AN ASSESSMENT OF GUIDANCE AND COUNSELING PROGRAMMES' CAPACITY TO OFFER EFFECTIVE SERVICES IN PUBLIC PRIMARY SCHOOLS IN KIKUYU SUB COUNTY, KENYA

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DECLARATION

I declare that this document and the research it describes are my original work and that they have not been presented in any other university for academic work

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This thesis was conducted under our supervision and is submitted with our approval as University supervisors

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DEDICATION

I dedicate this thesis to my Grandmother Theresa and my Mother Laura for their encouragement and inspiration since my growing up. They acknowledged the potential in me and believed in my capacity to succeed despite all odds. To my mother for reminding me that I could make it and always taught me the value of patience, hard work and trusting God in all situations.

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ABSTRACT

The current problems facing the Kenyan pupil require Guidance and Counseling (G&C) teachers to be knowledgeable about psychological and behavioral interventions, both at the preventive and responsive levels. Despite the fact that Kikuyu Sub County public primary schools record high incidences of pupils' absenteeism, alcohol and drugs abuse, psychosocial and teenage sexuality issues, G&C activities are very minimal. The main purpose of this study was to assess the G&C programmes' capacity to offer effective services in public primary schools in Kikuyu Sub County, Kiambu County, Kenya. Specifically, the study aimed at establishing the preparedness of G&C teacher; assessing the availability of G&C programme resources; and examining the stakeholders support for effective G&C services in public primary schools in Kikuyu Sub County. The study was premised on the Rogerian client-centred therapy theory and the Egan's Skilled Helper model. Descriptive survey design was adopted. The study target population comprised of 30 G&C teachers, 93 class teachers and 31 head teachers. All the 30 G&C teachers, 93 class teachers and nine head teachers were sampled for the study. Data was collected through G&C teachers' questionnaires, class teachers' questionnaires, head teachers interview guide and G&C resources observation schedule. Items from data collection instruments were reviewed for content and construct validity by a panel of University lecturers in the field of counselling, followed by a pilot study for further revision. Reliability of quantitative items in the questionnaires was established by computing Cronbach's alpha in which both G&C teachers' questionnaire and class teachers' questionnaire had a value of more than 0.60 and hence acceptable. Both the reliability and validity of the instruments qualitative data was ascertained by ensuring the researcher's credibility, transferability, dependability and confirmability. Quantitative data was analyzed by use of descriptive and inferential statistics. Qualitative data was thematically analysed as per the three objectives of the study. The study found that though there was a high need for guidance and counselling in psychosocial and sexuality issues, most of the schools G&C programmes had no capacity to provide effective services. Most of G&C teachers had no formal training in counselling, had high work load and no programme structure. Almost all the schools had no essential resources such G&C office and vital reference books. In addition the support from stakeholders was wanting. It was recommended that the government should recognize school counseling as a profession in its own right, harmonize the training of G&C teachers to have a common curriculum and accreditation body, and come up with a unified ethical code for school counsellors. All stakeholders such as the county government, national government and parents should view G&C as an essential component in education and not as an auxiliary and as such fund the programmes.

OPERATIONAL DEFINITION OF TERMS

For the purpose of this research, the following words are operationally defined as;

Career: Refers to a sequence of positions, jobs or occupations that a student may engage in during his or her working life in future.

Counselling: A dynamic and purposeful relationship between two people, in which procedures vary with the nature of the student's need, but in which there is always mutual participation by the counselor and the student with focus upon self- clarification, and self-determination by the student.

Guidance: The systematic, professional process of helping the individual through educative and interpretive procedures to gain a better understanding of his or her own characteristics and potentialities and to relate oneself more satisfactorily to social requirements and opportunities, in accord with social and moral values.

Guidance and counselling: services and programs in education that promote the personal/social, educational, and career development of students.

Guidance and Counseling Teacher: refers to that particular teacher who is officially recognized and working in a school, concerned with assisting students with their career needs, psychological and social problems. Guidance and counseling teacher is also

ABBREVIATIONS AND ACRONYMS

ACA:	American Counselling Association
AIDS:	Acquired Immune Deficiency Syndrome
BACP:	British Association of Counselling and Psychotherapy
ESQAC:	Education Standards and Quality Assurance Council
G&C:	Guidance and Counselling
HIV:	Human Immunodeficiency Virus
KCPA:	Kenya Counselling and Psychological Association
MOE:	Ministry of Education
MOEST:	Ministry of Education Science and Technology
NACADA:	National Campaign against Drugs and Substance Abuse
QASOs:	Quality Assurance and Standards Officers
SCEO:	Sub County Education Officer
SPSS:	Statistical Package for Social Sciences
STD:	Sexually Transmitted Disease
STI	Sexually Transmitted Infections
TSC:	Teachers Service Commission
UNESCO:	United Nations Educational, Scientific and Cultural Organization
USA:	United States of America

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter covers the background of the study, statement of the problem, the purpose of the study, the objectives of the study, research questions, significance of the study, scope, delimitations, limitations and assumptions of the study. It also gives a summary of the study theoretical framework and conceptual framework.

1.2 Background of the Study

The concept of developmental guidance was conceived in early 20th century in USA. From its inception through the 1950s, the focal point of guidance in a school setting was vocational education and training. Heavily influenced by the industrial revolution and world war, the concern of counselors and teachers alike was to prepare students for life after high school (Muro & Kottman, 1995) as cited in Toto (2014). From a guidance perspective specifically, that meant steering students to careers that best fit their abilities and goals.

During the Great Depression in the 1930s the need for assessment of worker abilities and aptitudes became paramount as well as helping the jobless masses to cope with personal issues (Myrick, 1997). In the 1930s through to World War II psychologists continued with research to develop some theories to explain and solve the various psychosocial problems. However, the influence of Carl Rogers and humanistic theory made the biggest impact on school counseling in the years after WWII (Romano, Goh &Wahl, 2005).

Developmental guidance gradually grew through 1950s to incorporate the molding of students' attitudes and behaviors. This growth was given more impetus by the students'

unrests and indiscipline in America and Europe in late 1960s and early 1970s. The increased freedom of choice in general public as well as students during that time, culminated to many students grappling with not only conflicts arising from personal problems of a general nature, but specific problems regarding their new attitudes towards sexuality, drugs and other social issues of similar magnitude. It was thus inevitable for Guidance and counselling to grow in order to counteract the situation (Oyieyo, 2012). In its contemporary state, guidance has grown to include counseling, planning, placement, referral, consultation and advocacy (Martin & Robinson, 2011).

Toto (2014) observes that guidance and counselling was formally introduced in Kenyan schools in 1971 to cater for students' social, personal, psychological, educational as well as vocational issues. Prior to 1971, Guidance and Counseling services in schools mainly concentrated on career guidance. The introduction of Guidance and counselling in schools was followed by publishing of a Guidance Councilors' Handbook in 1977 (revised, 2009), a Careers Guide Book for Schools in the year 1999 (revised 2007) and a directive that each school establish a department that deals with Guidance and Counseling (G&C) services (MOE, 2007, 2009).

The need for effective G&C programmes in schools became even more urgent after the use of corporal punishment in schools was banned under legal notice 56/2001 (Republic of Kenya, 2001a) and instead teachers were directed to use other corrective measures where G&C was to take the centre stage. This ban nullified the legal Notice No. 40 of 1972, which had established the use of corporal punishment. The ban of corporal punishment was in line to United Nations Human Rights Universal Declaration (1948). The ban was further affirmed by Children's Act (2001), Kenya Constitution (2010) and Kenya Education Act

2013, in which the rights of students or any other person against any form of torture and persecution are emphasized (Republic of Kenya, 2001b, 2010, 2013).

In cognition of the importance of G&C in schools the MOE through the Teachers Service Commission (TSC) and Education Standards and Quality Assurance Council (ESQAC) have embarked on professional development of school counselors through seminars and workshops. However, recent studies reveal varied results in regard to effectiveness of G&C programmes in schools. Owino and Odera (2014) conducted a study aimed at finding the constraints affecting attitude of teachers towards practicing guidance and counselling in primary schools in Kisumu west Sub County. Among other things it was found that most teachers were not trained in G&C, teachers were overloaded with work in schools that left them exhausted to practice G&C, there was little time for teachers to practice G&C in schools, there were in adequate facilities/resources for G&C in schools, and above all parents were not willing to support teachers in Guiding and counseling of their children when required.

While the use of G&C as an alternative to students' punishment and as a therapy to psychosocial and other issues, has been reported to have led to improved discipline amongst the pupils, reduced dropout rates, improved academic performance, and Improved teacher – pupils' relationship in some schools (Afande, 2015), fighting, absenteeism, stealing, drug abuse, irresponsible sexual behavior and defilement, use of abusive words, adolescence maladjustment and low self-esteem are issues still rampant in others (Owino & Odera, 2014; Toto, 2014).

An effective G&C programme should create impact in all pupils' academic work, personal/social wellbeing and future career outlook. However, Nweze and Okolie (2014)

observe that teachers and pupils at primary school level are less likely to be preoccupied with career issues but are on daily basis confronted by academic, discipline and sexuality issues. It is therefore, incumbent for school counselors at primary school level to embark more on pupils' behavior change in regard to academic work, discipline and psychosocial issues. G&C teachers who embark on developing pupils' skills in behaviours management and discipline can be of great assistance to teachers and other school personnel in dealing with challenging students' behaviours and also facilitate a systematic change in the school.

Through counseling, the G&C can assess the emotional and disruptive behavior of a student and facilitate the behaviour change through modification or replacement of maladaptive patterns of behaviours (Lai-Yeung, 2014). Conger and Peterson (1984) cited in Gatua (2012), explicate that guidance counsellors contribute to students' behaviour modification through imparting and sustaining interpersonal values. Such values include tolerance especially in times of crisis and showing mutual respect to all people. In addition, Thornberg, (2008) avers that through individual or group counselling techniques G&C teachers help students acquire social values such as love, acceptance, courtesy, responsibility, humility, team spirit and integrity.

Most of the pupils in Kenya education system are sexually active before they finish their primary course (Kalinga, 2010) and it is therefore, unfortunate that most studies and efforts to assist the adolescents cope with changes at puberty stage are most often directed to secondary school level students. Thus, not only do primary school pupils deal with pressing academic issues but also struggle with their own maturational body changes. In addition, they are bombarded with confusing inconsistency among adult views and media information. Lai-Yeung (2014) advances that teenagers need to get the best possible

preparation to enable them to cope well with their sexual development and to avoid the most obvious pitfalls.

In Kenya, the primary school curriculum exposes learners to gradual knowledge on sexuality through subjects such as science and religious studies. Also through social media, peers and parents, pupils get a lot of information on sexuality. However, unguided exposure to sources of sexual education such as mass media, peer, relatives, among others leads to irresponsible sexual behaviour such as pre-marital sex and multiple sex partners, which consequently lead to Sexually Transmitted Infections (STIs) and unwanted pregnancies (Kalinga, 2010). On the other hand, a well-guided and directed education, is expected to lead to desired sexual perception and behaviour such as responsible friendship, avoiding premarital sex, abstinence among others. It is therefore critical for G&C teacher supplement what the pupil learn in class and intervene to correct misinformation from different sources of sexual education if the desired behaviour is to be achieved. In addition, an effective G&C programme should offer guidance on some controversial topics such as premarital sex, contraception, sexually transmitted diseases (STDs), abortion, masturbation, prostitution, homosexuality, and rape.

The proposed focused on Kikuyu Sub County which borders Nairobi County. According to Kikuyu Sub County Education Officer (SCEO), Kikuyu Sub County as an extension of Nairobi city, is not only becoming a cosmopolitan rapidly but also bearing the brunt of social evils such as substance abuse, prostitution, teenage indulgence in premarital sex and same sex relationships. In such an environment pupils are bound to have issues ranging from simple to complicated ones in which friends, parents, and teachers who are considered as lay helpers will offer little or no help. A school counselor who is equipped with professional training, theory, and ethical standards in counseling will be of great

assistance. The current study sought to assess the G&C programmes' capacity in offering effective services in public primary schools in Kikuyu sub county, Kiambu County, with a view of bringing to the fore the areas that need intervention.

1.3 Statement of the Problem

Many schools in Kenya are grappling with various emerging students' behavioral, social, and psychological problems arising from among others high-stakes testing in the education, domestic poverty and violence, substance abuse, socially unacceptable sexual ventures, unsolicited information from world wide website, and trauma due to upsurge of life style diseases among the care givers (Wambu & Fisher, 2015). In cognizance of the situation the government has identified guidance and counseling (G&C) as one effective strategy of addressing these problems and has emphasized the need to strengthen school counseling. While this recognition is a move in the right direction, the practical implication of it is yet to be realized.

In particular, according to Kiambu County schools' census report 2015/2016, Kikuyu Sub County had the highest recorded incidences of pupils' absenteeism, alcohol and drugs abuse, psychosocial and teenage sexuality issues among the 12 sub counties. Incidentally, Kikuyu Sub County had the fewest recorded activities in G&C school programmes during the same period (MOEST, 2017). Owing to the fact that the area is fast transforming from a rural one ethnic community dwelling to a cosmopolitan, G&C programmes are bound to encounter challenges as they strive to remain relevant in the dynamic multi-ethnic environment. To this end, there was a need to assess the G&C programmes capacity to offer effective services in public primary schools in Kikuyu Sub County by examining the

G&C teacher preparedness, the availability of G&C resources and by establishing the stake holders support of G&C programmes.

1.4 Purpose of the Study

The purpose of this study was to assess the G&C programmes' capacity in offering effective services in public primary schools in Kikuyu sub county, Kiambu County with a view of identifying areas that needed revamping.

1.5 Objectives of the Study

The following objectives guided this study:

(a) To establish the preparedness of G&C teacher in offering effective services in public primary schools in Kikuyu Sub County

(b) To assess the availability of G&C programme resources essential for effective services in public primary schools in Kikuyu Sub County

(c) To examine the stakeholders support for effective G&C services in public primary schools in Kikuyu Sub County

1.6 Research Questions

(a) How are G&C teachers prepared in offering effective services in public primary schools in Kikuyu Sub County?

(b) What are the resources available for implementation of effective G&C programmes in public primary schools in Kikuyu Sub County?

(c) What support do education stake holders offer to G&C programmes for effective services in public primary schools in Kikuyu Sub County?

1.7 Significance of the Study

Significance of a study shows how the research benefits or impacts others in part or whole (Simon & Goes, 2013). This study aimed at bringing to the fore the effectiveness of G&C services in public primary schools in Kikuyu Sub County and thus expected to be of benefit to head teachers, G&C teachers, parents, policy makers and other researchers in the field of G&C.

In establishing the G&C teacher preparedness in terms of professional training, in service professional development and availability of time, the effectiveness of the programme was ascertained. This information might inform future planning of G&C teacher professional training and development, and workload allocation by the head teachers and TSC.

The study also aimed at assessing the availability of G&C resources. The information gathered could shed light on the capacity of G&C programmes to offer effective services to pupils. This information may be useful to head teachers, parents, MOEST and other stake holders since it would be the basis for revamping the school G&C. Parents could also be informed of what is expected of them in order to alleviate the various difficulties experienced by their children and above all both teachers and parents may be informed of the extent to which their support contributes to effective G&C services.

The study findings might form the basis for the government formulation of comprehensive G&C policy that would pragmatically translate the education G&C policies from the current rhetoric chimera to practice. The study was also expected to add to the existing scanty body of knowledge and literature on G&C at primary schools' level in Kenya.

1.8 Scope of the Study

The scope of the study is the geographical area within which the study was done (Marylin & Goes, 2013). Though the MOEST policies on G&C are meant for private and public schools, this study targeted only the public primary schools in Kikuyu Sub-County, Kiambu County. Teachers in public schools are mostly employed by TSC and as such there is homogeneity in terms of training and appointment of G&C teacher. The current study employed descriptive survey design and thus there was no manipulation of variables but rather gathered information from the situation as it existed.

1.9 Delimitation of the Study

Delimitations define the parameters of an investigation, describe what a particular study does not cover or the characteristics that limit the scope or define the boundaries of the study (Best & Khan, 2001). There are many factors that may influence the G&C programmes' capacity in offering effective services in public primary schools. However, the proposed study was delimited to G&C teacher preparedness, provision of the necessary G&C resources, and the stakeholders support for effective G&C services in public primary schools in Kikuyu Sub County.

1.10 Limitations of the Study

Limitations refer to potential weaknesses in the study that are not within control of the researcher (Kombo & Tromp, 2006). Due the fact that the questionnaire items were a kind of work appraisal for both teachers and G&C teacher, there could have been some hesitations by respondents to give factual information. As Sharma (2008) noted respondents' tend to over-rate themselves on desirable traits and under-rate themselves on undesirable traits with self-assessment survey instrument. However, the researcher mitigated the situation by assuring the respondents of anonymity and that the gathered

information was meant for academic purposes only. Additionally, information source triangulation was accomplished by using G&C resources observation schedule and solicitng information from G&C teachers and class teachers.

1.11 Assumptions of the Study

Assumptions are underlying ideologies that the researcher trusts or admits but that are difficult to attest in any actual way. In other words, it refers to realistic expectations believed to be true and out of the control of the researcher; they are believed to be facts necessary for the relevance of the study as they provide the basis of the development and implementation of the research (Simon, 2011).

The researcher assumed that there existed a formal G&C programme in all public primary schools with a specific teacher in charge of the programme. And that all the head teachers recognise the role that is played by guidance and counseling in helping the students solve their problems. It was also assumed that the respondents would be genuine and thus provided honest information.

1.12 Theoretical Framework

Kombo and Tromp (2006), explicate that a theoretical framework is a collection of interrelated ideas based on theories. They further observe that the set of ideas or prepositions in a theoretical framework are derived and supported by data or evidence. Theoretical framework enables the researcher to conceptualize the topic in its entirety as an outgrowth of the larger society. This helps the researcher to acknowledge the problem from a wider perspective and not from a narrow personalized self-interest and prejudiced approach thus, enhancing objectivity.

The study was anchored on the 'client-centered therapy' theory developed by humanist psychologist Carl Rogers during the 1940s and 1950s (Rogers, 1942, 51, 59) and Gerard Egan's skilled helper model (Egan, 1994, 2010).

1.12.1 Client-Centred Therapy Theory

Client-centered therapy, also known as person-centered therapy, is a non-directive form of talk therapy. According to McLeod (2015), Rogers initially referred his technique as non-directive therapy. While his goal was to be as non-directive as possible, he eventually realized that therapists guide clients even in subtle ways. Additionally, he found that clients often do look to their therapists for some type of guidance or direction. The technique eventually came to be known as client-centered therapy or person-centered therapy or simply the Rogerian therapy.

According to the client-centered therapy theory (Rogers, 1959), one enters person centered therapy in a state of incongruence. It is the role of the therapists to reverse this situation. Rogers regarded everyone as a "potentially competent individual" who could benefit greatly from his form of therapy. The purpose of Roger's humanistic therapy is to increase a person's feelings of self-worth, reduce the level of incongruence between the ideal and actual self, and help a person become more of a fully functioning person. Rogers also suggested that people have an actualizing tendency, or a desire to fulfill their potential and become the best people that they can be.

Central to client-centered therapy theory is the deliberate use of the term *client* rather than *patient*. Rogers believed that the term patient implied that the individual was sick and seeking a cure from a therapist. By using the term client instead, there is an emphasis on the importance of the individual in seeking assistance, controlling their destiny, and overcoming their difficulties. Rogers posited that therapy could be simpler, warmer and

more optimistic than the approach adopted by behavioral or psychodynamic psychologists (Cooper, Watson & Hoeldampf, 2010). Further Rogers (1959) view differs sharply from the psychodynamic and behavioral approaches in that clients would be better helped if they were encouraged to focus on their current subjective understanding rather than on some unconscious motive or someone else's interpretation of the situation. Thus, the basic tenets of client-centered therapy theory are the therapist genuineness, unconditional positive regard, and empathetic understanding.

According to Rogers (1951) although symptoms did arise from past experience, it was more useful for the client to focus on the present and future than on the past. Rather than just liberating clients from their past, as psychodynamic therapists aim to do, Rogerians hope to help their clients to achieve personal growth and eventually to self-actualize. Thus, the goals of client-centered therapy are increased self-esteem and openness to experience. Client-centered therapists work to help clients lead full lives of self-understanding and reduce defensiveness, guilt, and insecurity. As well as have more positive and comfortable relationships with others, and an increased capacity to experience and express their feelings.

The client-centered therapy theory was relevant in the study in that G&C teachers are expected to assist learners to adjust their self-concept in order to achieve congruence and a more realistic view of themselves and the world. By doing so, clients are able to take charge in their affairs, reduce defensiveness, guilt, and insecurity. In a school situation, G&C teachers must be genuine as they interact with pupils so as to elicit client openness and disclosure of crucial personal details. G&C teachers are also expected to have unconditional positive regard to the clients. For instance, the G&C teacher may not approve of the client’s use of alcohol and cigarette smoking, but has positive regard of the client as

a person. Equally important is the G&C teachers' ability to follow precisely what the client is feeling and to communicate to them that they understand what they are feeling.

However, although Rogers client-centered therapy theory has been hailed for positive results, it has been criticized by behaviorists for lacking structure and by psychoanalysts for actually providing a conditional relationship. In a school situation, the school counselor cum teacher and disciplinarian may find it difficult to present oneself as the epitome of warmth, unconditional positive regard and empathetic.

The justification of employing the client-centred therapy theory in the proposed study is further supported by the fact that some the pupils in public primary schools in Kikuyu Sub County come from poverty stricken families pushed by economic hardships in the neighboring city of Nairobi (Kenya National Bureau of Statistics, 2016). Most of these low income families are characterized by domestic violence, single parent household, liquor brewing, earning from prostitution, parents drug abuse and alcoholism. It would therefore, be prudent for the G&C teacher to base his approach of assisting pupils from such backgrounds by not overemphasizing on the past disappointments, betrayal and sordid family origin but rather the limitless potential of excelling possessed by the young pupils. Eventually the clients are bound to achieve personal growth and self-actualize, the very virtues espoused by the Rogerian client-centred therapy theory.

1.12.2 Egan's Skilled Helper Model

The Egan's three stages Model is a framework through which the counselling process can take place (Egan, 1998). The model has been found to have a profound effect on the way counsellors work by identifying different stages in the helping process, and outlining the different skills that are appropriate to use at each stage. Egan (1998) argues that through the simple and flexible framework both the client and the counsellor can determine where

the client is at any given time in the counselling process. Thus, by making use of this model, the counsellor can work with a client in a more structured and effective way by being more consistent in manner and relying less on such things as therapeutic inspiration. Egan's structural model was influenced by the philosophy of humanism and, in particular the work of Rogers (1959). Egan's systematic approach, as contained in the book *The Skilled Helper* (1994), borrows some ideas from Rogers (1959).

Egan (1994) offers a structural model of counselling that divides the process into three main components or stages, as follows: (1) review of the present situation (2) development of a new or preferred scenario and (3) moving into action. However, it is noteworthy that not every client needs to go through all the three stages, and at times people may move back into previously covered stage. Figure 1.1 shows the Egan's three stages Model.

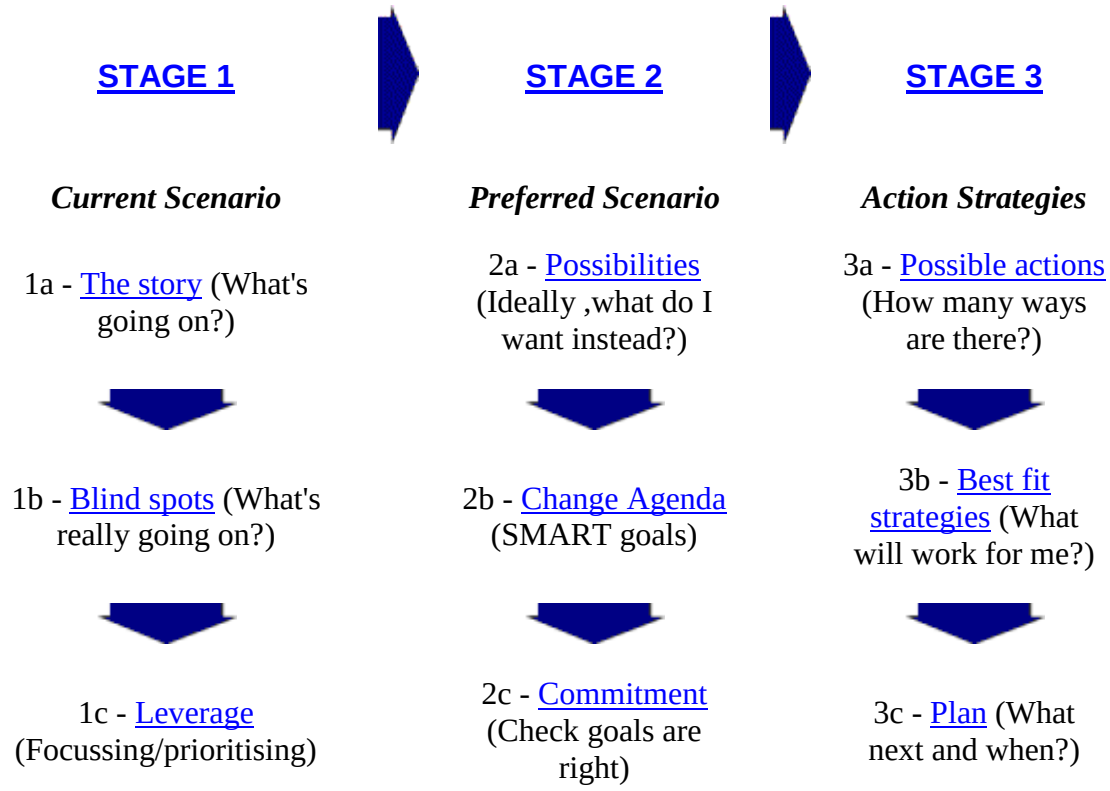


Figure1.1: Egan's three stages Model

The stage one skills of the Egan Helping Model are based upon the exploration of the client's situation akin to the aforementioned Rogerian client centered approach. At Stage I the emphasis is to build a nonthreatening counselling relationship and enable the client explore their situation and finally focus on some specific issues. In this stage the Skilled Helper helps the client to identify and clarify problems and opportunities. Since clients tend to be reluctant or resistant at this stage, the therapist work is to help them overcome the negativity, distortions and lame excuses.

At stage two, the Skilled Helper establishes what the client really wants and needs and the client is encouraged to consider new possibilities and perspectives, choosing ones that are realistic, consistent with their values and for which there are adequate incentives. At Stage III, the skills provided are based on exploration and understanding gained by using stage I

& II skills. The skills at stage III are meant to assist clients to take appropriate action by defining goals, changing ways of relating and working through issues using problem solving or decision making methods, while providing support and encouragement. Thus, while Egan draws widely from Rogers's theory in his analysis of the importance of building a non-judgemental relationship with the client, he nevertheless argues that empathic responding, unconditional positive regard and congruence are not enough to evoke change. To cater for this deficit, the Egan Skilled Helper model emphasizes both the relationship and client action.

Rowland and McDonald (2009) criticizes the Egan model in that, it assumes all the clients will be able to communicate verbally. For instance clients who have aphasia (people who cannot form words but who have cognitive understanding) require more to what is offered in Egan model. Nonetheless, application of both Rogers' client-centered therapy theory and Egan's skilled helper model in schools would foster productive and congenial relationship between pupils and guidance and counseling teachers.

1.13 Conceptual Framework

A conceptual framework can also be regarded as a model of presentation where a researcher represents the relationship between variables in the study and shows the relationship graphically or diagrammatically (Orodho, 2012). According to Creswell (2012), a conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny. Creswell further contend that when clearly articulated, a conceptual framework has potential usefulness as a tool to assist a researcher to make meaning of subsequent findings. Figure 1.1 shows the conceptualized connection between dependent and independent variables.

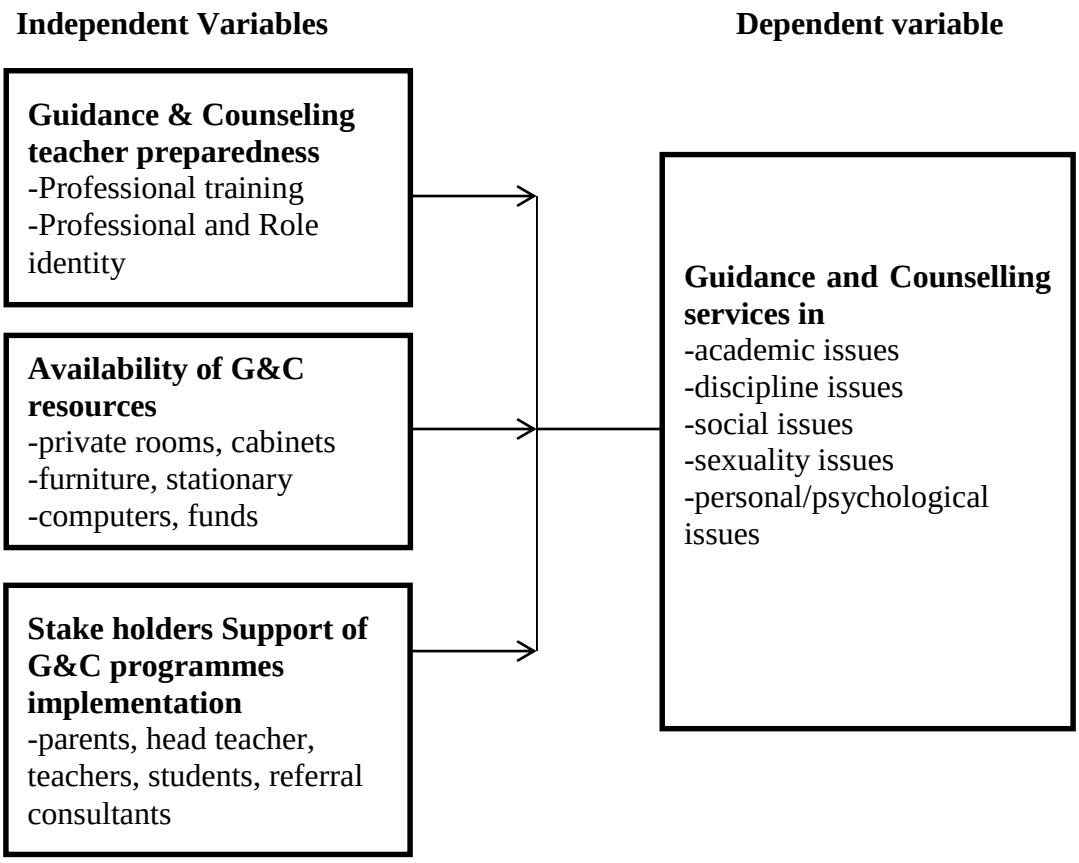


Figure 1.2: Conceptual Framework on Variables that Determine G&C Capacity to offer Effective Services

The conceptual framework as shown in Figure 1.2, depicts the interplay between independent and dependent variables. The researcher conceptualizes that G&C teacher preparedness, availability of G&C resources and stakeholders' support of G&C programmes will result to provision of effective G&C services. Effective G&C services will be manifested in pupils' behaviour change and development in academics, discipline, sexuality and psychosocial stability.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of the relevant literature in view of the research problem. The chapter is organized according to the study objectives. The review was undertaken in order to eliminate duplication of what has been done and provide a clear understanding of existing knowledge gap in the problem area. The literature review is based on authoritative, recent, and original sources such as journals, books, thesis and dissertations. Specifically, the chapter reviews literature on G&C teacher preparedness, availability of G&C resources and the support offered to G&C programmes by the various stake holders. However, the literature review commences with a treatise of the concept of guidance and counselling as practiced in schools. The chapter closes with the summary of the reviewed literature and research gaps.

2.2 Concept of Guidance and Counselling

The terms "guidance and counseling" have been conceived internationally in different ways. According to Makinde (1987) as cited in Ajowi and Simatwa (2010), guidance and counseling is defined as an interaction process co-joining the counselee, who is vulnerable and who needs assistance and the counselor who is trained and educated to give this assistance, the goal of which is to help the counselee learn to deal more effectively with himself and the reality of his environment. In Kenya, the terms guidance and counselling are often used interchangeably to mean the same thing. According to Wango (2006), the misconception arises out of the inability to make a distinction between guidance and counseling.

In an attempt to distinguish the two constructs, Wango (2006) considers guidance is a process, developmental in nature, by which a person is enabled to understand, accept and make use of own abilities, interests and aptitudes, in relation to own aspirations. As an educational construct, guidance comprises of those experiences that assist learner to understand and accept him/herself and live effectively with the society. Therefore, guidance is a process that builds up a person character rather than a single event. Thus, guidance involves helping students individually or in small groups with making personal, educational or vocational choices

On the other hand, the British Association of Counselling and Psychotherapy (BACP, 2006) as cited in Wango (2006) regards counseling as the process whereby a counselor sees a client in a private and confidential setting to explore a difficulty the client is having, distress they may be experiencing or perhaps their dissatisfaction with life, or loss of a sense of direction and purpose. A counselor normally perceives the difficulties from the client's point of view and endevous to assist the person to charter a way forward and also see things, possibly from a different perspective. In a nutshell Wango and Mungai (2007) capture the distinction between guidance and counseling in arguing that where guidance is offering counsel and advice, counselling is the therapeutic process of offering help.

The school G&C programme activities, mission and vision vary slightly in different countries. In US, the American School Counselor Association (ASCA) has a comprehensive school counsellor model in which the functions of G&C programme, the input of the counsellor and the expected outcome are made explicit. The ASCA model for school counselors includes four major components: foundation, delivery system, management system, and accountability (ASCA, 2003). In support of the ASCA model, Gysbers and Henderson (2012) observes that the comprehensive approach is

developmental and encompasses and integrates prevention, remediation, and crisis intervention to meet the needs of all students. In addition, a comprehensive approach provides a means of evaluating programmes to ascertain their effectiveness (Dahir, 2012). School counseling in Kenya has no clear standards by which to evaluate programmes and hence it is difficult to establish the accountability prompting several authors to call for implementation of comprehensive G&C programmes in Kenyan schools (Human Rights Watch, 1999; Lavusa, 2010; Nyutu & Gysbers, 2008).

2.3 G&C Teacher Preparedness and Effectiveness of G&C Services

G&C teacher preparedness in terms of professional training, role identity, attitude, and ample time to deal with clients' caseload is critical for effective delivery of guidance and counseling services. White and Kelly (2010), explicate that while lay helpers such as parents and teachers are guided by personal solutions and common sense, projections of their own solutions, and over-involvement, a trained G&C professional will invoke the appropriate approach with often positive results. Additionally, a lay helper is prone to boundary problems and prone to expressing sympathy as opposed to empathy. What sets the professional counselor apart from the lay helper is the understanding of theories of personality and change, boundaries, ethics, and diversity (Bernard & Goodyear, 2008).

2.3.1 Professional Training of G&C Teacher and effectiveness in G&C services

World over, different countries have varied programmes in regard to school counselor professional training, however when compared to the history of school counseling in the US, most countries have relatively young programmes (White & Kelly, 2010). The history of US school counsellor (G&C teacher) dating back to 1920s was characterized by lack of any formal organizational structure, school counselors being identified first as teachers, and second as counselors, lack of professional identity, and absence of a unified ethical

code for school counselors (Wambu & Fisher, 2015). However, these issues were gradually addressed. For instance, in 1952, the American School Counselor Association (ASCA) was formed, which gave the profession credibility, and advanced the standards for training and ethical behavior (Myrick, 1997). Further, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) was established in 1981 to safeguard the standards of school counselor training programs.

In the US, the current school counselors need not be teachers first, are licensed or certified by the department of education in the state where the school counselor practices and most practice with a minimum of a Master's degree. According to the American School Counselor Association (ASCA; 2005), professional school counselors are uniquely qualified to address all students' academic, personal/social, and career development needs by designing, implementing, evaluating, and enhancing a comprehensive school counseling program that promotes and enhances student success.

Romano, Goh and Wahl (2005) observe that the development of school counseling in the Asia-Pacific region is relatively young compared to US but vibrant and growing. They further observe that most cultures in the Asia-Pacific region have had to adapt counseling from Western models for their country. Stickel and Yang (1993) similarly juxtapose the development of counseling and guidance in the US and Taiwan and conclude that, despite many parallels, profound differences exist in educational philosophies and cultural values that impact the role and context of school counseling.

In Tanzania, Nkuba and Kyaruzi (2015) laments of serious lack of training for most school counselors. It was observed that most of students in Dar es Salaam secondary schools were at a great risk due to lack of effective guidance and counseling in academic, personal/social

and career issues. In a study to explore the status of school counselor's training, knowledge and skills in Tanzania secondary schools, Nkuba and Kyaruzi noted that, though some school counselors attended some trainings, their knowledge, skills and awareness to school counseling principles was very limited. It was however, found that school counselors had a positive attitude towards counseling services and above all they were ready to attend further training in counseling.

The government of Kenya, through the Ministry of Education (MOE), has recognized that G&C teachers are uniquely positioned to address students' academic, career, and social-emotional needs by taking proactive measures and designing interventions that will help students deal with challenges that may be the root cause of violence. Nyutu (2007) observes that in order to perform their roles effectively, the Kenyan teacher counselors need to be adequately trained to possess sufficient skills and knowledge.

Wambu and Wickman (2016) observe that teacher counselor preparation in Kenyan universities is a relatively recent phenomenon that began in the 1990s, with Kenyatta University starting the first guidance and counseling training program. Other universities currently offering include; Egerton University; Moi University; Masinde Muliro University and Maseno University. They are now offering guidance and counseling training programs, ranging from certificate to master's degree. In addition, private universities such as Africa Nazarene University, University of Eastern Africa, Baraton; The Kenya Methodist University, Catholic University of Eastern Africa; and Mount Kenya University offer guidance and counseling training programs. Thus, this increase in school counselor training programs has greatly increased the number of Kenyan school counselors.

Although the Kenyan government seems to recognize the importance of training teacher councellors, it lacks a clear framework for conducting that training. For example, in the government's policy document, Sessional Paper No. 1 on Policy Framework for Education, Training and Research (Republic of Kenya 2005), among the listed strategies for primary school education is to strengthen guidance and counseling in pre-service training. However, the policy document also does not address the training of school counselors who wish to enroll as full-time students in universities or tertiary colleges. Lack of accreditation and standardization of training programmes has resulted in a wide variety of curricula leading to considerable variability in how school counselors are trained (Wambu & Wickman, 2016).

The American School Counselor Association (2012) puts the minimum requirement for becoming a school counselor to be a master's degree, while in Kenya, school counselor credentials range from non-degree certificates to a master's degree depicting lack of clear standards of training and clinical experience. This has resulted in school counselors with significant disparities in their training and practice (Okech & Kimemia 2012). With such variability in training and qualifications, teacher counselors' ability to help students with academic, career, and personal/social issues comes into question, further supporting the urgent need for a more uniform training curriculum for all school counselors in Kenya.

Oyieyo (2012) while investigating the influence of guidance and counselling on students' discipline in public secondary schools in Kabondo division in Kenya found that teachers did not cover sufficient content in guidance and counseling during their teacher training. This lack of adequate training might be expected, given that teachers also have to undertake courses for two teaching subjects during their teacher-training program. Hayes and Paisley (2002) reiterates that transforming counselor education from an individually-oriented

approach to include a systems-oriented approach would require a broadening of the curriculum by, for example, adding new content related to schools and communities as systems.

Wambu and Wickman (2016) examined the Kenyan public secondary school G&C teachers' perceptions of the adequacy of their preparedness to perform their roles within the school setting. Among other findings the G&C teachers perceived themselves as being adequately prepared to perform counseling roles within the school setting. However, the G&C teachers were found to have training gaps in specific areas such as substance and drug abuse, grief and crisis intervention, trauma and debriefing of trauma, multicultural counseling, HIV/AIDS counseling, family counseling, counseling children with special needs, human sexuality, career counseling, and spirituality in counselling. It is thus, ironical that G&C counsellors perceive themselves adequately prepared to perform their roles despite their handicaps in the crucial areas that bedevil learners.

The identified gap in training of G&C teachers brings the issue of the standardized training in Kenya to focus. Oketch and Kimemia (2012) observes that the government has never addressed the issue of training standards and thus, schools continue appointing teachers without the relevant skills to meet the various pupils' G&C pressing needs and which cannot be adequately be handled by the lay people. Lack of standardized curricula provided in the training institutions has resulted in some school counselors lacking certain skills as they graduate and proceed to the schools to serve students.

Training of G&C teachers capable of being effective as social change agents and with the potential to enhance the lives of every child in schools requires a transforming counselor preparation curriculum and programmes. Thus, it is imperative for the G&C teachers

already in the field to seek out opportunities for professional development to increase their skills and knowledge even though the schools may not compensate them. Such training will keep them abreast with emerging knowledge in the field of counseling for their own professional growth. Cheruiyot and Orodho (2015) posit that attending seminars, workshops, conferences, or registering for a course in a given specialty area are some of the suitable ways that school counselors can enhance their knowledge and abilities.

G&C teacher preparation in Kenya also encounters challenges in regard to the appropriate competency of university instructors. As noted by Wambu and Wickman (2016), most instructors lack school counseling experience and are not in regular contact with practicing school counselors; a situation seemingly akin to the United States in the field's early years (Paisley & Hayes 2003). Additionally, many instructors have a background in educational psychology and counseling psychology, but are not counselor educators. Furthermore, counselor preparation curricula are loaded with non-counseling courses, have conflicting and varied theoretical orientations (Wambu and Wickman, 2016),

Other areas that have been found wanting in G&C teachers' training in Kenya include; inconsistent supervision during training and training being largely theory-based, with little practical (experiential) learning involved (Oketch & Kimemia, 2012; Waititu & Khamasi, 2010; Wambu & Fisher, 2015). In order to oversee an effective G&C programme, it requires school counselors who are well equipped not only with a strong knowledge base but also with strong clinical skills obtained through experiential training (Dollarhide & Saginak, 2012). It is therefore absurd that some training programs in Kenya do not require school counselors-in-training to participate in either practicum or internship in a school setting. Further, there is no standard duration to complete practicum unlike in US where counselors-in-training are required to complete a total of 700 hours for their clinical

practice (practicum and internship) (ASCA, 2012). The lack of clinical skills in a school setting is a great barrier to service delivery by school counselors in Kenya.

Supervision of G&C teacher trainee is yet another challenge that may impact on the quality of training. In most cases, the trainees are supervised by their course instructors in the university without or with very little involvement of the site supervisors. Normally, course instructors have no sufficient information about the school setting to adequately advice the interns on the unique challenges they may be facing at their sites. Thus, the absence of effective field supervisors compromises the effective training of school counselors on the ethical and clinical practice. This deficiency is subsequently manifested in ineffective G&C services offered to schools and general ineptitude.

Although most of the afore mentioned studies have depicted a situation where the Kenya G&C teacher is either untrained or inadequately trained and therefore not in a position to offer a comprehensive G&C services, it is instructive to note that some of G&C teachers have taken self-initiative and benefitted from the mushrooming private and government counselling training centres such as Amani and Sapta. These centres are offering training in among others; alcohol and substance abuse, addiction and rehabilitation, crisis intervention, HIV/AIDS counseling, trauma and debriefing of trauma, multicultural counseling, family counseling, counseling children with special needs, career counseling, human sexuality, and spirituality in counseling. It was therefore incumbent to establish the preparedness of G&C teachers in terms of professional training in Kikuyu Sub County and which in the vicinity of these centers, in a bid to assess the G&C programmes' capacity in offering effective services.

2.3.2 G&C Teachers' Professional/Role Identity and Effectiveness G&C services

Nyutu and Gysbers (2008) assert that to establish a unique professional identity and maintain effective school counseling services, G&C teachers need to have a clear definition of their roles and interventions and must be prepared with the necessary skills and knowledge pertinent to effective counseling services. School counseling is yet to be recognized as a profession in its own right, rather than a service ancillary to other educational programmes (Wambu & Wickman, 2011). Lack of professional identity has further complicated the role of the school counselor. Just as Paisley and McMahon (2001) lamented of school counselors in the United States many years ago, Kenyan school counselors are struggling with role definition.

The current situation in Kenya is that school counselors are identified first as teachers, and second as counselors. The current practice of guidance and counseling is what Gysbers and Henderson (2001) referred to as a "position" model where a majority of school counselors are teachers appointed to the position of guidance and counseling teacher, with no relief from their teaching duties and with no additional pay. In addition, counseling services are conducted without any formal organizational structure. The G&C teachers' dual responsibility not only leaves them with very limited time to provide counseling services to students but also has ethical implications in that it is difficult to build a relationship with a student in a counseling session, and also discipline and evaluate student's academic achievement.

Guidance and counseling in Kenya mainly focuses on responsive services where school counselors attend to the immediate needs and concerns of the student. In most cases, the clients are pupil referrals from either the principal or teachers, and on a few occasions, pupils do self-refer. Upon such referral, counseling may take the form of individual crisis

intervention as in the case of a bereaved pupil. However, due to the G&C teacher dual responsibility as teacher and counselor, their availability for counseling is limited and counseling is mainly offered during breaks, lunch breaks, and after school. Furthermore, G&C teachers mainly deal with a few pupils referred to them due to discipline problems. Consequently, as observed by Mumiakha (2011), many pupils have come to associate counseling with discipline, and hence developed a negative attitude towards it.

The lack of a clear identity has left the school counselor's role under the interpretation of all, including the school principals, teachers, parents and even the school counselors themselves. Lack of clear definition of G&C teacher roles greatly hampers the delivery of effective and efficient services. Different stake holders have different expectations of the role of the school counselor in Kenya. Some narrowly define the role of the school counselor as working with students with behavioral and adjustment problems, mainly through individual counseling (Wambu & Wickman, 2011). Such narrow definition of roles leaves out the roles of advocacy, leadership, and consultation with parents and teachers. Further, it negates the importance of group counseling and classroom guidance in addressing students' personal/social issues, academic, and career.

Apart from lack of well-defined professional and role identity, the Kenyan G&C teacher services are also hampered by the absence of a unified ethical code for school counselors. Okech and Kimemia (2012) argues that the current ethical standards developed in 2012 by the Kenya Counseling and Psychological Association (KCPA) are too general for effective counseling in schools. For instance, a G&C teacher may find it difficult to justify one's position of maintaining confidentiality after counseling session due to lack any guiding clause. Additionally, lack of ethical standards on record keeping creates confusion about

how to keep the records, for how long, and who has access to the records. The development of ethical standards specific to school counseling is critical for G&C teachers in Kenya.

G&C teacher preparedness is also a function of student-to-teacher counselor ratio. According to the American School Counselor Association (ASCA, 2003) the student-to-school counselor ratio in schools should be about 250:1 and cautions that beyond this ratio, a teacher counselor is hindered from implementing effective programs. While the USA national average ratio stands at 471:1 (Edwards, Grace & King, 2014) Kenyan primary schools ratio way beyond 800:1, since the onset of free primary education in 2003 (Republic of Kenya, 2012). According to study findings by Paisley and Hayes (2003); Lapan, Gysbers, Stanley, and Pierce (2012), lower student-to-school counselor ratios were statistically associated with lower discipline incidents and higher graduation rates.

In view of the foregoing discussion, one may tend to deduce that the Kenyan pupils is at great risk, however, individual schools do seek local solutions informed by their unique situations. For instance, some head teachers engage additional teachers in order to ensure G&C teacher work load is manageable, others initiate formulation of G&C policy and make it explicit to the entire school community. Therefore, the need for a study to find out the actual situation in Kikuyu Sub County could not be overemphasized.

2.4 Availability of Resources for effective G&C Service

Sustainable and effective G&C programme requires not only a competent counselor but also adequate resources for its implementation. lack or limited resources in the form of counseling facilities such as stationary, consultation office, furniture, and filing system hinders effective service delivery. Schools also need to set aside funds to help in the running of the counseling department.

According to Lehr and Sumarah (2002), most of the schools in US and Europe are well equipped for G&C services. Most schools were found to have space for confidential counseling consulting services, computer assisted career guidance programmes, career choice exploration material, booklets that help students address developmental needs like physical changes, handling peer pressure and preventing substance abuse. UNESCO (2002) observes that in Botswana, effective School G&C Services have counseling rooms which are private and accessible and that counselors identify and document the resources needed to be made available.

Cheruiyot and Orodho (2015) emphasizes that for counseling to be effective, the setting and the location of the counseling office must be taken into account. Unfortunately, Cheruiyot and Orodho study found that some schools in Kenya do not have a counseling office, and even where present; it was either ill equipped with the necessary supplies or poorly located. In some schools, school counselor shares the office with other teaching staff, consequently confidentiality of student's records can be easily compromised. It was also noted that there was a tendency to locate the counseling room near the deputy or the head teachers' office. Such locations deter many potential clients from seeking the needed assistance. Glanz (1974) as cited in Kemei (2004) posited that guidance and counseling office that is next door to the principal's office will connote something different from a guidance office that is placed in the newly painted basement.

The ideal guidance and counseling Centre as stipulated by the national guidance and counseling policy, Republic of Kenya (2011) are: Guidance and Counseling Office (size 5 x 4 meters) equipped with one office table with drawers, shelves for books and magazines; Sound proof quite counseling room furnish with, 2 good office desks/tables, Lockable

cabinets, Computer, printer and shredder, Four office chairs, fresh flowers and notice board.

A study by Kemei (2004) on assesment of guidance and counseling services in secondary schools in Bureti district found that apart from the rooms, other important facilities such as storage facilities, file cabinets, one-way mirror were lacking in most schools. Kemei postulated that lack of G&C department vote head was a crucial factor in provision of the necessary facilities. A study by Auni (2009) on contributions of guidance and counseling program on social adjustment of students in Siaya District public secondary schools revealed that that there was lack of facilities and resources for G&C programme and that G&C had not effectively contributed to students' social adjustment. Similarly, Cheruiyot and Orodho (2015) found that facilities were too inadequate to facilitate effective implementation of G&C services in most secondary schools in Bureti Sub County, Kericho County, Kenya. Thus, while there are replete of studies detailing the inadequacy of G&C resources in various secondary schools, the situation in primary schools has hardly been investigated and more so in Kikuyu Sub County.

It is possible that lack of emphasis on G&C at primary school level has a bearing on the later issues as manifested in secondary school students. That is some students who proceed to secondary level with unresolved issues from primary level, have a likelihood of getting overwhelmed with serious implications.

2.5 Stake holder support of G&C Programmes for Effective service

An effective school counseling programme is usually not designed to be something that G&C teachers create and implement as a solo endeavor. It requires teamwork, tying the

programme to the school's overall academic objectives and connecting the counseling programme to the overarching school system (Dahir & Stone, 2012).

Owino and Odera (2014) assert that teacher counselors cannot succeed in their roles if they work in isolation. They instead need support from key school stakeholders such as fellow teachers, head teachers, parents, school management committee, students, the government agents and community-based support. Burrows (2015) postulates that parents should play a key role in ensuring that their children grow up being emotionally healthy and independent. Without the support of parents, schools cannot guide and counsel students effectively. Parents are part and parcel of a school's effort to create a respectful environment. Parents should help teachers to monitor the relationship of their children. Parents should know the other child's family before allowing their children to spend too much time with him. The parents need to supervise the activities of their children to prevent irresponsible behaviour. Like in schools, parents should provide alternative activities for their children while at home like they should be encouraged to read books (Burrows, 2015).

According to the Ministry of Education the head teacher is instrumental in initiating and sustaining the tone of G&C services in a school (Nyaegah, 2011). It is also incumbent for principals to have positive attitude towards school G&C for it to succeed. Nyaegah (2011) cautions that without the head teachers' approval and continued support, any service will be destined to wither on the vine because teachers and students sense and frequently adopt the school administrator's attitude towards any service in the school.

A study done by Myrick (2003), in America, showed that most parents were supportive to G&C in schools, they responded to teachers when called and supported various programs. Contrary, Rutondoki (2000) found that some parents in Uganda resisted G&C services on

their children because some different cultural practices do oppose provision of G&C services by other people rather than their elders. In Kenya Ogonya (2007) found that some parents were negative towards G&C and that it is one of the major challenges faced in the provision of G&C services in primary schools.

In a recent study to establish the effectiveness of guidance and counseling in managing students' discipline in public secondary schools in Kandara district, Murang`a county, Kenya, Toto (2014) found that teachers regularly reported to the G&C department their concern on discipline issues and that the existing team work between teachers and teacher counselor has greatly enhanced discipline in schools. However, teacher counsellors were wary of the fact that it was very rare to find some students voluntarily seeking guidance and Counseling services.

In a study investigating the factors affecting the effectiveness of guidance and counselling programmes in Kenyan secondary schools but focussing on the case of Thika town, Mungai (2015) found that G&C programme received ample support from the school administration, the teaching staff, the schools' support staff and invited guest speakers. However, the neighbouring community, the parents and the Ministry of Education offered very little support. It was further noted that the teaching and support staff were mainly supportive in referral.

However, a study by Wambu and Fischer (2015) found that school counselors have apparently been reporting a lack of support from students, teachers, parents, school board members, head teachers and the community. The lack of community-based support poses a great challenge to G&C programmes in schools in Kenya. This is because teacher counselors need access to community based resources where they can refer students who

may be in need of prolonged therapy. Lack of such support, is bound to limit the scope of services school counselors can provide. The help that students can receive is also limited by lack of consultation and referral sources (Wambu & Fischer, 2015). Thus, lack of support from the school system and the community not only jeopardizes the quantity and quality of G&C resources but also discourages the teacher counselors from performing their roles effectively. The current study endeavoured to examine the support accorded to G&C programmes for effective services in public primary schools in Kikuyu Sub County, Kiambu County.

2.6 Summary of the Reviewed literature and Research Gaps

The reviewed literature is replete with studies on challenges affecting G&C services in secondary schools in different regions in the world and more so in Kenya. Most of the studies have found that lack of trained personnel, inadequate facilities and lack of support from stake holders are the major constraints affecting effective services in G&C. Most of these studies have also traced the efforts made by the Kenyan government to ensure schools have professionally trained teachers and formulate policies to guide school counseling. However, there is conspicuous paucity of studies investigating the capacity of G&C in primary schools. This is a serious omission taking into consideration that most of the psychosocial and sexuality issues that bedevil students at secondary level can be traced from their life in primary schools. For instance, homosexuals have a tendency of targeting unsuspecting boys at primary school level and it is at this level that G&C should commence in earnest. A recent report by a special investigation team on school unrest in Kenya, indicates that most cases of same-sex hook-ups reported in secondary schools had their background in primary schools (Wanzala, 2017). Equally important to note is the many incidences of girls dropping out of school at primary level due to pregnancies, abortion, early marriages and numerous incidences of hysteria attack.

A study by Owino and Odera (2014) was however, the only reviewed work that had focus on primary school learner. Their study which endevoured to establish constraints affecting the attitude of teachers towards practicing G&C in primary schools in Kisumu West Sub County identified lack of professional training and inadequate resources as the major constraints.

Just like most of the other reviewed studies, Owino and Odera (2014) study had several gaps. First, the study did not use an observation schedule/checklist to ascertain the actual G&C physical resources in various sampled schools. Secondly, apart from establishing that majority of G&C teachers had no professional training, the study did not establish the level of hands on skills and capabilities possessed by the few trained teachers. For instance, the professional training notwithstanding, some G&C teachers are found to be ill equipped to counsel pupils in the prevalent emerging issues in regard to sexuality, substance abuse, trauma, crisis intervention and multi-cultural counseling. Kikuyu Sub County is fast transitioning from a monoculture to a cosmopolitan multi-cultural region and as such, it is imperative for schools G&C programmes to have capacity for effective G&C services. This would ensure psychosocial support to pupils bombarded by social evils, conflicting information from media and adults, on daily basis.

Thus, the impetus of the current study has been spurred by the identified lacuna in the reviewed studies. The study enlisted the use of G&C resources observation schedule in addition to assessing the competency of the counselor in dealing with emerging issues.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focuses on the description of the procedures and strategies that were used in the study. It deals with the description of the research design, the research site, the target population, sample and sampling procedures, the development of research instruments, piloting, validity and reliability of research instruments, data analysis techniques and legal and ethical considerations.

3.2 Research Design

According to Creswell (2014), a research design is considered as a scheme for research. The study employed descriptive survey research design. Kothari (2008) explains that descriptive surveys in social sciences aim at fact-finding of the state of affairs as they exist at present by collecting, collating and analyzing available evidence in order to make informed inferences. Further, descriptive survey design is useful in the collection of original data from a population that is too large to observe directly. The design was appropriate since the study aimed at assessing the G&C programmes' capacity to offer effective services to learners by examining the conditions already in existence such as teachers' competency, availability of resources and education stake holders' support.

3.3 Research Site

The study was conducted in Kikuyu Sub County, Kiambu County, Kenya. Being adjacent to the metropolitan Nairobi County, Kikuyu Sub County is fast transforming from a predominantly one ethnic group hub to a cosmopolitan hosting people from varied ethnic, cultural and economic backgrounds. According to Kikuyu Sub County Education officer, the cultural diversity accompanied by different religious beliefs has made school guidance

and counselling an intricate affair (MOEST, 2017). It calls for a paradigm shift from the traditional approach to a more liberalized approach geared to accommodate the learners' diversity. Thus, being a cosmopolitan and the fact that it has the highest incidences of pupils' anti-social behavior among Kiambu twelve sub counties (MOEST, 2017), created the impetus to select the site.

3.4 Target Population

In research, target population is the universal group that contains the subjects to be investigated (Sekaran, 2010). According to Kikuyu County schools' census report 2017 (MOEST, 2017), Kikuyu Sub County had 31public primary schools and 470 teachers. It is assumed that each of the 31 schools has a teacher in charge of G&C programme. The study therefore, targeted all the schools 31 teachers in charge of G&C programmes, 439 teachers and 31 head teachers. G&C teacher is entrusted in running the G&C progamme in the school and thus was a key respondent in the current study. Apart from G&C teachers, class teachers are also mostly involved in pupils' issues at class level and thus were considered key respondents in the study. Head teachers being the school managers, have the responsibility of overseeing implementation of G&C programmes, accord the G&C teacher the necessary support.

3.5 Sample Size and Sampling Techniques

A sample is a subgroup of the target population which is used to generate the required data for the study (Creswell, 2014). A sample is a group of subjects from which data will be collected. According to Orodho (2012) when the target population is small, the researcher can sample the entire population. Scheaffer, Mendenhall, Ott and Gerow (2011) aver that census survey is the approach where the population is equal to the sample. Thus the

researcher used census sampling technique in which all the 31 G&C teachers were purposively selected to take part in the study.

Gay, Mills & Airasian (2009) postulate that 10% to 30% of the population is sufficient for reliable findings. The researcher sampled 21% of the remaining 439 teachers to get 93 teachers. From each of the 31 schools, three teachers were selected. Class teachers of class 6,7 and 8 were purposefully selected since they deal with pupils at a stage where they are highly likely to encounter conflicting issues in regard to their academic work, sexuality and psychosocial. Further, 30% of the 31 head teachers were sampled to be interviewed. Thus, nine head teachers were selected through simple random sampling to take part in the study. Table 3.1 shows the proposed study sample frame.

Table 3.1: Sample Frame

Category	Population	Sample	Percentage	Sampling Technique
Guidance and Counseling Teachers	31	31	100%	Census/Purposive
Teachers	439	93	21%	Purposive/simple random
Head teachers	31	9	30%	Simple random
Total	**501**	**133**	**26.5%**	

3.6 Data Collection Measures

The study employed four data collection instruments: G&C teachers' questionnaire, Class teachers' questionnaire, head teachers' interview guide and G&C resources observation schedule. The use of several research instruments or source triangulation is the surest way of minimizing threat to both internal and external validity (Altrichter, Feldman, Posch & Somekh, 2008; Creswell, 2012). In addition, triangulation gives a more detailed and balanced picture of the situation

3.6.1 Guidance and Counseling Teachers' Questionnaire (GCTQ)

Kothari (2008) considers questionnaires as the heart of a survey operation. Use of questionnaires allows greater uniformity in the way questions are asked and hence ensuring greater comparability in the process. GCTQ is a semi-structured questionnaire in which respondents expressed their views in their own words in the open ended questions while the closed ended questions captured factual responses (Creswell, 2012).

This questionnaire had four sections A, B, C and D (see Appendix II). Section A sought to capture demographic data, section B dwelt on aspects of teacher counsellor preparedness, section C collected data on availability of resources essential for G&C implementation while section D sought to collect data on the extent to which G&C has led to pupils' behaviour change.

3.6.2 Class Teachers' Questionnaire

This is a semi-structured questionnaire consisting of two sections, A and B (see Appendix III). Section A sought to capture demographic information; section B sought to collect data on the effectiveness of provision of G&C services in public primary schools Kikuyu Sub County.

3.6.3 Head Teachers' Interview Schedule

In order to get in depth information on G&C programmes' capacity to provide effective services in public primary schools, some head teachers' were interviewed. According to Best and Khan (2001), interview method of collecting data is often seen as superior than other instruments in that it creates rapport between the respondent and the researcher. In addition, it guards against confusing the questions since the interviewer can clarify the questions thereby helping the respondent give relevant responses. The head teachers'

interview guide sought to gather information in accordance to the study three objectives (see Appendix II).

3.6.4 Guidance and Counselling Resources Observation schedule

To ascertain the reality on the ground about the availability and condition of school G&C resources, G&C programme resources observation schedule was used. Orodho (2012) asserts that the status of phenomenon is determined not by interviewing respondents but observing what is there currently. Through the observation schedule, the researcher aimed at checking the availability and condition of resources that are essential for effective G&C. Some of these resources included a private room, furniture, audio visual materials, computers, stationary, lockable cabinets for privacy and guidance handbook.

3.7 Pilot Testing of Research Instruments

Before the actual data collection, the researcher conducted a pilot study in two selected public primary schools in the neighbouring Nairobi County. The two primary schools were not included in the actual study but the researcher ensured that they have similar characteristics as those taking part in the actual study. The main aim of the pilot study was to enhance validity and reliability of the research instruments (Creswell, 2012).

3.8 Instruments Validity

Validity is described as the ability of the instruments being used to help the researcher draw meaningful and justifiable conclusions about a sample or population from the data collected (Bryman, 2004; Creswell, 2012; Gay, Mills & Airasian, 2009). Specifically, this study established the content validity since the main aim of the study was to establish the situation as it exists. To establish the content validity of research instruments, expert views were sought as proposed by Gay, Mills and Airasian (2009). The instruments' content was scrutinized by two university supervisors attached to the researcher. Their views,

comments and suggestions were taken into consideration and the instruments revised. Additionally, content validity was enhanced through piloting of instruments.

3.9 Instruments Reliability

Reliability is a measure of a degree to which a research instrument yields consistent results or data after repeated trials (Kombo & Tromp, 2006). Reliability of quantitative items in the questionnaires was established by computing Cronbach's alpha coefficient which is an estimate of internal consistency by determining how items on a questionnaire relate to all other items and to the total test (Simon, 2011). It is suitable for items that do not have right or wrong answers such as in a Likert scale. According to Creswell (2012), in social sciences, a reliability coefficient of 0.6 and above is satisfactory for any research instrument. The G&C teachers' questionnaire had a coefficient of 0.74 while the class teachers' questionnaire had a value of 0.78 and hence appropriate for the study.

However, according to Creswell (2009); Cohen, Manion and Morrison (2007), the reliability of research instruments in qualitative data focuses on the researcher for being the instrument itself. In qualitative research, both validity and reliability of research instruments are treated together. The trustworthiness of a researcher therefore involves credibility, transferability, dependability and confirmability. According to Lincoln and Guba (1985), credibility (truth value) refers to confidence in the findings from informants and the context in which the study was undertaken. In this study, the researcher allowed respondents to consent to participate in the study, the right to withdraw and encourage them to be frank.

Transferability (External Validity) or applicability refers to whether the results of the study can be transferred to other contexts and settings. Transferability of research findings can be affected by several factors related to the procedures followed (Bryman, 2004; Creswell,

2009; Mertens, 2005). It is therefore important for the procedures followed be described in details, in what Lincoln and Guba (1985) referred to as 'thick description' and which according to Miles and Huberman (1994) would offer an 'audit trail' for anybody wishing to trace how the study was carried out or transfer or generalize results. In particular, this study has succinctly delineated the methodology approach and design followed by sampling procedures and though it was conducted in one Sub County in Kenya it can be considered to portray what is be happening in other Sub Counties in Kenya.

3.10 Data Processing and Analysis

Upon completion of the data collection, the data collection instruments were checked for completeness and numbered as a form of identity during the data entry. Responses in all the questions were assigned numeric values to be used when entering the data. Data was then be entered in the International Business Machines Statistical Package for Social Sciences (IBM SPSS) version 22, cleaned or checked for any mistakes in entry, before the data analysis was done. Descriptive statistics such as percentages, means, standard deviation, bar graphs, line graphs and frequencies were used to report the data. Qualitative data was thematically analyzed as per the three objectives of the study

3.11 Legal and Ethical Considerations

The researcher followed ethical guidelines to ensure that all the participants of the study were treated with respect and consideration. Before proceeding with data collection and analysis, approval was sought from Africa Nazarene University, the Kenya National Council for Science, Technology and Innovation (NACOSTI) and the Kikuyu Sub County Education Officer. Additionally, permission was obtained from the administrative personnel of the participating schools. The participants were informed (transmittal letter) of the nature and purpose of the study. Additionally, respondents were informed that their

participation was voluntary and that they had the right to withdraw from the study at any time. Every effort was made to ensure the confidentiality and anonymity of the participants, including removal of names and details from quotes and descriptions that might reveal the identity of an individual, and by using numeric labels when quoting the participants' statements. Guiding principles of research such as acknowledgement of sources of published information to avoid plagiarism were observed.

CHAPTER FOUR

RESULTS AND ANALYSIS

4.1 Introduction

This chapter presents the results and analysis of the data collected in this study. The purpose of this study was to assess the G&C programmes' capacity in offering effective services in public primary schools in Kikuyu sub county, Kiambu County with a view of identifying areas that needed revamping. The study objectives were: to establish the preparedness of G&C teachers in offering effective services, to assess the availability of G&C programme resources essential for effective services, and to examine the stakeholders support for effective G&C services in public primary schools in Kikuyu Sub County. Data was collected through the G&C teachers' questionnaire, class teachers' questionnaire, head teachers' interview schedule, and guidance and counselling resources observation schedule. Both quantitative and qualitative data was collected. Data was analyzed as per the research objectives using both descriptive and inferential statistics. Thematic analysis was used for qualitative data.

4.2 Response Rate

The study sampled 31 G&C teachers, 93 class teachers and 9 head teachers. All the head teachers were available for interview, 30 G&C teachers filled and returned the questionnaires while 78 class teachers filled and returned their questionnaires. Thus, the response rates for head teachers, G&C teachers and class teachers were 100%, 97% and 84% respectively. Babbie (2014) postulates that a response rate of more than 70 per cent is considered sufficient for a study.

4.3 Demographic Information

The study found it necessary to analyze the demographic information of respondents, which formed the basis under which some of the interpretations were made. The demographic information sought included: gender, age bracket, and teaching experience, and the highest level of professional training.

4.3.1 Gender of the Respondents

The researcher sought to establish the gender distribution of the respondents. Table 4.1 depicts the finding.

Table 4.1: Gender Distribution of Respondents

Category	Gender				Total	
	Male		Female			
	f	%	f	%	f	%
G&C teachers	10	33.3	20	66.7	30	100.0
Class Teachers	31	39.7	47	60.3	78	100.0
Head Teachers	7	77.8	2	22.2	9	100.0

Table 4.1 shows that 20 G&C teachers constituting 66.7% were female. Similarly, female class teachers (60.3%) were more than male teachers (39.7%). This implied that public primary schools in Kikuyu Sub County was dominated by female teachers. It was however, established that most schools had a particular male or a female teacher who was supposed to be consulted in case a pupil was not comfortable in sharing some issues with the school G&C teacher. Most of the sampled head teachers were male (77.8%) indicating that the headship appointment was yet to attain gender parity.

4.3.2 Age Bracket of Respondents

The researcher sought to establish the respondents' age bracket distribution. Table 4.2 depicts the finding.

Table 4.2: Respondents Age Bracket

Category	Age Bracket								Total	
	< 30yrs		30-40yrs		41-50yrs		>50yrs			
	f	%	f	%	f	%	f	%	f	%
G&C Teachers	2	6.7	10	33.3	12	40.0	6	20.0	30	100.0
Class Teachers	6	7.7	16	20.5	38	48.7	18	23.1	78	100.0
Head Teachers	0	0.0	1	11.1	2	22.2	6	66.7	9	100.0

As evident from Table 4.2, most of the G&C teachers (60.0%), class teachers (71.8%) and head teachers (88.9) were over 40 years of age. Teachers' age factor and especially the G&C teacher can be both an asset and a hindrance to desirable behaviour change in pupils. Teachers in their 40's and 50's are more likely to have more experience in handling children issues as parents as well as in school than younger teachers. Therefore, they are likely to be more effective in pupils' guidance and counselling. On the other hand, teachers in their 30's and below are more likely to find it easier to communicate and understand the prevailing youth issues than their elder counterparts. In addition, as pupils identify with them, they can reveal very personal challenges and which can be of much use to the counselling process.

4.3.3 Teachers' Highest Level of Professional Training

The study also sought to establish teachers and head teachers' highest level of professional training. Most of educational programmes in Kenya have a unit on school administration and guidance and counselling of students. Thus, the more programmes one has undergone

through the more exposure to these courses and the more likely to handle guidance and counselling issues. Table 4.3 shows the findings.

Table 4.3: Respondents Highest level of Professional Training

Highest level of Professional Training	Category					
	G/C Teachers		Class Teachers		Head Teachers	
	f	%	f	%	f	%
P1 Certificate	21	70.0	43	55.1	4	44.4
Diploma	4	13.3	14	17.9	2	22.2
Bachelor's Degree	4	13.3	16	20.5	2	22.2
Post graduate	1	3.3	5	6.4	1	11.1
Total	**30**	**100.0**	**78**	**100.0**	**9**	**100.0**

As shown in Table 4.3, all respondents were professionally trained. Most of the G&C teachers (70.0%), class teachers (55.1%) and head teachers (44.4%) were P1 holders. This implied most of G&C teachers required in service training in order to be more competent in their work. However, some teachers had advanced to diploma, bachelor's degree and post graduate level.

4.3.4 Respondents Teaching Experience

The study also sought to establish teachers and head teachers teaching experience. Figure 4.1 shows the distribution of teaching experience.

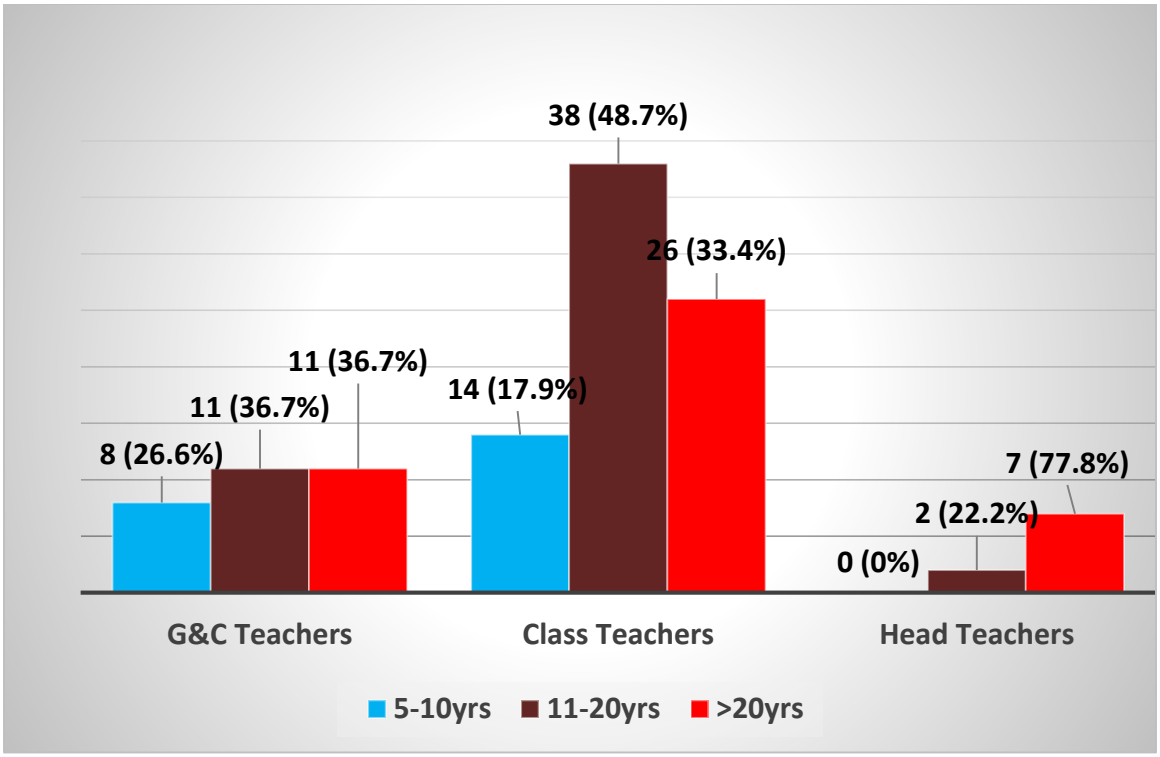


Figure 4.1: Teaching Experience of the Respondents

As evident in Figure 4.1, most of the G&C teachers (73.4%) and class teachers (82.1%) had an experience of over 10 years in teaching. Further, almost all head teachers had an experience of over 20 years. This implied that most of the teaching personnel in Kikuyu sub County public primary schools had a long experience and could tap into their rich experience to fast track some common guidance and counselling issues in their schools.

4.4 Preparedness of G&C Teachers in offering Effective G&C services

The first objective of the study was to establish the preparedness of G&C teachers in offering effective guidance and counselling services in public primary schools in Kikuyu Sub County. In order to achieve the objective the G&C teachers' capacity in terms of experience as a counsellor, in service training, teaching load, self-efficacy in G&C, frequency of meeting pupils, and time available to accomplish the objectives were sought.

4.4.1 Guidance and Counselling Teachers' Experience as a Counsellor

An employee prowess is greatly enhanced through experience. Thus, the study sought the teacher counsellor's experience as a counsellor. Figure 4.2 depicts the findings.

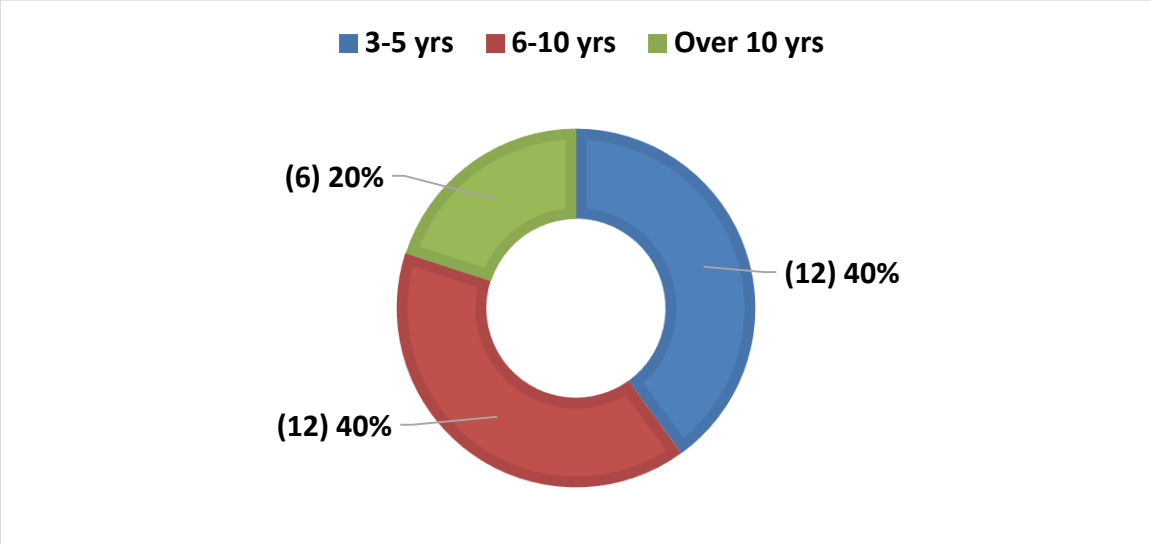


Figure 4.2: G&C Teachers Experience as Counsellors

It was evident from Figure 4.2 that most of the G&C teachers (80%) had a long experience of six years and above. However, long experience without the appropriate skills and knowledge in guidance and counselling may not enable one to offer effective services.

4.4.2 Training in Guidance and Counselling

The second item in this section required the G&C teacher to indicate whether they were formally trained or not. The results showed that 18 (60.0 %) teachers' counsellors indicated that they had been trained while 12 (40.0 %) counsellors had no formal training. The trained teacher counsellors were further required to indicate the level of formal training received. Figure 4.3 depicts the findings.

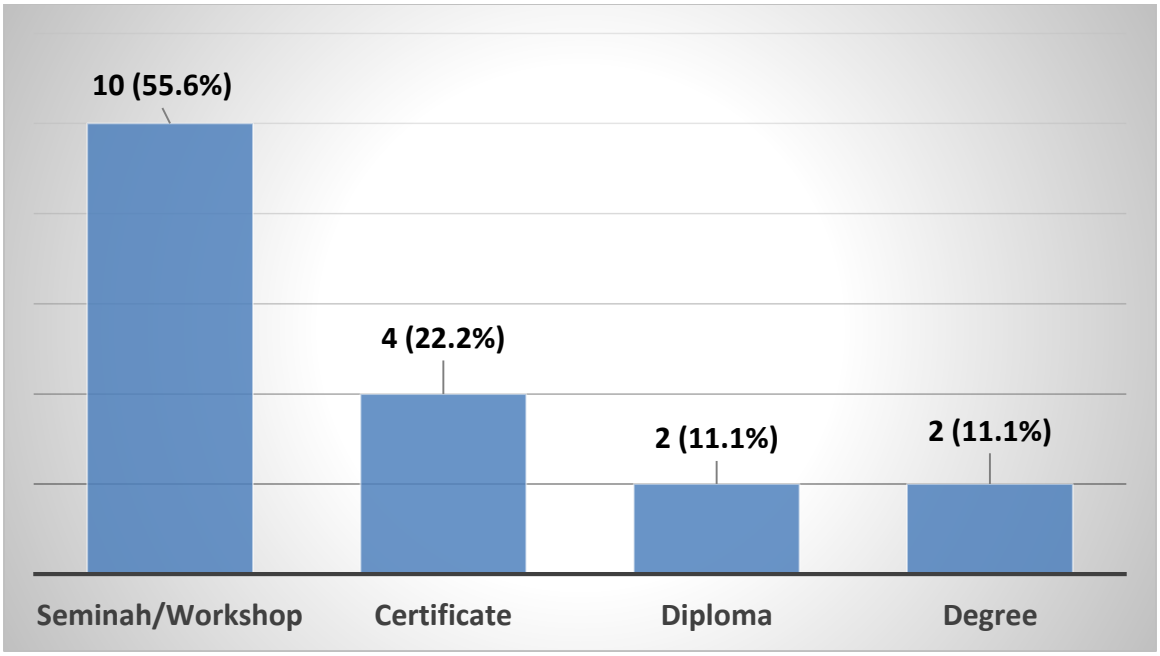


Figure 4.3: Levels to which G&C Teachers have been trained

As evident from Figure 4.3, most of the teacher counsellors (55.6%) who indicated that they had been trained, got their skills through seminars and workshops. Four teachers constituting 22.2% had a certificate in guidance and counselling, two teachers had a diploma while 2 teachers had a degree in education with a concentration in guidance and counselling. Thus, only four eight teachers had formally undergone through content matter and examinations in guidance and counselling.

4.4.3 Frequency of Guidance and Counselling In-service Attendance

In order to keep abreast with the dynamic field of guidance and counselling, it is imperative for the G&C teacher to attend workshops and seminars organized by government and NGOs. The study sought to establish the number of INSETS the G&C teacher had attended in the last two years. Figure 4.4 shows the teachers response.

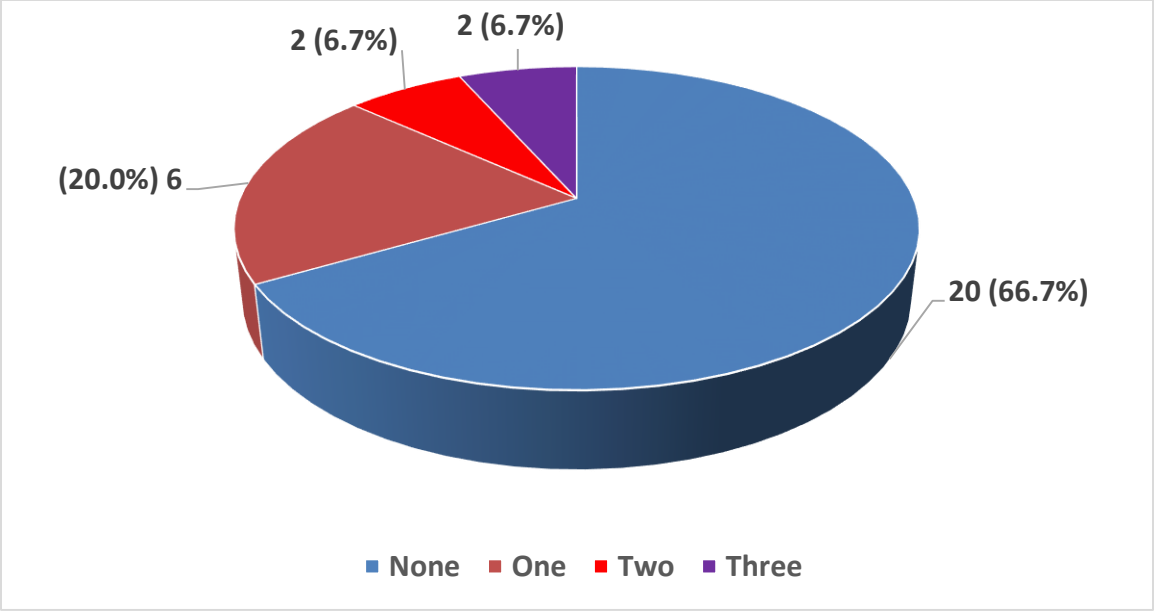


Figure 4.4: Frequency of Guidance and Counselling INSET Attendance

Figure 4.4 shows that most of the G&C teachers (66.7%) did not attend INSET on guidance and counselling in the last two years. Lack of INSET for two years is a long duration with possible negative implications. Teachers fail to benefit from the research evidence based strategies in dealing with pupils issues in psychosocial, academic and sexuality. Thus, though some G&C teachers had undergone formal professional training, they were deficient in updated information and hence not well prepared to deliver effective G&C services to their clients.

4.4.4 Mode of Appointing Teacher Counsellors

A clear job description and role identity can have a great influence a person's output. Additionally, the mode of appointment and the appointing authority can determine the office bearer commitment and self-initiative. In view of that, the study sought to establish how the appointment of teacher counsellors was done in Kikuyu Sub County public primary schools. Table 4.4 shows the various ways in which G&C teachers were appointed.

Table 4.4: Mode of Appointing Teacher Counsellors

	Frequency	**Percent**
Letter of appointment by school head	4	13.3
Verbal appointment by school head	19	63.3
Proposal by other staff members	2	6.7
Offered self as a volunteer	5	16.7
Total	**30**	**100**

Table 4.4 shows that majority of G&C teachers (63.3%) indicated that they were appointed by their head teachers verbally while four teachers (13.3%) were appointed through a head teacher's letter. Five teachers volunteered themselves while only two were proposed by other staff members. It was noteworthy that there was no teacher counsellor appointed by the TSC. Lack of official appointment, job description and role identity are known to hamper, guidance and counselling teachers' self-efficacy and work output.

4.4.5 Guidance and Counselling Teacher Teaching Load

In order for the G&C teacher to meet the demands of the assigned role, additional duties should be assigned with precaution. The teacher counsellor needs time for group and individual counselling, preparation time and time to review different cases before the forthcoming individual sessions. The current study therefore, sought to establish the teaching load of G&C teachers in public primary schools in Kikuyu Sub County. Figure 4.5 shows the G&C teachers response on their teaching load.

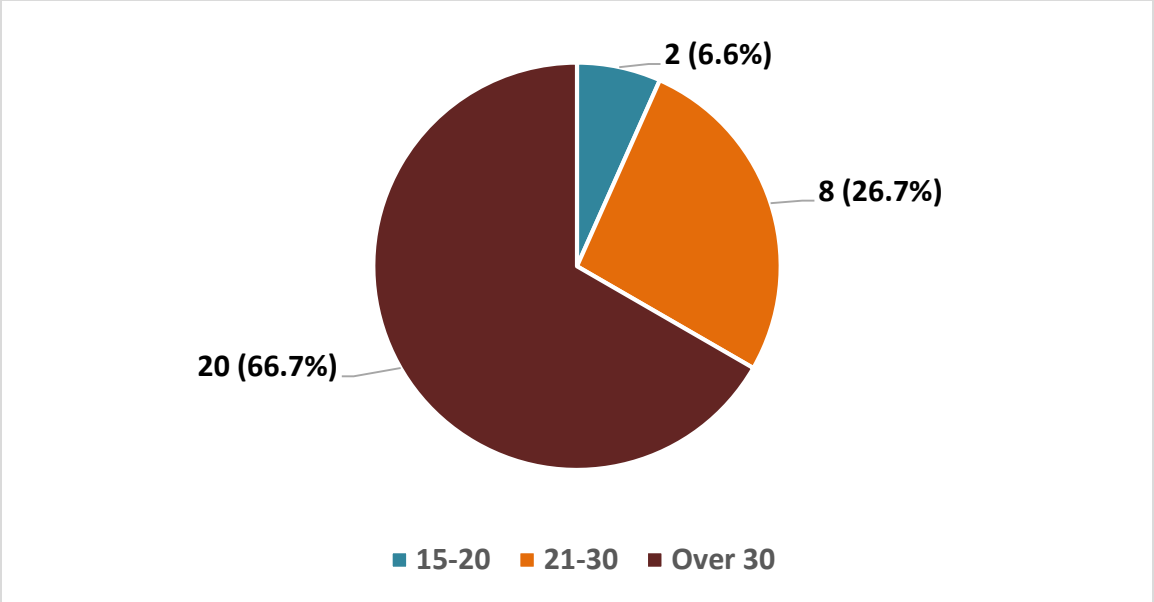


Figure 4.5: Guidance and Counselling Teacher Work Load

As evident in Figure 4.5, most of the G&C teachers were teaching over 30 lessons per week and over six lessons per day. This implied that most of the G&C teachers were exhausted by the end of the day to be effective in guidance and counselling. The teaching load allocated should be informed by several factors including the school population, the number of assistants and the prevalence of G&C caseload. The G&C teachers' heavy work load was further aggravated by the fact that most schools had a population of 600 pupils and above. However, the study also established that in some schools, there existed a fully-fledged counselling departments manned by several teachers from both genders.

4.4.6 G&C Teacher Competence and Preparedness in Various Issues-Self Rating

In order to establish the G&C teachers' self-efficacy their preparedness and competence in guiding and counselling pupils in various issues that pupils encounter, teachers were required to rate themselves on a scale of 1(below average) to 5(excellent). Table 4.5 depicts the results.

Table 4.5: G&C Teachers' Self Rating on various Issues encountered by Pupils

Guidance and Counselling Issues	G&C Teachers' Self Rating							
	Excellent		Good		Average		Below Average	
	f	%	f	%	f	%	f	%
Academic	-	-	22	73.3	8	26.7	-	-
Social interactions	-	-	16	53.3	14	46.7	-	-
Pupil/parent relationship	-	-	12	40.0	18	60.0	-	-
Adhering to school rules	8	26.7	16	53.3	6	20.0	-	-
Career	-	-	13	43.3	17	56.7	-	-
Boy/girl sexual relationship	6	20.0	18	60.0	6	20.0	-	-
Homosexuality	-	-	-	-	16	53.3	14	46.7
Masturbation	-	-	-	-	18	60.0	12	40.0
Alcohol and drug abuse	-	-	3	10.0	16	53.3	11	36.7
Suicidal tendencies	-	-	-	-	11	36.7	19	63.3
Trauma and shock	-	-	-	-	12	40.0	18	60.0
Grief and loss	-	-	-	-	25	83.3	5	16.7

Table 4.5 shows that only a few teachers rated themselves as excellent and only in adhering to school rules (26.7%) and boy/girl relationship (20.0%). Further, all the G&C teachers rated themselves as either good or average in academic, social interactions, pupil/parent relationships, and career. However, G&C rated themselves as either average or below average in homosexuality, masturbation, alcohol and drug abuse, suicidal tendencies, trauma and shock, and grief and loss. This implied that G&C teachers have low efficacy in a number of pertinent issues that are potential issues among the school going youth in Kikuyu Sub County.

In an open ended item where teachers were requested to comment on the areas they felt they were least competent to handle, the comments were varied. Most of teachers indicated that they felt inadequate to handle those issues and they could only be tackled by experts in those fields. It is through teachers' affiliation to professional bodies that can give them a chance of acquiring specialized knowledge on areas such as alcohol and substance abuse, trauma, shock, grief, aberrant sexual behaviours and others. Unfortunately, all except two

G&C teachers in Kikuyu Sub County indicated that they were not affiliated to any counselling body.

4.4.7 Extent to which G&C was needed to Handle Various Issues

Having established G&C teachers' efficacy in tackling pupils various issues, the study further sought to establish the extent to which guidance and counselling services were needed in areas such as discipline, academic, sexuality and others. In doing so, the researcher established the mismatch between the need and what the teachers could effectively handle. In addition, G&C teachers' responses and class teachers' responses on the same issues were subjected to Chi-square test (χ^2 test) of independence to determine whether there was a significant relationship. Table 4.6 shows the outcome of the analysis.

Table 4.6: Rating of G&C Services Need in Various Pupils' Issues

G&C Issues	Very high need		High need		Moderate need		χ^2 O	χ^2 C	Comment
	GT f	CT f	GT f	CT f	GT f	CT f			
Academic	5	10	15	60	10	8	9.39	5.99	Significantly related
Vocational	5	11	6	11	19	56	10.71	5.99	Significantly related
Discipline	15	12	10	13	5	53	4.89	5.99	No relationship
Psychosocial	7	18	16	15	6	55	4.72	5.99	No relationship
Alcohol & substance abuse	6	11	8	16	16	51	9.85	5.99	Significantly related
sexuality	18	11	6	11	6	56	4.47	5.99	No relationship

df = 2, α = 0.05, n for G&C teachers = 30, n for class teachers = 78

Key: GT-Guidance and Counselling Teacher, CT-Class Teacher, χ^2 O (Observed or Calculated chi square value), χ^2 C (Critical chi square value), df = degrees of freedom

From Table 4.6, it was evident that 15 (50%) G&C teachers and 60 (76.9%) class teachers indicated that there was a high need for guidance and counselling in academic. This need could well be catered for by G&C teachers since as earlier noted in Table 4.4, 73.3% of them perceived their capability as good. The corresponding observed chi-square value was

9.39 which was greater than the critical value (5.99) showing that G&C teachers and class teachers' views on the pupils' G&C needs in academic work in public primary schools in Kikuyu Sub County concurred. Likewise, there was a concurrence in views regarding the extent to which guidance and counselling was needed in vocational issues. Majority of class teachers (63.3%) and G&C teachers (71.8%) felt that there was a moderate need for guidance and counselling in vocational issues (χ^2 O > χ^2 C). While most of G&C teachers indicated that there was a 'very high need' (50%) and others 33.3% 'high need' for guidance and counselling in discipline issues, 68% of class teachers felt that the need was only 'moderate'. The resulting χ^2 O was less than χ^2 C showing that the two categories of respondents had different views. Similarly, while most of the class teachers indicated a moderate need for guidance and counselling in psychosocial issues, most of G&C teachers felt that there was a high need. It was possible that, as G&C teachers handled the pupils issues in discipline and psychosocial issues, they were able to fathom the magnitude of these issues among learners better than class teachers hence the discrepancy in their rating. The need for guidance and counselling in regard to alcohol and substance abuse was rated as moderate by both category of respondents. The observed chi square value showed that the views of G&C teachers and class teachers were significantly related.

Over 70% of class teachers indicated that there was a moderate need for guidance and counselling in pupils' sexuality issues while 60% of G&C teachers felt that there was a very high need. The disparity in their opinion was also confirmed by the smaller value of chi-square which showed that there was no relationship at 95% confidence level. This difference was possible due to the fact G&C teachers were likely to be contacted by pupils with different issues unlike the class teachers whose area of jurisdiction was mostly confined to the class members. It was thus, unfortunate that though there was a very high

need for guidance and counselling services for sexuality issues among public primary pupils in Kikuyu Sub County, most of the G&C teachers were least prepared in these particular area as earlier found in section 4.4.6.

4.4.8 G&C Teacher Handling of Pupils' Punishment

Being a G&C teacher can sometimes conflict with other roles in a school. For instance, a pupil who have just been punished by a teacher might not be very receptive to teacher (therapist) genuineness, unconditional positive regard, and empathetic understanding as espoused in Rogerian client-centered therapy theory. Further, the punishment action might jeopardize the smooth stage one (the story) take off in the Egan's skilled helper model (Egan, 1994). At Stage I, the emphasis is to build a nonthreatening counselling relationship and enable the client explore their situation and finally focus on some specific issues. The study, therefore, sought to find out whether the G&C teachers in Kikuyu Sub County get involved in pupils' punishment and whether there were any conflicts in executing the two roles.

All the 30 G&C teachers indicated that they did administer punishment to errant pupils. However, in regard to the conflict that arose for being a disciplinarian and a counsellor, 20 G&C teachers (66.7%) indicated that they found no conflict while 10 G&C teachers found the roles conflicting. One of the teachers explicated that most of the pupils in the wrong expected the G&C teacher to forgive them and further to empathize with their situation. A counselor should be a role model and be firm with pupils in adhering school rules. However, the punishing role sometimes conflict with guidance and counselling role.

4.4.7 Guidance and Counseling Programme Time Schedule

The study also viewed, G&C teacher preparedness as a function of how the guidance and counseling's programme sessions are planned and executed in a school. Regular guidance

and counselling sessions prompts the G&C teacher to conduct research in search of material for presentation. In addition, pupils are likely to be more open and present issues encountered at home and school to the school G&C teacher as a result of constant interaction. On the other hand, when guidance and counselling sessions are rare, the possibility of pupils identifying with the G&C programme as a source of solution to their problems becomes remote.

The study first sought to establish whether guidance and counselling is assigned a specific time in class time tables. Sixteen G&C teachers constituting 53.3% affirmed that a specific time was scheduled in the time table while 46.7%indicated to the contrary. The interviewed head teachers shed more light on the same issue and indicated that most schools scheduled Tuesday after classes as time for either clubs, societies or guidance and counselling. Some class teachers also did some guidance and counselling in the morning and after lunch as they took roll call. The study further sought to establish the G&C teacher frequency of conducting group guidance and counselling. Figure 4.6 shows the results.

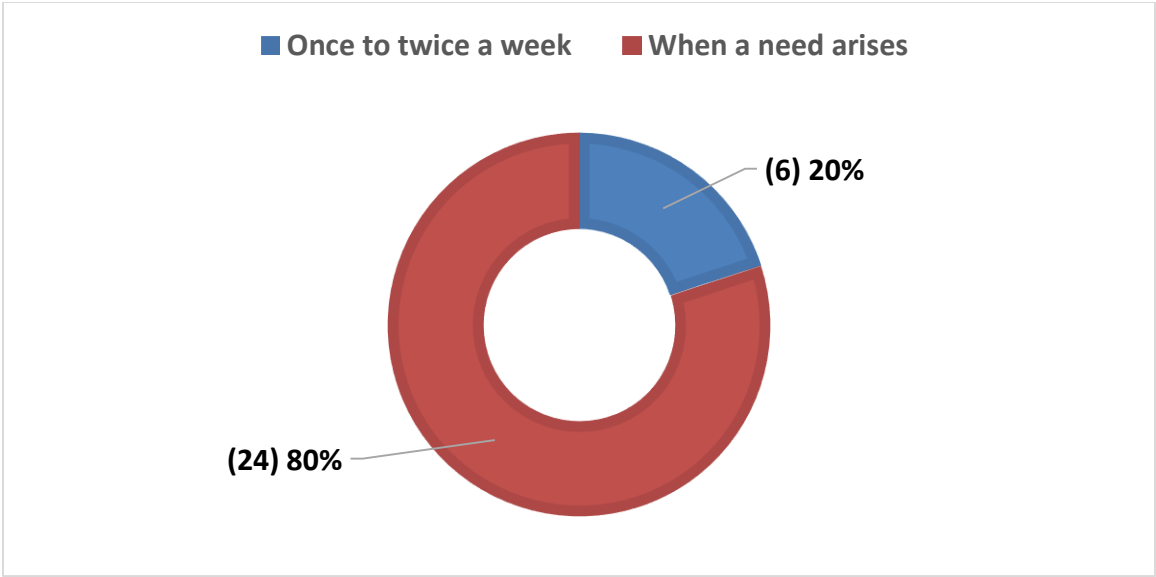


Figure 4.6: Frequency of Conducting Group Guidance and Counselling

It was evident from Figure 4.6 that most of the G&C teachers conducted group sessions only when a need arose. This implied that, despite the scheduling of G&C session in the time table in some schools, sessions did not happen on weekly basis unless there was an issue at hand. In order to realize effective services, group guidance sessions should be based on research, planned and delivered on weekly basis. Teachers should aim at equipping pupils with skills and knowledge which can help them to avoid the various pitfalls prone to young people such as premarital sex and drugs abuse as opposed to seeking solutions after the damage has occurred. Similarly, over 80 % of G&C teachers indicated that they meet pupils for individual guidance and counselling services when the need arises. Individual sessions depended on the number of pupils who voluntarily seek the assistance and the number of pupils' referrals from teachers and the head teacher. When teachers were requested to indicate how often they refer pupils for counselling, most termed the event as rare and mostly for those who were bereaved. Most of the interviewed head teachers indicated that their referrals were mainly related to discipline issues. In summary, it was deduced that considering that most schools had a population of more than 500 pupils, the case load for G&C teachers was very low. This implied that both pupils and teachers did not regard guidance and counselling services as a channel to seek solutions to various challenges that learners encountered.

4.5 Availability of G&C Programme Resources for Effective Services

The second objective of this study was to assess the availability of G&C programme resources that could enable provision of effective services in public primary schools in Kikuyu Sub County, Kiambu County. In order to accomplish the objective, teacher counsellors were required to indicate the availability of the basic items for effective G&C.

In addition, the researcher employed G&C resources observation schedule. This enabled the researcher to triangulate information gathered through questionnaires. Table 4.7 shows the analyzed data.

Table 4.7: Availability of G&C Resources

G&C Resources	As indicated by G&C teachers				As observed by the researcher			
	Available		Not Available		Available		Not Available	
	f	%	f	%	f	%	f	%
Private room	8	26.7	22	73.3	4	13.3	26	86.7
Comfortable furniture for both counselor and counselee	5	16.7	25	83.3	4	13.3	26	86.7
Lockable drawers and cabinets	13	43.3	17	56.7	8	26.7	22	73.3
Waiting room	2	6.7	28	93.3	2	6.7	28	93.3
Computers for processing and storage of pupils' information	3	10.0	27	90	3	10.0	27	90.0
Audio Visual materials such as recorder,video tapes and screen	8	26.7	22	73.3	10	33.3	20	66.7
Sudents' information files	21	70	9	30	19	63.3	11	36.7
Information materials such as pamphlets on adolescence	7	23.3	23	76.7	13	43.3	17	56.7
Guidance Counsellors' Handbook	7	23.3	23	76.7	10	33.3	20	66.7
Careers Guide Book	6	20.0	24	80.0	8	26.7	22	73.3
Ethical Code Manual such as Kenya Counselling and Psychological Association (KCPA), and America Counselling Association (ACA)	5	16.7	25	83.3	1	3.3	29	96.7
Guidance department Visitors Book	11	36.7	19	63.3	3	10.0	27	90.0
G&C department printer	3	10.0	27	90.0	3	10.0	27	90.0
Stationery such foolscaps and pens	15	50.0	15	50.0	17	56.7	13	43.3
G&C programmes book	14	46.7	16	53.3	12	40.0	18	60.0
Cash at hand for emergency	3	10.0	27	90.0	3	10.0	27	90.0
Cash in the Bank (vote head)	0	0.0	30	100.0	0	0.0	30	100.0

n = 30 schools

It was evident from Table 4.7 that most of primary schools in Kikuyu Sub County lacked most of resources that are essential for effective G&C programme. Only eight teachers constituting 26.7% indicated that they have private rooms for guidance and counselling

services. This implied that in 73.3% of schools, pupils lacked privacy as they sought guidance and counselling services. This could discourage many pupils from sharing the details of challenging personal and academic issues. Failure to furnish the counsellor with full information, may lender the guidance and counselling less effective. Five (16.7%) G&C teachers indicated that they have comfortable furniture for both counselor and counselee while only eight schools (26.7%) were said to have Lockable drawers and cabinets. Lack of lockable drawers and cabinets jeopardizes the confidentiality of pupils' information to a great extent. Pupils are likely to give guidance and counselling services a wide berth once they develop mistrust in regard to counselling session's confidentiality.

However, the researcher observation had a slight variation from what was indicated by the teacher counsellors. The researcher found only six rooms (20.0%) that conformed to the criteria of a private counselling room as opposed to 40.0 % as indicated by G&C teachers. The discrepancy resulted from the fact that in some schools, the supposedly private rooms were also used for some other purposes such as storage for games equipment, agriculture items and others. In one of the schools the laboratory preparation room served as the private room for G&C. Other schools had rooms hived off from a bigger room but sharing the same ceiling such that communication could never be private. Thus, taking into consideration the multipurpose nature of these rooms and lack of privacy, they could not be considered as guidance and counselling private rooms. One of the interviewed head teachers who considered guidance and counselling programme to be very effective in his school commented:

> In regard to counselling private room, the deputy head teachers' office is quite sufficient for that work…we have been using it for long and has served us well…we have even improved it recently by putting a ceiling making it almost sound proof.

> However, when the deputy is very busy, I have directed the G&C teacher to be using the games equipment store though, it does not have a ceiling. (Head teacher 4).

Such comments from a head teacher portrayed the magnitude of the ignorance towards the need for specific room strictly for guidance and counselling and which pupils will not associate with any unpleasant experience such disciplinary action. In most schools, deputy head teachers are associated with discipline and academic matters, and as such pupils' minds are likely to shut off as they enter the deputy's office. For an effective counselling to take place, the Rogerian client-centred therapy theory (Rogers, 1959) and Egan's skilled helper model (Egan, 1998), advocate in helping the clients to lead full lives of self-understanding, reduce defensiveness, guilt, and insecurity. This can only be achieved in a non-threating and environment devoid of any form of stigma. Further, though some G&C teachers indicated that they have comfortable furniture, the researcher found that the furniture was not permanent for the counselling purposes but was shifted from other rooms when the need arose. It was also established that some of the G&C teachers used their staffroom lockers as the storage for the guidance and counselling files. In order to manage clients files efficiently, a formal system for either digital or physical files should be adopted such that any office holder can retrieve a particular file effortlessly.

Other guidance and counselling resources that were not available in most of the public primary schools in Kikuyu Sub County included: waiting rooms, computers for processing and storage of pupils' information, audio visual materials such as recorder, video tapes and screen, and information materials such as pamphlets on adolescence. In most instances, the data collected through observation schedule was congruent with information gathered through the G&C teachers' questionnaire. Most of the interviewed head teachers attributed

lack of such essential materials to lack of funds. However, most of the schools (63.3%) had guidance and counselling pupils' information files albeit in haphazard arrangement.

The study further established that despite the fact that some of the G&C teachers had served for long, they had not seen some of the important manuals in the field such as Guidance Counsellors' Handbook, Careers Guide Book, Ethical Code Manual such as Kenya Counselling and Psychological Association (KCPA), and America Counselling Association (ACA). It was however, established that some of these manuals were found in head teachers and deputy head teachers' offices and were of no help to G&C teachers. Thus, some G&C teachers remained ignorant and sometimes acted unethically owing to their failure to get acquainted to the contents of the recommended professional manuals.

Twenty seven schools constituting 90% were found to lack the departmental visitors' book and a printer. However, Table 4.6 shows that eleven G&C teachers (36.7%) indicated that they had visitors book. Further probe indicated that the discrepancy was occasioned by some teachers who referred to the school main visitors' book instead of the departmental visitors' book. An effective school guidance and counselling department or programme should have a certain autonomy and is normally expected to be a source of different type of information in both in soft and hard copies. Since some of the communication is confidential, it would be prudent to invest in a computer and a printer. It was thus encouraging that more than half the schools had invested in stationery such foolscaps and pens specifically for guidance and counselling services.

Among other resources, finance is a key resource in implementation of guidance and counselling programmes. As such the study embarked on establishing the availability of cash at hand for daily running of the G&C programmes and emergencies. In addition, the

study sought to establish whether schools had a vote head in their budgetary allocation for guidance and counselling services. Table 4.6 shows that only three schools (10%) had cash specifically for guidance and counselling programme while no school had a vote head for guidance and counselling services. This implied that most schools did not consider guidance and counselling programme as a major component in the efficient running and attainment of the school mission and vision.

4.6 School Stakeholders Support of Guidance and Counselling Programme

The third objective of the study was to examine the stakeholders' support of guidance and counselling programmes in public primary schools in Kikuyu Sub County. A G&C programme capacity to offer effective services also depends on the support from teachers, head teacher, parents, the school management committee, pupils, quality assurers, professional therapists and psychologists, and religious leaders among others. For instance, the stakeholders can contribute funds to facilitate professional development of G&C teacher, provide the physical resources essential in guidance programme and create a kitty for emergencies. Further, the specialized therapists and psychologists can volunteer to handle the complicated referral cases such pupils with emotional and behavioral disorders and attention deficiency hyperactivity disorders.

In order to achieve the objective, the study first set out to establish the various issues that made most of the pupils in Kikuyu Sub County public primary schools seek guidance and counselling services. Table 4.8 depicts the G&C teachers' response in order of magnitude.

Table 4.8: The Most Frequent Pupils Issues Handled by G&C Programmes

Issues	Frequency	Percentage %
Indiscipline (as referred by teachers and head teachers)	30	100.0
Emotional and behavioural disorders	24	80.0
Body changes at puberty	20	66.7
Family Issues (family break up and conflicts)	19	63.3
Sexual relationships	18	60.0
Academic performance	15	50.0
Trauma due to loss of a family member/sick relative	12	40.0

n = 30

Table 4.8 shows that pupils in public primary schools in Kikuyu Sub County are bedeviled by various issues ranging from personal issues to issues occasioned by family instability. In order for the guidance and counselling programmes to be effective in solving or alleviating these issues, collaboration of key stakeholders is critical. All the G&C teachers (100%) indicated that they dealt with pupils who were mostly under referral from the head teacher and teachers due to chronic indiscipline. This was followed by pupils who sought guidance and counselling due to emotional and behavioural disorders such as defiance, disruption of lessons, fighting, use of vulgar language, unexplained depression and suicidal tendencies. Twenty G&C teachers constituting 66.7%, indicated that pupils consulted them over puberty changes. Lack of guidance during the turmoil associated with puberty stage can result to pupils' truancy, chronic absenteeism and eventual drop out. Family issues such as marital breakup and domestic violence was reported by 63.3% of G&C teachers as one of most common issues that pupils sought guidance in public primary schools in Kikuyu Sub County.

Other issues that took prominence included sexual relationships (60%), academic performance (50%), and trauma due to loss of a family member or a sick relative. It was noteworthy that, it was only through the intervention of various stakeholders that some pupils are identified for guidance and counselling services. For instance, learners from

unstable families may not voluntarily seek assistance from the G&C teacher or any other teacher. However, when such information is reported by the neighboring parents or church leaders, the necessary assistance can be accorded to the affected pupils. Further, the effectiveness of the assistance accorded would highly depend on the support from both school and home environment.

4.6.1 Stake Holders Participation in Pupils' Guidance and Counselling

The study sought to establish the extent to which different stake holders have been supporting guidance and counselling programmes. In this regard, G&C teachers were required to rate the contribution of different stake holders to pupils' welfare. The findings were as shown in Table 4.9.

Table 4.9: Extent of the School Stake Holders Support of G&C Programme

Stake holder Category	G&C Teacher rating of Stake holders support of G&C Programmes							
	Very large extent		Large extent		Small extent		No extent	
	f	%	f	%	f	%	f	%
Head teacher	6	20.0	6	20.0	18	60.0	0	0.0
Deputy head teacher	11	36.7	11	36.7	8	26.6	0	0.0
Class teachers	10	33.3	8	26.7	12	40.0	0	0.0
Teacher on duty	6	20.0	7	23.3	10	33.3	7	23.3
School prefects	4	13.3	8	26.7	13	43.3	5	16.7
Peer counsellors	0	0.0	0	0.0	16	53.3	14	46.7
Parents	10	33.3	9	30.0	11	36.7	0	0.0
MOE	0	0.0	0	0.0	5	16.7	25	83.3
SMC	2	6.7	3	10.0	25	83.3	0	0.0
Religious institutions	8	26.7	12	40.0	8	26.7	0	0.0

n = 30

As evident from Table 4.9, 60% of G&C teachers indicated that head teachers participated in guidance and counselling of pupils only to a small extent. This was contrary to the expectation that head teachers should have been working closely with the teacher counsellors and that they should have been in the fore front in guiding the pupils as the head of the institutions. Conversely, 73.4 % of G&C teachers recognized their deputy head teachers as having supported guidance and counselling programmes to a 'large extent' and to a 'very large extent'. This implies that apart from dealing with pupils' discipline, deputy head teachers were also involved in guiding and counselling of learners. Similarly, most of the G&C teachers (60%) recognized class teachers as having supported the guidance programmes to a 'large' and to a 'very large extent'. However, it was noteworthy that 40% of G&C teachers felt that class teachers' support was only to a 'little extent'. This was a significant percentage taking into account that class teachers in the upper classes visit their classes at least twice per day while those in lower classes spend most of the school time with their pupils.

In regard to the support from teachers on duty, G&C teachers had a mixed reaction. While thirteen teachers comprising 43.3% of G&C teachers indicated that the support from teacher on duty was to a 'large' and to a 'very large extent', ten teachers (33.3%) felt the support was to a small extent and seven teachers (23.3%) rated the support as to 'no extent'. The teacher on duty can utilize the platform of addressing pupils during assembly time to perform group guidance on issues such as observation of social norms, hygiene, respect, and time management. Thus, it was unfortunate that in 56.6% of public primary schools in Kikuyu Sub County, class teachers' support was rated as only to a 'small extent' and 'no extent'.

Most of G&C teachers (60%) rated the support from the school prefects as to a small extent and to no extent. This implied that prefects needed more empowerment through capacity building in order to take part in guidance and counselling where appropriate. Prefects are normally in a better position to know the finer details of issues afflicting their peers than other people and as such they should lessen the G&C teacher caseload by offering constant guidance to other pupils. Apart from school prefects, peer counselors when well-trained can have a tremendous input in guidance and counselling. A school with peer counsellors is likely to experience less cases of indiscipline and psychosocial issues since pupils are keen in supporting and sharing with their peers. It was therefore, surprising that 53.3% of G&C teachers indicated that the support from pupils peer counsellors was only to a 'small extent' while 46.7% felt the support was to no 'extent'. This implied that public primary schools in Kikuyu Sub County were not utilizing the enormous human resource at their disposal in form of pupils peer counsellors to counter issues that afflict pupils and requires guidance and counselling.

In regard to parents support of guidance and counselling school programme, 33.3% of G&C teachers indicated the support was to a very 'large extent', 30.0% to a 'large extent' and 36.7% to a 'small extent'. Thus, it was evident that a large proportion of parents supported the efforts initiated by the guidance and counselling programme to assist their children. Their support was also hailed by some of the interviewed head teachers as exemplified by the following comment:

> My school parents are always receptive and eager to participate in molding their children behavior and other measures to ensure they are physically and psychologically attuned to academic work. However, some of my teachers delay in

> reporting learners who exhibit peculiar behavior and habits and thus jeopardizing the rehabilitation success trajectory of the learner. (Head teacher 9)

Some 36.7% of G&C teachers, however, indicated that parents' support was only to a 'little extent'. Lack of support from parents was also echoed from some of the interviewed head teachers. One of the head teacher commented, thus:

> Some parents have proved to be of no help in enhancing their children prosocial behavior and academic outcomes…they fail to attend crucial school meetings, fail to honour their individual meeting with the class teacher and G&C teacher to deliberate on their children welfare…others lead to deterioration of the child condition by use of excess force when dealing with an errant child… (Head teacher 6).

The support from MOE was considered as very minimal since 16.7%% of G&C teachers felt that the support was to a very little extent while 83.3% of them to 'no extent'. The government through the MOE should support the guidance and counselling programmes by sponsoring teachers for in service courses and other professional development initiatives. The School Management Committees (SMC) were recognized by two G&C teachers (6.7%) to have supported the G&C programmes to a very large extent, three (10.0 %) to a large extent and 25(83.3%) to a small extent. Thus, though some the support from SMC was highly rated, most of them offered minimal support. Finally, G&C teachers rated the support from religious bodies relatively high since 26.7% of G&C teachers considered the bodies to have support guidance programmes to a very large extent while 40.0% to a large extent.

4.6.2 Pupils' Response to Guidance and Counselling Services

In order for guidance and counselling services to have positive outcomes the recipient attitude and action in seeking the services are very paramount. In this regard the study

sought to find out the pupils response to the services offered by G&C department. Pupils who open up and seek help when confronted by challenges do assist the teacher counsellor in resolving their issues at the most opportune time. G&C teachers were requested to rate their pupils' response and the analysed result is as depicted in Figure 4.7.

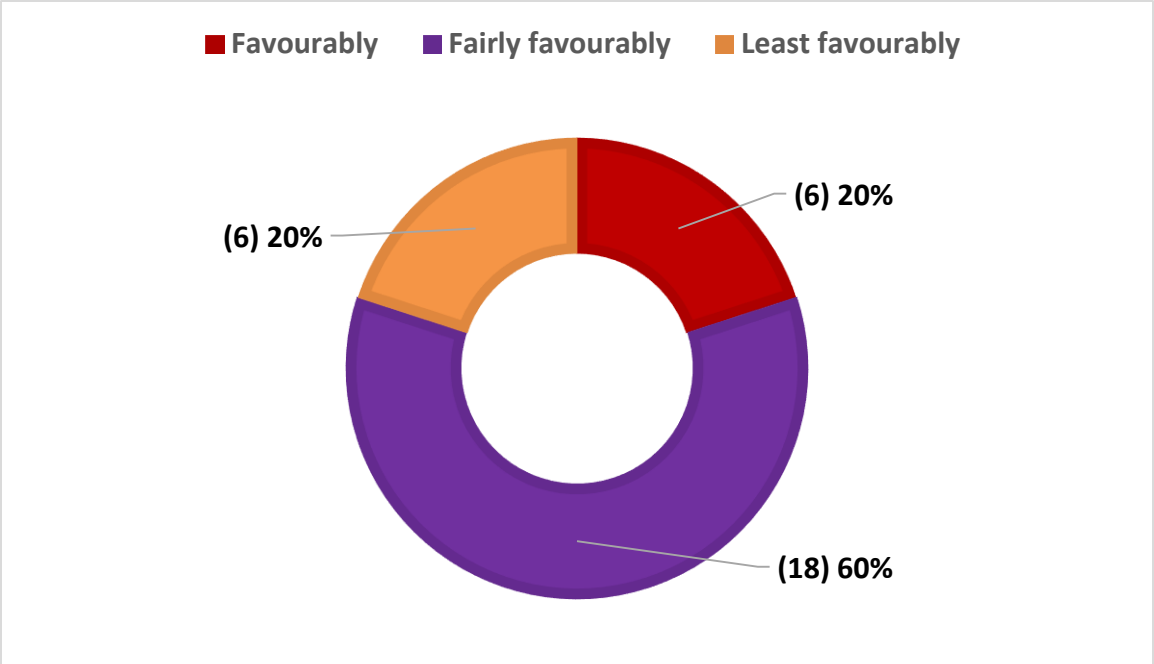


Figure 4.7: Pupils' Response to G&C Services

Figure 4.7 shows that most of the pupils' response to G&C was rated as 'fairly favourably' (60.0 %), favourably (20 %) and least favourably (20 %). Pupils who regard G&C least favourably are unlikely to seek G&C services on their own volition but mainly through referrals. Thus, G&C programmes need to be planned, structured and packaged in way to encourage the clients. Most of the interviewed head teachers (78 %) submitted that many pupils shy away from seeking guidance and counselling services due to lack of privacy and fear of confidentiality after the sessions. One of the head teacher noted:

> Pupils used to flock the office of guidance and counselling when the school hosted counselling professional who was on his practicum…..when I interrogated some, I

found that the upsurge was due to the fact that they had no fear of their ‘secrets’ finding their way to the larger school community.

It is imperative for the teacher entrusted with students’ guidance to receive professional training in order to adhere to the guiding ethics and best practices which can win the pupils confidence.

4.6.3 Parents Support towards their Children Behaviour Modification

Through an open ended question, the researcher required the G&C teacher to describe the contribution of parents towards moulding their children behaviour. The following quotes represents the sampled views from G&C teachers.

> Some parents use laissez faire parenting style where children do whatever they feel like. Such children decide when to attend school and when to do their homework. Such parents are normally defensive of their children character and thus complicating the work of teachers and G&C teacher.

> The current economic difficulties has led to many quarrels and break ups in many families. The instability has over spilled onto the children affecting their physical and psychological wellbeing. It is really tough to guide and counsel such pupils.

> Though some parents are receptive and ready to collaborate in shaping the behaviour and life outlook of their children, they are normally absent from home. As such other people take advantage and lure such children into immoral practices such alcohol, substance abuse and premarital sex. Children from such homes often relapse to such practices after long successive counselling and it is very frustrating.

> The major undoing in Kikuyu Sub County is high levels of alcoholism. When we are trying our best in school to inculcate good morals, some parents are setting bad

> morals through irresponsible drinking, fighting, using vulgar language and misuse of family property.

Nonetheless, some G&C teachers had some positive comments towards parents' support of guidance and counselling programme. Some of the comments were as follows:

> Some parents have really assisted in moulding our pupils' behaviour and for being good role models. I normally invite a parent fortnightly to give a talk to a certain group of students depending on their identified needs. Some talk to our girls on sexuality, some to boys and some to the whole school.

> I am grateful to some parents who have embraced the modern technology and our communication has been very easy. We communicate through phone messages, email and and other applications. We are therefore, able to monitor the child's progress in behaviour and academic work.

Overall, majority of comments indicted that parents were neglecting their noble duty of providing their children with not only material items but also their psychological wellbeing. Many parents were to be too busy to assist their children with school work or to monitor their performance on termly basis. Further, some parents failed to divulge vital information meant to assist the teacher counsellor in resolving issues afflicting the concerned pupils.

4.6.4 Head Teachers Support of G&C Programmes

Of all the stake holders, the head teacher was considered to be the most important factor in the effectiveness of the guidance and counselling programme. Therefore, the study sought the extent to which head teachers supported the different components of an effective G&C programme. These components included G&C teachers' preparedness, mobilization and acquisition of G&C resources, championing for support of G&C programmes support from

key stake holders, and exhorting pupils to make use of G&C services to resolve both personal and academic issues. Table 4.10 depicts the findings.

Table 4.10: G&C Teachers' views on Head teacher Support

Head teacher roles	G&C Teacher Rating of Head teacher's support							
	Maximum support		Moderate support		Minimum support		No support	
	f	%	f	%	f	%	f	%
G&C teacher professional development	0	0.0	8	26.7	18	60.0	4	13.3
G&C Resources Acquisition	0	0.0	7	23.3	13	43.3	10	33.3
Influencing other Stake holders to strengthen G&C Programme	0	0.0	10	33.3	12	40.0	8	26.7
Influencing students to make use of G&C to resolve their issues	13	43.3	10	33.3	7	23.3	0	0.0
Entrenching G&C time in school programme	0	0.0	9	30.0	19	63.3	2	6.7
Creating G&C teacher role identity	0	0.0	10	33.3	11	36.7	9	30.0

n = 30

Table 4.10 shows that most of the G&C teachers (60%) got minimum support in professional development from their head teachers. Further, four teachers comprising 13.3% indicated that they got no support. Neglecting the G&C teachers' professional development could have far reaching ramifications on pupils' envisaged behaviour and academic outcomes. Thus, such a finding should inform the Kikuyu Sub County education sector strategic plans in regard to pupils' holistic learning.

Only seven (23.3%) G&C teachers considered the head teachers support in acquisition of guidance and counselling resources as moderate while 10 comprising 33.3% had no support. This finding was consistent with the data from the observation schedule and was further confirmed by 88.9% of the interviewed head teachers. These head teachers argued that there was no budget vote head to cater for the G&C programmes requirements and as such no resources were acquired over many years. However, some proactive head teachers

had managed to acquire some resources from corporate bodies such as banks that operate near their locality.

In regard to head teachers influencing other Stake holders to strengthen G&C Programmes, 10 (33.3%) G&C teachers rated the support as moderate, 12 (40%) as minimum while 8(26.7%) as no support. Thus, this was an indicator that the support in this was on the lower side leaving a great untapped potential of revamping G&C programmes for effective services. Nevertheless, the head teachers support in influencing students to make use of G&C to resolve their issues was considered as maximum by 43.3% of G&C teachers while 33.3 termed it as moderate. This implied that most head teachers' were influencing students to seek guidance and counselling services. Paradoxically, 63.3% of G&C teachers considered the head teachers support in entrenching G&C time in school programme as minimum. The G&C teachers' response in regard to head teachers' support in Creating G&C teacher role identity was however, varied. Ten G&C teachers considered the support as moderate, 11 as minimum while 9 felt they got no support. The G&C role identity is a crucial factor in preserving the status of the G&C programme, separating the roles of the counsellor from those of other teachers.

It is evident from Table 4.10 that 22 (53.7%) teacher counsellors indicated that they got moderate support from their head teachers. It was also found that only 4(9.8%) head teachers offered maximum support while four were reported to offer no support. An overwhelming majority of teacher counsellors (75.6%) indicated that they got minimum support in acquisition of G&C resources such departmental equipment. Similarly, over 80% of counsellors got minimum support in influencing support from stake holders.

However, 15 (36.6%) head teachers were regarded as having offered maximum support in influencing students to make use of G&C while 10(24.4%) head teachers offered moderate

support. Thirty teacher counsellors indicated that they got minimum support from their head teachers in entrenching G&C in the school programme. Overall, it was evident that the head teachers support towards G&C programme was minimal.

4.6.5 Confidentiality of Pupils' Information

As noted by some of the interviewed head teachers, there were many pupils who shunned the idea of presenting their personal conflicts and difficulties to the school G&C teacher due to the issue of confidentiality. Pupils' lack of confidence in a school G&C programme may turn a well-managed programme into a centre of inactivity. In order to establish the situation in Kikuyu Sub County public primary schools, the G&C teacher were requested to explain how dealt with the issue of pupils information confidentiality. The following excerpts from the G&C teachers' questionnaires demonstrated that, the issue of pupils' confidentiality remains delicate and controversial.

> I always do my best to maintain confidentiality of pupils G&C sessions, however, sometimes it becomes inevitable to share some of these information with the head teacher and the parents in order to find a lasting solution for the pupil (G&C teacher 1)
>
> Sharing information about a student who is undergoing a difficulty situation at home due domestic violence between parents with fellow teachers is very important. Having shared the information, teachers would be sensitive and assist the learner to cope. (G&C teacher 18).
>
> Disclosing the details of a counselling session is unethical and as such I have never and will never disclose no matter the amount of pressure from the school administration. However, some pupils relate the same story to several other people and when it becomes public they still accuse me of having leaked the information (G&C teacher 15).

> We should desist from disclosing the pupils' confidential details so as to encourage them to present their disturbing issues. In some cases, after a student has shared some happenings at home, some teachers use the acquired information to torment and embarrass them in class. Such students sometimes get stressed without sharing and which can result to even suicide. (G&C teacher 10).
>
> A prudent G&C teacher should discern which information to divulge to the significant others and which to contain. For me, I normally try to agree with a client whether to share the information with parents or not. However, I sometimes help them to make a decision. What a pupil may find so enormous and complicated may be just a normal simple issue and it is our duty to assist them. (G&C teacher 22).

It was evident from these comments that the approach to the issue of confidentiality varies from one person to another, however, G&C teachers should endeavour to get acquainted and adhere to the professional ethical guidelines in addition to invoking their personal intuition.

4.6.6 Perceptions of the Level of effectiveness of G&C Programmes

The study aimed at establishing the G&C teachers and class teachers' perceptions of the level of effectiveness of G&C programmes in changing/modifying pupils' undesirable behaviour.

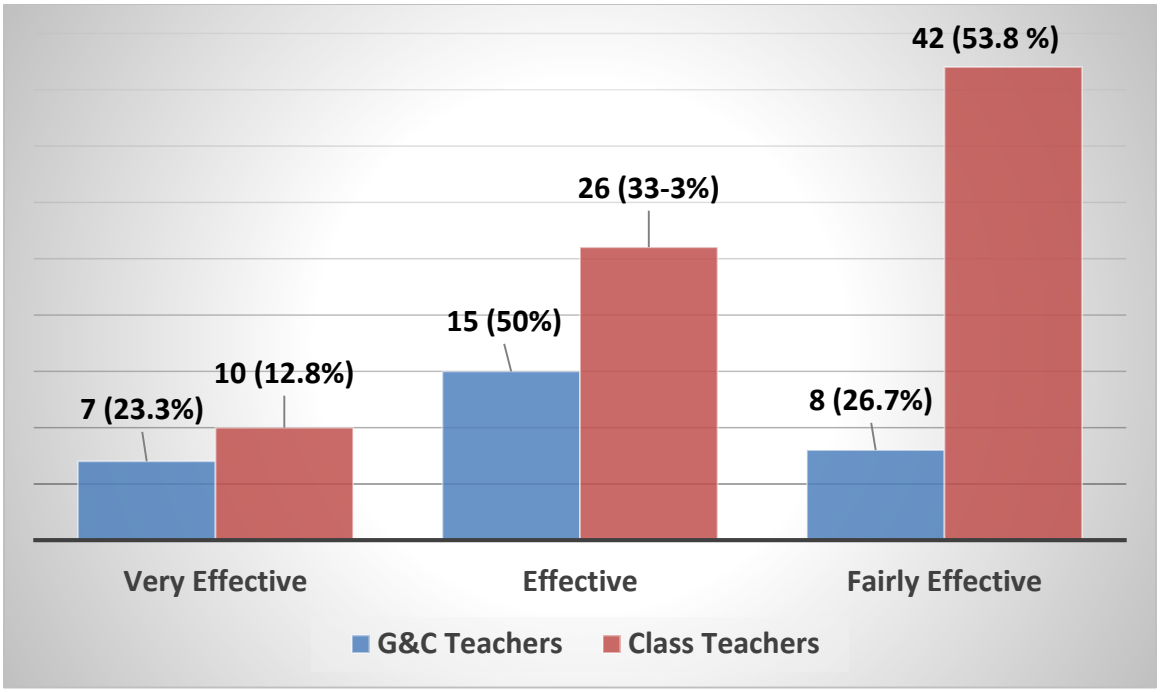


Figure 4.8: Perceptions of the Level of effectiveness of G&C Programmes

It was evident from Figure 4.8 that half of the G&C teachers regarded guidance and counselling programmes in their schools as effective while 23.3 % of them rated the programmes as very effective. This implied that though most of the G&C had meagre training, worked in an environment devoid of the necessary resources and minimum support from stake holders, they regarded their programmes as 'effective' and 'very effective'. On the other hand, most of the class teachers (53.8 %) regarded G&C programmes in their schools as fairly effective. Thus, while 73.3 % of G&C teachers rated their programmes as 'effective' and 'very effective', only 46.1% of class teachers had the same rating. This showed that G&C teachers rated the guidance and counselling programmes slightly more highly than class teachers probably because it was a kind of self-rating. In order to ascertain whether there was a relationship between the class teachers and the G&C teachers rating of the effectiveness of G&C programmes and that the noted slight difference was due to chance error, a chi square test was done. Table 4.11 shows the results.

Table 4.11: Chi Square Test Output

	Observed Value	**Critical Value**	**Degrees of Freedom**	***p*-value**
Pearson Chi Square	6.6	5.99	2	0.004

n = 30, α = 0.05

Table 4.11 shows that the calculated or observed was 6.6. Since the observed value was greater than the critical value of 5.99, it was deduced that there was a significant relationship between the class teachers and G&C rating of the effectiveness of G&C programmes, $\chi 2\ (2) = 6.6$, $p < 0.05$. This implied that most of the G&C programmes were performing fairly and thus, had more room for improvement.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the results as per research objectives, summary of the findings, and conclusions derived from the findings and discussion. The chapter closes with the recommendations as per the objectives and suggestions of areas of further study. The purpose of this study was to assess the G&C programmes' capacity in offering effective services in public primary schools in Kikuyu Sub County, Kiambu County. The study endevoured to ascertain G&C programmes' capacity by establishing the G&C teacher preparedness, assessing the availability of resources for implementation of guidance and counselling programmes and by examining the extent to which guidance and counselling programme is supported by stakeholders in public primary schools in Kikuyu Sub County.

5.2 Discussion

This section discusses the results and analysis (done in chapter four) as per the three objectives. However, the section starts with a brief discussion of demographic information.

5.2.1 Demographic Information

In reference to Table 4.1, most of the G&C teachers were female constituting 66.7%. This implied that the leadership in guidance and counselling programmes in public primary schools in Kikuyu Sub County were dominated by women. This finding was similar to Munyao (2018) who found that teacher counsellors in Matinyani Sub County public primary schools had a notable gender disparity since there were 34 (82.9%) females and only 7(17.7%) males. Similarly, Wambui (2015) noted a gender disparity of 7 to 3 in favour of secondary school female teacher counsellors in Githunguri Sub County in Kiambu

County. Katz (1996) as cited in Wambui (2015) notes that presence of more female G&C teachers in a mixed gender school may present some challenges as boys feel uncomfortable when confiding to female teachers. Further, Salgon, Ngumi & Chege (2016) posit a guidance and counselling programme dominated by females contributes to low presence of the boy child in seeking counselling services. Thus, G&C programmes should be handled by a team of female and male teachers in order to cater for both boys and girls. However, Wesonga, Munyau and Tarus (2016) study found that female teachers had more positive attitude towards guidance and counseling services in schools as compared to males and further postulated that females are considered more helpful and generous in offering assistance and emotional support. They also observed that women are more likely than men to enter occupations in the "helping professions" such as guidance and counseling and above all the disparity was a reflection of the gender composition of teacher counselors both nationally and internationally, as evidenced in a national survey of school counselors (College Board Advocacy and Policy Center 2012), which found out that more than three-quarters (77 %) of school counsellors globally were women.

The study also found that most of the G&C teachers (60.0%), class teachers (71.8%) and head teachers (88.9) were over 40 years of age as shown in Table 4.2. Thus, most of the teachers were generally from middle age and beyond and which could have some advantages and also disadvantages. While most teachers were inclined to use their long experience both in life and in work place, most found it hard to guide and counsel pupils in the most current issues afflicting pupils such as cyber bully and cyber romance. Nonetheless, teachers who constantly update their knowledge and skills are likely to remain relevant regardless of their age. The teachers' aging demography has been noted by a number of recent studies (Arogo, 2018; Aroni, 2017; Mugi, 2017; Munyao, 2018) and as

such the government needs to engage younger teachers in order to avert the looming demographic upheaval in education sector.

In regard to the study respondents' professional training, Table 4.3, showed that all the respondents were professionally trained. In particular, 70.0 % of G&C teachers were P1 holders. This implied most of G&C teachers required in service training in order to be more competent in their work. However, 30% of G&C teachers had advanced either to diploma, first degree or up to post graduate level. The study finding was similar to Munyao (2018) who found that most of the G&C teachers were P1 certificate holders.

5.2.2 Guidance and Counselling Teachers Preparedness

The study aimed at assessing the extent of G&C teachers' preparedness by first establishing their experience as counsellors and the professional training they had received. In reference to Figure 4.2, most of the G&C teachers (80%) had a long experience of six years and above. However, for effective guidance and counselling services, appropriate skills and knowledge are essential. While lay helpers such as parents and teachers are guided by personal solutions and common sense, projections of their own solutions, and over-involvement, a trained G&C professional will invoke the appropriate approach with often positive results (White & Kelly, 2010). Furthermore, a lay helper is prone to boundary problems and prone to expressing sympathy as opposed to empathy (Bernard & Goodyear, 2008).

Referring to section 4.4.2, eighteen G&C teachers constituting 60.0 % indicated that they had been trained while 12 (40.0 %) had no formal training. Of the trained teachers, 10 had gained their skills through seminars' and workshops, four had certificate, and two had diplomas while two had degree certificates in guidance and counselling. The finding was

similar to Owino and Odera (2014) finding that most teachers in Kisumu West Sub County public primary schools were untrained in guidance and counseling 49(52.8%) followed by workshop trained 15(18.3%), certificate 10(12.2%), diploma 8(9.8) while there were no teachers with degree 0(0%). The finding was also found to be in line with Oketch and Kimemia (2012) finding that unlike the American School Counselor Association (2012) that puts the minimum requirement for becoming a school counselor at master's degree, the Kenya school G&C teacher credentials range from non-degree certificates to a master's degree depicting lack of clear standards of training and clinical experience. This has resulted in school counselors with significant disparities in their training and practice. Similar studies have also cast aspersions on the quality of training and the competence of the G&C course tutors in Kenya. Oyieyo (2012) found that teachers did not cover sufficient content in guidance and counseling during their teacher training due the fact that teachers also have to undertake courses for two teaching subjects during their teacher-training program. Hayes and Paisley (2002) reiterates that transforming counselor education from an individually-oriented approach to include a systems-oriented approach would require a broadening of the curriculum by, for example, adding new content related to schools and communities as systems.

As noted by Wambu and Wickman (2016), most instructors lack school counseling experience and are not in regular contact with practicing school counselors; a situation seemingly akin to the United States in the field's early years (Paisley & Hayes 2003). Additionally, many instructors have a background in educational psychology and counseling psychology, but are not counselor educators. Furthermore, counselor preparation curricula are loaded with non-counseling courses, have conflicting and varied theoretical orientations. Training of G&C teachers in Kenya has also been faulted in that

supervision of trainees is inconsistent and that training is largely theory-based, with little practical (experiential) learning involved (Oketch & Kimemia, 2012; Waititu & Khamasi, 2010; Wambu & Fisher, 2015). In order to oversee an effective G&C programme, it requires school counselors who are well equipped not only with a strong knowledge base but also with strong clinical skills obtained through experiential training (Dollarhide & Saginak, 2012). It is therefore absurd that some training programs in Kenya do not require school counselors-in-training to participate in either practicum or internship in a school setting. The lack of clinical skills in a school setting is a great barrier to service delivery by school counselors in Kenya.

Referring to Figure 4.4, most of the G&C teachers (66.7%) did not attend INSET on guidance and counselling in the last two years. Lack of INSET for two years is a long duration and especially when 40% of the G&C teachers had no other formal training. In a similar study conducted in Nairobi County, Orenge (2011) found that 77% of G&C teachers rarely attended career workshops and seminars and thus limiting their competence in career guidance related information. This may be due to lack of awareness of the importance of workshops/seminars as avenues for experience sharing and updating of career related information or because the opportunities are not availed to them. It is through seminars/workshops and interaction with resource persons that teacher counselors could keep abreast with the fast changing counselling field.

In regard to G&C teacher's appointment, Table 4.3 showed that majority of G&C teachers (63.3%) were appointed by their head teachers verbally, 13.3% of them were appointed through a head teacher's letter, 16.7% volunteered themselves while 6.7% were proposed by their fellow colleagues. The finding was a major departure from Munyao (2017) finding where majority of G&C teachers were proposed by their fellow staff members to be in

charge of G&C programme while only one indicated to have been appointed formally the head teacher. Cognate to the study, Njoka (2007) observation that in primary schools, teachers are appointed by the school principal to provide counseling services based on personal qualities as opposed to professional training. Lack of official appointment, job description and role identity are known to hamper, guidance and counselling teachers' self-efficacy and work output.

In reference to Figure 4.5, most of the G&C teachers were teaching over 30 lessons per week translating to over six lessons per day. This implied that most of the G&C teachers were exhausted by the end of the day to be effective in guidance and counselling. Further, the high work load coupled with the school high population leaves the G&C teacher at crossroad. The finding concurs with several other studies done in Kenya that most of the G&C teachers have high workload of at least 30 lessons (Ajowi & Simatwa, 2010; Cheruiyot & Orodho, 2015; Munyao, 2017). According to the American School Counselor Association (ASCA, 2003) the student-to-school counselor ratio in schools should be about 250:1 and cautions that beyond this ratio, a teacher counselor is hindered from implementing effective programs. While the USA national average ratio stands at 471:1 (Edwards, Grace & King, 2014), Kenyan primary schools ratio way beyond 800:1, since the onset of free primary education in 2003 (Republic of Kenya, 2012).

Table 4.4 shows that most of G&C teachers rated themselves as either good or average in academic, social interactions, pupil/parent relationships, and career. However, G&C rated themselves as either average or below average in homosexuality, masturbation, alcohol and drug abuse, suicidal tendencies, trauma and shock, and grief and loss. This implied that G&C teachers have low efficacy in a number of pertinent issues that are potential issues among the school going youth in Kikuyu Sub County. This finding corroborates Wambu

and Wickman (2016) finding that while most G&C perceive themselves as capable of handling pupils issues in academic, social interaction and pupil/parent relationship, they had training gaps in specific areas such as substance and drug abuse, grief and crisis intervention, trauma and debriefing of trauma, multicultural counseling, HIV/AIDS counseling, family counseling, counseling children with special needs, human sexuality, career counseling, and spirituality in counselling.

Having established G&C teachers' efficacy in tackling pupils various issues, Table 4.5 shows the finding on the extent to which guidance and counselling services were needed in areas such as discipline, academic, sexuality and others. In doing so, the researcher established the mismatch between the need and what the teachers could effectively handle. Both class teachers and G&C teachers concurred that there was a high need for guidance in academic work. They also concurred that the guidance and counselling need for vocational issues was moderate. However, while class teachers considered the need for guidance in sexuality issues as moderate, G&C teachers indicated that there was a high need. The high need for guidance in sexuality issues among primary school pupils had also been noted by Munyao (2017) and Owino and Odera (2014). Thus, there was a mismatch between the high need for guidance and counselling in sexuality issues and the G&C teachers efficacy to handle these issues. It therefore emerged that most of the G&C programmes in Kikuyu Sub County did not have the capacity to handle effectively pupils' sexuality issues such as homosexuality, lesbianism, premarital sex and abortion. One of the head teacher disclosed, thus:

> I know issues about homosexuality, lesbianism, cyber romance exist in our schools to some extent especially in boarding section…but since most teachers are at a loss on how to go about it, the issue is ignored and we assume parents are best to deal

> with it….furthermore most head teachers are keen to protect the name of their schools.

In reference to Figure 4.6, most of the G&C teachers conducted group sessions only when a need arose. This implied that, despite the scheduling of G&C session in the time table in some schools, sessions did not happen on weekly basis unless there was an issue at hand. The study finding was similar to Wambui (2015) who found that in most of the secondary schools in Githunguri Sub County, counselling of students was only possible when, and as need arose. The finding was also similar to Kemei (2004) that most of the schools under study had no specific time allocated for Guidance and Counseling Services. Students' responses to a question on when they go for counseling services showed that they only go for counseling when they have a problem. Similarly, Ondima et al., (2012) observed that G&C teachers are not sufficiently relieved from their teaching duties to have adequate time to devote to G&C; they argued that teacher counselors are overburdened with heavy work. Conversely, Reynold & Cheek (2002) as cited in Owino and Odera (2014) note that in America effective school counselors reduce non- counseling duties in order to do their core business.

In order to realize effective services, group guidance sessions should be based on research, planned and delivered on weekly basis. Teachers should aim at equipping pupils with skills and knowledge which can help them to avoid the various pitfalls prone to young people such as premarital sex and drugs abuse as opposed to seeking solutions after the damage has occurred.

5.2.3 Availability of G&C Programme Resources for Effective Services

The second objective of this study was to assess the availability of G&C programme resources that could enable provision effective services in public primary schools in

Kikuyu Sub County, Kiambu County. Data was collected through G&C teachers' questionnaire and G&C resources observation guide. In reference to Table 4.6, most of primary schools in Kikuyu Sub County lacked most of resources that are essential for effective G&C programme. Only six schools constituting 20% had offices for guidance and counselling services. This implied that in 80% of schools, pupils lacked privacy as they sought guidance and counselling services. This could discourage many pupils from sharing the details of challenging personal and academic issues. Failure to furnish the counsellor with full information, may lender the guidance and counselling less effective. Five (16.7%) G&C teachers indicated that they have comfortable furniture for both counselor and counselee while only eight schools (26.7%) were found with Lockable drawers and cabinets. Lack of lockable drawers and cabinets jeopardizes the confidentiality of pupils' information to a great extent. Pupils are likely to give guidance and counselling services a wide berth once they develop mistrust in regard to counselling session's confidentiality. Cognate to the study, Owino & Odera (2014) found that primary schools in Kisumu West Sub County were inadequately equipped in G&C resources. They further established that the inadequacy had affected the teachers' willingness to offer guidance and counselling in schools. Auni (2009) also reported inadequacy in G&C resources in Siaya district schools and that G&C has not effectively contributed to students' social adjustment. Auni (2009) asserts that G&C needs a quiet place, reference materials like books, pamphlets, lockable draws and cabinets. Oyieyo (2012) found that the main issues hindering guidance and counseling in Kabondo Kisumu were due to lack of resources in the school were lack of privacy since there was no guidance and counseling office. Thus, in absence of such vital resources G&C programmes lack capacity to provide effective services.

However, the researcher observation had a slight variation from what was indicated by the G&C teachers. For instance, some of the G&C private rooms could not conform to the criteria of the standard G&C office. Some of the supposedly private rooms were also used for other purposes such as storage for games equipment, agricultural items and others. In one of the schools the laboratory preparation room served as the private room for G&C. Other schools had rooms hived off from a bigger room but sharing the same ceiling such that communication could never be private.

The ideal guidance and counseling Centre as stipulated by the national guidance and counseling policy, Republic of Kenya (2011) are: Guidance and Counseling Office (size 5 x 4 meters) equipped with one office table with drawers, shelves for books and magazines; Sound proof quiet counseling room furnish with, 2 good office desks/tables, Lockable cabinets, Computer, printer and shredder, Four office chairs, fresh flowers and notice board.

Other guidance and counselling resources that were not available in most of the public primary schools in Kikuyu Sub County included: waiting rooms, computers for processing and storage of pupils' information, audio visual materials such as recorder, video tapes and screen, and information materials such as pamphlets on adolescence. In most instances, the data collected through observation schedule was congruent with information gathered through the G&C teachers' questionnaire. Most of the interviewed head teachers attributed lack of such essential materials to lack of funds. In a similar finding, Salgong et al., (2016) found that computer facilities were inadequate in guidance and counseling in Koibatek district schools. The inadequacy and minimal use of computers and Information Communication Technology (ICT) in general is a major limitation in provision G&C services. Teacher counsellors should make use ICT to disseminate vital information to

pupils and above all keep abreast with emerging information and best practices in the field of G&C worldwide.

The study further established that despite the fact that some of the G&C teachers had served for long, they had not seen some of the important manuals in the field such as Guidance Counsellors' Handbook, Careers Guide Book, Ethical Code Manual such as Kenya Counselling and Psychological Association (KCPA), and America Counselling Association (ACA). Referring to Table 4.6, the percentage of G&C teachers that did not have Guidance Counsellors Handbook, Careers Handbook and Ethical Code Manual was 76.7%, 80.0% and 96.7% respectively. It was however, established that some of these manuals were found in head teachers and deputy head teachers' offices and were of no help to G&C teachers. Thus, some G&C teachers remained ignorant and sometimes acted unethically owing to their failure to get acquainted to the contents of the recommended professional manuals. Wambu and Fisher (2015) note with concern that the absence of a unified ethical code for school counselors in Kenya poses a challenge. The current ethical standards pertain to the entire counseling profession and which may not be applicable in a school situation.

Table 4.6 shows that only three schools (10%) had cash specifically for guidance and counselling programme while no school had a vote head for guidance and counselling services. This finding was consistent with several other studies that found that guidance and counselling programmes are never considered in the budgeting process in many educational institutions in Kenya (Ajowi & Simatwa, 2010; Auni, 2009; Cheruiyot & Orodho, 2015; Gatua, 2012; Munyao, 2017). Further, Afande (2015) posit that with tight budgets, high caseloads and significant time, material and human resource limitations, school counselors in Kenya must begin applying research-based, replicable school

counseling interventions that are proven to be effective. Umezulike (2013) assert that teacher counselors who are not adequately funded are forced to perform their duties without basic facilities thus demotivating them from performing their roles and any duties allocated to them.

5.2.4 Stakeholders Support of G&C Programmes for Effective Services

The third objective of the study was to examine the stakeholders' support of guidance and counselling programmes in public primary schools in Kikuyu Sub County. The extent of the stake holders' support is crucial for the programmes capacity to deliver effective services. Table 4.7 depicts G&C teachers' response on various issues that made most of the pupils in Kikuyu Sub County public primary schools seek guidance and counselling services in order of magnitude. Some of these issues in the order of magnitude were: indiscipline, emotional disorders, body changes at puberty, family issues, sexual relationships, academic performance and trauma due to loss of a relative. There are no straight solutions for these issues but a collective approach by pupils, teachers, parents, school management committees, government administrators such as chiefs, practicing therapists and motivational speakers can make a difference. The study findings was congruent with studies by Burrows (2015), Chege (2015) and Wanzala (2015).

Referring to Table 4.9, most of G&C teachers indicated that head teachers participated in guidance and counselling of pupils only to a small extent contrary to the expectation. The school head teachers should be in the fore front in guiding the pupils as the head of the institutions. Conversely, 73.4 % of G&C teachers recognized their deputy head teachers as having supported guidance and counselling programmes to a 'large extent' and to a 'very large extent'. Most of the interviewed head teachers lamented of attending a series of meetings invited by the MOE and thus sparing only a short time for pupils' guidance and

counselling. In such instances the deputy head teachers were manning the school. Similarly, most of the G&C teachers (60%) recognized class teachers as having supported the guidance programmes to a 'large' and to a 'very large extent'. However, it was noteworthy that 40% of G&C teachers felt that class teachers' support was only to a 'little extent'. This was a significant percentage taking into account that class teachers in the upper classes visit their classes at least twice per day while those in lower classes spend most of the school time with their pupils. Munyao (2017) had a similar finding where the task of guiding was mainly done by the G&C teacher. Munyao recommended that teachers and head teachers should utilize any opportunity such as morning assembly and during roll call in the morning and afternoon to conduct group guidance and counselling. In addition, teachers counselling could also be done during class meetings.

Ondima et al., (2012) revealed that guidance and counselling services providers received inadequate support from school administration to enable them render quality services. They also identified other factors that undermined provision of quality guidance and counselling services such as inadequate training of services providers, school heads and students' negative attitudes, and heavy teaching work load.

Most of G&C teachers (60%) rated the support from the school prefects as to a 'small extent' and to 'no extent'. Similarly, 53.3% of G&C teachers indicated that the support from pupils peer counsellors was only to a 'small extent' while 46.7% felt the support was to no 'extent'. This implied that public primary schools in Kikuyu Sub County were not utilizing the enormous human resource at their disposal in form of pupils peer counsellors and school prefects to counter issues that afflict pupils and requires guidance and counselling. Contrary to the finding, Osodo et al., (2016), who found that peer counseling had promoted discipline, helped students to improve their behaviors, understand

themselves, improve on time management, classroom behavior, establish secure school environment and improve academic achievements. Ndichu (2005) also established that students were able to respond positively to messages they heard from their peer, and more likely to approach their peers with a question or problem. Ndichu, therefore, recommended that peer counselors' should be equipped with adequate sexual reproductive health knowledge and information about the risks, responsibilities, outcomes, and impacts of sexual actions with their peers.

Chireshe (2013) also extols the use of peer counselling and posit that peer counselors are often more perceptive and sympathetic than the teacher counselor. Peer counsellors are normally the first to notice when their own fellow student is worried or depressed, and they often confide in one another's immediate concerns, fears and issues that disturb them. This implied that school prefects and peer counsellors needed more empowerment through capacity building in order to take part in guidance and counselling where appropriate.

Figure 4.9 also shows that G&C teachers rating of parents support was varied since 33.3% of G&C teachers indicated the support was to a very 'large extent', 30.0% to a 'large extent' and 36.7% to a 'small extent'. Thus, it was evident that a large proportion of parents supported the efforts initiated by the guidance and counselling programme to assist their children. However, while G&C teachers, class teachers and head teachers indicated that most of the parents were receptive to their initiative to give their children holistic education, most parents were too busy to attend assist or supervise their children homework and to attend meetings. Majority of those who attended meetings were not the 'real' parents but relatives, house helps and friends to the parents. Cognate to the study, Boitt (2016) noted that though the school administration in Baringo County secondary schools, made an effort to involve all stake holders in resolving pupils issues, most parents avoided forums where

their children private and domestic issues were discussed with outsiders (G&C teacher included) due to cultural reasons. They instead preferred to send a representative. The study findings also concur with Munyao (2017) who found that parents had a tendency of sending other people to represent them in meetings and thus jeopardizing substantive discussion and decisions in such meetings.

Other stake holders whose extent of support was sought included MOE, SMC and the religious institutions or groups. Most of G&C teachers regarded MOE to have almost no help while SMCs support was to a small extent. The finding concurs with Toto (2014), Waititu and Khamasi (2010), and Wesonga et al., (2016), who observed MOE and TSC did very little to promote guidance and counseling in schools. However, 66.7% of G&C teachers hailed the support from religious groups. Some of the head teachers also commended the visits by the local church representatives who conducted prayers and guidance occasionally. The MOE could support by funding the programmes and organizing in-service trainings specifically to boost the G&C teachers' capacity.

For G&C programmes to be effective, the support from the targeted group or clients is also very crucial. The support from all the other stakeholders may not achieve much if pupils are not receptive. Wambui (2015) submits that the frequency of pupils who seek guidance and counselling services depends on the quality of this therapeutic alliance between them and the teacher counsellor and the perception of the effectiveness of the services. In reference to Figure 4.7, most of the pupils' response to G&C was rated as 'fairly favourably' (60.0 %), favourably (20 %) and least favourably (20 %). Thus, most of the G&C regarded pupils' use of guidance and counselling as below what they expected. Pupils who regard G&C least favourably are unlikely to seek G&C services on their own volition but mainly through referrals. In a similar study, Wambui (2015) found that the frequency

of students seeking guidance and counselling after receiving encouragement from teachers kept increasing drastically and the occurrences of appropriate behaviour improved with subsequent counselling sessions. The interviewed head teachers indicated that some pupils failed to seek help due the fact that in some schools, teacher counsellors were also in the disciplinary committees. In other cases, teachers made students' issues public and thus students who were affected felt disillusioned. Some pupils also became frustrated due to lack of immediate solutions to the problems presented to the G&C teacher such as financial issues. Thus, G&C programmes need to be planned, structured and packaged in way to encourage the clients.

The study further established that most of G&C teachers sometimes faced dilemma in regard to the confidentiality of clients' information. In order to succeed in their endeavour, counsellors need to get most of necessary information from clients and maintain confidentiality. On the other hand they need to furnish teachers, parents and administrators with vital pupil information in order to get the necessary support and to advance collective responsibility. Lazovsky (2008) postulates that confidentiality in counseling relationships helps ensure trust between clients and counselors. Yet, defining and understanding the boundaries of confidentiality in school settings is often difficult, as school counselors are engaged in multiple relationships with various stakeholders. As noted by Wambu and Wickman (2015), the absence of a unified ethical code for teacher counselors in Kenya further aggravates the issue of confidentiality in school G&C.

The study finally zeroed to the extent the G&C teachers are supported by their head teachers in some key areas critical to the G&C programmes capacity to provide effective services. Of particular interest was the head teachers' support in creating the G&C teacher role identity. The G&C teachers' response varied. Ten (33.3%) G&C teachers considered

the support as moderate, 11 (36.7%) as minimum while 9 (30.0%) felt they got no support. It was also noteworthy that some G&C teachers did not quite understand the real meaning of role identity since the country independence the teacher counsellor position has never been quite distinct from the teacher role. The G&C role identity is a crucial factor in preserving the status of the G&C programme, separating the roles of the counsellor from those of other teachers. Cognate to the current study, Wambu and Wickman (2011) noted that the school counseling in Kenya is yet to be recognized as a profession in its own right, rather than a service ancillary to other educational programmes.

Nyutu and Gysbers (2008) observe that in Kenya, G&C teachers are identified first as teachers, and second as counselors. The current practice of guidance and counseling is what Gysbers and Henderson (2001) cited in Wambu and Wickman (2011) referred to as a "position" model where a majority of school counselors are teachers appointed to the position of guidance and counseling teacher, with no relief from their teaching duties and with no additional pay. In addition, counseling services are conducted without any formal organizational structure. The G&C teachers' dual responsibility not only leaves them with very limited time to provide counseling services to students but also has ethical implications in that it is difficult to build a relationship with a student in a counseling session, and also discipline and evaluate student's academic achievement.

Lack of clear definition of G&C teacher roles greatly hampers the delivery of effective and efficient services. Different stake holders have different expectations of the role of the school counselor in Kenya. Some narrowly define the role of the school counselor as working with students with behavioral and adjustment problems, mainly through individual counseling (Wambu & Wickman, 2011). Such narrow definition of roles leaves out the roles of advocacy, leadership, and consultation with parents and teachers. Further,

it negates the importance of group counseling and classroom guidance in addressing students' personal/social issues, academic, and career.

5.3 Summary of the Study Findings

This section presents the summary of the study findings in accordance to the objectives of the study.

5.3.1 Guidance and Counselling Teachers Preparedness

The study found that most of the G&C teachers (80%) had a long experience of six years and above. However, 60% of G&C teachers had no formal training in guidance and counselling and thus lacked the necessary knowledge and skills for effective services. The study also found that majority of G&C teachers (63.3%) were appointed by their head teachers verbally without any appointment letter. Lack of official appointment, job description and role identity were attributed to G&C teacher low self-efficacy in their work and thus lowered their output.

Most of the G&C teachers were found to teach over 30 lessons per week translating to over six lessons per day. This implied that most of the G&C teachers were exhausted by the end of the day to be effective in guidance and counselling. Further, the high work load coupled with the school high population leaves the G&C teacher at crossroad. Further, most of G&C teachers rated themselves as either good or average in academic, social interactions, pupil/parent relationships, and career. However, majority of G&C teachers rated themselves as either average or below average in homosexuality, masturbation, alcohol and drug abuse, suicidal tendencies, trauma and shock, and grief and loss. This implied most of G&C teachers had low self-efficacy in assisting pupils in some of the critical issues that bedevil them.

While most of class teachers indicated that there was a moderate need for guidance and counselling in sexuality, G&C teachers indicated that there was a high need. Unfortunately most indicated they had no confidence tackling this area. Further, most of the G&C teachers conducted group sessions only when a need arose. This implied that, despite the scheduling of G&C session in the time table in some schools, sessions did not happen on weekly basis unless there was an issue at hand.

5.3.2 Availability of G&C Programme Resources for Effective Services

The study found that most of primary schools in Kikuyu Sub County lacked most of resources that are essential for effective G&C programme. Almost all the schools lacked G&C office where privacy and confidentiality of the clients' information could be guaranteed. Schools also lacked specific furniture, lockable drawers, computers, printers and stationary. In some schools, individual guidance and counselling sessions were done in the deputy head teachers' office, agricultural store and even tea preparation room. Most of them were hived off from other larger rooms with no ceiling. Thus, the rooms had no privacy which made many potential clients to shy away. In a nutshell, most schools fell short of the national guidance and counseling policy (Republic of Kenya, 2011) recommedations of a G&C centre which should have a G&C office (size 5 x 4 meters) equipped with one office table with drawers, shelves for books and magazines; sound proof quiet counseling room furnished with, 2 good office desks/tables, lockable cabinets, computer, printer and shredder, Four office chairs, fresh flowers and notice board.

The study further established that most of G&C teachers did not have the essential professional manuals such as the Guidance Counsellors' Handbook, Careers Guide Book, Ethical Code Manual such as Kenya Counselling and Psychological Association (KCPA), and America Counselling Association (ACA). Lack of such essential reference books made

the G&C teacher vulnerable to unethical practices. In regard to funding of the G&C programmes, only three schools (10%) had cash specifically for guidance and counselling programme while no school had a vote head for guidance and counselling services. Thus, most programmes were cash strapped leading to the G&C teacher low morale.

5.3.3 Stakeholders Support of G&C Programmes for Effective Services

The study found that most of the head teachers participated in guidance and counselling of pupils only to a small extent contrary to the expectation. Conversely, 73.4 % of G&C teachers recognized their deputy head teachers as having supported guidance and counselling programmes to a large extent. Most of the interviewed head teachers lamented of constant meetings that denied them time to guide and counsel the pupils. About 40% of G&C teachers felt that class teachers' support was only to a 'little extent' implying that some class teachers were not supportive. Most of G&C teachers indicated that the school prefects and peer counselors offered only a little support. While some parents were supporting teachers in guiding the pupils to a large extent, some were found to frustrate the effort by not attending crucial meetings and being chronic absentees at home. However, some churches offered recommendable support by sending their representatives to talk and guide pupils.

The study also found that in most schools, learners' response to G&C services was termed as fair. There were many pupils who failed to seek assistance due to various reasons such as lack of confidentiality and low confidence in the programme to solve their issues. Finally, G&C teachers felt that the head teachers did little in establishing their role identity.

5.4 Conclusions

From the study findings and discussions the following conclusions were made:

Most of G&C teachers in Kikuyu Sub County public primary schools lacked formal training in guidance and counselling. Most of them were appointed by head teachers verbally and lacked role identity. They rarely got an opportunity for professional development, had high work load of over 30 lessons and low efficacy in dealing with contemporary issues such as sexuality, alcohol and substance abuse, aberrant sexual behaviour, shock, trauma, grief and loss. Considering the upsurge of sexuality issues and incidences of families affected by life threatening diseases such as cancer, diabetes and hypertension, it was unfortunate that G&C teachers lacked knowledge and skills to offer appropriate services.

Almost all public primary schools in Kikuyu Sub County lacked the essential items and infrastructure for effective guidance and counselling. Lack of privacy when conducting individual G&C sessions has made many pupils to shy away from seeking the services. Additionally, lack of essential reference manuals and use of modern ICT technology has made most G&C teachers remain static and ignorant of emerging knowledge and ethics in the counselling field.

The support of G&C programmes by stakeholders in Kikuyu Sub County public primary schools was found to be wanting. Apart from referring pupils with indiscipline cases to the G&C teacher, head teachers hardly get time to engage in guiding pupils. However the deputy head teachers were reported to have offered some support. Most of the parents were too busy to attend crucial meetings and as such offered little support. Most school were not utilizing the services of class teachers, school prefects and peer counsellors in guidance and counselling. This left the G&C teacher outstretched with enormous work leading to dismal performance. Therefore, in summary, the G&C programmes in public primary schools in Kikuyu Sub County were found to have no capacity to offer effective services.

5.5 Recommendations of the Study

Based on the findings and conclusions thus far, the following recommendations were made;

In order to discharge effective G&C services, the G&C teacher should be well prepared in terms of training, role identity, constant professional development and appropriate work load among others. First, school counseling should be recognized as a profession in its own right, rather than a service ancillary to other educational programs. In this case the role of the teacher counselor should be explicit to all stake holders. Secondly, the training of counselors in Kenya should be harmonized and be based on clearly defined competencies as opposed to the current situation where teacher counselors are trained at different levels with varied curricula. Further, the curriculum for school counselors should include both theory and experiential training.

The government should also come up with a unified ethical code for school counselors. The current ethical code developed in 2012 by the Kenya Counseling and Psychological Association (KCPA) does not meet the specific school needs. For instance, teacher counselors need to be equipped with the principles on how to solve ethical dilemmas such as maintenance of confidentiality in pupil information. The school management committee should be proactive and sponsor G&C teacher for constant updating of knowledge in both government and private institutions.

The study has brought to the fore the pathetic state of G&C programmes in terms of the essential resources in Kikuyu Sub County public primary schools. There is need for a concerted effort among the key stake holders such as the county government, the national government, school management committee, parents and non-governmental organizations to urgently revamp the schools' G&C required resources.

Guidance and Counselling teachers cannot succeed in their roles if they work in isolation. To be effective, these teachers will need support from all the stakeholders. Some of behavior disorders and psychosocial problems that seem to emerge at high schools and adult life start at primary school level and as such parents and teachers should not ignore and wish them away, rather, they should work closely with G&C teacher and get a solution. As such, school counselors should be knowledgeable about psychological and behavioral interventions, both at the preventive and responsive levels. Further, schools should seek for community-based support and where consultation and referrals for complicated cases that would require prolonged therapy can be handled.

5.6 Suggestions of Further Research

The following areas have been suggested for further research:

i. A nationwide study to assess the guidance and counselling programmes capacity to offers effective services in public primary schools can be carried out with a view to revamp the current ones.

ii. A comparative study can be conducted to establish the effectiveness of guidance and counselling programmes in private schools as compared to public schools.

iii. A feasibility study can carried out to establish how guidance and counselling in Kenyan schools can shift from the “position” model to the proactive developmental approach. The position model is where a majority of school counselors are teachers appointed to the position of guidance and counseling teacher, with no relief from their teaching duties and with no additional pay. Proactive developmental approach encompasses and integrates prevention, remediation, and crisis intervention to meet the needs of all students and where the school counselor is a professional with distinct identity and role.

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APPENDICES

APPENDIX I: LETTER OF TRANSMITTAL

Dear Respondent,

I am a Post-Graduate Student in the Africa Nazarene University, pursuing a master's degree in Education. I am currently carrying out a research on: **EFFECTIVENESS OF GUIDANCE AND COUNSELING SERVICES IN PUBLIC PRIMARY SCHOOLS IN KIKUYU SUB COUNTY, KIAMBU COUNTY, KENYA,** as part of the course requirement**.** For this reason, therefore, your school has been sampled for the study and you have been selected as a respondent.

Kindly answer the questions as candidly as possible. There is no right or wrong answer. Do not write your name on the questionnaire. The results of this study will be used for academic purposes only. Thanks

Yours Faithfully,

STELLA NKATHA KEBONGO

CELL PHONE: 0722306381

APPENDIX II: GUIDANCE AND COUNSELING TEACHERS' QUESTIONNAIRE

Kindly respond to all the items of this questionnaire

SECTION A: Demographic Data

Please tick (√) where appropriate or fill in the required information on the space provided.

1. Gender: Male [ ] Female [ ]

2. Age bracket:

Below 30years [ ] 30 – 40 years [ ] 41 – 50 years [ ] Over 50 years [ ]

3. Highest academic level attained

Post graduate [ ] under graduate [ ] Diploma [ ] Certificate [ ]

4. Teaching experience

Below 5years [ ] 5 – 10 years [ ] 11 – 20 years [ ] Over 20 years [ ]

SECTION B: Teacher Counsellor Preparedness

5. Number of years as a teacher counsellor?

2years and below [ ] 3 – 5 years [ ] 6 – 10 years [ ] Over 10 years [ ]

6. Do you have any training related to Guidance and Counselling?

Yes [ ] NO [ ]

If yes, up to which level?

Masters and above [ ] Degree [ ] Diploma [ ] Certificate [ ]

In service Courses (workshop) [ ] Other-specify [ ] _____

7. How many in service courses/seminars/workshops have you attended for the past two years? _____

8. How were you appointed as a Guidance and Counselling teacher?

TSC appointment [ ]

Letter of appointment by School Head [ ]

Verbal appointment by School Head [ ]

Proposal by other staff members [ ]

Offered self as a volunteer [ ]

Any other way (specify) _____

9. What is your teaching load?

Less than 15 [ ] 15 – 20 lessons [ ] 21 – 30 lessons [ ]

Over 30 lessons [ ]

10. What is your school population?

_____

11. Apart from you, how many other teachers are involved in guidance and counselling?

_____

_____

Comment if any:

_____

12. Guidance and counselling teachers provide counseling programs in several critical areas: Please rate your level of preparedness and competence in each of the three areas.

	G&C Areas/ Level of your competence	Excellent	Good	Average	Below Average
i	Academic				
ii	Social interactions				
iii	Pupil/parent realationship				
iv	Adhering to school rules				
v	Career				
vi	Boy/girl Sexual relationships				
vii	Homo sexuality				
viii	Masturbation				
ix	Alcohol and drug abuse				
x	Suicidal tendencies				
xi	Trauma & shock				
xii	Grief and loss				

13. Comment on areas that you feel you are the least competent to handle

_____

_____

_____

_____

14. Are you affiliated to any guidance and counselling body? If yes, mention the body_____

15. According to you, to what extent is guidance and counseling needed in your school in the following areas? Tick (√) as appropriate

	Very high need	High need	Moderate need	Little need	No need
Vocational issues					
Academic issues					
Discipline issues					
Social issues					
Alcohol and substance abuse					
Sexuality issues					
Any other (specify) _____					

16. As a teacher do you punish pupils when they are in the wrong?

Yes [ ] No [ ]

17. Does the act of being a disciplinarian conflict with your role in guidance and counseling?

Comment:

_____

18. Is Guidance and Counseling assigned a specific time in the time table?

i. Yes [ ]

ii. No [ ]

19. How often do you meet pupils for **group** Guidance and Counseling Services?

i) 1-2 times a week [ ]

ii) 3-4 times a week [ ]

iii) Daily [ ]

iv) When a need arises [ ]

v) Any other (specify) _____

20. How often do you meet pupils for **Individual** Guidance and Counseling Services?

i) 1-2 times a week [ ]

ii) 3-4 times a week [ ]

iii) Daily [ ]

iv) When a need arises [ ]

v) Any other (specify) _____

SECTION C: Availability of Guidance and Counselling Resources

21. You have been provided with a list of resources that may be used to enhance guidance and counselling programmes in schools. Please indicate by ticking (√) in the appropriate column whether these resources are available or not.

No.	G&C Resources	Available	Not Available
i	Private Room		
ii	Comfortable furniture for both counselor and counselee		
iii	Lockable draws and cabinets		
iv	Waiting room		
v	Computers for processing and storage of pupils' information		
vi	Audio Visual materials such as recorder, video tapes and screen		
vii	Students'' information files		
Viii	Information materials such as pamphlets on career, peer pressure, body changes, substance abuse etc		
ix	Guidance Councillor's Handbook		
x	Careers Guide Book		
xi	Ethical Code Manual such as KCPA, ACA		
xii	Visitors Book		
xiii	Printer		
xiv	Stationery such fullscaps and pens		
xv	G&C programmes book		
xvi	Cash at hand for emergency		
xvii	Cash in the Bank		

22. How many times has your school hosted a guest speaker in guidance and counseling for the past one year? _____

23. Write any other information in regard to availability and adequacy of G&C resources in your school

_____

_____

_____

SECTION D: School Stakeholders Support of Guidance and Counselling Programme

24. List down the various reasons why students seek or get referrals to you for guidance and counseling in your school

_____

_____

_____

_____

_____

25. Other than the teacher counselor, rate the extent to which other stake holders participate in students' guidance and counseling in your school

Stake holder Category	**Very Large Extent**	**Large Extent**	**Not Sure**	**Small Extent**	**No Extent**
Head teacher					
Class teachers					
Teacher on duty					
School Prefects					
Peer Counsellors					
Invited Parents					
Invited Guest speakers					
MOEST Officials e.g. QASOs					
School Board Members					
Religious institutions					

26. How do students in your school respond to counseling?

a. Most favourably [ ]

b. Favourably [ ]

c. Fairly Favourably [ ]

d. Least favourably [ ]

27. How would you describe the support given by parents towards their children behaviour modification in your school?

_____

_____

_____

28. Rate the head teachers support to the key areas that determine the overall status of a school G&C programme. Tick (√) appropriately

	Maxumum Support	**Moderate Support**	**Minimum Support**	**No Support**
G&C teacher professional development				
G&C Resources Acquisition				
Influencing other Stake holders to strengthen G&C Programme				
Influencing students to make use of G&C to resolve their issues				
Entrenching G&C time in school programme				
Creating G&C teacher role identity				

29. There are some instances where head teachers and also teachers are known to demand to know specific information discussed with specific students and thus infringing on students' confidentiality. This may in turn discourage students from seeking services from G&C department. Explain briefly the scenario in your school and how you go about it.

_____

_____

_____

_____

30. What other challenges do you encounter as the teacher counselor?

_____

_____

_____

_____

_____

31. What are your suggestions for the improvement of Guidance and Counselling services in your school?

_____

_____

_____

_____

30. Overall how would you rate the level of effectiveness of guidance and counseling services in your school in changing/modifying pupils undesirable behaviour?

Very effective ( ) Effective ( ) Not Sure ( ) Less effective ( ) Ineffective ( )

Thank you very much for your cooperation and participation in this study!

APPENDIX III: CLASS TEACHERS' QUESTIONNAIRE

Kindly respond to all the items of this questionnaire. Please Do Not write your name.

SECTION A: Demographic Data

Please tick (√) where appropriate or fill in the required information on the space provided.

1. Gender: Male [ ] Female [ ]

2. Age bracket:

Below 30years [ ] 30 – 40 years [ ] 41 – 50 years [ ] Over 50 years [ ]

3. Highest academic level attained

Post graduate [ ] under graduate [ ] Diploma [ ] Certificate [ ]

4. Teaching experience

Below 5years [ ] 5 – 10 years [ ] 11 – 20 years [ ] Over 20 years [ ]

SECTION B: Provision of Pupils Guidance and Counselling Services in Your School

5. Does your school have an officially appointed Guidance and Counselling teacher?

Yes [ ] No [ ]

Comment if any: _____

6. According to you, to what extent is guidance and counseling needed in your school in the following areas? Tick (√) as appropriate

	Very high need	**High need**	**Moderate need**	**Little need**	**No need**
Vocational issues					
Academic issues					
Discipline issues					
Social issues					
Personal/psychological issues					
Sexuality issues					
Any other (specify) _____					

7. As a class teacher in one of the upper classes, list down in order of magnitude at least three issues with your pupils that needed/needs guidance and counseling services.

_____

_____

_____

_____

8. How often do you refer pupils for guidance and counselling? Comment.

_____

_____

_____

_____

9. How would you rate the effectiveness of guidance and counselling services in your school in changing or modifying the pupils undesirable behaviour?

Very effective ( ) Effective ( ) Not Sure ( ) Less effective ( ) Ineffective ( )

10. Comment on the change you have noted in pupils' behavior in your school as a result of **Guidance and Counseling** in the following areas:

(a) Academic

_____

_____

_____

(b) Discipline

_____

_____

_____

(c) Mannerism

_____

_____

_____

(d) Interpersonal skills

_____

_____

(e) Sexuality

_____

_____

_____

(f) Emotional disturbance and Trauma

_____

_____

_____

(d) Alcohol and substance abuse

_____

_____

_____

(e) Any other area not mentioned

_____

_____

_____

11. What are the shortcomings of guidance and counselling in your school?

_____

_____

_____

_____

11. How do you think Guidance and Counselling services can be improved in your school?

_____

_____

_____

_____

Thank you very much for your cooperation and participation in this study

APPENDIX IV: INTERVIEW SCHEDULE FOR HEADTEACHERS

The head teachers Interview was be guided by the following questions;

1. Gender: Male [ ] Female [ ]

2. Age bracket:

Below 30years [ ] 30 – 40 years [ ] 41 – 50 years [ ] Over 50 years [ ]

3. Highest academic level attained

Post graduate [ ] under graduate [ ] Diploma [ ] Certificate [ ]

4. Teaching experience

Below 5years [ ] 5 – 10 years [ ] 11 – 20 years [ ] Over 20 years [ ]

5. What are the pupils' issues that are often tackled through guidance and counselling' in your school?

6. How would you describe the preparedness of your Guidance and Counseling teacher in terms of training and handling the prevalent pupils' issues?

7. What is the status of the guidance and counseling department in your school in terms of infrastructure and office equipment?

8. Do you allocate funds for guidance and counselling programmes during your school budgeting?

9. How do you support the G&C teacher in order to offer effective services to all pupils?

10. Some pupils' intricate issues need referrals to other institutions and experts, how does your school go about it?

11. How can you describe the support offered by parents and other stake holders to ensure effectiveness of the school G&C programmes?

12. What measures should be taken to improve the G&C programme capacity to offer effective services in your school?

APPENDIX V: GUIDANCE AND COUNSELING RESOURCES OBSERVATION SCHEDULE

1. Name of the School:

_____

2. School Enrolment:

_____

3. Guidance and Counseling Physical resources

No.	G&C Resources	Available	Not Available	Condition	Comment
i	Private Room				
ii	Comfortable furniture for both counselor and counselee				
iii	Lockable draws and cabinets				
iv	One way Mirror				
v	Waiting room				
vi	Computers for processing and storage of pupils' information				
vii	Audio Visual materials such as recorder,video tapes and screen				
viii	Sudents' information files				
viii	Information materials such as pamphlets on career, peer pressure, body changes, substance abuse etc				
ix	Guidance Councillor's Handbook				
x	Careers Guide Book				
xi	Ethical Code Mannual such as KCPA, ACA				
xii	Visitors Book				
xiii	Printer				
xix	Stationally such as fullscaps and pens				
xx	G&C programmes book				

4. How conducive is the room where private counselling takes place?

Sound proof:

_____

Arrangement of furniture:

_____

Space:

_____

_____

6. Any other important observation:

_____

_____

_____

_____

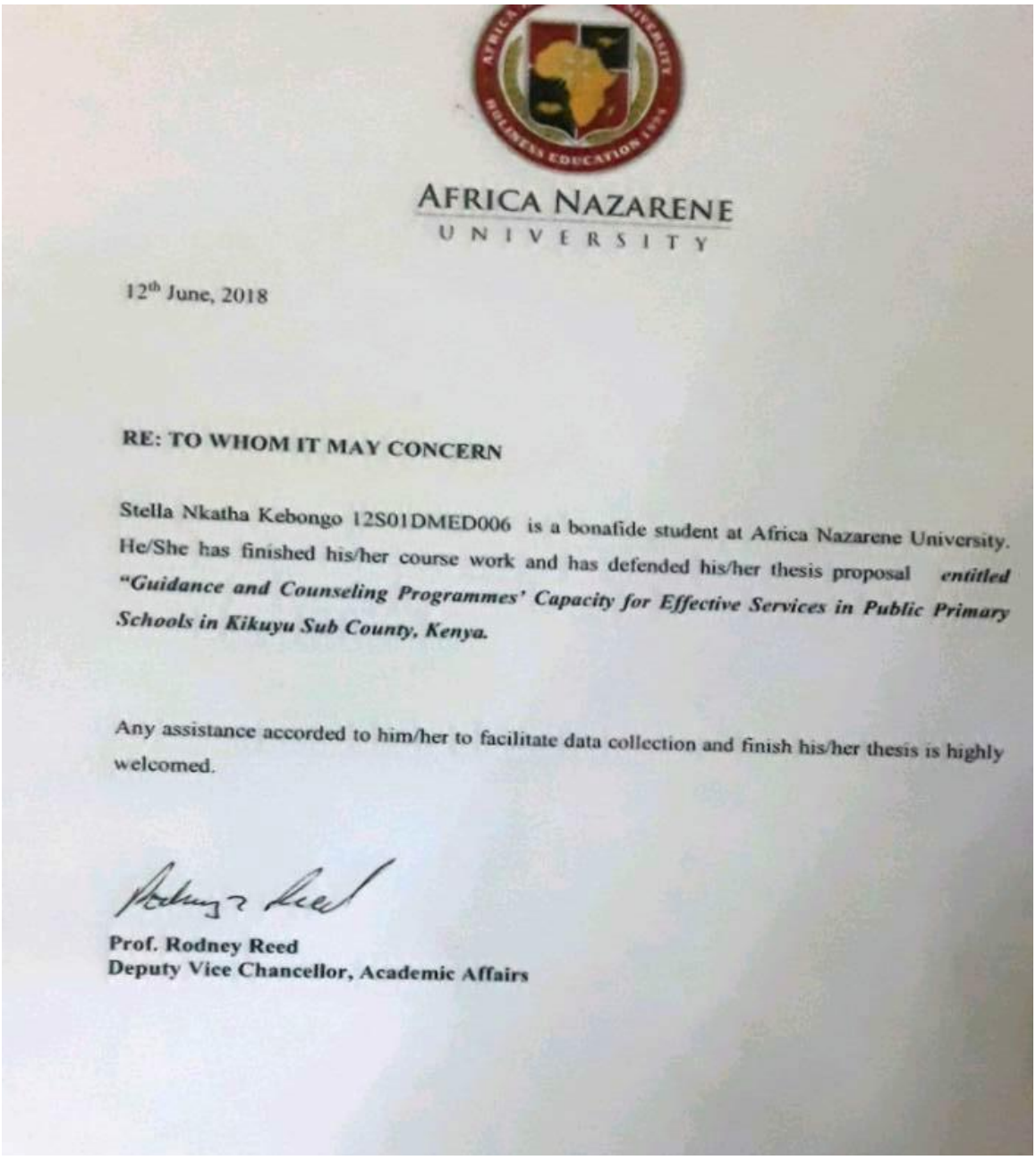
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END

APPENDIX VI: LIST OF PUBLIC PRIMARY SCHOOLS IN KIKUYU SUB COUNTY (2018)

1 THOGOTO MODEL
2 KINOO
3 THOGOTO
4 KIKUYU TOWNSHIP
5 THIRIME
6 MAMA NGINA
7 KIDFARMACO
8 MUSA GITAU
9 GITIBA
10 NDERI
11 KANYANJARA
12 FAIRLAWNS
13 NGURIUNDITU
14 KERWA
15 KANDENG'WA
16 UTAFITI
17 NDUMA
18 MAI-AI- HII
19 LUSIGETTI
20 KAMANGU
21 GATHIRU
22 RENGUTI
23 GATUNE
24 KANDUTURA
25 WAMBAA
26 GIKAMBURA
27 KANYIHA
28 RIU-NDERI
29 GICHARANI .
30 NJUMBI
31 RUKUBI

APPENDIX VII: ANU INTRODUCTORY LETTER



AFRICA NAZARENE
UNIVERSITY

12th June, 2018

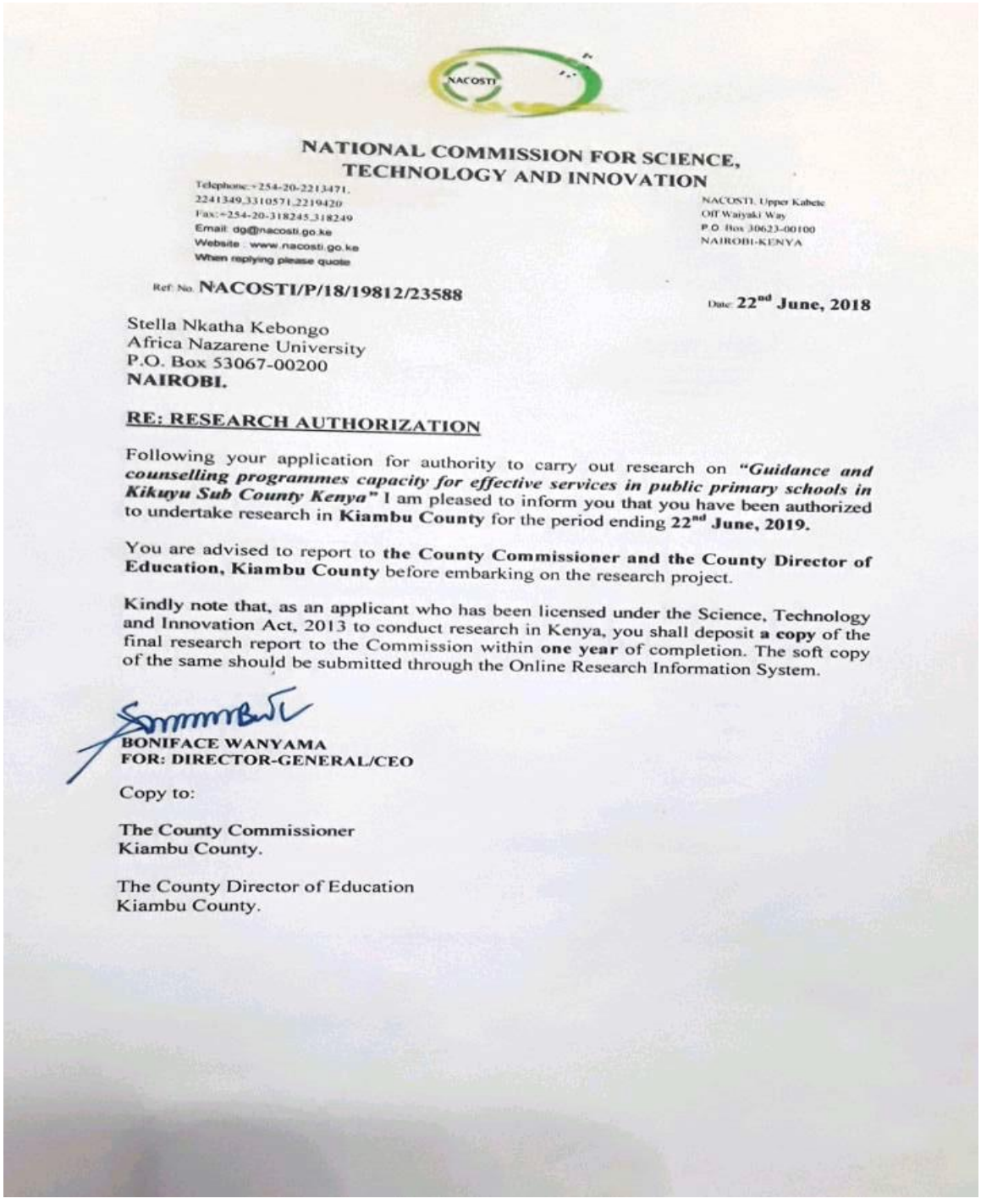
RE: TO WHOM IT MAY CONCERN

Stella Nkatha Kebongo 12S01DMED006 is a bonafide student at Africa Nazarene University. He/She has finished his/her course work and has defended his/her thesis proposal ***entitled "Guidance and Counseling Programmes' Capacity for Effective Services in Public Primary Schools in Kikuyu Sub County, Kenya.***

Any assistance accorded to him/her to facilitate data collection and finish his/her thesis is highly welcomed.

Prof. Rodney Reed
Deputy Vice Chancellor, Academic Affairs

APPENDIX VIII: RESEARCH AUTHORIZATION LETTER FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471, 2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/19812/23588**

Date: **22nd June, 2018**

Stella Nkatha Kebongo
Africa Nazarene University
P.O. Box 53067-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Guidance and counselling programmes capacity for effective services 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 the period ending **22nd June, 2019.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.

APPENDIX IX: RESEARCH PERMIT FROM NACOSTI



THIS IS TO CERTIFY THAT:
MS. STELLA NKATHA KEBONGO
of AFRICA NAZARENE UNIVERSITY,
12750-400 NAIROBI,has been permitted
to conduct research in *Kiambu County*

on the topic: *GUIDANCE AND COUNSELLING PROGRAMMES CAPACITY FOR EFFECTIVE SERVICES IN PUBLIC PRIMARY SCHOOLS IN KIKUYU SUB COUNTY KENYA*

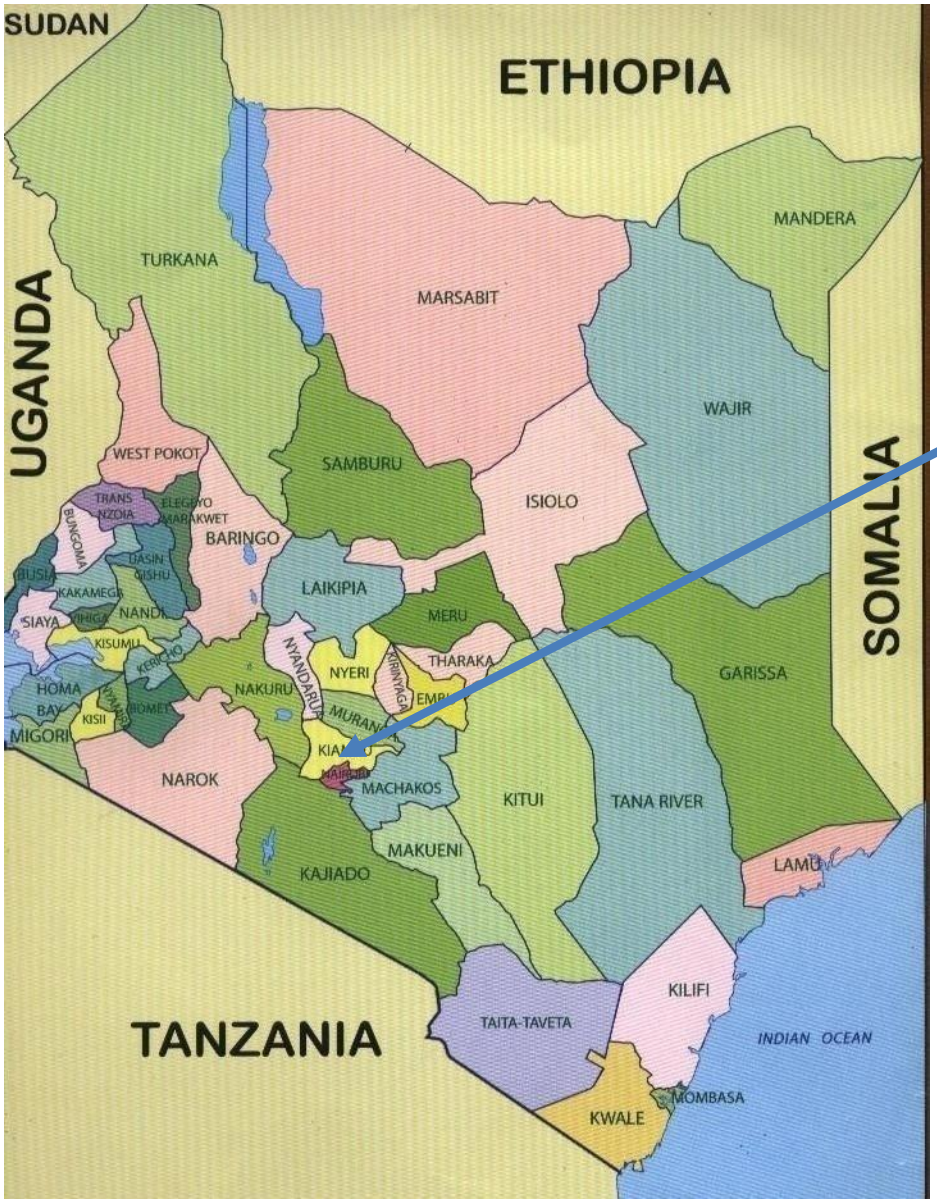
for the period ending:
22nd June,2019

Permit No : NACOSTI/P/18/19812/23588
Date Of Issue : 22nd June,2018
Fee Recieved :Ksh 1000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

APPENDIX X: MAP OF KENYA SHOWING KIAMBU COUNTY



Kiambu County

APPENDIX XI: MAP OF KIAMBU COUNTY SHOWING KIKUYU SUB COUNTY

