



**UNIVERSITY OF NAIROBI
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
FACULTY OF ARTS
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**THE EFFECT OF OVERAGE LEARNING ON GUIDANCE AND COUNSELING
PROGRAMS IN SELECTED PUBLIC PRIMARY SCHOOLS;
THE CASE OF LANGATA SUB-COUNTY, NAIROBI COUNTY**

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C50/70712/2008**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF MASTER OF ARTS DEGREE IN
SOCIOLOGY (COUNSELLING) AT THE UNIVERSITY OF NAIROBI**

DECEMBER, 2015.

DECLARATION

This project is my original work and has not been presented for the award of a degree in this University or any other Institution of higher learning for examination.

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DECLARATION BY SUPERVISOR

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

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ACKNOWLEDGEMENTS

I thank the almighty God for granting me this opportunity to realize my academic dream; may all glory and honor to him!

My deep appreciation goes to my husband, Mr. Isaiah Nyaribo for the great support and encouragement he granted me during the entire period. May God richly bless you

I would like to express sincere gratitude and appreciation to my main supervisor Dr. Robinson Ocharo, for his generous academic advice, discussions, suggestions and thoroughness in review of the work.

Many thanks and gratitude also go to the head-teachers of the seven primary schools that participated in the study. I wish to thank them for the support given in according me access to the students and teachers during the off and on class hours for me to experience first-hand the challenges and opportunities intergenerational learning brings to the learning environment and to school counseling programs

Special thanks go to my sister-in-law Dr. Jane Oteki for her mentorship and sustained effort in reading and advising the entire study. Finally, I wish to thank my children Cliff, Ednar and Emma for their challenge and unwavering support during my study period. May God bless each of you!

DEDICATION

I dedicate this M.A. Project to my loving husband Isaiah O. Nyaribo and our beloved children Cliff, Ednar and Emma for the continued support, patience and encouragement that has allowed me realize my academic dream

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LIST OF ACRONYMS/ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
FPE	Free Primary Education
G/C	Guidance and Counseling
GER	Gross Enrollment Rate
HIV	Human immuno-deficiency virus
KANU	Kenya African National Union
MOEST	Ministry of Education, Science and Technology
NACADA	National Campaign Authority against Drug Abuse
NARC	National Rainbow Coalition
NER	Net Enrollment Rate
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
WB	World Bank

ABSTRACT

The introduction of Universal Primary Education in Kenya coupled with the existence of a large youthful population (42.2% of Kenya's population aged below 13 years of age) has resulted in a drastic increase of mature entrées into primary level education and hence a divergent mix of learners. This means that many public primary schools are now enrolling older students at primary level in order to support acquisition of basic literacy and numeracy skills missed out in earlier formative years. The older learners are therefore inevitably interacting more often with younger learners on a day to day basis in class. Much scholarly work have enumerated clear benefits credited to intergenerational learning but have failed to provide insights on its impact on existing school-based guidance and counseling programs.

The study investigated the effect of overage learning on guidance and counseling initiatives in selected public primary schools within Lang'ata division, Nairobi, Kenya. Drawing from practical examples of intergenerational initiatives and programs around the world, the paper identifies benefits and challenges of synergistic efforts to create workable partnerships between the young and the old. The study was conducted in 7 purposively selected primary schools. Self-administered-structured questionnaires were used to collect primary data from 108 student respondents and 7 key informants (teacher counselors). Secondary data was collected from books, journals, official school and ministerial records and sound media reports/newspapers. Data was computed using the Statistical Package for Social Sciences (SPSS) and findings presented in numeral and non-numerical forms; tabular and percentages.

The study results indicate that despite great interaction among the young and older learners (86%) through giving of advice and undertaking joint school assignments, only 48% of older learners were engaged in school G/C. The study also found that 3 out of the 7 selected primary schools did not have trained guidance and counseling teachers, and even so among the schools with trained teachers were not able to undertake G/C programs because of the increased workload brought about by the number of students enrolling as a result of free primary education.

The study recommends the mainstreaming of and structured participation of older learners in guidance and counseling programs in primary schools. Policy makers should increase sector funding for G/C programs at primary school level so institute it as a full time office to support the growing number of students that need the support. It is anticipated that besides value-add to the empirical body of knowledge on the significance of intergenerational learning programs, the results from this study shall equip policy makers with much needed data and evidence to inform decision making at county and national level. It shall also furnish scholars in the social arena with information on existing research gaps that require support for further investigation.

CHAPTER ONE: INTRODUCTION

1.1 Background of study

Kenya, like most low-income countries tend to have a relatively large youthful population. Children and youth (0-14yrs) account for 42.2% of the population while those aged 15-64 yrs account for 55.1% and a minimal 2.7% for those aged 65 years and over (CIA, 2012). The majority of primary enrolled students lie in the 0-14 year's category. Primary education provides children with better chances to explore new ideas, spend time with children of same age group and to develop their individual skills and personality. It is a child's first step into academic learning and often into a usual daytime routine (Mehrotra, 1998).

Despite the importance of primary education, every year around 67 million children worldwide, many of them girls, do not receive these opportunities (UNICEF, 2012). Access to free primary education is part of the United Nation's Universal Declaration of Human Rights and was reaffirmed as one of the Millennium Development Goals with all countries charged with providing all children with access to free primary education as an important milestone to economic and social development. The government, since January 2003 has managed to implement free primary school education programme that has seen a tremendous increase in the number of children attending school. Prior to independence, primary education was almost exclusively the responsibility of the communities concerned or non-governmental agencies such as local church groups. Since independence the government has gradually taken over the administration of primary education from local authorities and assumed a greater share of the financial cost in line with the political commitment to provide equal educational opportunities to all through the provision of free primary education.

Increased investment in education sector in Kenya has realized a remarkable expansion in primary education, both in terms of the number of schools established and in the number of children enrolled, over the past three decades. At independence, there were 6,056 primary schools with a total enrolment of 891,600 children. At the same time, trained teachers numbered 92,000. In 1990 there were over 14,690 primary schools, with an enrolment of slightly over five

million children and with nearly 200,000 trained teachers respectively. Enrollment of primary education pupils in Kenya was 7,150,259 in 2009, according to a World Bank Report, published in 2010 .

The national Gross Enrolment Ratio (GER) at primary level increased from 91.2% (92.7 and 89.7% for boys and girls respectively) in 1999 to 109.8% and 109.9% for boys and girls respectively) in 2010 (WB, 2010).

The increased enrollment into primary school institutions by both young and old learners has resulted in divergent demographic situations within the classroom setting. The current and projected changes in primary school enrollment in Kenya provide opportunities for strengthening weakened safety nets and improving social integration within communities by adopting strategies that support intergenerational initiatives (Gitonga, 1999).

Learning within different generations not only among the oldest and the youngest, is one of the most ancient models of learning especially valuable before the invention of writing, more than never needed in the current digital society (Pinto, 2010). Undoubtedly education and training have a central role in the economic development of Kenya. Like in well developed economies, learning throughout lifespan should be a reality. Efforts toward making lifelong learning a reality were not very successful, for mature and older adults.

Intergenerational learning in Kenya is primarily a product of the Government of Kenya's strategy to attain Universal Primary Education (UPE). In an effort towards the attainment of UPE, the Government started Free Primary Education (FPE) in January 2003. Following the introduction of FPE, the country experienced exceptional influx of children to schools (Republic of Kenya, 2003; MOEST, 2005). By December 2003, the national enrolment in public primary schools stood at 7,159,500 up from 5,874,255 by the end of 2002 (Republic of Kenya, 2006; 2003). This significant percentage increment of 10.31 consisted mainly of disadvantaged children who have learning challenges and over –age learners who were previously involved in other activities not related to academics.

Kenya remains in the Guinness Book of World Records to having enrolled one of the oldest learners at primary level. When Mau Mau Veteran Kimani Maruge joined elementary education in 2004 at the age of 84 after Kenya's new government introduced free primary education for all, his intent was to get the skills to read the bible. His youthful vigor for literacy, a piece of freedom he fought for, not only astounded and captured the world's imagination, but went ahead to get him into the Guinness book of records as the oldest person to begin primary school. There is growing recognition by various scholars (e.g., Brabazon & Disch, 1997; Hawkins et al. 1998; Henkin and Kingson (1998/99); Kaplan et al., 1998; Kuehne (1999), Newman et al., 1997; and Winston, 2001) that meaningful intergenerational engagement can enhance the quality of people's lives, strengthen communities, and contribute to needed societal-level change.

1.2 Problem Statement

School-based intergenerational learning has long been practiced in several developed nations. At an unprecedented level, new initiatives are emerging which aim to bring young people and older adults together in various settings: to interact, stimulate, educate, support and provide care for one another (Kaplan, 2001) In the case of Kenya, several Non-governmental organizations have utilized the role of the older generation to reach out to the younger generation as regards social and moral guidance. A well-structured, school-based intergeneration programme has however not benefited from the ongoing social discourse. Notably, although there has been massive growth in the prevalence of intergenerational programs implemented in schools, there is uncertainty regarding their potential to transform the educational enterprise. This is primarily because of the scarcity of controlled evaluation research; systematic research has not kept pace with programme expansion (Kaplan, 2001)

The Kenya Government continues to undertake much needed improvements in the education sector to ensure quality, relevance, accessibility and improved learning outcomes. These efforts realized the introduction of guidance and counseling programs in primary and secondary schools. However, despite these efforts, many emerging issues that affect provision of education have continued to persist (Kimathi, 2002).

The strategic shift in Kenya's education system under the "Universal Primary Education" brought with it significant benefits, but no doubt, coupled with a myriad of challenges. Some of the challenges of FPE include overage learners, congestion, understaffing, inadequate resources and facilities, re-entry cases and children in difficulty circumstances (MOEST, 2005). These challenges are worsened with the poor performance of guidance and counseling programs in schools. Past government education reports and commissions (Republic of Kenya, 1976; 1988; 1999; 2001 & 2003) have all indicated that the schools' guidance and counseling departments are still performing poorly, one of the reasons being, a serious shortage of teachers with guidance and counseling skills. The guidance and counseling programmes have also been found to lack adequate time and clear and adequate support from stakeholders (Aura, 2003; Gitonga, 1999).

Coupled with the transition of older learners into primary level schooling, it remains unknown if the already weak counseling programs at primary level will benefit from the new intergenerational arrangement or the contrary be severely compromised. This study will seek to establish factors in the already ongoing adhoc intergenerational programs for primary schools and present opportunities for intervention for guidance and counseling practitioners and teachers, who are the primary counselors at primary school level.

The existing differentials in the way adults and children learn and develop present yet another opportunity in enabling practical intergenerational learning. Andragogy (how adult learn) differs from Pedagogy (how children learn) In that pedagogy does not address prior experiences. Andragogy (i.e. the theory of adult learning) proposes that learning utilizes approaches to learning that are problem – based and collaborative rather than didactic, and also emphasizes more equality between the teacher and learner. On the other hand, child learning theories suggest diverse views on how children of various ages learn and develop their intellectual capacities. Children unlike adults utilize a mix of various learning theories (i.e. Behaviorist, social cognitive, cognitive and constructivist learning) that are dependent on various aspects including their age and environment. More often than not child learners do not base their learning on pre-existing notions but rather on more informative basis. (Gray, 2004)

Recognizing these differences in the learning processes, the study shall seek to investigate the existing opportunities where principles of andragogy and pedagogy overlap and thereby provide policy makers with insights into the pointers to observe in instituting workable intergenerational programs for primary schools. The principle is to prevent a stifled classroom situation. Gray 2004 argues that despite these differences, for young learners, andragogical or a mix of andragogical – pedagogical approaches; work better than purely pedagogical ones. The reason for this is simple; we retain and understand better those things that relate to our experience or real world situations. The study will point at this mix of approaches that are fundamental in realizing successful intergenerational programs for primary schools even in the face of universal primary education.

Furthermore, despite growing interest in intergenerational learning, research on the effects of the same in school based counseling programs represent but a small strand of work and in some instances absent all together. Intergeneration learning is therefore a relatively new and emerging issue for Kenya and much empirical data on its impact in learning and particularly in guidance and counseling programs for primary schools lacks empirical data to support decision making. The field of ethnographic research fails to furnish the ministry of education with much needed research findings in the field of intergenerational learning to support Kenya's adoption and implementation of intergenerational programs for schools.

In the absence of a critical core of research on guidance and counseling and intergenerational learning, the study sought to contribute essential research data to inform industry practice in the field of guidance and counseling in the era of free primary education in Kenya.

1.3 Research questions

- i. What is the distribution of older learners among public primary schools in Lang'ata?
- ii. How are older learners engaged in guidance and counseling school programmes?
- iii. What are the challenges and opportunities for older learners to engage with younger learners?
- iv. What are the significance outcomes of involving overage learners in guidance and counseling programs?

1.4. Study Objectives

1.4.1. Broad objective

To investigate the effect of intergenerational learning on guidance and counseling programs in selected public primary schools in Lang'ata division.

1.4.2 Specific objectives

1. To establish the enrolment and distribution of older learners in public primary schools in Lang'ata
2. To investigate the level of engagement of older learners in school guidance and counseling programs
3. To establish the challenges and opportunities of employing intergenerational mix on efficacy of Guidance and counseling efforts in public primary schools
4. To investigate the significance of overage learning on efficacy of Guidance and counseling efforts in public primary schools.

1.5. Significance of Study

Guidance and counseling services are essential elements in discipline management of people in all societies. Even the most primitive societies grew out of the necessity of guiding individuals behavior patterns in the interest of the group. It is for the same reasons that primary school learners need this service of guidance and counseling for them to exercise discipline and grow up

to be all rounded individuals. Guidance and counseling in primary schools is used to guide promote discipline by teachers to pupils. With the introduction of FPE, guidance and counseling is not only conducted by teachers but by the elderly pupils alike. The adhoc efforts of older classmates have been utilized to improve learning outcomes and behavior change in developed nations; conversely, most developing countries have not benefited from a better structured guidance and counseling programs between intergenerational learners. Few works have been researched and documented on the impact of intergenerational learning on on-going guidance and counseling efforts for primary schools. This study provided a baseline into the Kenyan readiness to utilize the benefits of intergenerational programs to support on-going efforts in school based guidance and counseling. The implications of the same have in this project recommended various public policy positions on the national readiness to roll out a robust system that will ensure greater involvement and inclusion of older learners in primary school in order to realize better returns in guidance and counseling efforts.

1.6. Scope and limitations of the study

This study covered only selected public schools in Lang'ata constituency of Nairobi County. It does not include private primary schools. Findings are only applicable to public primary institutions bearing similar characteristics as those in the study constituency. Due to limitations in financial resources, the study sampled only a fraction of the public primary schools in Lang'ata.

The study selectively included those teachers who are involved in offering guidance and counseling services and head teachers in these schools. Since the study was conducted in an area which is urban, the results may not be applicable to rural areas. However, they may be true for other parts of Kenya that bear similar characteristics with the area of study.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. Introduction

The chapter presents the literature review. The contents of the review are grouped into various categories such as the international call for provision of education for all, introduction of free primary education in Kenya, the impact of intergenerational mix to G/C program, how old learners influence the behavior of young learners, andragogy and pedagogy, theoretical literature and the conceptual frame work.

2.2. International Recognition for provision of education for all

According to Wennergren *et. al* (1984), education is one of the most important endeavors of humanity because it serves as the spring board for social and economic change. With this realization, many countries struggle heavily to invest in education regardless of their economic level of development. In line with above, the universal declaration of human rights in 1948 declared that everyone has a right to education. This call is further supported by the world conference on education for all in 1990 where 155 countries and 150 organizations pledged to provide education for all in the year 2000.

The signatory countries including Kenya pledged to be committed to provide education for all. Since 1963, the Kenyan government has been endeavoring to provide education to all its citizens. In 1968 when Kenya African National union (KANU) became the ruling party, in its manifesto entitled “What a KANU government offers you”, the party was committed to offering a minimum of seven years of free primary education (Sifuna, 1990). The second presidential decree on 12th December 1973 during the celebration of the ten great years of independence claimed to have brought the country close to achieving universal free primary education. This directive provided free education for children standard I – IV in all districts of the country.

The aim of free primary education program was to provide more educational opportunities especially for the poor communities. The argument was that the payment of school fees tended to prevent a large proportion of the children from attending school. According to Sifuna, 1990,

after the introduction of free primary education, the enrolment almost doubled in most districts of the country.

2.3. Introduction of free primary education.

In the run-up to the 2002 general elections, the National Rainbow Coalition Party (NARC) made the provision of free primary education (FPE) part of its election manifesto. True to its promise, the NARC government introduced FPE in January, 2003. And as was expected, in a country where a substantial proportion of children were out of school, the response was overwhelming. In many schools, the head teachers found themselves with more children to enroll than their capacity could hold. Due to the limited space and facilities, the heads turned many children away (RoK 2004b). Of course, many parents were disappointed and they kept on moving from one school to another as they sought places for their children. Since the government had not given an age limit, even those who were “over-age” were enrolled and this worsened the congestion in schools.

FPE is the provision of primary education to all children of school going age (6-15 years) and adults (above 16 years) who never had the opportunity (ROK 2003b). Note that in Kenya FPE is amorphous, it is not restricted to children of school going age, we had a case of a pupil aged 84 registered in Kenduiywo Primary School in Eldoret.

The introduction of FPE was therefore a positive move towards achieving Universal primary education (UPE). The move witnessed a 10% increase in enrolment in primary schools nationally. A record of 1.3 million children registered in various schools across the country, raising the enrolment from 5.9 million in 2002 to 7.2. million in 2003 (RoK 2003b). This increase which was a mixture of children aged between 6 – 15 years and above 16 years is what constituted intergenerational mix. This scenario impacted on the guidance and counseling programs of the schools.

2.4. Impact of intergenerational learning in guidance and counseling.

As a result of the introduction of free primary education, an estimated 1.3 million children who were previously out of school reported to various schools nationwide (RoK, 2003). The move

had a huge impact among the urban public primary schools where street children and other over age individuals decided to enroll in lower primary to embrace this rare opportunity. According to a research done by UNESCO involving focus group discussion with teachers, parents and pupils one year after FPE, it revealed the substantial difficulty of dealing with overage learners. Only a quarter of pupils were in the correct grade for their age and 44 percent were overage by two years or more. Pupils who were overage often did not participate, did not ask or answer questions, and were unwilling to read aloud, likely due to feelings of insecurity about their abilities. Bullying was frequent among the older children, who targeted younger or brighter students. Fighting, smoking, and soliciting younger females were all reportedly increasing at schools due to the presence of older pupils. Teachers felt that guiding and counseling as a corrective measure was failing due to the age and resistance of these pupils, who in turn felt free to taunt and ridicule both teachers and fellow classmates.

With introduction of FPE in Kenya, children as young as four were enrolled in Grade 1 classes since primary school tuition fees were abolished but pre-primary tuition fees were not. Teachers complained of having to cope with children unable to even hold a pencil and with no pre-literacy skills (UNESCO 2005; Kaga 2006). Some parents even insisted that they be enrolled in particular grades despite their actual abilities, leading to children in Grade 6 unable to read or write. Compounding issues related to overage and underage learners, enrollment surges included those children from poorest homes and the least educated parents, resulting in a greater proportion of students who are unprepared for school. In urban areas, the increase in enrollment was largely attributed to children from slum areas or those who formerly peddled goods in the streets and market centres. The increase in the number of orphans has also been challenging for teachers, as orphans often come to school hungry and unable to concentrate. While it is a substantial achievement to have provided educational opportunities to the most disadvantaged children, teachers simultaneously needed additional support to guide and educate these children. These overage learners in public primary schools influenced the development of the relatively younger learners with their post adolescent experiences as a result of regular interaction. Besides, the overage learners in need of counseling services may require adult counseling as opposed to the adolescent counseling which is administered to the relatively younger learners. This creates challenges to the G/C Programs.

Another major source of challenge to school guidance and counseling programme is the increasing level of indiscipline in public primary schools (Odaló, 1998; NACADA, 2004). According to Wachira (2004) cases related to negative influence such as drug abuse, truancy and dangerous exposure to contracting HIV/AIDS among school students are on the rise due to this intergenerational mix. Overage pupils in public primary schools in urban areas according to MOEST include the street children most of who are drug addicts, victims of child labour, children orphaned through HIV/AIDS and other traumatized children. Children learn by imitation and therefore it is likely for the young learners to copy these behaviours from their colleagues who are of different ages. This increases the case of indiscipline for the teacher counselor to handle though guidance and counseling.

The MOEST primary schools management handbook (MOE, 2002) clearly states that every primary school should have a guidance and counseling program which should be managed by a professional teacher counselor, who should be assisted by other members. These teacher counselors must have the desired qualities on and above the professional roles of teaching. This team is charged with the responsibility of guiding and counseling pupils who are different age groups due to introduction of FPE. These pupils are hard to deal with. Teachers must have accurate measures in place to mitigate the challenges which overage learners pose to the G/C program.

2.5. The influence of older learners on the behavior of young learners

Learning is a process and mostly it starts from the family where an individual is born. Indeed, the family becomes the first institution where learning begins though this type of learning is non-formal. Children form a very sensitive group for the society, as they are highly vulnerable to the prevailing social conditions of the society. Today, the Kenyan society is increasingly becoming urbanized, consequently leading to changes in the social roles and moral decadence because many people feel at liberty to behave as they chose in cities because there are no collective and communal norms. The high cost of living in town has further prompted parents to spend much of their time on economic activities and this has resulted to the neglecting of the child. These

children are finally left under the care of the teachers and specifically G/C teachers and their school mates whom some of them are at a post – adolescent stage thanks to FPE

Thought the children spend significant part of their time with their teachers, after school, the children are left on the mercy of their schoolmates, other children not in school and the general public. This means therefore that the child is exposed to different environment and as such they feel different types of behaviours from their friends. Behaviour is learned consciously and unconsciously. Behaviorists believe we should examine only what can be directly observed and measured. Since behaviorists believe that development is learnt and often changes according to environmental experiences, it follows that rearranging experiences can change human development. For behaviorists, shy behavior can be transformed into outgoing behavior, aggressive behavior can be shaped into docile behavior; lethargic and boring behavior can be turned into enthusiastic interesting behavior. All this is done in school through the G/C Programme.

Human development is the process of change in which human beings learn how to manipulate more complex levels of motion, thinking, feeling and interacting with people and objects in their environment. It is characterized by changes in complexity and function (Thorndike, 1999). These changes manifest themselves physically, socially, emotionally, in language and in mental aspects. Children's development is influenced by internal and external factors of their interactions. Further according Thorndike (1999), internal factors are hereditary; they are acquired from the ancestral lineage. External factors include environmental influences and socialization. It is this socialization in school between overage learners and younger learners that impacts on G/C program where these two groups acquire vices like smoking, drug taking, premature sexual relationships among others. It is mostly the overage learners who influence the younger learners on this.

2.6. Pedagogy vs. Andragogy

According to Malcolm Knowles an American practitioner and theorist of adult education, andragogy is the art and science of helping adults learns. Knowles identified the six principles of adult learning as:

- Adults are internally motivated and self-directed
- Adults bring life experiences and knowledge to learning experiences
- Adults are goal oriented
- Adults are relevancy oriented
- Adults are practical
- Adult learners like to be respected

On the other hand, Malcolm Knowles (2005) further characterizes pedagogy as the “art or science of teaching children” based on the Greek origin of the word. The term pedagogy derives from the Greek word *paid*, meaning “child,” and *agougos*, meaning “leader of.” Very literally then, pedagogue means “leader of children.” The pedagogical model allocates full responsibility to the teacher for what subject will be learned, how it will be learned, and ultimately whether the concept has been learned by the student.

Basic Premises of Pedagogy

- Learners only need to know what the instructor teaches. The basic purpose for learning the material is to pass the course. Learners do not need to understand how what they are learning will apply to their lives outside the classroom.
- The instructor’s perception of the learner is that of a dependent entity. Therefore, the learner begins to see himself as a dependent entity.
- The learner’s previous knowledge is of little consequence as a resource for learning. The essential components of the learning process are the teacher, the textbook and supplemental educational materials.
- Learners become ready to learn what the instructor tells them they must learn to succeed in the course.
- Learners organize information according to subject matter. Instructors must organize material in a logical manner.
- Learners are motivated by external factors (e.g., parental or instructor approval, good grades).

Pedagogical standards seem appropriate in the first years of an individual’s learning process. However, as the individual matures the need for external direction diminishes, therefore assumptions of the appropriateness of the pedagogical model decrease significantly as the

individual ages. Consequently, exploration of specific assumptions about adult development and learning emerged (Knowles, et al., 2005) The chart below summarizes these differences between the two learning models

Table 1.1 Pedagogy and Andragogy Differences

Pedagogy vs. Andragogy

	Pedagogical	Andragogical
The Learner	<ul style="list-style-type: none"> • The learner is dependent upon the instructor for all learning • The teacher/instructor assumes full responsibility for what is taught and how it is learned • The teacher/instructor evaluates learning 	<ul style="list-style-type: none"> • The learner is self-directed • The learner is responsible for his/her own learning • Self-evaluation is characteristic of this approach
Role of the Learner's Experience	<ul style="list-style-type: none"> • The learner comes to the activity with little experience that could be tapped as a resource for learning • The experience of the instructor is most influential 	<ul style="list-style-type: none"> • The learner brings a greater volume and quality of experience • Adults are a rich resource for one another • Different experiences assure diversity in groups of adults • Experience becomes the source of self-identify
Readiness to Learn	<ul style="list-style-type: none"> • Students are told what they have to learn in order to advance to the next level of mastery 	<ul style="list-style-type: none"> • Any change is likely to trigger a readiness to learn • The need to know in order to perform more effectively in some aspect of one's life is important • Ability to assess gaps between where one is now and where one wants and needs to be
Orientation to Learning	<ul style="list-style-type: none"> • Learning is a process of acquiring prescribed subject matter • Content units are sequenced according to the logic of the subject matter 	<ul style="list-style-type: none"> • Learners want to perform a task, solve a problem, live in a more satisfying way • Learning must have relevance to real-life tasks • Learning is organized around life/work situations rather than subject matter units
Motivation for Learning	<ul style="list-style-type: none"> • Primarily motivated by external pressures, competition for grades, and the consequences of failure 	<ul style="list-style-type: none"> • Internal motivators: self-esteem, recognition, better quality of life, self-confidence, self-actualization

Source: Knowles, 2005

When FPE was introduced in Kenya, teachers had to use the two teaching methods to accommodate the two different groups of learners (young and overage learners) who comprise the intergenerational mix of pupils. Primary education in Kenya begins at the age of 6 or 7 after completion of a year of kindergarten commonly known as Nursery school or pre-unit. Since January 2003, education in public schools became free and universal (but not compulsory) on

learning that primary education had once again become free in Kenya, the adult (overage learners) enrolled in big numbers since the rules establishing free primary education (FPE) had no clause limiting the age of those entitled to education.

The psychology of adult learners states that pupils, particularly adults, learn differently. The learning styles, attitudes, and approaches of adult learners differ from those of six-seven year old class one pupils (Oblinger, 2003). Teachers must be aware of these differences when selecting course activities and planning class sessions to better attend to the needs of all of their learners. Therefore, time period in which a person grows up has a significant impact on the way he/she learns as well. When these fundamental differences between learners in classroom are understood by the teacher, then a conducive climate for learning especially for the overage learners is created facilitating discipline as all of the pupils needs will be met more effectively.

A study done by Thorndike (1999) showed that adults had the capacity to learn, something that had previously been assumed but not substantiated by research. Further studies indicated that adults did have an ability to learn that was substantially different from children. It was out of this study that old assertions that learning was unnecessary past the age of early adulthood were gradually replaced with new ideas about the importance of adult learning, both for the individual adults and for society at large (Knowles, 1973; Truluck and Courtenay, 1999). It is under this background that we need to understand how these two different categories of pupils learn in the same classroom.

2.6.1. Motivation

Most overage learners do not embark on learning experience until they experience a need, whether it is a career enhancement or a personal goal. In Kenya introduction fo FPE was embraced with a lot of fervor especially by the adult mostly due to literacy. Most of them wanted to know how to count money as was asserted by Kimani Maruge who was among the oldest pupil. Others wanted to know how to read and write, speak English and Kiswahili language among others. Often this need and the learning that results from their attempt to meet it results in a form of cognitive dissonance, where they experience a shift in their thinking that

conflicts with what they already believe to be true. Until they are able to resolve this dilemma, true learning cannot occur. Sometimes the struggle is difficult, on the part of the learner as well as on the part of the educator especially when the young ones mimics and mocks the overage learners in class creating uncondusive environment. Using guidance and counseling by the teacher as a corrective measure can be challenging as sometimes the young ones are more than the adult learners in class.

Adult learners also need little motivation because they want to learn and are very self- motivated. Young learners need more encouragement as they learn more because they have to be motivated. Teachers have to make a difference through their techniques and styles moderated to accommodate the two groups. When students want to learn, they like to do a lot on their own. Some read up more while others practice more, thus using the self – access method to their advantage. Here the teacher has to get things ready for these highly motivated students. The teacher prepares all relevant materials to help these students to learn at their own pace. This method of teaching has less takers among the young students who do not want to do or think more than they have to of they depend on “spoon-feeding” and the amount given to them depends solely on their teacher involvement.

2.6.2. Self –image and self interest

Adults unlike the young ones use their experiences to build their self – identity, so it is important that educators communicate their respect for the manner in which adults view themselves in addition to the respect for the experience itself. If in a classroom situation an adult’s experience is ignored, not valued, not made use of, it is not just the experience that is being rejected, it is the person” (Knowles, 1986), which will cast a negative light on the learning experience and can once again become a hindrance to both the teacher and the learner. The educator will then need to work harder to regain that learner’s respect and attention to continue with the learning experience. This is a concept that is valuable to teachers who teach a class of intergenerational mix due to the fact that “under educated adults have little to sustain their dignity other than their experience” (Knowles, 1984). On the other hand, young learners always like to finish their work as soon as possible and then run out to do their own thing. This is where ideologies differ but

still manageable in the hands of a good resourceful teacher. Pedagogy and andragogy plays a very important role. These less motivated students need to be motivated so a teacher has to prepare an interactive type of lesson to attract these young ones. Today's students are computer savvy so also of activities have to be planned around this technology. This means that the teacher too has to be more computer literate. All in all the planning and usage of pedagogy amongst the motivated and less motivated students will vary as the objective behind the activity would vary too.

The adults, who want to learn, remember the facts longer and as they usually take up a course to enhance their literacy, they actually put into practice what they have learnt. Many go a step further and do more on the given topic, whereas, the young students remember, usually, until the assessment and completely forget all after that. Learning is an on-going process but if left to nature, the duration will be long. The teacher thus, takes the "bull by its horns" so as to speak and uses pedagogy to apply the theories in planned situations to initiate learning as desired. The teacher is challenged as she has to design a lesson with interesting activities and implement in a class in such a way that the young learners want to learn and may even venture doing more on their own.

2.6.3. Life experience

Adults, unlike the school going age children, enter into a collegiate learning event with some life experience to help guide their thinking. They have, over their experiences gained a better understanding of who they are as a person and have begun, if not completed, the process of identifying their values and beliefs which define their operating norms. Andragogy "assumes that adults enter into an educational activity with both a greater volume and a different quality of experience from young ones" (Knowles, 2005), so ignoring the experience of adults by educators, will tend to serve as a barrier to learning for that pupil. As Knowles (1984) points out "for many kinds of learning, adults are themselves the richest resources for one another", so taking the time to explore the experiences of your students can lead to a more comprehensive learning experience for all involved. The negative side of this issue is that adults have generated ideas and operating norms based on those very experiences we want to value and occasionally it

is difficult to open their minds to new ways of thinking and being. It has been said that it is more difficult to unlearn something than it is to learn it in the first place, so adult educators must be prepared for some discomfort in the learning process.

2.7 Theoretical framework

This study adopted the cognitive and adult learning theories. These theoretical perspectives played important role in guiding the entire study including interpretation of research findings.

Kerlinger (1964) defines a theory as a subset of interrelated concepts, definitions and propositions that present a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting phenomena. Nachmias and Nachmias (1996) concur with the same indicating that theories help us explain and predict phenomena of interest and in consequence, to make intelligent and practical decisions. Credible theory, they say is the conceptual foundation for reliable knowledge. The social learning theory by Albert Bandura and learning theory by B.F. Skinner provides a suitable framework to help examine and explain the impact of intergenerational mix on guidance and counseling programs in public primary schools.

2.7.1. Social learning theory

This is heavily influenced by Albert Bandura (1977) who states that behavior is learned from the environment through the process of observational learning. Children observe the people around them behaving in various ways. This theory observes that in society children are surrounded by many influential models, such as parent is with the family, characters on children's TV, Friends within their peer group and teachers at school. These models provide examples of masculine and feminine behavior to observe and imitate. Children pay attention to some of these people (models) to deal and encode their behavior. At a later time, they may imitate (i.e. copy) the behavior they have observed. This behavior can either be punishable or rewarding. In most cases, younger learners imitate bad behavior (punishable) from the over age learners whom they see as role models. This impacts the G/C program in the school where the teacher counselor has to deal with increased cases of indiscipline due to this intergenerational mix of learners.

2.7.2. The adult learning theory (Andragogy)

This theory was developed by Malcom Shepherd Knowles in (1913- 1997). He was an American Educator who defined Andragogy as synonymous to the adult education. According to him andragogy is the art and science of adult learning, thus andragogy refers to any form of adult learning (Kearsley, 2010). In attempting to document differences between the ways adults and children learn, Malcolm Knowles (1980) popularized the concepts of andragogy (“the art and science of teaching children”). He uses assumptions to explain his theory. The first assumption which he inherently explains is that the adult learner moves from dependency to increasing self – directedness as he/she matures and can direct his/her own learning. Knowles (1984) suggests that adult educators should set a cooperative climate for learning in the class room. He also adds that the learner’s specific needs and interests should be assessed according to the learner’s experiences.

This theory also maintains that because adult need to know why they are learning something, teachers should explain their reasons for teaching specific skills, effective instructions should also focus on tasks that adults can perform as adults learn by doing rather than on memorization of content. It also claims that adults are problem solvers and learn best when the subject is of immediate use and therefore effective instructions should also focus on tasks that adults can perform as adults learn by doing rather than on memorization of content. It also claims that adults are problem solvers and learn best when the subject is of immediate use and therefore effective instruction should involve the learner in solving real life problems. This theory is therefore the best suited to explain how over age learners learn in a mixture of young learners (Intergenerational mix).

2.8 Conceptual Framework

Building on the two theories discussed above (i.e. the cognitive theory and adult learning theory) the study systematically identifies broad principles that provide focus, rationale and integration to the variables in the study.

The framework cascades the effects of a top policy decision showing how it affects learning/teaching methods in the classroom. It also shows the resulting creation of special

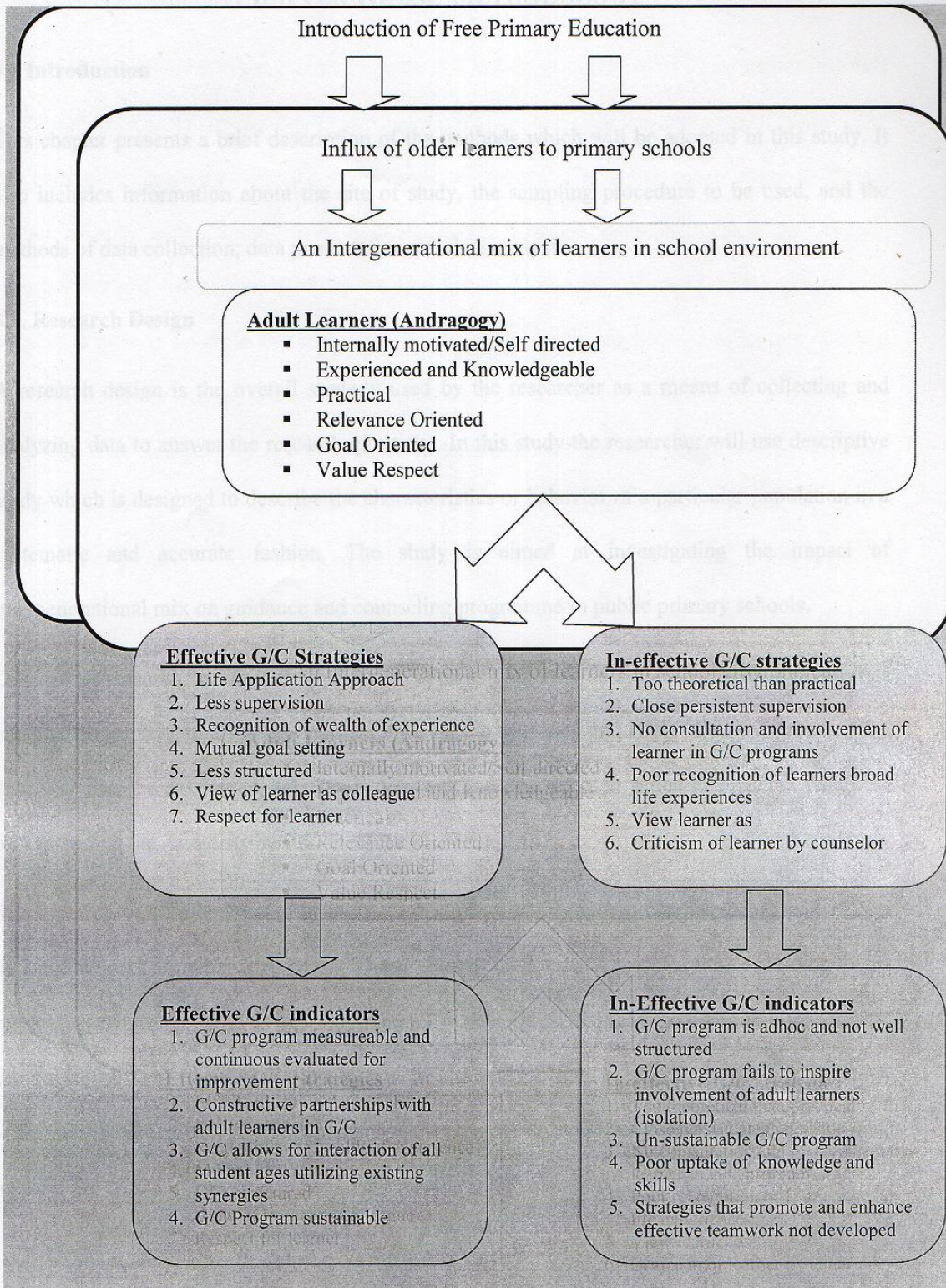
learners of learner referred to as the intergenerational learners within the classroom and learning environment. These actions and activities overlap and integrate to support interpret the findings of the study. The schematic model below begins by indicating the Government of Kenya (GoK) decision of introducing Free Primary Education in Kenya in public Primary schools. It then indicates the resultant response by its citizens who then rush to enroll for basic literacy skills in primary school. This action results in an influx of older learners in public primary schools and subsequently, the creation of an intergenerational mix of learners emerge in the school environment.

The existence an intergenerational group of learners in the classroom will not only affect ongoing teaching methods applied by teachers within classroom but will affect important school programs designed to enhance the well-being and performance of learners at school. Key among these programs is that of the guidance and counseling efforts.

The study utilizes effective and in-effective G/C indicators to measure the outcomes of G/C within the new learning environment that consists of a mix of learners and subsequently then seeks to answer the question as to whether there is any significant effect of intergenerational learning on the efficacy of ongoing G/C programs within public primary schools

Fig 2.1 CONCEPTUAL FRAMEWORK

CONCEPTUAL FRAMEWORK ON THE IMPACT OF INTERGENERATIONAL LEARNING ON GUIDANCE AND COUNSELING PROGRAMS IN SELECTED PUBLIC PRIMARY SCHOOLS; THE CASE OF LANGATA DIVISION



Definitions of terms

Intergenerational Mix: between two separate distinct age sets (in this case brought about by older students enrolling late into school causing a mix between older and younger learners within the classroom setting)

Overage learners: For the sake of this study, those learners that were four years above the expected age at classes they were in. This is based on a World Bank report on education (2014) which shows that primary school class/grade one entry age in the United Kingdom is 5 years, South Africa is 7 years and Kenya is 6 years

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

This chapter presents a brief description of the methods adopted in this study. It also includes information about the site of study, the sampling procedure used, and the methods of data collection, data presentation and data analysis.

3.2. Site selection and description

Data on the study was collected from Lang'ata Constituency of Nairobi County. This Constituency consists of southern and south-western areas of Nairobi. The entire Constituency is located within Nairobi city Council area. Kibera, Kenya's largest slum is located in Lang'ata Constituency and because of this the introduction of FPE was welcomed with a lot of zeal because of poverty levels in this area. The Constituency was chosen because of its mix of urban and peri-urban student population that is sourced from the surrounding Kibera and Lang'ata environs. The constituency is hotchpotch in terms of ethnic, social, religious and economic background that comes with a host of problems. Here are former street children who left school as a result of poverty to fend for themselves and their families from the streets. There are those who left primary school and were self-employed as errand children, cleaners and so on and are now back in school as a result of the FPE policy.

3.3. Research design

A research design is the overall strategy used by the researcher as a means of collecting and analyzing data to answer the research questions. In this study, the researcher used descriptive design to describe the characteristics and behavior of the target population in a systematic and accurate fashion. The study is aimed at investigating the effect of overage learning on guidance and counseling programs in public primary schools. The data was then organized, tabulated, depicted and described in order to help the reader in the understanding the data distributions.

The specific objectives of the research informed the questions used in the research tools to respond to the study objective stated above. The results obtained responded to the research questions set forth in the study

3.4. Unit of analysis

The unit of analysis in this study was the effect of overage learning on G/C programs in public primary schools in Lang'ata district. With the introduction of FPE, there was a surge of pupils some of whom were beyond school going age and these created an intergenerational mix of learners. This affected guidance and counseling as teaching methods since the two different age categories are different. Also, the disciplinary measures taken against each of the pupils in these groups is different and therefore challenges G/C program in public primary schools. It is therefore under this background that there was need to focus the analysis on the effect of overage learning on guidance and counseling.

3.5. Unit of observation

The unit of observation was the 108 student respondents that were interviewed and seven key informants. The latter individuals provided more insights into the impact of intergenerational mix on G/C Programme

3.6. Sampling procedure and sample size

The study employed purposive sampling to select the schools which bear the characteristics which the researcher was interested in. This was done after the researcher did a familiarization study to all primary schools in Lang'ata to find out the schools which have the overage learners as this information is not documented anywhere. These schools were then purposely selected for the study. This is a sampling method in which elements are chosen based on purpose of the study.

Langata Constituency has fourteen public primary schools and seven of them namely, Ngei, Olympic, Langata Road, Kibera Primary, Raila educational centre, Ayanyi and Uhuru gardens schools were selected for the study. A total of 108 overage learners were interviewed from the

study schools. To corroborate the data, seven key informants were purposively selected and interviewed using a key informant guide. The key informants included respondents that are either teacher counselor, the head teacher, and/or school based representatives. This helped in providing deeper insights into the connection between intergenerational mix and guidance and counseling.

3.6. Methods and instruments of data collection

The study was based on primary data collected from the site. The main data collection tool was a questionnaire. The questions comprised open and closed – ended questions. Close ended questions help [provide structured responses for the rating of various attributes, while open-ended questions helped provide additional information that was relevant, but was not captured by the closed-ended questions. Questionnaires help conserve time and money as well as facilitating easier data analysis. Yin (1989) says that interviews are an essential source of evidence because in most cases studies are about human affairs. Human affairs should be reported through the eyes of specific interviewees and well informed respondents who can provide insight into a situation. Survey research usually involves acquiring information about a group of people by asking them questions, tabulating and statistically analyzing the responses and the drawing inferences about a particular population from the response of the sample (Leedy and Ormrod, 2005).

3.7. Data analysis

This entails the process of interpreting the collected information in order to establish relationships between variable or obtain other messages. The data obtained was checked for completeness and consistency before processing. Checking was done with the view to detect errors and omissions and other discrepancies in the filled questionnaires so as to guarantee quality data that will give reliable results. The data was then coded and entered into an SPSS programme to run frequencies and cross tabulations.

Descriptive statistics such as frequency distribution tables and percentages were used to prepare the summaries and present the data. The findings are then presented in form of frequency distribution tables, charts and graphs. The qualitative data generated from the key informants was analyzed by noting the emerging themes.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter focuses on data analysis, presentation and discussion. The data was gathered using a student questionnaire complemented by Key informant interviews of teacher counselors in seven randomly selected primary schools of Lang'ata division. The analysis and interpretation was made with reference to the research objectives.

The study was conducted in seven randomly selected primary schools. These schools included: Olympic primary school with the enrolment of 3,481, Kibera primary with enrolment of 2,140, Ayany primary school with enrolment of 1,432, Ngei primary school with enrolment of 1,042, Uhuru gardens primary school with enrolment of 900, Raila educational center with enrolment of 750 and Lang'ata road primary school with enrolment of 520. Table 4.1 shows the schools where the interviews were conducted. It also shows the enrolment in each of the schools.

Table 4.1: School enrolment

School	Number of learners enrolled
Olympic primary school	3,481
Kibera primary	2,140
Ayany primary school	1,432
Ngei primary school	1,042
Uhuru gardens primary school	900
Raila educational center	750
Lang'ata road primary school	520
Total	10,265

Source: School register, 2014

The listed schools have been in existence for over twelve years. In this study, Key Informant interviews with counseling teachers indicated that enrolment is high in primary schools. They attributed high levels of enrolment to the catchment area of Kibera slums that most of these schools serve. The high enrolment could also be attributed to the ever increasing enrolment in primary schools as indicated by Vision 2030 (2013) that notes primary school enrolment at 8.56

million in 2008 to 9.97 million in 2012. This was further subdivided into 4.96 million girls and 5.01 million boys. There were a total of seven Key informant interviews with counseling teachers, one from each school and 108 quantitative interviews with the overage learners. All the overage learners present at the schools at the time of the study were interviewed.

4.2 Response Rate

The study targeted 108 student respondents drawn from 7 schools within Lang'ata division. Seven key informants (teacher counselors) were also interviewed, one from each school to understand perspectives of overage learning and its effect on ongoing counseling programs at the respective schools.

The study recorded an overwhelming response rate of 100%. The good response rate was attributed to greater involvement of school head teachers and teacher counselors who consented to participate and identify the overage learners at their respective schools for interview. The students were given adequate time out of their lesson hours and breaks to participate in the study. The study findings are as follows:

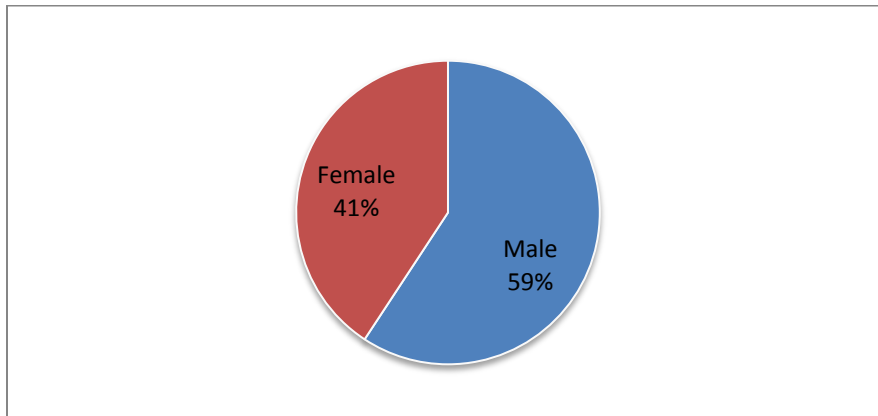
4.3 Demographic Characteristics of respondents

The demographic characteristics examined included sex, age, level of education, family orientation and enrollment within the target schools of respondents. These are presented and analyzed below.

4.3.1 Sex of respondents

The study results found that majority (59%) of the respondents who enrolled as older learners were male and the minorities (41%) were female. This is illustrated in Figure 4.1.

Figure 4.1: Enrolment by sex



Source: Research (2014). n=108

These findings correspond to the national enrollment rates for Kenya at primary school. The Kenya Population and Housing Census (2009) indicates the enrolment of 4,838,278 Male and 4,587,112 Female students at primary school level

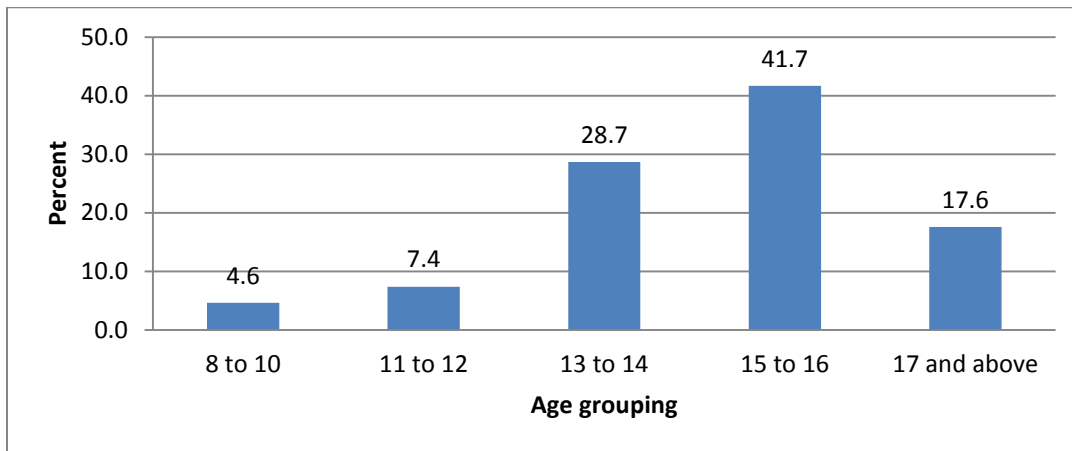
Lower enrolment of girls into primary schools is not only an issue observed within the study area in Lang'ata division but also presents a reflection of the gender differentials in primary school enrolment at national level. This affects not only the overage learners but also students of the normal school going age. The low enrollment is supported by Kenya's Vision 2030 (2012) blueprint that indicates that in some regions of the country, girls do not have the same opportunities as boys in accessing education at all levels. This is attributed to religious and retrogressive cultural practices, for instance, some communities marry off their girls at very early age while others prefer to educate boys than girls when resources are inadequate. The most affected are those in remote rural areas, urban slums and other marginalized areas which bear similar characteristics as that of the study area of Lang'ata.

4.3.2 Age distribution of respondents

The study found out that 4.6 percent of the learners are between 8 years and 10 years of age, 7.5 percent are between 11 years and 12 years, 28.7% are between 13 years and 14 years, 41.7% are between 15 years and 16 years and 17.6% are 17 years and above. This shows that majority (41.7%) of the overage learners are between 15 years and 16 years and that 59.1% of the overage learners are 15 years and above. Given that standard age of enrolment into class one is 6 years (UNESCO, 2009), the Kenya expected age at class eight is 13 or 14 years.

Figure 4.2 shows the age distribution of overage learners by cluster

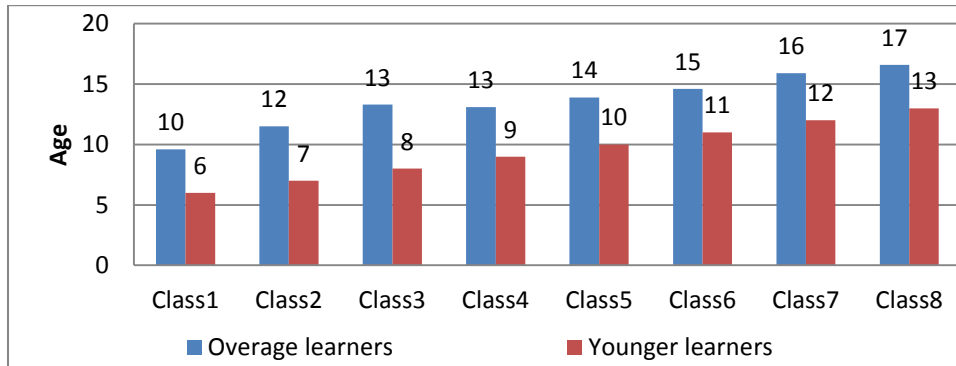
Figure 4.2: Age distribution of learners



Source: Research (2014). n=108

In order to understand the variation of ages of overage learners per class, the study used expected ages at each class and triangulated with the actual ages recorded during the interviews with overage learners. Figure 4.3 shows these variations in ages.

Figure 4.3 Age difference between overage and younger learners



Source: Research (2014) n=108

In class one, a total of five overage learners were interviewed. of these, two were male and three were female. Their ages ranged from 8 years to 10 years. The average age of overage learners in class one was calculated to be 10 years whereas the expected age in Kenya at class one is 6 years (World Bank, 2014) and (UNESCO, 2009).

In class two, only 2 overage learners were interviewed. Both of them were female. One was 11 years while the other was 12 years hence class two average age of 11.5 that has been rounded off to the nearest whole number (12). This represents a differential of five years between the actual age in class two and the expected age in class two.

In class three, a total of 9 overage learners were interviewed. of these, six were male and three were female. Their ages ranged from 11 years to 17 years. The average age of overage learners in class three was calculated to be 13.3 years. This is 5.3 years above the expected age of 8 years at class three.

In class four, the number of overage learners interviewed were 9 just like class three. of these, five were male and four were female. Their ages ranged from 12 years to 15 years. The average age of overage learners in class four was calculated to be 13.1 years. This is 4.1 years above the expected age of 9 years at class four.

In class five, a total of 11 overage learners were interviewed. Of these, five were male and six were female. Their ages ranged from 13 years to 16 years. The average age of overage learners in class five was calculated to be 13.9 years. This is 3.9 years above the expected age of 10 years at class five.

In class six, a total of 17 overage learners were interviewed. Of these, eleven were male and six were female. Their ages ranged from 14 years to 18 years. The average age of overage learners in class six was calculated to be 14.6 years. This is 3.6 years above the expected age of 11 years at class six.

In class seven, a total of 34 overage learners were interviewed. Of these, 20 were male and 14 were female. Their ages ranged from 14 years to 20 years. The average age of overage learners in class seven was calculated to be 15.9 years. This is 3.9 years above the expected age of 12 years at class seven.

In class eight, a total of 21 overage learners were interviewed. Of these, 15 were male and 6 were female. Their ages ranged from 15 years to 18 years. The average age of overage learners in class eight was calculated to be 16.6 years. This is 3.6 years above the expected age of 13 years at class eight.

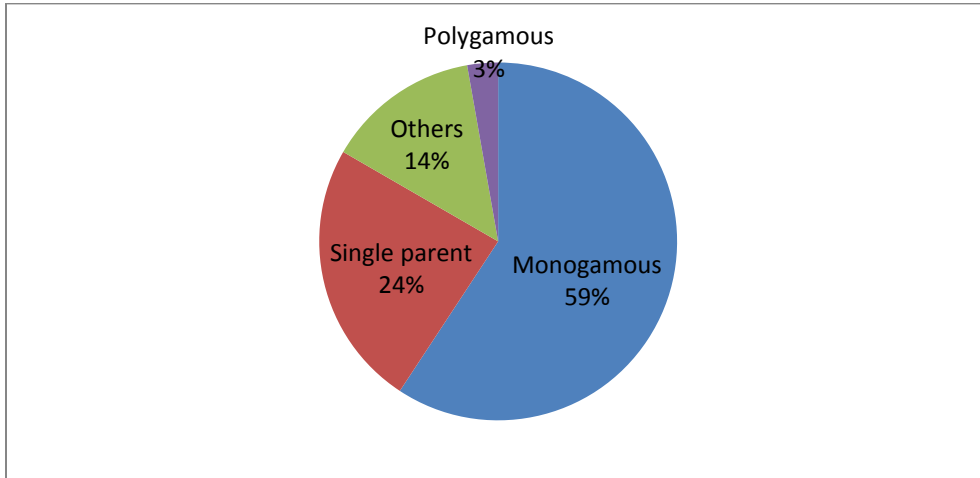
Generally, Overage learners were found to be around four years above the expected age at classes they were in. This is based on a World Bank report on education (2014) which shows that primary school class/grade one entry age in the United Kingdom is 5 years, South Africa is 7 years and Kenya is 6 years. The introduction of FPE in 2003 in Kenya resulted in a sharp increase in enrolment at primary school level. The study demonstrates the presence of overage learners above the recommended age cluster for students in each class.

4.3.3 Family background

The study found that majority of learners constituting 59 percent came from monogamous families, 24 percent were from single parent families while 3 percent were from polygamous families. The remaining 14 percent included orphans (those that lived with a relative or with other siblings). Despite the family orientation, 36.4 percent of the learners get support from uncles, aunties, grandparents, sponsors and siblings for shelter while the other 63.6 percent live with parent(s).

The learners who took part in this study largely belonged to monogamous families. Figure 4.4 displays the orientation of families that learners came from.

Figure 4.4: Family background



Source: Research (2014). n=108

A section of the website for National Education Association (2014) indicates that some of the children who have the hardest time attending school are poor children, girls, orphans, children with disabilities, child laborers, and children forced to leave their homes because of war or a natural disaster. The situation is worse for orphans and other vulnerable children, who may have to drop out of school to help care for their brothers and sisters or to work, or who can't afford the fees and other costs of attending school. This shows that free primary education is just a fraction of the total enrolment and retention in school. It also makes us appreciate the reliance on others to make the learners benefit from FPE.

4.4 The enrolment and distribution of older learners.

Table 4.2 below shows that 1.1 percent of the total enrolment in these schools is overage learners. The distribution of overage learners was: 0.3 percent at Olympic primary school, 0.7 percent at Kibera primary school, 1 percent of the learners at Ayany primary school, 1.2 percent at Ngei primary school, 2.3 percent at Uhuru gardens primary school, 2.9 percent at Raila educational center and 1.9 percent at Lang'ata primary school.

Table 4.2: General school enrolment and enrolment of overage learners

School	Number of learners enrolled as per school records	Number of over age learners.	Percent of over age learners
Olympic primary school	3481	12	0.3
Kibera primary	2140	15	0.7
Ayany primary school	1432	15	1.0
Ngei primary school	1042	13	1.2
Uhuru gardens primary school	900	21	2.3
Raila educational center	750	22	2.9
Lang'ata road primary school	520	10	1.9
Total	10265	108	1.1

Source: Research (2014). n=108

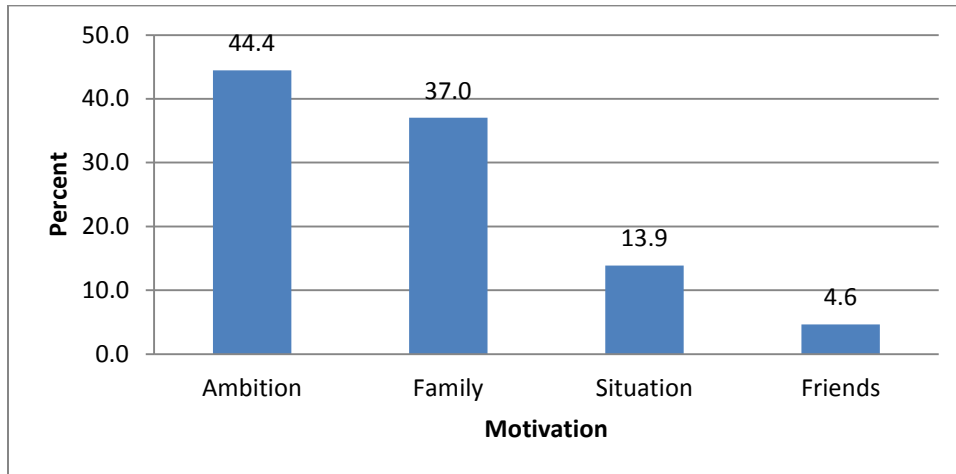
The overage enrolment in Lang'ata is way below the figures realized by Uwezo Kenya (2014) in their literacy research that mentioned that many children are older than expected for their class levels, including 40 percent of children in class two, and 60 percent of children in class seven. North Eastern Province and arid districts in Rift Valley and Eastern Provinces have particularly many older children, especially girls, not attending school. This variation could be brought about by the differentials in clustering of overage learners by both studies

4.4.1 Motivation for school enrollment

The learners were asked about the factors that encouraged them to enroll for primary education. Several responses were received, collated and are presented in Figure 4.5.

Figure 4.5 shows that 44.4 percent of the respondents mentioned ambition as the motivating factor, 37 percent mentioned family, 13.9 percent mentioned situation and 4.6 percent mentioned friends as the motivating factor.

Figure 4.5 Factors that motivated learners' enrolment



Source: Research (2014). n=108

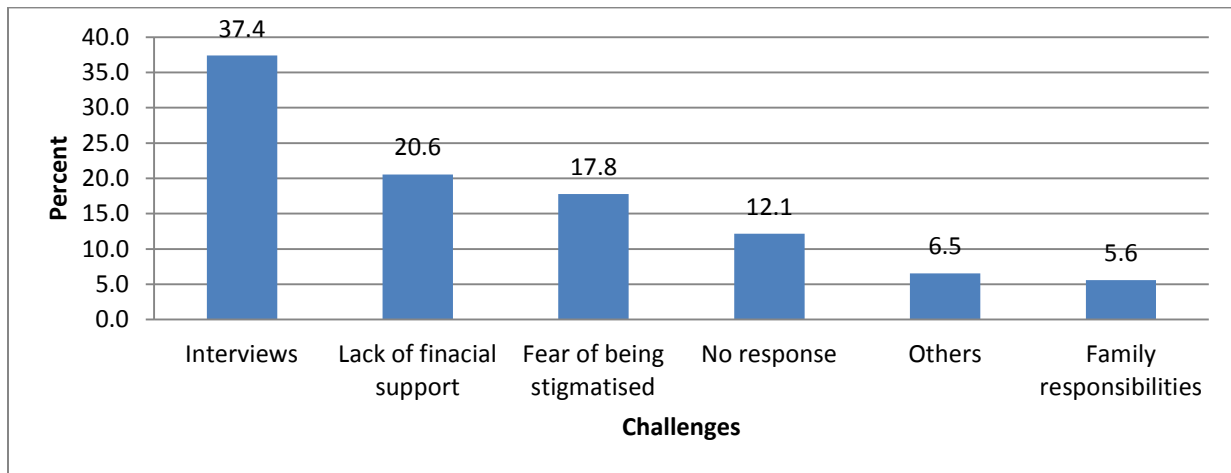
The findings indicate that majority of the respondents had the ambition to join primary school but could have been hampered by their socio-economic status. The FPE may have overridden the family economic situation to encourage overage learners' enrolment seen in most public schools. In households where parents have low perception for formal education most overage learners do not embark on learning experience until they experience a need, whether it is a career enhancement or a personal goal. In Kenya, introduction of FPE was embraced with a lot of fervor especially by the adults mostly for the desire to be literate. Most of them wanted to know how to count money as was asserted by Kimani Maruge who was the oldest pupil. All the factors stated above (ambition, encouragement by family members, existing situation, self-image and friends) contribute towards motivation to enrolment. The embracing of FPE by the government just helped catalyze enrolment of overage learners into primary schools.

4.4.2 Challenges encountered by late entrants

FPE encouraged many people (the young and the old) to enroll for primary education. During enrolment, the learners faced various challenges as shown in Figure 4.6.

The challenges faced included: Fear of interviews at 37.4 percent, lack of financial support at 20.6 percent, fear of being interviewed at 17.8 percent and family responsibilities at 5.6 percent among others. Despite these challenges, 99.1 percent of the learners interviewed mentioned that they would recommend/ encourage other older learners to enroll for primary education.

Figure 4.6 Challenges encountered while enrolling as a late entrant into primary school



Source: Research (2014) n=107

These challenges are supported by a research done by UNESCO involving focus group discussion with teachers, parents and pupils one year after FPE. It revealed the substantial difficulty of dealing with overage learners as pupils who were overage often did not participate, did not ask or answer questions, and were unwilling to read aloud due to feeling of inferiority about their academic abilities. Bullying was frequent among the older children, who targeted younger or brighter students. Fighting, smoking, and soliciting younger females were all reportedly increasing at schools due to the presence of older pupils.

4.5 Level of engagement of older learners in school guidance and counseling programs

In this study, three out of the seven schools chosen for this study did not have trained guidance and counseling teachers. In assessing the level of engagement of older learners in school guidance and counseling programs, the study looked at guidance and counseling activities undertaken at the school, level of interaction between overage and young learners, barriers that

exit in interacting with younger learners, benefits of guidance and counseling and factors that should be embraced in guidance and counseling in primary schools.

FPE opened doors to orphans, street children and overage learners in public primary schools. It is also true that younger learners' personalities are easily influenced by overage learners. This includes but not limited to post – adolescent experiences of the overage learners as a result of regular interaction. They therefore require guidance and counseling services to cope. Besides, the overage learners in need of counseling services may require adult counseling as opposed to the adolescent counseling which is administered to the relatively younger learners. This creates challenges to the G/C Program.

The Kenya Government continues to undertake much needed improvements in the education sector to ensure quality, relevance, accessibility and improved learning outcomes. It is through these efforts that guidance and counseling programs in primary and secondary schools was introduced. MOEST (2004) mentioned that guidance and counseling programs faced challenges like overage learners, congestion, understaffing, inadequate resources and facilities, re-entry cases and enrolment of children in difficult circumstances living circumstances. Republic of Kenya reports by Ministry of Education and commissions in the years 1976; 1988; 1999; 2001 & 2003) indicated that the schools' guidance and counseling departments are still performing poorly, one of the reasons being, a serious shortage of teachers with guidance and counseling skills. Aura (2003), Gitonga (1999) mentioned that guidance and counseling programs have also been found to lack adequate time and clear and adequate support from stakeholders.

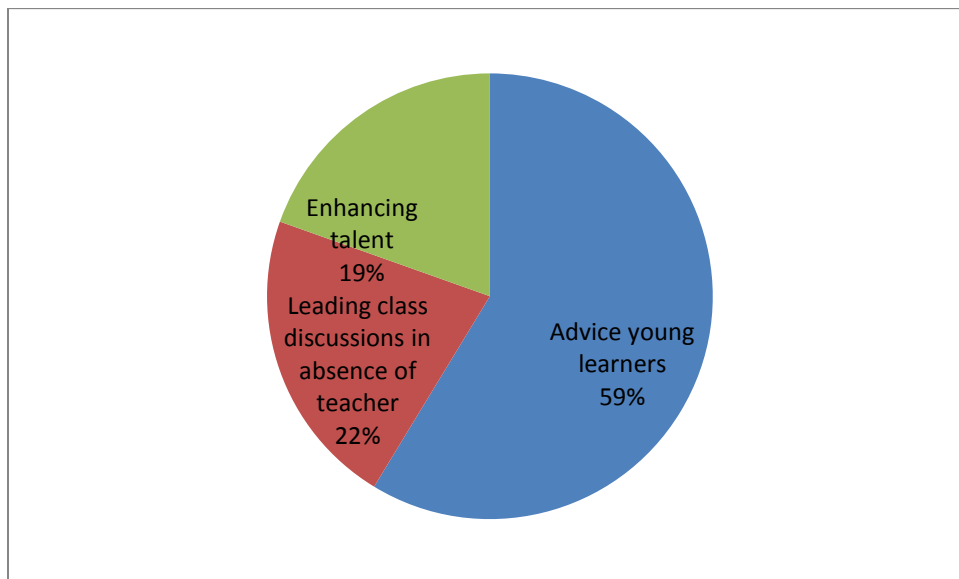
4.5.1 Guidance and counseling activities undertaken at the school

The learners were asked if the younger learners interact with them freely. A total of 86.1 percent mentioned that the younger learners interact with them freely. The study also showed that only 48.1 percent of overage learners were active on adhoc guidance and counseling efforts even though there exists guidance and counseling department in all the schools where the study was carried out.

When learners were asked about the guidance and counseling activity they engaged in while at school, they gave various responses as is shown in Figure 4.7. A total of 59 percent said they advise the young learners, 22 percent said they lead class discussions at times when the teacher is not in class like when revising for exams and 19 percent said they help enhance talent.

From Key Informant interviews held, half of the counseling teachers interviewed agreed that guidance and counseling programs allow for greater participation of older learners and improve their leadership abilities. The guidance and counseling activities that overage learners participate in positions these learners as role models to the younger learners.

Figure 4.7 Guidance and counseling activities that overage learners engage in at school



Source: Research (2014) n=52

Adults unlike the young ones use their experiences to build their self – identity, so it is important that educators communicate their respect for the manner in which adults view themselves in addition to the respect for the experience itself. Knowles (1986) mentions that if an adult’s experience is ignored, not valued, not made use of in a classroom situation, it is not just the experience that is being rejected, it is the person. This has the potential of casting negative light on the learning experience and can once again become a hindrance to both the teacher and the learner. Engaging overage learners in leadership positions at school therefore improves their image and confidence.

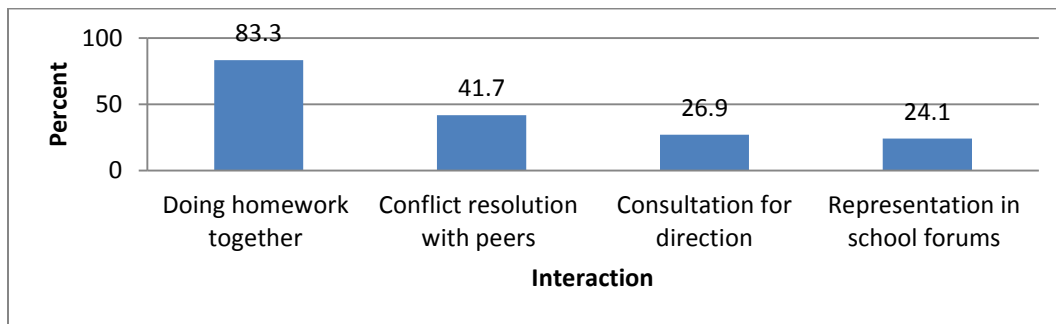
4.5.2 Level of interaction between overage and young learners

It had earlier been mentioned that younger learners tend to emulate adult behaviour believing that whatever overage learners' actions may be is right. In Figure 4.8, the adult learners indicated the type of interaction that they engaged in with younger learners.

It is seen from Figure 4.8 that the overage learners mostly 83.3 percent do homework together with the young learners. Another 41.7 percent engage in conflict resolution, 26.9 percent get consulted for direction. These also contribute to counseling activities and as such are seen as support given to counseling department. Other overage learners also chose to engage in representing the school in school forums. These form 24.1 percent of the overage learners.

Key Informant interviews pointed out that some school programs are deliberately tailored to engage with overage learners. Some of these programs include allowing overage learners to counsel young learners and engaging the overage learners in leadership positions.

Figure 4.8 Level of interaction between overage and young learners



Source: Research (2014). n=108

Thorndike (1999) mentions that usually, human development is characterized by changes in complexity and function. These changes manifest themselves physically, socially, emotionally, in language and in mental aspects. Children's development is influenced by internal and external factors of their interactions. Internal factors are hereditary; they are acquired from the ancestral lineage. External factors include environmental influences and socialization. It is this socialization in school between overage learners and younger learners that impacts on G/C program where these two groups acquire vices like smoking, drug taking, pre-mature sexual

relationships among others. It is mostly the overage learners who influence the younger learners on these. The G/C teachers in their wisdom assign the overage learners with some responsibilities (leadership, participation in counseling and others) that are geared towards the betterment of all student population.

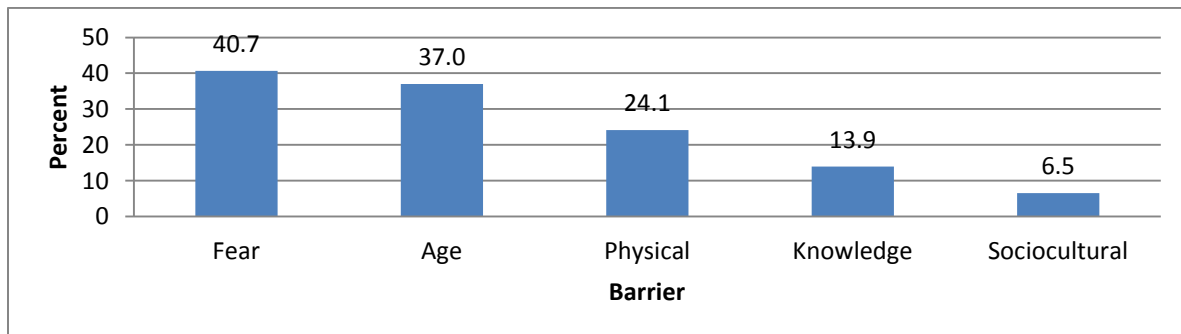
4.6 Challenges and opportunities of employment of intergenerational mix on efficacy of guidance and counseling efforts in public primary schools

This section discusses barriers that exist in interacting with younger learners and the benefits of guidance and counseling to the overage learners.

4.6.1 Barriers that exist in interacting with younger learners

The study found that 44 percent of the overage learners interact freely with younger learners. Despite free interaction of older learners with younger learners, they mentioned experiencing barriers. The barriers that they mentioned were as shown in Figure 4.9.

Figure 4.9 Barriers in interacting with younger learners



Source: Research (2014) n=108

A total of 40.7 percent of the overage learners mentioned fear as a barrier, 37 percent mentioned age barrier, 24.1 percent mentioned physical barrier, 13.9 percent mentioned knowledge barrier and 6.5 percent mentioned sociocultural barrier. Key informant interviews held highlighted the barriers faced by overage learners as stigmatization, bullying by teachers, poor environmental adaptation, negative peer pressure and slow learning speed.

A study done by UNESCO on FPE showed that overage learners did not participate fully in class activities because of fear of being laughed at by the younger learners. Some of the older learners bullied younger learners and often got into fights with other learners. The presence of guidance and counseling department in schools helped tame these ill behaviors to the point that sanity was restored in learning centres despite the integration of the younger and overage learners.

4.6.2 Student Counselor Ratios in Target Schools

School counselors provide counseling programs in three critical areas: academic, Personal/social, and career choices. Their services and programs help students resolve emotional, social or behavioral problems and help them develop a clearer focus or sense of direction. Effective counseling programs are important to the school climate and a crucial element in improving student achievement

The study investigated the challenges of effecting Guidance and counseling programs in light of the unprecedented introduction of intergenerational learning in schools. Efficacy of G/C programs was measured using a scale that measured respondents opinion of the effect of intergenerational mix on school G/C programs. Selected variables were used to measure efficacy of G/C programs. These included presence of G/C teacher, the student: counselor ratio for each school, presence and/or absence of standard guidelines/manuals on G/C, participation of older learners in G/C programs and the Participants opinions on efficacy was scored and tabulated as indicated below

Table 4.3 Respondents opinion of intergenerational mix

	Agree (%)	Disagree (%)
Intergenerational mix has led to the creation of appropriate G/C guidelines and monitoring manuals for schools	30	70
Intergenerational mix has led to increased participation of overage learners involved in G/C activities	44	56

Source: Research (2014)

One key measure of efficacy is the use of student/counselor ratios. The efficacy of G/C programs is proportional to the number of available counselors against that of the student population. According to the American School Health Association, the maximum recommended counselor/student ratio is 1:250 (Institute of Medicine, 1997). In Kenya, the introduction of Universal Free Primary Education led to the increase in student enrollment in primary schools. This subsequently led to an increased gap in the student/counselor ratios. The student counselor ratios for the study schools indicate an average ratio of 1:540.

Table 4.4 Student/Counselor Ratios in the study Schools

School	No. of students enrolled	No. of Trained G/C counselors	Student/Counselor Ratio
Olympic primary school	3,481	5	1: 696
Kibera primary	2,140	4	1: 535
Ayany primary school	1,432	3	1: 477
Ngei primary school	1,042	3	1: 347
Uhuru gardens primary school	900	2	1: 450
Raila educational center	750	1	1: 750
Lang'ata road primary school	520	1	1: 520
Overall	10,265	19	1: 540

Source: Research (2014)

In studies on the effects of a small group counseling approach for failing elementary school students, 83 percent of participating students showed improvement in grades (Boutwell, 1992). The study found that over 80% of the older learners interviewed participated in G/C programs within small group learning groups. 83.3% of the older learners reported that they worked

together with the younger learners in doing their homework. This is an indication of a success in integration of the two learning groups. In this case, it is therefore evident that intergenerational mix acts to support G/C efforts/programs within schools as well as improve on the learning outcomes

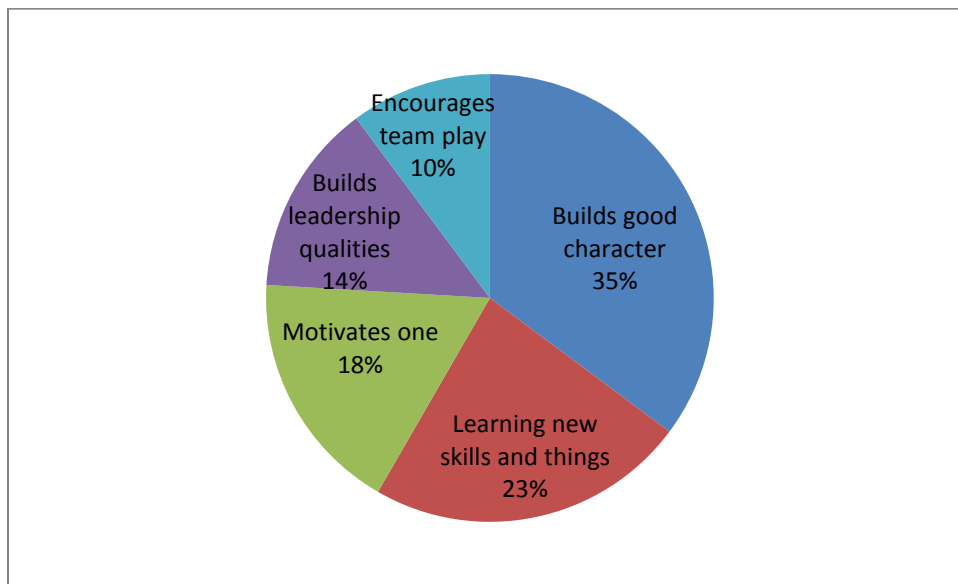
From the findings, students who had access to counseling programs report being more positive and having a greater feelings of belonging and safety in their schools (Lapan, 1997). Despite 40% of older learners reporting fear of discrimination by fellow students as a barrier to their engagement, 63.2% offer advice to younger learners 52.6%; asking and answering questions 10.5%) of those that recorded fear continued to engage in positive reinforcement of G/C activities. This indicates an increased coping mechanism for these category of students and therefore affirming that intergenerational mix has a positive effect on ongoing school G/C programs. A total of five G/C teacher interviews also mentioned that discrimination of older learners was not a challenge at their school.

The study therefore found that intergenerational mix improved the efficacy of G/C efforts as evidenced by the increased participation of older learners in G/C efforts and improved coping mechanism of older learners that experienced fear of discrimination at point of entry into primary school.

4.6.3 Benefits of guidance and counseling programs

This study asked the overage learners what they viewed as the benefits of guidance and counseling. They gave various responses as sown in Figure 4.10.

Figure 4.10 Benefits of guidance and counseling



Source: Research (2014) n=108

A total of 35 percent mentioned that it builds good character, 23 percent said that it helps in learning new skills, 18 percent said it helps motivate one, 14 percent said that it helps build leadership qualities and 10 percent said it helps encourage team play. Interview with Key Informants pointed out that guidance and counseling programs: apply the older learner's experiences in learning 66.7 percent, allows for team work between older and younger learners 66.7 percent and enhances knowledge and skill uptake by both learners 83.3 percent. They went further by mentioning that intergenerational G/C programs improve learning, creates acceptance in society and instills discipline.

4.6.4 Learners Recommendation for G/C program improvement

The learners were also asked to rank the aspects listed in Table 4.3 as the aspects that he/she would recommend to improve the current guidance and counseling programs at the school. In the ranking, 1 is most preferred and 6 is least preferred.

Motivational talks with Mean Score of (2.45) was the most preferred followed by mentorship programs (2.95), formation of a guidance and counseling club (3.06), career talks/shows (3.38), greater involvement of older learners (4.48) and involvement of school community/parents in guidance and counseling activities (4.69).

Table 4.5 Attributes that can help improve current guidance and counseling program at school

	Motivational talks		Mentorship programs		Formation of a guidance and counseling club		Career talks/shows		Greater involvement of older learners		Involvement of school community/parents in guidance and counseling activities	
Rank 1	23	21.3	25	23.1	33	30.6	14	13	8	7.4	4	3.7
Rank 2	39	36.1	20	18.5	12	11.1	22	20.4	12	11.1	5	4.6
Rank 3	31	28.7	27	25	7	6.5	28	25.9	11	10.2	2	1.9
Rank 4	7	6.5	17	15.7	37	34.3	14	13	13	12	20	18.5
Rank 5	5	4.6	9	8.3	9	8.3	13	12	17	15.7	55	50.9
Rank 6	3	2.8	10	9.3	10	9.3	17	15.7	47	43.5	22	20.4
Total	108	100	108	100	108	100	108	100	108	100	108	100
Mean Score	2.5		3.0		3.1		3.4		4.5		4.7	
Level of preference	1		2		3		4		5		6	

Source: Research (2014)

These rankings show that the learners need motivational talks and mentorship programs at the schools. This can make them improve their ambition and need to improve their academic performance. The motivational speakers can thus act as role model to these learners. The learners

also saw the need for formation of guidance and counseling clubs at the school just like other clubs (debating, environment and others) in the schools.

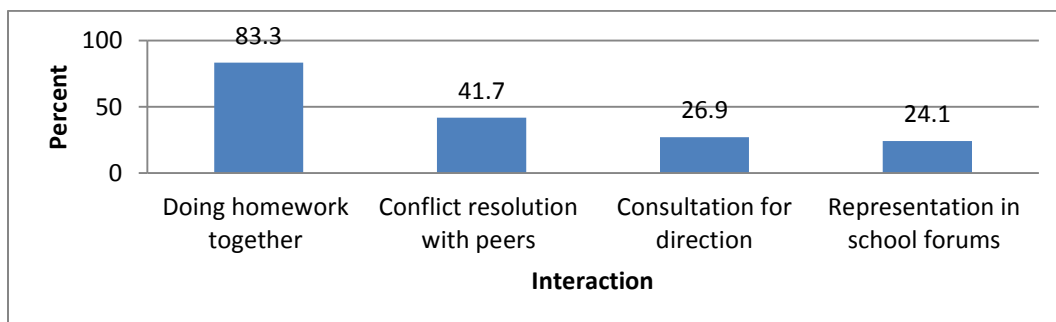
4.7 The significance of overage learning on efficacy of Guidance and counseling efforts in public primary schools.

This section addresses the significance of intergenerational mix on efficacy of guidance and counseling efforts in public primary schools. It narrows down to joint activities undertaken by the younger and older learners, responsibilities and behaviour shaping of the older learners and improved advisory roles of students

4.7.1 Joint activities undertaken by the younger and older learners

Intergenerational mix was investigated through two activities i.e. Time spent doing homework together (90), 83.3% and conflict resolution among students (45), 41.7%. These two activities show that the students work closely together towards achieving desired outcomes. The joint activities enable both younger and overage learners to learn from each other hence promoting learning of new skills, building character like leadership qualities. It also acts as a motivator to the learners.

Figure 4.11 Level of interaction between overage and young learners



Source: Research (2014).

n=108

Intergenerational mix is in the public schools associated with overcrowded classes and a reduced efficacy in various teaching and counseling efforts. The study sought to establish if there was a significant effect of intergenerational mix on the efficacy of guidance and counseling efforts in the t study schools.

A chi square test for two independent variables was undertaken with $\alpha = 0.05$

H0: Intergenerational mix has no significant effect on the efficacy of guidance and counseling efforts in public primary schools

Ha: Intergenerational mix has a significant effect on the efficacy of guidance and counseling efforts in public primary schools

Cross-tabulation results are presented in table 4.6 below

Table 4.6 Cross-tabulation of G/C activity and Interaction among learners

	Interact Freely		Do Not interact Freely	
	Actual count	Expected count	Actual count	Expected count
Do homework together	78	77.5	12	12.5
Do not do Homework together	15	15.5	3	2.5
Total	93	93.0	15	15.0

Source: Research (2014)

The chi-square test for independence of two variables was calculated using the formula

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Where;

f_o Is the observed frequency in a particular category

f_e Is the expected frequency in a particular category

Expected frequency = $\frac{(\text{Row total})(\text{Column total})}{\text{Grand total}}$

Table 4.7 Chi Square Computation – Intergenerational mix vs. efficacy G/C

Intergenerational mix and efficacy G/C	f_o	f_e	$(f_o - f_e)$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
Don't do homework together but interact freely	15	15.5	-0.5	0.25	0.016
Don't do homework together and do not interact freely	3	2.5	0.5	0.25	0.100
Do homework together and interact freely	78	77.5	0.5	0.25	0.003
Do homework together but do not interact freely	12	12.5	-0.5	0.25	0.020
					$\chi^2 = 0.139$

The computed chi-square value is $\chi^2 = 0.139$

The degrees of freedom were obtained by;

Degrees of freedom = (number of rows-1) (number of columns-1)

$$= (r-1) (c-1)$$

$$= (2-1)(2-1)$$

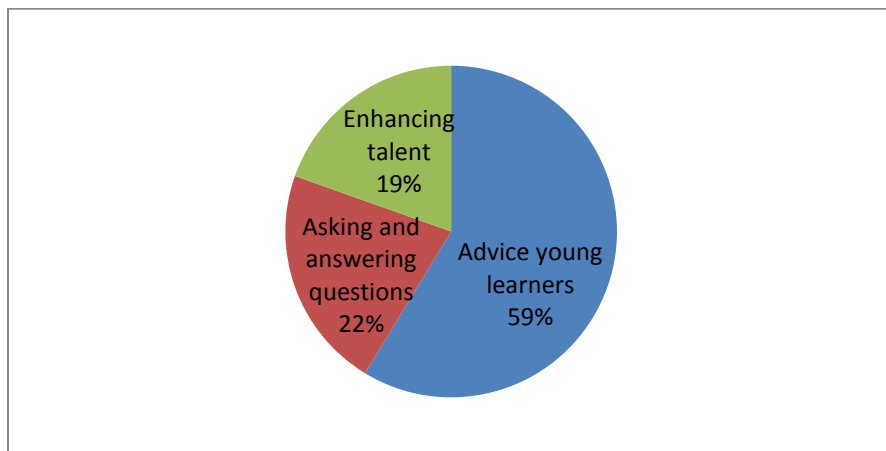
$$= 1$$

Using 1 degree of freedom and (0.05) level of significance the chi-square table value obtained was 3.841. The calculated chi-square value of 0.139 is less than the chi-square table value at 1 degree of freedom and (0.05) level of significance. This therefore indicates that there is no significant relationship between overage learning and the efficacy of guidance and counseling efforts in public primary schools. This findings therefore show that efficacy of G/C in schools is not affected in any way by the presence of overage learners brought about by free primary education. Overage learning and efficacy of G/C are independent of each other and have no significant relationship

4.7.2 Responsibilities and behaviour shaping in intergenerational mix.

Guidance and counseling in schools is meant to shape students' behaviour and other social qualities. Integrating counseling in intergenerational learning environment was shown to shape talent of both overage and underage learners. The leadership qualities are also developed as learners take advisory roles to other learners.

Figure 4.12 Guidance and counseling activities that overage learners engage in at school



Source: Research (2014)

n=52

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study was driven by the need to understand the impact of intergenerational learning on guidance and counseling programs in public primary schools; the case of Lang'ata division. There were a total of fourteen primary schools in Lang'ata division. Out of these, the study was carried out in seven schools. A total of 108 learners were interviewed. This chapter discusses the findings as per the objectives of the study. It then draws conclusions recommendations.

5.2 Discussion of Findings

5.2.1 The enrolment and distribution of older learners in public primary schools in Lang'ata

1. To establish the challenges and opportunities of employing intergenerational mix on efficacy of Guidance and counseling efforts in public primary schools
2. To investigate the significance of intergenerational mix on efficacy of Guidance and counseling efforts in public primary schools.

In addressing the objective "To establish the enrolment and distribution of older learners in public primary schools in Lang'ata", the study showed that there was generally high enrolment in almost all the schools where the study was undertaken. In each of the schools under this study, there were older/overage learners who formed 1.1 percent of the total enrolment. Overage learners were encouraged to join primary schools due to FPE that was introduced in Kenya in 2003 by the then NARC government. The new governments have continued to embrace this idea and as such many more learners still benefit.

The learners said that enrolment was motivated by ambition at 44.4 percent, family at 37 percent, situation at 13.9 percent and friends at 4.6 percent. The question is, why should overage learners talk of being driven by ambition to join primary school? The other factors like family that can be lack of interest in education by the family or socio-cultural practices like those recorded in northern Kenya makes us understand why learners mention ambition yet they are overage learners.

Despite the motivation, the learners encountered challenges during enrolment. These challenges included the fear of interviews 37.4 percent. This was mainly about the fear of getting it wrong when younger learners get it right. It was the fear of being laughed at or being made fun of. Lack of financial support was mentioned by 20.6 percent of the learners interviewed. Education is expensive not only in Kenya but also the rest of the world. Financial capability therefore plays a major role in enrolment in primary schools.

Despite these challenges, 99.1 percent of the learners interviewed mentioned that they would recommend/ encourage other overage learners to enroll for primary education. This provides proof that intergenerational learning is a success and everybody who would want to enroll in primary school can still do so and come out successful.

5.2.2 Level of engagement of older learners in school guidance and counseling programs

The objective "To investigate the level of engagement of older learners in school guidance and counseling programs". The study showed that only 48.1percent of the overage learners actively participated in guidance and counseling activities. Counseling teachers also mentioned that guidance and counseling programs allow for greater participation of older learners. The guidance and counseling activities that learners participated in were: Advising younger learners and helping answer questions raised by younger learners. The interactions include; doing homework together with the young learners, engaging in conflict resolution and contribution in counseling activities.

Even though not many overage learners engage in G/C activities, they have helped reduce the workload for G/C teachers by helping with elementary G/C to younger learners. Considering that teacher - student ratio is high, teachers welcome additional help, in this case offered by overage learners.

5.2.3 Challenges and opportunities of employing intergenerational mix on efficacy of guidance and counseling efforts in public primary schools.

To address the objective " To establish the challenges and opportunities of employing intergenerational mix on efficacy of Guidance and counseling efforts in public primary schools", the study found that there existed challenges in the interaction between overage learners and the younger learners. These challenges included psychological, age, physical, knowledge and sociocultural barriers. Other barriers to overage learners included stigmatization, bullying by teachers, poor environmental adaptation, negative peer pressure and slow learning speed.

Even though challenges existed, there were also benefits to guidance and counseling, the main ones being that it builds good character, helps in learning new skills, help to motivate, helps build leadership qualities and help to encourage team play amongst learners.

The older learners also mentioned that for improvements to be realized in schools' guidance and counseling programs, there was need for motivational talks, mentorship programs, formation of a guidance and counseling club, career talks/shows and greater involvement of older learners.

5.3 Conclusions

Even though enrolment of overage earners stood at 1.1 percent in Lang'ata public schools, there is need to appreciate that overage learners exist and design appropriate guidance and counseling programs that not only adds value to younger learners but also adds value to overage learners. In as much as the overage learners help with guidance and counseling, they should be controlled from hijacking the system by turning to be the school leadership, role models and counselors at the younger learners' expense.

There is need to encourage more overage learners to actively participate in school G/C activities and positively interact with their class peers. This should encourage education performance of both the overage and the younger learners. Activities like doing homework together with the younger learners, engaging in conflict resolution and contribution in counseling activities can help both the younger and overage learners improve both their academic and leadership skills.

In designing guidance and counseling programs, it should be put into consideration that overage learners face psychological, age, physical, knowledge, sociocultural, stigmatization, bullying by teachers, poor environmental adaptation, negative peer pressure and slow learning speed. It is hoped that when these challenges are addressed, more overage learners will be encouraged to join primary school education hence national improvement in literacy level.

5.4 Recommendations

Intergenerational learning has over time been proven to work. Overage learners are as such encouraged to follow the dream of enrolling in primary school of their choice. This should be seen as a second opportunity to advance in formal education.

The study recommends the mainstreaming of and structured participation of older learners in guidance and counseling programs in primary schools. G/C teachers should help in designing appropriate guidance and counseling programs that not only adds value to younger learners but also to overage learners. The overage learners should be integrated into the learning system and should be made to feel like they made a good decision to be back to school.

In designing guidance and counseling programs, policy makers should realize that overage learners face psychological, age, physical, knowledge, sociocultural, stigmatization, bullying by teachers, poor environmental adaptation, negative peer pressure and slow learning speed. The G/C programs should therefore be aimed at encouraging interaction between overage learners and younger learners to be able to understand/learn from each other from school joint activities and appreciate that the unifying factor is their education.

Policy makers should also increase sector funding for G/C programs at primary school level to institute it as a full time office to support the growing number of students that need the counseling support.

5.4.4 Recommendation for further study

This study has helped enlighten on the existence of overage learners, their participation in guidance and counseling and challenges that they experience in trying to blend with the younger

learners. There is still a gap in understanding the factors that lead to late enrolment in primary schools and the effect of late enrolment to Kenyan education system.

It also recommends further research on comparative analysis of other county's outside Nairobi for more comprehensive data to inform policy recommendations

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APPENDIX 1: KEY INFORMANT GUIDE FOR THE SCHOOL HEAD TEACHERS

PART A: Background information

1. Name of school _____
2. Age of school _____
3. What is the total number of enrolled students in the school? _____
4. What is the total number of teachers in the school? _____

<p>5. Do you have trained guidance and counseling teachers in your school?</p> <p>Yes <input type="checkbox"/> <input type="checkbox"/></p> <p>If yes, proceed to No. 6. If no skip No. 6 and answer no. 7</p>	<p>For official use only</p> <p><input type="checkbox"/></p>
<p>6. How many trained G/C teachers does the school have?</p> <p>a) One</p> <p>b) Two</p> <p>c) Three</p> <p>d) More than three _____ (specify)</p>	<p><input type="checkbox"/></p>
<p>7. Do you have a well-structured guidance and counseling program in your school? _____</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If yes proceed to No. 8, if no continue to part B</p>	<p><input type="checkbox"/></p>

8. How well are the G/C programs integrated in the school? Please indicate how well you agree or disagree with the following statements.

a) What is your opinion on the effect of guidance and counseling programmes on participation of older learners?

b) Do you continuously evaluate guidance and counseling programmes?

b_2) If Yes, why?

c) Is there any value that guidance and counseling programmes derive from experiences of older learners? Please explain.

d) Is there some value that guidance and counseling programmes enhance in regard to teamwork among older learners and younger learners? Please explain.

e) Is there some value that guidance and counseling programmes enhance in regard to knowledge and skill uptake among older learners and younger learners? Please explain.

PART B: Enrolment and distribution of older learners in school

9. Use the table below to establish the distribution and enrolment of older learners in your school.

Class	No. of older learners	Gender			
		Male	age	Female	Age
1					
2					
3					
4					
5					
6					
7					
8					
TOTAL					

PART C: Level of engagement of older learners in G/C programs

i) Are existing school programs deliberately tailored to engage older learners' knowledge and skills?

Yes No.

11. If yes, what kind of programs/activities are older learners involved in?

- i)
- ii)
- iii)
- iv)

PART D: Challenges and opportunities of employing intergenerational programs

12. What challenges do older learners experience in school that prevents their participation in school programs? Please rank these challenges in order from 1 to 5 with "most challenging" being 1 and least challenging being no. 5.

Challenge	Rank
I	
II	
III	
IV	
V	

13. Are there activities tailored deliberately to suit both young and older learners?

Yes No.

If yes, list them below

- i)
- ii)
- iii)
- iv)

14. What challenges exist in implementing intergenerational programs in your school?

- i)
- ii)
- iii)
- iv)

15. What are the benefits and opportunities of having intergenerational programs in your school

- i)
- ii)
- iii)
- iv)

APPENDIX II: STUDENT QUESTIONNAIRE

My name is Lucy Osoro. I am a postgraduate student pursuing a Master of Arts degree in Sociology (counseling). As part of my degree work, I seek to understand the impact of intergenerational learning on Guidance and Counseling actions in select public primary schools. I request for your participation in this study. Your responses shall be treated with utmost confidentiality and as such personal identification information is not contained in this tool. The findings you provide shall surely be used in informing policy and practice by management in Kenya's Education sector.

Researcher to fill: Name of school: _____			
1. Sex i) Male <input type="checkbox"/> ii) Female <input type="checkbox"/>	2. Age _____ (Fill in)	3. What is your family type? i) Single parent <input type="checkbox"/> ii) Monogamous <input type="checkbox"/> ii) Polygamous <input type="checkbox"/> iv) Other	4. What class are you? _____ (Fill in)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Do you have a guardian supporting you through your education? *If yes answer question 6 below*

Yes No.

6. Please specify Guardian _____

(E.g. Uncle, Aunt, Grandmother, parent, government bursary, spouse etc)

Section II: Enrollment and distribution of older learners.

7. What year did you enroll in your current primary school?

.....

8. What motivated you to enroll for primary education?

a) Family

b) Friends

c) Children

d) Ambition

e) Situation (*please specify the situation*).....

9. What challenges did you encounter while enrolling as a late entr ee? (Please enumerate)

i) Interviews

ii) Fear of being stigmatized

iii) Family responsibilities

iv) Lack of financial support

v) Others (*please specify*)

10. Would you recommend/encourage other older learners to enroll for primary education?

Yes No.

Section III: Level of engagement of Older learners in G/C programme

11. Do you have a guidance and counseling programme in your school?

Yes no.

12. Do you actively participate in the guidance and counseling activities in our school?

Yes No.

If yes, proceed to number 13 below. If no, proceed to number 14 below.

13. What G/C activities do you participate in?

- i)
- ii)
- iii)

14. Which of the following aspects would you recommend to improve the current G/C Programs at your school? (Number them, in order of your preferences where 1 being the most preferred and 6 the least preferred?)

No.	Factor	
1	Formation of a guidance and counseling club	
2	Involvement of school community/parents in G/C activities	
3	Motivational talks	
4	Greater involvement of older learners	
5	Mentorship programs	
6	Career talks/shows	

Section IV: Challenges and opportunities of employing intergenerational programs in primary schools

15. Do you younger learners freely interact with you in and out of class?

Yes No.

16. What kind of interaction do you commonly engage in? *(Tick where appropriate)*

Support type	
i) Doing homework together	
ii) Representation in school forums	
iv) Conflict resolution with peers	
v) others (please specify)	

17. What barriers exist in interacting with younger learners? *(Please tick as appropriate)*

	Yes	No.
1 Age		
2. Knowledge		
3. Psychological		
4. Physical		
5. Socio – cultural		
6. Others specify		

18. Are there any benefits of G/C activities? *(Please list them)*

- i)
- ii)
- iii)
- iv)

(Probe for motivational factors, leadership role training, conflict resolution, team building, and good character building e.t.c.)

- Thank you for your participation.