

**SCHOOL-BASED FACTORS INFLUENCING IMPLEMENTATION
OF GUIDANCE AND COUNSELLING PROGRAMME IN PUBLIC
PRIMARY SCHOOLS IN KIKUYU SUB COUNTY, KENYA**

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DECLARATION

This research project report is my original work and has not been presented for a degree in any other university.

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DEDICATION

This research project is dedicated to my husband Lisalitsa, and children Anjavo, Vugutsa and Franklin.

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TABLE OF CONTENT

Content	Page
Title page	I
Declaration	ii
Dedication	iii
Acknowledgements	iv
Table of content	v
List of tables	viii
List of figures	x
Abbreviations and acronyms	xi
Abstract	xii

CHAPTER ONE

INTRODUCTION

1.1	Background to the study	1
1.2	Statement of the problem	5
1.3	Purpose of the study	6
1.4	Research objectives	6
1.5	Research questions	7
1.6	Assumptions of the study	7
1.7	Significance of the study	8
1.8	Limitation of the study	8
1.9	Delimitation of the study	9
1.10	Definition of terms	9

1.11	The organization of the study	10
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CHAPTER TWO

LITERATURE REVIEW

2.1	Introduction.....	11
2.2	Importance of implementation of guidance and counselling programme 11	
2.3	Time allocation for counselling services	12
2.4	Teachers' teaching workload	14
2.5	Gender of the teacher	15
2.6	Choice of a teacher counsellor	18
2.7	Summary of the literature review	20
2.8	Theoretical framework.....	21
2.9	Conceptual framework.....	22

CHAPTER THREE

RESEARCH METHODOLOGY

3.1	Introduction.....	24
3.2	Research design	24
3.3	Target population	24
3.4	Sampling technique and sample size	25
3.5	Data collection instruments.....	26
3.6	Data collection procedure	29
3.7	Data analysis techniques	29

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1	Introduction.....	31
4.2	Questionnaire return rate.....	31
4.3	Demographic information.....	32
4.4	Importance of implementation of counseling programme.....	34
4.5	Time allocation for guidance and counseling programme.....	38
4.6	Teacher curriculum workload.....	44
4.7	Gender of teacher counsellor.....	49
4.8	Choice of guidance and counseling teacher.....	53
4.9	Testing Regression analysis.....	58

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1	Introduction.....	60
5.2	Summary of the study.....	60
5.3	Major findings of the study.....	61
5.4	Conclusions from the study.....	64
5.5	Study recommendations.....	64
5.6	Suggestive areas for further research.....	65
	REFERENCES.....	66
	APPENDICES.....	71
	Appendix 1: Letter of introduction.....	71
	Appendix 2: Teacher counsellor's questionnaire.....	72
	Appendix 3: Interview guide for education officers and head teachers.....	79
	Appendix 4: Krejcie and Morgan (1970) sample size estimation table.....	80
	Appendix 5: Authorization Letter.....	81

Appendix 6: Research Permit	82
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LIST OF TABLES

Table	Page
Table 3. 1 Sample of respondents	26
Table 4. 1 Questionnaire return rate	31
Table 4. 2 Gender of teacher counsellors.....	32
Table 4. 3 Academic qualification of teacher counsellor	33
Table 4. 4 Length of service of teacher counsellor	34
Table 4. 5 Presence of counseling in the school	35
Table 4. 6 Effectiveness of guidance and counseling programme.....	36
Table 4. 7 Views on effectiveness of counseling programme	37
Table 4. 8 Adequacy of guidance and counseling time	39
Table 4. 9 Head teacher's contribution on time allocation.....	40
Table 4. 10 Agreements on aspects of time allocation	42
Table 4. 11 Coefficient of adequacy of time allocation.....	43
Table 4. 12 Assignment of specific time for counseling	45
Table 4. 13 Applicability of aspects of teacher's workload	46
Table 4. 14 Level of pupil's response to counseling programme.....	47
Table 4. 15 Coefficient of teacher curriculum workload.....	48
Table 4. 16 Attitude of head teacher on male teacher counsellors	49

Table 4. 17 Aspects of gender of teacher counsellor	50
Table 4. 18 Level of agreement on aspects of gender.....	52
Table 4. 19 Appointing authority of teacher counsellor	54
Table 4. 20 Criteria of appointing teacher counsellor.....	55
Table 4. 21 Improving counseling programme in the school	56
Table 4. 22 Coefficient of head teacher choice of teacher counsellor	57
Table 4. 23 Summary of coefficient of study variables	58

LIST OF FIGURES

Figure	Page
Figure 2. 1 Conceptual framework	23

ABBREVIATIONS AND ACRONYMS

DEO	District Educational Officer
GOK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
MDGs	Millennium Development Goals
MoE	Ministry of Education
TRC	Teacher Resource Centres
MOEST	Ministry of Education Science and Technology
UN	United Nations
PTA	Parents Teachers Association
TSC	Teachers Service Commission
UNESCO	United Nations Education, Scientific and Cultural Organization

ABSTRACT

The purpose of this study was to establish the school-based factors influencing implementation of guidance and counselling programme in public primary schools in Kikuyu Sub County, Kenya. It was guided by four objectives that included; time allocation, school workload for teacher counsellor, gender of teacher's counsellor and head teacher's choice of a teacher counsellor. The study adopted descriptive survey research design with the target population teacher counsellors, head teachers and education officers in public primary schools constituting the target population. Purposive and census sampling methods were used to select respondents. Krejcie and Morgan (1970) sample size estimation table was finally used to get a sample size of 116 respondents. Questionnaires and interviews guides were used to collect data. Both descriptive and inferential statistics were used to analyse data. The key findings were; an adequate sentiment was provided for the assertion that counseling programme is allocated time in time table. Majority of the respondents indicated that the teacher counsellor should have a reduced teaching time to accommodate counseling duties. Most of the respondents indicated that the attitude of the head teachers on male teachers as counseling teachers in the school as lukewarm with a few indicating the attitude as negative. The results indicate that most of the respondents suggested that the common criteria of appointing counseling teachers in the school is based on gender, interest in guidance and counseling and religion. The study concluded that workload of teacher counsellor is therefore the predictor variable of implementation of guidance and counseling programme in public primary schools. The study recommended that Schools should set aside adequate time in the time table for guidance and counseling programme in the school. There is need of reducing the teaching workload of counseling teachers to enable them implement guidance and counseling programme effectively in the school. To deal with the stereotype attitude of head teachers on male teachers practicing counseling in the schools, there is need to inculcate the importance of counseling programme to them through seminars and trainings. TSC and Ministry of education should come out with an articulate criteria for the appointment of the schools teacher counsellor to streamline the current confusion in appointment. A suggested area for further research is undertaking a study on school-based factors influencing implementation of guidance and counselling programme in secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Guidance and counseling services are very important tools in human development especially during adolescent stage. According to Bark (2006), guidance and counseling are the assistances made available by qualified and trained persons to an individual of any age to help him to manage his own life activities, develop his own points of view, make his own decisions and carry his own burden. In addition, Braddock (2005) states that, the purpose of guidance and counseling in schools is to improve academic achievement, foster positive study attitudes and habits, increase acquisitions and application of conflict resolution skills, and decrease school dropouts.

Lack of guidance and counseling in adolescence has resulted to increase in unpleasant outcomes in the society. These include school dropouts, drug abuse, crimes, and even failure to secure jobs (Mghweno et al., 2013). When guidance and counseling services are missing in schools, learners' adaptation becomes difficult thus leading to low performance, misbehaviour and dropout. According to Mghweno et al., (2013), without sound guidance and counseling, many learners loose direction and engage themselves in bad behaviours such as drug abuse and alcohol indulgence, missing classes, dropout and so on; as a result they lack both focus and direction resulting to total failure in life. According to (Fourie, 2010 & Eyo et al., 2010), there are many factors that hamper successful guidance and counselling in schools. They identified the

following factors as hindrances to effective delivery of guidance and counselling in schools: lack of formal training in counselling, lack of time for guidance and counselling, lack of support given to teacher counsellors and lack of resources.

In the United States of America, school counsellors complain that counsellor-learner ratios are too high and as such this negatively affects guidance and counseling services in curbing indiscipline cases in schools (Braddock, 2006). Rao (2006) conducted a study in India and reported that parents generally held a low opinion of the effectiveness of school counseling services offered to their children. Zeedyk (2008) reveals that Malawian school counsellors perceive the guidance and counseling services offered in Malawi as weak and having little impact, if any, on learners' discipline. Van and Knoetze (2004) also found that in South Africa effective provision of school guidance services prevent indiscipline cases in schools, which enable learners gain acceptable behaviours.

In Ethiopian higher education, "Guidance and Counseling" course was first introduced in the curriculum of Addis Ababa University in 1967 (Alemu, 2013). Since then; the course has been given to university learners at the department of Psychology and the graduates have been assigned to secondary and primary schools and other social settings to provide guidance and counseling services.

In Kenya, the increase in the number of schools experiencing learner indiscipline has been on the increase. This has been evidenced from the

rampant strikes and destruction of school properties. Ileri (2007) asserts that the disturbances are not only confined to secondary schools, but also to primary, middle level colleges and the universities. Learners interpret their grievances as having their root within the school (MOE, 2008). The problem of indiscipline in Kenyan schools has been traced to various possible reasons. These include poor parenting, drug abuse by learners, political influence and the mass media Ndegwa (2013). However there is an emerging view that this phenomenon could be emanating from the exclusive management approaches applied by school heads which limits teachers and parental input in discipline issues Ndegwa (2013).

Various government reports have recommended provision of guidance and counseling in learning institutions in their various policy documents since 1963 when Kenya got its independence. Some of these documents include development plans, policy papers, educational commission's reports and sessional papers. The Ominde (1964) reports (Republic of Kenya, 1964) recommended that, children be given courses of education and training best suited to their needs and that guidance and counseling to be provided on careers and opportunities for employment.

Gachathi report in the Republic of Kenya (1976) recommended that all teachers be trained in guidance and counseling work, and be required to do it as one of their normal duties In-service courses were to be organized for practicing teachers, adequate time was to be provided for other topics like career, ethics, human relations, family life and sex education. Republic of

Kenya, (1988) recommended that guidance and counseling of youth in schools should assist them develop high attitude towards discipline and management of time. It is with this background that guidance and counseling of pupils in schools must become of top priority given that the Kenyan government has institutionalized guidance and counseling as a vital component of the education system. Wanjiku (2006) in the education watch report that many schools have embraced guidance and counseling. A well-organized guidance and counseling should assist in making learner disciplined, prudent, self-controlled human and right thinking individuals. Kagendo (2009) on a study on learners discipline and unrest in Kenyan schools makes strong recommendations on the need to strengthen guidance and counselling by equipping teacher counsellors with skills and knowledge so that they can perform their duties effectively.

Primary schools in Kikuyu Sub-County continue to experience inadequate counseling services with reports of teacher's use of corporal punishment resulting to pupil's injuries (Owiri, 2014). In the absence of adequate counselling, therefore, pupils' problems remain and are unable to adequately fully understand themselves and their world. This has led to despair, teenage pregnancies and drop out cases in many primary schools in the sub county (Obuto, 2005). The proximity of Kikuyu Sub County to Nairobi County, and the starring performance of its secondary schools in national examinations in Kenya, has unfortunately obscured the challenges of inadequate counselling programme in primary schools. Consequently, few researchers have focused

attention on the guidance and counseling services in primary schools in the sub county. The counseling teachers in primary schools have complained of inadequacy of time for guidance and counselling services in the schools. Further, some of the schools in the sub county seemingly reveal a lack of qualified guidance and counselling tutors. The guidance and counselling units also appear to exist on paper. Pupils in these schools have therefore been deprived of guidance and counselling services. It is against this background that the researcher intends to find out the school-based factors influencing guidance and counseling programme in Kikuyu Sub-County.

1.2 Statement of the problem

In spite of the implementation of guidance and counselling in public schools in Kenya, indiscipline issues still exist. In Kikuyu sub county, reports from the education office (2014) points out that the primary school learners are indulging in pleasure and luxury. They have bad manners, contempt for authority, and disrespect for older people. It is common to hear parents, teachers and church leaders blaming each other, for failing to teach the young people to be well behaved. According to Ndegwa (2013), many parents have abandoned the teaching of their children which they have entrusted to the teachers.

Although the Ministry of Education has ensured that each public school has a teacher-counsellor appointed by Teachers Service Commission (TSC) yet indiscipline cases persist and Kikuyu Sub County is not exceptional. A number of studies have been done on school factors influencing

implementation of guidance and counselling activities in primary schools. For example, Ngumo (2003) conducted a study on lack of guidance and counselling in controlling indiscipline but the study was based in Nyeri district. Obuto (2005) did an investigation on non-implementation of guidance and counselling programmes in Butere-Mumias district. Among the available studies, few have been based in Kikuyu Sub-County. Therefore, do school based factors influence implementation of guidance and counselling programme in Kikuyu Sub County?

1.3 Purpose of the study

The purpose of the study was to establish the school-based factors influencing implementation of guidance and counselling programme in public primary schools in Kikuyu Sub County, Kenya.

1.4 Research objectives

The objectives of the study were:

- i. To determine the influence of time allocated for guidance and counselling services on implementation of guidance and counselling programme in public primary schools in Kikuyu Sub County, Kenya.
- ii. To establish the influence of school workload for teacher counsellor on implementation of guidance and counselling programme in public primary schools in Kikuyu Sub County, Kenya.
- iii. To identify the influence of teacher counsellor's gender on implementation of guidance and counselling programme in public primary schools in Kikuyu Sub County, Kenya.

- iv. To examine the influence of head teacher's choice of a teacher counsellor on implementation of guidance and counselling programme in public primary schools in Kikuyu Sub County, Kenya.

1.5 Research questions

The research questions of the study were:

- i. What is the influence of time allocated for guidance and counselling on implementation of guidance and counseling programme in public primary schools in Kikuyu Sub County, Kenya?
- ii. What is the influence of curriculum workload for teacher counsellor on implementation of guidance and counseling programme in public primary schools in Kikuyu Sub County, Kenya?
- iii. What is the influence of gender of teacher's counsellor on implementation of guidance and counseling programme in public primary schools in Kikuyu Sub County, Kenya?
- iv. What is the influence of head teacher's choice of a teacher counsellor on implementation of guidance and counselling programme in public primary schools in Kikuyu Sub County, Kenya?

1.6 Assumptions of the study

The study was guided by the following assumptions:

- i. There is allocation of specific time for guidance and counseling services in the school.
- ii. The teacher counsellor has equal workload with the other teachers in addition to counseling duties.

- iii. Both male and female teachers are allocated counseling duties in the school.

1.7 Significance of the study

The study may assist the Ministry of Education to recognise and appreciate the importance of guidance and counselling services for pupil's academic development. This study may be significant to head teachers in primary schools in Kenya as it could point out the main school based factors influencing the implementation of guidance and counselling services in the school. It is also anticipated that guidance and counselling teachers may gain insight into the solutions to the guidance and counselling challenges they encounter. This study may add to the existing literature on school factors influencing implementation of guidance and counselling programme in education institutions. Finally the future research scholars may use the findings of this study as a point of reference.

1.8 Limitation of the study

A limitation for this study was that clarity and truthfulness of information from the respondents on the existence of guidance and counseling services could not be guaranteed. The limitation was overcome through counterchecking the information provided through the use of an interview guide.

1.9 Delimitation of the study

The study was delimited to school based factors such as time allocated for guidance and counselling, school workload of the teacher counsellor, gender of the teacher counsellor and choice of the head teacher on teacher counsellor and their influence on guidance and counselling services in schools. This study focused on public schools in Kikuyu Sub County leaving out other schools in Kiambu Sub County. Generalization of the finding should therefore be done with this in consideration.

1.10 Definition of terms

Counseling programme refers to the guidance and counseling initiatives adopted by school administrations

Counselling refers to the process by which pupils are helped to understand themselves and their problems better

Effective service: Guidance and counseling services that have positive effectiveness in making learners use the services of the teacher counsellor more often and regularly.

Guidance and counseling involves an exercise where there is an interaction in which an individual receives or gives social support to another which is to help them cope with their immediate environment.

Guidance refers to the process of helping individuals to understand themselves and direct their efforts to achieve personal satisfaction and usefulness to society.

Teacher counsellor refers to a trained person officially given the responsibility to counsel pupils about their problems.

1.11 The organization of the study

The study is organised in five chapters as follows; chapter one consist of the background to the study, problem statement, purpose of the study, objectives and research questions, significance of the study, assumptions of the study, limitations and delimitations of the study as well as definition of key terminologies. Chapter two presents a review of literature of the study, summary, theoretical foundations and conceptual framework. Chapter three presents the methodology comprising of research design, target population, sampling procedure, research instrument, validity and reliability of the instruments, data collection and data analysis. Chapter four contains an analysis of the data, presentation and interpretation of the findings, while chapter five contains a summary of the findings, discussions, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review, including a theoretical basis from which the study is based and the conceptual framework.

2.2 Importance of effective implementation of guidance and counselling programme in the school

Ajowi and Simatwa (2010) note guidance and counseling services as essential elements in discipline management of people in all societies even the most primitive societies grew out of the necessity of guiding individuals' behaviour patterns in the interests of the group. Teachers and schools therefore have the responsibility of ensuring that each pupil matures steadily along his own personal line (Wasike, 2002). However, the researchers do not clearly outline the effectiveness of guidance and counseling programme in reference to time allocation, gender, workload and choice of teacher counsellors in schools.

Research indicate that learners who participated in a school-counseling program had significantly less inappropriate behaviors and more positive attitudes toward school than those learners who did not participate in the program (Baker & Gerler, 2001). Despite government recommendations aimed at curbing the various cases of indiscipline in learning institutions particularly the use of guidance and counseling units in all schools (MoEST, 2005); guidance and counseling is rarely resorted to in handling cases of

learner indiscipline. School administrators are tasked with the responsibility of implementing guidance and counseling services in their respective schools. In spite of outlining the role of guidance and counseling programme in the school, the researchers do not highlight methods that the head teachers should use in implementing the programme.

2.3 Time allocation for counselling services and implementation of guidance and counseling programme

Time allocation within the school for guidance and counseling is instrumental towards its effectiveness. Head teachers bear the responsibility for the counseling activities and their contributions are vital. Studies suggest that head teachers perhaps might not be instrumental on giving enough resources to the guidance and counseling programs in their schools (Ajowi & Simatwa, 2010). Bakhda (2004) noted that guidance and counseling is a preventive approach to learner indiscipline and is therefore appropriate to allocate adequate time in schools. However, the researchers fail to offer a clear guideline on the role of head teacher in implementation of counseling programme. The researchers seems to contrast each other.

Time as a resource is a major factor that affects the guidance and counselling activities in the school due to several reasons. For one, learners seeking counselling services tend to shy away from others and usually seek counselling services at night when their colleagues cannot see them with the teacher counsellor or entering the counselling room (Kagendo, 2009). Majority of the teacher counsellor's points that they have observed this pattern

and have to adjust so as to be available when the learners calls. The researcher supports the vitality of adequate time allocation to the counseling teacher for successful implementation and effectiveness of the counseling programme.

According to Bakhda (2004) girls shy off during the day and only agree to seek counseling at night. The teacher counsellors therefore have to be devoted to offer counselling services and they should meet the learners at their point of need. The counsellors have to adjust to meet the needs of the learners and circumstances do not always allow this (Samoei, 2008). Teacher counsellors usually have a lot of school work to attend to beside the counseling activities (Lutomia & Sikolia, 2002). Majority of counsellors also tend to have several duties as subject and class teachers and therefore must balance the classwork and counseling activities. A lot of devotion is necessary to do this (Taylor & Buku, 2006). However, the study does not articulate some of the motivational measures that need to be utilized to fulfil the need for devotion by the counseling teachers.

Mobiegi et al., (2010) indicated that in most schools, as if counselling is not too much in addition to classroom work, teachers are assigned routine duties as master on duty in the school as well as the ordinary teachers. They also feel that schools seem to operate a tight academic service that affect the contribution of other counsellors such as invited guest speakers in the school guidance and counseling schedule. The teacher counsellors also feels that the ministry of education has to work out ways of reducing their workload. This is due to the fact that counselling is a process, it takes time. The teacher

counsellor can be patron of peer counselling club only (Wango, 2006). This study fails to offer specific measures of reducing the counseling teacher's workload, and who will carry the same burden.

2.4 Teachers' teaching workload and implementation of guidance and counseling programme

School teacher's heavy teaching loads and other responsibilities such as administrative and teaching duties in the school leave little time for them to meet pupils needing guidance and counselling services (MOEST, 2005). In America, school counsellors complain that learner-counsellor ratios are too high and as such this negatively affect the school guidance and counseling services (Reynolds & Cheek, 2002). Paisley (2007) found that school counsellors performed non-counseling duties which prevented them from offering counseling services. Similarly, the study does not pinpoint solutions to solve the heavy teaching workload of the teacher counsellor. This study will give recommendations on ways of reducing the teaching workload of teacher counsellors to enable them have enough time to carry out the counselling duties in the school.

The non-counseling duties performed include, clerical and administrative duties. Sink and MacDonald (2006) stated that in effective guidance and counseling services, administrative and clerical tasks are de-emphasized to create time for counseling. The high workload in schools leaves many teacher counsellors with little time to focus of school counselling programs and provision of guidance and counselling. Attending to all demands for time and

programming can place counsellors in the unrealistic position of trying to be all things to all people (Jones, 2003). There are also problems of time and workload in developing countries. Teacher's workload hence becomes an obstacle to their participation in guidance and counseling services reducing guidance schedules which are equally important (Samoei, 2009). However, this study assumes that teacher counsellors are over-burdened in all schools in Kenya.

While many primary schools in Kenya do not have guidance and counselling personnel, it appears the few in the system are over-burdened with classroom teaching resulting in inadequate counselling services. Consequently, teachers in Kenyan primary schools appears not to have enough time for the guidance and counselling services due to high population of pupils resulting from Free Primary Education (FPE) (Kindiki, 2009). In the absence of adequate counselling time, therefore, pupil's problems remain and they are unable to adequately fully understand themselves and their world (Gitonga, 2006). This study generally supports the view by scholars in Kenya that, FPE has led to over-burdening of teacher counsellors due to the high number of learners in need of such services.

2.5 Gender of the teacher and implementation of guidance and counseling programme

Ministry of Education (2012) notes that the gender of the teacher counsellor is usually critical in guidance and counseling in the school. The opinion of most of the school administrators is that female teachers tend to be more motherly

and gentler even in boys schools. According to Muganda, Onyando and Omondi (2008), the biggest problem in many education institutions is stereotyping: that a male teacher cannot counsel girls. They tend to feel that the male teachers might befriend the girls, since they fail to understand the role of a counsellor. According to Aluede and Imonikhe (2007) female head teacher's belief that female learners shy away from seeking for counseling from female counsellors. However, this assertion is usually false. Most head teachers do not understand what is counselling. Despite the significance of these studies, there is failure of recommending the measures to overcome stereotypic beliefs among the head teachers.

Another perception of the gender factor according to Aluede and Imonikhe (2007) is that majority of teachers take that counselling is a female world. Arudo (2006) stated that fear among learners on certain teachers who could perhaps misuse the counselling session cannot be underestimated. Most schools tend to have a teacher counsellor whose gender corresponds to the learners in the school with a corresponding assistant teacher counsellor of the opposite gender. The study clearly capture the situation of guidance and counseling programme in schools in Kenya.

Girls are hesitant to seek counselling services (Marchetta, 2011). Most girls prefer informal counselling instead of coming to the counselling room. Attempt at counseling outside the formal counseling room is frowned by female learners. They shy away, they do not want to be seen by others, you see. Marchetta (2011) argues that in some cases, learners have a misconception

that girls who went to see the teacher counsellor are usually pregnant. Girls would prefer general guidance and counselling talk given to all learners in the assembly or in classes but not individual counselling (UNESCO (2011). However, the study assumes at face value that girls are hesitant in seeking counseling services without offering factual figures.

UNESCO (2011) further states that culture also seem to affect the way the male learners, for instance, would approach counselling. In the Masai culture, a woman is a child. A female counsellor would find it very difficult to counsel boys. The Masai boys are initiated through circumcision and thereafter, they are men. It is unlike a man in this culture to seek help. Hence the boys are hesitant to seek counselling (UNESCO, 2011). The study highlights clearly the influence of gender on implementation of counseling programme in school.

Girls will book an appointment and then when they are supposed to visit a counsellor, they do not show up. They are shy and do not want to be seen by others (Muganda, et al., 2008). According to Arudo (2006) it is easier to counsel boys than girls: When a boy seek for counselling, they tell the problem straight away. If he is taking drugs, they tell the counsellor even the drug they are taking. But the girls take the counsellor round and round. However, this study is too generalist on the behaviour of girls towards the counseling programme.

2.6 Choice of a teacher counsellor and implementation of guidance and counselling programme in the school

Wango (2006) stated that the role of the school administration, especially the head teacher, is very crucial in any programme in the school, including the choice of a school guidance and counselling teacher. The selection and appointment of the teacher counsellor should be carefully done since the role of the teacher counsellor in the school guidance and counselling programme is very crucial. However, the study is too quick in assuming that it is only the head teacher who has the mandate of appointing teacher counsellors in the schools.

Wamocho et al., (2008) found that, there is no clear procedure as to how the teacher counsellor should be appointed, because the policy documents only state that a responsible senior teacher be appointed to coordinate guidance and counselling. The Teacher Service Commission (TSC) appoints and deployed teachers just as other Heads of Department (HOD) after a formal interview, when a teacher had completed the two-year probation period and served as a teacher for three years. All HODs have a salary increment (Wango, 2006). Similarly this study neither provides a criteria of appointment of a teacher counsellor, nor an explanation of who is a senior teacher.

According to Kindiki (2009), where a teacher counsellor is not appointed by the TSC such as in a small schools that have fewer HODs, the head teacher usually appoints a teacher from the members of staff, and the criteria used, is not very clear. However, such an internal appointment does not carry any

financial benefit but the letter can be used in an interview. The entire selection and appointment process of the teacher counsellor by the head teacher seem to affect the way they work in the school. The study once again fails to provide a guideline for appointment of a teacher counsellor.

Wango (2006) further asserts that the TSC appointed teacher counsellors have an appointment letter to that effect, and they also have considerably fewer lessons, as compared to the internally - appointed teacher counsellors. Most of the internally appointed teacher counsellors do not have an appointment letter, or are verbally appointed and this does not motivate them. Other teacher counsellors made various suggestions as to how the counsellor should be appointed. The teacher counsellors' seems to question the criteria used in the appointment of teacher counsellors and further says that some TSC appointed teachers tend to lack the cooperation of the teachers (Wango, 2006). In spite of the clarity on the difference between TSC and head teacher's appointed teacher counsellors, the study once again does not provide the criteria for the appointment of teacher counsellors.

According to Myrick (2008), the role of the school head teacher in guidance and counselling is to provide administrative support and encouragement to the teacher counsellor. Lack of support from the head teacher for the school counsellor may hamper the provision of guidance and counselling services to learners. Some teachers and head teachers have negative attitudes towards guidance and counselling services, especially where the counsellor is externally appointed from the TSC. As a result, Obuto (2005) maintains that

the head teachers do not always give teacher counsellors the support they need and this affect the effectiveness of the school counselling services. However, the study errs by making a bracket assumption that head teachers do not support the counseling programme.

DeLuccia-Reinstei (2009) is of the opinion that school counsellors' motivation to help students increases significantly when school counsellors do not feel isolated and do not lack support from staff. DeLuccia-Reinstei (2009) adds that head teachers, as heads of their schools, have the responsibility of overseeing the implementation of guidance and counselling in their schools irrespective of the appointment authority of the school counsellor. The study and weight to the significance and relevance of head teachers support to the teacher counsellor to enable them run the counselling services effectively.

2.7 Summary of the literature review

A number of studies have been done on school factors influencing implementation of guidance and counselling activities in primary schools. Ajowi & Simatwa, (2010) stated that time allocation within the school for guidance and counseling is instrumental towards its effectiveness. Head teachers bear the responsibility for the counseling activities and their contributions are vital. However, the study does not give an insight on how the time allocation for counselling services should be undertaken. Wamocho, Karagu and Nwoye (2008) found that, there is no clear procedure as to how the teacher counsellor should be appointed, because the policy documents only state that a responsible senior teacher be appointed to coordinate guidance and

counselling. This study similarly fails to highlight the correct procedure for appointment of a school counsellor. Mobiegi, Ondigi and Oburu, (2010) indicated that in most schools, as if counselling is not too much in addition to classroom work, teachers are assigned routine duties as master on duty in the school as well as the ordinary teachers.

2.8 Theoretical framework

This study is guided by McGregor's theory X and Y (1960). The influence of school based factors on the implementation of guidance and counseling services in the school will be explained by McGregor's theory X and Y (1960). His argument is based on the classification of how people get actively involved in work. Theory X holds that work is inherently distasteful to most people and that most people are not ambitious, have little desire for responsibility, prefer to be directed and must be coerced if organizational objectives are to be achieved. Theory Y on the other hand assumes that people are not lazy; rather, that they can be self-directed and creative at work if properly motivated and are creative enough to solve organizational problems. In a school setting, the theory tends to explain how different stakeholders particularly teacher counsellors will participate towards the achievement of school guidance and counselling objectives. Some teacher counsellors may participate maturely towards the improvement and effective implementation of guidance and counselling services in the school while others may regress in behaviour and act irresponsibly in their roles as school counsellors. From this theoretical background, it is apparent that, in a school setting, school

counsellors might willingly participate in guidance and counselling services or regress by declining full implementation of the guidance and counselling services.

Since it is a widely held view that school counsellors' participation in school guidance and counselling services is directly related to the effectiveness of the implementation of counselling services in the school, this theoretical propositions suggest that the poor implementation of the guidance and counselling services in public primary schools in Kikuyu Sub County could be related to the extent to which school counsellors are allocated time for counselling, the teaching workload, the gender and the head teacher's choice of a school counsellor. This study will be undertaken to verify this possibility and specific attention will be placed on the school based factors and their influence on implementation of guidance and counselling services in the school.

2.9 Conceptual framework on influence of school factors on implementation of guidance and counseling service

The conceptual framework is developed from the literature reviewed.

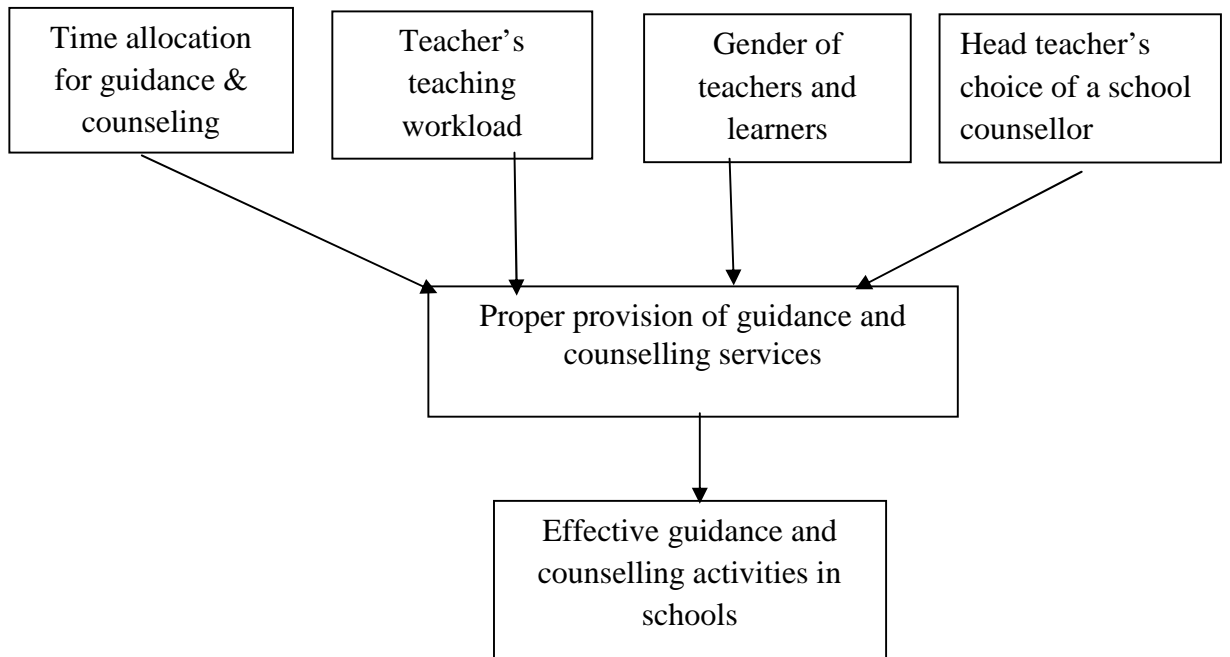


Figure 2. 1 conceptual framework on school factors influencing implementation of guidance and counseling programme

Adequacy of time allocation for guidance and counseling ensures the counsellor's ability to inculcate responsibilities to the pupils leading to disciplined pupils with positive career, personal and social development. Provision of adequate teaching workload to the guidance and counseling teachers enables them to balance the school and pupils counseling services. This creates efficiency in the teacher counsellor leading to enhancement of discipline in the school. Positive attitude from the school stakeholders towards the guidance and counseling service in the school positively motivates the teacher counsellor leading to disciplined pupils in the school. Appointment of teacher counsellors on merit rather than gender lines ensures that competent counsellors are available to assist the needy learners.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodologies that was used to conduct the study. It describes the research design, target population, sample size and sampling technique, research instruments, data collection procedures, pilot test, validity and reliability as well as data analysis.

3.2 Research design

Research design is the blueprint that enables the investigator to come up with solutions to problems and guides him in the various stages of the research (Nachmias & Nachamias, 2004). The study used descriptive survey design as it is helpful in indicating trends in attitudes and behaviours and enable generalization of the findings of the research study to be done. This design was appropriate for this study because it saves time, expenses and the amount of quality information yielded is valid, while interviewer bias is reduced because participants complete identically worded self-reported measures (Adèr, Mellenbergh & Hand, 2008).

3.3 Target population

The target population of this study were the teachers in public primary schools in Kikuyu Sub County. The study targeted all the 67 registered public primary schools in Kikuyu Sub County. The study also targeted the District Education officer, district human resource officer, district staffing officer and TSC human resource officer from the sub county education office. The target

population constituted of 4 education officers, all the 67 head teachers and 67 guiding and counselling teachers (one per school) making a total of 138 respondents (DEOs office Kikuyu Sub County, 2014).

3.4 Sampling technique and sample size

Purposive sampling was used to select Kikuyu Sub County as the study area and also all the public primary schools. Purposive sampling is a type of sampling in which particular settings, persons, events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices (Teddlie & Tashakkori, 2009). Purposive sampling was also be used to select the 4 education officers, 67 head teachers and 67 guidance and counselling teachers in Kikuyu Sub County since they have awareness on guidance and counselling field. Because the population of the education officers is small as it comprises of 4 personnel, a census study was undertaken instead of sampling. In a census study, the entire population is included in the sample.

Krejcie and Morgan (1970) Sample Size Estimation Table which samples the appropriate sample size from the existing population was used to come up with the sample size for head teachers and guidance and counselling teachers (see appendix 4). From the table, when the sample for the education officers is 4, the sample size is 4; when the sample for the head teachers and teachers is 67, the sample size is 56. The total sample size was 4 education officers, 56 head teachers and 56 teachers totalling 116 respondents.

Table 3. 1 sample of respondents

Respondents	Number	Sample	Sample size
Sub County Education officers	4	4	4
Head teachers	67	56	56
Teachers counsellor	67	56	56
Total		116	106

3.5 Data collection instruments

The researcher used two data collection instruments namely; questionnaire and interview guide.

3.5.1 Questionnaire

According to Cooper and Schindler (2008), the questionnaire is conveniently used because it is cheaper and quicker to administer, it is above researcher's effect and variability, and is highly convenient for the respondents as they can fill them during free times or when workloads are manageable. Self-administered questionnaires was used as the research instrument. The self-administered questionnaires have the advantage of being flexible because they contain both open and closed-ended questions. The open and closed questions helped in gathering in-depth information so that the study got a complete and detailed understanding of the issue under research (Kombo & Tromp, 2006). Each question in the questionnaire was developed to address a specific objective or research question of the study. The content of the questionnaires was divided into five sections, A to E. Section A reflected the demographic characteristics of respondents. Sections B to E provided the respondents information and answers based on the study objectives.

3.5.2 Interview guide

An interview is a flexible measurement device in which an individual can offer a fairly free response. It contains open ended questions based on the objective of the study. The interviewer can pursue responses with the individual and ask for elaboration of responses if it appears ambiguous (Kothari, 2004). The interview guides was developed by the researcher and employed as a follow-up to the questionnaire. The researcher interviewed the Sub County Education Officers, head teachers, HODs and guidance and counselling teachers. The interview schedule complemented the questionnaire by making an in depth enquiring on the study variables from the respondents.

3.5.1 Validity of instrument

Validity refers to the extent to which the measures used in the questionnaire are truthfully measuring the intended concept and not something else (Sekaran & Bougie, 2009). Validation of the instruments involved supervisors in the school of education, University of Nairobi using reviews and comments on the content and quality of the questionnaire. The instruments was then adjusted from the results obtained from validation exercise to minimize errors and ambiguity. A pilot test of the instruments was finally undertaken to detect possible flaws in the measurement procedures that may include among others, aspects such as ambiguous instructions or inadequate time limits. A pilot study involved one head teacher and ten teacher counsellors from Limuru Sub County which shares similarity with Kikuyu Sub County will be conducted to enhance validity and reliability of the instruments. After the pilot study, adjustments were done on a few questions on the pupil's questionnaire that

seemed vague; some of the questions were deleted. Others were reorganized to ensure flow of ideas.

3.5.2 Reliability of data instrument

Kombo and Tromp (2006) stated that reliability of an instrument is a measure of how consistent the results of a test are. In this study reliability test was carried out using test retest method of the research instruments. The researcher administered the instruments to the respondents with the same questionnaire administered to the same group after two weeks. Correlation coefficient was computed for the two scores obtained using Pearson's product moment formula.

$$r = \frac{XY - (\bar{X})(\bar{Y})/N}{\sqrt{(x^2 - (\bar{x})^2/N)(y^2 - (\bar{y})^2/N)}}$$

Where, r = the Pearson's coefficient of correlation index: $X_i = i^{\text{th}}$ value of X variable: $Y_i = i^{\text{th}}$ value of Y variable, N = Number of observations or subjects of X and Y: A coefficient of 0.70 or more will imply that there is a higher degree of reliability of the data (Mugenda and Mugenda, 2003). If this coefficient is not realized, the instrument will be adjusted. This is because reliability of an instrument is strong when the correlation coefficient is close to one, while an instrument is unreliable when reliability coefficient is close to zero. The reliability measurement was, time allocation (0.773), teacher workload (0.793), gender of teacher counsellor (0.712), head teacher's choice of counseling teacher (0.689) and implementation of guidance and counseling programme was 0.754. Bryman (2011) has indicated 0.7 to be an acceptable

reliability coefficient. The instruments had a reliability index of 0.7 hence; there was an internal consistence of the variables.

3.6 Data collection procedure

Data collection is the gathering of information to serve or prove some facts (Kombo & Tromp, 2006). The researcher sought for a research permit from the National Council for Science and Technology. Introductory letters were attached to the questionnaire and written consent sought from the School of Education, University of Nairobi. Appointments were sought with respondents for the purpose of creating rapport, confidence and removing any suspicions by assurances of confidentiality on the data that the study will generate. The respondents were given a time frame within which they were expected to respond to the questionnaires. The completed questionnaires were collected by the researcher on the same day.

3.7 Data analysis techniques

Analysis of data started with sorting out the questionnaires and interview guide sentiments and establishing that they are correctly filled. After sorting, data was coded into Statistical package for social sciences (SPSS) which aided in analysis. The SPSS was basically used for analysing quantitative data. Descriptive statistics was used to deduce any patterns, averages and dispersions in the variables. They included measure of locations (mean) and measure of dispersions (standard error mean). Inferential statistics were used to determine the relationship between the study variables and these inferential statistics included correlation and regression analysis. Frequencies and

percentages obtained were used to present the information from which comparing the frequencies and percentages was done on interpretation. Descriptive statistics were used to summarize the data, to enable the researcher to meaningfully describe a distribution of scores or measurements using statistics depending on the type of variables in the study. The results were tabulated for easy interpretation.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The purpose of this study was to establish the school-based factors influencing implementation of guidance and counselling programme in public primary schools in Kikuyu Sub County, Kenya. This study was guided by the independent variables; influence of time allocated for guidance and counselling, the influence of school workload for teacher counsellor, the influence of gender of teacher's counsellor and the influence of head teacher's choice of a teacher counsellor. The dependent variable of the study was implementation of guidance and counselling programme in public primary schools. This chapter presents the research findings, interpretation and results of the study. Data analysis was conducted for each of the specific objective.

4.2 Questionnaire return rate

The respondent's questionnaire return rate is presented in Table 4.1.

Table 4. 1 Questionnaire return rate

Respondent	Sample	Returned	Percentage (%)
Sub county education officers	4	3	75.0
Head teacher	56	40	71.4
Teacher counsellor	56	47	83.9
Total	116	90	76.8

Data was collected from the 116 respondents from Kikuyu Sub County, Kenya. The targeted sample was 116 respondents. A total of 90 out of 116 self-administered questionnaires were filled and returned yielding a response rate of 76.8%. Mugenda (2003) stated that a response rate of above 70.0% is acceptable in research. The high response could be attributed to self-administration of the questionnaire.

4.3 Demographic information

This section presents demographic information of the respondents involved in the study. Demographic information highlighted the gender, academic qualification of teachers, and length of service as a teacher counsellor in the current school for the teachers.

4.3.1 The gender distribution of teacher counsellors

Data on gender distribution of teacher counsellors. Gender is vital in identifying if gender parity is considered in posting of teacher counsellors. The results are presented in Table 4.2:

Table 4. 2 Gender of teacher counsellors

Gender	Teachers counsellor	Percentage
	F	%
Female	33	70.2
Male	14	29.8
Total	47	100.0

The gender of teacher counsellors was sought since it is crucial to understand the gender prevalence in guidance and counseling in Kikuyu Sub County.

From the findings, majority of the teacher counsellors (50.0%) were females with 29.8% of the teacher counsellors as males. These features were expected since the perception as portrayed by Mghweno et al., (2013), that guidance and counselling is perceived to be a female domain in many educational institutions. This implies that there is a need to encourage more male teachers to participate in guidance and counselling in public primary schools in the Sub County.

4.3.2 Academic qualifications of the teacher counsellors

Academic qualifications of the teacher counsellors categorized from degree, diploma and P1 qualification. Academic qualification points out the quality of teacher counselors in the Sub County. The results are discussed and presented in Table 4.3.

Table 4. 3 Academic qualification of teacher counsellor

Response (years)	Frequency	Percentage %
Degree	8	17.0
Diploma	13	27.7
P1	26	55.3
Total	47	100.0

The findings indicate that majority of the teacher counsellors had a P1 qualification, 27.7% had a diploma in education with 17% being holders of a degree in education. This means that the teaching staffs in Kikuyu Sub County are trained as teachers in primary schools in Kenya and may be knowledgeable to grasp issues to do with school based factors in the school influencing implementation of guidance and counseling programme.

4.3.3 Duration of time teacher counsellors has served in school

The study requested the teacher counsellors to state the duration of time they had served as teacher counsellors in the present school. Duration of time indicate the experience of the teacher counsellor in handling the counselling programme in the school. Results are indicated in Table 4.4.

Table 4. 4 Length of service of teacher counsellor

Response (years)	Frequency	%
1 year	4	8.5
2 years	15	31.9
3 years	12	25.5
4 years	3	6.4
Above 5 years	3	6.4
Total	47	100.0

From the findings of the study, most of the teacher counsellors (31.9%) had served in the current school for a period of 2 years. Another (25.5%) had served in the current school for between 3 years. This implies that majority of the teacher counsellors have been in the school long enough to answer comprehend the school based factors in the school influencing implementation of guidance and counseling programme.

4.4 Importance of effective implementation of guidance and counseling programme in the schools

This section highlights the views and findings of the respondents on the effectiveness of the implementation of the guidance and counseling programme in the schools.

4.4.1 Presence of guidance and counselling programme to manage discipline among pupil in school

To find out the presence of guidance and counseling programme in the schools, the researcher asked the respondents to indicate their views on the existence of guidance and counseling in the schools. Presence of the counselling programme outline the seriousness of the school administrators towards counselling. The responses are presented in Table 4.5.

Table 4. 5 Presence of counseling in the school

Response	Frequency	Percentage (%)
Presence of G/C programme	31	65.9
Absence of G/C programme	16	34.1
Total	47	100.0

Majority of the respondents (65.9%) stated that guidance and counseling programme was present in the school. The other 31.4% indicated that guidance and counseling programme was absent in their schools. The findings agrees Wanjiku (2006) in the education watch report that many schools have embraced guidance and counseling. She adds that a well-organized guidance and counseling should assist in making learner disciplined, prudent, self-controlled human and right thinking individuals. The implication is that availability of guidance and counseling in schools will assist in improvement of academic achievement, foster positive study attitudes and habits, increase acquisitions and application of conflict resolution skills, and decrease school dropouts.

4.4.2 Effectiveness of guidance and counseling programme in the school

The views of the teacher counsellors on the effectiveness of guidance and counseling programme in the school. Effectiveness is necessary in highlighting the well-being of implementation of counselling programme. The results are presented in Table 4.6.

Table 4. 6 Effectiveness of guidance and counseling programme

Responses	None		Less effective		Moderately effective		Effective		Very effective	
	f	%	F	%	f	%	f	%	f	%
Pupils respect other and including the administration	0	0	7	14.9	30	63.8	10	21.3	0	0
Pupils respect other people's property	0	0	8	17.1	20	42.6	14	29.8	5	10.6
Pupils choose friends wisely	2	4.2	19	40.4	19	40.4	5	10.6	2	4.2
Pupils know the effects of drug abuse	0	0	4	8.5	11	23.4	28	59.6	4	8.5

N=47

Majority of the respondents (63.8%) stated that guidance and counseling programme was moderately effective in the school. Another 59.6% of the respondents indicated that the schools had an effective guidance and counseling programme. This complements the argument by Braddock (2005) states that, the effectiveness of guidance and counseling in schools is to assist in improving and fostering positive study attitudes and habits, increase

acquisitions and application of conflict resolution skills, and decrease school dropouts. Mghweno et al., (2013) further agreed that lack of guidance and counseling in adolescence results to increase in unpleasant outcomes in the society. These include school dropouts, drug abuse, crimes, and even failure to secure jobs. The implication is that the schools should ensure that the counseling programme is effective through adequacy of implementation to assist the school learners.

4.4.3 Further views from the respondents on the effectiveness of guiding and counselling programme

Table 4.7 further indicates the views of the respondents on the effectiveness of of counselling programme in the school. Similarly, effectiveness is necessary in highlighting the well-being of implementation of counselling programme.

Table 4. 7 Views on effectiveness of counseling programme

Responses	None		Less effective		Moderately effective		Effective		Very effective	
	f	%	F	%	f	%	F	%	f	%
Pupils becoming interested in learning	4	8.5	11	23.4	26	55.3	51	0.6	1	2.1
Setting academic goals with realistic chances of success	3	6.3	23	48.9	11	23.4	10	21.3	0	0
Develop study skill habits	0	0	10	21.3	19	40.4	18	38.3	0	0
Pupils manage their time properly	0	0	10	21.3	25	53.2	12	25.5	0	0

The findings further indicate that majority of the respondents (55.3%) agreed that the effectiveness of guidance and counseling programme is portrayed by the fact that pupils were becoming interested in learning. Another 53.2% stated that the effectiveness of guidance and counseling programme was shown through pupils managing their time properly and 48.9% argued that setting of academic goals with realistic chances of success by the pupils was an indicator of the effectiveness. The results supports Ajowi and Simatwa (2010) who noted that guidance and counseling services as essential elements in discipline management of people in all societies even the most primitive societies grew out of the necessity of guiding individuals' behaviour patterns in the interests of the group. The implication is that teachers and schools therefore have the responsibility of ensuring that each pupil matures steadily along his own personal line through effective utilization of guidance and counseling programme in the school.

4.5 Time allocation for guidance and counseling programme

Respondent's views on the influence of time allocation are discussed in this section.

4.5.1 Adequacy of the guidance and counselling time resources

The teacher counsellor's views on the adequacy of the guidance and counselling time resources are highlighted in Table 4.8. Adequacy of allocation of time pin-points the school's seriousness with the counselling programme.

Table 4. 8 Adequacy of guidance and counseling time

Responses	None		Less adequate		Moderately adequate		Adequate		Very adequate	
	F	%	f	%	f	%	f	%	f	%
Counseling programme is allocated time in time table	0	0	5	10.6	20	42.6	19	40.4	5	10.6
Specific days for counseling programme are set aside	0	0	9	19.1	25	53.2	5	10.6	8	17.0
Every class has specific time set for counseling programme	15	31.9	9	19.1	17	36.2	6	12.8	0	0
Counseling department has enough time allocation for counseling programme	5	10.6	11	23.4	22	46.8	9	19.1	0	0

N=47

The findings indicate that most of the respondents had the following sentiments on adequacy of the guidance and counselling time resources. Most of them gave a moderately adequate view on counseling programme is allocated time in time table (42.6%); specific days for counseling programme are set aside (53.2%) and counseling department has enough time allocation for counseling programme (46.8%). Similarly, an adequate sentiment was provided for the assertion that counseling programme is allocated time in time table (40.4%). The results agrees with Ajowi and Simatwa (2010) and Bakhda (2004) who noted that time allocation within the school for guidance and counseling is instrumental towards its effectiveness. Head teachers bear the responsibility for the counseling activities and their contributions are vital. They further suggested that guidance and counseling is a preventive approach

to learner indiscipline and is therefore appropriate to allocate adequate time in schools. This implies that the time allocation for guidance and counseling programme in primary schools is not fully catered for. It is thus important for these schools to understand the important contribution of the counseling programme to their performance.

4.5.2 Contributions head teacher on time allocation to the guidance and counselling department

The respondent's views on the contributions of the head teacher on time allocation to the guidance and counselling department in the management of pupil discipline are outlined in Table 4.9. Importance of head teacher contribution in time allocation assess the weight the head teacher attaches to the counselling programme.

Table 4. 9 Head teacher's contribution on time allocation

Responses	Strongly disagree		Disagree		Not sure		Agree		Strongly agree	
	F	%	f	%	f	%	f	%	f	%
Allocate funds to the guidance department	7	14.9	10	21.3	0	0	25	53.2	5	10.6
Invite guest speakers	10	21.3	0	0	1	2.1	10	21.3	26	55.3
Control the guidance and counselling services in the school	0	0	0	0	0	0	11	23.4	36	76.6
Provide resource materials required in the department for counselling	2	4.3	7	14.9	4	8.5	34	72.3	0	0
Provide guidance and counselling rooms	0	0	2	4.3	1	2.1	24	51.1	20	42.6

N=47

The findings indicate that, majority of the respondents strongly agreed with various aspects of the contributions of the head teacher on time allocation to the guidance and counselling department. They stated that the head teacher control the guidance and counselling services in the school(76.6%); invite guest speakers (55.3%) and provide guidance and counselling rooms (42.6%). Similarly, majority of the respondents agreed with the sentiments that, the head teacher provide resource materials required in the department for counselling (72.3%); allocate funds to the guidance department (53.2%) and also provide guidance and counselling rooms (51.1%). The results support a study by Ajowi and Simatwa (2010) who suggested that head teachers are instrumental on giving enough resources to the guidance and counseling programs in their schools. This implies that the head teachers somehow understand the importance of guidance and counseling programme in the school, hence allocation of time. However. The head teacher should go a step further, and ensure that the allocated time is effectively utilized.

4.5.3 Level of agreement and disagreement on the aspects of time allocation

The teacher counsellor's level of agreement and disagreement on the aspects of time allocation towards guidance and counselling services in the school is outlined in Table 4.10.

Table 4. 10 Agreements on aspects of time allocation

Responses	Strongly disagree		Disagree		Not sure		Agree		Strongly agree	
	f	%	f	%	F	%	f	%	f	%
Time allocation and resources within the school towards guidance and counseling services are instrumental towards their effectiveness.	1	2.1	0	0	0	0	15	31.9	31	66.0
Head teacher's support is vital in allocation of time and resources for guidance and counseling services in the school.	0	0	0	0	1	2.1	13	27.7	33	70.2
Follow-up services of former pupils are efficient ways which schools can use for measuring the effects of counselling services in the school.	0	0	0	0	1	2.1	26	55.3	20	42.6
Follow-up services after the counselling session are generally absent in my school.	0	0	4	8.5	7	14.9	24	51.1	12	25.5

Most of the respondents had a strong agreement on the stated aspects of time allocation towards guidance and counselling services in the school. 66.0% of the respondents stated that time allocation and resources within the school towards guidance and counseling services are instrumental towards their effectiveness; 70.2% stated that head teacher's support is vital in allocation of time and resources for guidance and counseling services in the school. Similarly, the respondents agreed with the following sentiments; follow-up services of former pupils are efficient ways which schools can use for measuring the effects of counselling services in the school (55.3%) and

Follow-up services after the counselling session are generally absent in my school (51.1%). The result fully agrees with Kagendo (2009) statement that time allocation within the school for guidance and counseling is instrumental towards its effectiveness. Time as a resource is a major factor that affects the guidance and counselling activities in the school due to several reasons. For one, learners seeking counselling services tend to shy away from others and usually seek counselling services at night when their colleagues cannot see them with the teacher counsellor or entering the counselling room. This implies that the primary schools through the head teachers should allocate adequate time for the effectiveness of the counseling programme.

4.5.4 Coefficient of adequacy of time allocation for guidance and counseling programme

The coefficient of the influence of adequacy of time allocation for guidance and counseling programme in school is shown in Table 4.11.

Table 4. 11 Coefficient of adequacy of time allocation

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
	B	Std. Error			
(Constant)	-	.086		-.570	.571
1 Adequacy of time allocation	.049		.243	2.578	.013

a) Predictors: (Constant), adequacy of time allocation

Based on the coefficient results, adequacy of time allocation has a weak positive coefficient with implementation of guidance and counseling programme in the school. The findings imply that adequacy of time allocation influence effective implementation of guidance and counseling programme in the public primary schools in Kikuyu Sub County. Every unit increase by adequacy of time allocation will increase a total of 0.226 of implementation of guidance, provided other variables remain constant. The results contrasts Kagendo, (2009) statement that time allocation within the school for guidance and counseling is instrumental towards its effectiveness.

4.6 Teacher curriculum workload on guidance and counseling programme in the school

Information on teacher's curriculum workload on guidance and counseling programme was sought from the respondents. The question sought to find out from the respondents their knowhow on influence of teacher curriculum workload on implementation of guidance and counseling programme in the school.

4.6.1 Assignment of specific time for guidance and counselling programme

The teacher's response on whether the guidance and counselling programme is assigned specific time in the time table. Assignment of specific time for counselling indicates the level of importance the school takes the programme. The results are shown in Table 4.12.

Table 4. 12 Assignment of specific time for counseling

Respondent	Frequency	%
Assigned specific time	29	61.7
Not assigned specific time	18	38.3
Total	47	100.0

Majority of the teachers (61.7%) indicated that guidance and counseling programme in the school is assigned specific time in the school programme. The other 38.3% of the respondents stated that there is no specific time set aside for guidance and counseling in the school programme. The results agreed with Egbochukwu and Alike (2010) statement that teachers are saddled with so many responsibilities already and making them guidance and counselling teachers in addition to their job makes them ineffective in both areas at the end of the day. This implies that schools should set specific times for counseling exercise. In the absence of adequate counselling time, therefore, pupil's problems remain and they are unable to adequately fully understand themselves and their world.

4.6.2 Improving the teacher's curriculum workload

The respondent's views on were sought on measures of improving the teacher counsellor's curriculum workload in the schools. The assertion was important in assessing from the respondents on what they thought were some of the measures of improving the counselling programme. The responses are presented in Table 4.13.

Table 4. 13 Applicability of aspects of teacher's workload

Response	Frequency	Percentage
Regular teaching load	10	21.3
Reduced teaching time to accommodate counseling duties	35	74.5
Exempted from teaching	2	4.2
Total	47	100.0

Majority of the respondents (74.5%) indicated that the teacher counsellor should have a reduced teaching time to accommodate counseling duties. A few (21.3%) indicated that the teacher counsellor should have a regular teaching load to go hand in hand with the counseling duties in the school. The results augment Fourie (2010) argument that teacher counsellors are ordinary teachers with full teaching loads who do the counselling and support of learners over and above their normal teaching programme without any incentives. This means that in addition to their normal duties of teaching, such as lesson planning, tests and homework marking, compensatory teaching, etc., teacher counsellors are tasked to render guidance and counselling to learners. The high teaching loads do not allow teachers to devote enough time to guidance and counselling. This implies that the counseling teachers lack adequate time to conduct counseling in the school. It is therefore of paramount importance to reduce the counseling teacher's classroom workload to implement guidance and counseling programme effectively in the school.

4.6.3 Level of pupil's response to guidance and counseling programme

The respondent's views on the level of pupil's response to guidance and counseling programme were sought. The way the pupils as recipients of the counselling programme indicated how valuable they thought counselling was. The responses are indicated in Table 4.14.

Table 4. 14 Level of pupil's response to counseling programme

Response	Frequency	%
Very satisfactory	1	2.1
Satisfactory	24	51.1
Average	11	23.4
Unsatisfactory	10	21.3
Very unsatisfactory	1	2.1
Total	47	100.0

The findings shows that most of the respondents (51.1%) felt that the response of pupils to guidance and counseling programme was satisfactory. A few others, (23.4%) and (21.3%) stated that the pupils had an average and an unsatisfactory response to guidance and counseling programme respectively in the school. The findings support research by Baker and Gerler (2001) which indicated that learners who participated in a school-counseling program had significantly less inappropriate behaviors and more positive attitudes toward school than those learners who did not participate in the program. The implication is that learners should be sensitised on the importance of guidance and counseling programme in order positively embrace it.

4.6.4 Coefficient of the influence of teacher curriculum workload

The coefficient of the influence of teacher curriculum workload on implementation of guidance and counseling programme in schools is shown in Table 4.15.

Table 4. 15 Coefficient of teacher curriculum workload

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
	B	Std. Error			
(Constant)	-.049	.086		-.570	.571
1 Workload of teacher counsellor	.572	.089	.617	6.411	.000

a) Predictors: (Constant), workload of teacher counsellor

Based on the results in the table, workload of teacher counsellor had a moderate strong positive coefficient of 0.572 with implementation of guidance and counseling programme in the school. The findings imply that workload of teacher counsellor influence implementation of guidance and counseling programme in the school. The results agrees with Samoei (2009) who found that teacher's workload has become the greatest obstacle to their participation in guidance and counseling services reducing guidance schedules which are very important. Every unit increase by workload of teacher counsellor will increase a total of 0.572 of implementation of guidance and counseling programme in the school, provided other variables remain constant.

4.7 Gender of teacher counsellor in guidance and counseling programme in the school

The study sought to establish the influence of gender of teacher counsellor on enhancing the implementation of guidance and counseling programme in the school. This was meant to examine whether gender was vital in the appointment of a teacher counsellor.

4.7.1 Attitude of head teacher on the male teachers as teacher counsellors

The views of teacher counsellors were sought on the attitude of the head teachers on male teachers as counseling teachers in the school. Attitude of the head teacher towards the teacher counselor is an indicator of how serious the head teacher is towards the programme. The findings are in Table 4.16.

Table 4. 16 Attitude of head teacher on male teacher counsellors

Respondent	Frequency	%
Very positive	1	2.1
Positive	15	31.9
Lukewarm	20	42.6
Negative	10	21.3
Very negative	1	2.1
Total	47	100.0

From the findings, most of the respondents (42.6%) indicated that the attitude of the head teachers on male teachers as counseling teachers in the school as

lukewarm with 21.3% indicating the attitude as negative. However, 31.9% of the respondents stated that the attitude of the head teachers on male teachers as counseling teachers in the school was positive. The findings add weight to Ministry of Education (2012) who noted that the gender of the teacher counsellor is usually critical in guidance and counseling in the school. The opinion of most of the school administrators is that female teachers tend to be more motherly and gentler even in boys schools. Similarly, Muganda, Onyando and Omondi (2008), stated that the biggest problem in many education institutions is stereotyping: that a male teacher cannot counsel girls. They tend to feel that the male teachers might befriend the girls, since they fail to understand the role of a counsellor. This implies that the most of the head teachers do not understand what is counselling. It is thus important to inculcate the importance of counseling programme to the head teachers.

4.7.2 Gender of teacher counsellor on counseling programme

The views of the respondents on aspects of gender of teacher counsellor on counseling programme in the schools are presented in Table 4.17. The views captures the strength of the respondent's belief on the counselling programme.

Table 4. 17 Aspects of gender of teacher counsellor

Responses	Frequency	%
Gender of the teacher counsellor is critical in guidance & counseling	33	70.2
The stereotyping on importance of gender is more of an opinion than an established practice	28	59.6
Most school administrators' belief that female teachers tend to be more motherly and gentler even	39	83

in boys schools.		
Guidance and counseling in the school is a field for female teachers	20	42.6
The gender of the teacher counsellor is an issue in a girls' only school, especially when the teacher counsellor is male	41	87.2

N=47

From the findings, majority of the respondents had positive views on the various aspects of gender of teacher counsellor on guidance and counseling programme in the schools. Therefore, 87.2% indicated that the gender of the teacher counsellor is an issue in a girls' only school, especially when the teacher counsellor is male; most school administrators' belief that female teachers tend to be more motherly and gentler even in boys schools (83%); gender of the teacher counsellor is critical in guidance and counseling and 59.6% of the respondents stated that the stereotyping on importance of gender is more of an opinion than an established practice. The findings further add weight to Ministry of Education (2012) who noted that the gender of the teacher counsellor is usually critical in guidance and counseling in the school. The opinion of most of the school administrators is that female teachers tend to be more motherly and gentler even in boys schools. Similarly, Muganda, Onyando and Omondi (2008), stated that the biggest problem in many education institutions is stereotyping: that a male teacher cannot counsel girls. They tend to feel that the male teachers might befriend the girls, since they fail to understand the role of a counsellor. This implies that the pupils and the teachers need to be sensitized on the concept and role of guidance and

counseling programme in the school to streamline the glaring stereotype on gender of the teacher counsellor.

4.7.3 Level of agreement on aspects of gender of teacher counsellor on guidance and counselling programme

The respondent's level of agreement on aspects of gender of teacher counsellor on guidance and counselling programme in the school for effective implementation of guidance and counseling programme are outlined. Similarly, the views captures the strength of the respondent's belief on the counselling programme. The findings are shown in Table 4.18.

Table 4. 18 Level of agreement on aspects of gender

Level of agreement	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
There is a discrepancy between boys and girls seeking counselling services in the school	32	68.1	14	29.8	0	0	1	2.1	0	0
Girls are hesitant to seek counselling services than boys	11	23.4	31	66.0	5	10.6	0	0	1	2.1
Most girls prefer informal counselling instead of coming to the counselling room.	10	21.2	35	74.5	2	4.3	0	0	0	0
Boys are better at honouring counseling appointments than girls.	15	31.9	25	53.2	3	6.4	4	8.5	0	0

N=47

From the findings, majority of the respondents (74.5%) had an agreement with the view that most girls prefer informal counselling instead of coming to the counselling room. Most of the respondents (68.1%) strongly agreed with the assertion that there is a discrepancy between boys and girls seeking

counselling services in the school. Most of the respondents (66.0%) also agreed with the assertion that girls are hesitant to seek counselling services than boys. Finally, most of the respondents agreed that boys are better at honouring counseling appointments than girls. The results supports Muganda, Onyando and Omondi (2008), statement that the biggest problem in many education institutions is stereotyping: that a male teacher cannot counsel girls. They tend to feel that the male teachers might befriend the girls, since they fail to understand the role of a counsellor. This implies that the school administration in most case does not understand the importance of guidance and counseling programme in the school. There is therefore need to sensitize the school head teachers on the role of guidance and counseling programme in the school.

4.8 Choice of guidance and counseling teacher on implementation of counseling programme

The respondent's views on the influence of head teacher's choice of guidance and counseling teacher on effective implementation of guidance and counseling programme in the school are analyzed in this section.

4.8.1 The appointing authority of teacher counsellor in the school

The respondent's views on the appointing authority of teacher counsellor in the school was sought. The views assess the respondent's knowledge on appointing authority of teacher counsellors in the school. The findings are presented in Table 4.19.

Table 4. 19 Appointing authority of teacher counsellor

Suggestions	Frequency	%
Head teacher	25	53.2
TSC	22	46.8
DEO	0	0.0
PTA	0	0.0
Total	47	100.0

The findings indicate that most of the respondents indicated that the appointing authority for teacher counsellors are the head teacher (53.2%) and TSC (46.8%). The results support Wango (2006), who stated that the role of the school administration, especially the head teacher, is very crucial in any programme in the school, including the choice of a school guidance and counselling teacher. The selection and appointment of the teacher counsellor should be carefully done since the role of the teacher counsellor in the school guidance and counselling services is very crucial. This implies that there is a confusion in the appointment of school counsellors. Therefore, the TSC and Ministry of education should come out with an articulate criteria for the appointment of the schools teacher counsellor to streamline the current confusion in appointment. This will go a long way in mandating the teacher counsellors to effectively implement the guidance and counseling programme in the school.

4.8.2 Criteria in appointment of counselling teacher in the school

The respondent's knowledge on the criteria followed in the appointment of counselling teacher in the school was requested as shown in Table 4.20. the

question aimed at understanding the basis for appointment of a teacher counsellor in the school.

Table 4. 20 Criteria of appointing teacher counsellor

Criteria	Frequency	%
Length of stay in school	3	6.4
Religion	7	14.9
Gender	15	31.9
Academic qualification	1	2.1
Teaching experience	1	2.1
Qualification in counseling	4	8.5
Interest in counseling	16	34.0
Total	47	100.0

The results indicate that most of the respondents suggested that the common criteria of appointing counseling teachers in the school is based on gender (31.9%), interest in guidance and counseling (34.0%) and religion (14.9%). The suggestions complement Wamocho et al., (2008) sentiment that, there is no clear procedure as to how the teacher counsellor should be appointed, because the policy documents only state that a responsible senior teacher be appointed to coordinate guidance and counselling. The Teachers Service Commission (TSC) appoints and deployed teachers just as other Heads of Department (HOD) after a formal interview, when a teacher had completed the two-year probation period and served as a teacher for three years. This similarly implies that the TSC and Ministry of education should come out with an articulate criteria for the appointment of the schools teacher counsellor to streamline the current confusion in appointment. This will go a long way in

mandating the teacher counsellors to effectively implement the guidance and counseling programme in the school.

4.8.3 Ways of improving the guidance and counseling programme in the schools

The respondents were asked to suggest ways of improving counseling programme in the schools. The question aimed at getting the sentiments from the respondents of measures for improving the counselling programme in the school. The findings are presented in Table 4.21.

Table 4. 21 Improving counseling programme in the school

Suggestions	Frequency	%
Allocation of adequate resources	24	51.1
Parental support of the programme	16	34.0
Provision of specialized guidance and counseling for pupils	26	55.3
Reduced teaching workload for teacher counsellor	34	72.3
Support of the programme by head teacher	30	63.8

N=47

The results indicate that majority of the respondents suggested the following as possible ways of improving the guidance and counseling programme in the schools; reduced teaching workload for teacher counsellor (72.3%); support of the programme by the head teacher (63.8%); provision of specialized guidance and counseling for pupils (55.3%) and allocation of adequate resources for guidance and counseling programme (51.1%). The suggestions complement DeLuccia-Reinstei (2009) opinion that school counsellors' motivation to help students to increases significantly when school counsellors do not feel isolated

and do not lack support from staff. DeLuccia-Reinstei (2009) adds that head teachers, as heads of their schools, have the responsibility of overseeing the implementation of guidance and counselling in their schools irrespective of the appointment authority of the school counsellor. This implies that the head teacher together with other education stakeholders should come up with ways of motivating the teacher counsellor in order to effectively improve and enhance the guidance and counseling programme in the school.

4.8.4 Coefficient of head teacher's choice of teacher counsellor

The coefficient of the head teacher's choice of teacher counsellor on implementation of counseling programme in schools is shown in Table 4.22.

Table 4. 22 Coefficient of head teacher choice of teacher counsellor

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
	B	Std. Error			
1 (Constant)	-.049	.086		-.570	.571
Head teacher's choice of teacher counsellor	-.132	.089	-.154	-0.988	.053

Based on the results in the table, head teacher's choice of teacher counsellor had a weak negative coefficient of -0.132 with implementation of guidance and counseling programme in the school. The findings imply that head teacher's choice of teacher counsellor influence implementation of guidance and counseling programme in the school. The results agrees with Obuto (2005) who maintains that the head teachers do not always give teacher counsellors the support they need and this affect the effectiveness of the

school counselling services. Every unit increase by head teacher's choice of teacher counsellor will decrease a total of -0.132 of implementation of guidance and counseling programme in the school, provided other variables remain constant.

4.9 Testing Regression analysis

The regression for all the variables was conducted to establish the criteria of relationship as indicated in Table 4.23.

Table 4. 23 Summary of coefficient of study variables

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
	B	Std. Error			
(Constant)	-.049	.086		-.570	.571
1 Workload of teacher counsellor	.572	.089	.617	6.411	.000
Time allocation	.326	.088	.343	2.978	.013
Gender of teacher counsellor	.252	.089	.263	2.509	.093
Head teacher's choice of teacher counsellor	-.132	.089	-.154	-0.988	.053

- a) Predictors: (Constant), time allocation, teacher counsellor's workload, gender of teacher counsellor and head teacher's choice of teacher counsellor
- b) Dependent Variable: implementation of guidance and counseling in the school

Based on Table 4.23, the regression equation for school based factors influencing the implementation of guidance and counseling programme in the schools:

$$\text{Implementation} = -0.049 + 0.572x_1 + 0.326x_2 + 0.252x_3 - 0.132x_4$$

Based on the above equation, teacher counsellor's workload, time allocation and gender of teacher counsellor are positively correlated with implementation of guidance and counseling programme in the schools. Head teacher's choice of teacher counsellor has a negative relationship to implementation of guidance and counseling programme in the schools. The results agrees with Samoei (2009) who found that teacher's workload has become the greatest obstacle to their participation in guidance and counseling services reducing guidance schedules which are very important. The findings implies that teacher counsellor's workload is the predictor variable that contribute the highest to implementation of guidance and counseling programme in the public primary schools in Kikuyu Sub County. Every unit increase by teacher counsellor's workload will increase a total of 0.572 implementation of guidance and counseling programme, provided other variables remain constant. Head teacher's choice of teacher counsellor had a negative relationship with implementation of guidance and counseling programme. Every one unit increase in head teacher's choice of teacher counsellor, will decrease implementation of guidance and counseling programme by 0.132 holding other variables constant.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study aimed at establishing the school-based factors influencing implementation of guidance and counselling programme in public primary schools in Kikuyu Sub County, Kenya. The findings were analyzed and discussed with reference to literature reviewed. This chapter summarizes the findings, draws conclusions and makes recommendations.

5.2 Summary of the study

The purpose of this study was to establish the school-based factors influencing implementation of guidance and counselling programme in public primary schools in Kikuyu Sub County, Kenya.

This study was guided by the independent variables; influence of time allocated for guidance and counselling, the influence of school workload for teacher counsellor, the influence of gender of teacher's counsellor and the influence of head teacher's choice of a teacher counsellor. The dependent variable of the study was implementation of guidance and counselling programme in public primary schools in Kikuyu County, Kenya. The study adopted descriptive survey research design with the target population as the teacher counsellors, head teachers and education officers in public primary schools in Kikuyu Sub County. Purposive and census sampling methods were used to select respondents. Krejcie and Morgan (1970) sample size estimation table was finally used to get a sample size of 116 respondents. Questionnaires

and interviews guides were used to collect data. Data analysis was done using the Statistical Package for Social Sciences (SPSS) programme.

5.3 Major findings of the study

The major findings of the study were presented in this section:

5.3.1 Findings based on the influence of adequacy of time allocation for guidance and counseling programme in the school

The findings indicate that, an adequate sentiment was provided for the assertion that counseling programme is allocated time in time table (40.4%). It is thus important for these schools to understand the important contribution of the counseling programme to their performance. Majority of the respondents strongly stated that the head teacher control the guidance and counselling services in the school (76.6%) and invite guest speakers (55.3%). Similarly, majority of the respondents agreed with the sentiments that, the head teacher provide resource materials required in the department for counselling (72.3%); allocate funds to the guidance department (53.2%) and also provide guidance and counselling rooms (51.1%).

Majority of the respondents (66.0%) stated that time allocation and resources within the school towards guidance and counseling services are instrumental towards their effectiveness; 70.2% stated that head teacher's support is vital in allocation of time and resources for guidance and counseling services in the school. Based on the coefficient results, adequacy of time allocation has a weak positive coefficient with implementation of guidance and counseling programme in the school.

5.3.2 Findings based on the influence of teacher curriculum workload on guidance and counseling programme in the school

Majority of the teachers (61.7%) indicated that guidance and counseling programme in the school is assigned specific time in the school programme. Majority of the respondents (74.5%) indicated that the teacher counsellor should have a reduced teaching time to accommodate counseling duties. This implies that the counseling teachers lack adequate time to conduct counseling in the school.

Based on the results, workload of teacher counsellor had a moderate strong positive coefficient of 0.572 with implementation of guidance and counseling programme in the school. The findings imply that workload of teacher counsellor influence implementation of guidance and counseling programme in the school.

5.3.3 Findings based on the influence of gender of teacher counsellor in guidance and counseling programme in the school

From the findings, most of the respondents (42.6%) indicated that the attitude of the head teachers on male teachers as counseling teachers in the school as lukewarm with 21.3% indicating the attitude as negative. Majority of the respondents (87.2%) indicated that the gender of the teacher counsellor is an issue in a girls' only school, especially when the teacher counsellor is male and most school administrators' belief that female teachers tend to be more motherly and gentler even in boys schools (83%).

From the findings, majority of the respondents (74.5%) had an agreement with the view that most girls prefer informal counselling instead of coming to the counselling room. Most of the respondents (68.1%) strongly agreed with the assertion that there is a discrepancy between boys and girls seeking counselling services in the school. Most of the respondents (66.0%) also agreed with the assertion that girls are hesitant to seek counselling services than boys.

5.3.4 Findings based on the influence of head teacher's choice of guidance and counseling teacher

The findings indicate that most of the respondents indicated that the appointing authority for teacher counsellors are the head teacher (53.2%) and TSC (46.8%). The results indicate that most of the respondents suggested that the common criteria of appointing counseling teachers in the school is based on gender, interest in guidance and counseling and religion.

The results indicate that majority of the respondents suggested that reducing teaching workload for teacher counsellor (72.3%); support of the programme by the head teacher (63.8%); provision of specialized guidance and counseling for pupils (55.3%) and allocation of adequate resources for guidance and counseling programme (51.1%). Based on the results in the table, head teacher's choice of teacher counsellor had a weak negative coefficient of - 0.132 with implementation of guidance and counseling programme in the school.

5.4 Conclusions from the study

Given the above findings, the study concluded that:

1. Adequacy of time allocation for guidance and counseling programme in primary schools is not fully catered for.
2. Workload of teacher counsellor is therefore the predictor variable of implementation of guidance and counseling programme in public primary schools in Kikuyu Sub County.
3. The school administration in most case does not understand the importance of guidance and counseling programme in the school.
4. There is a confusion in the appointment of school counsellors.

5.5 Study recommendations

Based on the major findings of the study and conclusions, the study made the following recommendations:

1. Schools should set aside adequate time in the time table for guidance and counseling programme in the school.
2. There is need of reducing the teaching workload of counseling teachers to enable them implement guidance and counseling programme effectively in the school.
3. To deal with the stereotype attitude of head teachers on male teachers practicing counseling in the schools, there is need to inculcate the

importance of counseling programme to them through seminars and trainings.

4. The TSC and Ministry of Education, Science and Technology should come out with an articulate criteria for the appointment of the schools teacher counsellor to streamline the current confusion in appointment.
5. There is need to sensitize the school head teachers on the role of guidance and counseling programme in the school, since most of the head teachers do not understand what is counselling.
6. TSC and Ministry of education should come out with an articulate criteria for the appointment of the schools teacher counsellor to streamline the current confusion in appointment.

5.6 Suggestive areas for further research

The researcher proposes that further research should be carried out on the following:

- i. School-based factors influencing implementation of guidance and counselling programme in private primary schools.
- ii. School-based factors influencing implementation of guidance and counselling programme in public secondary schools.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

August 1st, 2015

To the head teacher

Dear Sir/Madam

RE: REQUEST FOR YOUR PARTICIPATION IN MY RESEARCH

This questionnaire is designed to gather information on **‘school-based factors influencing implementation of guidance and counselling programme in public primary schools in Kikuyu Sub County, Kenya**. You are kindly requested to provide the appropriate response. Do not indicate your name or any form of identification. I would greatly appreciate your participation in my research. Please answer truthfully and objectively to the questions provided in the questionnaire. Please note that data provided will be confidentially treated and will only be used for research purposes only.

Kindly note that provision of your name is optional, however the name of your enterprise will be helpful in the statistics of this research. Any assistance accorded to me will be highly appreciated.

Yours sincerely,

Emily Masadia

APPENDIX 2: TEACHER COUNSELLOR'S QUESTIONNAIRE

SECTION A

BACKGROUND INFORMATION

Fill the blank spaces provided where necessary. Where alternative responses have been given, put a tick in the space provided next to the appropriate answer.

1. Kindly indicate your gender
 - a) Male
 - b) Female

2. What is your highest academic level?
 - a) Diploma certificate
 - b) P1 certificate
 - c) Degree certificate
 - d) Any other.....

3. How long have you served as guiding and counselling teachers?
 - a) 1 year
 - b) 2 year
 - c) 3 years
 - d) 4 years
 - e) Above 5 years

SECTION B

IMPORTANCE OF GUIDANCE AND COUNSELING PROGRAMME IN THE SCHOOL

4. Does your school have guiding and counselling services to manage discipline among pupil in your school?

- a) Yes ()
- b) No ()
- c) Give reasons for your answer.....

5. Indicate how provision of guiding and counselling services has been effective in your school (1=None, 2=Less effective, 3= moderately effective e, 4= effective, 5= very effective)

	1	2	3	4	5
Pupils respect other and including the administration					
Pupils respect other people's property					
Pupils choose friends wisely					
Pupils know the effects of drug abuse					

6. Indicate how provision of guiding and counselling services has been effective in your school (1=None, 2=Less effective, 3= moderately effective e, 4= effective, 5= very effective)

Effectiveness of guidance & counselling	1	2	3	4	5
Pupils becoming interested in learning					
Setting academic goals with realistic chances of success					
Develop study skill habits					
Pupils manage their time properly					
Pupils becoming interested in learning					

SECTION C

ADEQUACY OF TIME ALLOCATION FOR GUIDANCE AND COUNSELLING PROGRAMME IN THE SCHOOL

7. Indicate how adequate the guiding and counselling time resources are in your school (1=None, 2=Less adequate, 3= moderately adequate, 4=Adequate, 5=highly adequate)

Resources	1	2	3	4	5
Counseling programme is allocated time in time table					
Specific days for counseling programme are set aside					
Every class has specific time set for counseling programme					
Counseling department has enough time allocation for counseling programme					

8. What contributions does the head teacher give on time allocation to the guidance and counselling department in the management of pupil discipline? Rate your response using the following rating. 1-Strongly Disagree, 2-Disagree, 3-Not sure, 4-Agree, 5-Strongly Agree Agree (SA)

	SA	A	N	D	SA
Allocate funds to the guidance department					
Invite guest speaker					

Control the guidance and counselling services in the school					
Provide resource materials required in the department for counselling					
Provide guidance and counselling rooms.					

9. Please tick in the box which best describe your agreement and disagreement on the following aspects of time allocation towards guidance and counselling services in the school. Key: SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree and SD=Strongly Disagree

	SA	A	N	D	SD
Time allocation and resources within the school towards guidance and counseling services are instrumental towards their effectiveness					
Head teacher's support is vital in allocation of time and resources for guidance and counseling services in the school.					
Follow-up services of former pupils are efficient ways which schools can use for measuring the effects of counselling services in the school.					
Follow-up services after the counselling session are generally absent in my school					

SECTION D

TEACHER'S CURRICULUM WORKLOAD ON GUIDANCE AND COUNSELLING PROGRAMME IN THE SCHOOL

10. Is guidance and counselling assigned a specific time in the time table?

- a) Yes ()
- b) No ()
- c) If Yes, approximately how many hours _____

11. Which of the following is applicable concerning the teacher counsellors teaching load?

- a) Regular teaching load ()
- b) Reduced to accommodate counselling duties ()
- c) Exempted from teaching altogether ()

12. How do the pupils in your school respond to guidance and counselling?

- a) Very satisfactory ()
- b) Satisfactory ()
- c) Average ()
- d) Unsatisfactory ()
- e) Very unsatisfactory ()

SECTION E

GENDER OF TEACHER ON GUIDANCE AND COUNSELING PROGRAMME IN THE SCHOOL

13. What is the attitude of the school administration on the male teachers as guidance and counseling teachers in the school?

- a) Very positive ()
- b) Positive ()
- c) Lukewarm ()
- d) Negative ()
- e) Very negative ()

14. State your agreement on the following aspects of gender on guidance and counseling in the schools. (You can tick more than one)

	SA	A	N	D	SD
Gender of the teacher counsellor is critical in guidance & counseling					
The stereotyping on importance of gender is more of an opinion than an established practice.					
Most school administrators' belief that female teachers tend to be more motherly and gentler even in boys schools.					
Guidance and counseling in the school is a field for female teachers					
The gender of the teacher counsellor is an issue in a girls' only school, especially when the teacher counsellor is male.					

15. Please tick in the box which best describe your agreement and disagreement on the following aspects of gender on guidance and counselling services in the school. **Key: SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree and SD=Strongly Disagree**

	SA	A	N	D	SD
There is a discrepancy between boys and girls seeking counselling services in the school					
Girls are hesitant to seek counselling services than boys					
Most girls prefer informal counselling instead of coming to the counselling room.					

Boys are better at honoring counseling appointments than girls.					
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SECTION F: HEAD TEACHERS CHOICE OF GUIDANCE AND COUNSELLING TEACHER

16. Who appoints the teacher counsellor in the school?

- a) Head teacher ()
- b) TSC ()
- c) DEO ()
- d) Others ()

17. Which criteria are followed in the appointment of counselling teacher in the school?

- a) Length of stay in the school ()
- b) Religion ()
- c) Gender ()
- d) Academic qualifications ()
- e) Experience in teaching ()
- f) Qualifications in counselling ()
- g) Interest in counselling ()

18. What do you feel need to be done to improve counselling in the school?

.....

.....

THANK YOU FOR YOUR SUPPORT

APPENDIX 3: INTERVIEW GUIDE FOR EDUCATION OFFICERS

AND HEAD TEACHERS

1. What guidance and counselling services are provided to pupils in your Sub- County/schools?
2. Do the schools in the Sub County have enough time and other resources for guidance and counselling services?
3. Do you have full time counsellors in your Sub County/school?
Comment on the service (Training, consultation, referral, supervision, among others).
4. Are counselling teachers in your Sub County given preferential consideration on teaching workload to have time for counselling services?
5. In your opinion, has guiding and counselling promoted discipline among pupils in your Sub County/school?
6. Have you had any complaints from either the counsellors or the pupils about the guidance and counselling services offered?
7. Who appoints the counseling teachers in the school?
8. Which criteria are followed in appointment of counselling teachers?
9. What major weaknesses affected provision of guidance and counselling services in Sub County/schools?
10. Give suggestions on how to improve guidance and counselling services provision in you Sub County/schools in your school?

**APPENDIX 4: R.V. KREJCIE AND D. W. MORGAN (1970) SAMPLE
SIZE ESTIMATION TABLE**

N*	S [†]	N	N	S	N	N	N	S	
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Appendix 5: Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219423
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Uhuru House
Uhuru Highway
P.O. Box 30625-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/15/38078/8553**

Date:
13th November, 2015


Emily Ingado Masadia
University of Nairobi
P.O. Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*School based factors influencing implementation of guidance and counselling programmes in public primary schools in Kikuyu Sub County Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending **1st November, 2016**.

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu County** before embarking on the research project.

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


SAID HUSSEIN
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.

APPENDIX 6: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. EMILY INGAOD MASADIA
of UNIVERSITY OF NAIROBI, 312-902
KIKUYU, has been permitted to conduct
research in Kiambu County

on the topic: SCHOOL BASED FACTORS
INFLUENCING IMPLEMENTATION OF
GUIDANCE AND COUNSELLING
PROGRAMMES IN PUBLIC PRIMARY
SCHOOLS IN KIKUYU SUB COUNTY
KENYA.

for the period ending:
1st November, 2016

Permit No : NACOSTI/P/15/38078/8553
Date Of Issue : 13th November, 2015
Fee Received :Ksh'1000


Director General
National Commission for Science,
Technology & Innovation

Applicant's Signature

CONDITIONS

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


REPUBLIC OF KENYA

National Commission for Science,
Technology and Innovation
RESEARCH CLEARANCE
PERMIT
Serial No: A 7165
CONDITIONS see back page