

**FACTORS AFFECTING THE IMPLEMENTATION OF GUIDANCE AND  
COUNSELING IN PUBLIC PRIMARY SCHOOLS; A CASE STUDY OF  
MAKADARA DIVISION; NAIROBI**

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## DECLARATION

This research project is my original work and has not been presented for award of degree in any other University.

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## **ABSTRACT**

The study was built on the premise that guidance and counseling is complementary to learning and improves academic performance, access, participation, retention and the completion rates of the pupils. It sought to identify the indicators of successful implementation of guidance and counseling, challenges facing its implementation and strategies that can be put in place to enhance its implementation in the public primary schools in Makadara Division.

The study, which was based on two theories, Psychoanalysis by Dr Sigmund Freud (1856) and Person Centered Counseling Theory by Carl Rodgers (1940) focused on factors that influence guidance and counseling programme namely availability of resources, time allocation, curriculum for guidance and counseling, training of the counseling teachers and their work load. It also focused on strategies that are used to enhance guidance and counseling programs such as the planning, involvement of stakeholders, training of the counseling Key Resource Teachers and peer educators, referrals of complicated cases and monitoring and evaluation of the programs. The study is expected to be of benefit to the pupils, school counselors, researchers, policy makers, and the administrators in the Ministry of Education.

The methodology used was descriptive research design. Probability and non probability sampling was used to sample the schools and the respondents who participated in the study. Structured questionnaires and interview guides were used as instrument of data collection and were analyzed using quantitative and qualitative techniques.

The study concluded that the current guidance and counseling regime in Makadara Division fell short of expectation and recommended reduced workload and further training of the counseling key resource teachers. The Ministry of Education should design a curriculum and allocate funds for its implementation. Further study should be undertaken to better understand the relationship between guidance and counseling and academic performance of pupils in primary schools in Makadara Division.

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## **DEDICATION**

The research paper is dedicated to my parents the late Mr. Joash Ondier and the late Mrs. Veronica Ondier and to my loving husband and children who were very patient throughout my study period.

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## **ABBREVIATIONS AND ACRONYMS**

<b>G &amp; C</b>	<b>Guidance and counseling</b>
<b>KIE</b>	<b>Kenya Institute of Education</b>
<b>KRT</b>	<b>Key Resource Teacher</b>
<b>MOEST</b>	<b>Ministry of Education Science and Technology</b>
<b>SBTD</b>	<b>School Based Teacher Development</b>
<b>SPSS</b>	<b>Statistical Package for Social Sciences</b>
<b>TAC-</b>	<b>Teachers Advisory Centre</b>
<b>T.S.C-</b>	<b>Teachers service commission</b>
<b>H.I.V -</b>	<b>Human Immune Deficiency Syndrome</b>
<b>AIDS -</b>	<b>Acquired Immune Deficiency Syndrome</b>
<b>NCEOP -</b>	<b>The National Committee on Educational Objectives and Policies</b>
<b>W.H.O -</b>	<b>World Health Organization</b>
<b>UNICEF -</b>	<b>United Nations International Children's Emergency fund</b>
<b>K.C.P.E -</b>	<b>Kenya Certificate of Primary Education</b>
<b>U.S.A –</b>	<b>United States of America</b>
<b>UNESCO -</b>	<b>United Nations Educational Scientific and Cultural Organization</b>
<b>NACADA-</b>	<b>National Authority for Campaign against Alcohol and Drug Abuse</b>
<b>STD-</b>	<b>Standard</b>
<b>P.A.S.W -</b>	<b>Predictive Analytic Software</b>

## **CHAPTER ONE: INTRODUCTION**

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

The Kenyan Government's objective of providing basic free primary education to all Kenyan children was welcomed and lauded by many as it was geared towards achievement of the millennium development goals. However, its implementation has brought with it unique problems and challenges that need to be addressed, especially to the learners who are the direct beneficiaries of the program. The school going children are faced with exceptionally difficult or challenging situations that hinder their learning and achievement of ultimate results in their examination. Some of these challenges include poverty, HIV/ AIDS, negative media influence, increased drugs and substance abuse, unfriendly learning environments, sexual harassment and abuse, and overcrowded classrooms. These challenges if not properly attended to may lead to delinquency, truancy, dropping out of school, teenage pregnancies and poor academic performance.

These psychosocial – economic factors affect the physical health, education and social well being of the pupil in a learning environment. Depending on the complexity of the problem the learner may experience psychological disturbance and this may affect the desired output in relations to academic performance. All these challenges have necessitated the need for introduction of guidance and counseling in the primary schools to help the affected pupils experience psychological well being and mental wholeness (K.I.E, 2004).

Borders and Drury, (1992), states that until the twentieth century there was no counselors in schools and it was the responsibility of the teachers to give pupils information and support in their personal, social and career endeavors, as well as providing academic instructions. Yee (2005) supports this statement by stating that counseling formally started at the beginning of 20<sup>th</sup> century although a case can be made by tracing the foundations to the ancient Greece and Rome with the philosophical teachings of Plato and Aristotle.

Guidance and counseling has been introduced into education system globally. John, Sutton and Marijane, (1995) states that guidance as a profession has been in the United States since early 1900s and has become popular in the Education system. Guidance and counseling facilitators in America not only assist pupils with behavioral problems but also provide their assessments .They normally coordinate with other teachers to address these problems. Another example of a nation where guidance and counseling in schools has been taken seriously is Asia. According to Okon (1984) in Hong Kong guidance lessons are integrated in the classroom timetable to help adequately offer the much needed support to the learners.

Guidance existed in traditional African society although it was not provided in a formal manner. It involved educating the youth about traditions and culture of the community. The guidance was done by elders who depended on their age, knowledge, exposure and expertise. Guidance was given to any member of the society irrespective of age as long as they deviated from the norms. The aim was to mould the individual to fit in the society as a responsible member. Girls were guided by their mothers, aunts, grandmothers and other



responsible women while boys were guided by their grandfather, father, uncles and other responsible men in the society (Mutie 2003).

In most of the African countries policies on implementation of guidance and counseling in schools have been recommended. According to Nasibi (2003) the Nigerian policy on Education emphasizes on the teaching of guidance and counseling in schools. In Botswana the Ministry of Education provides that guidance and counseling should be a continuous process throughout life, hence it should be introduced early in life during the formative years when attitudes and behavior are being developed.

In Kenya formal counseling was introduced in schools towards the end of 1962 for provision of vocational guidance. This was done by the Ministry of Labor in conjunction with Ministry of Education, (MOEST, 2004). Vocational guidance provides the learner with information on the world of work. Since 1963 many recommendations have been given in various government reports and documents concerning guidance and counseling. The documents include Development Plans, Policy Papers, Educational Commission Reports and Sessional Papers.

Ominde Report (1964) recommended that children be given courses of education and training best suited to their needs and that guidance be provided on careers and openings for employment. The National Committee on Educational Objectives and Policies NCEOP (1976) recognized the important role that guidance and counseling played in a person's future adaptability and recommended involvement of all teachers in its provision and integration with other topics such as career, ethics, human relation, family life and sex education. Other reports such as the Kamunge Report (1988) and the Development

Plan (1973-1983) also reiterated on the importance of guidance and counseling and its enhancement (K.I.E, 2004).

Early 2004 the Kenya government realized that free primary education had brought about many challenges to the primary school pupils and teachers and therefore they had to adjust to many situations such as class congestion, lack of facilities, varying psycho-social and economic needs, drug abuse, problems of adolescence among many others. Under the partnership of the World Bank, the British Departments of International Development (DFID) and the Ministry of Education, a guidance and counseling module was developed. The aim of producing this module was to address key issues and problems that teachers and pupils experience on a day to day basis. The module offered options on strategies for managing the problems emanating from the introduction of Free Primary Education (Republic of Kenya, 2010).

A School Based Teacher Development (SBTD) extension course was developed for the primary school teachers with about 18,000 primary school teachers country wide targeted for the training. They had to study the guidance and counseling module for nine months with the help of Teachers' Advisory Centre (TAC) tutors. On successfully completion of the distance learning course the teachers would then be officially regarded as the guidance and counseling Key Resource Teachers (KRT) in their respective primary schools.

The role of guidance and counseling key resource teachers in primary schools included establishment of functional guidance and counseling programs in their respective schools. This was to be achieved through establishing guidance and counseling panel of which the

members would assist him or her to develop and implement systems that would help ensure that whoever needed counseling whether through peer support or making referrals to specialist is adequately assisted. The guidance and counseling key resource teachers were to ensure that there was information resource inventory and continuous empowerment of the other staff members for efficient correlation in guiding the pupils. It was the role of the counseling key resource teacher to do monitoring and evaluation of the guidance and counseling programme to be able to tell whether these systems were working properly and recommend appropriate action to be taken in order to provide an environment which is conducive for learning, (Gybsers, Hughey and Starr, 1993)

It was expected that School Based Teacher Development course was going to produce counseling key resource teachers who through establishing a functional guidance and counseling panel would be able to identify the pupils' problems and address them so that the pupils would benefit fully from Free Primary Education. Makadara had 27 teachers enrolled for the in-service course which they completed in the year 2006. However, five years after the in-service training of counseling key resource teachers, there is no remarkable indicator that much has changed in terms of pupils' academic performance, in the retention and completion rate in the primary schools in Makadara Division (D.E.O Makadara Division 2011)

The mean score results of Kenya Certificate of Primary Education (K.C.P.E) are still below the average. According to the statistics from the District Education office in Makadara Division (30<sup>th</sup> August 2011) out of the 27 public primary schools only 7 schools were able to register mean score of over 250 marks in the years 2008, 2009 and 2010 out of the possible 500 marks. However, we cannot attribute the lack of insufficient

guidance and counseling to be the only cause of the below average performance, although it plays a key role in molding the learners. According to (MOEST, 2004) guidance and counseling is an essential service that must be offered to the learners.

The cases of teenage pregnancies, drug abuse, school drop outs, pupils engaging in theft and crimes are still being reported in Makadara public primary schools. This has casts doubts on the effectiveness of guidance and counseling programs in public primary schools even after the introduction of School Based Teacher Development courses. The persistent presence of these recurring pupils' deviant behavior and dismal performance necessitated research on what factors have led to the ineffective implementation of the guidance and counseling in the public primary schools in Makadara Division.

The research focused in finding out what factors were hindering implementation of guidance and counseling programs even after the fact that the counseling key resource teachers had been empowered with knowledge on principles of guidance and counseling. The study targeted public primary schools in Makadara Division because it's one of the largest divisions in Nairobi but with the majority of pupils performing below average.

## **1.2 Problem Statement**

When guidance and counseling is used as a complementary to formal schooling in primary schools, better academic results are registered. Access, participation, retention, and completion rates are also improved on. This leads to the pupils' acquisition of quality basic education.

According to K.I.E, (2004), the Kenyan government realized the importance of guidance and counseling in schools in the early 1960s. Since then there has been a guidance and

counseling unit in the Ministry of Education whose aim has been to encourage implementation of guidance and counseling in schools. The introduction of Free Primary Education in the year 2003 brought many challenges both to the pupils and the teachers. The government realized that the solutions to these challenges lay in guidance and counseling. It therefore invested millions of shillings on a five year project (2006-2010) to improve on guidance and counseling programs in all the public learning institutions. Primary schools benefited from these funds by having the counseling teachers being trained. Despite all these, there was no indication that implementation of guidance and counseling had greatly improved. There could have been some factors affecting implementation of guidance and counseling in the public primary schools.

Numerous studies have been carried out to find out the factors that hinder implementation of guidance and counseling in schools. Waudo (2001) carried out similar research in Makadara Division but that was long before the introduction of the School Based Teacher Development course in 2006. Several factors have been identified some of which include, inadequate training of the personnel, inadequate resources, and poor planning.

Inadequate teacher training of teachers on guidance and counseling has been rated as one of the most influencing factor affecting implementation of guidance and counseling. According to Kagwiria, (2003) inadequate teacher training significantly affects proper implementation of guidance and counseling in schools. A teacher counselor who is not well trained may not have the competence of practicing the principles of counseling techniques such as confidentiality, beneficence, autonomy, justice, fidelity and non malficence. This may affect counseling sessions as the teacher may not act

professionally. A teacher who is not well trained may not be able to effectively implement guidance and counseling services in schools (Waudu, 2001).

The counseling teacher's proficiency and competence should no longer be a hindrance to implementation of guidance and counseling in all public schools including those in Makadara Divisions after all the counseling teachers were empowered and equipped through the government School Based Teacher Development nine months in service course in the year 2006. The guidance and counseling key resource teachers were given training on how to establish a functional guidance and counseling panel and they were given basic skills on principles of guidance and counseling. The expected results of this training was improved and successful implementation of the guidance and counseling programs in public schools, with indicators of reduction on pupil truancy and deviance, improved performance, good teacher/ pupil relationship and smooth problem resolution skills being recorded among the pupils.

However, this has not been the case, there are still increased reported cases of drugs and substance use and abuse, delinquency, truancy, dropping out of school, sexual abuse and harassment and teenage pregnancies. Performance of the pupils in STD 8 K.C.P.E. examination in Makadara Division has not met the expectations of the stakeholders. In the year 2011 only 7 out of 27 schools managed to get a mean score of 250 marks and above out of 500. (Makadara District Education Office, 2011).

For effective implementation of guidance and counseling some resources such as books, furniture, charts, filing cabinets, computers, video machines and counseling rooms are required. According to Kinara (2004) inadequate resources is a barrier to implementation

of guidance and counseling. This should not be the case in the year 2011 for the government has invested a lot of funds for improving guidance and counseling in the education sector. According to Education Sector Support Programme (2005) the Ministry of Education had allocated 61.3 million shillings for improving guidance and counseling in education institutions. This was to be used within the period 2006-2010. Shillings 8.9 million was to be used for dissemination of resources. While there is no information that public primary schools benefited from these funds, it would be expected that inadequate resources would not be a major factor affecting guidance and counseling if this were the case.

Thus the study sought to investigate which other factors could be causing the unsuccessful implementation of the guidance and counseling even after training of the counselor teachers. This would help to demystify the notion that insufficient teacher training is the major factor influencing implementation of guidance and counseling in public primary schools. Poor planning in guidance and counseling affects its implementation. According to UNESCO (2000) school guidance and counseling services are not always planned for at the beginning of the year. If training was effective then poor planning may no longer be a factor affecting the implementation of guidance and counseling.

The aim of the study was to find out the factors that affected guidance and counseling in public primary schools in Makadara Division after the provision of funds to the education sector and counseling teachers being undertaken through the School Based Teacher Development program which began in 2006.

### **1.3 Objectives of the Study**

- (i) To identify the perceived indicators of successful implementation of guidance and counseling by the counseling teachers in Makadara Division.
- (ii) To identify the barriers that hinder successful implementation of guidance and counseling services in Public Primary Schools in Makadara Division.
- (iii) To identify strategies put in place by counseling key resource teachers in their respective schools to help effectively implement and sustain guidance and counseling programs.

### **1.4 Research Questions**

The study was guided by the following research questions in identifying which challenges the counseling key resource teachers were facing even after undergoing a School Based Teacher Development course on guidance and counseling offered by the Ministry of Education. The project aimed at providing information under the guidance of the following.

#### **1.4.1 What are the Perceived Indicators of Successful Implementation of Guidance and Counselling in Public primary schools in Makadara Division?**

The research sought to provide information on the indicators of successful implementation of guidance and counseling by the guidance and counseling key resource teachers in their respective schools and which were adoptable by other schools. This would provide useful information on whether the retention and completion rates had



improved. It would also provide information on whether academic performance had been enhanced since the onset of the guidance and counseling programmes.

#### **1.4.2 What are the factors that Hinder Successful Implementation of Guidance and Counselling services in the Public Primary Schools in Makadara Division?**

The research provided insight into the factors that affected the implementation of guidance and counseling such as attitude of the entire stake holders, workload of the key resource teacher, time allocated for offering counseling services, ways of dealing with indiscipline and how planning, assessment and evaluation of counseling was carried out. This helped to explain the factors that hinder implementation of guidance and counseling in the public primary schools.

#### **1.4.3 What strategies have been put in place in order to ensure effective guidance and counselling in the public primary schools in Makadara Division?**

The research sought to identify strategies that had been put in place in enhancement of guidance and counseling programmes. The research also sought to identify strategies that the counseling key resource teachers had put in place their schools in relations to implementation of guidance and counseling programs.

### **1.5 Justification of the Study**

This study would help the counseling teachers to identify the challenges facing guidance and counseling and find ways of tackling them. This would supposedly support the programmes that had stalled and enhance the existing guidance and counseling programs already implemented in the schools. According to Kinara (2004) a well organized

guidance and counseling programme should assist in making the pupils disciplined, prudent self-controlled and humane and of right thinking.

The study would benefit school counselors, pupils, researchers, policy makers and administrators in the Ministry of Education. Guidance and Counseling key resource teachers would have a set of criteria to evaluate their counseling services against. Public primary schools in Makadara Division had 27 counseling key resource teachers. From this study they would be able to gather the information needed to make a number of decisions on what is necessary for counseling services and on what strategies to lie down in order to have functional guidance and counseling programmes in their schools. This information will make the counseling key resource teachers more effective in their execution of duties, thereby optimizing the pupils input in classrooms.

The pupils would benefit from the increased awareness of the availability of guidance and counseling services in their schools. The study would also provide the policy makers and administrators at Ministry of Education with a base for their future policy formulation on guidance and counseling. They could also be able to use the information gotten in the development of a curriculum for guidance and counseling for the primary schools in Kenya.

The findings from this study may also help in the restructuring of guidance and counseling in Kenyan primary schools, and this would contribute to the achievement of Millennium Development Goal two which aims to achieve Universal Primary Education by ensuring that by 2015, children everywhere, boys and girls will be able to complete a full course of primary schooling. The study will also add to the limited literature in

Kenya on the factors hindering the implementation of guidance and counseling services in Kenyan schools.

### **1.6 Scope of the Study**

The study sought to find out which factors affected implementation of guidance and counseling in public primary schools in Makadara Division in Nairobi, this follows after the in-service induction of the teachers who were trained by the government on guidance and counseling skills and proficiency.

The study targeted the implementation of guidance and counseling by Key Resource Teachers in public primary schools in Makadara Division in Nairobi. These teachers had been practicing from 2006 to 2011. The counseling key resource teachers completed their course in 2006 and were expected to have successfully established guidance and counseling services in their schools. Thus the study focused on factors affecting implementation of guidance and counseling programs after the training of the counseling teachers.

The study focused on the 27 public primary schools in Makadara Division which by 30<sup>th</sup> June 2011 had a population of 19519 pupils, of which 9385 were boys and 10134 girls. There was almost gender parity in the population of the pupils with slightly more girls than boys. There were 473 teachers of which 392 were female and 81 were male.

The primary schools were supervised by a District Education Officer and a Divisional Advisor. Working under Divisional Officer were two Teachers Advisory Centre tutors (TAC tutors). The division was divided into two zones namely Buruburu Zone and

Viwandani Zone. Buruburu Zone had 14 public primary schools while Viwandani Zone had 13 primary schools. Makadara Division had one special school known as Nile Road Special School which catered specifically for children with special educational needs.

### **1.7 Limitation of the Study**

The Study targeted the 27 public primary schools in Makadara Division and did not involve the private schools in the Division. Although the study would have been feasible with all the teachers in Nairobi city who were trained in the School Based Teacher Development Course, it only focused on the teachers in the Makadara Division due to constraint of resources. The study only worked with the teachers who could provide information on guidance and counseling programs in the public primary schools in Makadara Division thus limiting itself to the partial information on the implementation of guidance and counseling programs.

The study focused on the urban area where the children were more exposed to mass media through channels such as television, internet and the print media. Hence some of the challenges affecting the pupils in the urban areas could be different from those affecting the pupils in rural primary schools where exposure to mass media is limited. Thus the study may not have effectively captured the factors affecting implementation of guidance and counseling in primary schools in the rural areas of Kenya.

There could have been other factors leading to deviant behaviors, maladaptive behavior and poor performances of the pupils in public primary schools. The researcher

disregarded other factors while concentrating on lack of proper implementation of guidance and counseling programs as the major factors that contributed to these problems. The accuracy of the study depended on the willingness of the counseling teachers and the pupils to divulge information.

### **1.8 Definition of Terms**

**Counseling:** counseling is a way of healing hurts. It is both a science and an art. It is a science because it offers counsel; advice or assistance .The counselor must have the knowledge of the basic principles and techniques of counseling. The counselor must be able to use any of these basic principles and techniques as paradigms in order for him to counsel well. Counseling is a helping process that uses the safety of special relationship between the counselor and the counselee. Together they explore the thoughts, feelings and attitude of the counselee with an aim to use resources within him/her to effect healing and change.

**Guidance:** guidance is the act of leading, showing the way, directing, pointing to or casting light a head. In all situations and circumstances the guide must have knowledge of what he or she is guiding on. Guidance is giving directions to the lonely, confused, unloved, the suffering, the sick and the lost. It is pointing to some possibilities of thinking, feeling and acting.

**Public Primary Schools:** A primary school is an institution in which children receive first stage of basic education. Public primary schools are schools owned and managed by the government of Kenya.

**Successful Implementation:** Implementation is the realization of, or execution of a plan, idea, model, design, specification, standard, algorithm, or policy. It involves putting guidance and counseling structures in place in order to facilitate the provision of guidance and counseling service. Successful implementation of guidance and counseling programs is when all the recommended structures for guidance and counseling are available and are being used regularly to achieve the objectives of guidance and counseling.

**Pupil** – a learner in primary school in Kenya.

**Guidance and Counseling key resource teacher** –A guidance & counseling key resource teacher in Kenyan primary school who has been inducted through the school based teacher development course in order to be able to offer guidance and counseling services to the pupils. She/he is in charge of guidance and counseling department in the primary school.

**Functional guidance and counseling panel** It is a panel of whose composition include the head teacher, the guidance and counseling key resource teachers, peer counselor, other key resource teachers , Parents Teacher Association representative, a non teaching staff member and a sponsor. The members of panel often meet regularly and plan for and put in place guidance and counseling programs in the school.

## **CHAPTER TWO: LITERATURE REVIEW**

Worldwide pupils experience, social personal and academic problems both at home and at school. These problems negatively affect the pupils in their school endeavors. Pupils experiencing the above mentioned problems need information, understanding and guidance to help them adjust to all these challenges. To fully understand the importance of the implementation of guidance and counseling in primary schools in Kenya the literature review provided an international perspective on what comprehensive guidance and counseling in schools entail. The literature review also sought to identify factors that hinder implementation of guidance and counseling in Kenyan primary schools and what strategies can be put in place to enhance it.

### **2.1 The Basic Concept of Guidance and Counselling**

Guidance and counseling is aimed at assisting individuals discover themselves, their worth, attitudes, capabilities and weaknesses. Through counseling, they discover the way to move forward in life so as to be useful to oneself and his or her community. According to Mutie (2011) counseling is a way of healing hurts. It is both a science and an art. It is a science because it offers counsel, advice or assistance. The counselor must have the knowledge of the basic principles and techniques of counseling and should be able to use any of these basic principles and techniques as paradigms in order for him to counsel well. Counseling is a helping process that uses the safety of special relationship between the counselor and the counselee. Together they explore the thoughts feelings and attitude of the counselee with an aim to use resources within him/her to effect healing and change. Guidance is the act of leading, showing the way, directing, pointing to or casting

light ahead. In all situations and circumstances the guide must have knowledge of what he or she is guiding on. Guidance is giving directions to the lonely, confused, unloved, the suffering, the sick and the lost. It is pointing to some possibilities of thinking, feeling and acting, (John, Sutton and Marijane, 1995).

As the 21st Century unfolds, the world continues to undergo substantial changes in its occupational, social, and economic structures. Occupational and industrial specialization continues to increase dramatically. Increasing company size and complexity is the rule rather than the exception. This often creates job invisibility and makes the transition from school to work, and from work to further education and back to work again, more complex and difficult. Social structures and social and personal values also continue to change and become more diverse. Emerging social groups are challenging established groups, asking for equality. People are on the move too, from rural to urban areas and vice versa, and from one region of the country to another in search of economic, social and psychological security. The world is becoming increasingly diverse, (Geysers, 2001).

These changes are creating complex challenges for students as they anticipate the future. A rapidly changing work world and labor force; violence in homes, schools, and communities; divorce; teenage suicide; substance abuse; and sexual experimentation Are just a few examples of the complex challenges students face today? They are not abstract aberrations but are real and have and will continue to have substantial impact on the personal/social, career, and academic development of students (Gysbers and Henderson, 2000).



As these and other changes are taking place in society, many organizations and groups are interested and involved individuals are providing programs and services at national, State, and local levels in helping students deal effectively with these complex challenges. Within the education community, school counselors have been and continue to be in the Forefront of efforts to assist students to respond to these complex challenges through their work within the structure of comprehensive guidance and counseling programs in Schools world over (Gysbers and Henderson, 2000).

From an African, perspective, guidance and counseling has been referring to aspects such as personal, social and emotional, vocational and educational, guidance and counseling. The common practice in most African schools where guidance and counseling are available is emphasized on secondary school and upper primary learners. Schools and school districts respond only when there are problems and deal with their own challenges or refer them to the districts if the challenges remain unresolved. School guidance in Africa is very broad and may lead to generality and superficiality in its presentation. It is not implemented fully in all schools, (Campbell and Dahir, 1998).

For instance in South Africa prior to 1994 guidance in schools was compulsory for white learners. Black education operated under the Department of Education and Training and some schools did offer guidance services through their auxiliary services. Historically most of the privileged white schools offered career guidance opportunities to their learners. These opportunities included guidance regarding the selection of school subjects and study field choices. Many of these schools used the services of psychologists who

conducted psychometric testing in order to determine learners' potential and vocational interests.

Currently the various countries in Africa have introduced programmes which make provision for career guidance under the learning area. Since 2006 career guidance has been given the status of a school subject and is now classified as a fundamental subject and all learners have access to it and any services that are offered in this regard. However the full implementation and realization of the initial objectives of these programmes have been hampered by a number of challenges.

These include financial resources (insufficient resource allocation); guidance and counseling knowledge; information technology and shortage of staff (human resources); providing proper services only upper primary and secondary learners and neglecting lower grades. Limited resources impact negatively on the management of guidance and counseling services in schools. The officials find it difficult to visit schools due to transport problem and poor management and implementation strategies, (Campbell and Dahir, 1998)

In Kenya, the Ministry of Education has taken major strides towards strengthening G&C services in institutions of learning. This is a response to the many school children/students who experience psychosocial difficulties and yet do not know where to turn to. Others are not even aware of why they are in school and the role education plays in shaping their future work and social life. The creation of the Department of Guidance

and Counseling within the Ministry is such one positive one and a confirmation that Government recognizes the role counseling services plays in shaping the lives of the learners, (Republic of Kenya, 2010).

The department has a vision to work towards aligning the provision of G&C services in all educational institutions and is targeting beginning with problem identification, needs analysis and materials and resources appraisal. It is working towards standardizing G&C practice in all education institutions in the anticipation of having standardized, preventive, and developmental and professionally delivered services in all institutions of learning.

The main objectives of the school G&C programmes are to: create a friendly environment that benefits learners of all categories and help them to develop life skills, acquire intellectual, emotional and social intelligences and grow into responsible citizens; help direct and link learners' classroom/school knowledge with the world of work (i.e. making education relevant for the world of work and informed by the ever-changing demands and experiences of world of work), (Republic of Kenya, 2010).

School Guidance & Counseling programme is, therefore, to consequently recognize and build on changing social, economic and political trends. It also builds on advancement in technology and the importance of psychosocial health to learning and productivity and that of supportive environment in education achievements of learners, cognizant of their developmental age, (Republic of Kenya, 2010).

The Ministry therefore, puts emphasis on the following six major areas of focus for school G&C programme: *Career and Vocational Guidance*, which is a programme to help students make realistic educational and career choices; and eventually choose an occupation, prepare for it, enter it and develop it. b) *Personal & Social Guidance*, designed to help students to know how to behave with consideration towards others and to understand themselves better, know how to get on well with others, learn manners and etiquettes, pursue leisure time activities, practice social skills and understand social roles and responsibilities (Republic of Kenya, 2010).

*Educational Guidance*, which provides assistance to pupils in their choices in, and adjustment to, the curriculum and school life in general, *Psychosocial Care and Support Services*, aimed at promoting learner's personal and social development and to foster positive attitudes, through the quality of teaching and learning; through the nature of relationships among pupils and teachers and adults other than teachers and through arrangement for specific care and support structures and systems, (Republic of Kenya, 2010).

*Counseling Services* which aims to create for the provision of help or self-realization, in an interactive and confidential relationship, in a manner that facilitates expression of care and concern towards the learners with problems and to facilitate that learners' growth and bring about change, through self-knowledge, *School Social Work Services* which entails the provision of welfare services to learners, whose capacity for responding to the

demands of life is strained. It is programmed to help learners deal with life challenges which could be impacting on their education, engage in growth-producing activities, and make effective decisions. It links clients to services, resources and opportunities, which might provide them with the help they need, (Republic of Kenya, 2010)

## **2.2 Effects of Lack of Effective Guidance and Counselling Services on Pupils**

Lack of proper guidance among pupils worldwide has led to emergence of problems such as alcoholism and drug abuse, gender based injustices, teenage pregnancies, crime and violence among many others (Njau and Rodney 1995). In Kenya, studies shows that 22.7% of primary school children take alcohol and that youth in urban areas due to their lifestyle are more predisposed to drugs compared to those in rural areas. According to NACADA (2011) guidance and counseling departments in primary schools are very weak and need to be strengthened to help deal with these challenges.

According to Mwivano (2011) in coast province twelve percent of children ages 12 to 17 years were already reported to be active users of alcohol and other substances, however they were found to be more likely to use cannabis and Miraa than alcohol. For other substances other than alcohol, 13% of respondents' ages 10 to 14 years and almost 50% of ages 15-65 reported having experimented with them. About 22% of respondents' ages 15-65 years said they were current users of at least one substance other than alcohol. Young adults have the highest prevalence rate with Kenyans age 10-19 years accounting for half of drugs abusers.

The group that is at greater risk is the youth who have often indulged in drug /substance abuse activities whose consequences they least understand. The problem of drug/substance abuse has invaded the education and training systems, hence the need to institute reliable prevention measures and also encourage stoppage of experimentation of drugs by the pupils and students. According to Mwivano (2011) Drug and substance abuse is a silent killer that claims many lives every year. There is a stronger linkage between drugs /substance abuse and violence, criminality and currently the HIV /AIDS.

Lack of guidance and counseling in primary school may also lead to the spread of HIV /AIDS infection. Young children with little education or no education may be about twice as likely to contract HIV as those who have completed primary education. Findings from a research carried out by W.H.O (1991) recognized AIDS as a major concern affecting today's and tomorrow's youth. UNICEF (2011) estimated HIV prevalence rate (ages 15-49) in 2009 to be 6.3% while HIV prevalence among the young people (aged 15-24) was 2.9%. By 2009 there were 1200000, (aged 0-17) orphaned by AIDS.

Inadequate guidance and counseling in public schools leads to absenteeism. According to the National Assessment Centre and Uwezo Kenya (2009) about 15% of pupils are absent in Kenyan public schools on a given day with much higher percentage in certain districts. According to World Bank study by professor Paul Glawwe an economist at Stanford University (2009), pupils in Kenya fail to perform well in K.C.P.E because they have fallen behind the curriculum as a result of absenteeism .In another study that was carried out in 300 primary schools in Busia District it was noted that low achieving pupils

eventually dropped out of school or performed poorly in K.C.P.E (Kigotho, 2009). According to UNESCO (2003-2011), 1031554 children are out of Kenyan primary schools.

### **2.3 The Impact of Successful Guidance and Counselling Services in Facilitating the Teaching-Learning Process**

Guidance should be a continuous process through life but it should be introduced early in life during the formative years when habits, attitudes and behaviors are being developed. Such preventive guidance reduces remedial counseling later. Guidance is known to be preventive in function while counseling is curative. If proper guidance is given to a child, there may not be need for specialized counseling which often occurs as a result of maladjustments and underachievement. Guidance programs which provide pupils with information ,skills and necessary services in the early school years has been found to be effective in preventing problems from occurring to the pupils later in school years (Bergin et al 1990, Gerler 1985)

School counseling intervention has a substantial positive impact on pupils' educational and personal development. Individual and small groups counseling, classroom guidance and consultations activities seem to contribute directly to pupils' success in the classroom and beyond (Borders, L.D &Drugs' 1992). Guidance and counseling is an indispensable part of a successful and effective education system (K.I.E 2004).National Assessment centre class 3 study findings (2010) recommended that teachers should undertake courses in guidance and counseling in order to be able to handle children going through

emotional and behavioral difficulty and those learners living under difficult circumstances so as to check on case of absenteeism.

As the pupils move from one stage of growth and development to another, they require information on what changes to expect. They require guidance on how to successfully cope with the challenges that characterize each phase of development (K.I.E, 2004). According to Kwagiria (2003), counseling is important at the adolescent stage because this is when pupils develop positive or negative sexual attitudes and practices. It is at this stage that the pupils begin to understand who they are and how they contribute to healthy relationship towards members of opposite sex. (K.I.E, 2004) asserts that guidance and counseling enables the learner to set appropriate goals in each stage and is able to anticipate possible outcomes and discover how to work towards higher achievements for their own good and the good of the society.

Effective counseling programs are based on human development theories. Program content, goals and intervention should reflect this theoretical foundation. Its development program is proactive and preventive in helping pupils acquire the knowledge, skills, self-awareness and attitudes necessary for successful mastery of normal developmental tasks. There is also substance evidence that these programs promote pupils development and academic success (Myrick, 1987)

The service of counselors has a positive effect on children (Tambuwal, 2009). School counseling programs have significant influence on discipline problems. According to



Bergin, Miller and Koch, (1990) the pupils who participated in school counseling program had significantly less inappropriate behaviors and more positive attitudes towards school than those pupils who did not participate in the program. Group counseling provided by school counselors can significantly decrease participation in aggressive and hostile behaviors. Guidance and counseling helps in addressing factors that contribute to indiscipline in primary schools such as late coming, vandalism, peer pressure, drug abuse and alcoholism (Dahir, Sheldon and Valiga, 1998).

School counselors provide counseling programs in three domains; Academic, career, and personal/ social. 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 pupil's achievement, (K.I.E, 2004). A study on effects of counseling on classroom performance found that underachieving pupils who received counseling improved significantly on the self-rating scale of classroom behavior and in mathematics and language arts grades.

School counseling and other pupil support services contribute to the personal and academic success of pupils. Research on school counseling show that pupils trained to be peer facilitators are effective in helping to bring about behavior change in pupils. The peer counselors help pupils who are having problems adjusting to schools, especially in terms of their attendance, school grades, and attitude towards school. Discipline referrals are also reduced, (Tobias and Myrick, 1999)

Guidance and counseling helps in identification of possible corrective measures that can be offered to pupils with personality or social maladjustment issues. Corrective or remedial guidance and counseling helps in promoting behavior change. Punishment alone does not deter misconduct. (K.I.E 2004). According to Ayieko (1988) counseling makes the pupils feel closer to the teacher and this makes it possible to get to the root of the problem and therefore has a long lasting effect. The pupil is supposed to talk and realize the consequences of his/her behavior.

Guidance and counseling helps the learner to develop a deeper understanding of who they are and acknowledge their potential abilities and weaknesses. This in turn helps them work towards strengthening the positive aspects about themselves and eliminating the negative ones. (Shertzer and Stone 1965) observed that guidance services in school should assist pupils identify their strengths especially in educational and vocational opportunities.

Guidance and counseling gives help to pupils in choosing subjects. It helps them in the selection of a career path as it advises the pupils to work towards their career choice. It also provides pupils with information on entry requirements to higher institutions. Through educational guidance, the learner is better informed about subjects of the study and subject choices. The pupils require sufficient guidance in development of good study skills so as to be able to achieve higher grades in these subjects. The skills that the teacher can help develop include reading and understanding, personal timetable management, note taking and note making (K.I.E 2004)

Alcoholism and drug abuse, gender based injustice, teenage pregnancies, crime and violence are some of challenges faced by youth (Njau and Rodney 1995). Preventive guidance assists the pupils to identify these problems and helps them avoid situations that are potentially dangerous. The learners already involved in risky behaviors are assisted through objective guidance to appreciate how their attitude or actions may lead to unpleasant consequences (K.I.E 2004).

Guidance and counseling department offers orientation to learners in a new school or in a higher level of learning. The new pupils are orientated to adjust to the new environment. This helps them to cope with new teachers, subjects, class, regulations, accommodation and boarding facilities. Orientation helps the learner to settle faster (K.I.E 2004). Counseling aims at bringing a lot of the best attributes of the individual learner. Guidance has been severally defined as assistance given to the individuals to enable them make independent and adequate choice, decisions and adjustments in life (MOEST 2004). Guidance and counseling helps create a positive self-esteem in pupils and helps them fully understand themselves especially those in adolescent stage. Guidance and counseling also help teachers to develop positive attitude towards their work and hence able to create a better and more friendly environment where learning is possible; (Mutie 2011).

#### **2.4 Perceived Indicators of Successful Guidance and Counselling**

Guidance can be seen as inclusive term focusing on problem of adjustment to health, religion, recreation to family and friends, to school and to work, (Campbell 1932). The

first organizational structure for guidance and counseling in schools was a position. Teachers were appointed to the position of vocational counselor, (Ginn 1924). The position/ services model of the past century often placed guidance and counseling in an ancillary position not as an integral part of education (Myers 1923).

As the 21<sup>st</sup> century begins to unfold comprehensive developmental guidance and counseling programs are replacing the traditional position, (Sink and Mac Donald 1998). If guidance and counseling is going to make contributions it can and should make to assist pupils to achieve success in schools academically and reach their goals personally and occupationally the program of guidance and counseling and the work of school counselors must be seen and be practiced as an integral part of education (Myers and Payne 1923). The following are some of the perceived indicators of successful implementation of guidance and counseling in schools.

In schools with effective counseling program head teachers generally provide enthusiastic support for the programs and give encouragement to counselors. Another common element is that of a clear understanding between counselors and administrators as to the goals of school counseling programs, (Sutton, J.M and Fall M. 1995). According to Accreditation Standard Six (2001) there has to be collaborative team approach to program development and implementation MOEST (2004) supports this statement by suggesting that a functional guidance and counseling panel needs to be established in schools and the head teacher should be actively involved as the patron.

Guidance and counseling curriculum is a very important component in the guidance and counseling. In U.S.A guidance and counseling programs transform and focus school counseling from a collection of practices to an educational program integrating comprehensive guiding and counseling into academic mission of a school district, (Borders and Drury, 1992). The written curriculum has to be based on data, research and needs, (Bridgman and Campbell 2003). When there is adherence to this guidance and counseling curriculum in schools, then this can be termed as one of the perceived indicators of successful implementation of guidance and counseling.

According to U.S.A. professional school counseling (2001) when the school counselors coordinate school and community resources to meet the identified needs of the pupils then the guidance and counseling can be perceived to have been implemented. There has to be sufficient materials equipment and facilities to support the program delivery. This is achieved when financial resources are set aside to select and purchase appropriate research based guidance curriculum materials to assist in the implementation of guidance curriculum component, (Gysbers and Henderson 2005) .The presence of counseling room in school with furniture could be a perceived indicator of successful implementation of guidance and counseling (MOEST 2004).

According to Accreditation Standard six (2001) guidance and counseling needs a planned calendar of activities based on programs goals and objectives, planning, implementation and evaluation. When there is evaluation of counseling program goals and objectives the results can be used to improve the program. Monitoring and evaluation are management

components that can be used to generate relevant information for improvement of the guidance and counseling programmes. Evaluation is important in that it provides feedback for the improvement of guidance and counseling activities Mutie (2011).

According to U.S.A professional school counseling (2001) when counseling is made readily available and is an advocate for all pupils then this is a perceived indicator of successful guidance and counseling. Sandy Garette (2004) supports this argument by stating that fairness, equity and sensitivity to every pupil must be demonstrated and there has to be equitable access to instructional programs and activities. School counselors are ideally positioned in schools to serve as conductors and transmitters of information to promote school – wide success for all pupils. When school counselors aggressively perform actions that support entitlement to quality education for all pupils, they create a climate where access and support for rigorous preparation is expected, (Martin and House 2001). The counseling program must work to provide emotionally, socially and physically safe learning environment for pupils, staff and families.

Accountability in guidance and counseling can also be one of the perceived indicators of guidance and counseling program. According to the Payne (1923) there has to be a method of checking results of guidance and counseling. A definite method of testing and checking the results of guidance and counseling must be worked out. A major focus for accountability for guidance and counseling today is on pupil academic achievement / success as well as on personal, social and career development.

There is need for advocacy in guidance and counseling. The school counselors should be seen to be actively involved in social work and education reform, particularly because such reform efforts can benefit directly from the expertise of school counselors. If the counselor chooses an inactive stance it could lead to failure, (Harley 1969). The school counselors must work as leaders and advocates in the promotion of pupil learning and achievement. They must be seen to be adhering to ethical practices and engage in their professional growth and development (Sandy Garrett 2004).

Presence of peer counseling is also a perceived indicator of successful implementation of guidance and counseling. According to the MOEST (2004) peer counseling supplements the efforts of the guidance and counseling teacher. The guidance and counseling teachers should constantly monitor and mentor peer educators. For effective counseling peer support programmes, must be put in place. Examples of peer support programmes include school health club, theatre groups and operational outreach group. (Mutie 2011). Individual counseling and group counseling are also systems that could indicate some implementation of guidance and counseling. Individual counseling is applied to people with the unique problems who need to be counseled individually while group counseling can be applied to a group of people facing the same challenges (K.I.E 2004).

A reduction in school dropout rate can also be a perceived indicator of successful guidance and counseling program. The key Dropout Assistance (1991-1996) funded a number of projects to test and evaluate the effect of promising strategies for dropout prevention and re-entry. The results found out that the counseling services were one of

the key elements of promising dropout prevention initiatives. (Kaufman, P.Klein and Fraise 1999).

## **2.5 Factors Limiting Guidance and Counselling in Schools**

Literature has demonstrated that there are a number of factors that affect the implementation of guidance and counseling services in schools. This section presents some of the factors such as resources, training attributes, and workload for the counseling teachers and attitude of teachers and their professionalism.

### **2.5.1 Availability of Resources**

In American schools guidance and counseling programs are taken more seriously and adequate resources and equipment have been provided for the implementation purposes. In addition they have appropriate space within school setting to adequately provide confidential counseling services for pupils, teachers and parents. Each school has a counseling centre with a reception area, offices and conference rooms for group sessions. They also have secure storage sessions for pupils' records. The counseling centers are located in such a way that everyone in school has equal access to them (Schmidt 1993). They have the computers, career choice exploration material, self-development resources, college catalogue, test taking skills packages, booklets that help students address developmental needs such as adjusting to physical changes, handling peer pressure and preventing substance abuse, newsletters, brochures and pamphlets (Boaders & Drury 1992). The school counseling services also have a handbook to familiarize pupils, parents and the community with the school, its organization, physical facilities, management, curricular and extra curricula opportunities.



In some African countries for example Botswana there is provision of guidance and counseling rooms in schools and the rooms are private and accessible (UNESCO 2000). In some Kenyan primary schools, it has been established that lack of resources is a stumbling block to implementation of guidance and counseling, (Waudu 2001) in her findings on the factors that affected effective guidance and counseling in Makadara Division stated that lack of motivation and appropriate resources hindered the implementation of guidance and counseling. In Kenya majority of public schools do not have counseling rooms and those that are available are either found in classrooms or in administration blocks Mwai (2000).

A counselor is a very important resource in guidance and counseling and without his/her support, there can be no counseling. In Botswana, both the humans and materials are resources provided for in order to offer effective school counseling services (UNESCO 2000). In Canada, personnel in effective guidance and counseling services include administrators, teachers, parents, other student service specialists, student helpers and the school counselors themselves. In most Kenyan primary schools the ratio of a counselor teacher to pupils is low and this seems to hinder the implementation of guidance and counseling (Mutie 2011).

According to (MOEST 2004) there should be a counseling panel in primary schools of whose composition should include guidance and counseling key resource teacher, other key resource teachers, senior teacher, parent's association representative, non-teaching staff and a sponsor. Mwai (2000) laments that the teacher counselor is sometimes left to

work alone through complicated maze, that is human behavior and problems within indifferent school administrations .According to MOEST( 2004) there is work overload for guidance and counseling teachers and this is a challenge to implementation of guidance and counseling services. In (Malawi Maluwa-Banda 1998) and in South Africa (Bernard et al 1997), school counselors still complain of low counselor-student ratio.

Kagwiria (2003) in her survey to investigate factors that hinder teachers' effective implementation of guidance and counseling stated that there were inadequate resources for implementation of guidance and counseling in schools. In her findings, 79.1% teachers said that no resources were provided for guidance and counseling at all. 10.9% gave stationery as the only available resources while 10% gave inadequate reading materials as a factor affecting implementation of guidance and counseling services. Head teachers reported scarcity of resources and gave staffroom, laboratory and classrooms as the only available physical facilities for guidance and counseling instead of having a designated room.

Time is another factor that affects guidance and counseling in schools. School counselors' heavy teaching loads and other responsibilities such as administrative and clerical duties in the school leave little time for them to meet pupils' needs in guidance and counseling services. In America, school counselors complain that counselor-pupil ratio is too low and as such this negatively affects the guidance and counseling services. (Reynolds and Cheek 2002)

### **2.5.2 Inadequate training of school counsellors**

The training of school counselors has been found to have an effect on implementation of guidance and counseling services in schools. Edward (1996) established that those periods allocated for guidance and counseling in South African schools were not utilized optimally because of inadequately trained counselors. Owing to lack of training many educational planners and heads of institutions do not emphasize on the importance of guidance and counseling services. Waudo's (2001) findings showed that many teachers lacked training in guidance and counseling and only 34.2% of the teachers had received training in counseling skills. Due to lack of training, the teachers mainly provided guidance and counseling through group counseling and did not use individual counseling. This negatively affected the outcome of guidance and counseling programs.

### **2.5.3 Negative attitude towards guidance and counselling**

According to Reynolds and Cheeks (2002) negative attitudes towards guidance and counseling were found to affect the implementation of guidance and counseling services. Gerler (1992) supports this statement by stating that it is unfortunate that many policy makers in America are less impressed by psychological development among students as a result of school counseling. They are more impressed by improved grades and test scores. In Uganda different cultural practices and beliefs do not cater for guidance and counseling services hence some parents tend to resist these services because they are not part of their culture (Rutondoki, 2001).

According to Otwell and Mullis (1997) it is difficult for school councilors to claim credit for improved academic performance in schools. Waudo (2001) in her study revealed that most teachers were unwilling to be assigned guidance and counseling duties as they did not believe that it added value to the academic performance of the pupils. This feeling was held by 64% of the respondents. This may be attributed to teachers perceiving it as an extra responsibility without benefit. 25.8% of respondents in Waudo's study felt that lack of motivation was one of the major factors hindering effective implementation of guidance and counseling. In a study carried out by Kagwiria (2003), 68.2% of the respondents viewed guidance and counseling negatively while 27.3% of teachers were positive towards it. 4.5% were neutral.

#### **2.5.4 Other factors that hinder implementation of guidance and counselling**

Professionalism is a factor that affects implementation of guidance and counseling. Confidentiality is one of the principles of counseling. It has been found that maintaining confidentiality and respect has not been adhered to by many school councilors. In Scottish schools, pupils feared that the school counselors would reveal their disclosures to parents or other staff members (Besley, 2002). In a dialogue session with students at a Naivasha school to try to establish why many students countrywide went on strike, the students expressed distrust as far as disclosing information divulged by them is concerned. It became clear that the issue of confidentiality in schools could be a major hindrance to guidance and counseling intervention. (Githumbi 2008)

## **2.6 Strategies that can be put in place to ensure effective guidance and counselling in primary schools.**

The following strategies may impact positively in the implementation of guidance and counseling in primary schools. Establishment of a functional guidance and counseling panel is one of the strategies in the implementation of successful guidance and counseling in primary school. According to MOEST (2004), a counseling panel provides leadership and coordination of guidance and counseling activities in the school, it facilitates the smooth running of the programme, supports learners to deal with the challenges they face in their day to day life and is also charged with the responsibilities of molding the character of the learners. The guidance and counseling panel members can adopt intervention programmes to guide and counsel the adolescents in primary schools. These strategies may include sublimation, sports, educational programmes, reproductive health intervention, life option intervention and cognitive therapy (Mutie 2011).

Establishment of peer support programmes helps in enhancing guidance and counseling in primary schools. Peers are those people who are about the same age; same interest, and tend to share many things in common. Peer counseling is a process whereby peers interact and provide help to each other when confronted with disturbing issues. Peer counseling supplements the efforts of guidance and counseling teacher (K.I. E 2004). In order to carry out effective guidance and counseling, the peer supporters have to be equipped with necessary knowledge and skills to enable them support the schoolmates in their day to day life. Examples of peer support programmes that can be put in place include school health clubs, theatre groups and the operational outreach group. The

school could also have question box for addressing complex health issues (MOEST 2004).

Establishment of need assessment helps the key counseling resource teacher to find out when individual or group counseling is needed. Individual counseling is the process of facilitating one-to-one, face to face counseling with a person who may be having a specific problem and not ready to share his or her problem in the presence of others. Group counseling involves bringing people facing similar challenges together by a counselor for assistance (MOEST 2004). In cases where guidance and counseling members cannot handle a problem adequately then the best thing they can do is facilitate referrals. Complicated cases can be referred to a medical doctor, counseling psychologist or spiritual counselor to help her/him cope with the situation (Mutie 2011)

Keeping of guidance and counseling records helps to facilitate the implementation guidance and counseling services in primary schools. Some of these cumulative records include copy of school rules and regulations, minute files, special needs file, circular files among many others (MOEST 2004). This information materials should be displayed neatly and artistically.

Establishment of a counseling room is also very crucial in the implementation of guidance and counseling services. Successful guidance and counseling should take place in a private environment. Peaceful environment is very important for the counseling sessions to take place and achieve the desired goals. The administration should therefore

provide a counseling room and furniture (Mutie 2011).The counseling key resource teacher should also be able to organize an in-service training for other guidance and counseling teachers. He/ she can organize training for teachers, peer counselors, parents, school committee and other stakeholders such as religious groups (MOEST 2004). Monitoring and Evaluation system also needs to be put in place. It can be used to generate relevant information for improvement of guidance and counseling programme. Monitoring deals with ways in which guidance and counseling services are carried out while evaluation focuses on determining and assessing their impact in school and community (K.I.E. 2004).

## **2.7 Theoretical Framework**

The theoretical framework looked at the theories that were relevant to school guidance and counseling. Counseling theories are ideas that explain human behavior and suggest ways to help people manage or cope with challenges or issues of life. These theories helped the researcher to interact with ideas from renowned psychologists in the field of guidance and counseling. (Mutie2011)

### **2.7.1 Psychoanalysis Theory**

Sigmund Freud (1856) who moved from being a medical doctor to a psychologist is probably the most famous and influential 20<sup>th</sup> century thinker. He came about with the ideas about the development of personality. He describes human personality as a dynamic mechanism consisting of id, the ego and the super ego .Freud suggests that development occurs through a series of stages that are predetermined and differentiated. Each stage involves conflicts between the id, ego and super ego and is focused upon different areas

of the body. The developing person encounters and must resolve these conflicts as he or she progresses through the stages. From these ideas he came up with psychoanalysis theory (Woolfolk, Hughes & Walkup 2008).

Psychoanalysis is a theory where the counselee is assisted to explore self and past experiences in order to solve present issues or problems (MOEST 2004). The impact of early childhood, sexuality and experiences stored in the unconscious can lead to the development of emotional problems. Freud explains that things that have happened to people during childhood make them behave in a particular manner in the present. A fearful child who might have been brought up in a very harsh environment may start becoming withdrawn and lose confidence in class. The child might also become very cruel to others (Melgosa, 2009).

Freud states that there are different levels of consciousness and every life experience in one's early childhood is stored either in the conscious, subconscious or unconscious state of mind. In the conscious mind, only pleasant experiences are stored because one wishes to remember them. Painful experiences are stored in the subconscious because one wishes to forget about them for remembering them may be painful. With time, painful experiences are pushed into unconscious where one cannot remember them. For change in undesired behavior, there is need to revisit and relive past experiences hidden in the subconscious whether good or bad. This helps in understanding the present behavior, (Mutie, 2011).

Freud in his second assumption refers to id, ego and super ego as the three elements of personality. The id is part of a person that demands for satisfaction without caring about



reality. The ego is the realistic part of human beings and it is intelligent and logical. It formulates plans of actions and controls the demands of id. The super ego carries ones moral code and therefore relies on whether the action is right or wrong. It strives for perfection and represents the traditional values and ideals of the society (Wool folk, Hughes &Walkup 2008).According to Freud, mentally healthy individuals enjoy equilibrium between these three components. However, when there is conflict between them, psychological disorders take over, (Melgosa 2009).

When the ego has a difficult time satisfying both the id and the super ego, it employs ego defense mechanism (Melgosa 2009). Examples of ego defense mechanisms include projection, denial, repression, displacement, withdrawal, identification and rationalization. These ego defense mechanisms hide emotions or feelings that affect people's self image. Examples of such emotions or feelings may be brought about by events in one's life which may make one feel weak, inadequate, fearful, ashamed, angry, hurt and guilty. These feelings may destroy one's self esteem and perception by others. Absence of ego defense mechanism may lead to total disintegration of one's personality (MOEST 2004).

According to Freud's psychoanalysis theory development involves resolving the conflicts in a way which is sufficiently balanced, for healthy emotional growth to take place. If this does not occur then the person may become fixated at a certain stage and regress when in stressful situation. Although Freud's stages focus upon years of early childhood, they are

relevant for understanding of emotional life of older children and adolescents as well as adults (Woolfolk, Hughes & Walkup 2008).

Freud generally suggests that formal education conflicts with and seeks to repress the child's natural desires for pleasure and stimulation and that teacher need to be therapists as well as educators of children. Teachers should aim to provide safe, inclusive learning environments and avoiding unnecessary frustrations. Psychoanalysis theory focuses on eliminating unrealistic conclusions of worth and correcting distortions in self concept. The goal of this theory is to eliminate maladaptive behavior in some pupils (Mutie 2011). According to Freud the role of a counselor was therefore to use psychoanalysis to identify the underlying problem and resolve it.

Based on the knowledge of psychoanalysis, the counselor can handle a pupils' construct of inadequacies such as lack of proper planning and decision making, thinking unrealistically and by adding more vigor to the victim's ego to enable him or her see vivid reasons to make adjustments. This theory can be applied to assist the pupils acquire such skills as freedom to love, work and play, achieve self awareness, gain control over irrational behavior and deal with anxiety in a realistic way (Mutie 2011). Information from defense mechanism counseling practices can be used in understanding various patterns a victim can use to distort reality and deceive him or herself. It is upon the counselor to identify various defense mechanisms put up by the pupils and brings them down.

### **2.7.2 Person centred counselling theory**

Carl Rogers is said to be the founder of humanistic or person centered approach to counseling which is also referred to as client centered theory. It is perhaps the most well defined technique in the affective approaches. Affective approaches in counseling focus their attention to what is going on inside the individual and particularly what the individual is experiencing, (Sreedhar 2009). Roger's basic assumptions were that people are essentially good and given right conditions, have the potential for understanding themselves and resolving their own problems leading to self directed growth (Corey 2001). The faith in human nature led to the theory being referred to as humanistic theory.

The basic element of this theory was the self concept or an individual's view, awareness or perception of self. Rogers believed that the self concept of a child is shaped by parental influence. If parents offer love unconditionally, then the child learns to define him/herself in accordance with parental value (McLeod 2003). The humanistic counselor's role therefore is to be present and accessible to the client, to focus on the present and to provide conditions such as genuineness, unconditional positive regard and empathy. These three conditions were referred to as core conditions.

The success of person centered counseling was based on the three core conditions. Genuineness on the part of the counselor meant that the he or she was transparent about his or her feelings and thought. The counselor expresses feelings and thoughts that he or she is actually experiencing rather than what he/she thinks will help the client open up. The aim of this is to make the client comfortable enough to become genuine and fully express himself/herself. It is necessary that the counselor be empathetic towards the

client. The empathy must be genuine, accurate and well directed in terms of response. The counselor should be able to see things from the client's perspective. Empathy encourages the client to explore him/herself more fully. Unconditional positive regards means that the counselor respects and accepts the client. He/she should show care and appreciation towards the client regardless of the client's attitude or behavior. The aim of unconditional positive regards is to make the client comfortable enough to be himself/herself (Mutie 2011).

The major task for counseling teacher is concentrating on building safe therapeutic for the child. Carl Rodgers states that for effective use of the Person Centered counseling theory, the counselor needs to be professionally trained and thereby informed of the role of core conditions of counseling (Mwiti 2006). In person centered theory, it is a requirement that the counselor listens actively and attentively as listening is the central role in person centered theory. When the pupils are listened to, they feel confident and are willing to explore themselves and describe experiences and feelings and attitudes which they may have denied (MOEST 2004). A person centered approach exemplifies warmth, empathy, unconditional positive regard, a non judgmental attitude and a consistent emphasis on the Child's intrinsic worth (Mwiti 2006).

The pupil centered approach in classroom demands that teachers poses qualities such as acceptance, patience, love, empathy and genuineness. Learners get encouraged to participate actively in class and to trust their ability to contribute to their learning. This teaching approach draws from person centered theory in counseling. This self-confidence

helps a person to value him or herself positively as opposed to believing everything negatively said by the other people about him or her, (K.I.E. 2004).

In the person centered theory, the therapist provides a warm supportive atmosphere to improve the clients' self concept and encourage the client to gain insight about problems. This person centered theory can be used by to improve the pupils self concept and to learn more about their problems. When the core conditions are offered to a pupil, he or she feels safe enough to explore the resources within him or her to solve his or her problems. Counseling relationships should be conducive for emotional healing to take place in the pupils (MOEST 2004). The goals of the theory is to provide a safe climate to pupil's self exploration, he /she can recognize blocks to growth and can experience aspects of self that were formally distorted or denied. This theory involves an exploration of feelings of worthlessness and low self esteem that often lie buried behind disappointment and helplessness among the pupils (Mwiti, 2006).

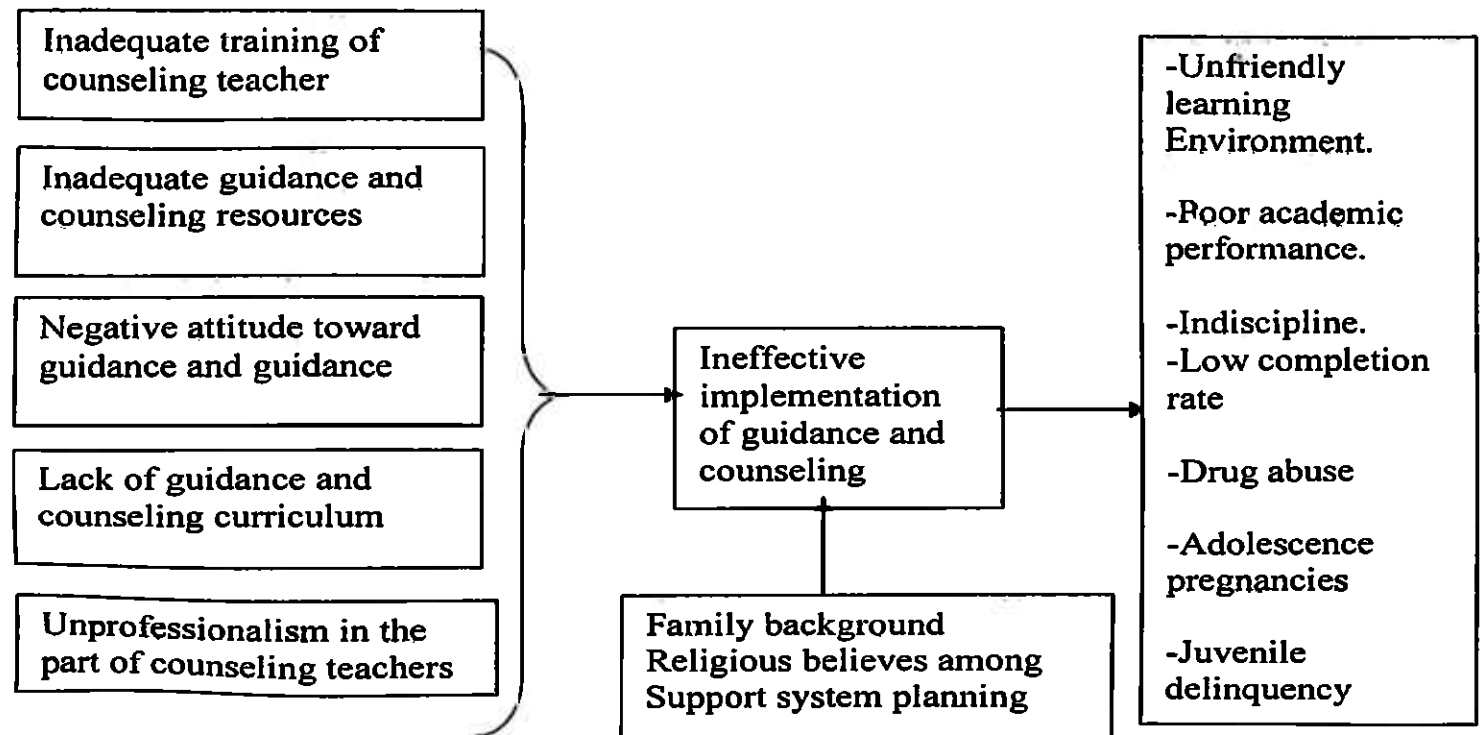
The role of the counseling teacher in this theory is to offer the core conditions to the pupils. In this careering relationship the pupil feel safe enough to explore resources within him /her to solve their problems/issues.

## **2.8 Conceptual Framework.**

The conceptual framework shows the factors that hinder the implementation of guidance and counseling in primary school as conceptualized by the researcher. According to the researcher's school of thought, the independent variables of the study are the factors affecting the implementation of guidance and counseling in public primary school in

Makadara Division while the dependent variables are guidance and counseling services. The intervening variables could include family background and religious beliefs among the pupils and the teachers. This is indicated in Figure 2.1 below:

**Figure 2.1: Conceptual Framework**



Independent variable

Intervening variables

Dependent Variable

**Source: Author 2012**

The factors that could hinder successful implementation of guidance and counseling programs includes inadequate time for guidance and counseling services, inadequate training of the counseling teachers, insufficiency in funds and resources, lack of guidance counseling curriculum, lack of professionalism among the counseling teachers, lack of guidance and counseling rooms among many others.

Guidance and counseling help pupils to have self knowledge which in turn helps them to harmonize their abilities, interests and values, thereby enabling them to attain their full potential. If enough time and resources are provided for guidance and counseling, counselor teachers given sufficient training, and a curriculum and a counseling room for guidance and counseling provided, then the teachers would be able to successfully implement the guidance and counseling programs. This would lead to the creation of a friendly environment whereby theories such as Psychoanalyses and Person Centered can be applied to help pupils with issues. This would in turn lead to high retention rate better behavior and better academic performance among the pupils. On the other hand if these variables are not taken care of the end result would be poor academic performance, indiscipline among the pupils, low completion rate, adolescent pregnancies, pupils abusing drugs, and pupils' involvement in juvenile delinquencies among many others.

## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

### **3.0 Introduction**

This chapter describes the research design, the study site, unit of analysis, sampling procedure, and data collection tools and data analysis techniques.

### **3.1 Study Site**

The study was carried out in public primary schools found in Makadara Division. Makadara Division is located in Eastern side of Nairobi City, which is the capital of Kenya. It has an area of about 20 km square units and it is about 5 kilometers away from the city centre. According to the (Kenya Bureau of Statistics 2009) it has a population of 218641 people.

The rationale for choosing this division is that the area has a large population of pupils, 19,519 as at August 2011, who need to be molded into responsible and resourceful citizens. K.C.P.E results in the year 2008, 2009, 2010 and 2011 show that a large proportion of the pupils in the public primary schools in this division got a mean score of less than 250 marks out of 500. According to Mutie (2011) Guidance and Counseling helps the pupils to deal with and overcome the difficulties they face enabling them to achieve their full potential. The researcher wished to establish the factors that had affected the implementation of guidance and counseling, hence not helping the pupils achieve their full potential.



### **3.2 Research Design**

According to Odegi (1994) research design is important for it enables the readers to assess the strength of the findings. A weakly designed and poorly executed research seldom stands rigorous test of subsequent studies. This study adopted a descriptive research design. According to Chandran, (2004) descriptive studies portray an accurate profile of persons, events or situations, describing the existing conditions and attitudes through observation and interpretation of techniques. This study sought to find out factors that affected the implementation of guidance and counseling in public primary schools and it also offered far reaching recommendations nationally. The research design was adopted as it offered high flexibility to report on many issues affecting the implementation of guidance and counseling in primary schools.

The study used survey research method to collect quantitative and qualitative data. This method was used as it was systematic and could be used to collect information from the respondents on the factors affecting the implementation of the guidance and counseling programs. It could also compare or explain the knowledge, attitudes and behavior of the respondents. Information could be collected directly by asking the respondents questions or indirectly. The survey research method was best used to provide informal diagnostic information on the topic of the study. It was used as the research questions addressed in this study could be best answered using the method.

The respondents were selected through random sampling, purposive sampling and stratified random sampling since it was important that that they fit the desired criteria,

that was the pupils and teachers in public primary schools in Makadara Division. Due to time and monetary constraints the sample constituted 228 respondents.

### **3.3 Unit of Observation**

The unit of observation included the counseling Key Resource Teachers, the head teachers and the pupils in the public primary schools in Makadara Division. Key informants were also selected and interviewed. The key informants contributed to the richness of the data and strengthened the researcher's findings. They included the Teachers Advisory Centre tutor, one Parent Teachers Association chairman, a community counselor, children's officer and a curriculum developer from the Kenya Institute of Education (KIE). The population comprised of 27 public primary schools in Makadara Division with a pupil population of 19519 of which 9385 were boys and 10134 were girls, 473 teachers of which 392 were females and 81 were males. This teacher population included 27 head teachers and 27 Guidance and Counseling Key Resource Teachers who were treated as a separate stratified population. The information derived from studying the individual traits informed findings about the sample, which was the unit of analysis.

### **3.4 Unit of Analysis**

Nachmias and Nachmias (1996:53) describe the units of analysis as the most elementary part of the phenomenon to be studied. Singleton and Straits (1999) describe the units of analysis as the object or event under study or simply, what or who is to be described or analyzed. In this study therefore, the units of analysis were the public primary schools in

Makadara Division after the training of counseling key resource teachers. The researcher also analyzed the pupils and the teachers' accounts on implementation of guidance and counseling. Aggregate data derived from the combination of the information about the various individuals was used to describe the makeup of the individuals within the sample.

### **3.5 Sampling Procedure**

The study employed probability and non probability sampling. Using random sampling and lottery method the study selected 14 schools from a population of 27 public primary schools. The selected 14 schools also provided a sample of 14 Key Resource Teachers and 14 head teachers. The researcher chose, using the lottery method, 5 schools from the sampled 14. This was to avoid picking schools that had neither the Key Resource Teacher nor the head teacher not selected for interview.

Purposive sampling technique was used to determine the classes to be involved. Classes 5, 6, 7 and 8 were chosen because the pupils in these classes were in a better position to provide the required information. As the population is heterogeneous, the researcher decided to pick 5 boys and 5 girls from each class who were then chosen using lottery technique. There were 20 boys and 20 girls picked from each of the 5 schools. In total 200 pupils from a population of 19519 were involved in the study.

Thus probability sampling and non probability sampling were used in the study. The study was interested in finding out factors that hinder implementation of guidance and counseling in public primary schools in Makadara Division. It was feasible to use simple

random sampling and stratified random sampling as they had the least bias and they offered higher reliability. Purposive sampling which is a non probability sampling was feasible in this study as it prevented the researcher from involving pupils from lower classes who were too young to fill in the questionnaires properly.

### **3.6 Data Collection**

Primary data was collected within Makadara County in the Eastern side of Nairobi City via 228 structured questionnaires and 5 semi structured interview guides administered to the key informants. Data collected from Key informants was qualitative and gave some triangulation to the other data from the questionnaires. Secondary data was collected from the Makadara District Education Office (2005-2010 K.C.P.E. analysis).

Primary data was collected from the pupils and the teachers through questionnaires, which captured information on age, gender, and education level, perceived indicators of successful guidance and counseling, factors hindering the implementation of guidance and counseling and strategies that can be put in place to enhance guidance and counseling in the primary schools in Kenya.

### **3.7 Data Analysis**

The results were interpreted using descriptive statistics. The data was then analyzed using Statistical Package for Social Scientist (S.P.S.S) also known as Predictive Analytics Software (P.A.S.W). Descriptive statistics such as tables and graphs were used to represent frequencies and percentages resulting from data analysis.

## **CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS**

### **4.1 Introduction**

The findings were presented on factors affecting effective implementation of guidance and counseling in public primary schools: a survey of Makadara Division, Nairobi.

#### **4.1.1 Response Rate**

The study targeted 228 respondents drawn from 14 primary schools within Makadara Division (14 Key Resource Teachers, 14 head teachers and 200 pupils) and 5 key informants. In terms of response rate all the counseling key resource teachers and head teachers selected participated in the study. Out of the 200 pupils selected, 196 participated in the study, giving a response rate of 98 % and a non response rate of 2 % (table 4.1). This response rate was representative and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of at least 50% is adequate for analysis and reporting; a response rate of 60% is good and a response rate of 70% and over is excellent.

**Table 4.1: Response Rate**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Pupils	196	98
Key Resource Teacher	14	100
Head Teachers	14	100
Key informants	5	100
Non-responses	4	2

Source: Research Data, 2012

## **4.2. Back Ground Information**

Background characteristics helped to introduce basic traits about the respondents. These included gender, age, level of education, teaching experience and level of training of the counseling key resource teachers and the pupils rating of Guidance and counseling in their schools.

### **4.2.1 General Information about the Pupils**

The study was designed to achieve gender parity as such the female pupils were rated at a response rate of 51% and with male pupils rating at 49% which was representative of the population of the pupils in public primary schools in Makadara Division, which stands at 10,134 girls and 9385 boys, as at August 2011. The age distribution of the pupils shows that 48% of the pupils were between the ages of 13-15 years , 28% were in the age bracket of between 9-12 years and 24% were 15 years and above.

The pupils aged between 5-8 years were not sampled. The study indicates that pupils between the ages of 9 and above were able to understand what guidance and counseling entails and thus not able to benefit from it. On the basis of the pupils' education levels in the schools, the study found out that 25% of the pupils who participated in the study were in standard six, and another 25% were in standard seven, with 24% being in standard eight and those in standard five ranking lowest at 23%. The study further indicates that majority of pupils had acquired the skills of reading; understanding and answering the question, hence could answer the questionnaires appropriately. This is presented in the table 4.2 below.

#### **4.2.2 Number of Pupils Attending Classes**

The pupils were required to specify population in their respective classes. Classes with pupils populations of between 50-59 pupils rated higher at 29 %, followed by those with populations of 30-39 pupils at 28% while 19%, 15% and 9% indicated that they had pupils head counts of over 60 , 40-49 and less than 30 pupils in class respectively as also presented in table 4.2. The table finally shows that the counseling key resource teachers had a large number of pupils to attend to academically and to provide guidance and counseling services to and this could probably lead to inefficiency in the delivery of the services.

**Table 4.2 General information about pupils**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Female	100	51
Male	96	49
<b>Total</b>	<b>196</b>	<b>100</b>
<b>Age of the pupils</b>	<b>Frequency</b>	<b>Percentages</b>
13-15 Years	94	48
9-12 years	55	28
15 years and above	47	24
5-8 Years	0	0
<b>Total</b>	<b>196</b>	<b>100</b>
<b>Level of Education for the pupils</b>	<b>Frequency</b>	<b>Percentages</b>
Std 6	55	28
Std 7	48	25
Std 8	47	24
Std 5	46	23
<b>Total</b>	<b>196</b>	<b>100</b>
<b>Number of pupils in the Classes</b>	<b>Frequency</b>	<b>Percentages</b>
50-59	57	29
30-39	55	28
Over 60	38	19
40-49	29	15
Less than 30	17	9
<b>Total</b>	<b>196</b>	<b>100</b>

Source: Research Data, 2012

#### **4.2.3 General Information about guidance and Counseling Key Resource Teachers**

The study found out that 93% of guidance counseling key resource teachers was female and 7% were male. This gender disparity among them is larger than the disparity at the staffing level of teachers in the Division whereby there are 392 female against 81 male teachers (80% female and 20% male). The gender disparity among the counseling key resource teachers indicates that the boy child is disadvantaged as he could at times keep issues to himself that needs to be addressed through counseling. The boys could also shy off from discussing issues that they perceive to be embarrassing with the female teachers. This response has been presented in table 4.3.



The findings indicated that 50% of guidance and Counseling Key Resource Teachers were graduates, 29% had diplomas whereas 21% had other qualifications. Further statistics in the teachers experience shows that 50% had teaching experience of 20 years and above, those who had teaching experience of between 16-19 years were rated at 43% while 7% had teaching experience of between 11-15 years. In terms of duration in acquiring basic skills in counseling 79% indicated that they had undergone in-service training on counseling for 1 year and over, 29% had acquired the skill for a period of between 7 months to one year while those who had undergone the training for up to 6 months ranked lowest at 21%. This data implies that most of the guidance and Counseling Key Resource Teachers have the experience, academic and professional capacity to undertake counseling in their schools as indicated in the table 4.3.

**Table 4.3: General information of counseling Key Resource Teachers**

<b>Gender</b>	<b>Frequency</b>	<b>Percentages</b>
Female	13	93
Male	1	7
<b>Total</b>	<b>14</b>	<b>100</b>
<b>Level of Education</b>	<b>Frequency</b>	<b>Percentages</b>
Graduate	7	50
Diploma	4	29
Others	3	21
<b>Total</b>	<b>14</b>	<b>100</b>
<b>Teaching Experience</b>	<b>Frequency</b>	<b>Percentages</b>
20 Years and above	7	50
16-19 years	6	43
11-15 Years	1	7
<b>Total</b>	<b>14</b>	<b>100</b>
<b>Training Period</b>	<b>Frequency</b>	<b>Percentages</b>
Over 1 Year	7	50
7 months-1 year	4	29
1-6 months	2	14
Less than month	1	7
<b>Total</b>	<b>14</b>	<b>100</b>

Source: Research Data, 2012

#### 4.2.3 General Information about the Head Teachers

Figure 4.4 below results shows that 93% of the head teachers who participated in the study had undergone training on guidance and counseling, their schools had guidance and counseling panels and 79% majority of them were members of guidance and counseling panels. The patron of G & C panel as per the respondents was head teacher as indicated by 64%, 24% indicated the patron to be the guidance and counseling key teacher while 14% indicated the deputy head teacher as the patron. This is a clear indication that the head teachers in Makadara Division have embraced guidance and counseling programs and hence they are involved in the implementation of guidance and counseling activities in their schools. This information was presented in table 4.4

**Table 4.4: General information about the Head Teachers**

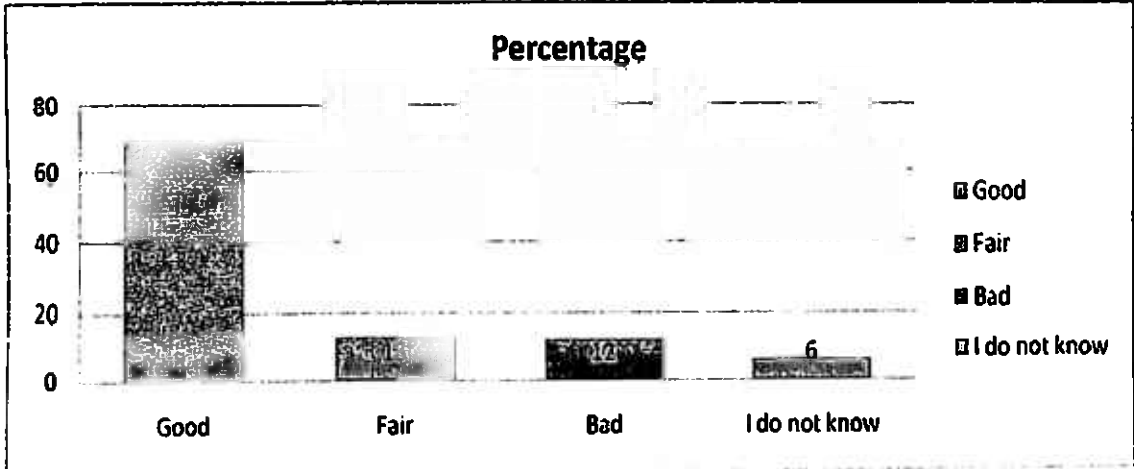
	Response	Frequency	Percentage
Training in G& C	Yes	13	93
	No	2	7
<b>Total</b>		<b>14</b>	<b>100</b>
Availability of G & C panel in school	Yes	12	85
	No	2	15
<b>Total</b>		<b>14</b>	<b>100</b>
Member of G& C panel	Yes	11	79
	No	3	21
<b>Total</b>		<b>14</b>	<b>100</b>
Patron of G & C in the school	Deputy head teacher	2	14
	Counseling KRT	3	22
	Head teacher	9	64
<b>Total</b>		<b>14</b>	<b>100</b>

Source: Research Data, 2012

#### 4.2.4 Pupils Ratings of Guidance and Counseling Services in School

The study further requested the pupils to rate the guidance and counseling services in their schools. According to the findings in figure 4.2 below, 69% of pupils rated the guidance and counseling services in their schools as good while 13% rated it as fair. However 12% of the pupils rated guidance and counseling services in their schools as poor, whereas 6% were not sure. The Person Centered theory of Carl Rodgers stresses on creation of a comfortable, non judgmental environment by demonstrating congruence, empathy and unconditional positive regards towards the pupils (Mutje 2011). The positive rating could possibly be attributed to the friendly environment created by guidance and counseling.

**Figure 4.2: Ratings of Guidance and Counseling Services in School**



Source: Research Data, 2012

**.3 Perceived Indicators of Successful Implementation of Guidance and Counselling Services.**

Research question one sought to find out the perceived indicators of successful implementation of guidance and counseling. Various perceived indicators of implementation of guidance and counseling in primary schools in Makadara Division were identified for testing. These included; better K.C.P.E performance, reduction and prevention of drug abuse among pupils, reduction of juvenile delinquencies, reduction and prevention of adolescent pregnancies, fair treatment and maintenance of confidentiality among the counseling teachers , low absenteeism and truancy among the pupils, provision of guidance and counseling rooms and establishment of peer support programs .

### **4.3.1 Indicators of Behavior Change among Pupils**

Lack of proper guidance and counseling among pupils worldwide has led to the emergence of problems such as teenage pregnancies, alcoholism and drug abuse, gender based injustices, crime and violence among many others (Njau and Rodney 1995). According to Freud's psychoanalysis theory, human beings behave the way they do because of Id, Ego and Super ego. The pupils' involvement in sexual experimentation, occasional social and recreational use of drugs and delinquency could be driven by Id which is illogical and selfish. This could only be resolved by a counselor identifying the underlying problem.

#### **4.3.1.1 Prevention of Adolescence Pregnancies**

According to K.I.E (2004) adolescence pregnancies among school going girls are on the increase. Guidance and counseling offers preventive education which educates the pupils on morals. The adolescents are encouraged to practice abstinence and therefore preventing unplanned pregnancies. The study sought to find out if guidance and counseling had brought about behavior change among pupils. As indicated in the table 4.5 below in regard to girls drop out of school due to pregnancy, 93% of the guidance and counseling key resource teachers in the primary schools in Makadara Division indicated that some girls still had dropped out of school due to pregnancies ,while 7% did not know. According to the TAC tutor, the number of incidences had dropped.

This could be an indicator that the pupils had received some guidance or appreciated and adopted the behavior change practices that come with these programs. This is an

indication that there was implementation of the guidance and counseling programs in schools in Makadara Division is improving.

#### **4.3.1.2 Drug abuse prevention among the pupils**

In regards to drugs, 21% of the counseling key resource teachers indicated that there were pupils in their schools who abused drugs, where as 29% were of the opinion that none of their pupils abused drugs while 50% of them indicated that they did not know whether some of their pupils abused drugs or not. Considering that there are many slums in Makadara Division and that some of the pupils grow up in an environment prone to drug and substance abuse it can be inferred that drug abuse is not the greatest challenge the schools face as only 21% of the respondents suspected that some of their pupils abused drugs. This could possibly be attributed to provision of guidance and counseling services to the pupils. However from the key informant interview (Community Counselor) some pupils in Makadara Division are exposed to drugs at an early age.

#### **4.3.1.3 Prevention of Pupils Involvement in Juvenile Delinquency**

According to Mutie (2011), juvenile delinquency is the engagement of young people in criminal behavior repeatedly. Considering that some of the schools are found in the slums where crime is rampant, the study sought to find out if some of the pupils engaged in criminal activities. The findings revealed that some pupils got involved in juvenile delinquency in form of crime at 14%, although most of the respondents at 79% said that their pupils did not involve themselves in violent activities or crime, while 7% of the teachers had no idea whether their pupils were involved in criminal activities or not. The

counseling key resource teachers could probably have identified signs of distress and offered right help to affected individuals and hence either prevented or helped in the reduction of the number of delinquencies. This is presented in table 4.5

This is further supported by the TAC tutor that reports of involvement in crime by pupils had reduced.

**Table 4.5: Indicators of Behavior Change among Pupils**

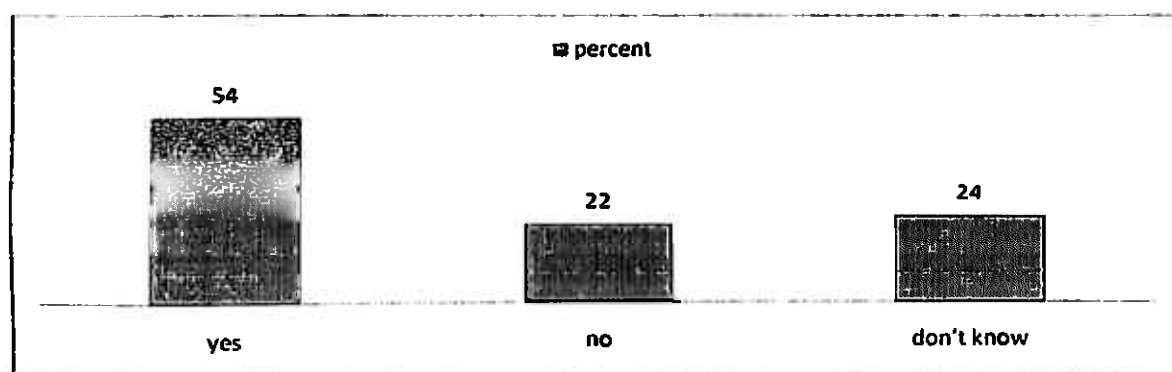
Behavior change parameters	Frequencies			Percentage		
	Yes	No	I don't know	Yes	No%	I don't know
Presence of girls dropping out of school due to pregnancies	13	0	1	93	0	7
Presence of pupils abusing drugs	3	4	7	21	29	50
Presence of pupils involved in violence and crime	2	11	1	14	79	7

Source: Research Data, 2012.

#### **4.3.2 Fair Treatment and Confidentiality Maintained By the G&C Teachers**

On fair treatment and level of confidentiality maintained by the guidance and counseling teachers, 54% of the pupils indicated that counseling teachers treated them fairly and did not disclose information given to them, 22% did not confirm while 24% said that they did not know as illustrated in figure 4.3 below. It is noteworthy that more than half of the respondents were of the opinion that counseling KRT acted professionally by being fair and confidential and therefore building some level of confidence among pupils. However the counseling teachers still need to enhance their professionalism.

**Figure 4.3: Fair Treatment and Confidentiality Maintained By the G & C Teachers**



Source: Research Data, 2012

### 4.3.3 Reduced Absenteeism and Truancy

This study sought to find out the estimated number of pupils absent per day in the sampled schools. The respondents who estimated absenteeism per day to fall between category 1-10 pupils and 11-19 pupils were 43% each, while those who estimated absenteeism to be between 20-29 pupils and 40 and above were represented by 7% each as indicated in table 4.6 below. Inadequate guidance and counseling in public schools leads to absenteeism. According to the National Assessment Centre and Uwezo Kenya (2009) about 15% of pupils are absent in Kenyan public schools on a given day with much higher percentage in certain districts. According to a World Bank study by Paul, (2009), pupils in Kenya fail to perform well in K.C.P.E because they have fallen behind the curriculum as a result of absenteeism.

The estimates show that the level of absenteeism is not very high an indicator that probably guidance and counseling had created a friendly environment for learning and therefore majority of the pupils felt comfortable and avoided absenting themselves except in selected unavoidable circumstances



**Table 4.6 Reduced Absenteeism and truancy**

<b>Estimated number of absenteeism per day</b>	<b>Frequency</b>	<b>Percentage</b>
1-10	6	43
11-19	6	43
20-29	1	7
30-39	0	0
40 and above	1	7
<b>Total</b>	<b>14</b>	<b>100</b>

Source: Research Data, 2012

#### **4.3.4 Year 2011 K.C.P.E Performance in the Schools**

The study sought to find out whether the K.C.P.E results for the class eight pupils had improved after the implementation of guidance and counseling services in schools by the guidance and counseling key resource teachers who had undergone School Based Teacher Development course. According to Mutie (2011) guidance and counseling helps pupils to deal with and overcome the difficulties they face, enabling them to achieve their full potential. To indicate that the pupils had achieved their potential in K.C.P.E examinations majority of schools should have had a mean score of 250 marks and above.

From the findings in table 4.7 below, it was evident that 43% of the schools had a mean score of between 220-239 marks, 29% had a mean score of between 200 and 219 marks, and 14% of the schools had a mean score of 260 marks and above while those schools with mean score of between 240-259 and below 200 were 7% each.

This implies that the largest proportion of the schools got a mean score of below 250 marks out of 500 marks. From the data, only three schools managed to record average marks of above 240. Even though implementation of G& C in schools was expected to

improve the K.C.P.E examinations results five years after the training of counseling key resource teachers, only 3 schools out of 14 schools were able to score an average marks of 250 and above in the 2011 K.C.P.E examinations .This indicates that if there is any improvement that has been brought about by implementation of G & C it is still not very significant. Hence special guidance need to be provided to pupils, especially those who encounter difficulties in coping with some subjects and those who have a little concentration span which results to poor grades. This dismal performance could mean that there is unmet potential as far as guidance and counseling programs in schools is concerned.

**Table 4.7: 2011 K.C.P.E Mean score for the Schools**

<b>School Mean Score</b>	<b>Frequency</b>	<b>Percentage</b>
Between 220-239	6	43
Between 200-219	4	29
260 and Above	2	14
Below 200	1	7
Between 240-259	1	7
<b>Total</b>	<b>14</b>	<b>100</b>

Source: Research Data, 2012

Asked to give their opinion of the effect of guidance and counseling on the children's behavior, the key informants said that they have witnessed a reduction on drug abuse among the children. Furthermore very few pupils' are involved in criminal activities unlike earlier when some pupils would sit for the national examinations while in prisons/police cells. There is also a reduction in early / unwanted pregnancies among the adolescent girls as more of the girls have been empowered to make the right choices and avoiding bad company or influence from friends or predisposing themselves to conditions where they can be raped or abused sexually.

With regards to objective one which was to find out the perceived indicators of successful implementation of guidance and counseling services in the public schools in Makadara Division, the results revealed that 43% of schools had a mean score ranging between 220 and 239 marks, only 21% of the teachers indicated that some of their pupils abused drugs whereas only 14% of the teachers indicated that some of their pupils engaged in criminal activities, 93% of the respondents stated that some girls in their schools dropped out of school due to pregnancy while 54% of the pupils indicated that counseling teachers treated them fairly and maintained confidentiality. Absenteeism and truancy per day was in the category of 1-10 pupils and 11-19 pupils per day as indicated by 43% each.

Despite these statistics, the TAC tutor indicated reduced reports on pregnancy drop outs, delinquencies and participation in crime by pupils.

Further information from the key informants-Teachers Advisory Center (TAC) tutor showed that the administration in some schools had provided Guidance and Counseling rooms. This could be an indicator that there is implementation of guidance and counseling programmes in some schools. According to the TAC tutor, the other indication of the implementation was the establishment of peer support programmes such as 'chill clubs' and Health clubs. The availability of question boxes in some of the school was also a strong indicator. This was used by pupils to give some confidential information that they would not be comfortable sharing openly.

#### **4.4 Factors hindering the Implementation of guidance and counseling in the public primary schools in Makadara Division.**

Research findings in this section provided insight on the factors hindering the implementation of G&C services in the public primary schools in Makadara Division. These factors included time allocation for G&C services, availability of functional G&C panels, gender parity among the counseling teachers in the G&C panel, G&C teachers knowledge development, availability of guidance and counseling venues, availability of G&C records, availability of G&C facilities and equipment, allocation of funds for G&C, provision of guidance and counseling curriculum, collaboration of stakeholders reduced workload for the counseling KRT and patronage of G&C programs.

##### **4.4.1 Time Allocation for Guidance and Counseling**

On the time allocated for guidance and counseling, the study revealed that 33% of the pupils noted that guidance and counseling was done between 3:10 pm and 5:00pm, 28% indicated that it was done at any time, 16% of the pupils said that no time at all was assigned to guidance and counseling in their schools, while 10% cited that it was done before 8.20 a.m. Moreover, those who indicated that guidance and counseling was done during break time and lunch time were 9% and 4% respectively as shown in table 4.8 below.

Setting specific time for guidance and counseling may affect the counseling sessions as some emerging issues need immediate attention. Offering guidance and counseling services at any time enables the counselor to deal with issues immediately as they arise.

Postponement may lead to forgetting or the pupils may become reluctant to talk about the issues at a later time. It may therefore be deduced that inadequate and unfavorable time allocation could have affected the implementation of guidance and counseling services. Offering the services during break time, lunch time and games time (between 3:10 and 5.00pm) compromises the delivery of the services because these are the times the pupils are supposed to be having meals, relaxing , engaging in co-curriculum activities or going home after school.

**Table 4.8: Time allocated for G & C**

<b>Time schedule</b>	<b>Frequency</b>	<b>Percentage</b>
Btw 3:10 and 5.00 pm	65	33
Any time	55	28
No time at All	32	16
Before 8.20 am	19	10
Break time	18	9
Lunch time	7	4
<b>Total</b>	<b>196</b>	<b>100</b>

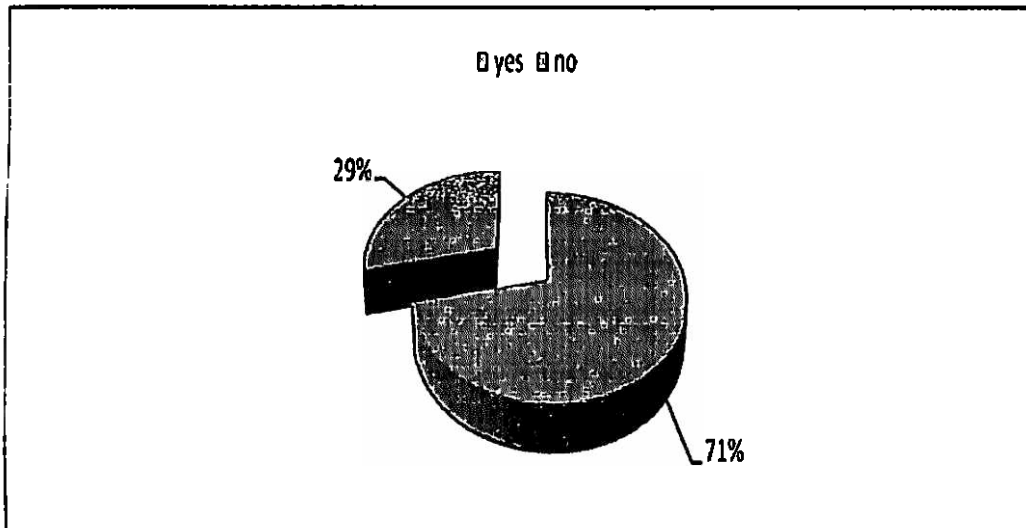
Source: Research Data, 2012

#### **4.4.2 Availability of Functional Guidance and Counseling Panel**

A large proportion of the respondents( 71%) pointed out that they did not have functional guidance and counseling panels, whereas 29% of the guidance and counseling key resource teachers said that they had functional guidance and counseling panels in their schools (figure 4.4). According to MOEST (2004) there should be a counseling panel in primary schools whose composition should include guidance and counseling key resource teacher, other teachers, senior teachers, parent's association representative, non-teaching staff and sponsors. These panels are meant to provide leadership and co-ordination of guidance and counseling activities in the school. Majority of public primary

schools do not have functional guidance and counseling panels. This failure may be a factor affecting the success of guidance and counseling programs in schools.

**Figure 4.4: Availability of Functional Guidance and Counseling Panel**

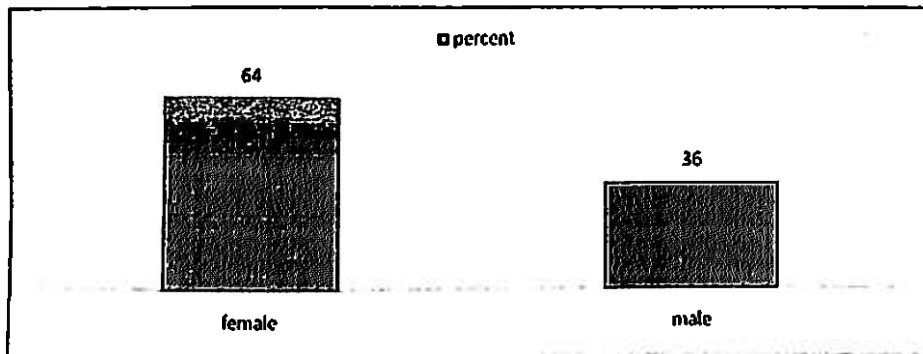


Source: Research Data, 2012

#### **4.4.3 Gender Parity among the Teachers in the Guidance and Counseling Panel**

On the gender parity among the teachers in the guidance and counseling panel, the study established that there were more female than males involved in the provision of guidance and counseling services, whereby 64% were female while 36% were male as illustrated in figure 4.5 below. As stated earlier the population of the female teachers is higher than that of the male teachers in the public primary schools in Makadara Division and this could be the cause of the gender disparity among the panel members. This implies that the boys are disadvantaged and could lack male role models in the guidance and counseling panel and at times may not feel comfortable to disclose some personal issues affecting them to the female counseling teachers.

**Figure 4.5: Gender Parity among the teachers in the guidance and Counseling Key Resource Teachers Panel**



Source: Research Data, 2012

#### **4.4.4 Teacher's Knowledge Development in Guidance and Counseling**

On the knowledge development of the guidance and counseling teachers, counseling key resource teachers were asked to rate the School Based Teacher Development extension course that had been offered to them by the Ministry of Education Science and Technology. The findings revealed that majority (64%) of the respondents rated the training as fair, 29% rated it as adequate while 7% rated it as inadequate as indicated in table 4.9 below.

The Person Centered theory of Carl Rodgers states that the work of the counselors should be to facilitate and create an enabling environment for a pupil to find solutions to his or her problems. The counselors success should be based on three conditions; genuineness, empathy and unconditional positive regard. This can only be possible if the counselor teachers are trained and given the essential skills.

This results show that the teachers have acquired some skills but do not feel quite competent or confident enough to effectively offer guidance and counseling services as only 7% of the respondents rated School Based Teacher Development course as adequate. This could compromise the implementation of guidance and counseling in the schools. This position is supported by TAC tutor and the community counselor who were of the opinion that the teachers were not well equipped to deal with emerging issues such as early detection of drug abuse.

**Table 4.9: Teacher Knowledge Development in G & C**

<b>Responses</b>	<b>Frequency</b>	<b>Percentages</b>
Fair	9	64
Adequate	4	29
Inadequate	1	7
<b>Total</b>	<b>14</b>	<b>100%</b>

Source: Research Data, 2012

#### **4.4.5 Guidance and Counseling venues**

The study sought to find out where guidance and counseling was conducted in the schools. The findings revealed that 45% of the pupils cited that guidance and counseling was conducted in the guidance and counseling rooms, 30% said that it was done in the classrooms, 11% said it was carried out in the staffroom while 9% and 6% indicated that guidance and counseling was done in the deputy head teacher's office and head teacher's offices respectively as presented in table 4.10 below.



A large proportion of respondents indicated that guidance and counseling was conducted in areas not designed for guidance and counseling due to lack of guidance and counseling rooms. Doing counseling in other places other than those designed for the work could easily jeopardize the desired effects of guidance and counseling session.

**Table 4.10: Guidance and Counseling Setting / Places**

<b>Place of G &amp; C</b>	<b>Frequency</b>	<b>Percentages</b>
G & C rooms	88	45
Classroom	58	30
Staff room	22	11
Deputy Head Teachers office	17	9
Head teachers office	11	6
<b>Total</b>	<b>196</b>	<b>100</b>

Source: Research Data, 2012.

#### **4.4.6 Availability of Guidance and Counseling Records**

The study sought to establish the availability of guidance and counseling record materials in counseling centers in schools. The findings showed that 78%, 64%, 93%, 71%, 78%, 86% and 7% of the counseling key resource teachers indicated that attendance registers, referral records, enrolment records, K.C.P.E performance records, special needs education records, drop-outs and re-entries records were available in the counseling centers in schools respectively while those who said they were not available were 21%, 36%, 100%, 7%, 29%, 22%, 100%, 14% and 93% respectively as summarized in table 4.11 below.

The unavailability of panel meeting records in all the sample schools may imply that panel meetings were not held at all. If panel meeting were not held then it would not be easy to plan and provide placement activities for the pupils .Unavailability of completion

records could imply that the panel members were not aware whether some of their pupils were completing their primary education or not. Insufficient keeping of records could be a hindrance to guidance and counseling in the schools. One of the Key informants said that “There are no records on guidance and counseling and in cases where they are, they are very few and lacks order and consistency.”

**Table 4.11: Guidance and Counseling Records in the Counseling Room**

Counseling records	Availability	Frequency	Percentage
Availability of attendance register in the counseling centre	Available	11	78
	Not Available	3	21
	<b>Total</b>	<b>14</b>	<b>100</b>
Availability of referral records in the counseling centre	Available	9	64
	Not Available	5	36
	<b>Total</b>	<b>14</b>	<b>100</b>
Availability of panel meeting records in the counseling centre	Available	0	0
	Not Available	14	100
	<b>Total</b>	<b>14</b>	<b>100</b>
Availability of enrolment records in the counseling centre	Available	13	93
	Not Available	1	7
	<b>Total</b>	<b>14</b>	<b>100</b>
Availability of K.C.P.E performance records in the counseling centre	Available	10	71
	Not Available	4	29
	<b>Total</b>	<b>14</b>	<b>100</b>
Availability of special needs education records in the counseling centre	Available	11	78
	Not Available	3	22
	<b>Total</b>	<b>14</b>	<b>100</b>
Availability of completion rate records in the counseling centre	Available	0	0
	Not Available	14	100
	<b>Total</b>	<b>14</b>	<b>100</b>
Availability of record of drop-outs in the counseling centre	Available	12	86
	Not Available	2	14
	<b>Total</b>	<b>14</b>	<b>100</b>
Availability of re-entries in the counseling centre	Available	1	7
	Not Available	13	93
	<b>Total</b>	<b>14</b>	<b>100</b>

Source: Research Data, 2012

#### 4.4.7 Availability of Counseling Facilities and Equipment

As summarized in table 4.12 below, 52%, 21% and 51% of the pupils indicated the availability of the furniture, video tapes and reading materials in the counseling rooms respectively while 27%, 53% and 22% respectively said that the furniture, video tapes and reading materials were not available in the counseling rooms. In addition, 21%, 26% and 27% of the pupils indicated they didn't know whether there were furniture, video tapes and reading materials in the counseling rooms respectively. The data shows that even though there was availability of some facilities and equipment this was not enough. The schools are yet to have adequate facilities to undertake guidance and counseling, a situation that could lead to ineffective implementation of the process.

**Table 4.12: Availability of Counseling Facilities and Equipment**

Facilities and Equipment	Frequencies			%		
	Yes	No	I don't Know	Yes	No	I don't know
Furniture	101	53	43	52	27	21
Video Tapes	41	102	53	21	53	26
Reading Materials	99	43	54	51	22	27

Source: Research Data, 2012.

#### 4.4.8 Systems Developed to Enhance Guidance and Counseling

##### 4.4.8.1 Allocation of Funds for G & C

As indicated in table 4.13 below, 100% of the respondents confirmed that there were no funds allocated for guidance and counseling in the primary schools. This infers that there were no financial resources set aside to select and purchase appropriate research based guidance curriculum materials to assist in the implementation of Guidance and Counseling activities. Lack of funding indicates that the resources needed for guidance

and counseling such as the counseling room, furniture visual audio aids, computers among many others cannot be provided for. This factor interferes with the provision of Guidance and Counseling activities.

**Table 4.13: Allocation of Funds for G & C**

Availability of aspects indicating facilitation of G & C	Frequencies		Percentage	
	Yes	No	Yes	No
Allocation of funds for G & C	0	14	0	100

Source: Research Data, 2012

#### **4.4.8.2 Provision of Guidance and Counseling Curriculum**

The study sought to find out whether the Ministry of Education had developed and provided guidance and counseling curriculum for primary schools. All respondents indicated that there was no curriculum for guidance and counseling for the primary schools as shown in table 4.14 below. This position is supported by the K.I .E Key Informant. K.I.E had not developed a Guidance and Counseling curriculum because it is not an examinable subject though an important service to pupils. Guidance and counseling curriculum is a very important component in the guidance and counseling. The written curriculum should be based on data, research and needs, (Bridgman and Campbell, 2003). This data indicates that lack of the guidance and counseling curriculum in the primary schools affects its implementation as there are no developmentally appropriate pupils' competencies and education focused classroom activities to be adhered to by the counseling teachers.

**Table 4.14: Provision of Guidance and Counseling Curriculum**

Availability of aspects indicating facilitation Of G & C	Frequencies		Percentage	
	Yes	No	Yes	No
Availability of G & C Curriculum	0	14	0	100

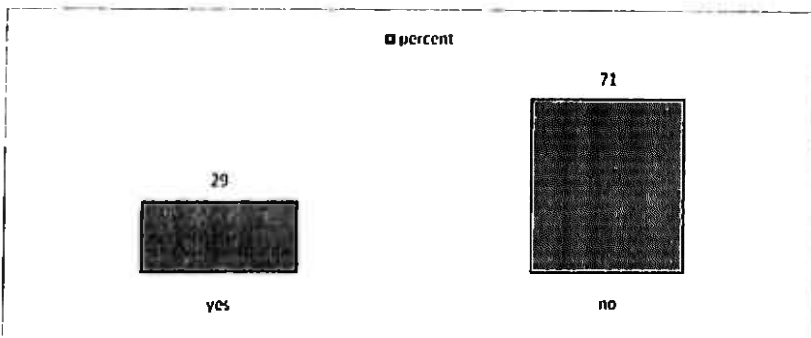
Source: Research Data, 2012

#### 4.4.8.3 Collaboration of the Stakeholders

The study sought to find out whether there was teamwork between the stakeholders. Only 29% said that there was collaboration while 71% indicated lack of the collaboration between the stakeholders as illustrated in figure 4.6 below. According to MOEST (2004) it is important for the counseling key resource teacher to work with other stakeholders who may include the head teacher, other staff members, the TAC tutor and the parents for the program to be successful. According to a Key Informant (Parents Teachers Association chairman) parents are not involved in the guidance and counseling services in the schools. Most of them have not even been sensitized on the importance of the services.

The head teacher must fully participate in the program in order for other teachers to be involved. Parents are core in shaping the children's character and can be of great importance if involved. As the data indicates there is little collaboration hence little is achieved and this impacts negatively on implementation of guidance and counseling services.

**Figure 4.6: Collaboration of the Stakeholders**

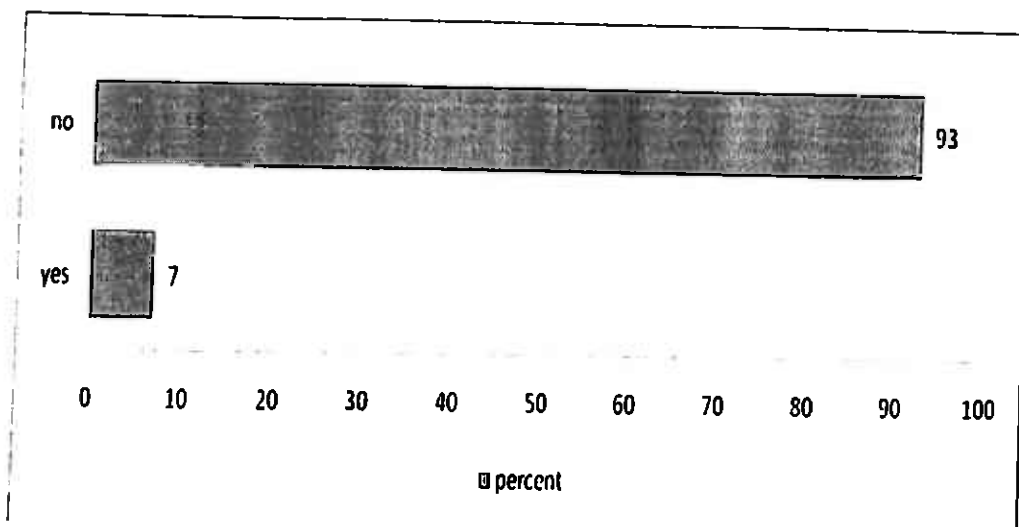


Source: Research Data, 2012

#### **4.4.8.4 Reduced workload for counseling KRT**

On whether there was reduced workload for counseling KRT, the findings in figure 4.7 below revealed that there was excess workload for counseling key resource teacher with 93% of the respondents indicating that they had a heavy workload while only 7% indicated a reduced workload. This indicates that the guidance personnel in schools are often expected to put in the same number of classroom teaching hours as other teaching staff and this leaves the counseling teachers with very little time available for carrying out guidance and counseling activities. Excess workloads for the counseling teachers hinder the efficient delivery of guidance and counseling activities. Psychoanalysis theory of counseling stresses on the need to assist the counselee to explore his/her past experiences in order to solve the present problems. If the counselor teacher does not have ample time then he/she will not be able to be patient and use the theory to help the pupils.

**Figure 4.7: Reduced workload for counseling KRT**



Source: Research Data, 2012

#### **4.4.8.5 Number of Lessons for the Key Resource Teachers**

The study also sought to find out the number of lessons counseling key resource teachers had on the timetable per week. The finding indicated that majority 86% of the respondents had between 30 to 39 lessons per week, 14% had between 20 and 29 lessons per week while none of the counseling key resource teachers had less than 20 lessons and above 40 lessons per week as presented in table 4.15 below. The implication of this is that the majority of counseling key resource teachers are overloaded .They have very few free lessons for preparing their lessons notes, mark books and attend to pupils with issues which need guidance and counseling .

**Table 4.15: Work Load for the Key Resource Teachers**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
30-39 lessons	12	86
20-29 lessons	2	14
40 and above	0	0
Below 20 lessons	0	0
<b>Total</b>	<b>14</b>	<b>100</b>

Source: Research Data, 2012

#### **4.4.9 Patronage of Guidance and Counseling Programs in Schools**

From the findings, 64% of the respondents indicated that head teachers were the patrons, 22% said Key Resource Teachers were the patrons while 14% indicated the deputy head teachers as the patrons as shown in table 4.16 below. According to (MOEST, 2004) the head teacher should be the patron of Guidance and Counseling panel while the Counseling Key Resource Teacher should be the chairperson. It is evident that the roles of the panel members are not very clear. This is evidenced by some respondents indicating the Key Resource Teacher and the Deputy Head teacher as the patrons of the panel. According to MOEST (2004) the head teacher should be the patron and the Key Resource Teacher should be the chair person. The deputy head teacher is in charge of discipline and should not be in the panel. If members of the Guidance and Counseling panels do not have clearly spelt individual roles then there could be lack of leadership and coordination of guidance and counseling in the schools and this affects the smooth running of the programme.



**Table 4.16: Patronage of G & C programs in School**

<b>Responses</b>	<b>Frequency</b>	<b>Percentages</b>
Head Teacher	9	64
Key Resource Teachers	3	22
Deputy Head teacher	2	14
<b>Total</b>	<b>14</b>	<b>100</b>

Source: Research Data, 2012

#### **4.4.9.1 Ranking of Factors Affecting Implementation of Guidance and Counseling**

The study required the respondents to rank the factors affecting effective implementation of guidance and counseling services in the schools. The study found out that 30% of the respondents mentioned time allocated for guidance and counseling services as one of the key constraint, followed by lack of confidentiality among the counseling key resource teachers at 22%. Teachers' negative attitude towards guidance and counseling and lack of the resources were both ranked third at 20%, inadequate resources rated at 18% while inadequate training of guidance and counseling teachers was ranked as the least factor, by 10% of the respondents as shown in table 4.17 below.

The data indicates that counseling teachers perceived time allocated for guidance and counseling as the major factor affecting the implementation of guidance and counseling while the training of counseling teachers was a minor challenge affecting implementation of guidance and counseling.

**Table 4.17: Ranking of Factors Affecting Implementation of Guidance and Counseling**

<b>Factors</b>	<b>Mean</b>	<b>Percentages</b>
Time allocated for G & C	4.3	30
Lack of Confidentiality	3.08	22
Teachers negative attitude on G & C	2.82	20
Lack of Resources	2.52	18
Inadequate training of G & C Teachers	1.4	10
Total	14	100

Source: Research Data, 2012

With regards to objective two which was to find out factors hindering the implementation of guidance and counselling in the public schools in Makadara Division, the study found out that 33% of the pupils indicated that guidance and counseling was done between 3:10 pm and 5:00pm, 71% of the respondents said they did not have functional guidance panels, 64% noted that more female teachers were involved in the provision of guidance and counseling services than male while 64% of the respondents rated the school based teacher training of guidance and counseling teachers as fair.

Further 45% of the pupils cited that guidance and counseling was conducted in the guidance and counseling rooms and that 78%, 64%, 93%, 71%, 78%, and 86% of the counseling key resource teachers indicated that attendance registers, referral records, enrolment records, K.C.P.E performance records, special needs education records, drop-outs and re-entries records were available in the counselling centres in schools respectively, while 52%, and 51% of the pupils indicated that furniture and reading materials were available in the counseling rooms respectively where as 100 percent of the respondents mentioned that there were no funds allocated for guidance and counseling in

the primary schools, all respondents indicated that there was no curriculum for guidance and counseling for the primary schools. 71% indicated lack of the collaboration between the stakeholders, 93% of the respondents said there was excessive workload for counseling key resource teacher. Also, majority (85%) of the respondents had 30 to 39 lessons per week, 93% of the respondents said the major constraint was time allocated for guidance and counseling services and 64% of the respondents indicated that head teachers were the patrons of guidance and counseling panel.

The key informants' take on the challenges facing the implementation of guidance and counseling in primary schools in Makadara Divisions indicated that effective implementation of guidance and counseling programmes was being influenced by the teachers' attitude where some of them were defiant and still used corporal punishment as a way of dealing with indiscipline. Furthermore the inspectors of schools tend to dwell on the means score (academic performance) therefore compromising on time allocated for guidance and counseling since most of the schools use this time for extra tuition. Most of the guidance and counseling teachers couple up as the class teachers handling equal number of lessons with other teachers hence having heavy work load as such they tend to put more emphasis on the other responsibilities at the expense of guidance and counseling.

Some of the problems affecting the pupils are private, they expect that anybody whom they disclose to such secrets should maintain confidentiality and be seen to do so, however, the ability of the counselors to maintain confidentiality has been one of the

major factors discouraging the pupils from going for the services because they fear that the information might end up in the wrong ears or with the wrong people which can only worsen the situation as they may end up being intimidated by their colleagues especially for the girls.

Most of the teachers who are charged with guidance and counseling lack the basic skills in the area. This is so as a result of lack of adequate training since the School Based Teacher Development course is more theoretically oriented. This is worsened by the fact that the teachers are not specifically trained on guidance and counseling even at the college level except for some units offered in the Professional Studies and Child Growth and Development Studies. At the same time, the Kenyan Institute of Education (KIE) which is charged with the responsibility of curriculum development in the country does not provide curriculum for such programmes in schools, instead the KIE develops support materials for G and C like the G and C module published in 2004 to be used as a guide by the Guidance and Counseling Key Resource Teachers. However there are plans to carry out reviews on the guidance and counseling module and to incorporate immerging issues in G and C as one of the planned reforms in the Education Sector.

Furthermore, according to Community Counselor, Makadara Division has many outlets selling alcohol and this may influence the pupils to experiment with alcohol at an early age. According to the children's officer they deal with an average of about 3 pupils in 2 weeks who are either experimenting or are abusing drugs. Others are lack of support from some colleagues and some administrators, lack of guidance and counseling rooms and infrastructure. The pupils also lack channels such as a question box to express the

challenges that affect them. The teachers do not do guidance and counseling regularly. Some pupils in the neighborhood abuse drugs at tender age. The counselor teachers are not active in sensitizing all the stakeholders about the importance of guidance and counseling.

#### **4.5 Strategies that have been put in place to enhance effective implementation of guidance and counseling in public primary schools in Makadara Division.**

Research findings in this section provided insight into strategies that have been put in place to enhance G&C services in the primary schools. These strategies included planning for G&C services, monitoring of G&C programs, orientation of new comers and pupils promoted to new classes, referral of complicated cases, establishment of peer support programs, empowerment of peer counselors, networking between stakeholders, dealing with deviant behavior.

##### **4.5.1 Planning for Guidance and Counseling services**

The study sought to find out whether the counseling key resource teachers planned for guidance and counseling services to enhance its implementation. From the study findings 57% of the respondents indicated that they did plan but had no specific time, 22% said they did planning at the beginning of the year, and 14% of the respondents indicated that guidance and counseling was planned for at the beginning of the term and only 7% did not plan at all as shown in table 4.18 below. The data shows that in the majority of the schools planning for G and C services is done though at different times. It could therefore be expected that guidance and counseling activities are based on the needs of

the pupils in the most of the schools. Only a few schools treat guidance and counseling service as an incidental program.

**Table 4.18: Planning for Guidance and Counseling Programs**

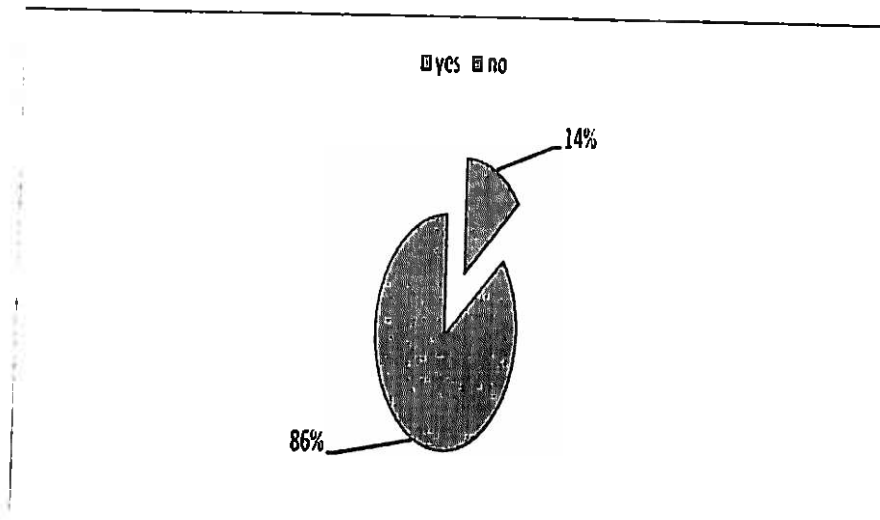
<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
No specific time	8	57
Beginning of Year	3	22
Beginning of Term	2	14
No planning	1	7
<b>Total</b>	<b>14</b>	<b>100</b>

Source: Research Data, 2012

#### **4.5.2.1 Monitoring of Guidance and Counseling Programs**

The study found out that 14% of the counseling key resource teachers were of the opinion that guidance and counseling programs were monitored while 86% said that there was no monitoring of guidance and counseling programs as illustrated in figure 4.8 below. According to Mutie (2011) monitoring and evaluation is very important in guidance and counseling as it can be used to generate relevant information for improvement of guidance and counseling programme. The data indicates that only a few stakeholders (14%) have realized the need to monitor and evaluate guidance and counseling activities.

**Figure 4.8: Monitoring of Guiding and Counseling Programs**



Source: Research Data, 2012

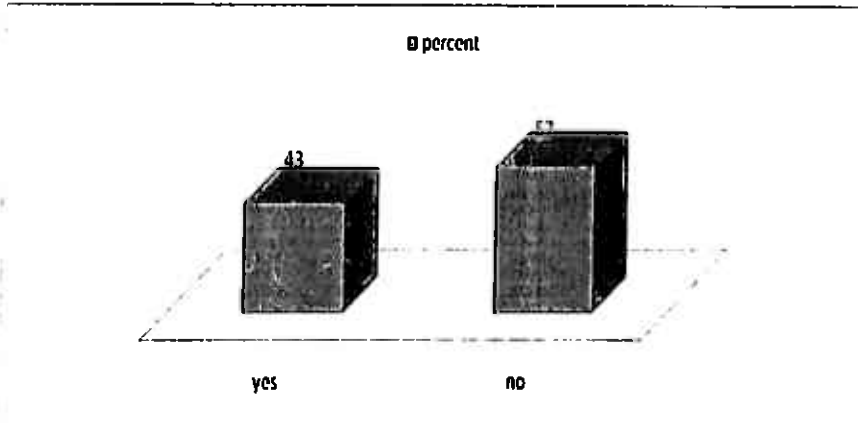
Lack of proper monitoring and evaluation was also shown by the lack of participation of the stake holders like the PTA representative, the TAC tutors and even the parents themselves. When asked whether they visited the schools purposely to monitor on the performance of guidance and counseling programmes, the TAC tutor indicated that he did visit the schools but on rare occasions, citing work overload, emphasis on the academic performance of the pupils and time as the major constraints.

#### **4.5.2.2 Orientation of New-Comers**

Results indicated that 43% of the schools conducted orientation for new comers and pupils promoted to new classes while 57% of the schools did not as shown in figure 4.9 below. The new pupils are orientated to adjust to the new environment. This helps them to cope with new teachers, subjects, class, regulations, accommodation and boarding

facilities. Orientation helps the learner to settle faster (K.I.E, 2004). The data indicates that some schools though on a lower percentage (47%) have embraced orientation as one of the strategies to create a friendly environment and deal with fear of the unknown and to help the learners settle faster.

**Figure 4.9: Orientation of New-Comers**



Source: Research Data, 2012

#### **4.5.2.3 Referral of Complicated Cases**

The study sought to establish whether the counseling key resource teachers referred pupils with complicated issues to the external referral points. The study showed that none of the respondents made referrals as illustrated in figure 4.19 below. According to MOEST (2004) in cases where guidance and counseling members cannot handle a problem adequately then the best thing they can do is facilitate referrals. Complicated cases can be referred to a medical doctor, counseling psychologist or spiritual counselor to help her/him cope with the situation. The data indicates that referral of pupils was not a popular practice among Guidance and Counseling key resource teachers. Even though referral was not done at all, it is a strategy that needs to be used for helping the pupils with complicated issues that requires professional attention.



**Table 4.19: Referral of Complicated Cases**

Strategy to enhance G & C	Frequencies		Percentage	
	Yes	No	Yes	No
Referral cases	0	14	0	100

Source: Research Data, 2012

#### 4.5.2.4 Peer Support Programs

The study also sought to find out which peer support programs had been put in place in the schools. The following were support programs named by the teachers; 43% cited health clubs in their schools, 29% named chill clubs, 14% indicated peer educators while those who cited Teen clubs and Afya groups were 7% each as shown in table 4.20 below. Establishment of peer support programs helps in enhancing guidance and counseling in primary schools. The findings indicated that peer support programs had been established in all the sample schools. However the largest proportion of the respondents had established health clubs whose main objective is to promote responsibility for one's health.

**Table 4.20: Peer support programs**

Response	Frequency	Percentage
Health club	6	43
Chill club	4	29
Peer educators	2	14
Teen club	1	7
Afya group	1	7
<b>Total</b>	<b>14</b>	<b>100</b>

Source: Research Data, 2012

### 4.5.3 Empowerment of Peer Counselors through Trainings

From the findings it was observed that 64% of the counseling key resource teachers had trained between 1-10 peer counselors, 14% of the respondents had trained between 11-12 peer counselors while another 14% had trained between 21-30 peer supporters. Only 7% respondents had trained 30 and more counselors as shown in table 4.21 below. From the data, all the sample schools had empowered peer counselors and equipped them with the necessary knowledge and skills to enable them support their schoolmates in their day to day life. As there is limited time and fewer teachers vis a vis the high number of pupils, peer counseling is a cost effective way that is being used to bridge the gap.

**Table 4.21: Empowerment of Peer Counselors**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
1-10	9	64
11-20	2	14
21-30	2	14
Above 30	1	7
<b>Total</b>	<b>14</b>	<b>100</b>

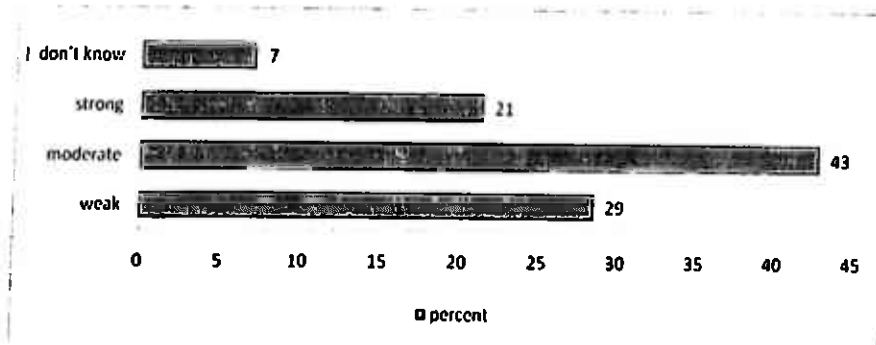
Source: Research Data, 2012

### 4.5.4 Networking between the Stakeholders

In addition, the study sought to determine whether there was networking between the stakeholders by requesting the Key Resource Teachers to rate the networking of stakeholders in the implementation of guidance and counseling services. The counseling key resource teachers could collaborate and network with groups of people such as doctors, nurses, youth groups, psychologists, psychiatrists and social workers. The study established that 43% of the respondents indicated that it was moderate, 29% felt that it

was weak, and 21% said that it was strong while 7% did not know how to rate it as illustrated in figure 4.10 below. From this study it has been established that in a majority of schools networking was considered an aspect that could improve on the implementation of guidance and counseling as some issues needed referral to experts in the various fields. A larger proportion of the respondents either rated the networking between the stakeholders as moderate or strong.

**Figure 4.10: Networking between the Stakeholders**



Source: Research Data, 2012

#### 4.5.5 Dealing with Deviant Behavior in Schools

The study also required the respondents to indicate the methods that teachers used in schools to correct or deter indiscipline. From the findings in table 4.22 below, it was observed that 64% indicated the use of guidance and counseling, 29% said that suspension and expulsion was used while 7% of the respondents indicated that caning was used as a correction measure. This is supported by the TAC tutor who indicated that some teachers were defiant and used the cane as discipline measure contrary to the education policy. Punishment alone does not deter misconduct (K.I.E, 2004). Freud’s psychoanalysis theory stresses on assisting the pupil to explore self and past experiences in order to solve the present issues or problems.

It is noteworthy that 64% response rate on the shift from the use corporal punishment to the use of guidance and counseling to deal with indiscipline in schools could be attributed to the positive attitude towards guidance and counseling from other staff members. However caning, suspension and expulsion were still used to deter and correct indiscipline in some schools, despite the fact that they were illegal methods. The use of these forms of punishment contravenes the law as well as infringing on the Child's right. The data indicates that majority of the teachers have embraced guidance and counseling as a corrective measure to be offered to pupils with personality or social maladjustment issues.

**Table 4.22: Punishment and G &C**

<b>Responses</b>	<b>Frequency</b>	<b>Percentages</b>
Guidance and counseling	9	64
Suspension and expulsion	4	29
Caning	1	7
<b>Total</b>	<b>14</b>	<b>100</b>

Source: Research Data, 2012

With regards to objective three which was to find out strategies that had been put in place so as to enhance guidance and counseling in public primary schools, the study found that 57% of the respondents had no specific time for planning guidance and counseling lessons; 86% said that there was no monitoring of guidance and counseling programs, 57% noted that there was no orientation of new-comers in the schools, the counseling key resource teachers did not refer pupils with complicated issues to the external referral points. In addition, 43% cited health clubs and 29% named chill clubs as support programs that had been put up in their schools. 64% of the respondents had trained between 1-10 counselors, 43% of the respondents indicated that networking of

stakeholders in the implementation of guidance and counseling services was moderate and 64% indicated that guidance and counseling was used by teachers in schools to correct or deter indiscipline.

Finally the chapter concluded by the key informants giving suggestions on the best way to enhance the performance of guidance and counseling programmes in Makadara Division. These were that the counselors should be adequately equipped with the relevant skills in Guidance and Counseling, the community should be sensitized on the importance of guidance and counseling services and help create awareness among the pupils on the availability of the services. The schools as well as the counselors should network with the NACADA and the Ministry of Education to suggest reviews in the curriculum development that is focused on guidance and counseling in order to be able to fight drug abuse in the society. Life skill trainers and other guest speakers should be invited to schools so that they can educate all the stakeholders. These programmes should be carried out at any time of day especially when issues arise and the parents should regularly be involved in the guidance and counseling programs.

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.0 Introduction**

This chapter presents a summary and conclusion of the entire study, as well as recommendation that were useful in tackling problems identified through the research questions.

### **5.1 Summary**

Guidance and counseling covers the whole spectrum of developmental needs of the pupils. The Ministry of Education in Kenya is putting up effort in strengthening the guidance and counseling programmes in primary schools. Counseling Key Resource teachers have been inducted through School Based Teacher Development Course. The use of corporal punishment to correct deviant behavior has been banned and instead the use of guidance and counseling to deal with indiscipline is being encouraged. Despite this positive development, guidance and counseling services still faces a number of hurdles. The study was undertaken to establish the factors that affect the implementation of guidance and counseling in the public primary schools in Makadara Division. The study sought to identify; the perceived indicators of successful implementation of guidance and counseling services, the challenges that hinder the implementation of guidance and counseling and to find out the strategies that have been put in place to enhance guidance and counseling in the public primary schools in Makadara Division.

The study was carried out within Makadara Division in Nairobi city via random sampling, purposive sampling and stratified sampling. Structured questionnaires and

interview guides were used and data analysis carried out using S.P.S.S. The sample consisted of 228 respondents from 14 primary schools of which only 224 responded to the data collection instruments. Purposive sampling was used so as to be able to pick on pupils who could read, understand and answer the questionnaires while stratified sampling was used due to the fact that the population was heterogeneous. Five key informants were also interviewed using semi structured interview guides.

Pupils from class 5 to 8 were selected to participate in the study where it was established that 48.8% were of between 13 and 15 years of age and this age group had the highest number of respondents. Females were 51% while the males were 49% indicating that there was almost attainment of gender parity. Majority of the classes had a population of between 50-59 pupils.

From the study we infer that the all the head teachers who participated in the study had undergone short courses on guidance and counseling while more than half of the counseling key resource teachers (59%) were graduates who (50%) had taught for 20 years and above .They had undergone guidance and counseling courses for different durations, half (50%) had undergone guidance and counseling course for over 1 year. In regard to gender distribution of the counseling key resources teachers 93% of them were females.

According to 21% of the counseling key resource teachers, they suspected that some pupils in their schools abused drugs while 14% of the respondents were of the opinion that some pupils got involved in criminal activities. As only a small proportion of the respondents have indicated that some pupils abused drugs while some got involved in criminal activities it could be deduced that there was some guidance and counseling services being offered to the pupils.

According to K.I.E (2004) achievement of success in education is potentially challenging. The learner requires sufficient guidance in the development of good study skills and this could be achieved through proper guidance and counseling. The standard eight K.C.P.E results for the year 2011 for the sample schools demonstrated that only 7% of pupils scored between 240 and 259 marks and only 14% scored 260marks and above. A large proportion of these results is below the 250 average marks and could be an indicator that guidance and counseling has not been implemented effectively.

As concerns rating 69% of pupils described guidance and counseling as good. In addition, the study established that 54% of the pupils confirmed that their counseling teachers treated them fairly and maintained confidentiality on information given to them. This is an implication that the counseling teachers behaved professionally hence creating confidence among the pupils. 46% of the respondents confirmed that the counseling teachers encouraged them to seek guidance and counseling services an indicator that the services were being offered.



On level of truancy and absenteeism 43% of the respondents estimated absenteeism per day in their schools to fall between category 1-10 pupils and 11-19 pupils per day. This could be an indication that guidance and counseling has created friendly environment for learning and thus reduced chronic absenteeism.

Various parameters were used to determine the factors that hinder the implementation of guidance and counseling services in primary schools in Makadara Division. The findings on time allocation indicated that 33. % of the schools provided guidance and counseling services between 3.10 pm and 5.00 pm, some schools provided the services during break time as indicated by 10%, lunch time was accounted for by 4% while 15 % of the schools did not have time for G & C programs. The breaks are normally short and G&C services cannot be provided for effectively. Between 3.10 pm - 5.00 pm is the time allocated for remedial and extracurricular activities in the primary schools. The pupils may not be willing to forgo these activities in order to go for counseling. From these findings time allocated for G&C was inconvenient and insufficient.

The study findings on distribution of guidance and counseling responsibilities among primary school teachers in Makadara Division indicated that in some schools, 64% of both male and female teachers were involved in the provision of the service .It was however noted that in the remaining 36% of the schools, G & C was either a task for the female teachers or the male teachers .Guidance and counseling program in a mixed school needs both male and female teachers so that the pupils are free to choose on who

to talk to. The fact that it is a task left to one gender in some schools could be a hindrance to its implementation.

The findings revealed that 71% of the respondents said that they did not have functional guidance and counseling programs an indicator that periodic meetings were not being held and therefore problems that needed group solutions were not discussed. 64% of respondents indicated the head teachers as the patrons of the guidance and counseling panels.

The effectiveness of G & C services in a school depends largely on the systematic organization, proper maintenance and regular use of a G & C room. (41%) of the pupils examined in this study indicated that guidance and counseling was done in counseling rooms which were allocated for the purpose. It was however noted that in some schools, it was done in head teacher's office (5%), deputy head teacher's office (9 %), in staff room (11%) or any classroom (34%). The environment in which the G&C is done is very important as it facilitates confidence and openness among the pupils. Doing counseling in other places other than those designed for the work could easily jeopardize the desired effect of G & C program.

The extent of G & C. programs depends on the availability of the resources. Counseling key resource teachers' response to availability of facilities and equipment for undertaking guidance and counseling was, 52% of the respondents confirming availability of furniture, 51% indicating availability of reading materials while 21% indicated

availability of recording materials. Further 78%, 64%, 93%, 71%, 78% and 86% of the respondents indicated that attendance registers, referral records, enrolment records, K.C.P.E performance records, special needs education records, dropouts and reentry records were available in the counseling centers in the schools respectively. Even though there is an indication of availability of some equipment and facilities they are inadequate and this could be a setback to the implementation of G and C.

In regarding funds for facilitating guidance and counseling programs, all the school heads (100%) confirmed that there were no funds allocated for guidance and counseling programs in the schools indicating that guidance and counseling resources could not be acquired. The entire head teachers (100%) said that there was no guidance and counseling curriculum. Lack of curriculum made the task of planning and preparation for the program difficult. This could have impacted negatively on the implementation of guidance and counseling.

From the findings 93% of the respondent indicated that the counseling key resource teachers had excessive workload and were expected to put in the same number of classroom teaching hours as the other teaching staff. Majority (85%) had between 30-39 lessons a week. This meant that the teachers had very little time available to them to carry out the guidance and counseling activities and to research on guidance and counseling issues. This could have greatly affected the involvement of the counseling teachers in guidance and counseling programs. 64% of the respondents rated the School Based Teacher Development course for counseling key resource teachers as fair. This could

imply that the counseling teachers were not confident enough that they had acquired sufficient knowledge and skills for the effective implementation of guidance and counseling program. The factors hindering the implementation of G and C services were ranked respectively in this order; inadequate time allocated for G and C services, lack of confidentiality, other staff members negative attitude to G and C program, lack of resources and lastly inadequate training of counseling teachers.

On strategies to ensure effective guidance and counseling in public primary schools, the study found that 57% of the respondents indicated that they did plan for guidance and counseling programs but within no specified time, 14% said that they did planning at the beginning of the term while 7% of the respondents did planning at the beginning of the year. This indicates that some schools no longer treat guidance and counseling as an incidental program.

According to 14% of the counseling key resource teachers there was monitoring of guidance and counseling programs, 43% noted that there was orientation of new-comers in the schools; the counseling key resource teachers didn't refer pupils with complicated issues to the external referral points. In addition, 43% cited health clubs and 29% named chill clubs as some of the support programs that had been put up in their schools. 64% of the respondents had trained between 1-10 peer counselors while 43% of the respondents indicated that networking of stakeholders in the implementation of guidance and counseling services was moderate and 64% indicated that instead of the use of caning and

other corporal punishments, guidance and counseling was used to correct or deter deviant behavior.

### **5.3 Conclusion**

The study on factors affecting successful implementation of guidance and counseling in primary schools in Makadara Division was undertaken through identifying perceived indicators of successful implementation of guidance and counseling in schools, problems that hinder implementation of guidance and counseling, and strategies used by key resource teachers to effectively implement G & C in the primary schools. Respondents examined had adequate understanding of the subject under study. With pupils ranging from standard five to standard eight, and school heads having undergone some training on guidance and counseling. Guidance and Counseling Key Resource Teachers who majority had a teaching experience of 20 years and over demonstrated having been trained as shown in the study results.

There was little indication of successful implementation of guidance and counseling as evidenced by some pupils dropping out due to pregnancy, others abused drugs while some were juvenile delinquents. Low K.C.P.E means score among the schools indicated the need for effective guidance and counseling services. Pupils have the zeal for guidance and counseling programs and therefore effective and efficient implementation is likely to get positive reception from the pupils. Many teachers encourage their pupils to seek guidance counseling, a move that could facilitate quick and expedited implementation of G & C in primary schools in Makadara Division. Despite the zeal among pupils and

teachers to enhance guidance and counseling in schools, it is notable that implementation efforts have been barred by myriad of challenges. Time allocated for G & C in some schools is not adequate as the process is undertaken during breaks or in the morning before the beginning of lessons. Given other activities within the school; it could sound impractical to provide effective G & C services within such short time and amidst interference by other school activities.

Many schools not only have inadequate resources but also lack funding. In many schools, G & C was found to be carried out in rooms whose initial design and structure was not meant for G & C. This means that the proper specification and design for the guidance and counseling rooms in the schools had been highly overlooked. Many key resource teachers are also class teachers and are not relieved of some of their normal teaching duties. This means that the time they should allocate for addressing G & C concerns in their schools is compromised. The curriculum does not provide for guidance and counseling programs and therefore teachers may lack proper guidelines on how to effectively implement of G & C in schools.

Among the attempts made by the counseling key resource teachers to enhance implementation of G & C in schools are planning for G & C at the beginning of the term, sensitizing pupils on importance of G & C, setting up of functional of G & C panels, formation of peer clubs, spearheading orientation policy for new comers and pupils promoted to new classes, and the use of guidance and counseling to deter or correct deviant behavior.

#### **5.4 Recommendations**

On successful completion of the study on factors affecting effective implementation of guidance and counseling in primary schools in Makadara Division; the researcher made the following recommendations based on the study findings.

- That school should provide for adequate time that is practical enough to offer guidance and counseling services and that there should be specially designed guidance and counseling rooms in schools for effective guidance and counseling.
- The government should consider allocating funds specifically meant for G & C programmes in public primary schools for the acquisition of the resources needed for guidance and counseling activities.
- The Ministry of Education should come up with a guidance and counseling curriculum for primary schools. This would make planning for G & C programmes easier.
- The Ministry of Education should also induct more counseling key resource teachers and the training offered should be more comprehensive than the School Based Teacher Development Course in order to give the teachers more knowledge, skills and confidence.
- The Teachers service commission should employ more teachers in the public primary schools so that the Guidance and Counseling Key Resource Teachers are relieved of some of their class room duties in order for them to be able to carry out guidance and counseling activities effectively.
- The teachers should have clearly spelt out roles so that the head teacher remains the patron of guidance and counseling panel while the Guidance and Counseling Key

Resource Teacher should be the chairperson of the panel. The deputy head teacher should not be given the responsibility of being the patron of guidance and counseling panel for he/she is in charge of discipline.

- Guidance and counseling teachers should be encouraged to network with other stakeholders so that when they identify complicated cases they consult and make referrals to the relevant professionals.
- The counseling teachers should be proactive in advocacy for the ban of the use of caning and other corporal punishment both in school and at home and instead advocate for the use of guidance and counseling.

### **5.5 Recommendations for Further Studies**

The study recommends that another study should be undertaken on the relationship between guidance and counseling and academic performance of pupils in public primary schools so as to enable all the stakeholders to realize that guidance and counseling helps the pupils to develop and attain their full potential and helps in the improvement of the academic performance and overall mental health of the pupils hence should be taken seriously.



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## APPENDICES

### Appendix 1: Questionnaire for the Counseling Key Resource Teacher

#### Project Questionnaire

Dear respondent, My name is .....I am a student at the University of Nairobi, pursuing my Master of Arts degree in sociology, I am carrying out a research on **Factors that affect the Implementation of Guidance and Counseling in Public Primary Schools in Makadara Division** for the fulfillment of my degree .Your participation in this research would therefore be highly appreciated. Please be assured that your responses will be treated with the utmost confidentiality and will be used for academic purpose only.

Thank you for your participation.

**Instruction: Put a (√) or an x where appropriate**

#### Part A

1. Write the name of your school in the space provided

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2. State your gender.

( ) Male                      ( ) Female

3. State your academic qualification?

P2 \_\_\_\_\_ ( )

P1 \_\_\_\_\_ ( )

Diploma teacher \_\_\_\_\_ ( )

Graduate teacher \_\_\_\_\_ ( )

Others \_\_\_\_\_ ( )

specify \_\_\_\_\_

4. State your teaching experience

1 – 5 years \_\_\_\_\_ ( )

6 – 10 years \_\_\_\_\_ ( )

11-15 years \_\_\_\_\_ ( )

16 – 19 years \_\_\_\_\_ ( )

20 years and over \_\_\_\_\_ ( )

5. Have you undergone any training/ in-service course in guidance and counseling?

Yes \_\_\_\_\_ ( )

No \_\_\_\_\_ ( )

6. If your answer to the question is yes then how long was the duration of the training?

One week \_\_\_\_\_ ( )

More than one week \_\_\_\_\_ ( )

One month \_\_\_\_\_ ( )

Two months \_\_\_\_\_ ( )

More than 3 months \_\_\_\_\_ ( )

**Part B**

7. How many pupils do you have in your school?

Below 300 pupils ( )

300 – 499 pupils ( )

500 – 699 pupils ( )

700 – 899 pupils ( )

900 and above ( )

8. How many teachers are there in your school?

<b>Males</b>	<b>Females</b>	<b>Total</b>

9. What was the K.C.P.E means score result for the pupils who did K.C.P.E in the year 2011 in your school?

Below 200 marks ( )

200 – 220marks ( )

220 – 240 marks ( )

240 and over marks ( )

10. Has the performance of the pupils in K.C.P.E improved significantly in the last few years?

Yes \_\_\_\_\_ No \_\_\_\_\_

11. How do you rate the School Based Teachers Development extension course for guidance and counseling?

Fair \_\_\_\_\_ ( )

Inadequate \_\_\_\_\_ ( )

Adequate \_\_\_\_\_ ( )

Very inadequate \_\_\_\_\_ ( )

12. Who among the following teachers are more involved in guidance and counseling services?

Males ( )

Females ( )

Both males and females ( )

13. Do you have a functional guidance and counseling panel?

Yes \_\_\_\_\_ ( )

No \_\_\_\_\_ ( )

I don't know \_\_\_\_\_ ( )

14. If yes indicate the number of Male and female teachers in the panel

Female \_\_\_\_\_

Male \_\_\_\_\_

15. What is the total estimate of number of pupils absent per day in your school?

1- 9 ( )

10-19 ( )

20-29 ( )

30-39 ( )

40 and above ( )



16 Are you aware of any girls who might have dropped out due to pregnancies?

Yes ( )

No ( )

I don't know \_\_\_\_\_ ( )

17. Are there cases whereby some of the pupils are involved in violence and crime?

Yes ( )

No ( )

I don't know ( )

18. Do some of your pupils' abuse drugs?

Yes ( )

No ( )

I don't know ( )

19. When are you available for guidance and counseling sessions?

• Before 8:20 am ( )

• Break time ( )

• Lunch break ( )

• Between 3Pm and 5 p.m ( )

20. As a counseling key resource teacher how many lessons do you have on time table per week?

Below 20 lessons ( )

20 -29 Lessons ( )

30 -39 lessons ( )

40 and over ( )

21. Are there cases where it is believed by other teachers that guidance and counseling does not work and therefore caning and other corporal punishment are the best options?

Yes ( )

No ( )

I don't know ( )

22. How do you rate the level of confidentiality among the members of guidance and counseling panel?

Low ( )

Medium ( )

High ( )

23. Where is guidance and counseling offered in your school?

In guidance and counseling room ( )

In head teachers office ( )

In deputy head teachers office ( )

In any class room ( )

In the staffroom ( )

24. How many peer counselors have you trained in your school to help you with guidance and counseling activities?

1- 10 ( )

11 - 20 ( )

21 – 30 ( )

30 and above ( )

25. Rank in order the following factors which may affect guidance and counseling from the highest to the least affecting factor?

- Time allocated
- Teachers attitude
- Lack of resources
- Inadequate training
- Lack of confidentiality

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26. Do you have any furniture in the guidance and counseling room?

Yes \_\_\_ No \_\_\_\_\_

27. Name the furniture available in the Guidance and counseling room \_\_\_\_\_

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28. Do you have any material for keeping guidance and counseling records?

Yes \_\_\_\_\_ No \_\_\_\_\_

29. If yes name the kind of materials available \_\_\_\_\_

30. Do you have any reference materials \_\_\_\_\_?

Yes \_\_\_\_\_ No \_\_\_\_\_

31. If so name the reference materials

\_\_\_\_\_

32. Do you any guidance and counseling curriculum

Yes \_\_\_\_\_ No \_\_\_\_\_

33. When do you plan for guidance and counseling programmes?

At the beginning of the week ( )

At the beginning of every term ( )

At the beginning of every year ( )

No planning is done at all ( )

34. Do you monitor and evaluate the success of Guidance and Counseling programme?

\_\_\_\_\_

35. State whether you have established peer guidance and counseling clubs in your school.

Yes \_\_\_\_\_

No \_\_\_\_\_

36. If yes name some of the clubs

\_\_\_\_\_

37. How have you ever referred your pupils to referral centre?

Yes \_\_\_\_\_

No \_\_\_\_\_

38. If yes name the referral centers where you sent pupils

\_\_\_\_\_

39. Do you have orientation policy for new comers and pupils promoted to the next class?

Yes ( )

No ( )

I do not know ( )

## Appendix 2: Questionnaire for the Pupils

Please complete each section as instructed. Do not write your NAME on the questionnaire. All the information in this questionnaire will be kept in confidence (Secretly).

### Part A

Please put a tick (✓) against the answer of your choice.

1. Write the name of your school in the space provided \_\_\_\_\_

\_\_\_\_\_

2. State is your gender

Male ( )      Female ( )

3. State your class

6 ( )      7 ( )      8 ( )

4. Do you have a counseling key resource teacher in your school?

Yes ( )      No ( )      I do not know ( )

5. How would you rate guidance and counseling services in your school? They are

Good ( )      Fair ( )      Bad ( )      I don't know ( )

6. How many are you in your class.

Less than 30 pupils ( )

30 – 39 pupils ( )

40 -49 pupils ( )

50 -59 pupils ( )

Over 60 pupils ( )

### PART B

7. How many teachers in your school are in charge of guidance and counseling?

\_\_\_\_\_

8. What would you say about absenteeism in your school? It is \_\_\_\_\_

Low ( )

Medium ( )

High ( )

9. Have you ever heard of girls dropping out of school because of pregnancies?  
 Yes ( )                      No ( )                      I do not know ( )
10. Are there pupils in your school who abuse drugs  
 Yes ( )                      No ( )
11. Have you heard of cases where pupils in your school are involved in violence and crime?  
 Yes ( )                      No ( )                      I do not know ( )
12. When are pupils allowed to go for guidance and counseling services in your school?  
 Before 8:20 am ( )  
 At break time ( )  
 At lunch break ( )  
 Between 3.10 pm and 5.00 pm ( )  
 No time at all ( )
13. Is the Counseling Key Resource Teacher also a class teacher and always very busy?  
 Yes ( )  
 No ( )  
 I don't know ( )
14. Do the counseling teachers treat you well and keep secrets.  
 Yes ( )  
 Sometimes ( )  
 No ( )  
 I do not know ( )
15. Which teachers do a lot of guidance and counseling in your school?  
 Males ( )  
 Females ( )  
 Both Males and Females ( )
16. Where do pupils go for guidance and counseling?  
 In guidance and counseling rooms ( )  
 In the head teachers office ( )  
 In the deputy head teachers office ( )

In the staff room ( )

In any classroom ( )

17. Do you have the following items for guidance and counseling services? Indicate by putting a tick if available or not.

ITEM	AVAILABLE	NOT AVAILABLE
Recording Materials e.g. Files		
Reading materials		
Video tape, Tapes, CDs		
Furniture		
Counseling room		

18. What is the role of peer educators in your school?

They are all prefects ( )

They help the counseling teachers ( )

I do not know ( )

19. Name guidance and counseling clubs in your school.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

20. Are newcomers taken round the school to be shown and told about their new environment by peer counselors or teachers?

Yes ( )

No ( )

I do not know ( )

Thank you for your participation

### Appendix 3: Questionnaire for the Head Teacher

This questionnaire attempts to survey the progress of guidance and counseling programme in your school. It will assist in identifying **Factors that affect the implementation of guidance and counseling programs in public primary schools in Makadara Division**. The information given is confidential. Please complete every item as honestly as possible and make comments where necessary

Name of school \_\_\_\_\_

Zone \_\_\_\_\_

Address \_\_\_\_\_

Mobile Number \_\_\_\_\_

Number of Teachers \_\_\_\_\_ Female \_\_\_\_\_ Male \_\_\_\_\_

Pupil's enrolment by gender

Pupils	Girls	Boys	Total
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
Total			

1. Have you undergone any course in guidance and counseling?

Yes

No

2. If yes how long was the course \_\_\_\_\_?

3. Where are guidance and counseling sessions conducted in your school?

\_\_\_\_\_

4. Is there a guidance and counseling panel in your school?

Yes ( )

No ( )

5. If yes then are you a member of guidance and counseling panel?

Yes ( )

No ( )

6. Who is the patron of guidance and counseling programme in your school?

Head teacher \_\_\_\_\_

Deputy Head teacher \_\_\_\_\_

Senior teacher \_\_\_\_\_

Key resource teacher \_\_\_\_\_

Assistant teacher \_\_\_\_\_

7. How often do the members of guidance and counseling panel meet?

Weekly ( )

Monthly ( )

Once per term ( )

Yearly ( )

No meeting at all ( )

8. When do the panel members plan for guidance and counseling programme?

At the beginning of each term ( )

At the beginning of the year ( )

No specific time ( )

No planning ( )

9. Are there cases whereby referral has been made for pupils with special needs?

Yes \_\_\_\_\_ No \_\_\_\_\_ I do not know \_\_\_\_\_

10. If yes name the referral centers where the pupils with complicated cases were referred to

11. Are there any funds allocated for guidance and counseling in your school?

Yes \_\_\_\_\_ No \_\_\_\_\_

12. If yes how much money is allocated for guidance and counseling in a year \_\_\_\_\_

13. How would you rate the networking between the TAC tutor, Head teacher, KRT counseling teachers, parents and support staff enhancing guidance and counseling in your school?

• Weak ( )

• Moderate ( )



- Strong ( )
- I don't know ( )

14. Indicate by putting a tick whether the following resources are available or not available in your counseling centre

Resources	Available	Not Available
Register		
Referral records		
Panel meeting records		
Enrolment records		
Attendance records		
K.C.P.E performance records		
Special needs education records		
Competition rate records		
Drop -outs		
Reentries		

15. Is there any future available in the Guidance and Counseling room?

Yes \_\_\_\_\_ No \_\_\_\_\_ I do not know \_\_\_\_\_

16. If yes, then name the furniture available.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

17. What strategies have you put in place to enhance guidance and counseling in your school?

\_\_\_\_\_

18. Does the counseling KRT teacher have less work load than other assistant teachers?

Yes \_\_\_\_\_ No \_\_\_\_\_

19. How do you rate time allocated by the counseling KRT teacher for counseling

- a. Inadequate ( )
- b. Fairly adequate ( )
- C. adequate ( )

Thank you for your participation

#### **Appendix 4 Interview Guide for the TAC Tutor**

- 1) Were you involved in the training of the Guidance and Counseling key resource teachers?
- 2) Has the implementation of guidance and counseling been successful after the training of the Guidance and Counseling Key Resource Teachers?
- 3) Do you regularly visit schools to assess the implementation of Guidance and Counseling programs?
- 4) When you visit schools what are the indicators of implementation of Guidance and Counseling in the public schools in Makadara Division?
- 5) What are the challenges facing the implementation of Guidance and Counseling services could be improved?
- 6) Give suggestion on how the implementation of Guidance and Counseling services could be improved?
- 7) Has Guidance and Counseling changed the behavior of pupils positively?

### **Appendix 5 Interview Guide for the P.T.A Chairman**

- 1) What are the problems that need guidance and counseling?
- 2) What are the merits of guidance and counseling programme?
- 3) What are the constraints of guidance and counseling programmes?
- 4) Suggest how guidance and counseling programme can be improved?
- 5) Are the parents involved in the provision of guidance and counseling services?

### **Appendix 6 Interview Guide for Community Counselor**

- 1) As a community counselor, do you also visit primary schools in Makadara Division to offer guidance and counseling services to the pupils?
- 2) Is there implementation of Guidance and Counseling services in the schools that you have visited?
- 3) If yes is the implementation of Guidance and Counseling services effective?
- 4) What are the factors that hinder effective implementation of guidance and counseling services in the schools?
- 5) What strategies can be put in place to enhance guidance and counseling activities?

## **Appendix 7 Interview Guide for Children's Officer**

- 1) What is your role as a children's officer?
- 2) Are children with different issues from public schools in Makadara Division brought to you to attend to?
- 3) What are the common challenges they face?
- 4) Is there any indication that Guidance and Counseling services are offered to the pupils?
- 5) Are their challenges that that could be hindering effective implementation of Guidance and Counseling services?
- 6) What could the teachers do to improve the Guidance and Counseling services offered to the pupils?

## **Appendix 8 Interview Guide for KIE Key Informant**

- 1) What is the general role of KIE in curriculum development?
- 2) To your knowledge has KIE developed curriculum for guidance and counseling for schools? If no. what challenges would you expect in implementing such a curriculum?
- 3) If yes, are there any specific best practices adopted in regard to, curriculum development for guidance and counseling?
- 4) What prompts K.I.E to start the process of, curriculum development?
- 5) What, in your opinion, is the role of guidance and counseling in primary schools?
- 6) To your knowledge, are their future plans at KIE that would greatly influence the status of, guidance and counseling in the schools?