors hindering effective guidance and counseling in schools. A study in Zimbabwe by Nkala (2014) adds that guidance and counseling services are assigned as additional responsibilities to classroom teachers who are already overloaded with normal duties and in most cases without training in the implementation of such services. In addition non examinable subjects were ineffectively taught because they were regarded as inferior, such that they were merely conveniently timetabled, but their time was used for the revision of examinable subjects. Chireshe (2006) reported that in South Africa, counselors were sometimes given heavy administrative and teaching loads making counseling to diminish. In Kenyan schools several studies have shown that the situation is not different. (Mutie and Ndambuki, 2003; Njoka, 2007; Nyaga, 2013) indicate that counselors were all overloaded in their teaching subjects such that they did not have enough time to offer guidance and counseling services. This was the case in both primary and secondary schools. Njoka (2007) in her study also noted that guidance and counseling was not time-tabled in primary schools.

Owino (2013) conducted a study on the nature of guidance and counseling services in selected schools in Eldoret Municipality Kenya. The target population was all secondary

schools within the municipality. The study findings revealed that lack of physical and human resources was evident in all schools under study. Most teachers and even head teachers were not aware of MOEST guidelines on guidance and counseling. The study recommended for a revised guidance and counseling curriculum, which should be followed by all schools. Just like many other studies done in Kenya on guidance and counseling, hearing impaired learners have been left out and specifically those in primary schools. It was therefore the concern of this study to determine whether these facilities are provided in primary schools for the hearing impaired to enable effective guidance and counseling services to assist learners in their social, personal, academic development as well as enabling them to make informed career selection decisions.

### **2.11 Challenges Faced by Teacher Counselors in Establishing and Implementing the Guidance and Counseling Programme**

Mutie and Ndambuki (2003) note that Kenya had a long way to go in school guidance and counseling due to; lack of trained personnel in the area, most schools did not have sufficient funds to carry out the programme effectively, teacher counselors were overloaded with lessons and therefore unable to give proper guidance in schools. Furthermore, the teachers were mainly involved in career guidance thus leaving out other aspects needed in guidance and counseling like discipline issues and social relationships. MOEST (2004) also reported that there was inadequate training of guidance and counseling personnel in Kenya. The above reports were based on studies on guidance and counseling in secondary schools in Kenya but this study looked at guidance and counseling programme in primary schools and specifically for the hearing impaired. More recent research done in Kenya for example in a study done in Nyamira County, results indicate that there was low training of teachers in guidance and counseling and that it was handled by teachers without professional training (Ondima, Nyamwange, & Nyakan, 2012). This in turn affected teacher's attitude towards practicing

guidance and counseling. Owino and Odera (2014) did a study in Kisumu, Kenya on constraints experienced by teacher counselors in primary schools and found out that most teachers were not trained in guidance and counseling. Inadequate facilities and resources, heavy workload and unsupportive parents in the schools also affected teachers' willingness to practice guidance and counseling. Time allocated for guidance and counseling was regarded as inadequate. In a similar study conducted in South Africa, it was revealed that inadequate financial and human resources and lack of knowledge on the part of implementers were the major barriers (Mahlangu, 2011).

MOEST (2004) concur that financial resources and lack of proper guidance and counseling facilities in primary schools in Kenya such as equipment, room, and secure storage affect the effectiveness of school guidance and counseling programme in schools. In addition, introduction of FPE left teachers with heavy workload and hence they had very little time to offer to the learners. Auni, Ongunya, Sangok, and Nabwire (2014) in a study done in Siaya District, Kenya showed that most heads of guidance and counseling department lacked adequate facilities to run the programme. Although some schools had rooms set aside for guidance and counseling offices, other facilities such as motivational books, charts and counseling literature was not available. The study further revealed that guidance and counseling took place in the games field or under trees since the schools did not have enough buildings and rooms for offices. Njoka (2007) adds that majority of head teachers in primary schools had not allocated any specific room or office for use in guidance and counseling of pupils and that guidance and counseling had not been timetabled. Aura (2003) on implementation of guidance and counseling programmes in Butere Mumias County in Kenya reported that inadequate training of guidance and counseling teachers and lack of support from the administration were the major constraints which frustrated efforts to have the services adequately provided. This study examined whether teacher counselors in schools for

the hearing impaired were experiencing similar problems as indicated above since this is an indicator of whether the guidance and counseling services are effective.

Some parents' negative attitude towards guidance and counseling has been cited as one of the major challenges in the provision of guidance and counseling services to primary schools in Kenya. Republic of Kenya (2003) Kenya Education Sector Review reported that Kenyan parents were too busy to attend to issues affecting their children. Wanjiru (2014) in a study on parental involvement in the learning of the hearing impaired learners at Kambui school for the hearing impaired in Kenya reported that when the learners were asked to indicate their perceived benefits of parental involvement in the learning process, only 29% of the learners who participated in the study indicated that they were satisfied with the way their parents got involved in their learning while 70% expressed dissatisfaction. The study reported that parents neglect their upbringing roles, abandon their children in the streets at the mercies of well-wishers or leave them with relatives without any close attachment thus denying such children the much needed guidance and counsel to equip them for social developmental transitions and learning processes. Similarly Afande (2015) in a study on guidance and counseling in primary schools in Makadara Division in Nairobi observed that the most notable challenge affecting the guidance and counseling programme included little or no support from parents and guardians of the pupils. In support, (Ogonya, 2007; UNESCO, 2002) argue that parents had little time with their children thus leaving their role of parenting to teachers.

In another study by Hlatywayo and Muranda (2014) in Nigeria on the involvement of parents in the literacy development programmes for deaf learners, it was observed that parents had a misconception that educating the student with hearing impairment was the responsibility of the specialist teacher alone. Parental involvement was also limited due to poor relations

between educators and parents. On the contrary, a study in America by Myrick (2003) revealed that parents were always supporting guidance and counseling in schools and they responded to teachers when called and supported various programmes. Concerning learners with hearing impairment, the National Deaf Children's Society in Britain (2015) comments that parents play a vital role in supporting their child's communication and language development, and their learning in general. This is because they are able to provide useful information about their child's development, their child's hearing loss and its impact, and how their child is most effectively supported in their own home. In support of this Marshall, Raskind, Roberta and Goldberg (2010) studied life success for students with learning disabilities in Pasadena, California. The study comprised of 40 learners with learning disabilities over their lifetime. The study expressed that parents can work with their children who have special needs to reach their full potential and become competent, contented and independent adults who live satisfactory lives.

Szymanski *et al* (2013) did a study in America on critical needs of students who are deaf and found out that lack of collaboration among all stake holders involved in deaf education was a barrier to deaf students achieving their academic, linguistic, and social-emotional potential. Parents were cited as being key to the success of the students and therefore needed to work together with teachers to provide the optimal learning environment for deaf children. In addition, educators, parents, and health care professionals were reported to set much too low academic expectations for deaf children because they thought that deafness and lesser degrees of hearing loss were an excuse for not providing the opportunities and tools to foster successful achievement. The study stressed the need for family involvement and support of their deaf or hard of hearing children at home, in school, and in the community.



Williams and Abeles (2004), in a paper on implications of deaf culture in therapy argue that deaf culture provides unique challenges that can impact standard therapeutic techniques. Given that communication is critical for all aspects of the therapeutic processes, the paramount issue that arises in working with deaf clients is the language barrier. Further, the act of breaking eye contact in a visually based conversation destroys the communication bridge and deaf clients tend to be highly attuned to messages delivered through facial expressions and body language when communicating with others. Peters (2007) in an article on enhancing counselor understanding and effectiveness with deaf clients in America concurs that individuals who are deaf have developed a distinct cultural identity based on several factors. These factors center on the need to accommodate to living in a hearing world, and they are both a product of deaf individuals' shared language and their treatment by people with normal hearing.

In order to engage effectively in a counseling relationship with a deaf client, it is necessary to examine the counselor's views and biases related to groups that are different from his or her own. This helps the counselor to avoid perpetuating views on them (Sue & Sue, 1997 as cited in Peters, 2007; Whyte *et al*, 2013). This study therefore aimed to establish whether the teacher counselors are aware of the deaf culture and whether they are able to take into consideration these factors while dealing with hearing impaired pupils. Lynn (2007) adds that counselors need to be aware that many of these students may be part of a different culture than that of their hearing peers and this may help the counselor to understand issues and situations that affect their life. Counselors need to read on deaf identity development noting that most deaf children are born in hearing families (Whyte *et al*, 2013). In line with this, Lynn (2007) suggests that school counselors who are working with students who are deaf or hard of hearing, must be aware of and understand the issues these students face in their daily lives, in and out of the school setting that are often different from their hearing peers. Peters

(2007) concurs that counselors can gain exposure by attending functions for individuals who are deaf, sitting on sign language classes, reading books about the deaf culture, and viewing movies that focus on people who are deaf.

William and Abeles (2004) note that deaf clients are often concerned about confidentiality and for many of them hearing people have talked about them and made decisions for them without their input, so they expect similar problems with therapy. In addition, the presence of an interpreter may heighten the client's anxieties and concerns about self-disclosure and confidentiality. Alternatively it may lead to client using interpreters as the helpful professionals and therapists as outsiders. Whyte *et al* (2013) recommends that when in session, the counselor to discuss the seating arrangements with the deaf client and ask where the client prefers the interpreter to sit.

The British Association for Counseling and Psychotherapy (2005) recommends that a school should ensure that counseling services are tuned to specific needs of deaf children and young people. This way, deaf pupils can access the service if/whenever they want to. Some of the recommendations given include; getting the environment right. This is because many deaf children rely on lip-reading and access to sound in order to communicate. It is therefore necessary to ensure that a room is both well-lit and quiet. The counselor also needs to make eye contact and use visual techniques during sessions such as demonstrations, videos and flip charts. Agreements/actions/decisions should be written down in plain language and the child should be asked the form of communication they would prefer to use during the session. Finally an appropriate interpreter should be booked and their presence acknowledged but teacher counselor to maintain eye contact with the deaf pupil. This study sought to find out whether the teacher counselors experience challenges that would affect the effectiveness of counseling services they give for promotion of the hearing impaired pupils' development.

## **2.12 Theoretical Framework**

Theories are tools used by counselors to help them become more effective in organizing client data into a coherent and meaningful framework and the development of counseling strategies appropriate to the situation (Gibson & Mitchell 2006). This study was guided by Person-centered theory, Lev Vygotsky's theory of cognitive development, and Holland's theory of career choice.

### **2.12.1 Person-Centered Theory**

Rogers (1959) states that every human 'organism' has an underlying actualizing tendency which aims to develop all capacities in ways that maintain or enhance the organism and move it towards autonomy. The basic assumptions of this theory are that people are essentially trustworthy, that they have a vast potential for understanding themselves and resolving their own problems without direct intervention on the therapists' part, and that they are capable of self-directed growth if they are involved in a specific kind of therapeutic relationship. The 'self' is a central construct in this theory and it develops through interactions with others and involves awareness of being and functioning. For the hearing impaired children, the significant others in their lives include parents, teachers, peers, and other caregivers. If the hearing impaired children are treated just like the hearing children without being stigmatized and being seen as stupid and disabled, they would value themselves and be motivated to direct their lives. This in turn would lead to developing a high self-esteem, a positive concept of personal growth and self- acceptance. According to Rogers (1986), when people are provided with a growth producing climate, they are helped to develop their capacities, and also stimulate constructive change in others. Individuals are empowered, and they are able to use this power for personal and social transformation. Through the guidance and counseling programme, teacher counselors can assist in developing the best environment for hearing impaired children, and this will go a long way in improving their personal lives, and their

interpersonal relationships. Rogers firmly maintained that people are trustworthy, resourceful, capable of self-understanding and self-direction, able to make constructive changes, and able to live effective and productive lives. If the guidance and counseling programmes are established and implemented in the right manner, they would help in transforming the lives of children with hearing impairment. This would improve their self-efficacy and functioning in all dimensions of their lives as echoed by Wamocho (2003).

Rogers maintained that three therapist attributes create a growth promoting climate in which individuals can move forward and become what they are capable of becoming. These include congruence, unconditional positive regard and an accurate empathic understanding. Corey (2009) says that through the therapist's attitude of genuine caring, respect, acceptance, support and understanding, clients are able to loosen their defenses and rigid perceptions and move to a higher level of personal functioning. The teacher counselors serving the hearing impaired ought to play the role of a facilitator. Through this, the hearing impaired pupils will start to see themselves differently and stop pitying themselves because of their impairment. Some of the changes expected according to Gibson and Mitchell (2003) include; accepting him/herself and his/her feelings more fully, developing self-confidence and self-direction, becoming more acceptant of others and adopting more realistic goals. Corey (2009) adds that through counseling, the pupils will be able to express their fears, anxiety, guilt, shame, hatred, anger, and other emotions that they had deemed too negative to accept and incorporate into their self-structure. With increased freedom, clients tend to become more mature psychologically and more actualized.

According to Dagmar (1996) person centered theory can be applied in everyday life since it focuses on the whole individual being able to overcome damages afflicted and becoming whole. Hearing impaired pupils can be assisted to overcome challenges brought about by

their handicap through guidance and counseling programmes. However, Dagmar points out that some of the major weaknesses of this theory are that it does not sufficiently address the stages of development and also only deals with the conscious and ignores the unconscious which also contribute to personality development. This calls for the teacher counselors to integrate other counseling theories such as psychoanalysis that would help in getting to the underlying issues that might not be manifested in the behavior of their clients.

### **2.12.2 Lev Vygotsky's Theory of Cognitive Development**

This theory emphasizes that children learn through interacting with others rather than one who acts alone in solitude. According to Vygotsky (1978) human beings use tools that develop from a culture such as speech and writing, to mediate their social environments, known as culturally specific mediators. Initially children develop these tools to serve exclusively as social functions, as a means of communicating their needs. Vygotsky believed that the internalization of these tools leads to higher thinking skills and he saw language as an important mediator for the internalization of concepts where he viewed concepts used in mental processes as provided by the speech community in which one has developed. He proposed that cognitive development takes place as a result of mutual interaction between the child and those whom he has regular social contact. On assisting children with hearing impairment, The National Deaf Children's Society in Britain (2015) suggest that many deaf children will benefit from additional adult support that provides a narration to activities , just as a parent might at home, to support general language development. Vygotsky (1962) argued that children solve their practical tasks with the help of their speech, as well as with their eyes and hands. This unity of perception, speech and action, ultimately produces internalization of the visual fields. This is in agreement with a study done in Kenya (Kimani, 2012) on teaching deaf learners in Kenyan classrooms. It was observed that language is not only expressed

through speaking but also through facial expressions, gestures and signs such as the hand-shapes used by deaf people.

The implications of Vygotsky's theory in relation to hearing impaired children is that these children can construct knowledge through interacting with others around them using sign language or other mode of communication used by deaf people. Dalton (2011) argues that educators in particular are in a position to positively influence learning environments to help students achieve a sense of relatedness with other adults and peers; increase their sense of competence during academic and social components of learning and provide opportunities to enhance students' feelings of autonomy, volition, and independence during educational endeavors. Therefore, schools where hearing impaired children are enrolled should ensure that they create opportunities for the children to socialize not only with children who are hearing impaired but also with the hearing ones. This socialization will give them stimulating experiences that will lead to cognitive development. Therefore, through guidance and counseling, hearing impaired children can be helped in their cognitive development by making them have opportunities to socialize with the people around them be it at school or at home. Vygotsky (1962) also claims that there exists a fundamental correspondence between thought and language where one provides resource to the other and thought finds its expression, reality and form in language. Kimani (2012) on teaching deaf learners in Kenyan classrooms found out that deaf children required to be exposed to simple words and signs early in their development to aid their intellectual development and learning in school.

Vygotsky (1978) further believed that development is a lifelong process that is dependent on social interaction which promotes social learning leading to cognitive development which is expressed in his idea of Zone of Proximal Development. This is the distance between the actual development level as determined by independent problem solving and the level of

potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (Baker, Grant & Morlock, 2008) suggest that the teacher –child relationship is very important because teachers play an important role in the trajectory of students throughout the formal schooling experience. Positive teacher student relationships enable students to feel safe and secure in their learning environments and provide scaffolding for important social and academic skills. The teacher counselor through the guidance and counseling programme, can help the hearing impaired children to improve in their educational achievement. This can be done by enabling them to perform tasks under the guidance of an adult and in this case it could be the teachers, parents, teacher counselor or other caregivers. These are the people that the child interacts with and therefore very important in his/her intellectual development.

Mcleod (2007) argues that one of the weaknesses of Vygotsky's theory of cognitive development is the assumption that it is relevant to all cultures. However, Mcleod states that research has shown that guided learning showed greater understanding/performance than working alone. This is in support of the idea that if children with hearing impairment are provided with guidance and counseling in their educational development, they can do well in school and later in life.

### **2.12.3 Holland's Theory of Career Choice**

This theory helps to explain what career choices are likely to lead to success on the job and job satisfaction. Holland (1996) suggests that career choice is an attempt to obtain a satisfactory fit between the person and the environment. Further job satisfaction results when there is a congruence of personality type and work environment. Holland suggested that people tend to be characterized by one of six personality types as follows; realistic, investigative, social artistic, conventional, and enterprising. There are also six kinds of environments that correspond with the six personality types and most environments attract

workers with corresponding personality types. According to Holland, higher degrees of consistency within personality types can make it easier to make career decisions and maintain career achievement and satisfaction.

This theory also states that all people can be described as a combination of two or more of the six personality types. People will do well in careers when there is a good fit between personality type and environment. People will seek to work in environments that enable them to use their skills, express their values, and enter into agreeable roles. Ihuoma and Lazurus (2011) suggest that for students with disabilities, counselors need to assist them in their career development as early as possible. When schools have guidance and counseling programme, necessary career information plans, and activities should be put in place to make persons with special needs become adjusted and successful in life. Therefore depending on an individual's personality type one can be assisted to select their vocation. Nystul (2011) suggests that counselors can use strategies associated with career planning and decision making, assisting with vocational adjustment, and helping clients to overcome personal problems. Information regarding the student's preferences of activities, work environments, emotional and monetary rewards, and supervision can help students and parents to identify congruent short-term occupational choices and long-term career outcomes (Ihuoma & Lazarus, 2011). In addition, accurate information regarding performance may assist the student and transition planning team in identifying the training, work experiences, effort, and timeline that will be required to achieve the student's career preferences.

This theory of career development has been credited for playing a role in the development of assessment tools such as the Vocational Preference Inventory and Self-Directed Search. In addition, it is easy understood by individuals and counselors (Cappuzzi & Stauffer, 2012). However, Holland, (1959) stated that one of the biggest weaknesses of his theory lies in the



formulation of stability and change. The theory fails to take into account factors such as environment, economic status, psychological aspects and social aspects that can affect the way an individual perceives him/herself and the way they answer assessments and can therefore cause variances in results. For the hearing impaired children, due to their disability, they might perceive themselves incapable of achieving tasks that can be done by hearing people and this may interfere with their career choice due to their low self-efficacy. However, Murugami and Neil (2012) suggest that the school is in a position to facilitate the development of vocational self-concept of all learners and ensure an orientation towards career decision-making self-efficacy that would emanate from objective self-appraisals. This can be achieved through career guidance and counseling by the teacher counselors. Roessler (2002) suggests that counselors can help people with disabilities establish the prerequisite job-person match which will lead to job satisfaction. This will be attained if the job provides the types of activities and reinforcers that the person prefers.

### **2.13 The Conceptual Framework**

The model below focuses on the interaction of variables in exploration of the role of the guidance and counseling programme in promoting the hearing impaired pupils' development in primary schools for the hearing impaired in Kenya. Guidance and counseling and the various determinants of provision of these services form the independent variables. The determinants of how the guidance and counseling programme is contributing to promoting hearing impaired pupils' development include the personnel providing the services and their qualifications. For the guidance and counseling programme to be effective, the teacher counselors need to play their expected roles in the execution of their duties in order to ensure that guidance and counseling is effective. This includes for example provision of general guidance through organization of counseling activities, consulting with parents and the staff

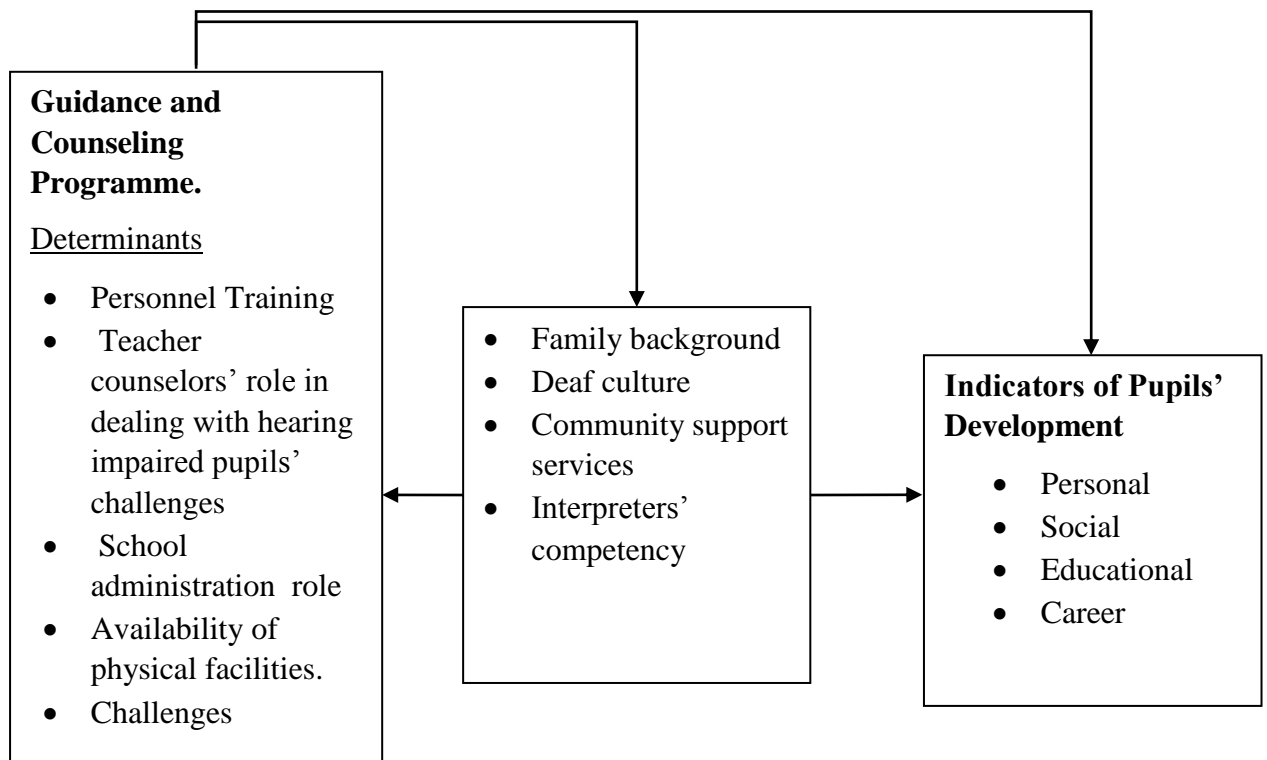
and sharing information concerning the pupils' educational, social, personal and career issues, working with agencies for the deaf and use of referral services.

The role of the administration is also very crucial in running of the guidance and counseling programme. This is because the head teacher is important in providing guidance and counseling facilities, materials and any other services that require monetary support for the programme to be effective. How well the guidance and counseling programme is managed by the people involved will be expected to have a great influence on the dependent variables which include, hearing impaired pupils' development and the indicators are, having a healthy social and personal development, improved educational achievement and being able to choose careers that are compatible with their interests and capabilities thus enabling the hearing impaired pupils to understand themselves in relation to their needs and demands of their environment (Wamocho, 2003). The intervening variables which include family background, community support services, interpreters' competency and deaf culture play a great role in determining the provision of guidance and counseling services. The intervening variables may consequently influence the guidance and counseling program. However, the researcher controlled these variables by use of random sampling procedure for the primary respondents who were the hearing impaired pupils.

**Independent Variables**

**Intervening Variables**

**Dependent Variables**



*Figure 1.* The Interaction of the Determinants of the Guidance and Counseling Programme and Indicators of Pupils' Development.

Source: Researcher (2016)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the research design, population of the study, sampling procedure and sample size, instrumentation, data collection and data analysis procedures that were used in the study.

#### **3.2 Research Design**

This study was a descriptive survey that adopted an *ex-post facto* research design. As explained by Silva (2010) in this design, investigations start after the fact has occurred without interference from the researcher. The researcher takes the dependent variable and examines it retrospectively in order to identify possible causes and relationships between the dependent variables and independent variables. Orodho (2009) indicates that this technique produces data that is holistic and in-depth. Therefore the researcher conducted the study within the existing guidance and counseling programmes in the schools for the hearing impaired. In this study, the variables of interest were guidance and counseling programme and its determinants as the independent variables, and indicators of pupils' development which include personal, social, educational and career development as the dependent variables. This design was appropriate for this study because it allowed the researcher to observe and examine the guidance and counseling programme and the services being offered in the schools and their effect on pupils' development naturally.

#### **3.3 Population of the Study**

The target population for this study was the hearing impaired pupils in primary schools for the hearing impaired in the counties of Nakuru, Nairobi, Kiambu and Machakos. These counties were selected because they had high enrolment of pupils with hearing impairment

and this would enable the researcher to get the required sample for research. The counties were also near each in proximity and therefore easy to access. This made the research feasible in terms of cost. According to the International Deaf Children’s Society (2006), there are 70 schools offering education to hearing impaired students in Kenya. Out of this number, nine of them are in the counties that were under study with a total population of 776 pupils. Pupils in class six to eight who comprise 243 of the total number were selected for the study thus constituting the accessible population. This is because these students had been in the schools for a longer period than the lower classes and probably aware of the guidance and counseling programmes that their schools have put in place. Noting that this was a special group of pupils it was assumed that with the assistance of the class teachers, they would be able to fill in the questionnaires. Table1 shows the population distribution of pupils in class six to eight in the schools in the four counties. In addition 4 teacher counselors, 86 teachers and 9 head teachers of the schools participated in the study.

Table 1

*Population of Class 6- 8 pupils, Teachers and Head teachers in Selected Counties*

County	Schools	Number of Pupils		Teacher Counselors	Head Teachers
		Boys	Girls		
Nairobi	1	8	4	2	1
	2	5	3	8	1
	3	3	1	6	1
	4	0	0	2	1
	5	3	3	3	1
	6	0	0	2	1
Machakos	7	43	47	18	1
Nakuru	8	20	18	24	1
Kiambu	9	41	44	25	1
<b>Total</b>		<b>123</b>	<b>120</b>	<b>90</b>	<b>9</b>

*Source: Ministry of Education (2015)*

### 3.4 Sampling Procedure and Sample Size

Multi stage sampling procedure was used to generate the final sample. First, one school for the hearing impaired, was purposively selected from each county for the actual study. This made a total of four schools. This technique was preferred because it allowed the researcher to select the schools with the required characteristics that were needed to develop research in this area (Bell, 1999). In this study this technique allowed the researcher to select the schools with the highest population since some schools had very few pupils and the schools were also not evenly distributed in all the counties. Fraenkel and Wallen (2000) suggest that for descriptive studies, a sample with a minimum of 100 respondents is recommended. From the sample of four schools proportionate stratified sampling was applied to select equal representation for each school. This procedure was appropriate because the schools varied considerably in their populations and this ensured that each school got the appropriate sample size depending on the population. Finally, simple random sampling was used to select pupils in each of the schools. The other respondents in the study included four teacher counselors one from each school were purposively selected. These are the teachers who had been appointed by the head teachers to be in charge of guidance and counseling programme. In addition, eight teacher counselors two from each school were also purposively selected making a total 12 teacher counselors. These are the teachers who had actively been involved in the guidance and counseling programme. Finally, all the four head teachers of the selected schools were included in the sample. The sample size for the pupils was determined by using the formula indicated by (Zuluta, Nestor & Costales, 2004)

$$n = \frac{N}{1 + Ne^2}$$

Where

n= the size of the sample

N= the size of the population

e= the margin error (0.05)

The population of students in class six to eight in the selected counties 243

$$n = 243/1+243(0.05)^2$$

$$= 151.1$$

$$= 152$$

The researcher also used proportionate stratified sampling to get the sample size for each selected school using Dooley (2007) formula as follows:

$$S=X/N \times S$$

Where

S = sample size

N =accessible population

X = the strata population

Table 2

*Distribution of Respondents' Sample Size, in the Selected Schools*

County	School	Pupils		Teacher Counselors	Head Teachers
		Boys	Girls		
Nairobi	1	3	2	3	1
Nakuru	1	15	12	3	1
Machakos	1	30	32	3	1
Kiambu	1	28	30	3	1
<b>Total</b>		<b>76</b>	<b>76</b>	<b>12</b>	<b>4</b>

### **3.5 Instrumentation**

The researcher used three instruments to obtain data from the respondents, who included, class six to eight pupils, teacher counselors, and the head teachers of the selected schools. These instruments were developed by examining the research objectives, hypotheses and related literature. The three data collection tools included pupils' questionnaire (Appendix A), Teacher counselors' questionnaire (Appendix B), and head teachers' interview guide (Appendix C). The researcher also used the assistance of class teachers who had the knowledge of Kenyan Sign Language so as to assist the pupils in interpreting the questionnaire items where necessary.

#### **3.5.1 The Pupils' Questionnaire**

The pupils' questionnaire was divided into two sections A and B. Section A sought background information on the respondents. Section B was used to elicit general information on guidance and counseling services in the school and how this had contributed to hearing impaired pupils' development. The pupils' questionnaire had closed-ended items. The closed ended questions items were rated on a 5-point scale with 0 being the lowest and four the highest.

#### **3.5.2 The Teacher Counselors' Questionnaire**

The teacher counselors' questionnaire was used to provide the necessary quantitative and qualitative data from the teacher counselors on the guidance and counseling programme. The questionnaire was divided into two sections. This included section A: that had structured items on general issues received for counseling and close-ended items on the role played by the teacher counselor. Section B had items indicating how effective the guidance and counseling programme was in the schools in order to promote the hearing impaired pupils' development. The items in section B focused on availability of physical resources, teacher counselors' training, and support received from the administration, challenges in providing



the services, and measures taken to improve the services. This section had both closed-ended and structured items.

### **3.5.3 The Head Teachers' Interview Guide**

The head teachers' interview guide had items providing quantitative and qualitative data on the role of the school administration in supporting the guidance and counseling programme in the schools. This included; sponsoring teachers for training, creating time for guidance and counseling, liaising with agencies for the deaf and ensuring availability of physical resources, the challenges involved and the measures taken to improve the services.

### **3.6 Validity**

Validity determines whether the research truly measures what it was intended to measure or how truthful the research results are. This was determined by whether the results could be generalized to wider groups similar to the one under study (Golafshani, 2003). The research instruments were reviewed by the researcher's supervisors and two other expert researchers from two other universities with expertise in counseling psychology. This was to ensure content validity which according to Frankfort-Nachmias and Nachmias (1996) constitute face and sampling validity. Face validity refers to degree to which an assessment tool subjectively appears to measure the variable and construct validity refers to how well the research items measures what it claims to measure ((Fraenkel & Wallen, 2000). The researcher also ensured that the questionnaire items represented the content area under study.

### **3.7 Pilot Study**

A pilot study preceded the main study. McMillan and Schumacher (2006) point out that a pilot study would help the researcher to ascertain the feasibility of this study, identify and rectify logical and procedural difficulties of the main study, establish and ensure that collected data answered the research questions. In this study the pilot study assisted the

researcher to check the clarity of the questionnaire items, and gain feedback on their reliability and validity and also assist in eliminating ambiguities or difficulties in wording (Cohen, Manion & Morrison, 2007). A pilot study was conducted in two primary schools in Nairobi County with similar characteristics to those under study but these schools were not included in the sample. 20 pupils, six teachers and two head teachers participated in the pilot study. In establishing the reliability of the instruments, Cronbach Alpha Coefficient was used. This is because Cronbach Alpha measures the internal consistency of items. It is also suitable for instruments that have not been standardized prior to the research (Fraenkel & Wallen, 2000).

### **3.8 Reliability**

Reliability is the degree to which an assessment tool produces stable and consistent results over time and also an accurate representation of the total population under study (Golafshani, 2003). For the purpose of this study, a pilot study was used to compute the reliability of the instruments. Cronbach's Coefficient Alpha method was used to measure the internal consistency of items. This method was appropriate because it required only one administration of the test (Cohen & Swerdlik, 2005). The results yielded reliability coefficient of 0.77, 0.70 and 0.71 for the pupils' questionnaire, teacher counselors' questionnaire and head teachers' questionnaire respectively. Reliability was considered acceptable since the items yielded reliability co-efficient of 0.7 and above. This is the level considered reliable for internal consistency of items (Fraenkel & Wallen, 2000)

### **3.9 Data Collection Procedures**

Before proceeding to the field, the researcher first obtained permission from the National Council for Science, Technology and Innovation through Kabarak University to conduct research. After being granted permission, the researcher sought permission from the District Education Officers where each school was located in each county in order to be allowed to

use the selected schools for the study. Since the research involved hearing impaired pupils, the researcher sought the services of class teachers who were experts in (KSL) in administering the questionnaire to the sampled pupils. The researcher interviewed the head teachers on one-to-one basis.

### **3.10 Data Analysis Procedures**

After administering the questionnaires, the data was first coded. Coding is the processes of classifying the responses of the research participants into meaningful categories (Burns & Grove, 2003). It involves assigning numbers to observations in studies when the same condition exists. Assigned codes should be consistent across units of analysis (Leedy & Ormrod, 2005). In this study each individual participant was termed as a unit of analysis and was assigned a unique serial code. After coding, data was analyzed using the statistical Package for the Social Sciences (SPSS) version 22 for windows. This allowed the researcher to summarize and display data in graphics. Frequencies and percentages were used to describe the quantitative data. Chi-square test was used to show the existence or none existence of relationships between the independent and dependent variables. Chi- square was preferred because the variables under study were categorical. Content analysis was used to analyze data from the open-ended questionnaire items. Qualitative data generated after the analysis of information obtained was transcribed, organized into emergent themes and reported.

### **3.11 Ethical Considerations**

Before visiting the schools under study, the researcher obtained permission from the National Council for Science, Technology and Innovation through Kabarak University to conduct research. The researcher then sought permission from the District Education Officers where each school was located in each county in order to be allowed to use the selected schools for the study. In the schools, the researcher explained fully to the participants what the research

was about and they were also made aware of the right to refuse to participate. The participants were also assured of right to privacy and anonymity. The researcher also explained that the information obtained from them would be confidential and would be used for research purpose only and that findings were not specific to any school but to all the counties under study.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND DISCUSSION**

#### **4.1 Introduction**

The purpose of this study was to explore the role that the guidance and counseling programme has played in promoting the hearing impaired pupils' development in the counties of Nakuru, Nairobi, Kiambu and Machakos. The following were the objectives of the study:

- (i) To establish the levels of professional training in counseling of the personnel involved in offering guidance and counseling services for promotion of the hearing impaired pupils' development.
- (ii) To determine the role played by the teacher counselor in assisting the hearing impaired pupils deal with the challenges that require guidance and counseling.
- (iii) To establish the role of school administration in implementing and supporting the guidance and counseling programme for promotion of the hearing impaired pupils' development.
- (iv) To determine the availability of physical resources for guidance and counseling for promotion of hearing impaired pupils' development.
- (v) To establish the challenges encountered by the teacher counselors in establishing and implementing the guidance and counseling programme for promotion of hearing impaired pupils' development.

#### **4.2 The Demographic Characteristic of the Pupils in Class Six to Eight**

The study targeted hearing impaired pupils in class 6 - 8 as the primary respondents. A total of 152 pupils responded to the data collection tool, resulting in a response rate of 100%, which was good for the study because reliability increases as sample statistics

approach the population parameters. This section gives a summary of the distribution of the respondents' demographic characteristics.

#### 4.2.1 Distribution of Respondents According to their Age

Respondents were required to give their real age in years. The findings are presented in Table 3.

Table 3

*Distribution of Pupils by Age*

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
12	2	1.3%
13	5	3.3%
14	16	10.5%
15	23	15.1%
16	39	25.7%
17	23	15.1%
18	15	9.9%
19	13	8.6%
20	8	5.3%
21	4	2.6%
22	4	2.6%
<b>Total</b>	<b>152</b>	<b>100%</b>

Table 3 indicates that the minimum age for the respondents was 12 years and the oldest of the respondents was aged 22 years. This seems to be the trend as noted by Mundi (2009) in a study in Kenya on assessment of learners with disabilities noted that standard eight pupils fall between ages 12 and 18 years for regular learners but some deaf learners leave school when they are much older due to late entry and compulsory repetition of classes. In general, most deaf learners in Kenya enter later in school than their hearing counterparts and spend more years in school. Most learners spend a maximum of 11 years in the same institution if they do

not repeat classes and/ or transfer to other schools (Kimani, 2012; Ngao, 2005). The mean age of the respondents was 16.59 years with a standard deviation of 2.126. It was also observed that among the respondents, 1.3% were aged 12 years, 3.3% were aged 13 years while those aged 14 years accounted for 10.5%. In addition, 15.1% of the respondents were aged 15 years, 25.7% were aged 16 years, 15.1% were aged 17 years and 9.9% were aged 18 years. Finally, it was observed that respondents aged 19 years were 8.6%, 5.3% were aged 20 years while those aged 21 and 22 years accounted for 2.6%.

#### **4.2.2 Distribution of Pupils by Gender**

The researcher sought to know if there were gender disparities among the primary respondents. Respondents were grouped in terms of their gender and the findings are presented in Table 4.

Table 4

*Distribution of Pupils by Gender*

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	76	50%
Female	76	50%
<b>Total</b>	<b>152</b>	<b>100%</b>

Data presented in Table 4 indicates that respondents were equally distributed according to their gender (50%). These results reflect a report by Kenya National Survey of Persons with Disabilities Republic of Kenya (2007) which observed that distribution of people with hearing impairment in Kenya was almost equal in terms of gender. The results indicated that there were 50.9% males compared to 49.1% females. However, Wanjiru (2014) in a study on the hearing impaired in Kambui School for the Deaf observes that the female pupils accounted for 57% compared to male pupils who accounted for 43%. In the current study, the class teachers had indicated that some pupils though in the upper classes could not respond to

the questionnaires. This interfered with the choice of participants consequently interfering with the gender distribution.

#### **4.2.3 Distribution of Pupils by Class**

Respondents were asked to indicate the class level they were enrolled in at the time of the study. The findings are presented in Table 5.

Table 5

##### *Distribution of Pupils by Class*

<b>Class</b>	<b>Frequency</b>	<b>Percentage</b>
Std.6	24	15.8%
Std.7	41	27.0%
Std.8	87	57.2%
<b>Total</b>	<b>152</b>	<b>100.0%</b>

The distribution shows that most of the respondents were in class seven and eight (27.0% and 57.2% respectively). This distribution is similar to Ayiela's (2012) study that used hearing impaired learners in class seven and eight as respondents. This could be attributed to the fact that these are the pupils who could easily respond to the questionnaire items as guided by the class teachers using KSL. The class teachers indicated that some pupils in the lower classes did not have good command of KSL due to late entry in school.

#### **4.2.4 Personnel Pupils Went to for Guidance and Counseling Services**

The pupil respondents were asked to indicate the personnel they went to for counseling services in their school. The findings are presented in Table 6.



Table 6

*Distribution of Respondents by Personnel they Sought for Counseling Services*

<b>Personnel</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
Teachers	(5)3.3%	(7)4.6%	(21)13.8%	(8)5.3%	(110)72.4%
Support staff	(53)34.9%	(29)19.1%	(37)24.3%	(11)7.2%	(21)13.8%
Counseling teacher	(11)7.2%	(10)6.6%	(18)11.8%	(11)7.2%	(101)66.4%
Head teacher	(25)16.4%	(40)26.3%	(29)19.1%	(13)8.6%	(44)28.9%
Dormitory staff	(30)19.7%	(37)24.3%	(41)27%	(13)8.6%	(30)19.7%
Invited professionals	(40)26.3%	(33)21.7%	(42)27.6%	(23)15.1%	(12)7.9%
Others	(36)23.7%	(10)6.6%	(18)11.8%	(40)26.3%	(15)9.9%

Data presented in Table 6 indicate that 72.4% of the total respondents indicated they always went to their teachers for counseling services compared to 66.4% who indicated they always sought the services from their teacher counselor and 28.9% who indicated they always sought the services from their head teacher. Those who indicated that they always went for counseling services from their dormitory staff and invited professionals were 19.7% and 7.9% respectively.

These results indicate that the teachers and teacher counselors offered most of the guidance and counseling services to the pupils. This may be attributed to the fact that these are the people that the pupils are in contact with most of the time while in school. The pupils also seem to have confidence with the teachers. These findings concur with sentiments by Hamre and Pianta (2001) that when teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways.

### 4.3 Levels of Professional Training in Counseling of Guidance and Counseling Personnel

The first objective of the study was to establish the levels of professional training of the personnel involved in offering guidance and counseling services to the hearing impaired pupils. In examining this objective, data on responses to the items on teacher counselor training in counseling and on special needs education, mode of training, level of training, courses taken and self-reported proficiency of counseling skills was collected using the teacher counselors' questionnaire. A total of 12 teacher counselors responded to the teacher counselors' questionnaire. The research findings are presented in this section.

#### 4.3.1 Teacher Counselor Training on Counseling

Since the teachers and the teacher counselors were the most sought by pupils to offer guidance and counseling services, this study focused on the professional qualifications of the teacher counselors. The teacher counselors were therefore asked to indicate if they had received any form of training related to counseling. The findings are presented in Figure 2.

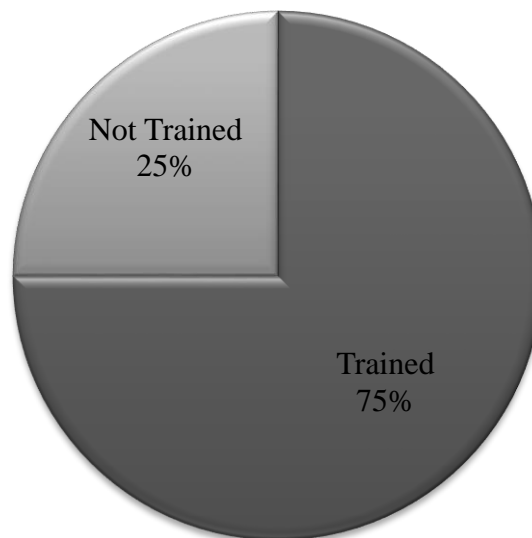


Figure 2: Teacher Counselors who had Received Training in Counseling

As shown in Figure 2, 75% of teacher counselors indicated they had received some form of training in counseling while 25% indicated they had not. These results reveal that not all teachers offering this vital service have some training in counseling. These findings agree with MOEST (2004) that there was inadequate training of guidance and counseling personnel in Kenya and that it was offered by people without counseling skills. In addition, Njoka (2007) observes that the majority of head teachers and teacher counselors had not received any training in guidance and counseling skills. In this study, the teacher counselors indicated that they had obtained their training from their own initiative for their personal development.

#### 4.3.2 Teacher counselors' Mode of Training on Counseling

The teacher counselors were also asked to indicate the mode of training they had undergone for their training in counseling. The findings are presented in Figure 3.

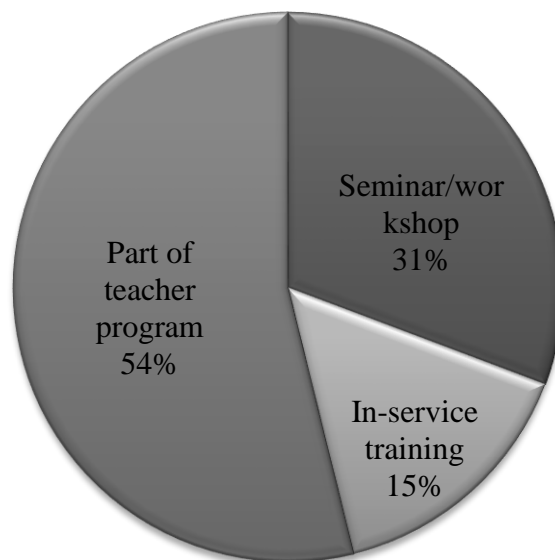


Figure 3: Teacher Counselors' Mode of Counseling Training.

Data presented in Figure 3 indicates that 54% of the respondents were trained in their counseling skills as part of the teacher education program compared to 31% who indicated

they attended seminars/workshops and 15% who underwent in-service training for their counseling skills. These results show that although the teachers had some form of training in guidance and counseling, the mode of training was either through seminars or workshops or part of teacher training. These findings agree with Njoka (2007) observation that most of the teachers and head teachers who had been trained in guidance and counseling had just attended in-service courses or seminars which lasted barely two weeks. This means that the training was short and might not have been adequate enough to give the teachers all the skills required for effective delivery of guidance and counseling services. These results concur with similar findings by Ondima, *et al.* (2012) that teacher counselors themselves had indicated that they felt that the training they underwent did not adequately equip them with the necessary guidance and counseling skills.

#### 4.3.3 Teacher Counselors' Level of Training on Counseling

The teacher counselors were asked to indicate the level of training they had received for counseling skills. The findings are presented in Figure 4.

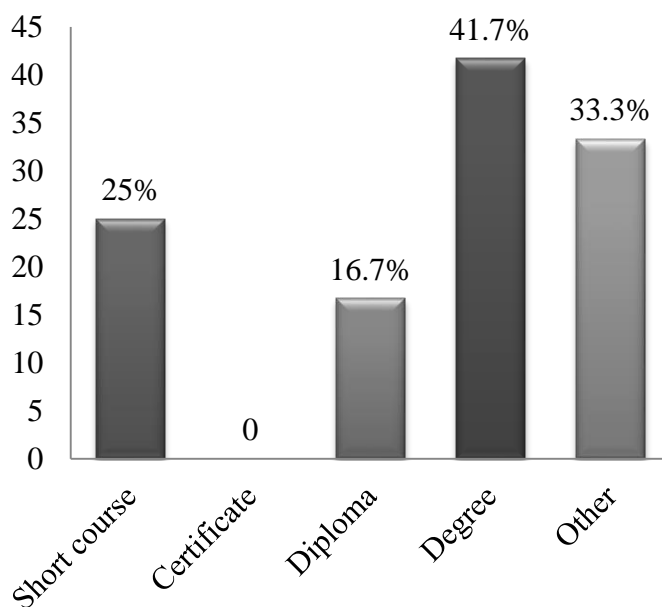


Figure 4: Teacher Counselors Level of Counseling Training.

Figure 4 indicates that 25% of teacher counselor respondents had taken short courses in counseling, compared to 16.7% who received their training as part of Diploma certificate in education. 41.7% had received their training as part of undergraduate Degree certificate in special education and 33.3% who had other levels of training such as higher Diploma in psychological counseling and Master's degree in counseling psychology. These results indicate that the level of training for the majority of the teacher counselors was highest at degree level in special education as part of teacher training. These results imply that most of the teacher counselors had not specialized in counseling as a profession which would enable them offer the counseling services effectively.

These findings agree with findings by Njoka (2007) that lack of proper training for teacher counselors has been identified as a major challenge in the delivery of counseling services in Kenyan primary schools. Hall (2016) argues that counselor education programmes must recognize the importance of the school counselor in the lives of students with disabilities and adequate training should become a priority.

#### **4.3.4 Courses Taken by Teacher Counselors**

Teacher counselors who had training in counseling skills were asked to indicate the areas of training they had been trained in. The findings are presented in Figure 5.

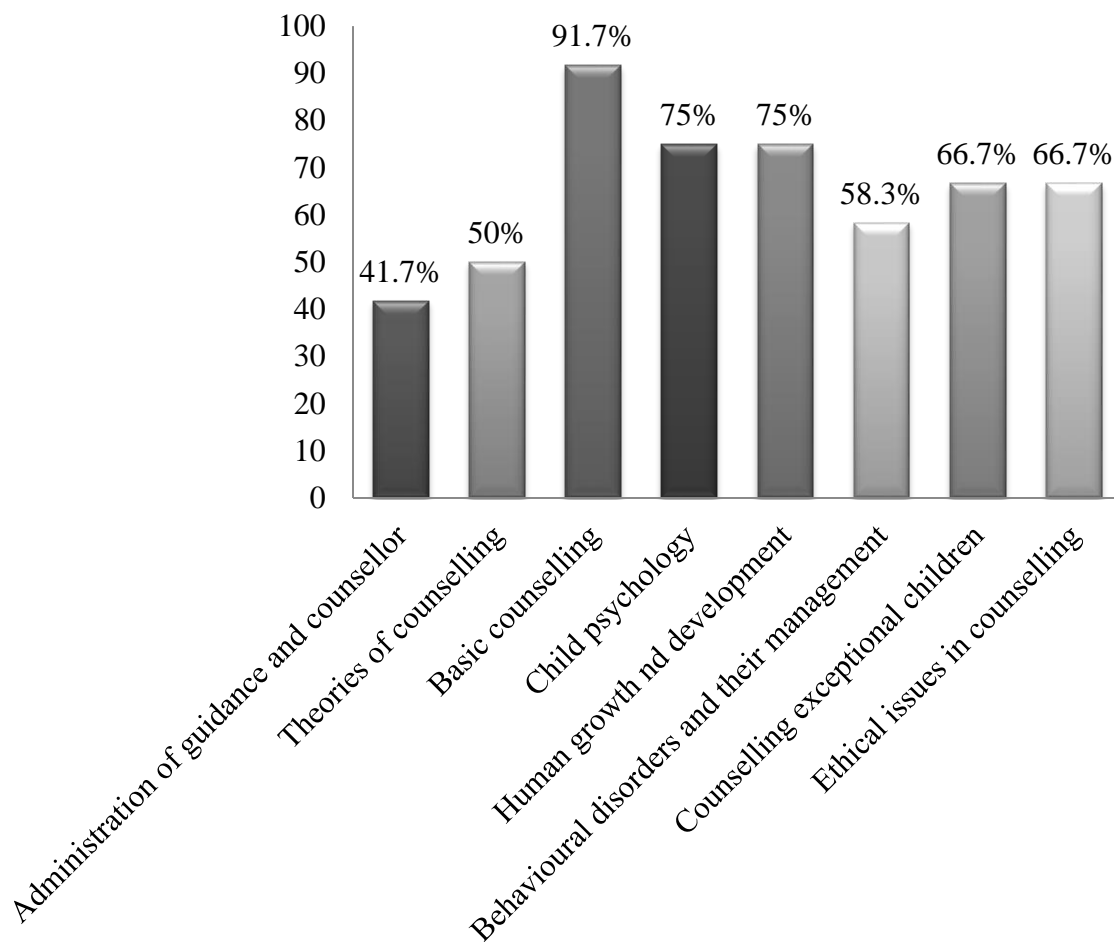


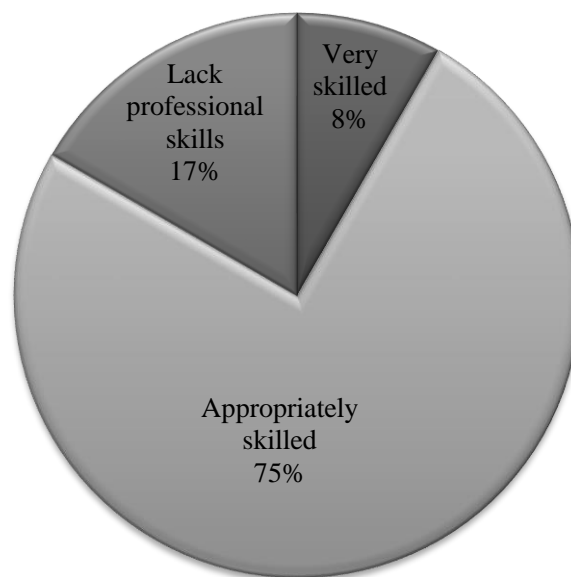
Figure 5: Teacher Counselors' Area of Counseling Training.

Figure 5 indicates that 41.7% of the teacher counselors had been trained in administration of guidance and counseling while 50% were trained on theories of counseling. In addition, 91.7% of the teacher counselor respondents indicated they were trained on basic counseling skills compared to 75% who had been trained in child psychology and 75% who were trained on human growth and development. It was also observed that respondents trained in behavioral disorders and their management accounted for 58.3% compared to 66.7% who had been trained in counseling exceptional children and 66.7% who were trained in ethical issues in counseling. These results indicate that all the teacher counselors did not cover sufficient guidance and counseling courses that would enable them to effectively offer their services in guidance and counseling. The highest percentage of the teacher counselors had been trained on basic counseling skills. These findings agree with Ngumi (2003) observation that even the

trained teacher counselors do not cover sufficient courses in guidance and counseling to enable them effectively render the guidance and counseling services.

#### 4.3.5 Teacher Counselors' Self-Reported Level of Counseling Skills

Teacher counselors were asked to indicate how they rated their skills of counseling in terms of performance. The findings are presented in Figure 6.



*Figure 6: Teacher Counselors Self-Reported Skills Competency*

Figure 6 indicates that 75% of the respondents indicated that they felt they were adequately skilled in counseling skills while 17% indicated they lacked professional skills and 8% felt they were very skilled. These results indicate that most of the teacher counselors felt that they had appropriate skills in guidance and counseling. However, although some teachers were offering guidance and counseling to the pupils, they felt that they lacked professional skills. These results agree with a report by Republic of Kenya (2001) that many teacher counselors in primary schools were still lacking in training and cited this as a constraint to proper

implementation of FPE policy. Kipnusu (2002) insists that all people involved in guidance and counseling of pupils must receive necessary training to be able to do the job properly and more effectively. Lack of proper training could cause more harm to the pupils, due to malpractice.

#### 4.3.6 Teacher Counselor Training on Special Education

Since this research was on hearing impaired pupils, it is imperative that the teacher counselors have training on special needs education so that they can be able to handle this category of pupils. The teacher counselors were therefore asked to indicate if they had received any form of training in special needs education in areas of deafness and deaf culture.

The findings are presented in Figure 7.

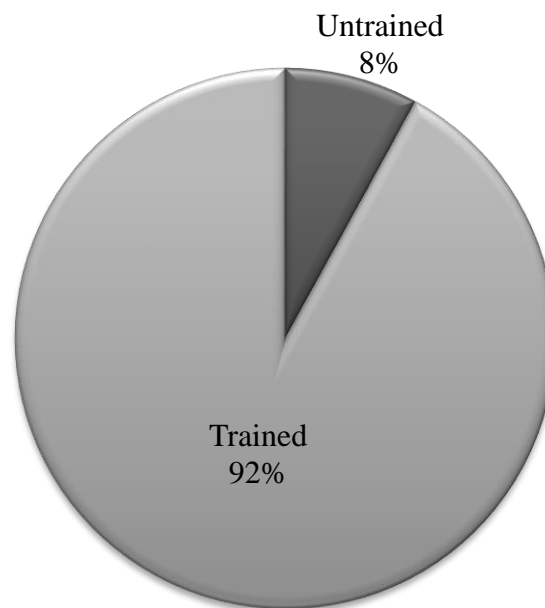


Figure 7. Teacher Counselors who had Received Training in Special Needs Education

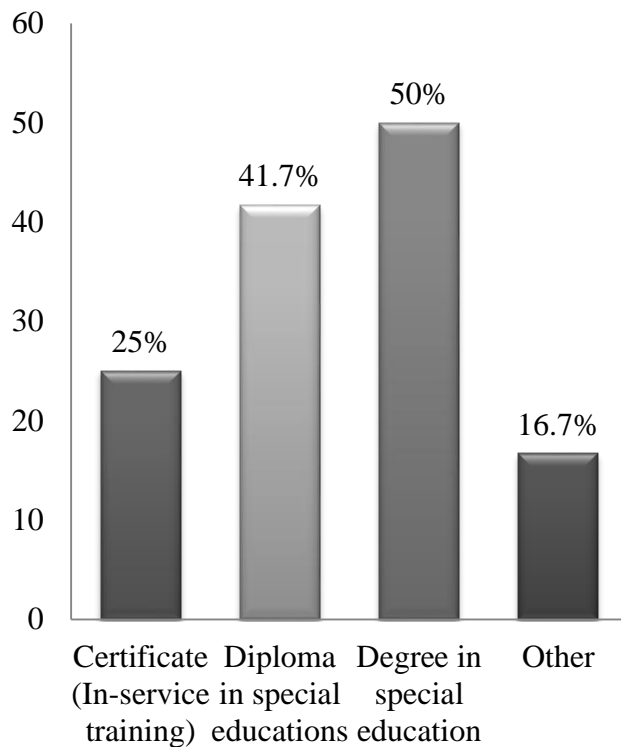
Figure 7 indicates that 92% of teacher counselor respondents had received training in special needs education compared to 8% who had not. These findings imply that the majority of teacher counselors in schools for the hearing impaired have been trained on special needs



education giving the teacher counselors the required knowledge on how to deal with issues affecting children with hearing impairment. These results also confirm the efforts that the ministry of education has put in place in building the capacity of SNE service providers through teacher training/teacher in servicing and research (MOEST, 2009). These findings agree with other studies done in America on school counselors dealing with learners with special needs. In one study by Nitchter and Edmonson (2005) on the need for training on special needs education for teacher counselors, the findings indicate that school counselors with more training in special education felt that it would help them feel more competent and prepared to deal with students with special needs. Hall (2016) concur that counselor education programmes must recognize the importance of the school counselor in the lives of students with disabilities and adequate training in the area of special needs education should become a priority. Similarly, Onu (2008) agrees that the teacher counselor dealing with students with hearing impairment should be thoroughly armed with information about the disability of the child as well as the available services, so that he/she can advise wisely.

#### **4.3.7 Teacher Counselors' Level of Special Educational Training**

The teacher counselors were asked to indicate the level of special needs educational training they had received. The findings are presented in Figure 8.

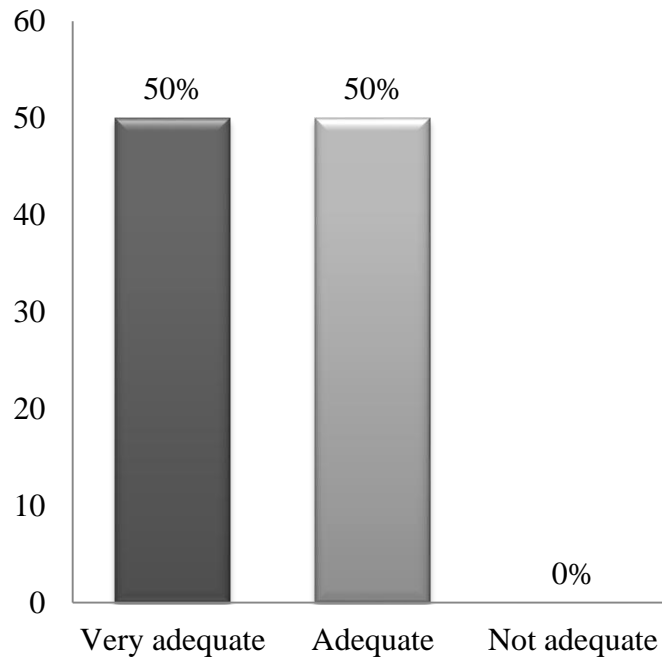


*Figure 8. Teacher Counselors Level of Special Education Training.*

According to Figure 8, teacher counselors who had certificate in special education accounted for 25% of the study sample, while 41.7% indicated they had diploma in special education. It was also observed that 50% of the teacher counselor respondents had degree level of training in special needs education compared to 16.7% who indicated they had other levels of training. These results indicate that all the teacher counselors had some training in special needs education with the highest percentage having a degree in special education and Diploma in special education. This is in line with Adoyo (2007) who points out that teachers of the deaf in Kenya are either holders of Diploma in Special Needs Education from Kenya Institute of Special Education (KISE) or degree holders in Special Needs Education.

#### **4.3.8 Teacher Counselor Self-Reported Level of Communication with the Deaf**

Teacher counselors were asked to indicate how they communicated with their deaf clients and how they rated their communication skills. The findings are presented in Figure 9.



*Figure 9: Teacher Counselors Self-Reported Skills on Communication Competency.*

As indicated in Figure 9, 50% of the respondents rated themselves very adequately competent with 50% indicating they felt they were adequate in communicating with the deaf. These results indicate that for effective delivery of services to the hearing impaired learners, it is necessary for the teacher counselors to have good communication skills with the hearing impaired since the normal communication of the hearing population is a challenge for them. These findings are in agreement with Vygotsky (1962) who argues that children solve their practical tasks with the help of their speech, as well as with their eyes and hands. This unity of perception, speech and action, ultimately produces internalization of the visual fields. Kimani (2012) on teaching deaf learners in Kenyan classroom observes that language is not only expressed through speaking but also through facial expressions, gestures and signs such as the hand-shapes used by deaf people. Hlatywayo and Muranda (2014) add that many researchers agree that learning for hearing impaired learners occurs primarily within social contexts and that some degree of learning occurs naturally for these students as a result of trying to connect and communicate with others. It is therefore imperative that all people

dealing with children with hearing impairment be able to communicate with them in an effective way if these students are to be assisted in their overall development.

This study also sought to establish whether level of professional training in counseling of the teacher counselors significantly influence the hearing impaired pupils' development. The null hypothesis  $H_0$  1 which stated that there is no statistically significant relationship between teacher counselor's level of professional training in counseling and promotion of hearing impaired pupils' development was tested. Development was defined as a composite variable derived from a contingency table of non-missing responses on 18 items measuring the three domains from the pupils' questionnaire. These were educational, personal/social and career development which were operationalized as low, moderate and high. Level of training was defined as a composite variable derived from non-missing responses on five items from the teacher counselors' questionnaire. Chi-square test was applied to test the significance of the relationship between the domains of development and levels of teacher counselor training in counseling. Findings are presented in Table 7.

Table 7

*Chi-square Test Statistics for Relationship between Teacher Training Levels and Pupils' Development*

	<b>Educational Development</b>	<b>Personal/social Development</b>	<b>Career Development</b>
Chi-Square(a)	56.697	49.197	6.329
Df	2	2	2
Asymp. Sig.	.000	.000	.042

a 0 cells (0%) have expected frequencies less than 5. The minimum expected cell frequency is 50.7.

The chi-square results in Table 7, indicate that the  $p$ -value of the areas of pupils' development were as follows; educational development (.000), personal/social development

(.000) and career development (.042). Since all the p values are less than 0.05, the study rejects the null hypothesis and accepts the alternative hypothesis that there is a significant relationship between the levels of professional training in counseling of the personnel involved in offering guidance and counseling services and promotion of hearing impaired pupils' development. It was concluded that the level of training in counseling of the teacher counselor played a significant role in promotion of hearing impaired pupils' development.

#### **4.4 Role of Teacher Counselor in Assisting Hearing Impaired Pupils**

The second objective of the study was to determine the role played by the teacher counselor in assisting the hearing impaired learners deal with the challenges that require guidance and counseling. In examining this objective, data on responses to items on pupils' awareness of counseling services, issues that pupils bring for counseling, role of the teacher counselor, educational counseling role of the teacher counselor, role of the teacher counselor in pupils' personal and social development and career counseling role were collected using the teacher counselor questionnaire and the pupil questionnaire. Further, to establish the significance of the benefits of guidance and counseling, the personnel whom pupils went for counseling services were cross-tabulated with educational, personal and career levels of development. The research findings are presented in this section.

##### **4.4.1 Counseling Service Awareness**

The researcher wanted to know whether pupils were aware that guidance and counseling services were being offered in their school. The pupil respondents were therefore asked to indicate whether they were aware that counseling services were offered in their school. The findings are presented in Table 8.

Table 8

*Distribution of Pupils by Awareness of Counseling Services.*

<b>Counseling Services Awareness</b>	<b>Frequency</b>	<b>Percentage</b>
Aware	146	96.1%
Not aware	6	3.9%
<b>Total</b>	<b>152</b>	<b>100.0%</b>

Table 8 indicates that 96.1% of respondents were aware that their school offered guidance and counseling services compared to 3.9% who indicated they were not aware. These results indicate that the majority of the pupils were aware of guidance and counseling services in their school. This could be an indicator that the school administration has been encouraging pupils to seek guidance and counseling services as indicated by 75% of the head teachers (Table 19). These results concur with Afande (2015) on counseling awareness of pupils in primary schools of Makadara Division Nairobi. All the pupils interviewed indicated that they were aware of availability of guidance and counseling services in their school.

#### **4.4.2 Counseling Service Utilization**

Guidance and Counseling services utilization was made operational by means of respondents who indicated they had attended counseling services in their school. The findings are presented in Table 9.

Table 9

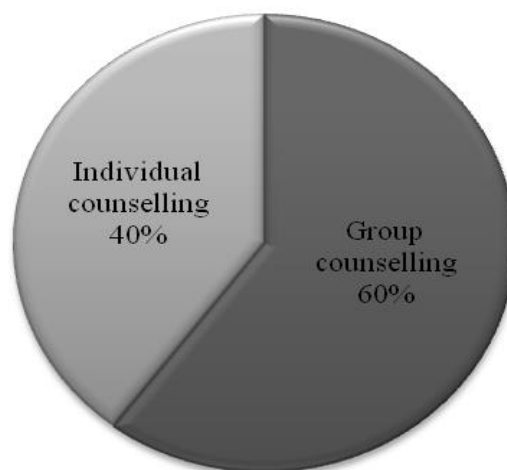
*Distribution of Pupils by Guidance and Counseling Services Utilization.*

<b>Attendance</b>	<b>Frequency</b>	<b>Percentage</b>
Attended	143	94.1%
Not attended	9	5.9%
<b>Total</b>	<b>152</b>	<b>100.0%</b>

Data presented in Table 9 indicates that among the pupil respondents, 94.1% had utilized the guidance and counseling services provided in their school compared to 5.9% who indicated that they had not attended. These results show that guidance and counseling programme could be popular with the hearing impaired pupils and therefore they feel free to seek services. This could have been advanced by the involvement of the school administration as indicated by results in Table 19. These results imply that the teacher counselors have created a good relationship with the pupils such that, the pupils could go to them for assistance whenever need arose. These findings agree with Baker (2006) observation that a positive teacher-student relationship provided children with the emotional security to fully engage in learning activities and that a protective effect was evident for developmentally vulnerable participants only when they had a close relationship with their teacher.

#### **4.4.3 Mode of Counseling Services Utilized by Students**

The researcher sought to know how guidance and counseling services were offered to the pupils by asking the pupil respondents to indicate how the guidance and counseling services had been offered in their school. The findings are presented in Figure 10.



*Figure 10: Mode of Counseling Services Utilized by pupils.*

60% of the pupil respondents indicated they had received group counseling while 40% indicated they had received individual counseling. These results indicate that group counseling was used often by the teacher counselors. These results agree with Maddel (2015) that children with hearing loss need to be put in small groups for group counseling since this gives them an opportunity to have like-minded peers who have same difficulties and experience similar issues. They get an opportunity to say what they want to say without worrying about upsetting other people. In connection to this, Baker and Gerler (2001) note that group counseling provided by school counselors' decreases participants' aggressive and hostile behavior.

#### 4.4.4 Types of Counseling Services Utilized

In order to identify the issues that pupils bring for counseling, the pupil respondents were asked to indicate the counseling services they had attended in their school. The findings are presented in Table 10.

Table 10

*Distribution of Pupils by Guidance and Counseling Services Utilized*

<b>Counseling Domains</b>	<b>Frequency</b>	<b>Percentage</b>
Educational	145	95.4%
Social	99	65.1%
Personal	125	82.2%
Career	30	19.7%
Health	89	58.6%
Spiritual	118	77.6%
Hearing style	101	66.4%
<b>Total</b>	<b>152</b>	<b>100%</b>

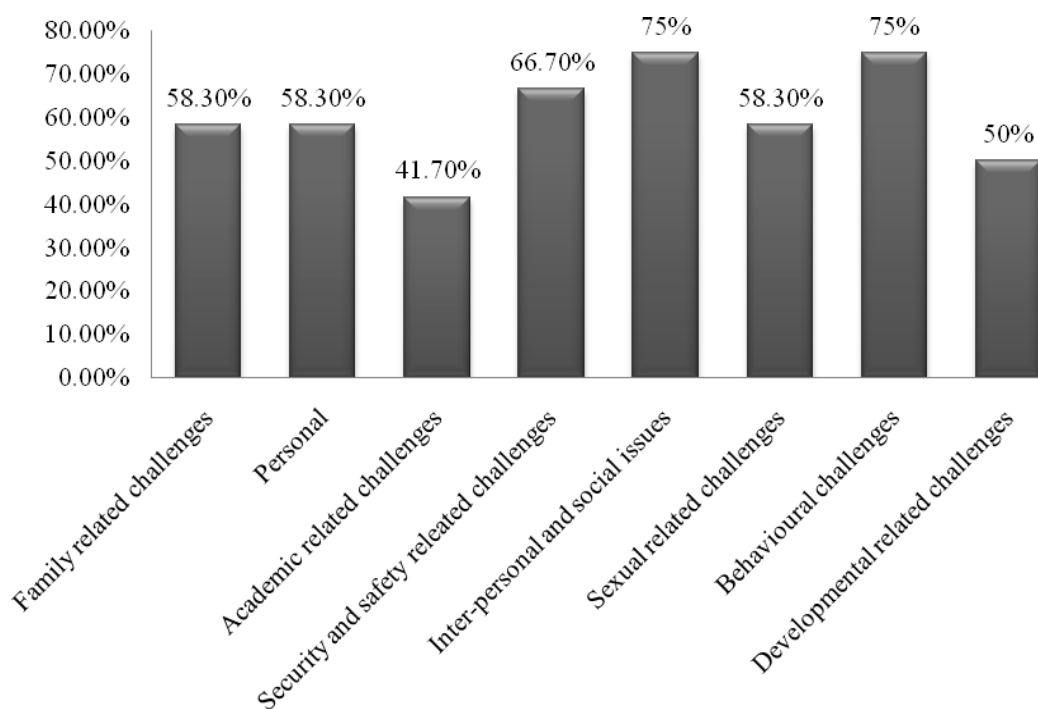
As shown in Table 10, 95.4% received educational guidance compared to 82.2% who had received personal counseling services. On the other hand, it was observed that 65.1% of



respondents had received social guidance and counseling services, 77.6% were given spiritual counseling and 19.7% indicated they had received career guidance services.

These results indicate that the most utilized counseling service by the pupils is educational counseling as indicated by 95.4% of the pupils. These results are supported by earlier findings that teachers were the most sought by pupils to offer counseling service (Table 6). However, all the other counseling services were also utilized with career counseling being the least utilized as indicated by 19.7% of the pupil respondents.

The teacher counselors were also asked to list the issues that the pupils bring for counseling. The findings are presented in Figure 11.



*Figure 11: Issues that Pupils Bring for Counseling*

Data presented in Figure 11 indicates that 58.3% of the challenges presented for counseling were related to family challenges. These include but were not limited to disagreements between the children’s parents, parental rejection and maltreatment, child neglect and lack of

provision for basic needs, misunderstanding between the pupils and other family members which included discrimination on basis of disability. 58.3% of challenges presented touched on personal life challenges which included low self-esteem, emotional difficulties, suicidal ideation, life skills as well as self-concept challenges. 58.3% of challenges that teacher counselors handled were sexually related challenges. These included boy-girl relationships, rape and attempted rape trauma, early sex and pregnancy. It was also observed that 75% of presenting challenges had to do with inter-personal and social issues which included being stigmatized and people not easily understanding them. Behavioral challenges accounted for 75% and included bad behaviors, quarreling and fighting, indiscipline, drug abuse, as well as mistreatment by fellow students. Other presenting issues were observed to be related to security and safety challenges (66.7%), which included bullying from able bodied pupils and theft of personal property. Academic related challenges (41.7%) included poor studying habits, truancy, and performance challenges. Finally, developmental related challenges accounted for 50% of the sample. These challenges included issues to do with adolescence.

Results in Figure 11 indicate that hearing impaired children face several challenges that are family related (58.3%). These findings concur with Muema's (2012) study that hearing impaired children are subjected to abuse from their homes which include physical, sexual, emotional and neglect. This was said to be a major contribution of poor academic performance of these children. Newton and Harvest (2014) argue that families of hearing impaired children feel shame and neglect their children with hearing impairment because some parents think that their child will have no future or is not capable of living a full life. In support Wanjiru's (2014) study observes that majority of learners with hearing impairment did not even know their real parents since they lived with foster parents and well-wishers who sponsor their education. They also expressed agony of their parents not taking their parental responsibilities and that they had no parental affection on them. Child Welfare

Information Gateway (2012) state that one of the most frequently cited family or parental risk factors for the maltreatment of children with disabilities is the increased stress for caring for a child with special needs and coping with challenging behaviors. Fisher, Hodapp and Dykens (2008) point out that this could be attributed to the parent lacking the skills, resources, or support to respond to the child's special needs and provide adequate care or supervision.

These results also indicate that hearing impaired learners have personal and social problems 58.3% and 75% respectively. These findings agree with Fusick (2008) that individuals with hearing loss are too often socially isolated within their homes, schools, workplaces, and communities. Wamocho (2003) adds that children with disabilities were non- self-actualizing and were either directed or time incompetent and live in the past or future with a lot of regrets and sentiments. They lack positive concept of personal growth. These results also indicate that hearing impaired learners have sexually related challenges which accounted for 58.3%. These results concur with Rochester Institute of Technology (2011) that incidence of maltreatment, including neglect, physical and sexual abuse is more than 25% higher among deaf and hard of hearing children than among hearing youths.

Kvam's (2004) study in Norway reports that childhood sexual abuse among deaf children is more than twice as often as the hearing population (39.6% as compared to 19.2%) and that deaf men were more than three times as likely to have been abused (32.8% compared to 9.6% in the general population). Brown (2010) attributes sexual abuse among children with disabilities to adults failing to provide disabled young people with proper sex education and with information that allow them to avoid undue risks or with permission to enter into relationships safely. They may also fail to give them information about how to report any sexual behaviors that are coercive or disrespectful. Some of the problems experienced by children who have been sexually abused include symptoms of post-traumatic stress disorder,

borderline personality disorder, and/ or disassociation identity disorders (Brown, 2010). The hearing impaired learners also had academic challenges (41.7%). These results confirm Smith et al. (2001) argument that students with hearing loss have academic achievement levels significantly below those of their hearing peers which makes it necessary to have supplemental education services.

The overall results indicate that the teacher counselors have assisted the pupils to deal with several challenges for instance from the pupils' responses (Table 10) a high percentage indicated that guidance and counseling had helped them to improve in their academics. In summary, these results indicate that pupils were making use of the guidance and counseling programme in seeking services to enable them resolve the issues that they have. The question that rises is whether the services were effectively rendered considering the counseling training and professional development of the teacher counselors.

#### **4.4.5 Counseling Role of the Teacher Counselor**

The teacher counselors were also required to indicate the various guidance and counseling services that they provided to the pupils. The findings are presented in Table 11.

Table 11

*Counseling Services Offered by Teacher Counselors.*

Activities by Teacher Counselors	Very				
	Always	Often	Often	Seldom	Never
Assisting students with personal and social problems	16.7%	16.7%	50%	16.7%	0%
Helping pupils with study skills	50%	50%	0%	0%	0%
Identifying referral agencies and services and making necessary referral when necessary	8.3%	0%	50%	33.3%	8.3%
Giving pupils spiritual guidance alongside other guidance	58.3%	25%	16.7%	0%	0%
Consulting with parents, administration and teaching staff on learner problems	58.3%	8.3%	33.3%	0%	0%
Provides group guidance and counseling to deaf pupils with counseling needs	25%	16.7%	58.3%	0%	0%
Coordinating all guidance counseling activities	16.7%	25%	33.3%	25%	0%
Collaborating with other agencies dealing with deaf students	8.3%	0%	25%	58.3%	8.3%
Organizing and implementing career/vocational guidance programs	0%	0%	50%	25%	25%
Meets with pupils to improve on their awareness of their own hearing style	16.7%	33.3%	33.3%	8.3%	8.3%
Keeping a detailed and confidential information records of individual students	75%	0%	16.7%	8.3%	0%

Data presented in Table 11 indicates that 50% of teacher counselor respondents indicated that they played the role of assisting students with personal and social challenges often compared to 16.7% who assisted the pupils very often and 16.7% always. It was observed that 50% of teacher counselor respondents indicated they assisted pupils with study skills very often with the same percentage indicating they did it always. Identifying referral agencies and services and making necessary referrals when necessary was often done by 50% of teacher counselor respondents while 33.3% indicated they seldom did it and 8.3% indicated that they never did

it. Concerning collaborating with other agencies dealing with deaf students, 25% of the teacher counselors indicated that they did it often while a higher percentage of 58.3% indicated that they seldom did it. 58.3% of the teacher counselors indicated that they always consulted with parents, administration and teaching staff on learner problems compared to 33.3% who often did it. Teacher counselors who indicated that they always gave pupils spiritual guidance alongside other guidance services accounted for 58.3% compared to 25% who did it very often.

These results indicate that teacher counselors did not adequately play the role of collaborating with other agencies dealing with deaf students as evidenced by 58.3% who indicated they seldom did it and 8.3% indicating they never did. This is one of the crucial roles that a teacher counselor is supposed to play when dealing with learners with disabilities. ASCA (2013) offers guidelines for teacher counselors serving students with special needs. They need to provide services such as consulting with outside agencies to coordinate supportive services for families and the students. Further the teacher counselor is supposed to collaborate with related student support professionals such as speech and language pathologists and teachers of the deaf and hearing impaired in the delivery of services.

These results also indicate that the teacher counselors did not adequately play the role of promoting career awareness among the hearing impaired pupils. Only 50% of the teacher counselors reported that they often played the role of organizing and implementing career/vocational guidance programs for the hearing impaired pupils. These findings are supported by earlier results from pupil respondents that only 19.7% of the pupils sought career guidance from the teacher counselors. These findings agree with Munyua, *et al.* (2014) that learners with hearing impairment lacked career awareness in the choice of vocational courses due to lack of proper guidance by the parents/ guardians and also partly by the

instructors and this largely influenced how they chose their vocational courses. The American School Counselor Association National Model (ASCA, 2003) provides a framework for teacher counselors to help all students to develop career awareness, develop employment readiness, acquire career knowledge to achieve career goals, and apply skills to achieve career goals (Campbell & Dahir, 1997).

Lazarus and Chinwe (2011) observe that career development plans and activities are important for individuals with disabilities. Career exploration of vocational areas, skills and career interest, goal setting, decision making skills as well as career maturity should not only be encouraged and practiced but should be part and parcel of career development plan to enhance overall career adjustment of persons with special needs. The teacher counselors therefore need to be more proactive in planning for successful career development for learners with hearing impairment. This is because effectiveness data on career development for learners with special needs have suggested that interventions by school counselors can assist students in career development (ASCA, 2013)

#### **4.4.6 Educational Role of the Teacher Counselor**

To establish the educational role of the teacher counselors, the pupil respondents were required to indicate the educational benefits they perceived to have received from their teacher counselors. The findings are presented in Table 12.

Table 12

*Educational Benefits of Counseling Service Offered by Teacher Counselors*

<b>Benefits of Guidance and Counseling</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Undecided</b>	<b>Agree</b>	<b>Strongly Agree</b>
Become more interested in learning	5.9%	3.3%	0.7%	9.2%	80.9%
Develop effective study skills	7.2%	2.0%	4.6%	53.9%	31.6%
Manage time properly	6.6%	1.3%	9.2%	23.0%	59.2%
Do assignments on time	9.9%	3.9%	4.6%	19.7%	61.2%
Handle exam anxiety	5.3%	2.6%	10.5%	49.3%	32.2%
Improve my academic achievement	3.9%	3.3%	28.9%	28.9%	34.2%
Set academic goals	3.9%	1.3%	5.3%	22.4%	67.1%

Table 12 indicates that 90.1% of pupil respondents indicated they had become more interested in learning as a result of counseling compared to 85.5% who indicated that counseling had helped them develop effective study skills. It was also observed that 82.2% of pupil respondents indicated that counseling had helped them manage time more properly, 80.9% indicated they had been able to do assignments on time due to counseling and 81.5% indicated they could handle exam anxiety due to the guidance and counseling that they had received. Finally, 89.5% indicated they were able to set academic goals as a result of guidance and counseling from their teacher counselors.

These results indicate that a high percentage of the hearing impaired learners felt that guidance and counseling had helped them to improve in their academics with a small percentage (Table 12) feeling that guidance and counseling had not helped them in their educational development. These findings concur with Abid (2006) who indicates that guidance and counseling services have a significant positive effect on students' study habits and that improvement in study attitudes and study habits resulted in improvement of students'



academic achievement. However, although the pupils indicated that the teacher counselors had assisted them in their academic development, the educational performance of hearing impaired learners in Kenya has been observed in research to be far below that of the hearing learners with the best performance being at 250 marks out of 500 (Ayiela 2012; Kimani, 2012).

The factors contributing to poor performance as established by Ngao's (2005) observation could be the late entry of the hearing impaired learners into the education system. This is often compounded by other learners having multiple disabilities which compounded their academic difficulties. Mayberry (2002) also argues that difficulties in academic achievement for hearing impaired children are compounded by other extraneous factors to deafness such as other handicapping conditions, socioeconomic status and ethnic status. Similarly, Ayiela (2012) observes that academic performance of hearing impaired children had been affected by factors within the deaf schools and units. The study by Ayiela (2012) observes that 90.8% of the teachers interviewed cited lack of instructional material as affecting the KCPE performance of learners with hearing impairment. Therefore, although the teacher counselors have been assisting the hearing impaired pupils in their academic development, they may not be at par with the hearing pupils because of the extraneous factors.

This study further sought to establish the significance of the role played by the teacher counselors in assisting the hearing impaired pupils deal with challenges they have that require guidance and counseling. A null hypothesis ( $H_0$ ) stating that teacher counselors do not play a significant role in assisting hearing impaired pupils in dealing with challenges that require guidance and counseling was tested in the areas of educational, personal/ social and career development.

In order to establish the significance in the area of educational development, the teacher counselors' responses on educational counseling services offered were cross-tabulated with pupils' educational, levels of development. Chi-square test was used to test the significance of this relationship at a 0.05 significance level. The findings are presented in Table 13.

Table 13

*Cross-Tabulation of Teacher Counselor Services and Educational Development*

			Frequency of Counseling Offered by Teacher Counselor					
			Never	Rarely	Sometimes	Often	Always	Total
Educational levels	help	Low	4 4.7%	4 4.7%	7 8.2%	6 7.1%	64 75.3%	85 100%
		Moderate	6 10.7%	5 8.9%	6 10.7%	4 7.1%	35 62.5%	56 100%
		High	1 10%	1 10%	5 50%	1 10%	2 20%	10 100%
	<b>Total</b>		<b>11 7.3%</b>	<b>10 6.6%</b>	<b>18 11.9%</b>	<b>11 7.3%</b>	<b>101 66.9%</b>	<b>151 100%</b>

The data presented in Table 13 shows 4.7% of respondents who 'Never' sought counseling services from the teacher counselors registered low levels of academic development compared to 10.7% who had moderate and 10% who registered high levels. It was also observed that 75.3% of respondents who 'always' sought counseling services from the teacher counselor registered low educational development compared to 62.5% who registered moderate and 20% who had high levels of educational development. The chi-square statistic was 20.531 and the *p*- value was < 0.05 thus the null hypothesis that teacher counselor do not play a significant role in assisting hearing impaired pupils in dealing with challenges that require guidance and counseling was rejected and the alternative hypothesis was accepted. This is because the results show that there was a statistically significant relationship between

seeking counseling services from the teacher counselor and level of educational development,  $\chi^2 (8, n = 151) = 20.531, p = 0.009 < 0.05$ . Therefore, it was concluded that the teacher counselors played a significant role in pupils' educational development.

#### 4.4.7 Role of the Teacher Counselor in Pupils' Personal and Social Development

To determine the role of the teacher counselor in individual pupils' personal and social development, pupils were required to indicate their perceived personal benefits of the counseling services. The findings are presented in Table 14.

Table 14

*Personal Benefits of Counseling Services Offered by Teacher Counselors*

<b>Benefits of Guidance and Counseling</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Undecided</b>	<b>Agree</b>	<b>Strongly Agree</b>
Understand myself and others	6.6%	5.3%	4.6%	29.6%	53.9%
Accept myself	9.2%	4.6%	10.5%	34.9%	40.1%
Develop decision making/problem solving skills	10.5%	5.9%	22.4%	28.3%	31.6%
Relate well with my peers and others	9.9%	2.6%	9.9%	23%	54.6%
Learn how to make and keep friends	7.9%	2.6%	6.6%	21.1%	61.2%
Distinguish between appropriate and inappropriate behaviors	13.2%	5.9%	8.6%	28.9%	42.8%
Communicate effectively with my family	6.6%	2.6%	9.9%	27.6%	53.3%
Overcome fear	17.8%	3.3%	19.7%	20.4%	38.8%

As indicated in Table 14, 83.5% of the pupil respondents indicated that guidance and counseling had helped them understand themselves and others. It was also observed that 75% indicated they had improved their self-acceptance while 77.6% indicated guidance and counseling had improved their interpersonal relations. In addition, 82.3% indicated they had

learned to make and keep friends as a result of counseling compared to 80.6% who indicated they had learned to communicate effectively due to counseling.

These results indicate that majority of the hearing impaired pupils felt that guidance and counseling had helped them in their social and personal development (Table 14). These findings are in agreement with Suarez (2002) observation that social skills training programme for the hearing impaired improves students' social problem solving skills. Furthermore, children with deafness become better adjusted when greater attention is given to socio-emotional aspects of their development. These results concur with Achero (2015) study on impact of guidance and counseling for the hearing impaired. The study revealed that majority of the hearing impaired pupils (90%) said that through guidance and counseling, fear and shyness of using hearing aids was reduced. Thompson (2002) adds that social skills promote successful interactions with peers and adults. Milson (2006) concludes by stressing that as advocates for students with disabilities school counselors are positioned to take the lead in ensuring that these students have positive school experiences, develop social skills and enjoy emotional health. However, these results also indicate that there were some pupils who felt that guidance and counseling had not helped them at all in their social and personal development (Table 14). These findings confirm Wamochos's (2003) findings that children with special needs were non- self-actualizing. They were either directed and time incompetent and live in the past or future with a lot of regrets and sentiments.

In order to establish the significance of the role of the teacher counselor in the area of personal and social development, the teacher counselors' responses on personal/social counseling services offered were cross-tabulated with pupils 'personal/social, levels of development. Chi-square test was used to test the significance of this relationship at a 0.05 significance level. The findings are presented in Table 15.

Table 15

*Cross-Tabulation of Teacher Counselor Services and Pupils' Personal and Social Development*

		Frequency of Counseling Offered by Teacher Counselor					
		Never	Rarely	Sometimes	Often	Always	Total
Personal development	Low	0(0%)	1(1.8%)	2(3.6%)	2(3.6%)	51(91.1%)	56(100%)
	Moderate	7(8.5%)	8(9.7%)	12(14.6%)	8(9.8%)	47(57.3%)	82(100%)
	High	4(30.8%)	1(7.8%)	8(61.5%)	1(7.8%)	3(23.1%)	13(100%)
<b>Total</b>		<b>11(7.2%)</b>	<b>10(6.6%)</b>	<b>18(11.9%)</b>	<b>11(7.2%)</b>	<b>101(66.9%)</b>	<b>151(100%)</b>

The data presented in Table 15 shows 0% of respondents who 'Never' sought counseling services from the teacher counselor registered low levels of personal development compared to 8.5% who had moderate and 30.8% who registered high levels. It was also observed that 91.1% of respondents who 'always' sought counseling services from the teacher counselor registered low levels of personal development compared to 57.3% who registered moderate and 23.1% who had high levels of personal development. The chi-square statistic was 36.471 and the p value was  $< 0.05$  thus the null hypothesis that teacher counselors do not play a significant role in assisting hearing impaired pupils deal with challenges that require guidance and counseling was rejected and the alternative hypothesis was accepted. There was a statistically significant relationship between seeking counseling services from the teacher counselor and level of personal/social development,  $\chi^2 (8, n = 151) = 36.471, p = 0.000 < 0.05$ . It was therefore concluded that the teacher counselors played a significant role in hearing impaired pupils' personal/social development.

#### **4.4.8 Career Counseling Role of the Teacher Counselor**

To determine the career counseling role of the teacher counselors, the pupils were required to indicate how they had benefited from career guidance and counseling. The findings are presented in Table 16.

Table 16

*Career Counseling Services Offered by Teacher Counselors*

<b>Benefits of Guidance and Counseling</b>	<b>Strongly</b>			<b>Strongly</b>	
	<b>Disagree</b>	<b>Disagree</b>	<b>Undecided</b>	<b>Agree</b>	<b>Agree</b>
Develop an awareness of personal abilities, skills and interests in choosing a vocation	42.8%	2.0%	9.2%	19.7%	26.3%
Acquire information about educational and vocational training opportunities within and beyond school	25.0%	2.0%	7.9%	30.9%	34.2%
Formulate career and educational goals	25.7%	3.3%	14.5%	25.0%	31.6%

Data presented in Table 16 indicate that 46% of the hearing impaired pupils felt that guidance and counseling had helped them develop an awareness of personal abilities, skills and interests in choosing a vocation while 44.8% felt that it had not helped them and 9.2% were undecided. 65.1% of respondents indicated that guidance and counseling had helped them to acquire information about educational and vocational training opportunities within and beyond school compared to 27% who said it had not helped them, while 7.9% were undecided. It was also observed that 56.6% felt it had helped them formulate career and educational goals while 29% felt that it had not helped them and 14.5% were undecided as to whether guidance and counseling had helped them in their career development.

These results indicate that most hearing impaired pupils felt that guidance and counseling had not helped them to become aware of personal abilities, skills and interests (Table 16). These findings confirm earlier results by teacher counselors (Table 11) where 50% of the teacher counselors had indicated that they did not play the role of organizing and implementing career/vocational guidance programs for the hearing impaired pupils. These findings agree with Lazarus and Chinwe (2011) observation that in Nigeria, there were inconsistencies in the roles of practicing guidance counselors in addressing the career development of students with

special needs. The study recommended that guidance counselors must endeavor to expose their students with special needs to several career development activities in order to help them successfully choose occupations, prepare for, enter into and progress in them. Similarly, Murugami and Neil (2012) agree that majority of students with disabilities are said to rarely relate their academic subjects to their future careers and what they would like to be in their adulthood and this creates lack of vocational self-concept and decision making. This could be attributed to lack of proper career guidance from their teachers.

A report by the Kenya National Commission on Human Rights (2007) indicates that career information for vocational training was to be given special consideration in schools for learners with disabilities since it was the bridge between education and employment for them. Murugami and Neil (2012) add that it is critical that both career guidance and counseling as well as vocational education for learners with disabilities be more comprehensive because of their pressing needs which include restricted early opportunities in work related experiences, dependence on family and teachers and experiences of academic failure. These can affect their development of vocational self-concept and career decision –making self-efficacy.

To establish the significance of the role of the teacher counselor in the area of career development, the teacher counselors' responses on career counseling services offered were cross-tabulated with pupils' career, levels of development. The findings are presented in Table 17.

Table 17

*Cross-Tabulation of Teacher Counselor Services and Career Development*

		Frequency of Counseling Offered by Teacher Counselor					Total
		Never	Rarely	Sometimes	Often	Always	
Personal development	Low	3	0	6	3	34	46
		6.5%	0%	13%	6.5%	73.9%	100%
	Moderate	3	8	6	7	40	64
		4.7%	12.5%	9.4%	10.9%	62.5%	100%
	High	5	2	6	1	27	41
		12.2%	4.9%	14.6%	2.4%	65.9%	100%
<b>Total</b>		<b>11</b>	<b>10</b>	<b>18</b>	<b>11</b>	<b>101</b>	<b>151</b>
		<b>7.3%</b>	<b>6.6%</b>	<b>11.9%</b>	<b>7.2%</b>	<b>66.9%</b>	<b>100%</b>

The data presented in Table 17 shows that 6.5% of respondents who 'Never' sought counseling services from the teacher counselor registered low levels of career development compared to 0% who had moderate and 12.2% who registered high levels. It was also observed that 73.9% of respondents who 'always' sought counseling services from the school counselor registered low career development levels compared to 62.5% who registered moderate and 65.9% who had high levels of career development. The chi-square statistic was 12.27 and the p value was  $> 0.05$  thus the null hypothesis was accepted. There was no statistically significant relationship between seeking counseling services from the teacher counselor and level of career development,  $\chi^2 (8, n = 151) = 12.27, p = 0.14 > 0.05$ . It was therefore concluded that the teacher counselors played no significant role in pupils' career development. This indicates that although the guidance and counseling services offered by the teacher counselors helped the pupils in their educational and personal/social development the opposite was for career development.



#### 4.5 Role of School Administration in Supporting Guidance and Counseling

The third objective of the study was to establish the role of school administration in implementing and supporting the guidance and counseling programme for promotion of the hearing impaired pupils' development. Data was obtained from the teacher counselor's questionnaire and head teacher's questionnaire. The research findings are presented in this section.

##### 4.5.1 School Administrators' Support of the Guidance and Counseling Programme

Teacher counselors were asked to indicate the role they perceived that their school administration played in supporting guidance and counseling programme in their school. The findings are presented in Table 18.

Table 18

*Teacher Counselors' Responses on Role of School Administration in Supporting Guidance and Counseling*

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The head teacher always provides all resources	0%	41.7%	16.7%	16.7%	25%
The head teacher has appointed a guidance and counseling committee	41.7%	50%	8.3%	0%	0%
Head teacher attends guidance and counseling departmental meetings	0%	41.7%	0%	16.7%	41.7%
Reduces teaching load to create time for guidance and counseling	0%	8.3%	8.3%	33.3%	50%
Refers students for guidance and counseling	16.7%	58.3%	16.7%	0%	8.3%
Sponsors in-service training	8.3%	16.7%	8.3%	25%	41.7%
Organizes for parents/guardians meeting to consult over pupils' difficulties	25%	58.3%	0%	16.7%	0%
Head teacher liaises with agencies that deal with hearing problems	16.7%	25%	25%	8.3%	25%

Results from Table 18 indicate that the majority of the teacher counselors (90.1%) indicated that the head teacher had appointed a guidance and counseling committee. However, 58.4% indicated that the head teacher did not attend guidance and counseling departmental meetings while 41.7% indicated that the head teacher did not always provide all the required resources for guidance and counseling. It was also observed that 75% of respondents indicated that the head teacher referred students for guidance and counseling, 83.3% indicated that their head teacher organizes for parents/guardians meeting to consult over pupils' difficulties compared to 41.7% who indicated that the head teacher liaises with agencies that deal with hearing problems. These results indicate that the head teachers have made efforts in supporting the establishment and implementation of the guidance and counseling programme but there is need for more improvement if the guidance and counseling programme is going to assist hearing impaired pupils development.

#### **4.5.2 Head Teachers' Role in Supporting Guidance and Counseling Programme.**

Head teachers who had been sampled for this study were asked to indicate the role they played in supporting guidance and counseling programme in their school. The findings are presented in Table 19.

Table 19

*Role of Head Teachers in Supporting Guidance and Counseling*

<b>Head teachers' Support for Guidance and Counseling</b>	<b>Always</b>	<b>Very often</b>	<b>Often</b>	<b>Seldom</b>
Use qualification as criteria for appointment of the teacher counselor	25%	25%	25%	25%
Encouraging pupils to seek guidance and counseling services	0%	25%	75%	0%
Setting aside a specific time to enable students to go for guidance and counseling services	0%	25%	50%	25%
Having a budget for the guidance and counseling programme	0%	0%	100%	0%
Ensuring that the teacher counselor has adequate resources to carry out their duties	0%	25%	0%	75%
Organizing for parents/guardians' meetings to discuss pupils' difficulties	0%	50%	25%	25%
Liaising with agencies that deal with deaf issues in order to assist pupils	25%	25%	25%	25%

Results in Table 19 indicate that 25% of the sampled head teachers '*Always*', '*Very Often*', '*Often*' and '*seldom*' used a teacher's qualification as the criteria for appointment for the position of teacher counselor respectively. It was also established that 25% of respondents indicated they helped support the guidance and counseling programme by encouraging pupils to seek guidance and counseling services '*Very Often*' while 75% did it '*Often*'. Head teachers who indicated they set aside time to enable students to go for guidance and counseling services '*Often*' accounted for 25% with a similar percentage '*Seldom*' doing it and 50% indicating they '*Often*' did it. It was also established that 75% of head teachers '*Seldom*' ensured that their teacher counselors had adequate resources to carry out their duties with 25% indicating they did so '*Very Often*'. All (100%) head teachers were observed to

'Often' have a budget for the guidance and counseling programme. In addition, 50% 'Very Often' organized for parents and guardians' meetings to discuss pupils' difficulties as a way of supporting guidance programme compared to 25% who 'Often' and 'Seldom' did it. Lastly, 25% of sampled head teachers indicated they supported the guidance and counseling programme 'often' by liaising with agencies that deal with deaf issues in order to assist their pupils while 25% did it 'always.'

#### 4.5.3 Support of the School Administration in Training of the Teacher Counselors

To establish the level and adequacy of training that the head teachers had supported the teacher counselors, the head teachers were asked to indicate the mode of training they had supported their teacher counselors to undergo. The findings are presented in Figure 12.

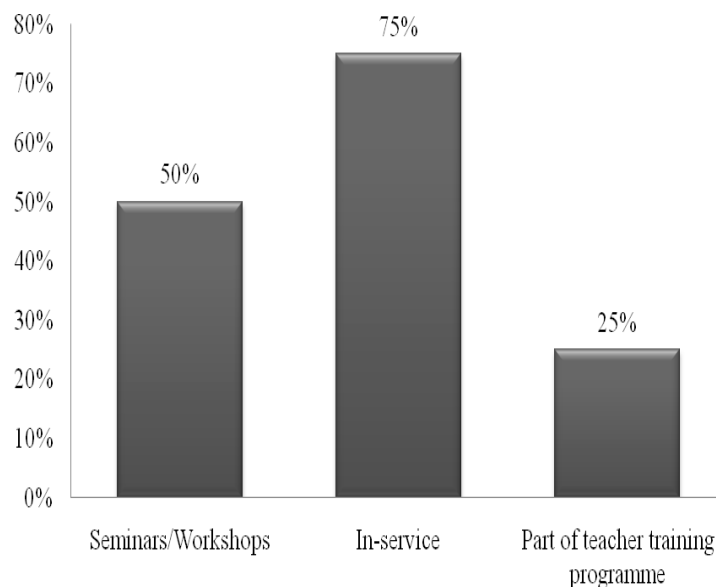


Figure 12: Mode of training for Teacher Counselors Supported by the Administration

Data presented in Figure 12 indicates that 50% of the head teachers supported their teacher counselors to attend counseling seminars and workshops. Head teachers who sponsored their teacher counselors for in-service training accounted for 75% of the sampled respondents while 25% indicated that they depended on the counseling experience that is part of the

teacher training programme. These results indicate that there were no teacher counselors who had specifically trained on guidance and counseling as indicated by the mode of training. These results concur with earlier results by the teacher counselors that the mode of training for guidance and counseling was through seminars/workshops, in-service training or part of teacher training.

These results in general reveal that most head teachers had appointed a guidance and counseling committee as indicated by 90.1% of the teacher counselors. These findings agree with Odera (2014) that primary school head teachers were positive towards implementing the guidance and counseling programme in their school. However, the majority of them (57.7%) did not attend the guidance and counseling meetings. This could be attributed to poor perception of the programme. The head teacher being the chief counselor in the school and being responsible for all guidance and counseling programmes in the school is required to attend the meetings (K.I.E., 2003). The results concur with Nkala (2014) that the attitudes and perceptions of head teachers towards implementation of guidance and counseling services play a significant role in the extent to which the intended goals are achieved. The teacher counselors indicated that the majority of the head teachers referred students to the teacher counselors for guidance and counseling services.

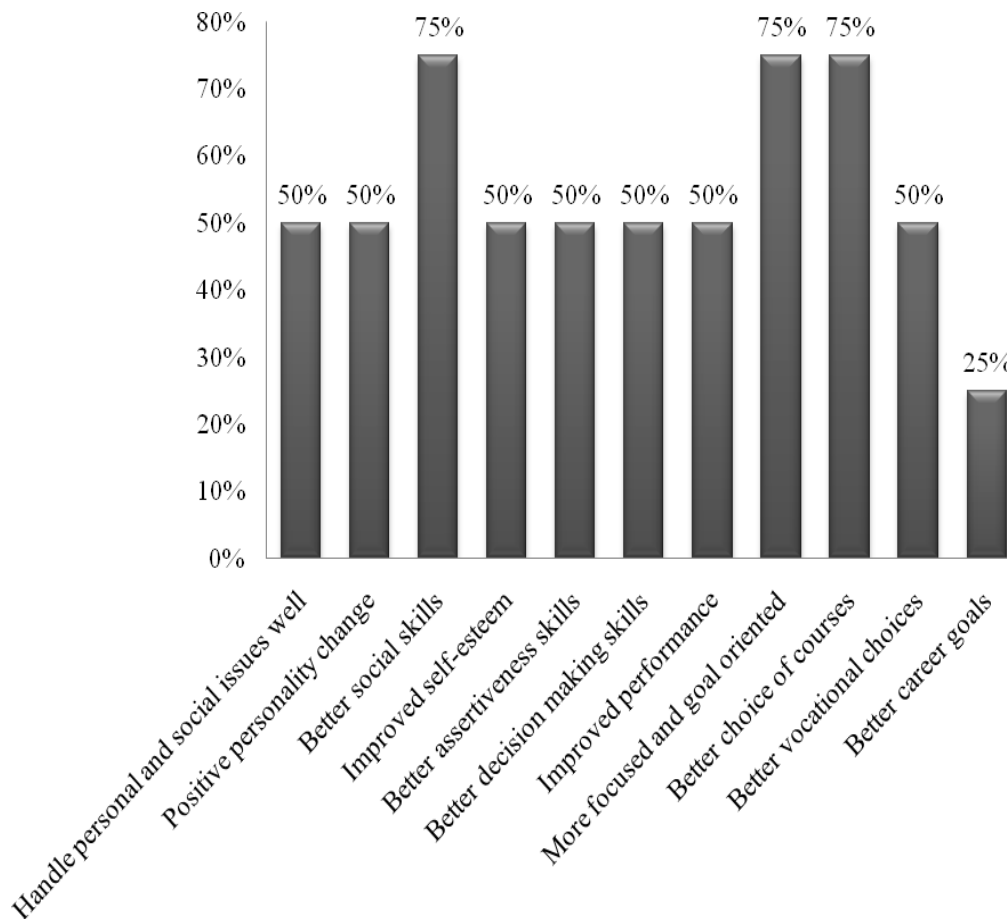
Concerning the training of teacher counselors, 50 % of the head teachers indicated that they used qualification as criteria for appointment of the guidance and counseling teacher but 50% indicated that qualification was not necessarily used as criteria for appointment. In another category, the head teachers were asked to indicate whether they purposively worked to ensure that the teacher counselors were adequately trained in guidance and counseling. This study established that 100% of the respondents indicated that they ensured their teachers were adequately trained in counseling before being appointed to engage in guidance and

counseling activities in the school. This contradicts earlier results by the teacher counselors where 25% of the teacher counselors indicated that they did not have any form of training in guidance and counseling though they were offering these services to the pupils. These findings confirm Ondima, *et al.* (2012) study that there was low training of teachers in guidance and counseling in Kenya and that it was handled by teachers without professional training which in turn affected teachers' attitude towards practicing guidance and counseling.

About the support of training of teacher counselors, the majority of the head teachers (75%) indicated that they sponsored their teacher counselors for in-service training while 50% indicated that they supported them to attend seminars and workshops. However, although the head teachers had indicated that they were sponsoring their teacher counselors for training, these results contradict responses by the teacher counselors. For instance, 66.7% of the teacher counselors had indicated that they had not been sponsored for in-service training. These contradicting results could be attributed to the fact that head teachers might not want to be seen as having a negative attitude towards guidance and counseling programme in their schools. These findings confirm the poor preparation of teacher counselors in terms of training on guidance and counseling as indicated by (MOEST 2004; Njoka, 2007) that there was inadequate training of guidance and counseling personnel in Kenya. Njoka's (2007) study indicates that the majority of head teachers and teacher counselors had not received any training in guidance and counseling skills and that most of those who had been trained had just attended in-service courses or seminars which lasted barely two weeks. The duration of training implies that teacher counselors do not get enough skills to be able to offer effective guidance and counseling services to the hearing impaired pupils. This could probably be the reason why 17% of the teacher counselors had indicated that though they were offering guidance and counseling services to the pupils they felt that they lacked professional skills.

#### 4.5.4 Role of Guidance and Counseling as Perceived by Head teachers.

To establish the benefits of the guidance and counseling programme, head teachers were asked to indicate how they perceived its impact on the lives of the hearing impaired pupils in their schools. The findings are presented in Figure 13.



*Figure 13.* Head teachers Responses on the Perceived Benefits of Guidance and Counseling Programme to the Hearing impaired pupils.

Figure 13 indicates that with regard on personal benefits, 50% of head teacher respondents indicated that they felt guidance and counseling had helped their pupils handle personal and social issues, gain positive personality change, improved self esteem, better assertiveness skills and better decision making skills. It was also established that 75% of the head teachers indicated they felt the guidance and counseling programme had helped their pupils gain better

social skills. With regard to educational benefits, 50% of the head teacher felt that guidance and counseling had helped their pupils improve their academic performance and 75% indicated their pupils had become more focused and goal oriented in their academics. Concerning career influence of guidance and counseling, 75% of the head teachers indicated they felt it had helped their pupils have better choice of courses, while 50% indicated that their pupils had better vocational choices and 25% indicated that their pupils had better career goals.

These results indicate that pupils who have gone through the guidance and counseling programme in their schools have been assisted in their educational, personal, social and career development. These findings concur with Whiston and Quinby (2009) that in schools where the guidance and counseling programme is fully implemented, students reported earning higher grades, having better relationships with teachers and feeling greater satisfaction with school. Gatua (2014) also observes that guidance and counseling services provided in schools had high levels of impact on students' social and emotional adjustments. Wamocho, Karugu, and Nwoye (2008) add that when children with disabilities are offered guidance and counseling services, they gain self-acceptance, their self-esteem is enhanced and they are able to gain appreciative abilities. However, these results contradict to some extent with the teacher counselors' findings on the significance of guidance and counseling programme on career development. The results indicated that the programme did not play any significant role (Table 17). This may be attributed to challenges that the teacher counselors could be facing in playing their role.

This study also sought to establish the relationship between the role played by the school administration and promotion of hearing impaired pupils 'development. A null hypothesis:  $H_0$   
3: There is no statistically significant relationship between the role of school administration in



implementing and supporting the guidance and counseling programme and promotion of hearing impaired pupils' development, was generated. The head teachers' responses on their perception of the role of guidance and counseling programme in pupils' development were cross-tabulated with pupils' educational, personal/social and career levels of development. The findings are presented in Tables 20, 21 and 22.

Table 20

*Cross-Tabulation of Head Teachers' Perception on the Role of Guidance and Counseling Services and Educational Levels of Development*

		<b>Head teachers' Perception of the Role of Guidance and Counseling in Educational Development</b>					
		<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>	<b>Total</b>
Educational help levels	Low	4	23	14	9	34	84
		4.8%	27.4%	16.6%	10.7%	40.5%	100%
	Moderate	15	15	15	4	8	57
		26.3%	26.3%	26.3%	7%	14%	100%
	High	6	2	0	0	2	10
		60%	20%	0%	0%	20%	100%
<b>Total</b>		<b>25</b>	<b>40</b>	<b>29</b>	<b>13</b>	<b>44</b>	<b>151</b>
		<b>16.6%</b>	<b>26.5%</b>	<b>19.2%</b>	<b>8.6%</b>	<b>29.1%</b>	<b>100%</b>

The data presented in Table 20 shows 4.8% of respondents who 'Never' sought counseling services registered low levels of academic development compared to 26.3% who had moderate and 60% who registered high levels. It was also observed that 40.5% of respondents who 'always' sought counseling services from the head teacher registered low educational development compared to 14% who registered moderate and 20% who had high levels of educational development. The chi-square statistic was 35.54 and the p value was < 0.05. There was a statistically significant relationship between seeking guidance and counseling services and level of educational development,  $\chi^2 (8, n = 151) = 35.54, p = 0.000 < 0.05$ .

Thus rejecting the null hypothesis and formulating an alternative hypothesis  $H_{a3}$ : There is a statistically significant relationship between the role of school administration in implementing and supporting the guidance and counseling programme and promotion of hearing impaired pupils' development. It was therefore concluded that the guidance and counseling programme plays a significant role in pupils' educational development

Table 21

*Cross-Tabulation of Head Teacher Perception on the Role of Guidance and Counseling Services and Personal/Social Levels of Development*

		<b>Head teachers' Perception of the Role of Guidance and Counseling in Personal/ Social Development</b>					
		<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>	<b>Total</b>
Personal/Social levels	Low	2 3.6%	13 23.2%	19 33.9%	0 0%	22 39.2%	56 100%
	Moderate	17 20.7%	24 29.3%	10 12.2%	12 14.6%	19 23.2%	82 100%
	High	6 46.2%	3 23.7%	0 0%	1 7.7%	3 23.7%	13 100%
<b>Total</b>		<b>25</b> <b>16.6%</b>	<b>40</b> <b>26.5%</b>	<b>29</b> <b>19.2%</b>	<b>13</b> <b>8.6%</b>	<b>44</b> <b>29.1%</b>	<b>151</b> <b>100%</b>

The data presented in Table 21 shows 3.6% of respondents who 'Never' sought guidance and counseling services registered low levels of personal development compared to 20.7% who had moderate and 46.2% who registered high levels. It was also observed that 39.2% of respondents who 'always' sought counseling services registered low personal/social development compared to 23.2% who registered moderate and 23.7% who had high levels of personal/social development. There was a statistically significant relationship between seeking guidance and counseling services and level of personal/social development,  $\chi^2 (8, n = 151) = 36.32, p = 0.000 < 0.05$ . Thus rejecting the null hypothesis and formulating an

alternative hypothesis Ha<sub>3</sub>: There is a statistically significant relationship between the role of school administration in implementing and supporting the guidance and counseling programme and promotion of hearing impaired pupils' development Therefore it was concluded that the school guidance and counseling programme played a significant role in pupils' personal/social development.

Table 22

*Cross-Tabulation of Head Teachers' Perception on the Role of Guidance and Counseling Services and Career Levels of Development*

		<b>Head teachers' Perception of the Role of Guidance and Counseling in Career Development</b>					<b>Total</b>
		<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>	
Career levels	Low	5 11.1%	9 20%	5 11.1%	5 11.1%	21 46.7%	45 100%
	Moderate	12 18.7%	20 30.8%	8 12.3%	8 12.3%	17 26.2%	65 100%
	High	8 19.5%	11 26.8%	16 39%	0 0%	6 14.6%	41 100%
<b>Total</b>		<b>25</b> <b>16.6%</b>	<b>40</b> <b>26.5%</b>	<b>29</b> <b>19.2%</b>	<b>13</b> <b>8.6%</b>	<b>44</b> <b>29.1%</b>	<b>151</b> <b>100%</b>

The data presented in Table 22 shows that 11.1% of respondents who 'Never' sought guidance and counseling services registered low levels of career development compared to 18.7% who had moderate and 19.5% who registered high levels. It was also observed that 46.7% of respondents who 'always' sought counseling services registered low levels of career development compared to 26.2% who registered moderate and 14.6% who had high levels of career development. There was a statistically significant relationship between seeking counseling services from the head teacher and level of career development,  $\chi^2(8, n = 151) = 26.655, p = 0.001 < 0.05$ . This led to the decision to reject the null hypothesis and

formulation of an alternative hypothesis Ha<sub>3</sub>: There is a statistically significant relationship between the role of the school administration in implementing and supporting the guidance and counseling programme and promotion of hearing impaired pupils' development. Therefore, it was concluded that the school guidance and counseling programme played a significant role in pupils' career development. These results however differ from the results of the role of the teacher counselor in hearing impaired pupils' career development.

#### **4.6 Availability of Resources for Guidance and Counseling.**

The fourth objective of the study was to determine the availability of physical resources for guidance and counseling. The data was obtained from the teacher counselor respondents and the pupil respondents. The research findings are presented in this section.

##### **4.6.1 Teacher Counselors' Responses on Availability of Physical Resources for Guidance and Counseling.**

Teacher counselors were asked to indicate the availability of materials for counseling services in their school. The findings are presented in Table 23.

Table 23

*Teacher Counselors' Response on Availability of Counseling Resources*

<b>Availability of Counseling Resources</b>	<b>Never available</b>	<b>Rare</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always available</b>
Guidance and counseling manual	50%	25%	8.3%	16.7%	0%
Reference materials	25%	25%	33.3%	16.7%	0%
Counseling office	41.7%	0%	0%	50%	8.3%
Time for counseling	8.3%	33.3%	16.7%	33.3%	8.3%
Career resource center	66.7%	16.7%	8.3%	0%	8.3%
In-service-training	41.7%	16.7%	25%	16.7%	0%
Counseling vote head	66.7%	8.3%	16.7%	8.3%	0%
Video and motivational materials	58.3%	25%	8.3%	8.3%	0%

As indicated in Table 23, 75% of teacher counselor respondents indicated that guidance and counseling manual was not available while 50% indicated that there were no reference materials. It was also observed that 58.3% indicated they had a counseling office while 41.6% indicated time for guidance and counseling had been factored in the timetable. In addition, 83.4% indicated there was no career resource center in their school compared to 58.4% who indicated they had no support for in-service training while 75% claimed there was no counseling vote head in their schools. Finally, 78.3% indicated that there were no video and motivational materials.

#### **4.6.2 Pupils' Responses on Availability of Physical Resources for Guidance and Counseling.**

The pupil respondents were asked to indicate the availability of materials for counseling services in their school. The findings are presented in Table 24.

Table 24

##### *Pupils' Responses on Availability of Counseling Resources*

<b>Availability of Counseling Resources</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
Guidance/counseling books	57 37.5%	14 9.2%	28 18.4%	5 3.3%	48 31.6%
Guidance/counseling pamphlets	81 53.3%	18 11.8%	22 14.5%	12 7.9%	16 10.5%
Guidance and counseling office	95 62.5%	14 9.2%	18 11.8%	10 6.6%	14 9.2%
Career resource center	123 80.9%	8 5.3%	7 4.6%	2 1.3%	10 6.6%
Videos for group guidance	88 57.9%	16 10.5%	28 18.4%	6 3.9%	13 8.6%
Time allocated for counseling activities	41 27.0%	37 24.3%	24 15.8%	28 18.4%	20 13.2%
Counseling magazines	99 65.1%	16 10.5%	22 14.5%	6 3.9%	7 4.6%

As indicated in Table 24, 65.1% of the pupils indicated that their schools had no guidance and counseling pamphlets while 53.3% of the pupils indicated that they had access to guidance and counseling books and 71.7% indicated their school had no guidance and counseling office. It was also observed that 86.2% indicated they did not have a career resource center in their school while 68.4% indicated their school did not have videos for group guidance. In addition, 75.6% indicated their school did not have any guidance and counseling magazines.

In general, these results indicate that the majority of the schools did not have the required resources for guidance and counseling as shown by the responses from the teacher counselors and the pupils. 75% of the teacher counselors did not have a guidance and counseling manual. With regard to guidance and counseling reference material, 50% of the teacher counselors and 65.1% of the pupils indicated that there were no reference materials and guidance and counseling pamphlets respectively. 75.6% of the pupils also indicated that they did not have guidance and counseling magazines. Concerning videos for group counseling, 68.4% of the pupils indicated that they did not have, while 78.3% of the teacher counselors indicated that videos for group counseling and motivational materials were not available. However, 53.3% of the pupils indicated that they had access to guidance and counseling books. These findings agree with Auni, *et al* (2014) that although some schools had rooms set aside for guidance and counseling offices, other facilities such as motivational books, charts and counseling literature was not available. The findings are supported by Mutie and Ndambuki (2003) who state that Kenyan schools have few reference books for guidance and counseling. Concerning guidance and counseling office, majority of the pupils (71.7%) indicated that it was not available contradicting the responses of 58.3% of the teacher counselors who indicated they had one. 41.7% of the teacher counselors indicated that they

did not have a counseling office which is a high percentage noting that guidance and counseling requires confidentiality.

These findings concur with Njoka's (2007) study that majority of head teachers in primary schools had not allocated any specific room or office for use in guidance and counseling of pupils. Wambu and Fisher (2015) support by stating that to date, some schools in Kenya do not have a counseling office and even where present, it is either ill equipped with necessary supplies or poorly located. In addition, in some schools, school counselors share the office with other teaching staff; consequently, confidentiality of students' records is compromised. These findings are contrary to UNESCO's (2000) findings in Botswana that effective school guidance and counseling services have counseling rooms which are private and accessible.

Regarding the availability of career resource center, 83.4 % of the teacher counselors and 86.2% of the pupils indicated that it was not available. This implies that the hearing impaired learners are not able to get the necessary information about careers and the world of work. These findings echo Fore and Riser (2005) that young persons with disabilities lack positive work attitudes that are important for inclusion in the world of work within their communities. Ochs and Roesler (2001) conclude that it is possible that lack of career guidance and job support for hearing impaired learners could be partly be blamed for challenges among hearing impaired learners. These findings support earlier findings by the pupils and the teacher counselors that guidance and counseling programme did not contribute to pupils' career development probably due to lack of a career resource center.

On whether there was time allocated for guidance and counseling activities, 51.3% of the pupils indicated that it was not available while 41.6% of the teacher counselors indicated that guidance and counseling had not been factored in the school timetable. These findings are in agreement with Njoka (2007) that guidance and counseling was not timetabled in primary

schools. Mutie and Ndambuki (2003) further support the findings by stating that some head teachers do not put guidance and counseling as top priority and that some are of the view that the time allocated for this programme should be utilized for teaching examinable subjects while others regard it as an after school activity to be offered only when students are free. Charema (2008) concludes that lack of time for counseling and teaching workload were some of the factors hindering effective guidance and counseling in schools.

On the issue of whether the teacher counselors were being supported for in-service training, 58.4% indicated that they had no support. These findings contradict head teachers' responses where 75% of them indicated that they sponsored their teacher counselors for in-service training. As mentioned earlier, the head teachers might not want to be seen as not supporting the guidance and counseling programme. Although all the head teachers indicated that they often had a budget for the guidance and counseling programme 75% of the teacher counselors claimed that there was no counseling vote head in their school. These findings confirm Nyamwaka, Ondima, Nyamwange and Magaki (2013) that the majority of head teachers did not support the guidance and counseling programme financially by allocating it funds in the school's budget and they were not regularly sponsoring their teacher counselors for seminars, workshops and conferences. These findings also agree with Mutie and Ndambuki (2009) that as a result of insufficient funds, most head teachers view the guidance and counseling department as a luxurious department.

This study further sought to establish the relationship between availability of counseling resources and pupils' development, a null hypothesis: H<sub>04</sub>: There is no statistically significant relationship between availability of physical resources for guidance and counseling and promotion of hearing impaired pupils' development, was generated. Pupils' development was conceptualized by means of a composite variable derived from non-missing responses on 18



items measuring the various domains of pupils' development. Availability of counseling resources was made operational by means of a composite variable derived from non-missing responses on 8 items measuring the availability of various counseling resources. Chi-square statistical tests were applied to these composite variables to establish their relationship and the findings presented in Table 25.

Table 25

*Chi-square Test Statistics on Availability of Counseling Resources and Pupils' Development*

	<b>Educational Development</b>	<b>Personal Development</b>	<b>Career Development</b>
Chi-Square(a,b)	56.697	49.197	6.329
Df	2	2	2
Asymp. Sig.	.000	.000	.042

a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 5.5.

b 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 50.7.

Data presented in Table 25 indicates that all statistical tests were significant at 0.05 significance level. This led to the decision to reject the null hypothesis and formulation of an alternative hypothesis Ha<sub>4</sub>: there is a statistically significant relationship between availability of counseling resources and pupils' development. It was therefore concluded that there was a significant relationship between availability of guidance and counseling resources and the promotion of hearing impaired pupils, development.

#### **4.7 Challenges to Guidance and Counseling Programme**

The fifth objective of the study was to establish the challenges encountered by the teacher counselors in establishing and implementing the guidance and counseling programme. The research findings are presented in this section.

#### 4.7.1 Self-Reported Challenges by Teacher Counselors

Teacher counselor respondents were asked to indicate the challenges they face in the course of discharging their duties of counseling services in their school. The findings are presented in Table 26.

Table 26

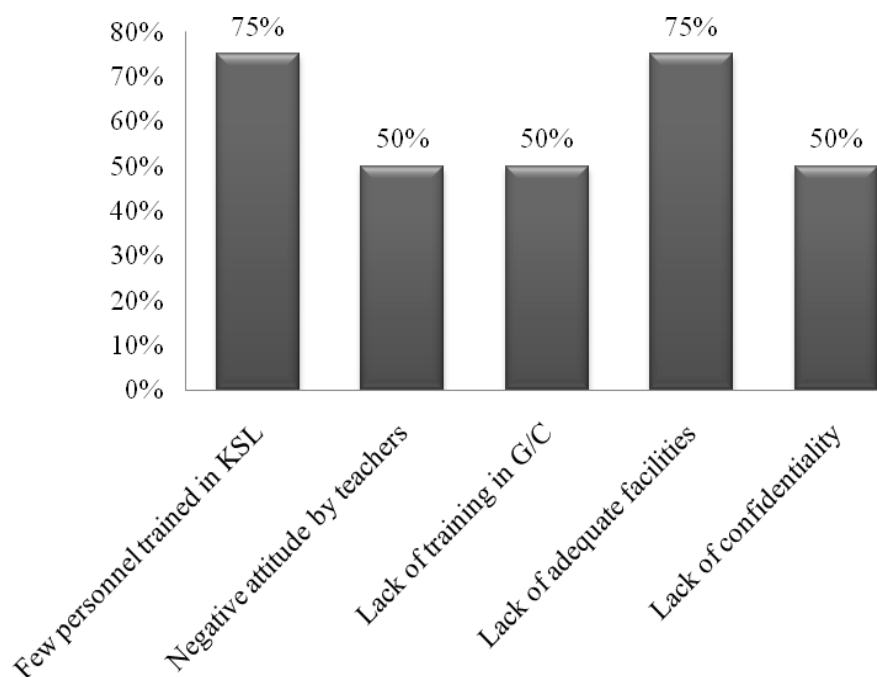
##### *Self-Reported Challenges Faced by Teacher Counselors*

<b>Challenges Faced by Teacher Counselors</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Other duties to carry out	1	8.3
Lack of recognition	2	16.7
Uncooperative parents	5	41.7
Lack of confidentiality	4	33.3
Lack of time for counseling activities	7	58.3
Lack of counseling office	6	50
No vote head	4	33.3
School head not trained in special needs education	4	33.3
No counseling manuals	4	33.3
Negative attitude towards counseling	5	41.7
Unsupportive administration	4	33.3

As indicated in Table 26, the most common challenge that teacher counselors faced in offering guidance and counseling services was lack of time for counseling activities (58.3%) followed by lack of specific counseling office (50%), negative attitude of some teachers and the school administration towards guidance and counseling (41.7%) and lack of cooperation from their clients' parents (41.7%). The least challenge faced by teacher counselors was being overloaded with other duties (8.3%).

#### 4.7.2 Self-Reported Challenges by Head Teachers

Head teachers were asked to indicate the factors that pose challenges to the guidance and counseling program in their school. The findings are presented in Figure 14.



*Figure 14: Guidance and Counseling Challenges as Reported by Head teachers.*

According to data presented in Figure 14, 75% of head teachers indicated that one of the challenges to the guidance counseling programme in their school was lack of adequate personnel trained in KSL. It was also observed that 50% of head teachers indicated that negative attitude by teachers also posed a challenge to the implementation of successful guidance and counseling programmes in their schools, with 50% indicating that their schools lacked adequate trained staff in guidance and counseling and 50% indicating that lack of confidentiality was also a challenge. Finally, 75% of head teachers identified lack of adequate facilities as a challenge to the guidance and counseling programme.

These results indicate that the majority of the teacher counselors (58.4%) did not have time to organize counseling activities. This could be attributed to high workload challenges as indicated by 8.3% of the teacher counselors. These findings agree with Owino and Odera (2014) that teacher counselors in primary schools lacked time to practice guidance and counseling and this was attributed to teachers being busy with examinable subjects and mean

score syndrome on performance. Ondima *et al* (2012) add that teacher counselors in Kenyan schools are not sufficiently relieved from their teaching duties to have adequate time to devote to guidance and counseling. The teacher counselors argued that they were overburdened with heavy work. Charema's (2008) study in Botswana revealed lack of time for counseling and teaching workload as some of the factors hindering effective guidance and counseling in schools. ASCA (2015) argues that school counselors should spend most of their time in direct service to and contact with students. The school counselor is also expected to focus their duties on the overall delivery of the total programme through guidance curriculum, individual student planning and responsive services.

41.7% of the teacher counselors indicated that parents were uncooperative in the guidance and counseling of their children. These findings are similar to Owino and Odera (2014) study that parents of children in primary schools were not willing to support teachers in guidance and counseling. Similar findings by Republic of Kenya (2003) Kenya Education Sector Review reported that Kenyan parents were too busy to attend to issues affecting their children. In support, (Ogonya, 2007; UNESCO, 2002) argue that parents had little time with their children thus leaving their role of parenting to teachers. Hlatywayo and Muranda (2014) observe that parents of children with disabilities had a misconception that educating the student with hearing impairment was the responsibility of the specialist teacher alone. On the contrary, in America Myrick (2003) reveal that parents are always supporting guidance and counseling in schools and they respond to teachers when called and support various programmes. Concerning learners with hearing impairments, the National Deaf Children's Society in Britain (2015) comments that parents play a vital role in supporting their child's communication and language development, and their learning in general. This is because they are able to provide useful information about their child's development, their child's hearing loss and its impact, and how their child is most effectively supported in their own home.

Another challenge to guidance and counseling as reported by the teacher counselors and head teachers of the schools was lack of confidentiality (33.3% and 50%) respectively. These results concur with Owino and Odera (2014) study that teacher counselors did not observe confidentiality to information entrusted to them by the pupils. Lack of confidentiality could deter the pupils from seeking guidance and counseling services. William and Abeles (2004) stress that deaf clients are often concerned about confidentiality in therapy. K.I.E (2004) argues that a viable guidance and counseling programme needs to have open communication, trust and confidentiality. Kute (2008) notes that students particularly the adolescents value the level in which their issues are treated and they are concerned about their self-image. They value confidentiality and do not wish to be seen as having issues or problems.

Negative attitude towards guidance and counseling by the teachers was indicated by 41.7% of the teacher counselors and 50% of the head teachers. Negative attitude could be attributed to inadequate training of teacher counselors on guidance and counseling as indicated by 50% of the head teachers. These results agree with Owino and Odera (2014) that inadequate training was likely to affect teacher counselor output and outcome of guidance and counseling sessions. Simatwa's (2007) study similarly revealed that some teachers perceived guidance and counseling services in schools negatively and as a waste of time and ineffective. This was attributed to lack of qualified guidance and counseling administrators or deficit of guidance and counseling resources, facilities and materials in Kenyan schools. Inadequate facilities were also indicated among challenges facing the guidance and counseling programme in schools by 75% of the head teachers. The teacher counselors had also indicated that they did not have enough facilities for guidance and counseling. Just like this study, Owino's (2014) study indicated that inadequate facilities could affect the teacher's willingness to practice guidance and counseling in schools.

This study further sought to establish the relationship between challenges faced by the teacher counselors and pupils' development, a null hypothesis:  $H_{05}$ : There is no statistically significant relationship between challenges encountered by the teacher counselors in establishing and implementing the guidance and counseling programme and the promotion of the hearing impaired pupils' development was generated. Pupils' development was conceptualized by means of a composite variable derived from non-missing responses on 18 items measuring the various domains of pupils' development. Challenges faced by teacher counselors were derived from consistent themes in responses given by teacher counselor respondents. Chi-square statistical tests were applied to these composite variables to establish their relationship and the findings presented in Table 27.

Table 27

*Chi-square Test Statistics on Challenges Faced by Teacher Counselors and Pupils' Development*

	<b>Challenges</b>	<b>Educational</b>	<b>Personal</b>	<b>Career Development</b>
Chi-Square(a,b,c)	3.000	56.697	49.197	6.329
Df	4	2	2	2
Asymp. Sig.	.558	.000	.000	.042

a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 5.5.

b 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 50.7.

c 5 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 2.4.

Data presented in Table 27 indicate that all statistical tests were significant at 0.05 significance level since all the  $p$ - values were  $< 0.05$ . This led to the decision to reject the null hypothesis and formulation of an alternate hypothesis  $H_{a5}$ : There is a statistically significant relationship between challenges encountered by the teacher counselors in establishing and implementing the guidance and counseling programme and the promotion of the hearing

impaired pupils' development. It was therefore concluded that challenges faced by the teacher counselors in provision of guidance and counseling services affected the hearing impaired pupils' development

### 4.7.3 Head Teachers' Role in Addressing Guidance and Counseling Challenges

In order to establish how the challenges facing the guidance and counseling were addressed, head teachers were required to indicate the role they played in addressing the challenges they had identified as a means of supporting guidance and counseling program in their schools. The findings are presented in Figure15.

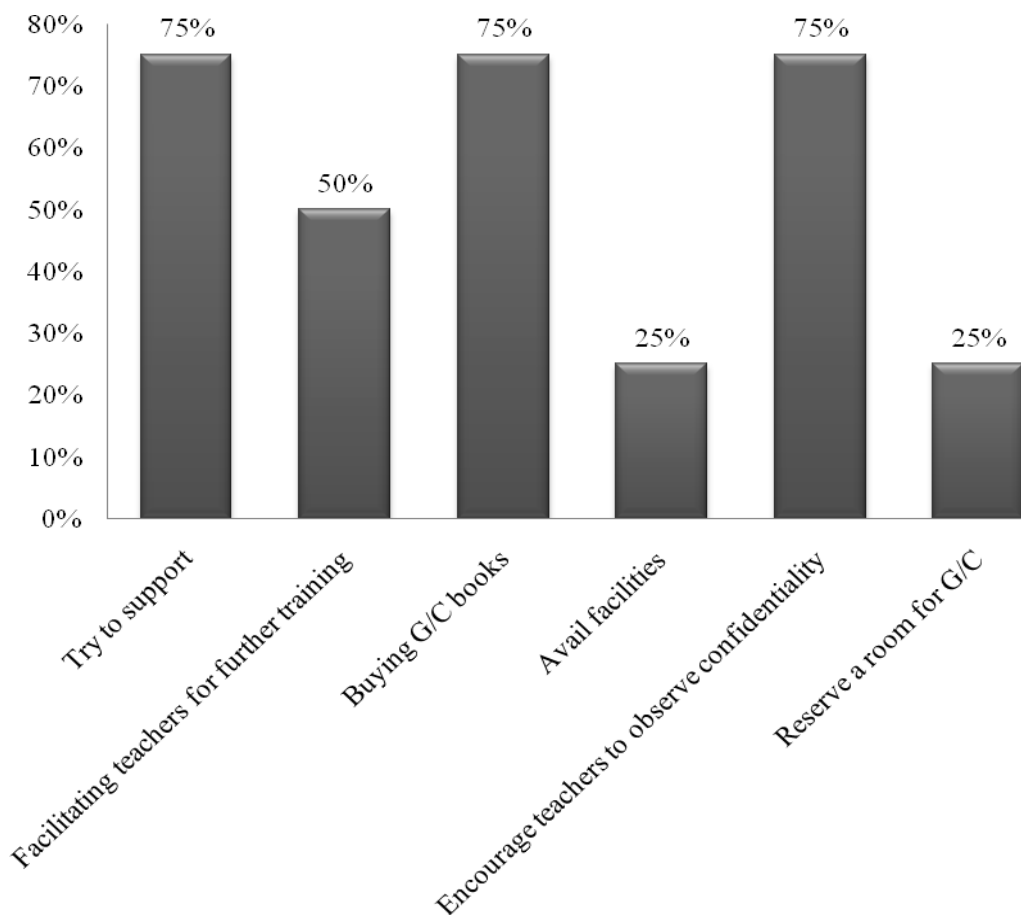


Figure15: Head teacher's Role in Addressing Challenges

Figure 15 indicates that 75% of the head teachers indicated they tried to support their teachers in their efforts of counseling pupils, with 75% indicating they helped by buying guidance and counseling books, 50% indicating they helped by facilitating teachers for further training, 25% indicating they helped by availing facilities, 75% indicating they helped by encouraging teachers to observe confidentiality, and 25% indicating they helped by reserving a room for G/C.

counseling books and 75% indicated that they encouraged their teacher counselors to observed confidentiality. It was also established that 50% of respondents indicated they helped by facilitating teachers to attend workshops, seminars and in-service training to gain counseling skills. Finally, 25% indicated they supported the programme by availing resources and 25% indicated they reserved a room for guidance and counseling activities.

#### **4.7.4 Teacher counselors’ Responses on Addressing Guidance and Counseling Challenges**

The teacher counselors were also required to give suggestions on what could be done to deal with challenges that affect the effectiveness of the guidance and counseling programme. The findings are presented in Table 28.

Table 28

*Teacher counselors’ Responses on Addressing Guidance and Counseling Challenges*

<b>Improving the Guidance and Counseling Programme</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Liaising with Admin to create time	3	25
Consulting Guidance and counseling committee	1	8.3
Consulting with parents	3	25
Improvise	7	58.3

Table 28 indicates that 25% of the teacher counselors indicated that they tried to liaise with the administration in order to create time to offer guidance and counseling services to the pupils, with 25% indicating that they consulted with parents of pupils who had counseling issues and the majority of the teacher counselors (58.3%) indicated that whenever they encountered challenges with offering guidance and counseling services to the pupils, they improvised ways to deal with the challenges depending on its nature. The least used method was consulting guidance and counseling committee which was indicated by 8.3% of the teacher counselors.



These results indicate that although the schools for the hearing impaired were experiencing challenges in the establishment and implementation of the guidance and counseling programme, the head teachers and teacher counselors did the best they could to ensure that these services were available to the pupils. However, more effort need to be put in place to ensure that this category of students get the best help they can while at school disability not being a factor.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Summary**

The purpose of this study was to explore the role that the guidance and counseling programme has played in promoting the hearing impaired pupils' development in the counties of Nakuru, Nairobi, Kiambu and Machakos. The data was collected from 152 hearing impaired pupils, 12 teacher counselors and four head teachers. This chapter presents the summary of the findings of the study, conclusions based on the study findings and lastly, recommendations and suggestions for further research are presented.

#### **5.2 Summary of Findings**

Based on the results of this study, the following are the major findings:

- (i) The first objective was to establish the levels of professional training in counseling of the personnel involved in offering guidance and counseling services for promotion of the hearing impaired pupils' development.

It was established that the majority of teacher counselors (75%) had some form of training in guidance and counseling. The mode of training was as part of the teacher education program, seminars/workshops and in-service training. The level of counseling training was through short courses in counseling (25%), Diploma in special education (16.7%) and Degree certificate in special education(33.3%). Some of the core courses that the teacher counselors had undertaken include; administration of guidance and counseling, theories of counseling, basic counseling skills, child psychology human growth and development, behavioral disorders and their management, counseling exceptional children and ethical issues in counseling. The

majority of the teacher counselors felt that they were adequately skilled in counseling skills (75%) although others felt they did not have any professional skills (17%). Highest percentage of teacher counselors had training in special education. It was also established that the level of training of the teacher counselors significantly influences hearing impaired pupils' development.

- (ii) Objective two was to determine the role played by the teacher counselor in assisting the hearing impaired pupils deal with the challenges that require guidance and counseling.

The findings indicate that the majority of pupils (96.1%) were aware of the guidance and counseling programme and a high percentage of the pupils (94.1%) had attended guidance and counseling session either individually or in a group. The teacher counselors played the role of assisting pupils with the following issues; family related challenges (58.3%), psychosocial (75%), behavioral (75%), sexual, safety and security. Other roles that teacher counselors play include assisting pupils with study skills (95.4%). They also help in spiritual guidance (77.6%), identifying referral agencies and services and making necessary referrals. Teacher counselors play a significant role in pupils' educational, personal/social development. However, they do not play a significant role in helping pupils to acquire information about educational and vocational training opportunities within and beyond school as indicated by the majority of the hearing impaired pupils.

- (iii) Objective three was to establish the role of school administration in implementing and supporting the guidance and counseling programme for promotion of the hearing impaired pupils' development.

The school administration played the role of appointing guidance and counseling committee as indicated by (90.1% teacher counselors). Majority of head teachers also

referred pupils for guidance and counseling (75% teacher counselors). However, they did not ensure adequacy of guidance and counseling resources (41.7% teacher counselors). Some head teachers indicated they supported their teacher counselors to attend counseling seminars /workshops (50%) and in-service training (75%). Most head teachers indicated that they felt guidance and counseling had helped their pupils handle personal and social issues (50%), gain positive personality change, improve self esteem, better social skills (75%) and better decision making skills, improvement in academic achievement (50%) and making better career choices. There is a statistically significant relationship between the role of the school administration in implementing and supporting the guidance and counseling programme and promotion of hearing impaired pupils' development.

- (iv) Objective four was to determine the availability of physical resources for guidance and counseling for promotion of hearing impaired pupils' development.

It was established that guidance and counseling programmes in the schools do not have adequate physical facilities such as counseling manual (75%), reference materials, counseling office (71.7% of the pupils), time set aside for counseling activities, career resource center (83.4% teacher counselors and 86.2% pupils) and there is no counseling vote head (75% teacher counselors). Videos for group counseling are also not available. It was also established that there is a significant relationship between availability of physical resources for counseling and hearing impaired pupils' development.

- (v) Objective five was to establish the challenges encountered by the teacher counselors in establishing and implementing the guidance and counseling programme for promotion of hearing impaired pupils' development.

Self-reported challenges by the teacher counselors and head teachers include; negative attitude of some teachers and the school administration towards guidance and counseling (41.7% teacher counselors), lack of cooperation from the pupils' parents (41.7% teacher counselors) lack of adequate personnel trained in KSL (75% head teachers), lack of adequate personnel trained in guidance and counseling (50% head teachers) , and lack of confidentiality (50% head teachers and 33.3% teacher counselors). However majority of the head teachers indicated that they tried to support their teacher counselors in their efforts of counseling pupils. It was also established that there is a statistically significant relationship between challenges faced by teacher counselors and promotion of hearing impaired pupils' development.

### **5.3 Conclusions**

Based on the findings of the study, the following conclusions were made in accordance with the findings:

- (i) The levels of professional training of the personnel involved in offering guidance and counseling services to the hearing impaired pupils was generally achieved through short courses, workshops, in-service training and as part of the teacher education program and therefore not adequate. The teacher counselors had not also undertaken all the necessary core courses in counseling to enable them carry out their work effectively.
- (ii) Most of the hearing impaired learners were aware of the guidance and counseling programme in their school which is indicated by the high percentage that attended guidance and counseling sessions. Teacher counselors assist the hearing impaired learners deal with challenges that require guidance and counseling which include; family related issues, personal and social challenges and study skills. Some of the teacher counselors also assist in identifying referral agencies and services and making

necessary referrals when necessary and giving pupils spiritual guidance alongside other guidance. However career guidance was not effectively offered.

- (iii) The school administration supports the guidance and counseling programme by appointing guidance and counseling committee, referring and encouraging pupils to go for guidance and counseling, organizing for parents/guardians meetings to consult over pupils' difficulties. Teacher counselors were sponsored to attend counseling seminars, in-service training and workshops although this was done minimally, thus not giving the teacher counselors an opportunity for professional development.
- (iv) Physical resources for guidance and counseling such as counseling manuals, reference materials, counseling office, career resource center, video and motivational materials are inadequate or not available at all. This implies that teacher counselors have difficulties in executing their duties thus affecting the effectiveness of services offered.
- (v) The challenges encountered by the teacher counselors include; lack of time for counseling activities, lack of adequate facilities such as specific counseling office, negative attitude of some teachers and the school administration towards guidance and counseling lack of cooperation from pupils' parents, lack of adequate personnel trained in guidance and counselling as well as KSL and lack of confidentiality. This affects the effectiveness of the guidance and counseling programme.

#### **5.4 Recommendations**

Based on the findings of this study, the following recommendations were advanced:

- (i) There should be a deliberate effort by the stakeholders in education sector to train more teacher counselors to address the critical needs that hearing impaired children encounter as observed in this study.

- (ii) For teacher counselors to effectively execute their role of assisting the hearing impaired learners deal with the challenges that require guidance and counseling, adequate facilitation is required both in training and practice in all areas for overall pupil development.
- (iii) The administrative bodies in the schools where children with hearing impairment are enrolled should promote the implementation of guidance and counseling programmes through conscious efforts.
- (iv) Guidance and counseling departments need the necessary resources such as budget, counseling office, time for counseling activities, and other counseling materials to enable the teacher counselors carry out their work effectively.
- (v) The schools for the hearing impaired need to organize awareness seminars and counseling of parents of hearing impaired children. This is to make the parents and the general public to understand the problems faced by the hearing impaired children in the society. These activities will also indicate to the parents that they are valued partners in the overall development of their child and that schools value the connection between the home and the school.

## **5.5 Suggestions for Further Research**

Based on the findings of the study, the following are suggestions for further research.

- (i) The involvement of parents in promoting the personal, social, and educational development of hearing impaired learners.
- (ii) The role of the school in facilitating the development of vocational self-concept in hearing impaired learners.

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## APPENDIX A: PUPILS' QUESTIONNAIRE

Dear Respondent,

I am a student at Kabarak University, currently pursuing a PhD programme in Counseling Psychology. I am conducting a research titled 'The Role of the Guidance and Counseling Programme in Promoting the Hearing Impaired Pupils' Development in Nakuru, Nairobi, Kiambu and Machakos counties. You have been identified as a respondent in this study. Kindly provide the information that has been requested. Any information given will be used for this study only and will be treated with utmost confidentiality.

Yours sincerely

Dorcas N. Githaiga

(Researcher)

### Section A: Background Information

1. Gender Male (  )                      Female (  )
2. Age-----
3. Class-----

### Section B: General Information on Guidance and Counseling Services (please tick where appropriate)

4. Are you aware that your school provides guidance and counseling services to pupils?  
Yes (  )                      No (  )
5. Have you ever attended a guidance and counseling session in your school?  
Yes (  )                      No (  )
6. If the answer is yes, how was the guidance and counseling done?  
Group counseling (  )

Individual counseling ( )

7. Which of the areas listed below have you been given counseling services?

- i. Educational Yes ( ) No ( )
- ii. Social Yes ( ) No ( )
- iii. Personal Yes ( ) No ( )
- iv. Career Yes ( ) No ( )
- v. Health Yes ( ) No ( )
- vi. Spiritual Yes ( ) No ( )
- vii. Hearing style Yes ( ) No ( )

8. On a scale of 0 to 4 (where 0 is the least involved and 4 the most involved) identify the personnel that you go to for guidance and counseling services according to the scale given below:

*0 = Never involved    1 = Rarely    2 = Sometimes    3 = Often    4 = Always*

- i. Teachers (0) (1) (2) (3) (4)
- ii. Support staff (0) (1) (2) (3) (4)
- iii. Counseling teacher (0) (1) (2) (3) (4)
- iv. Head teacher (0) (1) (2) (3) (4)
- v. Dormitory staff (0) (1) (2) (3) (4)
- vi. Invited professionals (0) (1) (2) (3) (4)
- vii. Others (specify) \_\_\_\_\_ (0) (1) (2) (3) (4)

9. Indicate the availability of the following resources for guidance and counseling in your school according to the following scale.

0 = *Never available*    1 = *Rarely*    2 = *Sometimes*    3 = *Often*    4 = *Always*

i.	Guidance and counseling books	( 0 )	( 1 )	( 2 )	( 3 )	( 4 )
ii.	Guidance and counseling pamphlets	( 0 )	( 1 )	( 2 )	( 3 )	( 4 )
iii.	Guidance and counseling office	( 0 )	( 1 )	( 2 )	( 3 )	( 4 )
iv.	Career resource centre	( 0 )	( 1 )	( 2 )	( 3 )	( 4 )
v.	Videos for group guidance	( 0 )	( 1 )	( 2 )	( 3 )	( 4 )
vi.	Time allocated for counseling activities	( 0 )	( 1 )	( 2 )	( 3 )	( 4 )
vii.	Counseling magazines	( 0 )	( 1 )	( 2 )	( 3 )	( 4 )

10. Using the given scale, indicate to what extent the guidance and counseling services in your school have benefited you in the areas listed below

Scale

Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

Educational

i. Have made me become more interested in learning.

Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

ii. Have helped me to develop effective study skills

Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

iii. Have helped me to Manage time properly

Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

iv. Have helped me to do assignments on time.

Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

v. Have helped me to handle examination anxiety

Strongly Disagree    Disagree    Undecided    Agree    Strongly Agree

vi. Have helped me to improve my academic achievement

Strongly Disagree    Disagree    Undecided    Agree    Strongly Agree

vii. Have helped me to set academic goals

Strongly Disagree    Disagree    Undecided    Agree    Strongly Agree

### Personal and Social

i. Helped me to understand myself and others.

Strongly Disagree    Disagree    Undecided    Agree    Strongly Agree

ii. To accept myself

Strongly Disagree    Disagree    Undecided    Agree    Strongly Agree

iii. Develop decision making and problem solving skills.

Strongly Disagree    Disagree    Undecided    Agree    Strongly Agree

iv. Relate well with my peers and others.

Strongly Disagree    Disagree    Undecided    Agree    Strongly Agree

v. Learn how to make and keep friends.

Strongly Disagree    Disagree    Undecided    Agree    Strongly Agree

vi. Distinguish between appropriate and inappropriate behaviors.

Strongly Disagree    Disagree    Undecided    Agree    Strongly Agree

vii. Communicate effectively with my family.

Strongly Disagree    Disagree    Undecided    Agree    Strongly Agree

viii. Overcome fear.

Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

Career

i. Develop an awareness of personal abilities, skills and interests in choosing a vocation.

Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

ii. Acquire information about educational and vocational training opportunities within and beyond school.

Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

iii. Formulate career and educational goals.

Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

**THANK YOU FOR PARTICIPATING**



**APPENDIX B: TEACHER COUNSELORS' QUESTIONNAIRE**

Dear Respondent,

I am a student at Kabarak University, currently pursuing a PhD programme in Counseling Psychology. I am conducting a research titled 'Role of the Guidance and Counseling Programme in Promoting the Hearing Impaired Pupils' Development in Nakuru, Nairobi, Kiambu and Machakos counties.' You have been identified as a respondent in this study. Kindly provide the information that has been requested. Any information given will be used for this study only and will be treated with utmost confidentiality.

Yours sincerely

Dorcas N. Githaiga

(Researcher)

**SECTION A: General Information on Guidance and Counseling Services**

1. Does your school have a guidance and counseling programme?
2. What are the guidance and counseling issues that you receive from the pupils? List them--  
-----  
-----  
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-----  
-----  
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3. Please indicate the extent to which each applies to you. Using the given rating scale, to what extent do you perform the following roles as a teacher counselor?

Scale

Always      Very often      Often      Seldom      Never

i. Assisting students with personal and social problems such as drug abuse, poor background and low self-esteem.

Always      Very often      Often      Seldom      Never

ii. Helping pupils with study skills

Always      Very often      Often      Seldom      Never

iii. Identifying referral agencies and services and making necessary referral when necessary

Always      Very often      Often      Seldom      Never

iv. Giving pupils spiritual guidance alongside other guidance.

Always      Very often      Often      Seldom      Never

v. Consulting with parents, administration and teaching staff on learner problems.

Always      Very often      Often      Seldom      Never

vi. Provides group guidance and counseling to deaf pupils with varying/similar counseling needs.

Always      Very often      Often      Seldom      Never

vii. Coordinating all guidance and counseling activities.

Always      Very often      Often      Seldom      Never

viii. Collaborating with other agencies dealing with deaf students.

Always      Very often      Often      Seldom      Never

ix. Organizing and implementing career/vocational guidance programmes.

Always      Very often      Often      Seldom      Never

x. Meets with pupils to improve on their awareness of their own hearing style.

Always      Very often      Often      Seldom      Never

xi. Keeping detailed and confidential information records of individual students

Always      Very often      Often      Seldom      Never

**SECTION B**

**I. Availability of Physical Facilities for Guidance and Counseling**

4. Indicate the availability of the following resources for guidance and counseling in your school according to the following scale. (Tick where appropriate)

*0 = Never available    1 = Rarely    2 = Sometimes    3 = Often    4 = Always*

- i. Guidance and counseling manual (0)(1)    (2)    (3)    (4)
- ii. Reference materials    (0)(1)    (2)    (3)    (4)
- iii. Counseling office    (0)(1)    (2)    (3)    (4)
- iv. Time for counseling    (0) (1) (2)    (3)    (4)
- v. Career resource center (0) (1)    (2)    (3)    (4)
- vi. In-service training    (0)(1)    (2)    (3)    (4)
- vii. Budget(0)    (1)    (2)    (3)    (4)
- viii. Videos and motivational material    (0)(1) (2)    (3)    (4)

5. Using the scale below, indicate the adequacy of the resources.

Inadequate

Adequate

6. (a) What are the challenges you face as a teacher counselor? List them.-----

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(b) Suggest how this can be improved.-----  
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## II: Involvement of the Administration in Guidance and Counseling

7. Using the given scale, to what level do you agree with the following statements concerning the role of the administration in supporting the guidance and counseling programme?

Scale

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
i. The head teacher always provides all resources					
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
ii. The head teacher has appointed a guidance and counseling committee					
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
iii. Head teacher attends guidance and counseling department meetings.					
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
iv. Reduces teaching load to create time for guidance and counseling.					
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

- v. Refers students for guidance and counseling.
- Strongly Agree                  Agree                  Undecided                  Disagree                  Strongly Disagree
- vi. Sponsors in-service training.
- Strongly Agree                  Agree                  Undecided                  Disagree                  Strongly Disagree
- ix. Organizes for parents/guardians meetings to consult over pupils' difficulties
- Strongly Agree                  Agree                  Undecided                  Disagree                  Strongly Disagree
- x. Head teacher liaises with agencies that deal with hearing problems.
- Strongly Agree                  Agree                  Undecided                  Disagree                  Strongly Disagree

### III: Teacher Counselor Training

8. Do you have some training in school guidance and counseling? Yes ( )                  No ( )
9. If you have any training, indicate the mode of training.
- i. Seminar/workshop ( )
- ii. In service training ( )
- iii. Part of teacher training program ( )
10. The following list contains some of the important courses required for a teacher counselor. Indicate the courses that you have taken in your training.(Use Yes or No )
- i. Administration of guidance and counseling
- ii. Theories of counseling
- iii. Basic counseling skills
- iv. Child psychology

- v. Human growth and development
- vi. Behavioral disorders and their management
- vii. Counseling exceptional children
- viii. Ethical issues in counseling

11. How would you rate your training skills in terms of performance?

Very skilled    Appropriately skilled    Lack professional skills

12. Do you have any training in deafness and deaf culture?    Yes ( )    No ( )

13. If your answer is yes, indicate the mode of training.

- i. In service training.
- ii. Diploma in special education.
- iii. Degree in special education.

14. How do you communicate with your deaf clients?

Use KSL                      Use interpreter

15. Using the scale given below, indicate the level of your communication skills with the deaf.

Very adequate              Adequate              Not adequate

**THANK YOU FOR PARTICIPATING**

## APPENDIX C: HEAD TEACHERS' INTERVIEW GUIDE

Dear Respondent,

I am a student at Kabarak University, currently pursuing a PhD programme in Counseling Psychology. I am conducting a research titled 'Role of the Guidance and Counseling Programme in Promoting the Hearing Impaired Pupils' Development in Nakuru, Nairobi, Kiambu and Machakos counties.' You have been identified as a respondent in this study. Kindly provide the information that has been requested. Any information given will be used for this study only and will be treated with utmost confidentiality.

Yours sincerely

Dorcas N. Githaiga

(Researcher)

### **Role Played by the School Administration in Supporting the Establishment of the Guidance and Counseling Programme.**

1. Does your school have a guidance and counseling department? Yes ( ) No ( )
2. Are you trained in guidance and counseling? Yes ( ) No ( )
3. Do you ensure that the teacher counselor has adequate training in guidance and counseling? Yes ( ) No ( )
4. If the answer is yes,
  - a) Indicate the mode of training.
    - (i) Seminar/workshop ( )
    - (ii) In service training ( )

(iii) Part of teacher training program ( )

b) Indicate the level of training ( )

(i) Certificate (in service training ( )I

(ii) Diploma in special education ( )

(iii) Degree in special education ( )

(iv) Others ( )

5. Do you use qualification as criteria for appointment of the guidance and counseling teacher?

Always    Very often    Often    Seldom    Never

6. As the head of the school, how do you ensure that guidance and counseling services are provided for pupils' development? ( Tick where appropriate)

i. Encouraging pupils to seek guidance and counseling services.

Always    Very often    Often    Seldom    Never

ii. Setting aside a specific time to enable students to go for guidance and counseling services.

Always    Very often    Often    Seldom    Never

iii. Allocating fewer lessons to teacher counselors to enable them attend to the pupils.

Always    Very often    Often    Seldom    Never

iv. Having a budget for the guidance and counseling programme?( )

Always    Very often    Often    Seldom    Never

v. Ensuring that the teacher counselor has adequate resources to carry out their duties?



Always    Very often    Often    Seldom    Never

vi. Organizing for parents /guardians meetings to discuss pupils' difficulties. Always    Always    Very often    Often    Seldom  
Never

vii. Liaising with agencies that deal with deaf issues in order to assist pupils?  
Always    Always    Very often    Often    Seldom    Never

7. How would you rate the benefits of the guidance and counseling programme to the pupils.

Very Beneficial ( )    Beneficial ( )    Not sure ( )    Not at all ( )

8. In your opinion, indicate how the guidance and counseling programme has assisted the pupils. Explain your answer in relation to promoting pupils development in the following areas;

i. Personal and social

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ii. Educational

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iii. Career choice

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9. In your opinion what factors could contribute to poor performance of guidance and counseling programme in your school?

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10. What is the school doing to address the factors that you have listed above?

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**THANK YOU FOR PARTICIPATING**

## APPENDIX D: MAP OF KENYA SHOWING STUDY LOCATION



## APPENDIX E: LETTER OF INTRODUCTION



### INSTITUTE OF POST GRADUATE STUDIES AND RESEARCH

Private Bag - 20157  
KABARAK, KENYA  
E-mail: [directorpostgraduate@kabarak.ac.ke](mailto:directorpostgraduate@kabarak.ac.ke)

Tel: 0773265999  
Fax: 254-51-343012  
[www.kabarak.ac.ke](http://www.kabarak.ac.ke)

5<sup>th</sup> February, 2016

Ministry of Education, Science and Technology,  
National Commission for Science, Technology and Innovation,  
9<sup>th</sup> Floor, Utalii House,  
P.O. Box 30623 – 00100,  
**NAIROBI.**

Dear Sir/Madam,

**RE: RESEARCH BY GDE/M/1188/09/11– DORCAS NJERI GITHAIGA**

The above named is a Doctoral student at Kabarak University in the School of Education. She is carrying out research entitled “The Role of the Guidance and Counselling Programme in Promoting the Hearing Impaired Pupils’ Development in Nakuru, Nairobi, Kiambu and Machakos Counties, Kenya”

The information obtained in the course of this research will be used for academic purposes only and will be treated with utmost confidentiality.

Please provide the necessary assistance.

Thank you.

Yours faithfully,

**Dr. Betty Tikoko**  
**DIRECTOR POST GRADUATE STUDIES & RESEARCH**



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#### Kabarak University Moral Code

*As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord. (1 Peter 3:15)*



**APPENDIX F: RESEARCH PERMIT**

**THIS IS TO CERTIFY THAT:**

**MS. DORCAS NJERI GITHAIGA  
of KABARAK UNIVERSITY, 0-20100  
NAKURU, has been permitted to conduct  
research in Kiambu, Machakos  
Nairobi, Nakuru Counties**

**Permit No : NACOSTI/P/16/41324/9611**

**Date Of Issue : 17th March, 2016**

**Fee Received :Ksh 2000**

**on the topic: THE ROLE OF THE  
GUIDANCE AND COUNSELING  
PROGRAMME IN PROMOTING THE  
HEARING IMPAIRED PUPILS'  
DEVELOPMENT IN NAKURU, NAIROBI,  
KIAMBU AND MACHAKOS COUNTIES,  
KENYA**

**for the period ending:  
17th March, 2017**

**Applicant's  
Signature**



**Director General  
National Commission for Science,  
Technology & Innovation**

**CONDITIONS**

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**



**REPUBLIC OF KENYA**

**NACOSTI**

**National Commission for Science,  
Technology and Innovation**

**RESEARCH CLEARANCE  
PERMIT**

**Serial No. A 8201**

**CONDITIONS: see back page**

**APPENDIX G: LETTER OF RESEARCH AUTHORIZATION**



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

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When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/16/41324/9611**

Date:

**17<sup>th</sup> March, 2016**

Dorcas Njeri Githaiga  
Kabarak University  
Private Bag - 20157  
**KABARAK.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“The role of guidance and counseling programme in promoting the hearing impaired pupils’ development in Nakuru, Nairobi, Kiambu and Machakos Counties, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **selected Counties** for a period ending **17<sup>th</sup> March, 2017.**

You are advised to report to **the County Commissioners and the County Directors of Education of the selected Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**DR. STEPHEN K. KIBIRU, PhD.**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioners  
Selected Counties.

The County Directors of Education  
Selected Counties.

## APPENDIX H: PUBLICATIONS

Kabarak Journal of Research & Innovation Volume 3 Number 2  
(2015)

ISSN 2305-784X (print) ISSN 2410-8383 (online)  
<http://eserver.kabarak.ac.ke/ojs/>

### Contribution of Selected Family Factors to the Influx of Street Children in

Nakuru Municipality,  
Kenya

Dorcas Githaiga\* and  
James Kay

Department of Education, Kabarak University,  
Kenya

*Submitted: 12<sup>th</sup> August 2015; Accepted: 9<sup>th</sup> November 2015; Published online: 10<sup>th</sup> November 2015*

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#### ABSTRACT

An unprecedented rise in the number of street children in the last decade has raised concern in

Kenya. Numerous and complex socio-economic factors have been attributed to the rising presence of children on the streets. Therefore, this study purposed to investigate the contribution of selected family factors on the influx of street children in Kenyan towns with special reference to Nakuru Municipality which has a population of about 3,800 street children with 800 of these in rehabilitation centers. This was a descriptive survey that used an *ex- post facto* design. Nakuru Municipality has eight active rehabilitation centers for street children. Five rehabilitation centers were randomly sampled to provide a sample of 100 street children and 5 managers. Self- response questionnaires and an interview schedule were used to collect the required data. Descriptive statistics was used to describe the raw data. The main factors within the family such as family type, inability of parents to provide for their children, child abuse, parent's drunkenness and poor parent- child relationship, have contributed a lot to the street children phenomenon. Family counseling can be used to assist the families of street children.

Key words-Family factors, influx, street children, Nakuru  
Municipality

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**Challenges of Primary Schools' Guidance and Counselling Programme  
for the  
Hearing Impaired in Selected Counties  
of Kenya**

**Dorcas Njeri Githaiga<sup>1</sup>, Dr. Gladys  
Kiptiony<sup>2</sup>, Dr. Owen Ngumi<sup>3</sup>**

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Kenya

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Dorcas Njeri Githaiga

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**Abstract:** This study investigated the challenges that could be facing the guidance and counseling programme in schools for the hearing impaired pupils in the counties of Nakuru, Nairobi, Kiambu and Machakos. These counties have a total population of 776 pupils, 90 teachers and 9 head teachers. Pupils in class six to eight who comprised 243 were selected for the study. This was an ex-post facto descriptive survey that used self-administered questionnaires and interview guide for data collection. A pilot study preceded the main study to ascertain the reliability of the questionnaire items. Cronbach's Coefficient Alpha method was used to measure the internal consistency of items. Descriptive statistics and chi-square test were used to analyse the data using Statistical Package for Social Sciences (SPSS). The results yielded reliability co-efficient of 0.77, 0.70 and 0.71 for the pupils' questionnaire, teacher counselors' questionnaire and head teachers' questionnaire respectively. Frequencies and percentages were used to describe the quantitative data. Chi-square test was used to show the existence or none existence of relationships between the independent and dependent variables. Content analysis was used to analyze data from the open-ended questionnaire items. Qualitative data generated after the analysis of information obtained was used to describe the various aspects of the study and drawing conclusions and recommendations. Findings revealed that the teacher counsellors did not have adequate facilities and resources and they had not



received adequate training. Lack of confidentiality, uncooperative parents and negative attitude of teachers towards guidance and counseling also affected the effectiveness of guidance and counseling programme. Adequate training, provision of adequate resources for the programme, creation of awareness among parents and other teachers on the importance of the guidance and counseling programme were recommended.

**Keywords:** Guidance and counseling programme, Hearing  
impaired learners

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**APPENDIX I: CONFERENCE PRESENTATIONS**



**KABARAK UNIVERSITY**

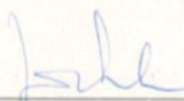
**Certificate of Participation**


**This is to certify that  
Dorcas N. Githaiga**

Successfully Participated and Presented a Paper in the 3rd  
Annual Kabarak International Conference held on 15<sup>th</sup> -  
18<sup>th</sup> October 2013

**Conference Theme**

**Applied Research and Innovation for Development**

  
\_\_\_\_\_  
**Registrar**  
**(Academic & Research)**

  
\_\_\_\_\_  
**Provost**



# KABARAK UNIVERSITY

## Certificate of Participation

**This is to certify that**

*Dorcas Njeri Githaiga*

Successfully presented a paper titled


*“Challenges Facing The Guidance and Counseling Programme in Primary Schools For The Hearing Impaired in The Counties of Nakuru, Nairobi, Kiambu and Machakos”*

at the Kabarak University 6th Annual International Research Conference held on 13th – 15th July 2016

### **Conference Theme**

*Research and Innovation For Societal Empowerment*

  
Registrar  
(Academic & Research)

  
Deputy Vice Chancellor  
(Academic & Research)