

## **INFLUENCE OF TEACHER COUNSELLORS' COUNSELLING SELF-EFFICACY ON GUIDANCE AND COUNSELLING PROGRAMME EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN NAKURU COUNTY, KENYA**

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### **Abstract**

The purpose of this study was to establish teacher counsellors' levels of counselling self-efficacy and whether teacher counsellor's counselling self-efficacy influence guidance and counselling programme efficacy in public secondary schools in Nakuru County, Kenya. The teacher counsellors have relatively high scores in counselling self-efficacy. Simple regression analysis revealed teacher counsellors' counselling self-efficacy significantly predicted school guidance and counselling programme efficacy. It was concluded that teacher counsellors' high level of counselling self-efficacy influenced school guidance and counselling programme effectiveness among certified active classroom teachers with the extra role of counsellor. Teacher counsellors in Kenya are recommended to manifest and enhance their counselling self-efficacy in efforts to ensure effective delivery and implementation of school guidance and counselling programme. Trainers of teacher counsellors to target strategies that boost counselling self-efficacy. School management may consider recommending teacher counsellors with high scores in counselling self-efficacy to teachers' service commission for confirmation and appointment to head the guidance and counselling department and act as mentors to other teacher counsellors.

**Keywords:** school guidance and counselling programme, self-efficacy, guidance and counselling, teacher counsellor, school counsellor, therapist, guidance and counselling outcomes

### **1. Introduction**

Since the inception of school guidance and counselling programme in Kenya in early 1970s, the government of Kenya has continued to strengthen guidance and counselling programme to make it responsive to secondary school students' academic, career, personal and social needs. In that regard, Kabutiei (2007) summarized accumulated goals of guidance and counselling programme in Kenyan schools. Despite the sustained efforts to ensure guidance and counselling programme address student needs, the entire school system is still experiencing challenges that suggest guidance and counselling is ineffective. The challenges are attributed to many variables including teacher counsellor characteristics. Impediments that include slow response to student concerns, rigidity in decision making, lack of inclusivity in matters that concern students, inefficiencies, lack of transparency, lack of democracy and ignoring student needs (G.O.K, 2009), insistent school unrest (M.O.E, 2021), unabated corporal punishment ( Mweru, 2010, Najoli et al., 2019) despite its ban in 2001 (Children's' Act, 2001, Basic Education Act,

2013), adolescent pregnancies, negative influence of peer pressure, drug and substance abuse, harmful traditional practices, violence and negative media influence (R.O.K, 2013); insufficient vocational guidance (Njonge & Nguata, 2014; Sindabi & Ngigi 2014); hopelessness (G.O.K, 2001), suicidal tendencies (Nyamori, 2015); academic underachievement (KNBS, 2022); neglect of career awareness and planning, life skills education, decision making and problem solving skills, educational planning, stress management, time management and wise use of leisure time (Ajowi & Simatwa, 2015), unrelenting deviant behaviours among students (Njenga & Omulema, 2014), frustration and hopelessness (G.O.K, 2001), and drug and substance abuse (NACADA, 2011). A weak career guidance (G.O.K, 2018) and inconsistency between guidance and counselling services and students' guidance and counselling needs (G.O.K, 2009) have been observed. Youth neglect, worries about getting/making someone pregnant, getting HIV/AIDS, passing examinations, violence and fighting at home and community have been reported (Nation Reporter, August, 18, 2007). Persistence of issues requiring services found in guidance and counselling in secondary schools in Kenya calls for the exploration of the impediments behind the inadequacy of the school guidance and counselling programme. Finger pointing is not uncommon in Kenya between teachers and parents regarding youths' indiscipline in schools.

Previous studies have investigated on factors such as students' perceptions of the teacher counsellor (Ngigi & Sindabi, 2014); attitudes of school management (Cheruiyot & Chemwei, 2021); student-to-teacher counsellor ratios (Goodman-Scott et al., 2018); guidance and counselling facilities (Ireru & Muola, 2010; Mogunde, 2007); and school-based factors (Masadia, 2015). Teacher counsellors in Kenya were pivotal in ensuring efficacy of school guidance and counselling programme. The teacher counsellors desire to use services found in guidance and counselling to inculcate long lasting positive outcomes and positive personality change on their students' academic, career and personal/social domains. Nevertheless, in order to achieve this purpose, teacher counsellors manifest characteristics which can either facilitate or inhibit their efforts to use guidance and counselling programme to achieve positive student outcomes.

Scholars have investigated school counsellors' factors that enhance or hinder guidance and counselling effectiveness that include personal characteristics and professional skill sets (Glenn et al., 2015), quality of counsellor (Fuster, 2018); relational, professional, personality, demographic and diversity, developmental and personal characteristics (Popescu, 2012). In the study of Baldwin and Imel (2013), counsellor effects explained five percent to 10 percent of the variance in client outcomes across different therapies and Jinkerson, et al (2015) found statistically significant variance of counselling outcomes are contributed by counsellor characteristics, client characteristics and interaction effects.

Besides, Wampold (2001) found a discrepancy in therapy performance, some counsellors were more able than others in influencing counselling outcomes. In some instances therapist effects were superior to treatment effects (Lindgren, et al, 2010), suggestive need to establish the characteristics that bring the differences in counselling outcomes. This need has long been proposed by Beutler et al., (2004) and Castonguay, et al., (2010) who found scanty knowledge concerning characteristics of the more effective counsellors. This study, thus, investigated the levels of teacher counsellors' counselling self-efficacy and whether the teacher counsellors' counselling self-efficacy scores influence school guidance and counselling programme success.

Counselling self-efficacy measures teacher counsellor's self-beliefs about their ability to use counselling skills perform guidance and counselling related behaviours or negotiate particular counselling situations (Larson & Daniels as cited in Len *et al.*, 2003). If and when the teacher counsellors are certain of positive outcomes as a result of utilizing counselling skill sets they possess, only then are they persuaded to apply the skills (Bodenhon, 2001). This is what self-

efficacy theory postulates (Bandura, 1994) that higher counsellor self-efficacy beliefs influence school counsellor counselling outcomes. So, the teacher counsellors in Kenyan public secondary schools will use the skills and techniques they have in guidance and counselling only if they believe the use of those skills and techniques will result in enhanced student academic, career and personal/social competencies.

Empirically several studies have confirmed this theoretical supposition. In the findings by Mitchell (2005) and ASCA (2012) counselling self-efficacy beliefs influenced counsellor counselling performance. A corroborative study by Akbari and Allivar (2010) found counsellor's sense of efficacy significantly predicted student academic achievements, suggesting the essential role teacher counsellor's counselling self-efficacy beliefs play in enhancing guidance and counselling effectiveness. Similarly, Schiele (2013) found high counselling self-efficacy scores were associated with quality and effective psychotherapy practice. Equally, in Schiele, et al., (2014) high counselling self-efficacy scores significantly predicted high quality counselling practice, knowledge of evidence-based practices and use of evidence-based practices in treating depression. This made Sink (2005) to suggest that what matters was not mere possession of basic counselling skills and techniques but being efficacious about the use of such skills.

Moreover, Meyer (2012), and affirmed Kocarek (2001) affirmed the role of counselling self-efficacy in predicting counselling effectiveness in consonance with Bandura (1994) self-efficacy theory which postulates that self-efficacy is a better predictor of counsellor performance. Notable counselling outcomes have been linked to counsellor self-efficacy in clinical settings (Schiele, 2013). In their study, Schiele involved a total of 91 mental health providers who were employed by community mental health centre to provide a full range of mental health services. Regression analysis indicated that post-intervention self-efficacy scores significantly predicted quality of practice, knowledge of evidence-based practice for depression, disruptive behaviour, anxiety, attention deficit hyperactivity disorder and usage of evidence-based practice in treating depression.

Counselling self-efficacy beliefs appear to supersede training. In the research outcomes by Chandler et al., (2011), perceived self-efficacy beliefs of 102 professional members of American Counselling Association to offer substance abuse therapy was explored. Despite the counsellors' lack of training in substance abuse, they were highly efficacious in their ability to provide quality substance abuse therapy. In Kenya where majority of teacher counsellors were not professionally trained in school guidance and counselling (Wambu & Fisher, 2015), possession of enhanced levels of counselling self-efficacy beliefs would thus be sufficient and necessary to guarantee effectiveness of school counselling.

In a study of 577 school counsellors Mullen (2014) found a significant variance of 34.81 percent of programme service delivery was explained by the school counsellors' self-efficacy. The findings by Mullen were further corroborated by Clark (2006), Woods (2009), Mitcham-Smith (2005), Lowenstein, et al., (2013) and Bodenhorn et al., (2010) who established the role of self-efficacy in influencing positive therapy outcomes. In fact, Griffith and Frieden (2000) established that counselling self-efficacy highly correlated with counsellor performance and ability to help clients in meeting goals. In the findings of Charlton (2009) participants, who were 126 elementary school counsellors, reported high ( $\mu = 185$ ) overall self-efficacy as well as a high ( $\mu=71.2$ ) self-efficacy for providing bullying interventions. Charlton concluded that elevated counsellor self-efficacy for offering bullying prevention minimized

bullying behaviours in the school setting, a positive counselling outcome related to effective counselling services. Therefore higher levels of counselling self-efficacy among teacher counsellors in this study are expected to correlate positively with effectiveness of guidance and counselling programme. This is a theoretical supposition that require an empirical study to confirm or reject in Kenyan cultural milieu.

While the aforementioned studies eschew the positive impact of high counselling self-efficacy beliefs, Schiele *et al.*, (2014) found contrary evidence. Schiele and colleagues found structure and influence of counselling self-efficacy among a variety of mental health professionals, that included counselling trainees, masters-level counsellors, psychologists, school counsellors, and students from related professions have yielded diverse findings. Corroborative empirical evidence in support of Schiele and colleagues were obtained from the scholarly work of Sharpley and Ridgway (2007) in which self-efficacy did not predict counselling skills performance of 31 graduate trainee counsellors. The contrasting evidence and the fact the literature reviewed had scanty studies from Kenya or contexts similar to Kenya suggests the need for this study.

Specifically, Kenyan secondary school teacher counsellors were certified full time classroom teachers with similar lessons like other teachers in school with no extra role of counsellor. There was need thus for more empirical studies in a school setting in a context of a developing country such as Kenya where the school guidance and counselling service is at its formative stages and no government policy in place to operationalize the programme. The purpose of this study hence was to (i) determine the levels of counselling self-efficacy among teacher counsellors in public secondary schools in Nakuru county, Kenya and (ii) establish whether the teacher counsellors' counselling self-efficacy influence school guidance and counselling programme effectiveness in public secondary schools in Nakuru County, Kenya. The study sought to investigate the following hypothesis at .05 level of significance:  $H_{O1}$ : teacher counsellors' counselling self-efficacy do not have statistically significant influence on guidance and counselling programme effectiveness in public secondary schools in Nakuru County, Kenya.

## 2. Research Methodology

This study was conducted in Nakuru County, Kenya using teacher counsellors who are heads of guidance and counselling departments in public secondary schools. The study employed descriptive and correlational research designs whose main purpose was to establish whether teacher counsellors manifest counselling self-efficacy beliefs and whether those beliefs, if they existed, predict school guidance and counselling programme effectiveness (Kathuri & Pals (1993). The target population of the study is all teacher counsellors in Kenyan public secondary schools. The accessible population is all teacher counsellors who double as heads of guidance and counselling department in public secondary schools in Nakuru County, Kenya. The researcher used teacher counsellors' counselling self-efficacy questionnaire to get the teacher counsellors' scores on counselling self-efficacy. The teacher counsellors were also provided items on academic, career, and personal/social competencies to rate effectiveness of school guidance and counselling programme whose scores were regressed with the teacher counsellors' counselling self-efficacy scores. For triangulation purposes form three students were given the academic, career and personal/social competencies to score.

To obtain a representative sample, the 338 teacher counsellors in 338 secondary schools in Nakuru County were subjected to a simple random sampling technique that gave a sample size of 182 teacher counsellors. Stratified random sampling technique was used to distribute the teacher counsellors in the 11 sub-counties within Nakuru County and to obtain 157 female teacher

counsellors and 55 male teacher counsellors. Two form three students were purposively picked in each of the 182 schools for triangulation. Means, standard deviations, percentages and frequencies were used to describe the data and simple regression analysis was used to determine whether teacher counsellors' counselling self-efficacy predict effectiveness of school guidance and counselling programme. Hypothesis stating 'no influence' between the variables was tested using simple regression analysis to determine the influence of teacher counsellor counselling self-efficacy and effectiveness of guidance and counselling programme at .05 level of significance.

### 3. Results and Discussion

The research objectives intended to (i) establish the levels of teacher counsellors' counselling self-efficacy and (ii) establish influence of teacher counsellors' counselling self-efficacy on school guidance and counselling programme in public secondary schools in Kenya. The objectives of this study were achieved by requesting the participants of the study to respond to items measuring effectiveness of guidance and counselling programme effectiveness and items that measured the levels of teacher counsellors' counselling self-efficacy beliefs. The items were measured in Likert scale that ranged from strongly agreed to strongly disagree with score of five to one respectively. Reverse coded items were considered. The findings of items measuring teacher counsellor counselling self-efficacy were presented in Table 1.

Table 1:

*Teacher Counsellors' Counselling Self-Efficacy Beliefs Descriptives*

Items measuring teacher counsellors' counselling self-efficacy	N	Mean	SD
I believe that I have the ability to provide quality G&C service by applying the skills that I have acquired	173	4.30	0.63
I am likely to impose my values on clients during counselling sessions	173	2.84	1.33
I feel that I have adequate knowledge to provide quality counselling services.	171	3.72	1.03
I have the ability to render counselling services to clients within the stipulated time	173	3.99	0.79
I believe I can effectively handle cases presented to me by clients	174	4.28	0.55
I am certain that my responses (interpretation, confirmations) will be accurate and to the point during counselling sessions	174	4.10	0.67
I am certain that the responses (wordings, reflection of feeling, clarification, and probing) given to clients will confuse them	174	2.25	1.17
I feel that I will not be able to respect client's beliefs/values	174	4.32	0.87
I believe that I will not be able to respond to clients in a non-judgmental way	168	3.80	1.22
I am confident that I will give clients adequate time when handling their cases	172	4.09	0.83
I am worried that some of the responses I will use during counseling sessions may not be appropriate.	173	3.54	1.09
I am confident clients will respect me due to my competence	173	4.21	0.73
I believe that clients will approve the responses given during counselling sessions because of their effectiveness	173	4.06	0.74
I am confident that conflicts in my personal life will not interfere with my counselling abilities	172	4.06	0.84

I am unsure how to deal with clients who appear indecisive	171	3.04	1.18
I believe I have the competencies needed to convince clients to actively participate in counselling sessions	172	2.31	1.07
I am confident that my responses will be well understood by clients	173	4.17	0.74
I know I can handle cases of clients from all social classes	174	4.20	0.65
I am worried that my responses may discourage clients from presenting their problems clearly	174	3.81	0.99
I believe I have the ability to assess my clients commitment to solutions prescribed during counseling sessions	173	4.14	0.66
I may have difficulties dealing with clients who do not articulate their problems clearly during the counselling sessions	16C8	2.68	1.16
I am confident I have the abilities to deal with all cases that arise during the counselling sessions	174	3.98	0.84
I am uncomfortable dealing with clients who are not ready to follow the prescribed solutions	173	3.00	1.20
I know that I possess the techniques required to deal with various problems that clients may present	173	2.82	1.22
My assessment of client problems may not be accurate as I would like them to be	172	3.03	1.14
I am not sure whether I can handle clients from other ethnic communities other than my own,.	173	4.21	0.91
I believe that I know when to use open or closed ended probes when handling clients	172	3.96	0.76
I am afraid I may not comprehend the meaning of my client's non-verbal behaviours	172	3.59	1.09
I am confident that I will be able to understand clients' problems	173	4.13	0.73
<b>Counselling Self- efficacy mean score</b>	<b>174</b>	<b>105.79</b>	<b>9.97</b>

In Table 1 when the teacher counsellors' counselling self-efficacy beliefs total scores of 105.79 was divided by the total number of 29 items provided to the teacher counsellors a mean of 3.648 was obtained with a standard deviation of 0.122. The counselling self-efficacy score of 3.648 out of a maximum of five a high score. This indicated the teacher counsellors agreed they were efficacious in using the counselling skills, techniques and knowledge they had acquired. The small standard deviation score indicated high level of agreement among the teacher counsellors that they were efficacious. The findings in Table 1 was corroborated by those from focused group discussion. When the participants of focused group discussion were asked to rate their counselling self-efficacy, they rated their level of counselling self-efficacy beliefs at four in a scale between one and five. This was a high level of counselling self-efficacy which appear to confirm the findings of the quantitative study. The teacher counsellors' counselling self-efficacy scores were converted to percentage of possible maximum score (POMP) and presented in Table 2.

Table 2:

*Teacher Counselors' Counseling Self-Efficacy Beliefs Descriptives –POMP*

	N	Mean	SD
Counseling Self-Efficacy Beliefs score	174	105.79	9.97
Teachers counsellors' counselling self-efficacy POMP	174	72.96	6.88

Investigation of the findings in Table 2 revealed POMP of 72.96 percent with standard deviation of 6.88 implying majority of the teacher counsellors had relatively high counselling self-efficacy beliefs scores according to this researcher's classification in which teacher counsellors who scored between 1 to 33.3; 33.4 to 66.7; 66.8 to 100 percent were considered low, moderate, and high in counselling self-efficacy respectively. The POMP of 72.96 percent generated was then used in regression analysis.

A null hypothesis was generated from objective two of this study to investigate whether teacher counsellors' counselling self-efficacy influenced guidance and counselling programme effectiveness. The null hypothesis stated, H<sub>04</sub>: teacher counsellors' counselling self-efficacy beliefs do not have statistically significant influence on guidance and counselling programme effectiveness in public secondary schools in Nakuru County, Kenya. A simple regression analysis was run using teacher counsellors' counselling self-efficacy scores against guidance and counselling programme effectiveness in enhancing students' academic, career and personal/social competencies to interrogate whether effectiveness of guidance and counselling programme was predicted by teacher counsellors' counselling self-efficacy beliefs. The teacher counsellors' perceived effectiveness of guidance and counselling programme in enhancing students' academic, career and personal/social competencies scores are presented in Table 3

Table 3:

*Teacher Counsellors' Perceived Effectiveness of Guidance and Counselling Programme in Enhancing Students' Academic, Career and Personal/Social Competencies (N = 175)*

Competency area	Mean	SD
Academic competency mean scores (max = 40)	31.55	4.95
Career competency mean scores (max = 45)	34.42	4.71
Socio-personal competency mean scores (max = 75)	59.07	7.94
Effectiveness of G&C in percentages using POMP	78.16	9.81

It was quite evident from Table 3 that the POMP of 78.16 indicated a general conformity that school guidance and counselling programme was effective in helping students attain requisite academic, career and personal/social competencies. This was in agreement with findings by Kiptui et al (2016), Boitt et al (2015), Kabutiei (2007) and Carey and Dimmitt (2012). For triangulation purposes the students' perceived effectiveness of guidance and counselling programme scores in enhancing their academic, career and personal/social competencies were presented in Table 4.

Table 4:

*Students' Perceived Effectiveness of Guidance and Counselling Programme in Enhancing Academic, Career and Personal/Social Competencies (N = 318)*

Measure	N	Mean	SD
Score academic(maximum = 40)	318	32.61	6.06
Score career (maximum = 35)	318	26.05	6.25
Score socio-personal (maximum = 85)	318	69.88	11.86
Guidance and Counselling effectiveness (maximum = 160)	318	128.54	21.07

Cross examination of teacher counsellor scores (Table 3) and student scores (Table 4) reveal relatively similar POMP meaning both participants agreed that the school guidance and counselling programme was effective in helping students acquire requisite academic, career and personal/social competencies. This supported the use of teacher counsellors' guidance and counselling programme effectiveness score in regressing against the counselling self-efficacy scores. The regression model took the following form:  $Y = \beta_0 + \beta_1 X_1 + \varepsilon$  where  $Y$  = guidance and counselling programme effectiveness (dependent variable) and " $\beta_0$ " = a constant while  $X_1$  = teacher counsellors' level of counselling self-efficacy beliefs.  $\beta_1$  = regression coefficients or change induced in  $Y$  by  $X$  and  $\varepsilon$  = the standard error of the estimate. Table 5 presented the model summary of the variables entered in the simple regression equation.

Table 5:

*Model Summary of Regression between Teacher Counsellors' Counselling Self-efficacy Beliefs and Guidance and Counselling Programme Effectiveness*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.415 <sup>a</sup>	.172	.167	9.06471

Table 5 indicates the model's power to explain school guidance and counselling programme effectiveness. The R-square value of .172 is slightly larger than the adjusted R-square value of .167. Generally this regression does a good job of modeling school guidance and counselling programme effectiveness. A large .415 (41.5 percent) of the variation in school guidance and counselling programme effectiveness is explained by the model. Coefficient Correlations of teacher counsellor's counselling self-efficacy beliefs as predictor of guidance and counselling programme effectiveness were presented in Table 6.

Table 6:

*Coefficient Correlations of Teacher Counsellor's Counselling Self-Efficacy Beliefs as Predictor of Guidance and Counselling Programme Effectiveness*

Model		Unstandardized		Standardized	t-value	p-value
		Coefficients				
		B	Std. Error	Beta		
1	(Constant)	34.327	7.343		4.675	.000
	Self-efficacy %	.599	.100	.415	5.974	.000

Findings in Table 6 shows that the independent variable (counselling self-efficacy beliefs) in the model contributed to the prediction of school guidance and counselling programme



effectiveness with a contribution of .599. This is a significant contribution because it had an alpha of .000. The estimated model was therefore:  $Y = 34.327X + .599 + .100$ . (34.327 + constant; Y=SGCPE; X=teacher counsellors' Counselling self-efficacy beliefs). The model shows that the predictor variable (teacher counsellors' counselling self-efficacy beliefs) was statistically significant. The findings also indicated that the predictor variable had positive values an indication of a good percentage of the school guidance and counselling programme effectiveness is associated with teacher counsellors' counselling self-efficacy beliefs. There is a 59.9 percent increase in the predicted value of school guidance and counselling programme effectiveness by a one percent change in teacher counsellor counselling self-efficacy. The conclusion is that the relationship between teacher counsellors' counselling self-efficacy beliefs and school guidance and counselling programme effectiveness was statistically significant. The regression coefficients (betas) of .599 and .100 are significantly larger than zero implying significantly large effect sizes. Table 7 presents the analysis of variance (ANOVA) of teacher counsellors' counselling self-efficacy beliefs as predictor of school guidance and counselling programme effectiveness.

Table 7:

*ANOVA of Counselling Self-Efficacy Beliefs and Guidance and Counselling Programme Effectiveness*

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2932.851	1	2932.851	35.693	.000 <sup>p</sup>
Residual	14133.063	172	82.169		
Total	17065.915	173			

Note: n=174; df = 1;  $\alpha = .05$ ; F= 35.693; p = .000; critical tabled F value =1.71.

The findings in Table 7 indicated that the observed F (35.693) is greater than the critical tabled F value of 1.71 (N= 174' df = 1;  $\alpha = .05$ ). Since the critical tabled F value of 1.71 is less than the calculated F value of 35.693 at pre-set value of .05 level of significance, the null hypothesis is rejected and conclude that the effectiveness of school guidance and counselling programme is influenced by teacher counsellors' counselling self-efficacy beliefs. The low p-value (.000) indicated that changes in teacher counsellor counselling self-efficacy were related to positive changes in school guidance and counselling programme efficacy. The findings of this study corroborated empirical and theoretical literature reviewed in this study. Several empirical studies from both school and outside school settings supported the efficacy of counselling self-efficacy beliefs in predicting counselling outcomes (Schiele et al., 2013, 2017; Kocarek, 2001; Meyer, 2012; Mitcham-Smith (2005); Chandler et al., 2011; Urbani et al., 2002, Clark, 2006; Griffith and Frieden (2000) and Charlton, 2009; Bodenhorn et al., 2010; Woods et al., 2009). The findings of this study appear to agree with findings from settings different from Kenya.

In particular the findings of this study appear to agree with findings from helping professionals with better training and from cultures where counselling was generally acceptable. In the study by Chandler and associates counselling self-efficacy beliefs produced better outcomes in disregard to level of training of the counselling professionals confirming the findings of this study in which the participants had very low levels of professional training in guidance and counselling yet their counselling self-efficacy predicted school guidance and counselling efficacy.

However, the findings of this study contradicted findings from Schiele et al., (2013), Sharpley and Ridgway (2007); Bakar et al (2011), and Mallinckrodt and Nelson (1991) in which counselling self-efficacy did not influence counselling outcomes. In fact, Mallinckrodt and Nelson (1991) had associated higher counselling self-efficacy beliefs with higher training levels. This study appear to disapprove the association of higher counselling self-efficacy with higher levels of

training. This was because majority of the participants of this study had low levels of training at workshop/seminar and single unit done at college/university as teacher trainee. The higher training levels in Mallinckrodt and Nelson (1991) study were experienced therapists, pre-doctoral and post-doctoral levels. In Sharpley and Ridgway (2007) study the therapists were master's level trainee counsellors. ONE interesting concern was that the therapists in Sharpley and Ridgway (2007), Mallinckrodt and Nelson (1991), Bakar et al (2011), and Schiele et al., (2013) had no extra role of teaching as the participants of this study yet their counselling self-efficacy did not predict counselling outcomes. But it might be possible that the presenting cases and severity for the therapists in Sharpley and Ridgway (2007), Mallinckrodt and Nelson (1991), Bakar et al (2011), and Schiele et al., (2013) may differ from those of teacher counsellors in school setting.

The teacher counsellors in this study had same number of lessons as other teachers, however, their high counselling self-efficacy seem to disapprove early suppositions suggesting reduced workload for teacher counsellors (government of Kenya, 2001). The findings of the focused group discussion similarly supported the empirical findings of this study. The focused group participants agreed that counselling self-efficacy influenced school guidance and counselling programme effectiveness.

Some of the items provided in the study had wide margins in standard deviation suggesting that teacher counsellor's vary widely in their efficacy to use the skills. It would suffice thence to provide a formal programme that addresses the indicated skills, techniques and attitudes for all the teacher counsellors in efforts to boost the teacher counsellors counselling self-efficacy beliefs.

The present study is unique in that the participants were practicing classroom teachers who were added the extra role of counsellor hence have limited training in guidance and counselling services. They also teach number of lessons equivalent to any other classroom teacher in a secondary school setting in Kenya. It was therefore interesting to establish that their counselling self-efficacy beliefs predicted the effectiveness of school guidance and counselling programme. The implications, notwithstanding, are that as predicted by self-efficacy theory counselling self-efficacy beliefs are powerful in predicting guidance and counselling outcomes regardless of level of training and setting.

#### **4. Conclusions**

It is concluded that teacher counsellors in Kenyan public secondary schools have high levels of counselling self-efficacy beliefs which positively and statistically predicted school guidance and counselling programme effectiveness. There was a statistically significant relationship between teacher-counsellors' counselling self-efficacy beliefs and school guidance and counselling programme effectiveness. Therefore teacher counsellors' counselling self-efficacy is a quality teacher counsellor characteristic that enhance delivery of school guidance and counselling services among certified active classroom teachers who double as school counsellors in a developing country milieu. It can also be concluded that when teacher counsellors with requisite levels of counselling self-efficacy manage the school guidance and counselling programme there are high chances of improved students' academic, career and personal/social competencies.

#### **5. Recommendations**

Since teacher counsellors' counselling self-efficacy is a quality teacher counsellor characteristic, teacher counsellors should strive to improve, maintain, and manifest high counselling self-efficacy in their efforts to enhance delivery and improve overall functioning of school guidance and counselling programme. Further, in order to strengthen the school guidance and counselling programme and increase its feasibility, stakeholders that include

ministry of education, teachers service commission, school boards of management, Non-governmental organizations dealing with guidance and counselling in schools, teacher counsellor trainers and teacher counsellor training institutions may develop strategies, programmes, and interventions targeted at the Kenyan teacher counsellor to raise their counselling self-efficacy so as increase their effectiveness in enhancing efficacy of school guidance and counselling programme.

### 5. Suggestions for Further Research

A study to establish which of the sources of developing self-efficacy contributed positively to the teacher counsellors' high counselling self-efficacy scores.

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