CORRELATES OF EFFECTIVE GUIDANCE AND COUNSELING PROGRAMMES IN PUBLIC PRIMARY SCHOOLS IN KAJIADO NORTH, KAJIADO COUNTY, KENYA

Daphine Nyabete Gichaba

A Thesis Submitted in Partial Fulfillment of the Requirements for the Award of Degree of Master of Education in the Department of Education, School of Humanities and Social Sciences of Africa Nazarene University

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DECLARATION

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



Signed: _____ **Date: 21/6/2023**

DAPHINE NYABETE GICHABA

16S01DMED003

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



Signed ___ _ **Date ___22/6/2023**

Dr. BONIFACE NJUGUNA MWANGI



Signed ___ ____ **Date __23/6/2023__**

Dr. LUCY KIRIMA

Africa Nazarene University

Nairobi, Kenya

DEDICATION

I dedicate this work to my beloved husband Cornelius Makori and my lovely kids, Debbie Magoma, Darline Adiah. I could not have accomplished this thesis without you. Thank you for your love, support and encouragement.

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This work would not have been possible without the support of many people. Many thanks to the Almighty God for giving me the strength and protection all the way. Thanks to my supervisors, Dr. Boniface Mwangi and Dr. Lucy Kirima who read my numerous revisions and helped me to compile this document. I am also indebted to my student colleagues who offered guidance and support through discussions. Thanks to Nazarene University for encouraging me to finish this race even when I felt worn out. Thanks to my husband, Cornelius who provided me with the financial means to complete this work. And finally, thanks to my kids and numerous friends who endured this long process with me, always offering support and love.

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ABSTRACT

Guidance is the process of assisting learners to recognize their potentials. It aims at encouraging self-esteem and the development of various aspects of 'self', such as personal, social, and moral. Counseling, on the other hand, is the process of helping an individual explore difficulties experienced in life so as to make informed decisions that will lead towards a more satisfying life. Despite the fact that Kajiado 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 purpose of this study was to examine the correlates of effective G&C programmes in public primary schools in Kajiado Sub County, Kajiado County, Kenya. The study objectives were to establish the relationship between G&C teacher preparedness and effectiveness of G&C programmes, to determine the relationship between availability of G&C programme resources and effectiveness of G&C programmes, and to examine the relationship between the head teachers' support and effectiveness of G&C programmes in public primary schools in Kajiado North Sub County. The study was anchored on the Rogerian client-centred therapy theory which emphasizes on the importance of the individual in seeking assistance, controlling their destiny, and overcoming their difficulties. Descriptive survey and correlational research designs were adopted. The study population comprised of 28 G&C teachers, and 14 head teachers. All the 28 G&C teachers, and 14 head teachers were sampled for the study. Data were collected through G&C teachers' questionnaires, head teachers interview guides and G&C resources observation schedules. Items from data collection instruments were reviewed for content validity by the two university supervisors. Pilot study was conducted among public primary schools in the neighbouring Kajiado East Sub County. Reliability of quantitative items in the questionnaires were established by computing Cronbach's alpha coefficient. Quantitative data were analyzed by use of descriptive statistics such as percentages, means, standard deviation, bar graphs, line graphs and frequencies. The Pearson Product Moment correlation coefficient analysis and chi-square were used for hypotheses testing. Qualitative data was thematically analysed as per the three objectives of the study. It is expected that the study findings will create impetus for the education stakeholders to focus their synergies on the much needed guidance and counselling at the primary school level. The study recommends that the training of G&C teachers in Kenya should be harmonized and be based on clearly defined competencies as opposed to the current situation where teacher counsellors are trained at different levels with varied curricula.

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.

Correlates: Factors that have a mutual relationship or connection, in which one thing affects or depends on another

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 accordance 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.

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

CHAPTER ONE

INTRODUCTION

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 need to steer students to careers that best fit their abilities and goals created the impetus to developmental guidance as conceived in early 20th Century in the USA. 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 (Olugua, 2021). However, as the freedom of choice in general public and students increased, many students grappled with conflicts arising from personal problems of a general nature as well as 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 (Reese, 2021).

Guidance is the process of assisting learners to recognize their potentials. It aims at encouraging self-esteem and the development of various aspects of ‘self’, such as personal, social, and moral (Ahmad & Zadha, 2022). Counseling, on the other hand, is the process of helping an individual explore difficulties experienced in life so as to make informed decisions that will lead towards a more satisfying life (Kanga, 2017). Thus,

while Guidance refers to helping students' whole-person development, counselling is frequently targeted at helping students with problems. In other words, guidance work is preventive and developmental in nature whereas counseling is more of supportive, remedial work (LaiYeung, 2014). Ahmad and Zadha (2022) argues that guidance and counselling is an integral part of guidance without which guidance can never be complete.

Globally, guidance and counselling has been embraced as an essential service in all educational institutions. In Malaysia, guidance and counseling is considered as a panacea for social evils such as drug addiction, delinquency and indiscipline in schools (Setiowati & Nuryanto, 2021). In the United States of America, the effective implementation of comprehensive school counseling services to all students is premised on the American School Counselor Association (ASCA) national model framework themes of leadership, advocacy, collaboration, and systemic change. The school counselor's role is to support the academic, career and social-emotional development of all students (Reese, 2021). The Federal Government of Nigeria prioritizes guidance and counselling services and courses in all through its national policy on education. Consequently, the state governors are required to establish guidance and counselling units in their ministries of education, in addition to counselling units that are available in the universities (Atsuwe &Achegbulu, 2018). Otwine et al. (2019) observe that the education sector in Uganda lacks trained school counsellors, while the career masters appointed in schools have multiple roles which render them ineffective.

In cognition of the importance of G&C in schools in Kenya, the Ministry of Education (MOE) through the Teachers Service Commission (TSC) and Education Standards and

Quality Assurance Council (ESQAC) conducts professional development of school counselors through seminars and workshops. However, studies by Chebon (2018), Ng'eno (2022) and Warui et al. (2021) cast aspersions on the effectiveness of G&C programmes in most of the schools in Kenya. Among other things it was found that most of teachers were not enthusiastic in conducting guiding and counselling sessions and instead opted for remedial teaching. Private counselling sessions for students rarely happened due to lack of privacy. Further, most of the appointed G&C teachers complained of high workload that left them exhausted to pay attention to students' other issues. The G&C teachers also complained of lack of meaningful support from the head teacher, teachers and other stakeholders in terms of materials and students' psychosocial issues. Afande (2015) and Shimbili (2019) point out that while use of G&C as an alternative to students' punishment and as a therapy to psychosocial issues, has enhanced discipline amongst the pupils, teacher – pupils' relationship, and academic performance, fighting, absenteeism, stealing, drug abuse, irresponsible sexual behavior and low self-esteem are issues still rampant.

An effective G&C programme should create impact in all pupils' academic work, personal/social wellbeing and future career outlook. However, Ng'eno (2022) observe that while career guidance features prominently at secondary level, teachers and pupils at primary school level are mostly confronted by academic, discipline and sexuality issues. Guidance counsellors contribute to students' behaviour modification through imparting and sustaining interpersonal values (Leggiadro, 2021). It is through individual or group counselling techniques that G&C teachers help students acquire social values such as love, integrity, acceptance, courtesy, humility, responsibility, and team spirit.

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 (Onyango et al., 2018). 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 study will focus on Kajiado North Sub County which borders Nairobi County. According to Kajiado North Sub County Education Officer (SCEO), Kajiado North 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 proposed study seeks to examine

the correlates of effective G&C services in Kajiado North Sub County, Kajiado County in 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 unsolicited information from world wide website, domestic poverty and violence, substance abuse, and trauma due to upsurge of life style diseases among the parents or caregivers (Wambu & Fisher, 2015; Warui et al., 2021). In response, the government has identified guidance and counseling as one effective strategy of addressing these problems and has emphasized the need to strengthen school counseling. However, the practical implication of the government directive is yet to be realized.

In particular, according to Kajiado County schools' census report 2019, Kajiado North Sub County had the highest recorded incidences of pupils' absenteeism, alcohol and drugs abuse, psychosocial and teenage sexuality issues among the five Kajiado sub counties. Incidentally, Kajiado North Sub County had the fewest recorded activities in G&C school programmes during the same period (MOEST, 2019). 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. Studies by Momanyi (2013) and Njeri (2021) investigated guidance and counselling issues among secondary school students in Kajiado North Sub-County. However, guidance and counselling issues concerning the primary public schools remain obscure. The high incidences of pupils' absenteeism, alcohol and drugs abuse, and teenage pregnancies are likely to jeopardize

the envisaged Kenya Vision 2030. To this end, there was a need to examine the relationship between G&C teachers' preparedness, the availability of G&C resources, head teachers' support and the effectiveness of G&C programmes.

1.4 Purpose of the Study

The purpose of this study was to examine the correlates of effective G&C programmes' in public primary schools in Kajiado North Sub County, Kajiado County, Kenya with the view of identifying areas that need revamping.

1.5 Objectives of the Study

The following objectives guided this study:

(a) To establish the relationship between G&C teachers' preparedness and effectiveness of G&C programmes in public primary schools in Kajiado North Sub County;

(b) To determine the relationship between availability of G&C programme resources and effectiveness of G&C programmes in public primary schools in Kajiado North Sub County;

(c) To examine the relationship between the head teachers' support and effectiveness of G&C programmes in public primary schools in Kajiado North Sub County.

1.6 Hypotheses of the Study

The following null hypotheses were tested at 95% confidence level

HO_1: G&C teachers' preparedness has no statistically significant relationship with the effectiveness of G&C programmes in public primary schools in Kajiado North Sub County

HO_2: Availability of resources for G&C programmes has no statistically significant relationship with effectiveness of G&C programmes in public primary schools in Kajiado North Sub County

HO_3: There is no statistically significant relationship between the support offered by head teachers and effectiveness of G&C programmes in public primary schools in Kajiado North 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 intended to bring to the fore the effectiveness of G&C services in public primary schools in Kajiado North 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 will be ascertained. This information may also 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 will shed light on the capacity of G&C programmes to offer effective services to pupils. This information will be useful to head teachers, parents, MOEST and other stake holders since it will be the basis for revamping the school G&C. Parents will 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 will 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 is 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 will be operating (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 Kajiado North Sub-County, Kajiado 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 proposed study employed descriptive survey design and thus there was no manipulation of variables but rather gathered information from the existing situation

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 have influenced the effectiveness of G&C services in public primary schools. However, the study was confined to G&C teacher preparedness, availability of resources for G&C programmes,

and the support offered by head teachers to the G&C programmes in public primary schools in Kajiado North 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 was a kind of work appraisal for both teachers and G&C teacher, there might have been 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 soliciting information from G&C teachers and the head 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). Lunenburg and Irby (2008) define assumptions as the "postulates, premises, and propositions that are accepted as operational for the purposes of the research" (p. 135).

The researcher made an assumption that that there existed a formal G&C programme in all public primary schools with a specific teacher and an assistant in charge of the programme. And that all the head teachers recognized the role that is played by guidance and counseling in helping the students solve their problems. It was also assumed that the respondents were 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). 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 will be relevant in the current 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 this study is further supported by the fact that some of the pupils in public primary schools in Kajiado North Sub County come from poverty stricken families pushed by economic hardships in the neighboring city of Nairobi (Kenya National Bureau of Statistics, 2019). 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.

1.13 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.

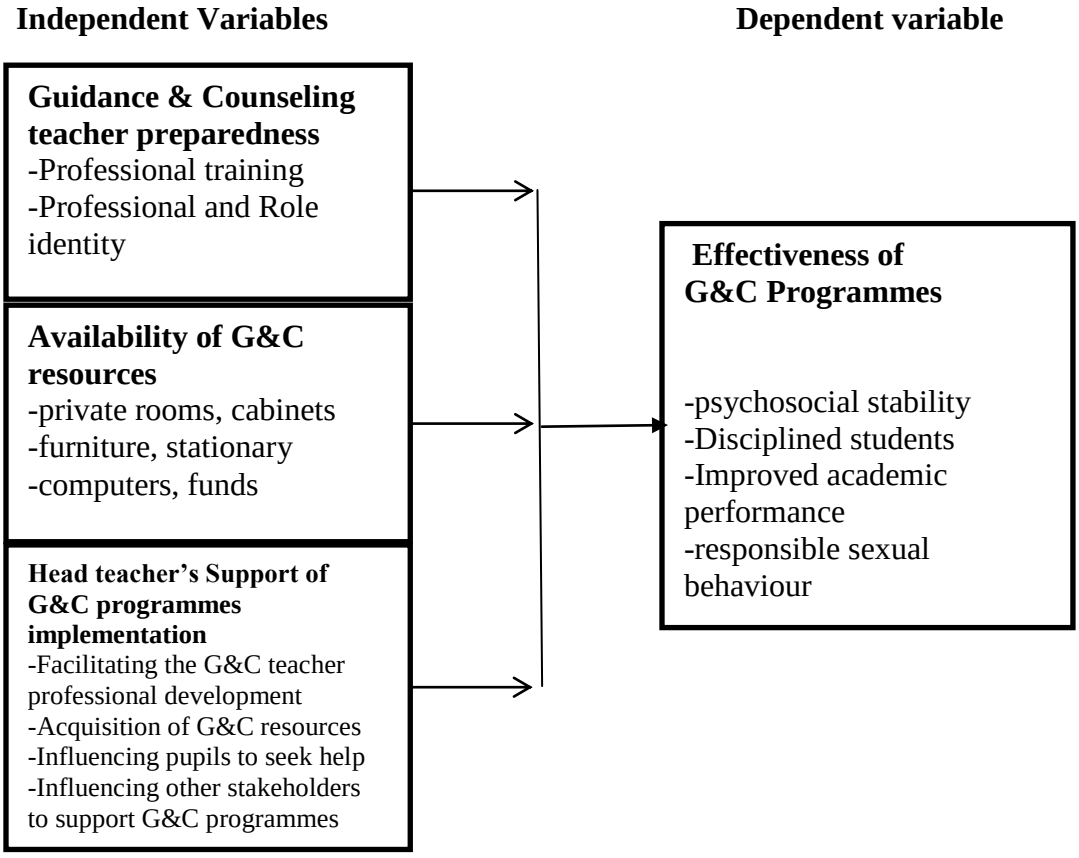


Figure 1.1: Conceptual framework showing the envisaged relationship between various factors and effectiveness of G&C Programmes

The conceptual framework as shown in Figure 1.1, depicts the interplay between independent and dependent variables. The researcher conceptualized that G&C teacher preparedness, availability of G&C resources and the head teachers' 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 behaviour.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of the relevant literature in view of the research problem. The chapter was 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 base 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 head teachers. The chapter closes with the summary of the reviewed literature and research gaps.

2.2 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 is 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, 2018).

2.2.1 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, 2019). 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, Science, and Technology (MOEST), 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 the 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.

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 counsellors 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 counselling 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 counsellor 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 councelors 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. Oketch and Kimemia (2012) observes that the government has never addressed the issue regarding training standards and 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 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.

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 is therefore incumbent to establish the preparedness of G&C teachers in terms of professional training in Kajiado North Sub County and which in the vicinity of these centers, in a bid to assess the effectiveness of G&C services offered to their pupils.

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 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 Kajiado North Sub County cannot 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 Kajiado North 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 Head Teachers' 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 sole 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.

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 situation 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. Kajiado North Sub County is fast transitioning from a monoculture to a cosmopolitan multi-cultural region and as such, it is imperative to have effective G&C services to cater for pupils in primary schools and who are bombarded by social evils, conflicting information from media and adults, on daily basis.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the description of the procedures and strategies that will be 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 and correlational research designs. 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. Correlation research design uses inferences to explain relationships among variables systematically and emphatically without direct control of independent Variables (Orodho, 2009). This hybrid design was found appropriate in this study since apart from seeking opinion, attitude and knowledge about the issue at hand, the study also sought to establish relationship between each independent variable and the dependent variable.

3.3 Research Site

The study was conducted in Kajiado North Sub County, Kajiado County, Kenya. Being adjacent to the metropolitan Nairobi County, Kajiado North 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 Kajiado North Sub County Education officer, the cultural diversity accompanied by different religious beliefs has made school guidance and counselling an intricate affair (MOEST, 2019). 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 Kajiado 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 Kajiado County schools' census report 2019 (MOEST, 2019), Kajiado North Sub County had 14 public primary schools. It is assumed that each of the 14 schools has a teacher in charge of G&C programme and an assistant. The study therefore, target all the schools 14 teachers in charge of G&C programmes, 14 assistant teachers and 14 head teachers. G&C teachers and their assistants are entrusted in running the G&C progamme in the school and thus were key respondent in the proposed study. Head teachers being the school managers have the responsibility of overseeing implementation of G&C programmes, and are expected to 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). 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 28 G&C teachers and 14 head teachers were purposively selected to take part in the study. Table 3.1 shows the study sample frame.

Table 3.1: Sample Frame

Category	Population	Sample	Percentage	Sampling Technique
Guidance and Counseling Teachers	14	14	100.0 %	Purposive/Census
Assistant Guidance and Counseling Teachers	14	14	100.0 %	Purposive/Census
Head teachers	14	14	100.0 %	Purposive/Census
Total	**42**	**42**	**100.0 %**	

3.6 Data Collection Measures

The study employed three data collection instruments: G&C teachers' questionnaire, head teachers' interview guide and G&C resources observation schedule.

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 has 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 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)

3.6.3 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 aims at checking the availability and condition of resources that are essential for effective G&C. Some of these resources included private rooms, furniture, audio visual materials, computers, stationary, lockable cabinets for privacy and guidance handbook.

3.7 Pilot Testing of Research Instruments

Sahu (2013) advocates the use of 10% of the study's sample size when conducting a pilot test. The researcher, therefore conducted a pilot study in one selected public primary schools in the neighbouring Kajiado East Sub County. 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). 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. A Cronbach alpha coefficient of o.83 was obtained. According to Creswell (2012), in social sciences, a reliability coefficient of 0.6 and above is satisfactory for any research instrument while Bowling

(2002) considers an alpha index of 0.5 or higher as a sign of acceptable internal consistency.

3.10 Data Processing and Analysis

Upon completion of the data collection, the data collection instruments was 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 were then 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 is done. Descriptive statistics such as percentages, means, standard deviation, bar graphs, line graphs and frequencies were used to report the data. Pearson product moment coefficient analysis and Chi-square analysis were used to analyse the three formulated hypotheses. 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 are 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 Kajiado North 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 was observed.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents the analysis of the data collected in this study and interpretation of the findings. The chapter contains analysis and interpretation of demographic data as well as data collected in accordance to the three research objectives of the study. The purpose of this study was to examine the correlates of effective G&C programmes in public primary schools in public primary schools in Kajiado North Sub County, Kajiado County, Kenya with the view of identifying areas that need revamping. The study objectives were to establish the relationship between G&C teachers' preparedness and effectiveness of G&C programmes, to determine the relationship between availability of G&C programme resources and effectiveness of G&C programmes, and to examine the relationship between the head teachers' support and effectiveness of G&C programmes in public primary schools in Kajiado North Sub County. Data were collected through the G&C teachers' questionnaire, head teachers' interview guide and G&C resources observation schedule.

4.2 Demographic Characteristics of Respondents

The researcher gathered the background information of the respondents, which formed the basis under which some of the interpretations of the study findings were made.

4.2.1 Response Rate

The study sampled 14 principals and 28 guidance and counselling teachers. However, the researcher managed to collect data from 12 principals, and 28 teachers giving a response rate of 86.0 % and 100.0 % respectively. Creswell and Creswell (2017) recommend a response rate of 70% or more, and therefore, this response was considered sufficient for analysis.

4.2.2 Gender of Respondents

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

Table 4.1: Gender Distribution of Respondents

Category of respondents	Gender	Frequency	Percentage %
Guidance and Counseling	Male	10	35.7
Teachers	Female	18	64.3
	Total	**28**	**100.0**
Head Teachers	Male	8	66.7
	Female	4	33.3
	Total	**12**	**100.0**

As evident from Table 4.1, majority of the guidance and counseling teachers were female (64.3%). The female teachers' dominance in guidance and counseling was a reflection of the female teachers' population in public primary schools in Kajiado Sub-County. Conversely, most of the head teachers were male (66.7 %). However, the presence of both gender regardless of their number, enabled the researcher to gather varied views, opinions, and perceptions from both sides.

4.2.3 Age Bracket of Respondents

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

Table 4.2: Respondents' Age Bracket Distribution

Age in years	Category			
	Guidance and Counseling Teachers		Head Teachers	
	f	%	f	%
< 30	0	0.0	0	0.0
30-40	6	21.4	0	0.0
41-50	10	35.7	2	16.7
> 50	12	42.9	10	83.3
Total	**28**	**100.0**	**12**	**100.0**

As shown in Table 4.2, only six G&C teachers constituting 21.4 % were 40 years and below, implying that youthful teachers who could identify with adolescents were very few. Majority of the G&C teachers (78.6 %) were 40 years and above. This implied that most of the schools were served by teachers with relatively long experience in teaching and possibly also in guidance and counselling. Similarly, all the head teachers (100.0%) were over 40years of age with varied experience and thus resourceful in terms of guidance and counseling of pupils.

4.2.4 Guidance and Counseling Teachers Highest Level of Professional Training

The study also sought to establish the G&C teachers' highest professional training. Some teachers progress from being an untrained teacher to certificate, diploma up to degree level and beyond. Most of educational programmes in Kenya have a unit on guidance and

counselling of students. Thus, the more programmes one has undergone through the more likely that one was exposed to guidance and counselling issues. Figure 4.2 shows the distribution of G&C teachers according to their highest level of professional training.

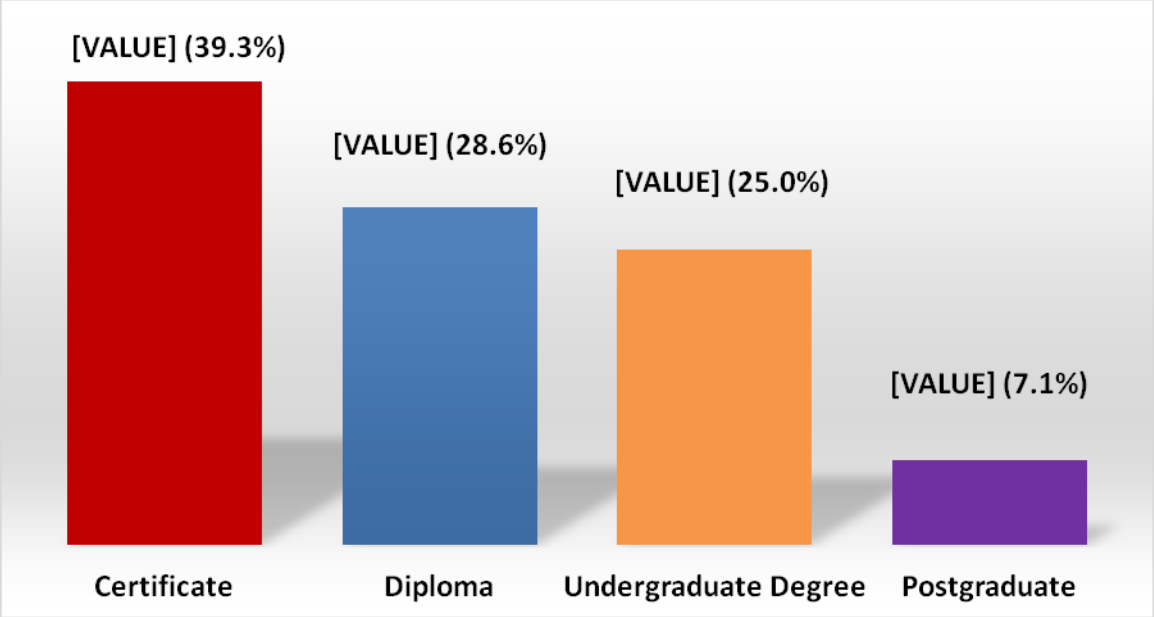


Figure 4.1: G&C Teachers' Highest Level of Training

It is evident from Figure 4.1 that 39.3 % of G&C teachers were certificate holders, 28.6 % diploma in education, 25.0 % degree holders and only 7.1 % had post graduate training. This implied that all the G&C teachers in Kajiado North Sub County were professionally trained and were capable of mentoring learners in both academic and psychosocial issues.

4.3 Teacher Counsellor Preparedness in Guidance and Counseling

The first objective of the study was to establish the relationship between G&C teacher preparedness and effectiveness of G&C programmes in public primary schools in Kajiado North Sub County. 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 were sought.

4.3.1 Guidance and Counselling Teacher's 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 shows the duration as a guidance and counselor teacher.

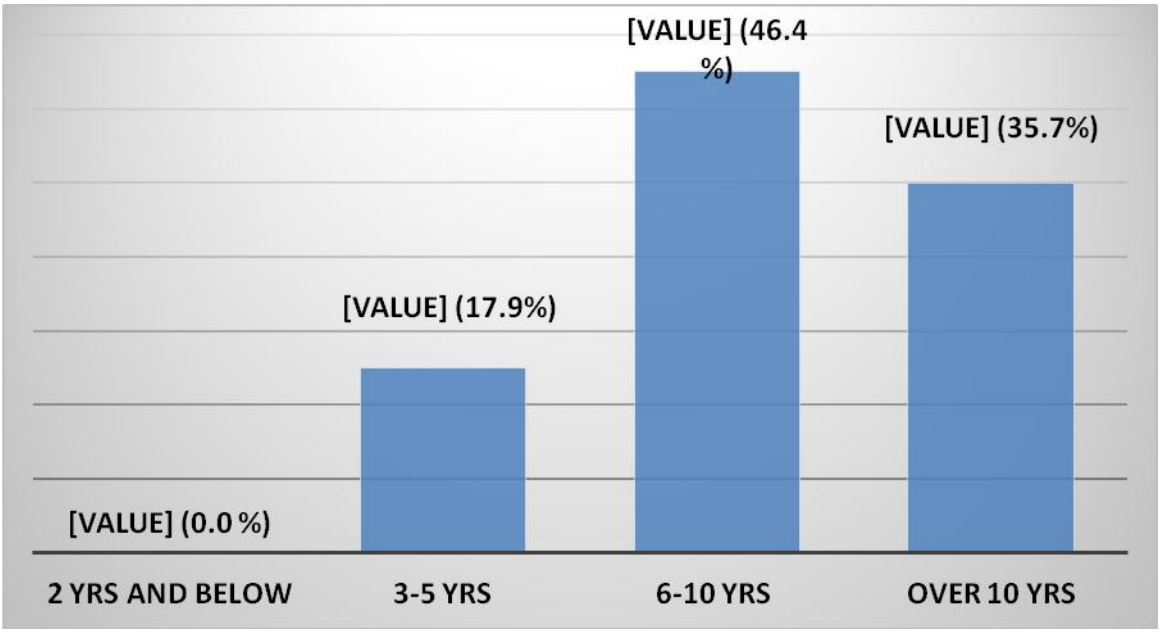


Figure 4.2: G&C Teachers' Experience

It was evident from Figure 4.2 that most of the G&C teachers (82.1 %) had a long experience of six years and above. However, long experience without the appropriate skills and knowledge in guidance and counselling may not translate to effective services.

4.3.2 Training in Guidance and Counselling

The researcher also sought to establish the nature of training G&C teachers had received. The results showed that 18 (64.3 %) teachers' counsellors had been trained while 10

(35.7 %) counsellors had no formal training. The trained teacher counsellors were further required to indicate the level of formal training received. All the 18 teachers indicated that they had a certificate after going through a guidance and counselling workshop.

4.3.3 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 4.3 shows the teachers response.

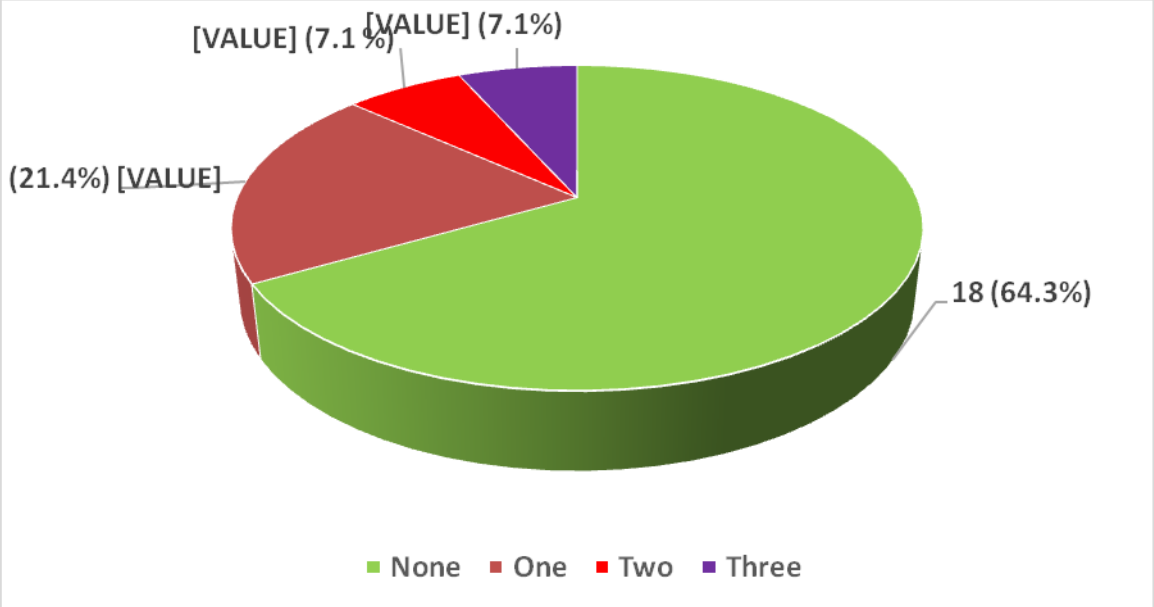


Figure 4.3: Frequency of Guidance and Counselling INSET Attendance

Figure 4.3 shows that most of the G&C teachers (64.3 %) 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.

4.3.4 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 Kajiado Sub County. Figure 4.4 shows the G&C teachers response on their teaching load.

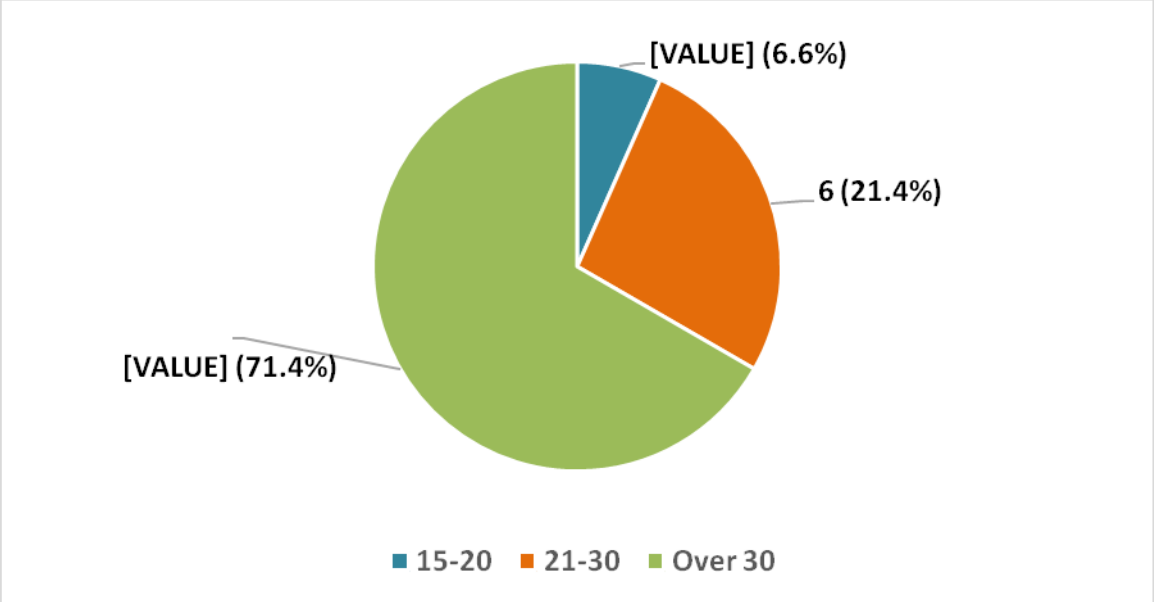


Figure 4.4: Guidance and Counselling Teacher Work Load

As evident in Figure 4.4, 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 1000 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.

4.3.5 G&C Teachers' Preparedness in Various Guidance and Counselling Issues

To establish the G&C teachers' self-efficacy, their preparedness and competence in guiding and counselling pupils in various issues that pupils encounter, they were required to rate themselves on a scale of 1(below average) to 4(excellent). Table 4.3 depicts the results.

Table 4.3: G&C Teachers' Preparedness

How well do you accomplish Guidance and Counselling in the following areas?		Below Average	Average	Good	Excellent	Mean	SD
Academic	f	0	10	13	5	2.8	0.7
	%	**0.0**	**35.7**	**46.4**	**17.9**		
Social interactions	f	0	13	15	0	2.5	0.5
	%	**0.0**	**46.4**	**53.6**	**0.0**		
Pupil/parent relationship	f	0	15	13	0	2.5	0.5
	%	**0.0**	**53.6**	**46.4**	**0.0**		
Adhering to school rules	f	0	10	10	8	2.9	0.4
	%	**0.0**	**35.7**	**35.7**	**28.6**		
Career	f	0	18	10	0	2.4	0.3
	%	**0.0**	**64.3**	**35.7**	**0.0**		
Boy/girl sexual relationship	f	2	14	10	2	2.4	0.7
	%	**7.1**	**50.0**	**35.7**	**7.1**		
Alcohol and drug abuse	f	8	12	5	3	2.1	0.7
	%	**28.6**	**42.9**	**17.9**	**10.7**		
Trauma and shock	f	11	13	4	0	1.8	0.6
	%	**39.3**	**46.4**	**14.3**	**0.0**		
Grief and loss	f	8	11	8	1	2.1	0.5
	%	**28.6**	**39.3**	**28.6**	**3.6**		
Psychosocial issues (e.g. suicidal ideation)	f	7	10	9	2	2.2	0.6
	%	**25.0**	**35.7**	**32.1**	**7.1**		
Overall						2.4	0.6

N = 28

Table 4.3 shows that most of the G&C teachers (82.1 %) considered themselves as either good or average in guiding and counselling pupils in academics (M = 2.8, SD = 0.7). Similarly, most of the G&C teachers rated themselves as either average or good in guiding pupils in social interactions, in future careers, and in pupil/parent relationship. This implied that there were no G&C teachers who considered themselves to be neither

below average nor excellent in rendering these services. However, 28.6 % of teachers considered themselves as excellent in guiding pupils in adhering to the school rules (*M* = 2.9, *SD* = 0.4). Concerning the boy/girl sexual relationship, two G&C teachers constituting 7.1% rated themselves as below average in guidance and counselling, 50.0 % as average, 35.7% as good, and 7.1 % as excellent. This showed that while some G&C teachers felt incapacitated in handling sexuality issues, others felt that they were doing well.

It was also evident from Table 4.3 that most of the teachers rated themselves as either average or below average in guiding pupils in alcohol and drugs abuse (71.5 %), trauma and shock (85.7%), grief and loss (67.9%), and psychosocial issues such as suicide ideation (60.7 %). This showed that majority of the G&C teachers felt were not sure of how to assist pupils who presented with these issues.

The researcher got varied responses regarding the G&C teachers' preparedness from the interviewed head teachers. Over 80.0 % of the head teachers acknowledged that guidance and counselling teachers have a lot of work due to the high pupils' population in public primary schools. They however, noted that they were also struggling with inadequate manpower and as such, the G&C teachers were equally engaged in teaching. Some of the head teachers commented:

> I know my guidance and counselling teachers are trying their best, but the large number of students and high work load is proving to be a great challenge. I am also aware that only one teacher has attended several seminars on guidance and counselling. I am however, exploring on a possibility of inviting a resource person to train our teachers on the basics in guidance and counselling and more so on the importance of maintaining confidentiality so as to encourage our learners to share more of their problematic issues. (Head teacher 10).

> I appointed two teachers with a long teaching experience, and I believe even without formal training in guidance and counselling, they can resolve most of the pupils psychosocial, academic, and sexuality issues. However, the cases of drugs use rise, the teachers have expressed the need to be trained in drugs and substance use and rehabilitation. Additionally, the guidance and counselling teachers should keep abreast on how to deal with students from poverty stricken unstable home backgrounds. (Head teacher 4)

It is evident from the foregoing discussion that head teachers acknowledged in different ways that the guidance and counselling teachers were not quite prepared in terms of training for guidance and counselling and which could have hampered their service delivery.

4.4 Availability of G&C Programme Resources and the effectiveness of G&C Programmes

The second objective of this study was to determine the relationship between availability of G&C programme resources and effectiveness of G&C programmes in public primary schools in Kajiado North Sub-County. To accomplish the objective, the teacher in charge of guidance and counselling from each school was required to indicate the availability of the basic items for effective G&C. In addition, the researcher employed G&C resources observation schedule to collect the same information. This enabled the researcher to triangulate information gathered through questionnaires. Table 4.4 shows the analyzed data.

Table 4.4: 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	4	28.6	10	71.4	3	21.4	11	78.6
Comfortable furniture for both counselor and counselee	8	57.1	6	42.9	4	28.6	10	71.4
Lockable drawers and cabinets	6	42.9	8	57.1	2	14.3	12	85.7
Waiting room	4	28.6	10	71.4	4	28.6	10	71.4
Computers for processing and storage of pupils' information	2	14.3	12	85.7	2	14.3	12	85.7
Audio Visual materials such as recorder, video tapes and screen	8	57.1	6	42.9	6	42.9	8	57.1
Students' information files	11	78.6	3	21.4	11	78.6	3	21.4
Information materials such as pamphlets on adolescence	5	35.7	10	71.4	7	50.0	7	50.0
Guidance Counsellors' Handbook	2	14.3	12	85.7	5	35.7	9	64.3
Careers Guide Book	2	14.3	12	85.7	4	28.6	8	57.1
Ethical Code Manual such as Kenya Counselling and Psychological Association (KCPA), and America Counselling Association (ACA)	4	28.6	8	57.1	1	7.1	13	92.9
Guidance department Visitors Book	8	57.1	4	28.6	3	21.4	11	78.6
G&C department printer	3	92.9	11	78.6	3	21.4	11	78.6
Stationery such foolscaps and pens	9	64.3	3	21.4	4	28.6	8	57.1
G&C programmes book	10	71.4	4	28.6	7	50.0	7	50.0
Cash at hand for emergency	2	14.3	12	85.7	2	14.3	26	92.9
Cash in the Bank (vote head)	0	0.0	14	100.0	0	0.0	14	100.0

n = 14 schools

It was evident from Table 4.4 that most of primary schools in Kajiado North Sub County lacked most of resources that are essential for effective G&C programme. Only four teachers constituting 28.5 % indicated that they have private rooms for guidance and

counselling services. This implied that in 71.4 % 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. The researcher, however, observed there were only three schools (21.4 %) with appropriate private counselling rooms. In several 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:

> I know personal counselling needs privacy and as such, we use the deputy head teacher office when such needs arise. However, when the office room is occupied, the guidance and counselling teachers make use of the laboratory preparation room or retreat into one secluded places in our school's compound. The only hitch is that the deputy head teachers' office does not have a ceiling and thus, the counsellor and counselee are forced to converse in low tones. (Head teacher 9).

Such comments from a head teacher shows that head teachers are aware that personal guidance and counselling requires a private room for confidentiality and trust. However, head teachers' should be more proactive and create such rooms specifically for guidance and counselling. Pupils normally associate the deputy head teachers' office with discipline issues and as such they may not feel free to open up regarding their personal issues. Additionally, some G&C teachers observed that some students are not

comfortable of being seen by their colleagues waiting near the administration offices. For an effective counselling to take place, the Rogerian client-centred therapy theory (Rogers, 1959) 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.

Regarding the furniture, six (42.9 %) G&C teachers indicated that they have comfortable furniture for both counsellor and counselee. Similarly, in six schools (42.9%), G&C teachers indicated that they had 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.

The study findings also showed that majority of the schools did not have a waiting room (71.4%) for guidance and counselling. This implied that pupils were to wait outside appearing stranded as the teacher was dealing with the other clients. Similarly, majority of the schools lacked computers for processing and storage of pupils' information (85.7 %). Through observation, the research confirmed the inadequacy of waiting rooms and computers for processing data as indicated by the G&C teachers. Most of the interviewed head teachers were aware that their guidance and counselling departments were not well equipped with even the basic materials but did not prioritize these needs. One of the head teachers confessed:

> My guidance and counselling teacher keeps on reminding me of the requirements in our G&C department, but I keep on postponing this issue. Honestly, I always spend the money we have for games, music and other co-curriculum activities. However, I know guidance and counselling is the backbone of all the other fields

> including academics. In the next BOM meeting deliberations, I will prioritize the issues concerning guidance and counselling. (Head Teacher 2).

Thus, it emerged that despite the importance of guidance and counselling in enhancing discipline and solving the pupils' psychosocial issues, it featured less in most of the head teachers' prioritized list of items.

Table 4.4 further shows that in several instances, the data collected through observation schedule was congruent with information gathered through the G&C teachers' questionnaire. For instance eleven (78.6%) G&C teachers indicated that their schools had pupils' information files. This information was confirmed through observation.

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 thus teachers had no access. Subsequently, 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.

Almost all the schools (78.6 %) lacked the departmental visitors' book and a printer. This implied that most of the guidance and counselling programmes lacked autonomy. Further, half of the schools were lacked department programmes 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.

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 4.4 shows that only two schools (14.3 %) had cash specifically for guidance and counselling programme while no school had a vote head for guidance and counselling services. This implied that most of the schools were yet to accommodate guidance and counselling programme as a major component in the efficient running and attainment of the schools' mission and vision. Most of the head teachers lamented of many competing financial needs and little funding from both the government and the parents and hence not able to devote money to support guidance and counselling programmes. One of the head teachers lamented:

> My school has high pupil population but practically no reliable funding. Most of the parents operate below poverty line and the free lunch programme proves to be a real blessing to their starving children. On the other hand, the government capitation is too little and erratic. Therefore, when we finally get the little cash, we partially tackle the most essential areas for survival. Thus, so long as the school is running, most of us regard guidance and counselling programmes as non-essential-which I now consider a wrong decision. (Head teacher 5).

The foregoing narrative demonstrates how head teachers found themselves in cross-roads regarding the funding of the guidance and counselling programmes. Unfortunately, negligence of guidance and counselling programmes may prove more costly later in terms of pupils' academic and psychosocial development.

4.5 Head Teachers' Support of Guidance and Counselling Programme

The third objective of the study was to examine the relationship between the head teachers' support and effectiveness of G&C programmes in public primary schools in Kajiado North Sub County. To achieve the objective, 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 4.5 depicts the findings.

Table 4.5: 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	7	25.0	17	60.7	4	14.3
G&C Resources Acquisition	0	0.0	6	21.4	12	42.9	10	35.7
Influencing other Stake holders to strengthen G&C Programme	0	0.0	9	32.1	11	39.3	8	28.6
Influencing students to make use of G&C to resolve their issues	12	42.9	9	32.1	7	25.0	0	0.0
Entrenching G&C time in school programme	0	0.0	8	28.6	18	64.3	2	7.1
Creating G&C teacher role identity	0	0.0	9	32.1	11	39.3	8	28.6

n = 28

It is evident that Table 4.5 shows that most of the G&C teachers (60.7%) got minimum support in professional development from their head teachers. Further, four teachers comprising 14.3 % 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. This finding should form the basis for G&C teachers' professional development. Similarly, 42.9% of G&C teachers indicated that they got minimum support while 35.7 % felt they got no support in acquiring guiding and counselling resources from their head teachers. This implied that most of the G&C teachers (78.6 %) were dissatisfied with the assistance they got from the head teachers in terms of resources.

Concerning the head teachers influencing other Stake holders to strengthen G&C programmes, 32.1 % of G&C teachers rated the support as moderate, 39.3 % as minimum while 28.6 % as no support. Thus, most of the head teachers were not exploring all the potential support in terms of resources and other support from the various stakeholders. Nevertheless, the head teachers support in influencing students to make use of G&C to resolve their issues was rated highly by 42.9 % of G&C teachers who indicated they got maximum support while 32.1 % termed the support as moderate. This implied that most head teachers' were influencing students to seek guidance and counselling services. The head teachers were however, rated too low in entrenching G&C time in school programme as 64.3 % of the teachers considered the support as minimum while 7.1 indicated to have received no support. This was rather unfortunate because most of the G&C lamented of lacking time to implement their various programmes. The G&C teachers' response in regard to head teachers' support in creating G&C teacher role identity was however, varied. Nine G&C teachers (32.1 %) considered the support as moderate, 11(39.3 %) as minimum while 8 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. Overall, it was evident that the head teachers support towards G&C programme was minimal.

The head teachers' reaction when asked how they assisted in guidance and counselling in their schools was varied. Four head teachers (33.3 %) came out confidently and recounted how they have enhanced guidance and counselling in their schools. One of the head teachers observed:

> For me, I ensure pupils' mentoring starts from the morning assembly. The guidance and counselling department is always expected to present an item either through one of the teachers or the school peer counsellors. We also promote character development through weekly themes such as 'humility' that are to be exhibited by the whole school fraternity. Guidance and counselling programmes are well entrenched and specified in the school programme. To encourage pupils to do personal consultation, we utilize a private room away from the open public place. This encourages even the very shy pupils to visit. (Head teacher 12).

Another head teacher claimed to have supported the department by ensuring that there was a resource person to talk to the students and teachers every week and that teachers attend all the guidance and counselling seminars/workshops that are offered within the county. The head teacher narrated:

> …I ensure that teachers and pupils are enlightened on a certain contemporary issue every week. I invite reputable resource persons such as medics, motivational speakers, psychologists, and drugs and substance use experts. The initiative can however, be expensive since the resource persons have to be compensated. Additionally, some teachers find it as a waste of valuable time for academic work and thus fail to attend. (Head teacher 4).

More than half of the head teachers were however, candid that their schools are yet to prioritize guidance and counselling due to the shortage of the teaching personnel. One of these head teachers lamented:

> The government has put too much on our shoulders such that we find ourselves at crossroad on what to prioritize in the midst of funds and staff shortage. Having 1800 children from less privileged families, my first task is to seek support for

> free lunch programme, and adequate human personnel. Though we have an officially appointed guidance and counselling teacher, I encourage class teachers to deal with most of the pupils' issues. They can even send a child home to come with the parent. This method has reduced the caseload for the guidance department enabling the G&C teachers to give maximum attention to only more complicated cases. (Head teacher 6).

4.6 Effectiveness of the Guidance and Counselling Programme

The study also sought to determine the effectiveness of the guidance and counselling programme as perceived by the lead and the assistant G&C teachers. To achieve this objective, G&C teachers were requested to honestly rate the effectiveness of the G&C programme in their respective schools on a scale of ineffective (1) to very effective (4). Table 4.6 shows the analyzed results.

Table 4.6: Effectiveness of Guidance and Counselling Programmes

How has Guidance and Counselling been effective in the following areas		Ineffective	Slightly effective	Effective	Very effective	Mean	SD
Academic Issues	f	0	6	13	9	3.1	0.6
	%	**0.0**	**21.4**	**46.4**	**32.1**		
Discipline Issues	f	5	10	9	6	2.7	0.7
	%	**17.9**	**35.7**	**32.1**	**21.4**		
Social Issues	f	0	10	8	10	3.0	0.6
	%	**0.0**	**35.7**	**28.6**	**35.7**		
Alcohol and substance use	f	10	8	5	5	2.2	0.7
	%	**35.7**	**28.6**	**17.9**	**17.9**		
Boy/girl sexual relationship	f	8	9	6	5	2.3	0.7
	%	**28.6**	**32.1**	**21.4**	**17.9**		
Overall						**2.7**	**0.6**

N = 28

Table 4.6 shows that guidance and counselling programmes in most of the schools were generally considered effective in tackling academic issues. Thirteen G&C teachers constituting 46.4% rated the services as effective while 32.1% as very effective.

Similarly, most of the G&C teachers rated Guidance and counselling programmes as very effective (35.7 %) and effective (28.6 %) in tackling the pupils' social issues. Conversely, G&C teachers rating of how guidance and counselling programmes tackled discipline issues, alcohol and substance use, and boy/girl sexual relationship was low. Concerning discipline issues, 17.9 % termed guidance and counselling programmes as ineffective while 35.7 % of G&C teachers indicated that the programmes were ineffective in alcohol and substance use issues. Similarly, a considerable number of G&C teachers (60.7 %) rated guidance and counselling programmes as either ineffective or slightly effective in helping pupils in boy/girl relationship.

The G&C teachers gave varied opinions regarding the use of guidance and counselling in dealing with indiscipline among the pupils. One of the teacher wrote:

> The discipline among our pupils has gone down since we started relying on guidance and counselling as the main channel of handling indiscipline. Punishment and a bit of caning was working so well for me. No student could enter in my mathematics class could having incomplete assignments. Additionally, pupils always reported on time and we used to conduct morning tuition. Nonetheless, with more training, we can acquire more skills on how to modify the pupils' behavior. (Teacher 18).

All the head teachers' exuded confidence that guidance and counselling was effective in controlling the pupils' behaviour. They however, observed that due to the pupils to teachers' ratio, meaningful guidance and counselling was rarely done. Similarly, both teachers and head teachers noted that pupils' sexuality was rarely tackled and teachers left the issue to the parents and the school chaplains. Overall, the G&C teachers rated Guidance and counselling programmes in public primary schools in Kajiado North Sub County as effective ($M = 2.7$, $SD = 0.6$). The next section sought to establish the

relationship between the study's three variables and the effectiveness of Guidance and counselling programmes.

4.7 Hypotheses Testing

The first ($H_0$1) and the third ($H_0$2) null hypotheses as stated in section 1.6 of this study were tested using Pearson product moment correlation coefficient analysis. This type of analysis was found suitable because the analyzed data from both the independent and dependent variables were in ratio form (means). The mean response values generated from the G&C teachers' level of preparedness, the head teachers' support of guidance and counselling programmes were correlated with the corresponding mean response values generated from the dependent variable (the effectiveness of guidance and counselling programmes). Table 4.7 shows the Pearson correlation analysis output.

Table 4.7: Pearson Correlation Analysis

		1	**2**	**3**
1. G&C teachers' preparedness	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	28		
2. Head teachers' support of guidance and counselling programmes	Pearson Correlation	.418	1	
	Sig. (2-tailed)	.094		
	N	28	28	
3. Effectiveness of guidance and counselling programmes	Pearson Correlation	**.814***	**.712***	**1**
	Sig. (2-tailed)	**.008**	**.003**	
	N	28	28	28

*** Correlation is significant at the 0.05 level (2-tailed)**

$H_0$1: G&C teachers' preparedness has no statistically significant relationship with the effectiveness of G&C programmes in public primary schools in Kajiado North Sub County

As evident from Table 4.7, there was a statistically significant and very strong positive correlation (r = .814, p < .05) between teachers' preparedness and effectiveness of guidance and counselling programmes in public primary schools in Kajiado North Sub County. Thus, the first null hypothesis was rejected. This meant that the G&C teachers who were well trained, experienced, and able to guide and counsel pupils in academic, psychosocial, use of alcohol and substance, and sexuality had more effective guidance and counselling programmes.

$H_0$3: There is no statistically significant relationship between the support offered by head teachers and effectiveness of G&C programmes in public primary schools in Kajiado North Sub County

In reference to Table 4.7, there was a statistically significant and strong relationship between the head teachers support of guidance and counselling programmes and their effectiveness in public secondary schools in Kajiado Sub County (r = .712, p < .05). This implied that schools where head teachers offered moral and material support to guidance and counselling programmes had better results in terms of pupils discipline, psychosocial stability and sexuality issues.

$H_0$2: Availability of resources for G&C programmes has no statistically significant relationship with effectiveness of G&C programmes in public primary schools in Kajiado North Sub County

The second hypothesis was tested through Chi-square analysis. The method was found appropriate since the data regarding the availability of resources for guidance and counselling resources (available or not available) was categorical (nominal).

Table 4.8: Chi Square Test Output

	Observed Value	**Critical Value**	**Degrees of Freedom**	***p*-value**
Pearson Chi Square	6.4	5.72	2	0.009

n = 30, α = 0.05

Table 4.8 shows that the Chi square calculated or observed was 6.4. Since the observed value was greater than the critical value of 5.72, it was deduced that there was a moderately strong but significant relationship between the G&C teachers and the effectiveness of guidance and counselling programmes, $\chi 2\ (2) = 6.4$, $p < 0.05$. This implied that most of the schools in which the minimum resources were availed, guidance and counselling programmes were more effective.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the findings as per the 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 examine the correlates of effective G&C programmes in public primary schools in public primary schools in Kajiado North Sub County, Kajiado County, Kenya with the view of identifying areas that need revamping. The study objectives were to establish the relationship between G&C teachers' preparedness and effectiveness of G&C programmes, to determine the relationship between the availability of G&C programme resources and effectiveness of G&C programmes, and to examine the relationship between the head teachers' support and effectiveness of G&C programmes in public primary schools in Kajiado North Sub County. Data were collected through the G&C teachers' questionnaire, head teachers' interview guide and G&C resources observation schedule.

5.2 Discussion

This section discusses the results and analysis done in chapter four as per the study's three objectives.

5.2.1 Relationship between Guidance and Counselling Teachers' Preparedness and their Effectiveness of Guidance and Counselling Programmes

The first objective was to establish the relationship between G&C teachers' preparedness and effectiveness of G&C programmes in public primary schools in Kajiado North Sub County. In reference to section 4.3, most of the G&C teachers (82.1 %) had a long experience of six years and above. Incidentally, despite the long experience, 35.7 % of counsellors had no formal training while the trained teacher counsellors had a certificate after going through a guidance and counselling workshop. This finding corroborates Kebongo (2019) who found that majority of teacher counsellors in public primary schools in Kikuyu Sub-County had a long experience of over 5years but without any formal training. Similarly, Munyao (2018) found that most of guidance and counselling teachers relied on their own personal experience to handle the various issues that bedeviled primary school pupils in Matinyani Sub-County, Kitui County. Both of these studies recommended that 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. This recommendation is yet to be implemented.

The study findings in section 4.3 further showed that most of the G&C teachers (64.3 %) did not attend in-service training on guidance and counselling in the last two years. Lack of regular in-service deprives guidance and counselling teachers of the emerging research evidence based strategies in dealing with pupils' psychosocial, academic, sexuality and other issues. This finding was contrary to Leggiadro (2021) finding that school

counselors and psychologists in USA are expected to renew their licenses every year showing the new trainings that they have received. In so doing the counsellors keep abreast of the emerging information and strategies of dealing with pupils' issues.

Guidance and Counselling teachers' preparedness could also be affected by the time available for preparation and review of the previous pupils' reported issues. As evident in Figure 4.4, most of the G&C teachers were teaching over 30 lessons per week and over six lessons per day. Thus, most of the G&C teachers did not have ample time to deal with pupils issues. The G&C teachers' heavy work load was further aggravated by the fact that most schools had a population of 1000 pupils and above. The finding was consistent with several studies done in Kenya by Onyango et al. (2018), Kanga (2017), and Salgong et al. (2016). All these studies found that most of the G&C teachers have high very high work load affecting their work performance. Concerning the work load, most of the head teachers observed that the chronic shortage of teachers resulted to high work load.

The study findings further showed that most of the G&C teachers (82.1 %) considered themselves as either good or average in guiding and counselling pupils in academics (M = 2.8, SD = 0.7). Similarly, most of the G&C teachers rated themselves as either average or good in guiding pupils in social interactions, in future careers, and in pupil/parent relationship. This implied that there were no G&C teachers who considered themselves to be neither below average nor excellent in rendering these services. Thus, G&C teachers lacked complete confidence in delivering their services. Future training of G&C teachers should be based on such findings. This finding corroborates Tuchili (2016) and Uba et al. (2016) studies that linked G&C with lack of preparedness and especially lack of training.

Nevertheless, 28.6 % of teachers considered themselves as excellent in guiding pupils in adhering to the school rules (M = 2.9, SD = 0.4). The finding was in congruence with Chebon (2018) that found that teachers believed that guidance and counselling helped in reducing cases of delinquent behaviours, cases of truancy, and absenteeism. The finding was however, contrary to Munyao (2018) who found that teachers preferred caning as a method of enforcing school rules. Similarly, Salgong et al. (2016) and Onyango et al. (2018) observed that teachers' found guidance and counselling as less effective in enhancing discipline. In a similar study, Setiowati and Nuryanto (2019) emphasizes that guidance and counselling should not be used in isolation in pupils' discipline management but rather combine with teachers' role modelling, and character education.

Concerning the boy/girl sexual relationship, two G&C teachers constituting 7.1% rated themselves as below average in guidance and counselling, 50.0 % as average, 35.7% as good, and 7.1 % as excellent. This showed that while some G&C teachers felt incapacitated in handling sexuality issues, others felt that they were doing well. The finding corroborates Kebongo (2019) that most the teachers were not confident in guidance and counselling in sexuality and argue that sexuality issues should be handled by the parents and religious leaders.

It was also evident from Table 4.3 that most of the teachers rated themselves as either average or below average in guiding pupils in alcohol and drugs abuse (71.5 %), trauma and shock (85.7%), grief and loss (67.9%), and psychosocial issues such as suicide ideation (60.7 %). This showed that majority of the G&C teachers felt were not sure of how to assist pupils who presented with these issues. 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.

Overall, teachers' preparedness was found to be average (M = 2.4, SD = 0.6). However, further analysis showed that there was a statistically significant and very strong positive correlation (r = .814, p < .05) between G&C teachers' preparedness and effectiveness of guidance and counselling programmes in public primary schools in Kajiado North Sub County. Therefore, G&C teachers' preparedness is one of the major determinants of the effectiveness of guidance and counselling, and policy formulators should target this aspect. The finding was consistent with Osodo et al., (2016).

5.2.2 Relationship between the Availability of G&C Programme Resources and Effectiveness of G&C Programmes

The second objective of the study was to determine the relationship between the availability of G&C programme resources and effectiveness of G&C programmes in public primary schools in Kajiado North Sub County. In reference to section 4.4, it was evident that most of the schools lacked the essential for effective G&C programmes. Out of the 14 public primary schools in Kajiado North Sub County, only four teachers constituting 28.5 % indicated that they have private rooms for guidance and counselling services. The researcher, however, observed there were only three schools with appropriate private counselling rooms. In several schools, the supposedly private rooms were also used for some other purposes such as storage for food items, games equipment,

agriculture items and others. In one of the schools the science preparation room was sometimes used as the private individual counseling room. This exposed both the pupil and the teacher to dangerous chemicals and fumes. In other schools, the private room was hived off using cardboards from the counselling office. Thus, in most of these schools, the so called private rooms catered for several other purposes 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 were not fit as could not counselling private rooms. This finding was agreed with studies by Onyango et al. (2018) and Chebon (2018). Further, Atsuwe and Achegbulu (2018) observed a similar problem in Nigeria. In contrast Leggiadro (2021) noted that the level of privacy and trust as practices in elementary schools in elementary schools in Nebraska, USA.

The researcher noted that three public schools (21.4 %) had well-designed private rooms and reported high caseload of pupils who sought individual guidance and counselling. This showed that there was a relationship between the level of privacy and assurance pupils felt as the approached guidance and counselling, and the number of pupils who sought help. 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.

The study findings also showed that majority of the schools did not have a waiting room (71.4%) for guidance and counselling. This implied that pupils were to wait outside appearing stranded as the teacher was dealing with the other clients. Similarly, majority of the schools lacked computers for processing and storage of pupils' information (85.7 %). Through observation, the research confirmed the inadequacy of waiting rooms and computers for processing data as indicated by the G&C teachers. Most of the interviewed head teachers were aware that their guidance and counselling departments were not well equipped with even the basic materials but did not prioritize these needs.

Other guidance and counselling resources that were not available in most of the public primary schools in Kajiado North 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.

Further analysis showed that there was a moderately strong and significant relationship between the availability of guidance and counselling resources and the effectiveness of

G&C programmes, $\chi 2\ (2) = 6.6$, $p < 0.05$. This implied that schools whose guidance and counselling departments are well equipped with the appropriate resources are destined to offer more effective services. This finding was consistent with Kebongo (2019) and Munyao (2018) findings. Thus, the school administration should strive to conform to the ideal guidance and counseling Centre as stipulated by the national guidance and counseling policy, Republic of Kenya (2011).

5.2.3 Relationship between the Head Teachers' Support and Effectiveness of G&C Programmes

The third objective of the study was to examine the relationship between the head teachers' support and effectiveness of G&C programmes in public primary schools in Kajiado North Sub County. In reference to section 4.5, most of the G&C teachers (60.7%) got minimum support in professional development from their head teachers. The finding was similar to Warui et al. (2022) and Njeri (2021) who found that though guidance and counseling has taken the center stage in enhancing students discipline in Kenyan schools, most of the head teachers do not give the guidance and counselling teachers' maximum support in terms provisions and professional development.

Head teachers were also rated low influencing other Stake holders to strengthen G&C programmes since 32.1 % of G&C teachers rated the support as moderate, 39.3 % as minimum while 28.6 % as no support. This showed that most of the head teachers were not keen in uplifting the guidance and counselling programmes by seeking stakeholders support. The finding was inconsistent with White and Kelly (2019) who posited that the school various stakeholders including parents, board of management, book publishers,

the local civil administration and others could offer and share very valuable information as well as financial support to guidance and counselling programmes.

Nevertheless, the head teachers support in influencing students to make use of G&C to resolve their issues was rated highly by 42.9 % of G&C teachers who indicated they got maximum support while 32.1 % termed the support as moderate. This implied that most head teachers' were influencing students to seek guidance and counselling services. This finding was in line with Cheruiyot and Orodho (2015) observation that head teachers were instrumental in directing learners to seek guidance and counselling through regular referrals. The study findings however, showed that head teachers offered minimum support regarding entrenching the G&C time in school programme noted by 64.3 % of the G&C teachers. Similar observations were made by Namai et al. (2019), Olugua (2021) and Ng'eno (2019). Tuchili and Ndhlovu (2016) reiterates that head teachers as the school managers play a great role in entrenching time for guidance and counselling in the school time table. They further emphasize that a detailed termly programme should be put in place right at the beginning of the term so that both teachers and pupils are aware in advance.

The G&C teachers' response in regard to head teachers' support in creating G&C teacher role identity was however, varied. Nine G&C teachers (32.1 %) considered the support as moderate, 11(39.3 %) as minimum while 8 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. Overall, it was evident that the head teachers support towards G&C programme was minimal ($M = 2.3$, $SD = 0.7$). However, further analysis show that there was a statistically significant and strong relationship

between the head teachers support of guidance and counselling programmes and their effectiveness in public secondary schools in Kajiado Sub County ($r = .712$, $p < .05$). This implied that schools where the head teachers give their teachers maximum support in guidance and counselling are more effective. Studies by Ahmed and Zadha (2022) and Bizuneh (2022) gives prominence to the part played by the head teachers remains the key pointer in the effectiveness of the guidance and counselling departments.

5.3 Summary

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

The study findings showed that despite the long experience, 35.7 % of G&C teachers had no formal training. The rest of the G&C teachers had a certificate after going through a guidance and counselling workshop. Further, it was found that most of the G&C teachers (64.3 %) did not attend in-service training on guidance and counselling in the last two years. Lack of regular in-service training impacted negatively to the capacity of the G&C teachers to deliver effective services. Most of the G&C teachers' had heavy work load that was further aggravated by the high pupil-teacher ratio.

Most of the schools lacked the essential for effective G&C programmes. The researcher, found that only three schools had appropriate private counselling rooms. Further, most of the public primary schools in Kajiado North Sub County lacked 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.

The study also found that most of the G&C teachers (60.7%) got minimum support in professional development from their head teachers. Head teachers were also rated low influencing other Stakeholders to strengthen G&C programmes.

5.4 Conclusion

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

Overall, teachers' preparedness was found to be average ($M = 2.4$, $SD = 0.6$). However, G&C teachers' preparedness had a strong positive correlation with effectiveness of guidance and counselling ($r = .814$, $p < .05$).

Most of the schools lacked the essential for effective G&C programmes. Further analysis showed that there was a moderately strong and significant relationship between the availability of guidance and counselling resources and the effectiveness of G&C programmes, $\chi 2\ (2) = 6.6$, $p < 0.05$.

The head teachers support towards G&C programme was found to be minimal ($M = 2.3$, $SD = 0.7$). However, further analysis show that there was a statistically significant and strong relationship between the head teachers support of guidance and counselling programmes and their effectiveness in public secondary schools in Kajiado Sub County ($r = .712$, $p < .05$).

5.5 Recommendations of the Study

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

For effective G&C services, the Ministry of Education should facilitate G&C teachers to have constant professional development and role identity, among others. Guidance and

counselling 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 G&C teachers in Kenya should be harmonized and be based on clearly defined competencies as opposed to the current situation where teacher counsellors are trained at different levels with varied curricula. Further, the curriculum for school counsellors should include both theory and experiential training.

To address the pathetic state of G&C programmes in terms of the essential resources in Kajiado Sub County public primary schools, there is need for all the stakeholders to combine synergy and mobilize resources for support of all guidance and counselling programmes.

The head teachers' support of guidance and counselling programmes is very crucial. Being the main approach to enhance discipline, academic issues, as well as tackling pupils' psychosocial issues and sexuality, the head teachers should prioritize the operation of guidance and counselling programmes.

5.6 Suggestions for Further Research

The following areas have been suggested for further research:

(i) A research study should be carried out involving the entire Kajiado County and come out with proposals of how to revamp guidance and counselling in all the primary schools.

(ii) A study should be carried out to guidance and counselling teacher training needs.

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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: **CORRELATES OF EFFECTIVE GUIDANCE AND COUNSELING PROGRAMMES IN PUBLIC PRIMARY SCHOOLS IN KAJIADO NORTH, KAJIADO 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,

DAPHINE NYABETE GICHABA

CELL PHONE: 0721824307

Email: nyabatedaphine@gmail.com

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 level of professional training

Post graduate [ ] undergraduate Degree [ ] Diploma [ ] Certificate [ ]

SECTION B: Teacher Counsellor Preparedness in Guidance and Counselling

5. Number of years as a teacher counsellor?

Below 2years [ ] 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. Guidance and counselling teachers provide counselling programs in several critical areas: Please rate your level of preparedness and competence in each of these 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	Alcohol and drug abuse				
viii	Trauma & shock				
ix	Grief and loss				
x	Psychosocial issues				

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

_____

_____

_____

_____

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

11. What is your teaching load?

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

Over 30 lessons [ ]

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: Head Teachers' 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. Please 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**
Teacher Counsellor 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?

_____

_____

_____

_____

SECTION E: Effectiveness of the Guidance and Counselling Programme

30. Overall how would you rate the level of effectiveness of guidance and counseling services in your school in the following areas?

	Very effective	**Effective**	**Slightly effective**	**Ineffective**
Academic issues				
Discipline issues				
Social issues				
Alcohol and substance abuse				
Sexuality issues				

31. Write down any other observation regarding the effectiveness of the guidance and counselling programmes in resolving various issues 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 will be guided by the following questions;

1. How would you describe the preparedness of your Guidance and Counseling teachers in handling pupils' issues?

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

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

4. Explain how the guidance and counselling programmes have been able to resolve some of the pertinent issues affecting pupils such as use of alcohol and illegal drugs?

5. In what ways do you ensure the guidance and counselling programmes in your school have adequate time?

6. 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:

_____

_____

_____

_____

_____

END

APPENDIX VI: AFRICA NAZARENE UNIVERSITY INTRODUCTION LETTER

AFRICA NAZARENE
UNIVERSITY

8th March 2022

RE: TO WHOM IT MAY CONCERN

Gichaba Daphine Nyabete (16S01DMED003) is a bonafide student at Africa Nazarene University. She has finished her course work and has defended her thesis proposal entitled: -

"Correlates of effective Guidance and Counselling programmes in public primary schools in Kajiado North Sub County, Kajiado County, Kenya "

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

Rodney Z. Reed

Prof. Rodney Reed
DVC, Academic & Student Affairs

APPENDIX VII: RESEARCH PERMIT FROM NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **989468**

Date of Issue: **19/May/2022**

RESEARCH LICENSE



This is to Certify that Ms.. Daphine Nyabete Gichaba of Africa Nazarene University, has been licensed to conduct research in Kajiado on the topic: CORRELATES OF EFFECTIVE GUIDANCE AND COUNSELING PROGRAMMES IN PUBLIC PRIMARY SCHOOLS IN KAJIADO NORTH, KAJIADO COUNTY, KENYA for the period ending : 19/May/2023.

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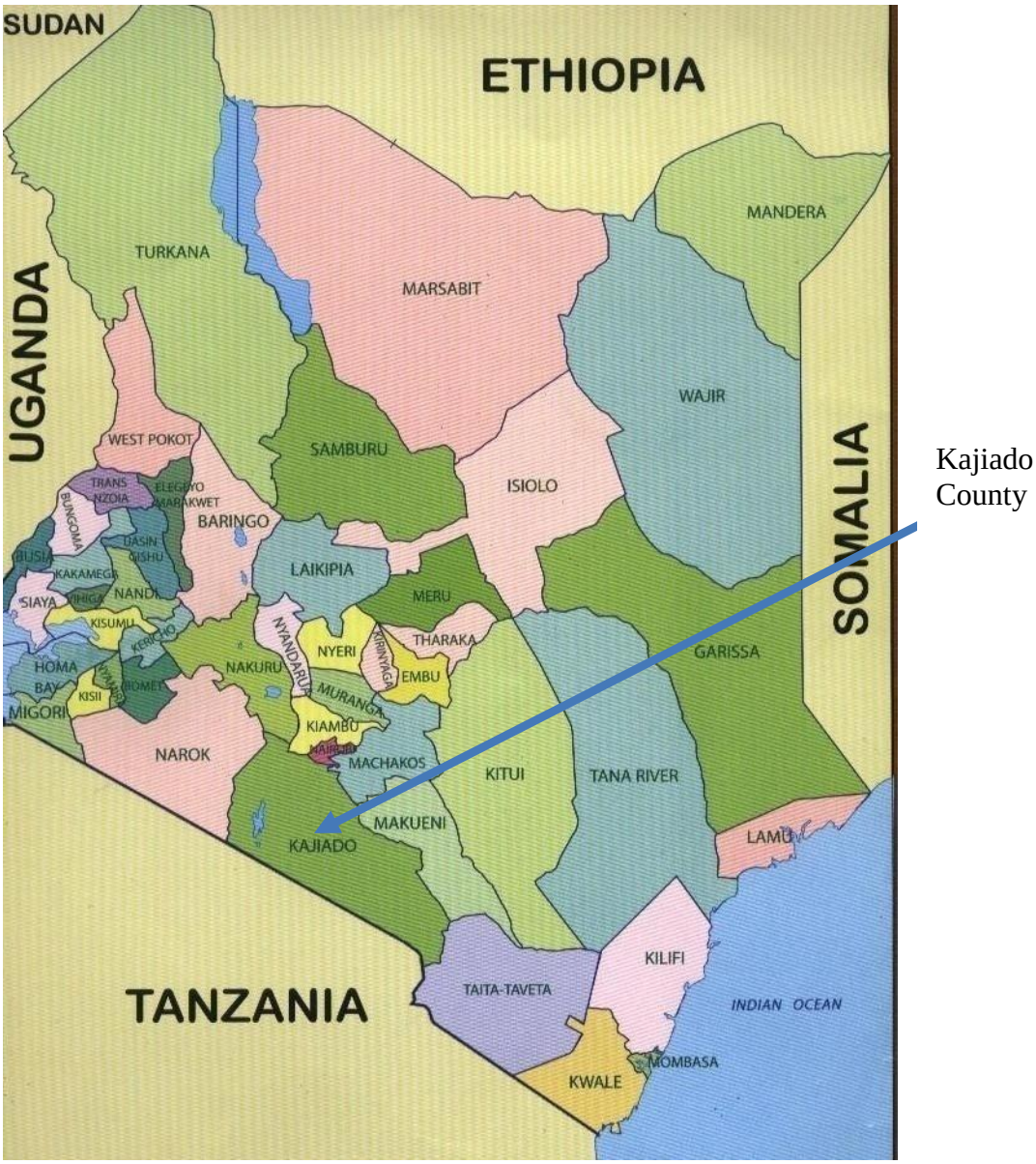
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APPENDIX VIII: MAP OF KENYA SHOWING KAJIADO COUNTY

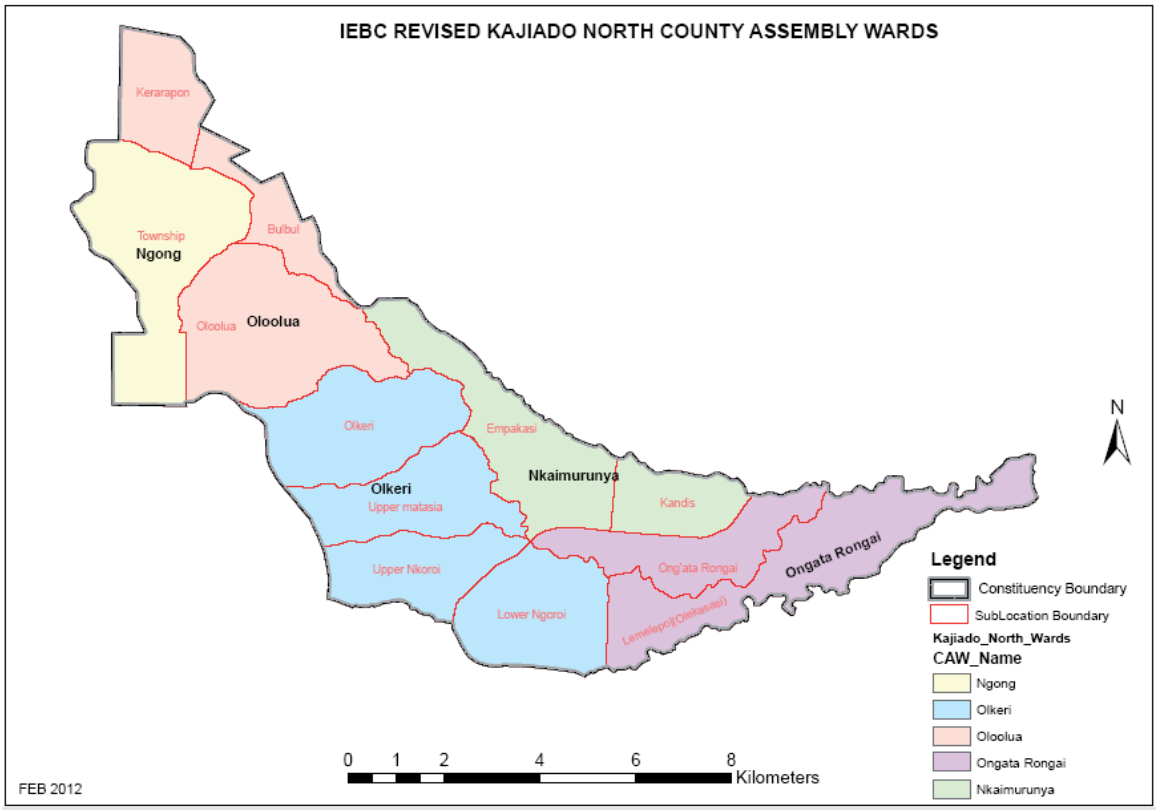


Kajiado County

APPENDIX IX: MAP OF KAJIADO COUNTY SHOWING KAJIADO NORTH SUB COUNTY



APPENDIX X: MAP OF KAJIADO NORTH SUB COUNTY



KAJIADO NORTH

Source: www.iebc.or.ke website