



Gender And Teachers' Attitude Towards Guidance And Counseling Programmes In Schools

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ABSTRACT : *This study investigated teachers' attitudes towards Guidance and Counseling (GAC) programs. The aim was to establish whether gender has an influence on teachers' attitudes towards GAC programmes. The study sample comprised of 130 teachers. Questionnaires were used to collect data. Data analysis utilized the Statistical Package for Social Scientists to generate descriptive statistics that included frequencies and percentages and inferential statistics (Chi Square). The findings indicate that generally teachers had positive attitudes towards GAC programmes in school. It however emerged that gender has some influence on teachers' attitudes towards GAC programmes. It was recommended that female teachers be given support by education stakeholders in order for them to offer the needed services in GAC departments and the male teachers to be encouraged to attend the workshops and enroll for GAC courses. The findings, conclusions and recommendations will be useful to the department of GAC, Ministry of Education, policy makers, researchers, practitioners, academicians, professionals and stakeholders in the various fields.*

Keywords: Teachers, Guidance and Counseling, Attitudes, Gender

I. INTRODUCTION

There is a renewed focus on GAC services in schools. This has been given impetus by the rediscovery of the importance attached to GAC as a vital social service. An effort towards establishing effective GAC programmes brings into focus teachers attitudes towards the programmes. Ocharo and Odoul (2009) [1] observe that in the year 2001 a record 250 Schools went on strike in Kenya, most of the strikes were noted for being violent and destructive. The same authors observe that the year 2008 experienced a similar phenomenon in the months of July and August with students in approximately 300 secondary schools going on rampage.

The aforementioned events prompted the establishment of a parliamentary committee to carry out investigations on the causes of the strikes. The committee established that among other causes; lack of effective GAC system was a contributory factor towards the unrest in schools (Ocharo and Odoul, 2009) [1]. Apart from strikes, prevalence of drug abuse, early pregnancies and boy-girl relationship are considered as issues that may be mitigated by appropriate GAC programmes in Schools (Lutomia and Sikolia, 2008) [2]. The current student population is viewed as lacking motivation, etiquette and respect for authority which may be a pointer to the need of GAC to enable them adjust to the school environment, and cope with the school and societal expectations (Gitonga, 2007) [3]. GAC is indeed a vital social service in society and in schools in particular. It is worth noting that GAC is not a new phenomenon to mankind.

GAC may be viewed as an integral part of human existence. Rao (2002) [4] asserts that counseling must have existed in some form since the beginning of human civilization, as man sought comfort, help and solace from family members and friends. In the African societies, parents and elderly members of the society gave the necessary information on varied aspects of life (guidance) and helped individuals address emerging problems in life (Counseling), on a daily basis informally or at formal occasions such as initiation, marriage and funeral ceremonies (Kenya Institute of Education, 2000) [5]. Industrial civilization and the associated technological advancements have further opened up new vistas of challenge to humankind necessitating the adoption of variety of coping skills.

Family life and child rearing practices have undergone a drastic change due to the increased social and vocational mobility. Institutions of learning have had to take up most of the parenting roles hence the development of modern counseling in our educational system. The development of GAC programmes in United States of America is attributed to John Dewey who insisted that the objective of education should be to stimulate the fullest possible growth of the individual. Initial focus was on vocational guidance. However, the programmes were expanded to include academic counseling for those interested in pursuing further studies in

colleges and universities (Sears and Coy, 1991) [6]. The modern young person is living in a more exciting time characterized by increased diversity and mobility, new technologies and expanding opportunities, which make GAC services an important strategy to help the adolescent population that predominates the secondary schools in Kenya, to navigate and negotiate the academic, emotional, psychological and social challenges of life (Sears and Coy, 1991 [6]; Rao, 2002 [4]; Kenya Institute of Education and Life skills Promoters, 2003) [7].

The need to integrate GAC services in the education system in Kenya is outlined in a number of government reports and policy documents. The Ominde Report of 1964 made recommendations that led to the establishment of a GAC unit by the Ministry of Education in 1971. The National Committee on Educational Objectives and Policies (NCEOP) of 1976 pointed out that guidance counseling plays an important role in enhancing a person's future adaptability and recommended that all teachers should participate in GAC as one of their normal duties. The 1988 Presidential Working Party on Education Manpower Training for the Next Decade and beyond indicated that GAC is essential in helping the youth in secondary schools identify their individual interests and needs. The Development Plan 1997 – 2000 (Kenya) recommended that education on counseling be enhanced. The information outlined points out the importance attached to GAC services in schools.

In essence the efficient implementation and progress of the services is of great concern to the Ministry of Education. The issue emerging out of the outlined details is the long time intent to offer efficient GAC services in schools. However, there is a consensus in the education sector that the services have been moribund hence the current concerted efforts to revitalize GAC departments in secondary schools. The Training Module for GAC Heads of Departments in secondary schools (May-June, 2009) has pointed one challenge facing GAC departments as resistance and apathy from some teachers. This implies that to attain efficiency in GAC services in schools, the attitudes of teachers may be one of the aspects to be taken into consideration.

Feldman (2002; 530) [8] describes attitude as learned predispositions of responding in a favorable or unfavorable manner to a particular person, belief or thing. Baron and Byrne (2003) [9] describe attitude as the evaluation of various aspects of the social world. Attitude may therefore be viewed as entailing an assessment of the worth or value of something that leads to feeling of like or dislike. McCormick and Ilgen (1980; 302) [10] state that attitudes are the feelings an individual has towards an object. These feelings are manifested in some judgment about the goodness or badness of the attitude object from the individual's point of view. Research undertaken by social psychologists reveal that attitude influence behavior and similarly behavior influence attitude (Baron and Byrne, 2003[9]; Feldman; 2002[8]). Based on these findings it may be inferred that teachers' attitudes may influence their behavior towards GAC programs in schools.

It was therefore of interest to establish teachers' attitudes towards GAC programmes in schools because it may have a bearing on how they manage the departmental activities. The importance of attitudes in a working environment is evident in literature review. McCormick and Ilgen (1980) [10] and Graham and Bennett (1998) [11] point out the significance of attitude; attitudes points out the worker's intended response towards the plan of action. It is therefore a pointer to the success or failure of the plan. Attitude may determine the approach of the employee to work; the care, keenness, seriousness, consistency and persistency in working towards the achievements of the work objectives. It is useful to be aware of employee's attitude towards objects and ideas because the employer can strengthen the positive aspects and alter or eliminate the negative aspects. It is imperative to undertake a survey of teachers' attitudes towards GAC programmes in secondary schools and establish factors influencing the attitudes in order to aid education stakeholders in designing policies and practice that ensure successful implementation of GAC services in schools.

According to Graham and Bennett (1998)[11] and Yuen and Westwood (2001)[12], attitudes of workers influence successful implementation of projects. This brings into focus the teachers' attitudes towards GAC programmes since they have the onus of implementing effective programmes in school. The establishment of teachers' attitudes towards GAC programmes and factors influencing the attitudes may be necessary in order to facilitate successful implementation of GAC services in schools as advocated for by the Ministry of Education. According to Gall, Borg and Gall (1996) [13], an attitude is an individual's view point or disposition towards an object person or an idea. Feldman, (2002) [8] describes attitudes as learned predispositions of responding in a favorable or unfavorable manner to a person, behavior, belief or thing. Baron and Byrne, (2003) [9] point out that attitude formation is caused by social learning among other factors. This implies that teachers' attitude have been acquired through various processes that may be linked to the social environment. It is therefore imperative that the factors influencing attitude formation towards GAC programmes be examined. This is based on the fact that attitude may influence teachers' performance, in that a favorable attitude may suggest compliance to work objectives while a negative attitude may indicate resistance to organizational objectives.

Based on the aforementioned observation, teachers' attitudes are important determinants of successful implementation of education programmes. The teachers' attitudes may determine the zeal with which they implement the programmes, the efficiency of the programmes and the persistency of maintaining the

programmes (Yuen and Westwood, 2001) [12]. In view of this, teachers' attitudes towards GAC services in school and the factors influencing the factors ought to be established because they may have a bearing in ensuring effective implementation of GAC services. Positive attitudes may indicate that the implementation programmes on course while negative attitude may signify the need for a change in approach towards the implementation of GAC services in schools. The study was therefore based on the assumption that the attitudes of teachers and the factors influencing the attitude is a step towards ascertaining the readiness of teachers in implementing the Ministry of Education policies on GAC in schools.

The teachers' concept of GAC and how it should be integrated in the education system may influence their attitudes towards GAC services in school. Mutie and Ndambuki (1999)[14] define guidance as a developmental process which is aimed at assisting an individual to understand, accept and utilize his / her aptitude, interests and attitudinal patterns in relation to his/her aspirations. Counseling is defined as the skilled and principled use of relationships to develop self-knowledge, emotional acceptance and growth in an individual. According to the Ministry of education manual, (2009) [15] counseling is a helping process which involves creating a warm relationship using skills and techniques to help a client understand and deal with his or her own problems while, guidance is a process of helping an individual understand him/herself and his/her world. Rao, (2002) [4] describes counseling as a helping relationship concerned with bringing about voluntary change in the client while guidance is viewed as the assistance given to individuals in making intelligent choices and adjustments. There is a tendency for using the two terms; GAC synonymously. However, efforts have been made to differentiate guidance and counseling. Guidance looks at issues from a broad perspective while counseling looks at issues in a personalized manner. Guidance is knowledge based, dealing with facts, principles and methods while counseling is more personal, intimate and less structured. Guidance is informative while counseling is basically emotional and flexible. Guidance is usually initiated by a third party while counseling is normally initiated by the client (Kenya Institute of Education and Life skill Promoters, 2003) [7].

Kariuki, (1990) [16] points out that a majority of teachers exhibit an unfavorable attitude towards GAC programmes with a majority portraying inadequate understanding of guidance and counseling. It connotes that correct assumptions and conceptualization of GAC is necessary for the proper formulation of a favorable attitude. Cooper, Hough and Loyd, (2005) [17] point out that some Scottish secondary school teachers viewed counseling as mere giving of advice hence, the unfavorable attitude. Rao (2002) [4] observes that counseling was regarded as a poor man's psychotherapy hence, predisposing a negative attitude. Benard (2002)[18] points out that some teachers conceptualize counseling as a service for the weak and indiscipline students which may reinforce negative attitude towards the services. Similarly, Njimu, (2004) [19] posits that there is a relation between positive perception and knowledge of importance of GAC services. The implication is that teachers who have the right concept about GAC are likely to have positive attitudes. This study was guided by the view that conceptualization of GAC may be related to gender.

Gender is a socio-cultural construct; it however is evidently reinforced by biological factors. Sexual stereotyping is evident in the view that men are tough, aggressive and competitive while women are emotional and more interested in people and ideas. Women are considered to have nurturing instincts while men have aggressive instincts (Graham and Bennett, 1998[11]; Santrock, 2006) [20]. Gender roles based on the division of labor in society is apparently reflected in assignment of female teachers to GAC roles in schools. Kariuki, (1990) [16] notes that sex (gender) and experience affect the counseling process and infers that female counselors are better equipped because they are raised to be nurturant. Santrock (2006) [20] indicates that there is a difference between female and male in the corpus callosum; the massive band of fibers that connect the brain hemispheres. The corpus callosum is larger in females which may account for the ease with which females are aware of their own and others emotions, a skill that is advocated for in guidance and counseling. It is noted that women are better at rapport talk; the language of conversation and a way of establishing connections and negotiating relationships. In contrast, men are more proficient in report talk; a detached and formal way of giving information to an audience. According to Matlin (2004) [21] females are considered more helpful and generous in offering assistance and emotional support. It is observed that women are more likely than men to enter occupations in the "helping professions" such as guidance and counseling.

The predominance of female teacher counselors in secondary schools is clearly illustrated (Kimathi, 2002[22]; Aura, 2003[23]; Mungai, 2004 [24]). In their research, Waititu and Khamasi(2009) [25] observe that 65% of their teacher counselor respondents were female an indicator that more female teachers are assigned counseling duties than male teachers, confirming the societal held belief that women are better nurturers and care takers. Interest in gender influence on attitudes towards GAC was based on these findings. However, Njimu, (2004) [19] points out that there is no significant difference in the perception of female and male teachers towards GAC services. The study therefore aimed at establishing the current status of gender influence on attitudes towards GAC programmes in school. This study was prompted by the fact that research has been done on students attitudes towards GAC services but few studies are available on teachers' attitude. Research on

attitudes towards corporal punishment is available but little information is available concerning attitudes towards GAC as an alternative measure.

There is a predominance of female teacher counselors however it has not been specifically **linked to** probable favorable attitude (Kimathi, 2000 [22]; Aura, 2003[23], & Mungai, 2004[24]). The gender factor in influencing teachers' attitudes towards GAC programmes has therefore not been clearly brought out in these studies. The study attempted to establish whether gender has an influence on teachers' attitudes towards GAC programmes in school.

II. RESEARCH METHODOLOGY

The study used a descriptive survey research design. The choice of the design was based on the fact that a survey is ideal for collecting data in a social research that is concerned with the description of the state of variables (Kothari, 2004 [26]; Mugenda and Mugenda, 2002[27]). Gall et al (1996) [13] point out that a descriptive research is appropriate when the purpose of the study is to create a detailed description of a phenomenon. Descriptive survey design, allows the collection of both qualitative and quantitative data. It is a fairly economical method that allows the collection of information from a large population at minimal cost. It permits the use of research assistants to administer questionnaires. The study was undertaken in Kakamega North District which comprises of six Divisions. It has a total of thirty three secondary schools. Most of the schools are co – educational and day.

Academic performance has been dismal in the past years with the district tailing in Western province in the Kenya Certificate of Secondary Examinations (Wadongo, 2010) [28]. Focus is therefore on the role of GAC in schools in a bid to offer, personal guidance and counseling, academic guidance; study skills, examination taking skills and value of education. The urban influence of the expanding Malava town and West Kenya sugar factory centre on nearby schools is a concern to the GAC teachers. The availability of casual labor and the monetary allure associated with the cane factory and bodaboda (courier services offered by bicycles and motorcycles) industry is seen as a de – motivating factor to academic achievement and career progression. This implies that GAC programmes in schools ought to be updated to address the myriad problems arising from the socio- economic state in the district. These factors were decisive in the choice of the area of study.

The study population comprised 450 teachers in the 33 public secondary schools in the District. Probability and non-probability sampling design was used. Using a list of secondary schools in the district, stratified random sampling technique was used to select the schools because the schools are not homogenous; (Kothari, 2004) [26]. Some are boarding unisex, mixed boarding and day while others are provincial or district schools. Female and male teacher representation was based on the proportion of the gender distribution in schools. All teachers in the selected school formed the study sample. The sample size was 30% of the universe (450) thus 130 teachers were deemed to be an appropriate number based on Kothari (2004) [26]. The researcher used questionnaires and interview schedules to collect data. Questionnaires were prepared for teachers while interview schedules were prepared for principals, deputy principals and heads of GAC departments. The questions were aimed at eliciting views towards GAC based on the variables of gender. Choice of questionnaires was based on the fact that questionnaires allow collection of information from a wider area and a large sample in a short time. They will ensure confidentiality and hopefully honesty in responses (Fraenkel & Wallen, 2002)[29].The questionnaire was divided into parts. The first part was for gathering demographic information from respondents. The second part consisted of an attitude scale to determine the attitude of respondents towards specific aspects of GAC programmes in schools. The third part consisted of open ended questions and close ended questions to gather general views of respondents concerning GAC programs in schools.

Interview guides/schedules were prepared to gather information from the principals/Deputy Principals and heads of GAC department because they allow collection of in-depth information and flexibility in verification of facts. Interview schedules ensure a higher percentage of data collection. Best and Khan (2003) [30] point out that interviewing provides room for clarification and is a better method for establishing the verity of the information. The instruments were pilot tested in three schools; Shamoni, Mahira and Kakunga Secondary school which were not be included in the sample schools. Pilot testing enabled the researcher to assess the suitability of the wording of questions, the clarity of the questions and arrangement of questions for the purpose of making corrections, additions and eliminations. It also facilitated the assessment of the reliability of the instruments. The filled questionnaires were sorted alongside checking for accuracy and omissions. Coding of responses was undertaken alongside categorization of data. Chi square test was done to establish the significance of difference. Data analysis entailed reporting the total size of the sample and overall percentage of returns. Percentage of total sample responding to each item was indicated alongside the percentage responding to each alternative. Descriptive analysis entailed use of frequency tables and cross-tabulation tables to present the response format to items in form of raw figures and percentages. While prose writings were used to expound tabular presentation.

III. RESULTS AND DISCUSSIONS

The gender distribution of the respondents is indicated in Table 1

Table 1: Gender of Respondents as Teachers in Kakamega North District, Kenya

Gender	Frequency	Percentage
Male	85	65.4
Female	45	34.6
Total	130	100.0

Table 1 shows that majority of the respondents were males (65.4%) while the rest were females (34.6%). In comparison Waititu and Khamasi (2009) [25] observed that 65% of the teacher counselor respondents were females an indicator that more female teachers were assigned counseling duties than male teachers, this confirms the societal held belief that women are better nurturers and care takers. It may therefore be concluded that in spite of the limited numbers of female teachers in the secondary schools their services in the GAC department are invaluable

Table 2: Teachers' Attitudes towards GAC Programs in Schools

Teachers' Attitudes towards GAC Programs in Schools					
Variables	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
GAC is a very important service in school	100(76.9%)	25(19.2%)	2(1.5%)	1(0.8%)	2(1.5%)
More time should be assigned to GAC programs on the school timetable	69(53.1%)	39(30%)	5(3.8%)	16(12.3%)	1 (0.8%)
GAC programs need more funding from the school.	78(60%)	36(27.7%)	2(1.5%)	14(10.8%)	0(0%)
Students need to be listened to more than they have been.	74(57%)	45(34.6%)	2(1.5%)	9(6.9%)	0(0%)
GAC can deal with all behavioral problems in school.	78(60%)	38(29.2%)	3(2.3%)	11(8.5%)	0(0%)
Students greatly benefit from the programs offered by GAC department.	87(66.9%)	40(30.8%)	0 (0%)	1(0.8%)	2 (1.5%)
corporal punishment is the best way of dealing with indiscipline in students	9(6.9%)	17(13.1%)	6 (4.6%)	65(50%)	3(25.4%)
GAC programs in school are a waste of time.	5(3.8%)	4(3.1%)	1(0.8%)	62(47.7%)	8 (44.6%)
Listening to adolescents is the key to helping them resolve their problems.	72(55.4%)	43(33.1%)	0(0%)	11(8.5%)	4 (3.1%)
Spare the rod spoil the child	20(15.4%)	39(30%)	5(3.8%)	50(38.5%)	16(12.3%)
There is need for specially trained GAC teachers in every school	76(58.5%)	42(32.3%)	0(0%)	11(8.5%)	1 (0.8%)
Peer counselors offer an important service to fellow students	70(53.8%)	54(41.5%)	0(0%)	5(3.8%)	1 (0.8%)
Teachers are burdened by the GAC programs in schools	5(3.8%)	21(16.2%)	6(4.6%)	57(43.8%)	41(31.5%)
Emotional well-being of students ought to be a concern of the teachers	11(8.5%)	95(73.1%)	6(4.6%)	17(13.1%)	1 (0.8%)
Group counseling sessions are not effective	34(26.2%)	59(45.4%)	6(4.6%)	22(16.9%)	9(6.9%)
GAC service have increased indiscipline in school	4(3.1%)	8(6.2%)	6(4.6%)	35(26.9%)	77(59.2%)

Table 2 focuses on the findings about secondary school teachers' attitudes towards GAC programs in schools. With reference to Table 2 it is evident that a majority; 96.1% of respondents were in agreement that

GAC is a very important service in school, 1.5% of the respondents were undecided and 2.4% disagreed. This was an indication that GAC programs were considered important in schools because effective GAC system helps in checking unrests in schools (Ocharo and Oduol, 2009).

Apart from strikes, prevalence of drug abuse, early pregnancies and boy-girl relationship are considered as issues that may be mitigated by appropriate GAC programs in Schools (Lutomia and Sikolia, 2008). Therefore, majority of the respondents (83.1%) were in agreement that more time should be assigned to GAC programs on the school timetable, 3.8% of the respondents were undecided, and 20.3% disagreed. GAC programs were therefore no wastage of time (92.3% of the respondents were supportive), but were effective in handling matters in schools like drug abuse, indiscipline and other maladaptive behaviors.

On the question asked, "GAC programs need more funding from the school", 87.7% of the respondents were in agreement, 1.5% of the respondents were undecided and 10.8% agreed. A high proportion of the respondents; 89.2% agreed that GAC programs can deal with all behavioral problems in schools, 2.3% of the respondents were undecided while 8.5% disagreed. The study findings also indicated that most respondents feel that students need to be listened to more than they have been (91.6%), 1.5% of the respondents were undecided and 6.9% disagreed. This illustrated that listening to adolescents was the key to helping them to resolve their problems (88.5% agreed while 11.5% disagreed).

The results further indicated that majority of the respondents (75.4%) disagreed that corporal punishment was the best way of dealing with indiscipline in students, 4.6% were undecided and 20% agreed. The study findings revealed that GAC programs were very important in schools since they assist the adolescent population that predominate the secondary schools in Kenya, to navigate and negotiate the academic, emotional, psychological and social challenges of life (Sears and Coy, 1991[6]); Rao, 2002[4]; Kenya Institute of Education and Life skills Promoters, 2003 [7]). Therefore, it may be inferred from the findings that teachers' had a positive attitude towards GAC programs in schools, understood and appreciated the role GAC played especially in handling maladaptive behaviors in students. These findings are supported by Nyaega (2009) [31] who indicated that 90% Of the teacher respondents had a positive attitude towards GAC in schools. However, this is in contrast to Kariuki (1990) [16]who noted that a majority of the teachers do not support GAC programs in schools. The finding of this study suggests that teachers' attitudes have undergone a change over time.

Table 3: Gender and Teachers' Attitudes towards Guidance and Counseling Programmes in Schools

Variables	Gender	SA %	A %	U %	D %	SD %	χ^2
Guidance and Counseling is a very important service in school	Male	69.4	24.7	2.4	1.1	2.4	8.276, p=0.05, df = 4
	Female	91.1	8.9	0.0	0.0	0.0	
More time should be assigned to Guidance and Counseling programmes on the school timetable	Male	50.6	31.8	3.5	14.1	0.0	3.148, p=0.533, df = 4
	Female	57.8	26.7	4.4	8.9	2.2	
Students need to be listened to more than they have been.	Male	56.5	34.1	2.4	7.1	0.0	1.080, p=0.782, df = 4
	Female	55.6	35.6	0.0	6.7	0.0	
Guidance and Counseling can deal with all behavioral problems in school.	Male	52.3	29.4	3.5	10.6	0.0	3.962, p=0.266, df = 3
	Female	68.9	26.7	0.0	4.4	0.0	
Corporal punishment is the best way of dealing with indiscipline in students	Male	10.6	12.9	5.9	50.6	20.0	8.444, p=0.077, df = 4
	Female	0.0	13.3	2.2	48.9	35.6	
Spare the rod spoil the child	Male	17.6	29.4	4.7	40.0	8.2	4.777, p=0.311, df = 4
	Female	11.1	31.1	2.2	35.6	20.0	
Teachers are burdened by the Guidance and Counseling programmes in schools	Male	4.7	15.3	5.9	42.4	38.8	1.567, p=0.815, df = 4
	Female	2.2	17.8	2.2	46.7	31.1	
Guidance and Counseling services have increased indiscipline in school	Male	4.7	8.2	7.1	21.2	58.8	10.042, p=0.040, df = 4
	Female	0.0	2.2	0.0	37.8	60.0	

χ^2 value is significant if p-value is ≤ 0.01

χ^2 value is significant if p-value is ≤ 0.05

According to the responses in Table 3, it is evident that there was significant difference on the basis of gender, and teachers' attitudes towards Guidance and Counseling programs in school for two variables: Guidance and Counseling is a very important service in school ($\chi^2_{4,0.05} = 8.275$) and Guidance and Counseling services

have increased indiscipline in school ($\chi^2_{4,0.04} = 10.042$). This may be interpreted that while both male and female teachers have favorable attitudes towards Guidance and Counseling programs the female teachers generally have a more favorable attitude, this finding is supported by Khan(1998) [32] who indicated that female teachers had very high positive attitudes towards Guidance and Counseling programs compared to male teachers.

These findings lend credence to gender influence in the Guidance and Counseling activities as inferred by the following authors: Kariuki (1990) [16] who notes that sex (gender) and experience affected the counseling process and inferred that female counselors were better equipped because they are raised to be nurturant. Santrock (2006)[20] had indicated that there was a difference between female and male in the corpus callosum; the massive band of fibers that connect the brain hemispheres. The corpus callosum is larger in females which may account for the ease with which females are aware of their own and others emotions, a skill that is advocated for in guidance and counseling. It was also noted that women were better at rapport talk; the language of conversation and a way of establishing connections and negotiating relationships. In contrast, men were more proficient in report talk; a detached and formal way of giving information to an audience. Similarly Matlin (2004) [21] had made the observation that females were considered more helpful and generous in offering assistance and emotional support. Therefore, the results support the view that gender may be an important determinant factor influencing teachers' attitudes towards Guidance and Counseling programs in schools. The findings from interview guide further proved that gender was a determinant factor in the selection of the guidance and counseling Heads of departments the school principals depicted a preference for female teachers on account that they are more enthusiastic about guidance and counseling duties.

This view is further supported by the findings of respondents' opinions on the effectiveness and nature of female counselors *vis a vis* provision of GAC services and the nature of male teacher in relation to guidance and counseling duties. The results in the following tables provide analyzed results based on the view of the respondents.

Table 4: Female Teachers are more Effective Youth Counselors.

Variables	Frequency	Percentage
Agree	87	70.0
Undecided	12	9.2
Disagree	31	23.8
Chi-Square test: $\chi^2 = 70.169$, $p = 0.000$, $df = 2$		
Total	130	100.0

According to Table 4 on the question asked whether female teachers were more effective youth counselors, 70% of the respondents agreed, 9.2% of the respondents were undecided and 23.8% disagreed. A Chi Square test of independence performed pointed out that there was a highly statistically significant ($P < 0.01$) difference in the views of the respondents on the question asked ($\chi^2 = 70.169$, $p < 0.01$, $df = 2$). This was an indication that female teachers were generally considered more effective youth counselors. These findings are supported by Waititu and Khamasi (2009) [25], Kimathi (2002) [22] and Aura (2003) [23].

Table 4: The Nurturant Nature of Females

Variables	Frequency	Percentage
Agree	105	80.8
Undecided	9	6.9
Disagree	16	12.3
Chi-Square test: $\chi^2 = 132.200$, $p = 0.000$, $df = 2$		
Total	130	100.0

The responses on the question, "The nurturant nature of females makes it easier for them to take up GAC roles in school," in Table 4, shows that 80.8% of the respondents agreed, 6.9% were undecided and 12.3% of the respondents disagreed. The Chi Square test of independence on the question asked revealed a highly statistically significant ($P < 0.01$) difference in the views of the respondents on the question asked ($\chi^2 = 132.200$, $p < 0.01$, $df = 2$). In essence it confirmed the societal view that the nurturant nature of females made it easier for them to take up GAC roles in schools.

Table 5: Male Teachers Lack the Patience Necessary to Counsel the Youths

Variables	Frequency	Percentage
Agree	85	66.4
Undecided	6	4.7
Disagree	37	28.9

Chi-Square test: $\chi^2 = 74.266, p = 0.000, df = 2$		
Total	128	100.0

According to Table 5 based on the question whether male teachers lacked the patience necessary to counsel the youths, 66.4% of the respondents agreed, 4.7% of the respondents were undecided while 28.9% disagreed. A Chi Square test of independence performed indicated that there was a highly statistically significant ($P < 0.01$) variations on the views of the respondents on the question asked ($\chi^2 = 74.266, p < 0.01, df = 2$). This was an indication that the prevalent view is that male teachers lack the patience necessary to counsel the youths in schools.

These findings were supported by Santrock (2006) [20] who noted that women were better at rapport talk; the language of conversation and a way of establishing connections and negotiating relationships. In contrast, men were more proficient in report talk; a detached and formal way of giving information to an audience. Matlin (2004) [21] had similarly observed that females were considered more helpful and generous in offering assistance and emotional support. Therefore, the results revealed that gender was a likely factor in teachers' attitudes towards GAC programs in schools.

IV. SUMMARY, CONCLUSIONS AND RECOMMENDATION

Majority of the respondents indicated that GAC programs were important in schools because effective GAC system helps in checking unrests in schools. Further, the respondents were in agreement that more time should be assigned to GAC programs on the school timetable. Listening to adolescents was the key to helping them to resolve their problems and the results further indicated that majority of the respondents disagreed that corporal punishment was the best way of dealing with indiscipline in students. GAC programs were very important in schools since the modern young person is living in a more exciting time characterized by increased diversity and mobility, new technologies and expanding opportunities, which make GAC services an important strategy to help the adolescent population that predominate the secondary schools in Kenya. The study revealed that teachers had a positive attitude towards GAC programs in schools, understood and appreciated the role GAC played especially in handling maladaptive behaviors in students, strikes, drug abuse and early pregnancy. The female teachers were considered to be more effective youth counselors than male teachers and majority (80.8%) of the respondents agreed that the nurturant nature of females made it easier for them to take up GAC roles in schools. The findings further showed that male teachers lacked the patience necessary to counsel the youths in schools.

The study had the following conclusions:

- i) The study findings indicated that the teachers' had a positive attitude towards GAC programs in schools, understood and appreciated the role GAC played especially in handling maladaptive behaviors in students, strikes, drug abuse and early pregnancy.
- ii) The female teachers were found to be more effective youth counselors than male teachers and indeed their nurturant nature of female made it easier for them to take up GAC roles in schools. The findings further showed that male teachers lacked the patience necessary to counsel the youths in schools.

The following recommendations were made based on the findings and the conclusions of the study:

- i. For the teachers to be more effective and supportive in handling GAC programs, more time should be assigned to GAC programs on the school timetables because GAC is basically an interactive service that requires conversing and listening.

Since the female teachers were found to be better youth counselors and indeed the nurturant nature of female made it easier for them to take up GAC roles in schools, the female teachers should be fully supported by all stakeholders to discharge their duties very well.

Further research should be undertaken on the influence of culture on teachers' attitude towards GAC programs based on the fact that while most respondents exhibited a negative attitude towards corporal punishment, a large proportion (45.4%) of the respondents agreed with the statement "spare the rod spoil the child" which may be an indicator of a cultural influence.

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