

**TEACHER-FACTORS AFFECTING GUIDANCE AND COUNSELLING IN
LOWER PRIMARY SCHOOLS IN UNIFORMED- FORCES BASED SCHOOLS
IN NAKURU COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
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DECLARATION

I declare that this project is my original work and has not been presented in any other university or institution for consideration of any certification. This research project has been complemented by referenced resources duly acknowledged, where text data (including spoken word), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This work is dedicated to the children of the uniformed men and women who experience many challenges. They have to endure separation from their parents who are always in combat, fighting an enemy that does not value peace. Other parents are out in the hills, bushes and hardship areas of Kenya in skill training and in pursuit of cattle rustlers and dangerous bandits. Children who are always filled with the uncertainty about their parents' return, always asking their mothers or house helps when their fathers or mothers would come back home, just in case they returned alive. I salute them for their endurance.

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TABLE OF CONTENTS

CONTENTS	PAGE
DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
ABBREVIATIONS AND ACRONYMS.....	xi
ABSTRACT.....	xii

CHAPTER ONE: INTRODUCTION AND CONCEPTUALIZATION OF THE

STUDY	1
1.0 Introduction.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	7
1.2.1 Purpose of the Study	9
1.2.2 Objectives of the Study.....	9
1.2.3 Research Questions.....	9
1.3 Significance of the Study	10
1.4 Limitations and Delimitations.....	11
1.4.1 Limitations	11
1.4.2 Delimitations.....	12
1.5 Assumptions.....	12
1.6 Theoretical and Conceptual Framework.....	13
1.6.1 Theoretical Framework.....	13
1.6.2 Conceptual Framework.....	15
1.7 Operational Definition of Terms.....	17

CHAPTER TWO: REVIEW OF RELATED LITERATURE..... 19

2.1 Introduction.....	19
2.2 Teacher Counselling Competencies in Guiding and Counselling	19

2.3 Counselling Strategies used when Guiding and Counselling Pupils	23
2.4 Roles Played by Headteachers in Supporting Guidance and Counselling.....	25
2.5 Class Teachers’ Contributions towards Guidance and Counselling.....	28
2.6 Summary of Literature Review.....	29

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY 31

3.1 Introduction.....	31
3.2 Research Design.....	31
3.3 Research Methodology	31
3.4 Study Variables.....	32
3.5 Location of the Study.....	32
3.6 Target Population.....	33
3.7 Sampling Technique and Sample Size.....	34
3.7.1 Sampling Technique	34
3.7.2 Sample Size.....	34
3.8 Research Instruments	35
3.8.1 Guidance Counsellor Teacher Questionnaire	35
3.8.2 The Headteachers’ Questionnaire	36
3.8.3 The Lower Primary Class Teacher Questionnaire	36
3.8.4 Interview Schedule for Teachers Counsellors	36
3.9 Pilot Study.....	36
3.9.1 Validity of the Research Instruments.....	37
3.9.2 Reliability of the Research Instruments.....	37
3.10 Data Collection Procedures.....	38
3.11 Data Analysis	38
3.12 Logistical and Ethical Considerations	39
3.12.1 Logistical and Ethical Considerations	39

CHAPTER FOUR: PRESENTATION OF FINDINGS, INTERPRETATION

AND DISSCUSSION..... 40

4.1 Introduction.....	40
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4.2 General Demographic Information	40
4.2.1 Response Rate	41
4.2.2 Background Information of the Respondents	41
4.2.3 Gender	42
4.2.4 Age	43
4.2.5 Academic Qualifications	43
4.2.6 Work Experience	45
4.3 Guidance and Counselling Competencies of Teacher Counsellors	46
4.4 Guidance and Counselling Strategies used by Teacher Counsellors	52
4.5 Roles Played by Head Teachers in Supporting Guidance and Counselling	56
4.6 Class Teachers' Contributions Towards Guidance and Counselling	61
4.7 Summary of the Responses of the Interview Schedule	66
4.8 Discussions	67

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 74

5.1 Introduction	74
5.2 Summary of the Findings	74
5.3 Conclusions	76
5.4 Recommendations	77
5.4.1 Recommendations for the Teacher Counsellors	78
5.4.2 Recommendations for the Headteachers	79
5.4.3 Recommendations for the Lower Primary School Classteachers	79
5.4.4 Recommendations for Further Research	80

REFERENCES..... 82

APPENDICES	91
Appendix i: Teacher Counsellor Questionnaire	91
Appendix ii: Headteacher's Questionnaire	95
Appendix iii: Class Teacher's Questionnaire	98
Appendix iv: An Interview Schedule For The Teacher Counsellor	103

Appendix v: Introduction Letter	106
Appendix vi : Research Authorisation From Nacosti	107
Appendix vii: Research Permit	108

LIST OF TABLES

Table 3.1: Sample Size	35
Table 4.1 : Response rate	41
Table 4.2 : Teacher Counsellors on Activities that Exhibit Counselling Competencies	47
Table 4.3 : Responses of teacher counsellors on strategies used for counselling.....	53
Table 4.4 : Responses by headteachers on their support for guidance and counselling	58
Table 4.5 : Responses of Lower Primary School Class teachers on their Contributions towards Guidance and Counselling of Pupils in Lower Primary School.	63

LIST OF FIGURES

Figure 1.1: A conceptual framework showing the Teacher-Factors Affecting Guidance and Counselling in Lower Primary Schools.....	15
Figure 4.1 : Age Bracket Distribution.....	43
Figure 4.2 : Highest Level of Academic Qualification.....	44
Figure 4.3 : Work Experience.....	45

ABBREVIATIONS AND ACRONYMS

ASTU:	Anti-Stock Theft Unit.
DOD:	Department of Defense.
G&C:	Guidance and Counselling.
MOEST:	Ministry of Education Science and Technology.
NACOSTI:	National Commission of Science, Technology & Innovation.
NGO:	Non-Governmental Organization.
NYS:	National Youth Service.
TSC:	Teachers Service Commission.
CBC:	Competence Based Curriculum.

ABSTRACT

Guidance and counselling in schools aims at helping learners to modify their behaviour maladjustments in life. It helps them achieve their educational goals as well as grow into responsible adults. The overall goal of this study was to establish the teacher-factors affecting guidance and counselling in lower primary schools in uniformed-forces based schools in Nakuru County. The study focused on the specific objectives including; establishing the counselling competencies of teacher counsellors in offering guidance and counselling; establishing the counselling strategies used by teacher counsellors when counselling pupils; find out the role played by head teachers in supporting guidance and counselling; establishing the contributions of lower primary class teachers towards guidance and counselling of lower primary school pupils in uniformed-forces based schools. The study was guided by the client-centered theory that was developed by Carl Rogers in the early 1960s. The research adopted a descriptive survey to establish the teacher-factors affecting guidance and counselling in lower primary schools in uniformed-forces based schools in Nakuru County. The study was carried out in uniformed-forces based schools in Gilgil and Bahati sub-counties of Nakuru County. The study sample included all the five (5) head teachers of the study schools, five (5) teacher counsellors and (30) lower primary school class teachers of the study schools. Data was collected through an interview with teacher counsellors and three questionnaires for all the respondents. The qualitative data was obtained from the open-ended questionnaires and the interview while quantitative data was derived from the closed-ended questionnaires. The results were presented using descriptive statistics such as frequency distributions, percentages and tabulations while qualitative data was presented using texts and verbatims. The results of the study indicated that some of the main competencies applied by most teacher counsellors include: use of appropriate language; creating relationships; and being warm towards pupils. The quality of the provision of school guidance and counselling services in Kenyan lower primary schools is negatively affected by the lack of competencies such as; self-motivation, self-awareness lack of understanding of individual and professional values and attitudes. There is need for training of teacher counsellors in guidance and counselling, planning needs assessment and evaluation to improve services delivery. It was also found that lack of appropriate strategies for counselling of lower primary school pupils; the heavy workload and other non- guidance and counselling duties such as subject teaching and training of pupils in co-curricular activities hinder provision of guidance and counselling service in lower primary schools. Adequacy of time allocation for guidance and counselling programme in lower primary schools is not fully catered for. The study recommended that schools should use play activities such as sand play in guiding and counselling the lower primary school pupils; resources need to be availed to enhance provision of the guidance and counselling services to pupils effectively; teacher counsellors should be exposed to frequent training to acquire new and varied competencies and strategies for counselling lower primary school pupils, head teachers and class teachers should fully be supportive to counselling in the uniformed –forces based schools.

CHAPTER ONE

INTRODUCTION AND CONCEPTUALIZATION OF THE STUDY

1.0 Introduction

This chapter presents introduction to the entire study, and mainly focuses on the following areas; the background of the study, the statement of the problem, the purpose of the study, the objectives, the research questions, the significance of the study, the limitations and delimitations, assumptions of the study, the theoretical and conceptual frameworks and operational definition of terms.

1.1 Background to the Study

Guidance and counselling is a process as well as an art. Through it, help is given to people who are psychologically troubled in one way or the other, enabling them understand themselves, their relation to others and the world in which they live (Masoumeh, Nazanin & Tajudin, 2012). According to Guzman (2013), provision of counselling services has evolved from an early focus on moral development to what has become developmental and collaborative counselling in schools. Systematic counselling was first implemented in schools in the United States of America (USA) (McMahon, 2001 as cited by Guzman, 2013).

Although counselling was started first in USA, many schools rejected it and reacted to this movement as anti-educational, arguing that the basic skills of reading, writing and arithmetics should be the only thing to be taught (Bain, 2012). According to Shenker, Hoover and Walker (2010), teachers argued that they would rather do the “important

duty”, that is, subject teaching instead of guiding and counselling of pupils as it was not important. Besides, the teachers argued that it was the role of parents to guide and counsel their own children. The children were likely to make wrong choices for lack of or little guidance and counseling from their teachers and parents. From this perspective, the need for counselling in schools and other learning institutions is of significant importance, as part of holistic development of learners.

In USA, a study of families of the uniformed personnel, shows that deployment of the officers in conflict-stricken areas brought increased stress to their children (Osofsky & Molinda, 2013). Grant (2007) notes that the children of the officers deployed in war-torn areas faced a great deal of psychological vulnerability that raised the need of counselling within the institutions of learning. This was targeted towards helping the pupils develop resilience. However, the strategies used by the counsellors were not favourable to the effective implementation of the guidance and counselling programs for successful outcomes. This means that children were likely to continue experiencing stress resulting from their parents’ deployments.

A study done in USA by Kee, (2009), indicated that the children of the uniformed personnel are portrayed as a population susceptible to psychological damage from the hardships of life caused by temporary separation from parents because of deployments. However, a study by Bain (2012) in USA shows that teachers who played the role of counselling pupils did not reach out to the pupils to help them. On the other hand, pupils considered the counsellors unapproachable and therefore did not

seek counselling from the teacher counsellors (Dinkmeyer, 2009). Teacher counsellors therefore may have failed in helping the pupils come out of their possible stresses for not reaching out to them. A similar study on children of uniformed personnel by Ginsberg and Lerner (2013) shows that military life could be a source of psychological stress for the children resulting from frequent movements, deployments and having a parent injured or die during service. Ginsberg et al., (2013) revealed that there was a severe shortage of teacher counsellors with expertise to counsel the children of uniformed personnel who were depressed, acted out, had high levels of sadness and experienced a sense of loss. Lack of knowledge and skills in counselling made implementation of counselling unsuccessful (Grant, 2007). This means that the teacher counsellors may have failed to carry out their roles effectively for lack of expertise.

In Malaysia, a research conducted by Masoumeh, Alavi, Nazanin, Bajaunian and Tajudin (2012) revealed that a number of barriers that hindered guidance and counselling in schools. They cited lack of necessary facilities and equipment needed for proper counselling, lack of files for record keeping and failure of using counselling literature such as motivational books and journals to run counselling sessions. According to Abdul Rahman, Mohamed and Atan, (2013) lack of knowledge and skills in counselling accompanied by pupils` negative attitude towards counselling may have negative effect to guidance and counselling in Malaysia. The pupils were not willing to share their personal, behavioural and family problems with the teacher counsellors (Abdul Rahman *et. al.*, -2013). This may mean that the whole process of counselling may fail to produce positive results if the counsellors lacked skills in

coming up with a variety of approaches to reach out to the pupils and resources needed to produce positive results.

In Europe a study done by, Sultana (2003) identified that examination oriented system of education in Malta, Europe, had resulted into limited guidance. This had led to a situation of “failure-led guidance” which did not ensure quality counselling service delivery. The study further observed that, headteachers’ allocated inadequate time for guidance and counselling for the teacher counsellors and class teachers were not willing to encourage pupils to attend guidance and counselling sessions with teacher counsellors which made the work of the counsellors difficult. This may mean that some pupils who would be in need of counselling ended up not being counselled for lack of referrals by class teachers for counselling.

In Africa, the concept of guidance and counselling has been embraced by most governments despite the fact that it is relatively new in educational systems (UNESCO, 2001). Even though most sub-Saharan countries recognize the importance of planned guidance and counselling programmes, few studies have verified the roles and challenges of guidance and counselling programme in lower-primary learning institutions (Folkman & Moskowitz, 2004).

In a study done in Nigeria by Olugbenda and Rotimi (2006) they noted that the pre-primary school and lower primary school pupils in Nigeria did not seem to have been exposed to proper and professional guidance and counselling. For instance, the teacher

counsellors had not performed well in the advocating strategy; a strategy that calls in for the school administration and the community to supplement the efforts of counsellors. According to Gudyanga, Wadesango, Manzira and Gudyanga, (2015), only few schools in Zimbabwe implemented guidance and counselling due to lack of knowledge in counselling and failure to network with various stakeholders in the area of guidance and counselling. It is therefore possible that the teacher counsellors may have failed in their roles for not applying a variety of strategies such as networking with other relevant authorities to make counselling successful.

In Malawi Chireshe (2012), notes that guidance and counselling was affected by the under-qualification of the teacher counsellors, lack of information on guidance and counselling and less number of counsellors as compared to pupils. Similarly, in Tanzania, lack of training and lack of clear policy in schools for implementing guidance and counselling made it unsuccessful (Amani, 2015). According to Chinonyelum (2015), headteachers assigned too much work to the counsellors giving them limited time to discharge their counselling duties. This may mean that the pupils were not properly counselled by the counsellors for lack of sufficient time.

In Kenya, Dondo (2002) noted that counselling on particular needs of an individual enables one to deal with highly personal problems in the quiet and confidential setting of a two-way communication situation. Conversely, guidance and counselling in schools in Kenya is done as group counselling (Jepchirchir & Odhiambo, 2014). According to Jepchichir *et. al.*, (2014), group counselling does not give individual

attention to the pupils who mostly need personal counselling and may therefore produce minimal results since there are usually no records put in place and no follow-ups made by the teacher counsellors.

According to Ndirangu (2002), counselling in the pre-primary schools and primary schools has been very minimal. Partially, this is because most Africans were still depending on traditional counselling of their young ones which has gradually been phased out due to modernization (Mutie & Ndambuki 2009). Ngumbi (2004) and Kyungu (2000) reported that guidance and counselling is less emphasized in pre-schools and lower primary schools in Kenya, with no seriousness on the part of counsellors in guiding and counselling pre-school and lower primary school pupils. This therefore means that the children in pre-school and those in lower primary school may still be experiencing problems for not undergoing counselling.

In addition, Jepchichir *et. al.*, (2014) found out that the teacher counsellors were overwhelmed with teaching duties, managing their classes, taking responsibility in clubs, societies and games in the school as well. Moreover, Igoki (2013) and Kipkemoi (2009), found out that, heavy workload, lack of facilities, inadequate time and limited knowledge affected guidance and counselling. Further, Ruttoh and Jepkoech (2015) showed that the teacher counsellors did not involve class teachers, parents and the administrators of the school as they conducted their roles. The teacher counsellors therefore seem not to be doing enough to help the pupils who were faced with many new and challenging problems. If the problems in children are not dealt

with in time, the pupils may try inappropriate alternative adjustment mechanisms to fulfill their needs.

Focus on the provision of counselling services for primary school children, especially for the children of the uniformed forces is considered to be very critical for proper psycho-development and holistic well-being. With the uniformed forces encountering a great deal of challenges associated with their job descriptions to their general lifestyles, there is a high probability that the various life stressors would trickle down to affect their children. Therefore, this study endeavours to determine the teacher-factors affecting guidance and counselling in lower primary schools in uniformed-forces based schools in Nakuru County.

1.2 Statement of the Problem

Whereas guidance and counselling in schools has been recommended as an intervention measure for improving social and academic maladjustments, research findings indicated that it still remains a challenge in its successful implementation. The teacher factors affecting guidance and counselling in uniformed forces based schools include teacher competencies of teacher counsellor in this field, the strategies used by teacher counsellor, the material and financial support by headteachers and the role played by the lower primary class teachers towards guidance and counselling. Teachers have been mandated to implement it since they are in a better position to guide and counsel the pupils while in school. It has been noted that one major problem that might have frequently prevented young children in the uniformed-forces families from accessing a home environment that will stimulate their holistic development

could be the absence of parent(s). The job requirement of the uniformed men and women dictates that they leave their families temporarily due to their duty schedules and long periods of deployment, leaving their children under the care of house helps.

In these kinds of settings, parents find it very difficult to acquire the most appropriate work-life balance that would give them quality time with their families. Due to this, their children become vulnerable and may experience social, psychological, mental and educational problems such as truancy, dropping out of school, achieving low grades, wrong religious affiliations and low self-esteem. Consequently, it will affect the economy of the country since; the pupils may not complete their education and access the job market to contribute to its growth.

Research on guidance and counselling revealed that provision of guidance and counselling to children in their early years have always had an extensive long- term impact on behaviour modification in children during their primary school learning. Teacher-counselling has been proven to have a major impact on the psycho-social and moral development among children in their early childhood and primary education. This study therefore intended to determine the teacher-factors affecting guidance and counselling in lower primary schools in uniformed-forces based schools in Nakuru County.

1.2.1 Purpose of the Study

The purpose of this study was to establish the teacher-factors affecting guidance and counselling in lower primary schools in uniformed forces-based schools in Nakuru County.

1.2.2 Objectives of the Study

The specific objectives were:

- i. To establish the counselling competencies of teacher counsellors in offering guidance and counselling to lower primary school pupils in uniformed-forces based schools.
- ii. To establish the counselling strategies used by teacher counsellors in the guidance and counselling of lower primary school pupils in uniformed forces-based schools.
- iii. To find out the role played by head teachers in supporting guidance and counselling of lower primary school pupils in uniformed-forces based schools.
- iv. To establish the contributions of lower primary class teachers towards guidance and counselling of lower primary school pupils in uniformed-forces based schools.

1.2.3 Research Questions

The study intended to answer the following research questions:

- i. What counselling competencies do teacher counsellors have to guide and counsel lower primary school pupils?

- ii. What counselling strategies do the teacher counsellors use in the guidance and counselling of lower primary school pupils?
- iii. What roles do the head teachers play in supporting guidance and counselling of lower primary school pupils?
- iv. What contributions do lower primary school class teachers make in supporting guidance and counselling of lower primary school pupils?-

1.3 Significance of the Study

- The study findings may help curriculum developers to observe and to recommend changes that could strengthen teaching skills by teacher counsellors to evaluate guiding and counselling in uniformed-forces based schools and all schools at large.
- The findings may also help curriculum developers to develop procedures for teacher counsellors to evaluate their roles, identify their weaknesses and improve on them in order to execute their duties effectively and successfully.
- The study may also be beneficial to the teacher counsellors as it points out the effectiveness of the guidance and counselling programmes besides giving recommendations to enhance its effectiveness.
- The study findings may be used by the Kenyan Department of Defence (DOD), the NYS authorities and the Kenya Police authorities to understand the impacts of the job stressors of the armed personnel on their children. Consequently, they may support this guidance and counselling programme by putting in place other relevant programmes that will aim at supporting the children while their

parents are away on duty, in order to produce long term success in the lives of the pupils.

- The Ministry of Education may recognize and appreciate the efforts made by the schools' administrations and the teacher counsellors as they put more effort on provision of counselling services to this group of vulnerable children.
- The ministry of education may use the findings to come up with proper policies on proper guidance and counselling for children of the uniformed personnel in Kenya.
- The findings may also create commitment on the part of the government to devote attention to school counselling that will focus on the behaviour change and success in the lives of the pupils.
- The findings of the study may be useful to the policy makers as it would provide more information regarding the true situation within primary schools attended by the children of the uniformed forces. Such findings may be useful in guiding policy formulations and changes, with more focus on the provision of guidance and counselling services to the children.

1.4 Limitations and Delimitations

The study was based on the following limitations and delimitations.

1.4.1 Limitations

The researcher encountered uncooperative respondents during the data collection exercise. However, to overcome their uncooperative nature, the researcher was able to convince the respondents on the significance of the study and how their confidentiality

and privacy was to be maintained. In addition, given the fact that the study was conducted during official school days meant that the researcher had at her disposal limited time to conduct the study. Although this was overcome by seeking permission from the school authority to be allowed extra and more time to exhaustively conduct the study.

1.4.2 Delimitations

The study on the teacher-factors affecting guidance and counselling in lower primary schools was conducted in uniformed forces-based schools in Gilgil and Bahati sub-counties Nakuru County. The study targeted all the uniformed-forces based schools in Nakuru County. The confinement of the study to Gilgil and Bahati sub-counties was based on the financial resources limitation as well as time. The two sub-counties are cosmopolitan counties with a high population growth. The main economic activities in these two sub-counties include agriculture, quarry mining, tourism, real estate sector and cattle farming. The researcher is interested in the location of the study because of the high rates of truancy among the pupils and the many cases of pupils who have many moral challenges caused by the kind of lifestyle within the camps.

1.5 Assumptions

The study was based on the following assumptions that:

- i) It is the assumption of the study that guidance and counselling is done in the uniformed forces-based schools to help children in lower primary schools.

- ii) The respondents would provide true information regarding the teacher-factors affecting guidance and counselling in lower primary schools in uniformed forces-based schools.

1.6 Theoretical and Conceptual Framework

This section focuses on the theoretical and conceptual framework.

1.6.1 Theoretical Framework

The study was guided by the client-centered theory. This theory was developed by Carl Rogers in the early 1960s. One of Carl Roger's analyses of human personality is that man's nature is essentially positive and he is a "trust worthy organism". Rogers purports that self-evaluation and personal evaluation enables an individual to recognize his or her self-concept to make his total experience. The theory emphasizes on the importance of the "self". He predicts that self-evaluation enables an individual to move towards autonomy. Each person therefore has the mandate to realize their potential to the maximum.

According to this theory, self-concept is based on the social evaluations one experiences. This self-concept is connected to the need for positive self-regard from others and the need for self-regard which usually develops through interactions (Sarah 2015). According to Sarah (2015) when significant others in a person's world provide positive regard that is unconditional, the person, through introspection acquires the desired values, making them his or her own in order to acquire conditions of worth. In guidance and counselling, interactions between the teacher counsellor and the pupils

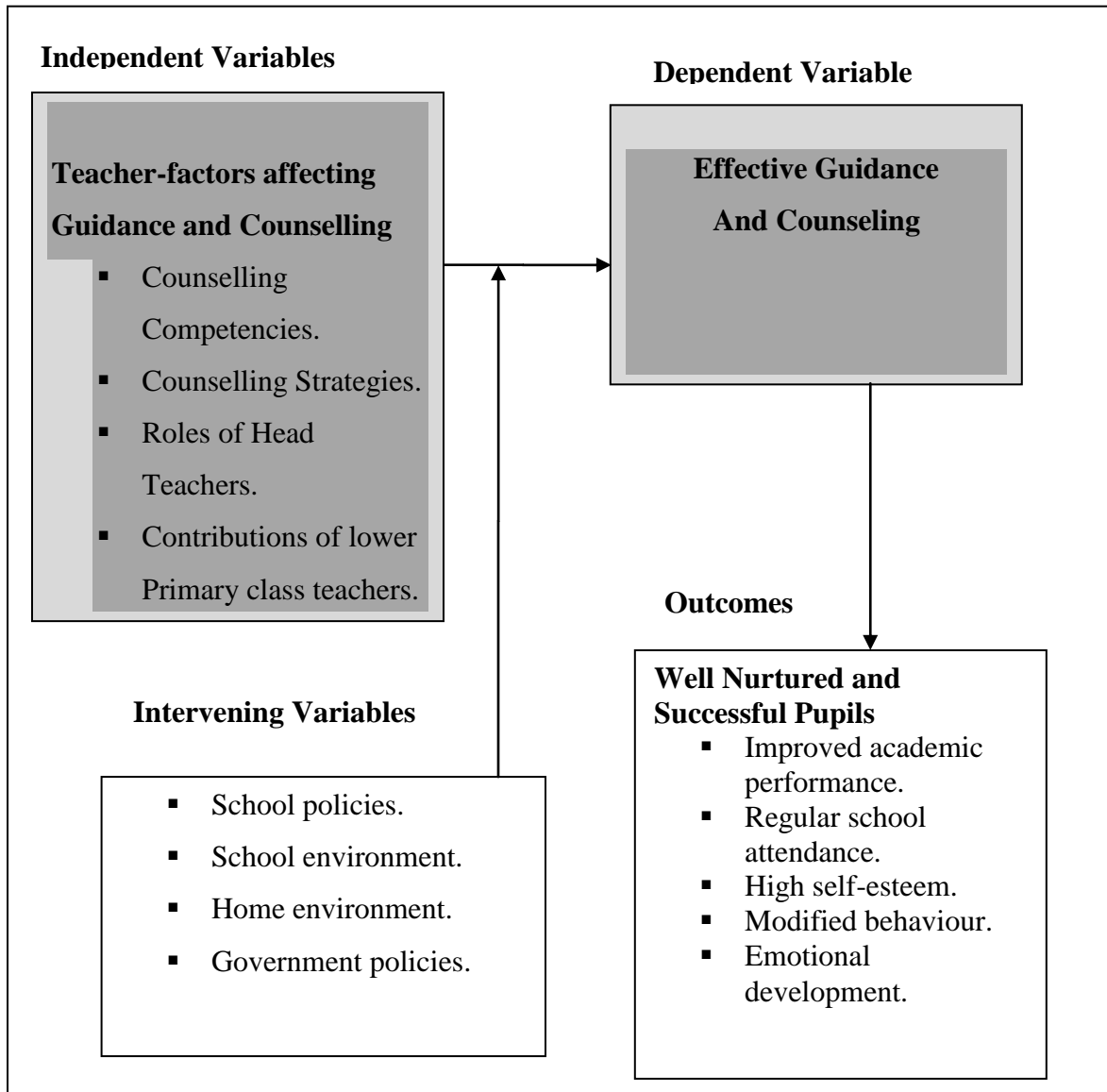
should help in the development of positive self-regard in the pupils. The teacher counsellor should on the other hand positively regard the pupils to help them feel valued, respected and feel being treated with affection. This will help the pupils to develop the desire to change their maladjusted behaviour to become adjusted to life situations.

This theory is relevant to the study in the sense that counsellors of pupils need to be trustworthy for pupils to have confidence in them. They also need to put emphasis on their personal potentials or abilities through self-realization as they evaluate their self: working on their mind, body, spirit, skills and attitudes towards counselling. This will make the process more meaningful and successful. They should develop positive regard for the pupils they counsel, then, the pupils will take in the positive values of the teacher counsellors and make them their own. These values should build the children into worthy individuals who will develop self-positive regard and turn away from maladaptive behaviour.

Unless the teacher counsellors understand their “self” and their potentials in order to become more creative in their roles of counselling, then it becomes a challenge to implement it successfully. Consequently, if the guidance and counselling program is not implemented successfully it may lead to loss of purpose in the lives of children. However, when it is implemented successfully, then it may lead to positive life outcomes as demonstrated in the conceptual framework in figure 1.1

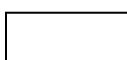
1.6.2 Conceptual Framework

Figure 1.1: A conceptual framework showing the Teacher-Factors Affecting Guidance and Counselling in Lower Primary Schools



Key:

 : Study variables.

 : Non- study variables

In the conceptual framework, the dependent variable is guidance and counselling. The independent variables are; the teacher-factors affecting guidance and counselling which include; the counselling competencies of teacher counsellors, counselling strategies used by teacher counsellors, the roles of head teachers and the contributions of lower primary class teachers towards guidance and counselling in the schools. The intervening variables that include school policies, school environment, home environment and government policies may affect the results. However, their effects were controlled through randomization of these variables. The outcomes of successful guidance and counselling may result into improved academic performance, high self-esteem among the pupils, regular school attendance and disciplined pupils. Consequently, the pupils may be well nurtured and successful in all areas of their life.

1.7 Operational Definition of Terms

Children of uniformed personnel: Refers to children whose parents or guardians are officers who work in the army, police, NYS or Anti- Stock -Theft Police Unit.

Counselling Competencies: Refers to skills and knowledge in counselling such as effective communication skills, awareness of pupils' problems and how to handle them, ability to maintain confidentiality, self-motivation among others.

Counselling Strategies: Refers to various techniques used by teacher counsellors to guide and counsel pupils. They include: advocacy for the rights of children, making referrals to experts, use of counselling literature; play activities and involving stakeholders such as parents among others.

Deployment: Assignment of military personnel who could be a father or a mother away from home to temporary places of duty which can be for months or years.

Lower Primary School Teacher: Refers to the teacher handling children in standard one, two and three of lower primary school.

Teacher counsellor: This refers to a teacher in school who has been appointed by the administration to counsel lower

primary school pupils to help them come out of their problems such as playing truancy, attaining low grades, confusion, restlessness and acting out.

Teacher Factors:

Refers to training of teacher counsellors to be competent and make use of appropriate counselling strategies, roles of head teachers in supporting guidance and counselling and the contributions class teachers make towards guidance and counselling.

Uniformed-forces based schools: Refers to schools started, managed and sponsored by the Kenya Army, police, Anti-Stock Theft Unit (ASTU) and National Youth Service (NYS)

Uniformed-forces personnel: The term has been used to refer to the Kenya Defence Forces officers, the police officers, the NYS officers and the anti-stock theft unit officers, who wear military uniform when on duty.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of related literature which include; the counselling competencies of teacher counsellors in offering guidance and counselling in lower primary schools, the counselling strategies used by teacher counsellors during guiding and counselling, the role of head teachers in supporting guidance and counselling in schools and the contributions of lower primary school pupils in relation to the dependent variable which is guidance and counselling.

2.2 Teacher Counselling Competencies in Guiding and Counselling

A teacher counsellor is a counsellor as well as an educator who works in a school to provide social, academic, career and professional readiness as well as personal or social competencies to all pupils through a school counselling program (Creative Commons Attribution, 2016). According to Zakariya, Abu-Dabat and Alhaman (2013), the teacher counsellor should be competent enough to accommodate various levels of problems that pupils may experience. Further, Sultana (2009) opines that guidance and counselling is demanding and calls for commitment of the teacher counsellors in order to make it effective and successful.

However, existing literature reveals that teacher counsellors lack the required counselling competencies for effective guidance and counselling. Osofsky *et.al.*, (2013) reported that the teacher counsellors mandated with counselling children of uniformed personnel in USA lacked mental and emotional readiness in their services.

They further cited lack of training in guiding and counselling the children of uniformed personnel on the range of developmental responses to separation and loss of parents. Ciarrochi, (2006) maintains that in Britain, teacher counsellors lacked emotional competence which resulted into unproductive counselling services, a problem that Anderson, (2013) in New Zealand concurs with. This may mean that if the teacher counsellors cannot manage their emotions, then they may not adequately handle pupils who may be experiencing emotional problems.

According to Kee (2009), Montrose (2016) and Bernes (2005) they reported that, the schools in the USA were struggling to find qualified and competent school counsellors. Some schools were in fact, operating without school guidance counsellors. In addition, according to Counselling Corner Columns Authors (2013), the counsellors in the USA lacked the personality of creating a client-counsellor unique relationship efficient for successful counselling. A study by Bernes, (2005) reveals that in Canada, teacher counsellors lacked the basic principles of marshalling knowledge, skills and attitudes to meet complex demands of the pupils. This therefore may mean that when counsellors lack counselling competencies, they may be ineffective in their services to pupils.

A study done in Saudi Arabia by Mohammed, (2014) reported that many teacher counsellors were not qualified and therefore did not know how to go about counselling pupils. The counselling courses availed did not last for a sufficient amount of time to give the knowledge and skills suitable for the actual problems and objectives that the counsellors had to deal with. The same sentiments were echoed in studies by

Masoumeh, Nazanin, and Tajudin (2012) and Malek (2012) in Malaysia. The results of their study demonstrated that lack of knowledge and skills about counselling techniques made the teacher counsellors incompetent. This may mean that the teacher counsellors may not understand how to handle certain situations for lack of knowledge and skills in counselling.

In Africa, studies conducted by Akinade(2012); Anagbogu, Nwokolo, Anyamene, Anyachebelu and Umezulika (2013 in Nigeria, and Gudyanga, Wadesango, Manzira and Gudyanga (2015); Mapfumo and Nkoma,(2013) in Zimbabwe revealed discrepancies for failure of guidance and counselling in schools. To begin with, they cited incompetence of the teacher counsellors in the primary school counselling. In addition, they also reported lack of proper knowledge in interpretation of psychological emotions of pupils and failure of counsellors to attend training to acquire knowledge and skills in guidance and counselling. Hence the current study establish the counselling competencies of teacher counsellor in offering guidance and counselling to lower primary school pupils in uniformed-forces-based schools.

Similarly, in Botswana, Stockton, Nitza and Bhusumane (2011) reported that counselling lacked the standards of practice to address the complexities and contradictions between traditional and Western approaches to counselling. In addition, teacher counsellors lacked training and professional development since the teacher counsellors were picked from a pool of ordinary teachers and only ‘introduced’ and ‘sensitized’ into issues related to counselling. Chireshe (2012) and Amani (2015) cited the insufficient availability of professional counsellor training programs in South

Africa and Tanzania respectively which led to under-qualification of counsellors. This may mean that the pupils may fail to modify their behaviour for being counselled by counsellors who lacked the required knowledge and skills.

Locally, Ibrahim, Aloka, Wambiya and Raburu (2012); Songok, Yungungu and Mulinge (2013), concur that teacher counsellors lacked special skills to handle difficult situations pupils go through. They observed that the counsellors offering counselling services had not trained and had no competence in counselling. The same sentiments were echoed by Nyamwaka, Nyamwanga, Ondima, Ombaba and Magaki (2013). In a similar study by Tiego, Kiriungi and Kamore (2015) on challenges facing effective implementation of guidance and counselling in Nyanza County, the verdict was similar to the findings of Songok *et. al.*, (2013). Kiprop, Bommett, Kipruto and Jelimo (2015); and Nyarangi (2011), cited lack of competencies in ICT for communicating with relevant stakeholders on pupils' issues. This therefore means that the counsellors were not able to employ a variety of competencies such as the use of modern technology to communicate with relevant stakeholders who may be more qualified in guidance and counselling. Hence, the need to establish the counselling competencies of teacher counsellors in offering guidance and counselling to lower primary school pupils in uniformed-forces based schools.

From this literature, it is evident that teacher counsellors in schools are not effective in their services for lack of competencies that are acquired through training. Therefore, this current study intends to find out the counselling competencies teacher counsellors

have in counselling lower primary school pupils in uniformed-forces based schools in Nakuru County.

2.3 Counselling Strategies used when Guiding and Counselling Pupils

According to Daniunaite Cooper (2016), it is evident from studies worldwide that schools have guidance and counselling services put in place. The teacher counsellors need to use appropriate techniques and strategies to make the guidance and counselling effective (Zakariya *et.al.*, 2016). However, Anderson (2013) believed that a number of strategies for effective guidance and counselling such as advocating for pupils, liaising with stakeholders and reflection by the counsellors on their practice were lacking among counsellors in New Zealand. This study thus intended to find out the various counselling strategies used by teacher counsellor in the guidance and counselling of lower primary school pupils in uniformed forces-based schools in Gilgil and Bahati sub-counties in Nakuru county.

Similarly, Campbell and Goss (2004) found out that, sand play as a strategy in counselling young children had been proved to be more developmentally appropriate and useful for rectifying cognitive and behavioural problems than the traditional “talking” method. However, the teacher counsellors did not use the sand play strategy as they argued that it was a waste of time (Campbell *et. al.*, (2004); (Jeel, 2015). The counsellors therefore, may have failed to understand the variety of activities such as sand play or other group activities that could be used to guide and counsel pupils instead of the one-on-one traditional talking hence the need of the current study.

Zakariya *et. al.*, (2013) noted that, in Jordan, teacher counsellors showed the inability to exhibit appropriate counselling strategies for young children such as play activities. Similarly, according to Creative Commons Attribution (2016), the counsellors in Lebanon who were trained in Western models of school counselling overlooked the unique cultural and family aspects of Lebanese society. Consequently, the teacher counsellors did not use strategies that were relevant to the culture of the Lebanese society. This therefore may have affected the counselling sessions as the counsellors may have failed to use strategies that would accommodate and favour the culture of the pupils.

In Zimbabwe, Gudyanga *et. al.*, (2015) found out that head teachers and teacher counsellors were not all aware of how counselling is supposed to be done. Some visited pupils in class and during assembly time while others time-tabled it and taught it like other subjects. This did not help the pupils receive personal guidance and counselling. Moreover, Mbabazi and Bagaya (2013) revealed that, in Uganda, the teacher counsellors mostly used the individual counselling strategy which took a longer time to attend to all pupils.

In Kenya, Topister, Jepchichir and Odhiambo (2014); Owino and Odera, (2014), reported that teacher counsellors in Kenya lacked filing systems for record keeping necessary for follow-up. In addition, the group counselling done during assembly on Monday and Friday did not give individual attention to the pupils who in most cases did not pay visits to the school counsellors for personal counselling (Topister *et. al.*, 2014; Owino and Odera, 2014). There is therefore the possibility that the progress of

the counselled pupils may not be known by the counsellors since group counselling done during assembly has no records kept. It is therefore important to establish the strategies used by the teacher counsellors in guidance and counselling in lower primary schools.

2.4 Roles Played by Headteachers in Supporting Guidance and Counselling

The school headteacher has to learn the complexities of the school in order to understand the needs of staff, particularly those of teacher counsellors so that he or she may give the required support for essential programs such as guidance and counselling. However, headteachers' support for the guidance and counselling program particularly on resource provision is not felt (Niccy & Wilson, 2011). In his contribution, Montrose (2016) cited inadequate time and resources provided by headteachers to facilitate regular one-on-one sessions with the pupils. Similarly, Hearne, George and Martin (2016) in Ireland reported that, the time allocated for guidance and counselling by headteachers was so minimal that the counselling services had consequently become minimal. Abdul Malek, Abdul Rahman and Azizah (2013) of Malaysia seem to be in congruence with Hearne *et.al.*, (2016) on time constraint as a major hindrance to effective counselling. The counsellors therefore may be offering insufficient services due to inadequate time allocated for counselling.

According to Phillips *et.al.*, (2011), the headteachers in Wales failed to mediate between the teachers and the stakeholders who opposed the rolling out of counselling services for primary school pupils with the argument that it was an unwarranted interference in family life. They also argued that it was a non-educational issue which

was not conducive to a positive learning culture. Moreover, Mohammed (2014) reported that headteachers in Saudi Arabia did not support the guidance and counselling program because they believed that the teacher counsellors did not work hard and did not achieve much. There is therefore the likelihood that the teacher counsellors may have had a difficult time counselling pupils whose parents did not want their children to be counselled at school.

In Africa, (Dingmeyer, 2009; Gudyanga *et. al.*, 2015) reported that teacher counsellors in Malawi were not valued and were under-estimated by the headteachers in the services. Similarly, Chinonyelum (2015) cited the factor of negative and uncooperative attitude of headteachers towards the guidance and counselling program. Mushaandja (2013), observed that the teacher counsellors were faced with failure of role clarity and role ambiguity accompanied with an increasing work load, given to them by headteachers. In addition, the headteachers did not avail funds and other physical facilities needed for counselling programs. Chireshe (2006) concurred with Mushaandja (2013) that the headteachers did not allocate resources such as counselling rooms and books relevant in counselling. This may mean that the counsellors may have failed in their duties due to ambiguity of their roles assigned to them by headteachers as well as inadequacy of resources needed for counselling.

Studies conducted in Kenya by Kamore and Tiego (2015); Nyarangi (2011); Topister *et. al.*, (2014) revealed that head teachers did not provide counselling rooms and facilities. The counselling took place in games fields or under the trees. Consequently, there was no privacy for the pupils and the teacher counsellors became less motivated

as well, leading to lack of commitment in their services. In addition, Marangu and Bururia (2012); Nyamwaka et. al., (2013); Songok and Mulinge (2013); cited that no provisions of funds and facilities including materials for counselling were made by headteachers. Marangu *et. al.*, (2012) further revealed that the headteachers who are usually appointed from among the serving teachers mostly lacked training in institutional management leading to lack of management and maintenance of essential programs such as guidance and counselling. In cases where it was done in fields or under trees, it may have become difficult for counsellors to elicit the much needed information from the pupils as the pupils may feel uncomfortable. This may have made the whole process unsuccessful.

Further, Kamore *et. al.*, (2015) found out that in most high schools in Kenya, teacher counsellors were frustrated by some uncooperative school headteachers who viewed guidance and counselling as a weak, soft and ineffective approach to school discipline. In Mombasa County, the teacher counsellors were faced with the threat of uncooperation from incompetent headteachers who suspected that the teacher counsellors may one day dislodge them from their positions. Consequently, they worked against the success of guidance and counselling due to irrational fears, by not supporting the teacher counsellors (Igoki, 2013). Therefore, this study sought to determine the roles played by headteachers in supporting guidance and counselling in lower primary schools in uniformed-forces based schools.

2.5 Class Teachers' Contributions towards Guidance and Counselling

Teachers in general have the mandate of ensuring the general welfare of the pupils they teach. They therefore have the responsibility of managing the pupils' perception towards the counselling programme and the teacher counsellors in order to help make the guidance and counselling programme successful (Fox & Butler, 2007). According to Tucker, Chenault and Murkane(2002), the teacher counsellors will gain access to the pupils through referrals made by the class teachers, but are the class teachers active actors in shaping the guidance and counselling programme?

A study carried out in Saudi Arabia by Mohammed (2014) revealed that teachers did not refer pupils to teacher counsellors for lack of understanding about teacher counsellors. The incongruent perspectives about teacher counsellors by the teachers led to tension (Phillips & Smith, 2011). Bain (2012); Tucker et. al., 2002; Abdul Malek set.al., 2013; Dinkmeyer, (2009) highlighted negative attitudes and lack of cooperation from the class teachers and the rest of the staff, lack of communication between teachers and teacher counsellors and misconception about counselling from the class teachers. The teacher counsellors therefore may have experienced a difficult time getting access to the pupils from the classes where the teachers were uncooperative.

In Africa, Mashaandja, Haihambo and Vergnani (2013) ; Chinonyelum (2005) reported that in Nigeria, negative influence of class teachers and parents led to the pupils unwillingness to disclose to the teacher counsellors. Chireshe (2006) on the other hand pointed out that teachers in Zimbabwe lacked the appreciation towards the

contributions teacher counsellors made in schools. These negative factors may have demoralized the teacher counsellors in offering the counselling services to pupils.

In Kenya, Tiego & Kinungi (2015) cited the fact that discipline teachers in schools perceived counselling approach as too soft to change pupils' behaviour. Consequently, the teacher counsellors were not supported in their efforts of guiding and counselling pupils. Kamore, 2015; Kiprop, 2015; Kombo, 2006 and Marangu (2012) also cited lack of support from class teachers. From this literature, the perception and attitude of classteachers towards counselling should not be under estimated since they may negatively impact the successful practice of counselling in schools.

2.6 Summary of Literature Review

The review focused on the teacher-factors affecting guidance and counselling in schools. From the literature reviewed, teacher-factors affecting guidance and counselling in schools have been highlighted. All the independent variables in this study in relation to the literature review, directly or indirectly affect guidance and counselling in schools worldwide. However, these studies reviewed have not focused on the key issues that the current study is focusing on. For instance, the empirical literatures have not focused on the counselling competencies of teacher counsellors, counselling strategies used by teacher counsellors and contributions of lower primary class teachers towards guidance and counselling of lower primary school pupils in uniformed-forces based schools.

Studies conducted earlier did not delve into the challenges faced in implementing guidance and counselling in uniformed-forces based schools. There is minimal information on guidance and counselling in uniformed forces-based schools. Most studies have focused on counselling in state public pre-primary, primary schools, secondary schools and higher institutions of learning. The key gap identified was in counselling in state public lower primary schools sponsored by the uniformed forces. This study aimed at exploring the teacher-factors affecting guidance and counselling for lower primary school pupils in uniformed-forces based schools in Nakuru County. Reviewed studies used academic performance of pupils to rate the effectiveness of teacher counsellors but the present study will rely on the voices of the teacher counsellors in their commitment to counselling and the support they get from the head teachers and the lower primary class teachers to rate their efficiency in counselling pupils.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the research design, location of the study, study population, sampling techniques and sample size, research instruments, piloting, validity and reliability of the instruments, data collection procedures, methods of data analysis and ethical considerations.

3.2 Research Design

The research adopted a descriptive research design to establish the teacher-factors affecting guidance and counselling in lower primary schools in uniformed-forces based schools in Nakuru County. Descriptive design basically attempts to measure what exists without questioning why it exists. This design was used to find, describe and interpret data the way it is. The subjects in the study who were the teacher counsellors, the headteachers and the lower primary classteachers in the uniformed-forces based schools in Nakuru County were approached and requested to respond to questions of the research instruments on the status of the guidance and counselling programme in their schools.

3.3 Research Methodology

This study employed qualitative and quantitative methods in data analysis. Focus was laid on ensuring that adequate data was gathered from the respondents. The data was collected by use of questionnaires and an interview schedule.

3.4 Study Variables

In this study the dependent variable was the effective guidance and counselling. The independent variables included; counselling competencies of teacher counsellors, counselling strategies used by teacher counsellors, roles of headteachers in supporting guidance and counselling and the contributions of class teachers towards guidance and counselling. The variables were measured using rating scales with responses such as always, sometimes, rarely, never as well as the use of open-ended questions to all the respondents and an interview schedule as well for the teacher counsellors.

3.5 Location of the Study

Nakuru county is one of the 47 counties in the Republic of Kenya. It has eleven (11) Sub-counties namely; Nakuru East, Nakuru West, Nakuru North, Subukia, Naivasha, Gilgil, Molo, Njoro, Kuresoi North, Kuresoi South, Rongai and Bahati. It is bordered by Laikipia county to the north east, Kericho to the west, Narok to the South west, Kajiado to the South Baringo to the north, Nyandarua to the east and Bomet to the west. Gilgil and Bahati Sub-counties; where the study was conducted, are fast growing sub-counties economically and socially. The two sub-counties are cosmopolitan counties with a high population growth. The main economic activities in these two sub-counties include agriculture, quarry mining, tourism, real estate sector and cattle farming. The study was conducted in uniformed-forces based schools in Gilgil and Bahati sub-counties. Nakuru County has several security camps among them are the Kenya Defence Forces Barracks, the Anti-Stock Theft Unit camp, the National Youth Service (NYS) College and camp, and several Police camps. The uniformed-forces personnel security camps found in Nakuru County are sometimes the first units to be

notified in a security emergency or national function since they host the musical bands used during national parades, the Airborne corps, the special forces and the Anti-Stock Theft Unit personnel who maintain security. Within the areas of these security camps are schools that cater for the education of the children of the uniformed personnel. It is in these uniformed-forces schools that the study was conducted in line with the set objectives.

These schools include Gilgil-Garrison Primary School, Utumishi Academy Primary School, NYS Primary School, Moi-Forces academy Primary School, Lanet and Nakuru East Primary School. The researcher was interested in the location of the study because of the high rates of truancy among the pupils and the many cases of pupils who have many moral challenges caused by the kind of lifestyle within the camps. The study schools have an 80% population of pupils who belong to the uniformed personnel while the remaining 20% comprises of pupils who do not belong to the uniformed personnel. To the researcher, with this statistics on population enrolment in these schools and the moral challenges among the pupils, there is a conviction that the pupils of the uniformed personnel therefore require comprehensive guidance and counselling services in order to facilitate their holistic growth and development from early age.

3.6 Target Population

The study targeted all the uniformed-forces based schools in Nakuru county. The study population therefore were all the five (5) headteachers, one hundred and twenty

five (125) trained teachers in the five schools and the five (5) counsellors practicing in the uniformed-forces based schools in Nakuru county.

3.7 Sampling Technique and Sample Size

This section discusses the sampling techniques that were used in the present study to get the sample. It also discusses the size of the sample that was selected for the study.

3.7.1 Sampling Technique

All the uniformed-forces based schools were considered in the study since only five schools were found within the study area. These schools were selected since they cater for children of the uniformed personnel. Simple random sampling was also used to arrive at the sample for the lower primary class teachers. Purposive sampling was used for the headteachers and teacher counsellors.

3.7.2 Sample Size

The sample size included the five (5) headteachers of the study schools , five (5) teacher counsellors and (30) lower primary class teachers of the study schools. According to Mugenda & Mugenda (2009) a sample size of between 10 to 30% is a good representation of the target population and hence this sample was considered appropriate to provide the needed data required by the researcher.

Table 3.1 Sample Size

Sub-County	Schools	Headteachers	Teacher Counsellors	Lower Pry.Class Teachers
Gilgil	Gilgil-Garrison Primary School.	1	1	6
	Utumishi Academy Primary School.	1	1	6
	NYS Primary School.	1	1	6
Bahati	Moi-Forces academy Primary School Lanet.	1	1	6
	Nakuru East Primary School.	1	1	6
Total		5	5	30

3.8 Research Instruments

The following instruments were used to collect data.

3.8.1 Guidance Counsellor Teacher Questionnaire

The guidance counsellor teacher questionnaire (Appendix I) had both open and closed ended questions. This questionnaire was administered to the teacher counsellors in order to get information on the counselling competencies in the teacher counsellors and the strategies they use when counselling pupils in lower primary school.

3.8.2 The Headteachers' Questionnaire

The headteacher questionnaire (Appendix II) was administered to the head teachers to obtain information on the roles the head teachers play in giving support to the guidance and counselling programme in their schools.

3.8.3 The Lower Primary Class Teacher Questionnaire

The lower primary classteacher questionnaire (Appendix III) was administered to the lower primary school classteachers to elicit information on the contributions they make in supporting the teacher counsellors in the guidance and counselling of lower primary school pupils in their classes.

3.8.4 Interview Schedule for Teachers Counsellors

An interview schedule (Appendix IV) was administered to the teacher counsellors. The aim of the interview was to enable the researcher get more key information from the teacher counsellor. An interview is considered appropriate when the sample is small to enable the researcher get more information from the respondents than would be possible using questionnaires (Easwaramoorthy & Fataneh, 2006).

3.9 Pilot Study

A pilot study was conducted in the lower primary school in three private schools in Gilgil Sub-county. The schools selected for pilot study had similar characteristics as the study schools, since they enroll children of the uniformed personnel. The objective of the pilot study was to determine the validity and reliability of the research instruments. The pilot study helped the researcher find out whether the questions

asked were clear to the respondents and could elicit consistent and clear responses. The aim of the pilot study was to pre-test the questionnaire items. In the pilot study, three headteachers, three teacher counsellors and ten lower primary school classteachers who were selected randomly were given the questions of the questionnaires. The results of the pilot study informed the fine-tuning of the research instruments. More emphasis was made on the study objectives and the research questions in the design of the various data collection tools.

3.9.1 Validity of the Research Instruments

Content validity was achieved through piloting the study instruments. The pilot study helped the researcher fine tune the instruments to ensure that they were understood as intended. Furthermore, the pilot study helped achieve content validity as the researcher ensured that each objective under the study had adequate representation concerning the questions asked. The validity of the instruments was tested through the use of experts who read through the responses in the questionnaires to ascertain their clarity, spellings and ambiguity. Items that were not generating adequate required information as per the study objectives were modified or dropped and replaced with new ones.

3.9.2 Reliability of the Research Instruments

The instrument was given to the respondent and after a fortnight the researcher gave the instrument to the same respondents. In cases where the same respondent gave a consistent response then the instrument was considered as being reliable. The reliability of the interview for the teacher counsellor was recorded. The interview was

then repeated and the respondents asked to confirm what they had said earlier in the same interview.

3.10 Data Collection Procedures

The researcher visited the selected schools to collect data. The researcher briefed the respondents on the purpose and objectives of the study. The questionnaires were then distributed to the respondents in their respective schools. The researcher then retrieved the completed questionnaires from the respondents. This was to ensure that all the copies of the questionnaires distributed were returned. The interview for the teacher counsellors was conducted by the researcher on the same day of the visit to the schools of study.

3.11 Data Analysis

Data was edited, coded and analysed qualitatively and quantitatively. The qualitative data was obtained from the open-ended and the interview questions while quantitative data was derived from the closed-ended questionnaires. Quantitative data was analyzed manually. It was then presented using descriptive statistics such as frequency distributions, percentages and tabulations. Qualitative data was presented in texts using the researcher's and the counsellor's words. This process was applicable for all the objectives and was appropriately used to analyse responses on counselling competencies of teacher counsellors, counselling strategies used by teacher counsellors, roles played by headteachers in supporting guidance and counselling and contributions of lower primary class teachers towards guidance and counselling of lower primary school pupils in uniformed-forces based schools.

3.12 Logistical and Ethical Considerations

This section presents the logistical and ethical considerations of the study.

3.12.1 Logistical and Ethical Considerations

Before embarking on this study, the researcher first sought permission from the university. The permit for the study was obtained from the National Commission of Science, Technology and Innovation (NACOSTI). Subsequently, permission was also sought from the Nakuru County Education offices as well as the Nakuru County Commissioner's office. As for ethical considerations, the researcher built good rapport with the participants, assuring them that all their responses would be treated with utmost confidentiality and would only be used for the purpose of the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the analysis and interpretations of the findings based on the objectives of the study. The objectives of the study were:

- i. To establish the counselling competencies of teacher counsellors in offering guidance and counselling to lower primary school pupils in uniformed-forces based schools.
- ii. To establish the counselling strategies used by teacher counsellors in the guidance and counselling of lower primary school pupils in uniformed forces-based schools.
- iii. To find out the role played by head teachers in supporting guidance and counselling of lower primary school pupils in uniformed-forces based schools.
- iv. To establish the contributions of lower primary class teachers towards guidance and counselling of lower primary school pupils in uniformed-forces based schools.

4.2 General Demographic Information

The demographic information for respondents considered for this study includes: response rate, age, gender, work experience and academic qualifications. This information was considered important since it influences variables under study.

4.2.1 Response Rate

The response rate of the questionnaires is established and the results are as presented in table 4.1 below.

Table 4.1 Response rate

Respondents	Sample	Returned	Percentage (%)
Teacher counsellor	5	5	100
Head teachers	5	5	100
class teachers	30	25	83
Totals	40	35	87.5

A sample of 5 public uniformed-forces based primary schools was selected, with 5 headteachers, 5 teacher counsellors and 30 lower primary classteachers from schools found in Nakuru County. The study recorded 35(87.5%) response rate. All the questionnaires returned were useful and provided data that was worth analyzing and making presentation. The study was in line with Mugenda (2009) who indicated that a response rate of above 70% is acceptable in research. The high response rate in this study could be attributed to self- administration of the questionnaires.

4.2.2 Background Information of the Respondents

In the section below, the biographical variables of the respondents in the current study are presented.

4.2.3 Gender

The study sought to determine the gender of the respondents and it was discovered that all the teacher counsellors and lower primary teachers were females. Most of the schools where the study was conducted are headed by female teachers, except one school which is headed by a male teacher. From these findings, it would be assumed that female teachers are more likely to get involved in pupil counselling and nurturing compared to male teachers. Also, the lower primary school sections of the uniformed forces schools are basically being taught by female teachers. In the lower primary school, being part of the children`s developmental stages, it is generally believed that female teachers would have a greater understanding of the developmental challenges and progress of the young pupils and thus encourage interactions that would promote positive self-regard in the pupils.

This implies that there is a need to encourage more male teachers to participate in guidance and counselling in public primary schools in the County. However, on the other hand, the gender disparities in the headteacher section could affect implementation of guidance and counselling programmes in schools due to lack of affection to the pupils` requirements from the male headteachers as compared to that of motherly female headteachers.

This is consistent with the findings by Chireshe (2012) who showed that the majority of the teacher counsellors (50.0%) were females with 29.8% of the teacher counsellors as males. The study reported that the gender disparities were expected, and this concurs with the perception portrayed by Mghweno, Baguma and Mghweno (2013),

that guidance and counselling is perceived to be a female domain in many educational institutions.

4.2.4 Age

The study sought to determine the age distribution of the respondents and the results were as shown in Figure 4.1.

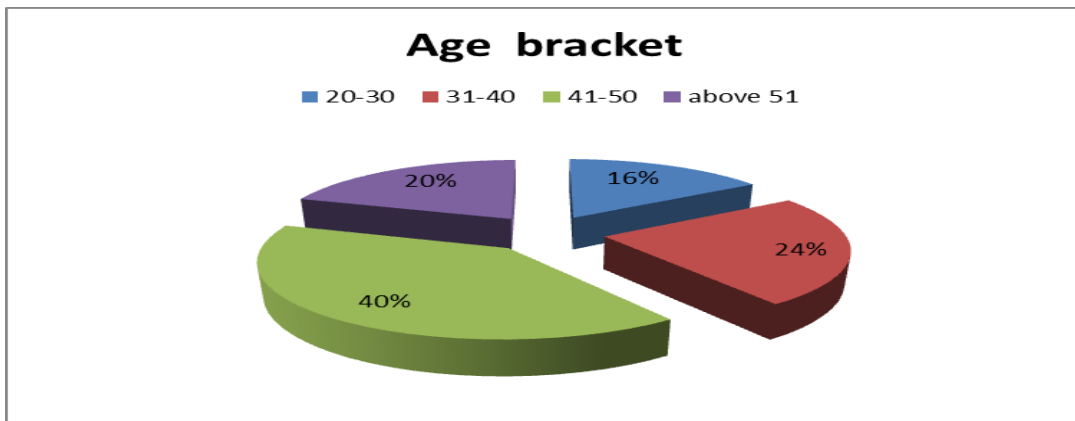


Figure 4.1 Age Bracket Distribution

From the above chart, it is shown that majority (40%) of the class teachers were between 40 and 50 years of age, with another significant number (24%) being between 31 and 40 years of age. This was not so different from the data collected among the headteachers and the teacher counsellors. This shows that majority of class teachers in lower primary schools in uniformed- forces based schools in Nakuru County are in the middle adulthood implying they had a wealth of experience in teaching.

4.2.5 Academic Qualifications

The study sought to determine the highest level of education attained by the respondents and the results were as shown in Figure 4.2 below:

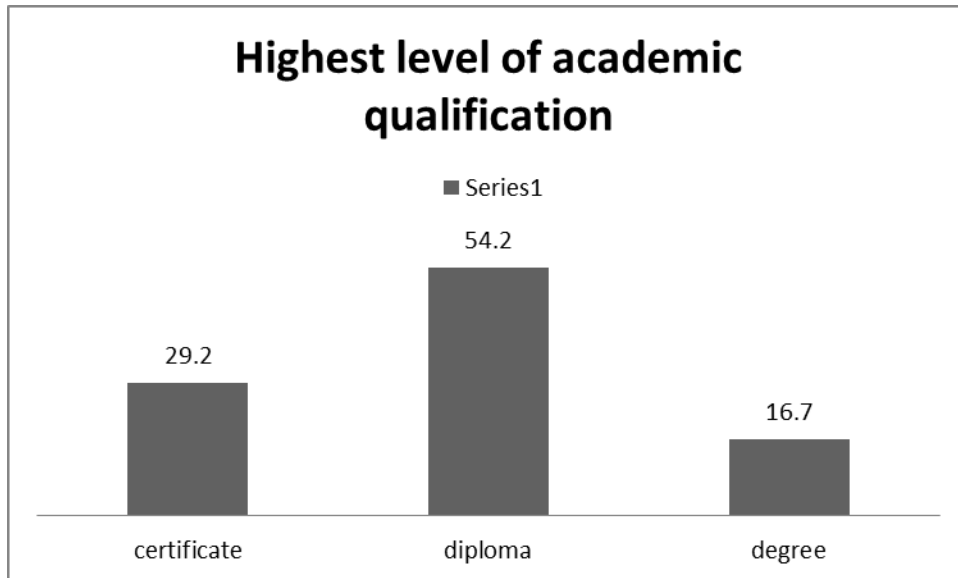


Figure 4.2 Highest Level of Academic Qualification

Academic qualifications of the teacher counsellors categorized as masters, degree, diploma and certificate qualification. The results in figure 4.2 shows that more than half of the respondents 19(54.2%) have diploma in education, with a considerable number 6(16.7%) having attained their bachelor’s degree, and therefore would be considered to be qualified staff. Academic qualification would be related to the quality and level of expertise of the teacher counsellors in Nakuru County. These results would mean that the teaching staff in the primary schools in Nakuru County are trained as teachers in primary education and may be knowledgeable enough to grasp issues to do with teacher-factors influencing implementation of guidance and counselling programme. The findings indicated that all headteachers in all the schools except one school under study were professionally diploma holders and above. They are therefore good role models to the upcoming teachers and the learners who may be looking up to them as their role models and as immediate mentor guide to help them shape their future. The findings agrees with studies done by Masoumeh, Nazanin, and

Tajudin (2012) and Malek (2012) in Malaysia who demonstrated that lack of knowledge and skills about counselling techniques made the teacher counsellors incompetent.

4.2.6 Work Experience

The study sought to determine the level of working experience among the respondents and the results were as presented in Fig 4.3 below;

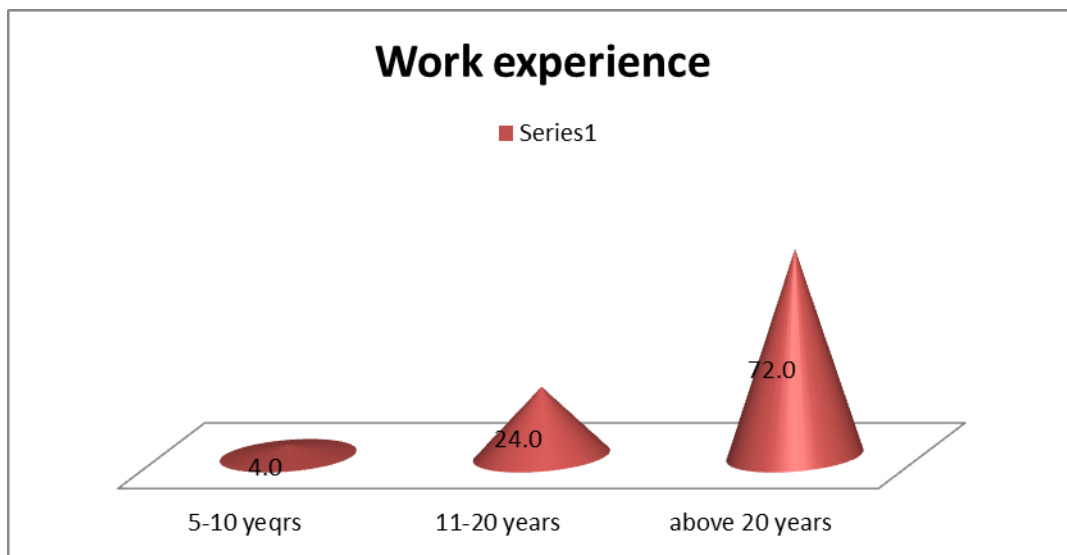


Figure 4.3 Work Experience

Figure 4.3 above shows that most of the respondents 25(72%) have been in the teaching profession for more than 20 years. This is consistent with the information obtained on the teacher's age brackets that showed that most teachers were in their 40s and 50s. These results would indicate the vast experience the headteachers, the classteachers and the teacher counsellors would be having with regard to common challenges faced by the pupils in the lower primary schools. This finding concurs with that of Atieno (2014) who found that the number of years served comes along with the necessary experience on how to approach some of the challenges relating to guidance

and counselling. This finding also implies that majority of the teacher counsellors have been in the school long enough to answer and comprehend the teacher-factors affecting implementation of guidance and counselling programme in their schools.

4.3 Guidance and Counselling Competencies of Teacher Counsellors

The first objective of the current study was to establish the counselling competencies of teacher counsellors in offering guidance and counselling to lower primary school pupils in uniformed-forces based schools. Teacher counsellors were asked to indicate the activities they carry out while guiding and counselling pupils in lower primary school in order to establish their competencies in guidance and counselling them. The results are indicated in table 4.2 below;

Table 4.2 Teacher Counsellors on Activities that Exhibit Counselling Competencies

	Always	Sometim es	Rarely	Never
	Frequen cy (%)	Frequen cy (%)	Frequen cy (%)	Frequen cy (%)
Evaluate the G &C Programme deficits and engage the head teacher and class teacher	2 (40%)	2 (40%)	0(0%)	1(20%)
Listening to pupils and being available to talk to them	3 (60%)	2 (40%)	0 (0 %)	0 (0%)
Consult parents on their children’s educational, emotional and behavioural problems	2 (40%)	2 (40%)	1(20%)	0 (0%)
Undergone pre-service training in guidance and counselling	0 (0%)	0 (0%)	0 (0%)	5 (100%)
Make use of counselling materials such as books, journals and other materials relevant to lower primary pupils.	0(0%)	0(0%)	0(0%)	5(100%)
Making referrals for specialized services for problems beyond the counsellor’s ability	0(0%)	0 (0%)	0(0%)	5(100%)
Use of diverse assessment tools to assess the pupils progress after counseling	0 (0%)	0(0%)	0 (0%)	5(100%)
Able to plan and prepare a schedule of activities for counselling pupils in lower primary school.	0 (0%)	0 (0%)	0 (0%)	5(100%)
I keep records of counselling services given to pupils.	0 (0%)	0 (0%)	0 (0%)	5(100%)

From table 4.2, it is evident that 3(60%) of the teacher counsellors are able to listen to pupils with problems and avail themselves to the pupils for counselling. Approximately two fifths of the teacher counsellors 2(40%) form relationships with classteachers, headteachers and the parents through consultations. This reveals that some of the few competencies shown by most teacher counsellors include; making consultations with parents on their children`s educational and emotional issues; creating relationships with other teachers; being warm towards pupils among others. The questionnaires indicated that the teacher counsellors showed few competencies but lacked most competencies in counselling.

On the other hand, 5(100%) of the teacher counsellors had undergone pre-service training in guidance and counselling. From the interview, it was found out that some of the teacher counsellors had attended seminars in guidance and counselling sponsored by NGOs. However, the teacher counsellors noted that the seminars they had attended were for a limited time and therefore did not offer the much needed training in guidance and counselling. From the interview, some teacher counsellors reported that their headteachers had just picked them from the staff to run the guidance and counselling programme and yet they had no clue on how to offer guidance and counselling services in the right way. Some reported that they mostly used their knowledge as parents to guide and counsel the pupils. During the interview with one of the teacher counsellors, reported that:

“I do it with no knowledge and no skills. I just do it casually like a mother or an elder sister. I have no training in guidance and counselling. I just use the little knowledge I had when I was a peer counsellor in high school and that was a long time ago.”

All the teacher counsellors 5(100%) reported that they lacked diverse guidance and counselling competencies that include; advocating for pupils; using counselling materials; making referrals; keeping records of their counselling sessions and progress of the counselled pupils as well as making assessments of their counselling sessions. All 5(100%) did not make any referrals for specialized services. Responding to the question of the interview as to whether they make any referrals, one of the teacher counsellors said:

“Some conditions of the pupils are very difficult to handle. Some of them are sexually molested by close relatives and when they come they are really traumatized. Now that I do not have good skills, I just talk to the pupils. If they are helped, well and good, if they are not, I just leave it there. I do not refer to other specialists because I feel it is confidential. I fear even telling the parents because of what their reaction would be.”

The teacher counsellors reported that some of the pupils feared their parents and the pupils with problems sometimes reported to the counsellors that they would rather look for inappropriate alternative ways of solving their problems such as committing suicide than approaching their parents. One counsellor said:

“Some pupils fear their parents; some say they can hang themselves. The only person whom they can confide in is the counsellor. So the counsellor should be well trained to handle such cases well.”

According to the results in the table, majority of the teacher counsellors 5(100%) do not keep clear records of their counselling sessions and that the guidance and counselling programme was not evaluated at all. One teacher counsellor during the interview said:

“I don't keep any records, I just keep in my mind.”

When asked whether she made any follow ups after the counselling sessions since she did not keep any records, she added:

“I make follow -ups by measuring their performance and change in behaviour. For example, when they become happy, then I will know they have been helped through my services.”

All 5(100%) the teacher counsellors did not plan and prepare a schedule of activities that would ensure successful delivery of their services to the lower primary school pupils. From the self-administered questionnaires, the teacher counsellor did not prepare any counselling activities for the pupils in lower primary. Having in mind that young children learn best through activities, the counsellors only used the group counselling. It was also found out that in one of the schools, the counsellor left the counselling role to the class teachers. When asked how she handled the pupils in lower primary, she said:

“I rarely counsel the pupils from the lower primary section because they only know their teacher and therefore they don’t come to me, though, I occasionally visit them in their classes once in a while. For Standard 1-3 classes, their class teachers handle them in class work and also in guidance and counselling.”

Competence in guidance and counselling involves marshalling knowledge, skills and attitudes to be able to handle the complex demands in the provision of guidance and counselling services to the young pupils who are inexperienced in dealing with difficult situations in life. When teacher counsellors are incompetent, they will likely offer watered -down guidance and counselling services which may not be of great value to the pupils in the lower primary schools. This means that the pupils may live with their problems that are not solved or may look for other alternative ways of solving their problems which may be very inappropriate.

Owing to the above cited responses from the tables and the interview on the competence of the teacher counsellors, the pupils are likely to receive counselling services that are not favourable to their holistic development. Children of the lower primary section in the above cited case are likely to lose their sense of direction for lack of proper counselling. This is because some of the counsellors do not make much effort to establish and reinforce warm and trusting relationships with the pupils in lower primary in accordance with the client- centered theory that informed this study. It is therefore evident that the teacher counsellors who handle guidance and counselling in the uniformed-forces based schools have good and high teaching qualifications, but, they have no specialized training in guidance and counselling and therefore they lack the skills, knowledge and understanding on how to guide and counsel pupils.

The current findings is in consistence with Mohammed (2014) who found out that although there are counselling courses provided, they do not last for a sufficient amount of time and the materials provided are not suitable for the actual problems and objectives that the counsellors must deal with. According to Majoko (2013), it is imperative for teacher counsellors to undergo a comprehensive training in guidance and counselling to enable them acquire psychological and educational theories and practices that would enable the competent provision of guidance and counselling services.

The current findings agrees with Ciarrochi, (2006) who maintains that, teacher counsellors lacked emotional competence which resulted into unproductive

counselling services, a problem that Anderson, (2013) in New Zealand concurs with. This may mean that if the teacher counsellors cannot manage their emotions, then they may not adequately handle pupils who may be experiencing emotional problems.

4.4 Guidance and Counselling Strategies used by Teacher Counsellors

The second objective sought to establish the counselling strategies used by the teacher counsellors who are engaged in the guidance and counselling of pupils in the uniformed-forces based lower primary schools. The teacher counsellors were required to indicate the activities they do while guiding and counselling pupils in lower primary. Their responses were interpreted and used to determine the strategies they use when guiding and counselling the pupils. The results were as shown in Table 4.3.

Table 4.3 Responses of teacher counsellors on strategies used for counselling

Activities related to counselling strategies	Responses by teacher counsellors to exhibit strategies			
	Always Frequency (%)	Sometimes Frequency (%)	Rarely Frequency (%)	Never Frequency (%)
Easily available to pupils by visiting them in classrooms.	0(0%)	1 (20%)	1 (20%)	3 (60%)
Use play activities such as sand play and water play when counselling.	0(0%)	0 (0%)	0 (0%)	5 (100%)
Encourage and make use of pupil peer counsellors.	3 (60%)	1 (20%)	0 (0%)	1 (20%)
Involve lower primary school class teachers in handling issues that involve pupils in their classes.	4 (80%)	1(20%)	0 (0%)	1 (20%)
Establish linkages with other stakeholders such as sponsor and community in the matters of counseling	0 (0%)	1(20%)	0 (0%)	4 (80%)
Use individual counselling more than group counselling	0(0%)	1 (20%)	1 (20%)	3 (60%)
Use of audio recording for future review of the counselling sessions	0 (0%)	0 (0%)	0 (0%)	5 (100%)
Use varied activities/materials such as songs, quotes pictures or toys.	0 (0%)	1 (20%)	1 (20%)	3 (60%)

From table 4.3 the results obtained show that there are some statistically insignificant strategies in guidance and counselling being used by the teacher counsellors when offering their services. Majority 4(80%) of the respondents were of the view that

group counselling strategy was commonly used as opposed to individual guidance and counselling. The table shows that majority of the counsellors 3(60%) confessed that they never used the individual counselling strategy. The group counselling was done in classes by scheduling guidance and counselling on the block timetable while others counselled all pupils in the school during school assembly.

Most 4(80%) of the teacher counsellors reported that they would involve class teachers in handling issues affecting pupils in lower primary school. From the interview schedule four out of the five counsellors confessed that they left the pupils in lower primary to be counselled by their classteachers who had no knowledge about guidance and counselling and they sometimes took a long time before handling the issues that affected the pupils in their classes. They said:

“The pupils in lower primary are handled by their teachers in their classes. I only visit them once in a while to sing or just see their progress but, I don't counsel them because I feel they may understand their teachers better than me.”

A minimal percentage 1(20%) of the teacher counsellors reported that they are sometimes easily available to the pupils by visiting them in their classrooms. All the teacher counsellors 5(100%) reported that they have not incorporated the aspect of behaviour improvement by involving the children in diverse play or group activities. None of the teacher counsellors 0(0%) used audio recording technique during their counselling sessions. Further, the findings of the current study reveal that majority 4(80%) of the counsellors did not advocate for the pupils to the community as well as the sponsors of the schools in which this study has been conducted. Majority of the teacher counsellors 3(60%) were willing to encourage and set up peer counselling

techniques in their schools. However, there were no responses on how the peer counselling programmes would be rolled-out within the lower primary school settings.

From the interview with the teacher counsellors, four of them reported that they do not liaise with the parents on issues concerning their children. Most were of the opinion that the parents are generally absent from home. In addition, the teacher counsellors did not sensitize the public on guidance and counselling activities of the schools and try to mobilize community support and input in the guidance and counselling of the lower primary pupils in the uniformed-forces based schools.

From the findings, it was evident that the teacher counsellors do not use a variety of strategies when counselling pupils. Pupils in lower primary school need to be counselled using strategies that make counselling interesting and enjoyable. As a result of the inappropriate strategies used, the pupils seem not to be getting the much needed help from the counsellors, especially when it is mostly group counselling used.

These findings are similar to the findings of Gudyanga *et. al.*, (2015) in Zimbabwe and Topister *et. al.*, (2014); Owino and Odera (2014) in Kenya whose findings revealed that the teacher counsellors visited pupils in classrooms and during assembly time while others time-tabled it like other subjects. Group counselling may not give individual attention to the pupils of lower primary who do not visit the teacher counsellors for personal counselling (Topister *et. al.*, 2014). The researcher realized that despite the vast variety of strategies that can be used when guiding and

counselling pupils such as; use of play activities, audio recording, advocacy, use of family conferences among others. The teacher counsellors seemed not to be conversant with them and therefore did not use them in their practice of counselling the pupils in the lower primary school.

The current study also harmonize with Campbell (2004) in Australia revealed that sand play as an activity in counselling is a potentially valuable strategy which uses sand and water and small toys as a method of play. The sand play technique which is useful for cognitive and behavioural problems is used by counsellors for young children and it has been proved to be more effective than the “talking therapies.”

The current study is in line with Anderson (2013) who believed that a number of strategies for effective guidance and counselling such as advocating for pupils, liaising with stakeholders and reflection by the counsellors on their practice were lacking among counsellors in New Zealand. Similarly the finding also agrees with Campbell and Goss (2004) who found out that, sand play as a strategy in counselling young children had been proved to be more developmentally appropriate and useful for rectifying cognitive and behavioural problems than the traditional “talking” method.

4.5 Roles Played by Head Teachers in Supporting Guidance and Counselling

The third objective of the study sought to establish role played by headteachers in supporting guidance and counselling of lower primary school pupils in uniformed-forces based schools. As the managers of the primary schools, the efforts vested by the headteacher towards strengthening the guidance and counselling programme would

greatly contribute to its success. From the self-administered questionnaires, the study sought to find out from the headteachers whether there was existing guidance and counselling programme in the schools they headed. The response from all the respondents indicated that all the schools under study had ongoing guidance and counselling programmes firmly put in place. The response was therefore one hundred percent 5(100%) to the affirmative. This was an indication that if well handled, support from the headteachers was availed, and the guidance and counselling is firmly rooted in the teachers' hearts, then it would be an intervention method to ensure that pupils are properly guided and counselled when faced with diverse challenges.

The study further sought to determine the kind of support provided by the head teachers in terms of resource and budgetary allocations and other necessary engagements with the counselling department. The headteachers were asked to indicate the activities they do to support the teacher counsellor's endeavours in guiding and counselling pupils in lower primary school. Their responses were used to determine the roles they play in supporting guidance and counselling in their schools and the results in table 4.4 were obtained.

Table 4.4 Responses by head teachers on their support for guidance and counselling

Activities related to how H/T support G&C	Responses by head teachers on roles they play to support G&C	
	Yes	No
	Frequency (%)	Frequency (%)
I support in-service training of teacher counsellors by providing funds required	0 (0%)	5(100%)
I provide funds for purchase of materials for counselling lower primary school pupils.	1(20%)	4(80%)
Provision of counselling rooms for the teacher counsellor	2(40%)	3(60%)
Encouraging pupils in lower primary with problems to seek guidance and counselling services from teacher counsellor.	3(60%)	2(40%)
Provision of a suggestion box for pupils to present their written problems for counselling.	0(0%)	5(100%)
Assess the performance of guidance and counselling in lower primary school to ascertain its progress.	2(40%)	3(60%)
Encourage pupils to improve on their school attendance and behavior through talks.	5(100%)	0(0%)
Remind teachers to help the lower primary pupils in their study skills and behavior in order to ease counselling	4(80%)	1(20%)
Consult all stakeholders such as parents and school committee on problems involving lower primary pupils	4 (80%)	1 (20%)
Help teacher counsellor handle critical situations through referrals to specialists.	2(40%)	3 (60%)
Give less teaching workload to teacher counsellor in order to give enough time for counselling.	(20%)	4(80%)
Encourage the teacher counsellor to regularly invite competent professionals to talk to lower primary school pupils.	0(0%)	5(100%)
Expose the counsellor to new ideas on pupil management in lower primary school	2 (40%)	3(60%)

The result from the table 4.4 shows that all the headteachers 5(100%) have not made a deliberation on supporting the counselling department through funding for the in-service training of teacher counsellor. Most of the headteachers 4(80%) do not provide funds needed for purchase of material resources needed for counselling pupils in lower primary school. In addition, it was noted from the interview with the teacher counsellor that all the headteachers have not provided funds for purchase of materials for counselling lower primary school pupils. However, two out of the five head teachers 2(40%) have provided rooms for the teacher counsellor to conduct their counselling sessions. One counsellor who had no counselling room provided by the head teacher had a hard time when counselling the pupils. She said:

“I just stand anywhere including between the classrooms or on the corridor and talk to the pupils because there is no counselling room available for counselling.”

Results of the self-administered questionnaire also reveal that none of the head teachers 0(0%) has provided pupils with a suggestion box for pupils to present their written problems for counselling. Majority of the headteachers 4(80%) reported to always remind teachers to help the lower primary school pupils improve on their study skills and behaviour in order to ease counselling. This was done during the school assembly. A minimal percentage of the headteachers 2(40%) help the teacher counsellors handle critical situations through referrals in collaboration with specialists. Further, most headteachers 4(80%) have not been able to give less teaching workloads to teacher counsellors to give her/him enough time for counselling. One counsellor said:

“Enough time needs to be allocated for counselling services, not much time is given to us. We have to balance between the other numerous responsibilities assigned to us with the provision of counselling services. This affects the counselling services given since they are limited services.”

In reference to the responses in the self-administered questionnaire, all the head teachers 5(100%) revealed that they do not encourage the counsellor to invite competent professionals with expertise to talk to pupils of the uniformed personnel in lower primary section. They also confessed that they do not provide financial resources needed for professional development of the teacher counsellors.

When counselling rooms are not provided, it is clear that there is usually no confidentiality and privacy during the counselling sessions. As a result this may discourage the pupils from attending the counselling sessions. A suggestion box would help in case where pupils had the fear of approaching the teacher counsellors. In cases where the suggestion boxes were not availed, then some pupils would not be counselled for fear of approaching the counsellor despite being in challenging situations.

From the data presented, availability of counselling programmes in the schools of study without visible commitment of headteachers in their support of the programme may not produce successful results. Headteachers may claim interest in guidance and counselling in their schools, but unless they exhibit tangible commitment to the programme by giving support, then teacher counsellors will not be committed and devoted to their roles and in turn pupils are likely to be offered watered-down services.

The study findings concur with findings by Auni (2000) which revealed that lack of facilities and resources for guidance and counselling negatively affects implementation of guidance and counselling. On the other hand, the findings of this study are contrary to the findings of Lehr and Sumarah (2002) who reported that there were adequate resources, equipment and space for confidential counselling services in America. It is the researcher's view therefore that being the chief controller in a school the head teacher should be more involved and committed in supporting guidance and counselling to guarantee its success. This finding is similar to the finding of Sultana (2003) who found out that class teachers in Malta, Europe were not willing to encourage pupils in their classes to attend guidance and counselling sessions with the teacher counsellor.

The findings are contrary from Zimbabwe by Majoko (2014) who suggest that counselling rooms should be comfortable and pleasant, providing a homely atmosphere to provide a relaxed feeling in pupils. The head teachers did not support the counsellors to go for training, inviting competent professional experts to the school, relieving the teacher counsellors of heavy workloads, helping the counsellors in handling critical situations and regularly assessing the counselling programme in their schools. This was enough evidence that the head teachers need to do more to support guidance and counselling in their schools

4.6 Class Teachers' Contributions Towards Guidance and Counselling

The fourth objective of the study aimed to find out the contributions of lower primary school class teachers towards guidance and counselling in the uniformed-forces based

schools. The study focused on determining whether counselling initiatives were a collective responsibility of all the teachers who are very close to the pupils. With the class teacher being in constant touch and communication with the pupils, it was considered that they would be having a considerably significant contribution in the counselling programmes. They were asked to respond to questions related to activities they do to give their contributions towards guidance and counselling to pupils in their classes. The responses are tabulated in Table 4.5;

Table 4.5 Responses of Lower Primary School Class teachers on their Contributions towards Guidance and Counselling of Pupils in Lower Primary School.

Activities related to how class teachers contribute towards G/C of lower Primary pupils	Responses and ratings of class teachers' responses			
	Always	Sometimes	Rarely	Never
	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)
I promote behaviour change in pupils through guidance and rewards	15 (60%)	8 (32%)	1 (4%)	1(4%)
I make consultations with the teacher counsel or concerning pupils` problem	2 (8%)	3 (12%)	3 (12%)	17 (68%)
I lessen the school counsellor`s workload in counselling by assisting pupils with minor problems	15 (60%)	9 (36%)	1 (4%)	0(0%)
I give feedback to the teacher counsellor concerning pupils` problems and progress in behaviour change.	4 (16%)	4 (16%)	4 (16%)	13 (52%)
Co-ordinate guidance and counselling activities for pupils in my class with the help of the teacher counsellor.	5 (20%)	6 (24%)	10 (40%)	4(16%)
Work with the counsellor to create policies that encourage appropriate behaviour in lower primary school pupils.	1 (4%)	2 (8%)	4 (16%)	18 (72%)
Identify pupils with problems and refer them to the school counsellor for help.	2 (8%)	3 (12%)	8 (32%)	12 (48%)
Act as a mediator between the teacher counsellor and the pupils in my class In order to create an environment for effective counselling of the pupils.	9 (36%)	10 (40%)	3 (12%)	3 (12%)

From Table 4.5, it is clear that majority of the classteachers 15(60%) aim at promoting behaviour change in pupils through guidance and counselling. However, most classteachers 17(68%) do not make consultations with the teacher counsellors in any

cases involving pupils in their classes. A minimal percentage of the class teachers 5(20%) will always and sometimes make consultations with the teacher counsellors concerning pupils' problems. Furthermore, more than half of the classteachers 15(60%) would always strive to lessen the teacher counsellor's workload by assisting pupils with minor problems though they have no competencies in guidance and counselling while almost half 12(48%) of the classteachers do not refer pupils with problems to the teacher counsellors.

Slightly more than half of the classteachers 13(52%) never give feedback to the teacher counsellors concerning pupils' problems and progress. In addition, a minimal number of classteachers 10(40%) would rarely co-ordinate guidance and counselling activities for pupils in their classes with the help of the teacher counsellors. It is also clear from the table above that 4(16%) rarely participate in policy formulations, with a considerably large number of the class teachers; nearly three quarters 18(72%) maintaining the view that they have never worked with the teacher counsellors to create policies that encourage appropriate behaviour adaptation in lower primary school pupils. The responses from the table also indicate that an average number of the classteachers; 9(36%) always and 10(40%) sometimes mediate between the teacher counsellor and the pupils in their classes in order to create an appropriate environment for effective counselling.

From the interview with the teacher counsellor, it was found out that, generally, the classteachers do not collaborate with the teacher counsellors in counselling

programmes for the pupils in the lower primary school. Some counsellors reported that the teachers viewed the counselling as a waste of time and that it was a non-educational activity that interfered with pupils' learning. One counsellor said:

“When you try to visit the lower primary classes to inquire about pupils who need counselling, the classteachers are always not ready to work with you. To them you are a bother since you are interfering with the learning of their pupils and yet they want good performance of their pupils in academics.”

The lack of cooperation from class teachers due to ignorance and sometimes negative attitude towards the teacher counsellor and the counselling programme may negatively impact on the counselling services needed by the pupils. The collaboration of classteachers through making the much needed contributions towards the success of guidance and counselling, is therefore one of the most important factors in determining the success of guidance and counselling for lower primary school pupils in the schools.

The current findings harmonise with Chireshe (2006) who pointed out that teachers in Zimbabwe lacked the appreciation towards the contributions teacher counsellors made in schools. These negative factors may have demoralized the teacher counsellors in offering the counselling services to pupils. The findings also agrees with Tiego & Kinungi (2015) who argue that discipline teachers in schools perceived counselling approach as too soft to change pupils' behaviour. Consequently, the teacher counsellors were not supported in their efforts of guiding and counselling pupils.

4.7 Summary of the Responses of the Interview Schedule

The teacher counsellors were asked to respond to the oral questions of the interview. The entire process was recorded and a summary of the responses was made as shown below:

The responses obtained from the interview schedule with the teacher counsellors revealed that most of the teacher counsellors took it as their responsibility to guide and counsel the lower primary school pupils. All the counsellors agreed that the absence of the parents from home negatively affected the pupils' behaviour and performance, and therefore this called for proper counselling of the pupils. However, all the teacher counsellors confessed that the counselling they offered was majorly group counselling as opposed to individual counselling.

Most of the counsellors did not keep records of the counselling sessions and neither did they make any follow-ups after counselling. In addition, most of the counsellors did not get much support from the head teachers and the classteachers of the lower primary school pupils. More than half of the teacher counsellors felt there was no confidentiality in the process of counselling as they had no private counselling rooms for conducting the counselling sessions.

The responses obtained from the interview also indicated that most teacher counsellors were strongly of the opinion that trained teachers in guidance and counselling are better placed in handling guidance and counselling in schools, of which most were not fully qualified for counselling. Generally, the teacher counsellors noted that they mostly used the group counselling strategy; had limited time to counsel lower primary

school pupils and did not get much support from the class teachers as well as the head teachers. Further the teacher counsellors indicated that they did not get referrals of lower primary school pupils made by their class teachers.

4.8 Discussions

From the data collected and presented, it is true that all the schools of study have guidance and counselling programme put in place. However, it has been noted from the interview with the teacher counsellors that the pupils in these schools experience a myriad of problems while in school. The problems that are commonly observed include: truancy, anger out bursts, chronic absenteeism, stress related issues, decline in school performance, aggressiveness, being defiant and wrong religious affiliations. This may be an indication of weak or ineffective guidance and counselling services offered to the pupils. If proper guidance and counselling is well implemented, it should help the individual deal with emotional and psychological problems (UNESCO 2000).

From the study findings, all the teacher counsellors (100%) have not gone through a pre-service training in guidance and counselling, though a few (20%) indicated from the interview that they had attended seminars sponsored by NGOs; which lasted for very few days. From the interview with the teacher counsellors, one of them argued that it was not mandatory for teacher counsellors to undertake training in guidance and counselling. This is contrary with the opinion of Mutie and Ndambuki (2000-2003, 2009) who assert that it is important to acquire knowledge on theories of personality, psychotherapy, diagnostic and behavioural intervention techniques as well as

dynamics of human behaviour for effective counselling through training. It is therefore true to say that guidance and counselling just like other professions requires training in practical skills and theories in order to make one competent. In addition, issues of training and continued improvement of teacher counsellor competencies on matters of guidance and counselling comes out very clearly as an important aspect of offering comprehensive and quality counselling services (Kamore & Tiego 2015).

The most critical issue that faces counselling is the quality of the teacher counsellor's competence portrayed in the preparation and management of the counselling programme. However, from the findings of this study, it is evident that all the teacher counsellors (100%) lacked diverse counselling competencies such as; advocating for pupils, using counselling materials such as books and journals, making referrals, keeping records, assessing their counselling and making follow-ups. This is consistent with the findings of Mapfumo (2001) who postulated that counsellors in schools in Zimbabwe have teaching qualifications but no specified training in guidance and counselling and hence lack the skills and capacity to play their guidance and counselling roles. From the findings of the research, most of the teacher counsellors faced the challenge of being competent enough to offer quality counselling services due to lack of knowledge and skills in counselling. This may be the reason why the pupils continue to experience problems and are not able to overcome these difficult situations.

Guidance and counselling also requires that a number of strategies be employed in order to make it more interesting, enjoyable and effective especially for young pupils

in lower primary school. The findings of this study reveal the use of group guidance and counselling strategy used by the teacher counsellors in lower primary schools as opposed to individual guidance and counselling. Majority (60%) of the teacher counsellors use group counselling. This is consistent with the findings of Topister *et. al.*, (2014) who asserted that individual guidance and counselling services tended to be provided to individuals mostly after administering punishment and was only done for those who could not solve their own problems. As such only a small number of learners were likely to turn up for guidance and counselling services.

It also emerged from the current study that although most counsellors (60%) visited the lower primary classes, they confessed that they did not have one-on one counselling sessions with the pupils as most of them (80%) left the pupils to their class teachers for counselling. While Ruttoh (2015), disagrees that the majority of schools in the sample used in his study relied on individual guidance and counselling, a question was raised on the effectiveness of such services in-terms of reaching out to all learners and variation in strategy depending on the needs to be addressed. The findings of this study are consistent with findings by Chireshe (2006) that reveal predominant use of group guidance and counselling strategy used in Kenya and Zimbabwe respectively.

A potential valuable strategy for guidance and counselling is the use of sand play. According to Campbell and Goss (2004), sand play is play-based and developmentally appropriate and has been proved to be useful for cognitive and behavioural problems. According to them, sand play strategy formed a significant element in the approach to

working with learners from schools located near the site of the 9/11 terrorist attacks in New York, USA and is more effective than the traditional ‘talking therapies.’ However, in this current study, it emerged that all (100%) the counsellors did not use any play activities in counselling the young pupils, a strategy that is very effective in counselling young children. It also emerged that all the counsellors did not sensitize the community on counselling of the children of the uniformed personnel and neither did they mobilize the community’s support and input in the guidance and counselling of the children of the uniformed personnel.

Data findings also reveal that all the teacher counsellors did not use audio recording strategy during the counselling sessions. The greatest value of audio recording in counselling is for playing back recorded sessions for private review by the counsellor (Aveline, 2000). This would help the counsellor get information that was not captured during the counselling session.

The study results revealed that heavy workload in schools leaves many teacher counsellors with little time to focus on provision of guidance and counselling. Most of the head teachers (80%) do not give less workload to the teacher counsellors. This means that guidance and counselling has not been treated as a core area that would warrant a consideration as part of the teaching and learning process in the schools under study. This concurs with studies by Chireshe (2006); Tiego et. al., (2015); Mapfumo (2013); Gudyanga et. al., (2015) and Igoki (2013) who revealed that majority of teacher counsellors have heavy workloads that leave them with the

challenge of balancing between counselling and teaching as well as non-counselling duties which were substantially given higher priorities.

Findings of the study reveal that headteachers did not give the required support financially and morally because of their negative attitude. Data findings reveal that (100%) of the head teachers did not provide a suggestion box, (60%) did not provide counselling rooms, (100%) did not help the teacher counsellor invite competent professionals and (60%) did not expose the teacher counsellors to new ideas about pupil management and all (100%) the head teachers did not provide funds for training of counsellors or purchase of counselling materials. Tucker and Murkane (2002) concur with these findings that administrators and the school management in USA were openly critical and were beginning to question the value of counsellors` positions in schools. A school teacher counsellor should be assisted by fellow teachers. The classteachers must be capable of recognizing and referring serious problems and cases in pupils in their classes that may occur in both school and home situations to the teacher counsellors. When teachers notice problems in pupils in their classes such as behavioral issues or lowering grades, school counsellors should be prepared to help teachers gain a more complete understanding of the issues behind the actions. However, in the current study it has emerged that almost half (48%) of the class teachers do not collaborate with the counsellors and do not refer pupils with problems to the teacher counsellors for expert help.

This is contrary to the opinion given by Kimathi (2000) that guidance and counselling is a concerted effort that has to be worked as a team between the head teacher, the

teacher counsellor, the class teachers and the outside professionals, since that is the only way of producing a successful programme especially when the parties complement each other. As Kimathi (2002) opines that no matter how committed and competent a teacher counsellor may be, he/she cannot produce a successful programme without the cooperation of other people.

Findings of this study reveal that the class teachers do not contribute much towards the success of the counselling programme in the schools. Although majority (60%) of the classteachers assist the pupils in their classes in solving minor problems the pupils experience, (60%) do not consult the teacher counsellors on pupils' problems. 52% do not give feedback about the progress of the counselled pupils to the teacher counsellor. Therefore, this is an indication that there is no follow-up made. 72% of the class teachers do not work with the teacher counsellors to create policies that can encourage appropriate behavior in pupils of lower primary school and 48% of the classteachers do not refer pupils with problems to teacher counsellors. Most teachers would always handle pupil issues casually without making reference to the teacher counsellors.

It is therefore important that a school counselling programme must be built on a strong foundation at the school policy level, in a manner that incorporates the head teachers, the class teachers and properly qualified teacher counsellors. The goal of a school counselling programme should be to support pupils' achievement, and intervene early to reverse or radically slow any negative consequences of stresses experienced by pupils. If the pupils do not find solutions to their problems then they will look for

other inappropriate alternative measures of solving them, such as committing suicide, a situation which has become rampant among the young in the society today.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to establish the teacher- factors affecting guidance and counselling in uniformed-forces based lower primary schools in Nakuru County, Kenya. The findings were analyzed and discussed with reference to literature reviewed. This chapter summarizes the findings, draws conclusions and makes recommendations. Conclusions will be made from the results and then suggestions for recommendations will be made for further future research.

5.2 Summary of the Findings

The following are the findings of the study based on the objectives:

5.2.1 Establishing the Counselling Competencies of Teacher Counsellors

Major findings in the current study revealed that, the competence of the teacher counsellors can be rated as fair. This is because they are able to exhibit a limited number of competencies in counselling such as; creating relationships with teachers and being warm to pupils and use of appropriate language. However, most of them had no theory of practice since none of them had gone through pre-service training in guidance and counselling. Although few of them had gone through in-service training in form of workshops and seminars sponsored by NGOs, the courses were not sufficient enough to impart the required knowledge and skills required for effective counselling.

5.2.2 Establishing the Counselling Strategies used by Teacher Counsellors

The findings also revealed that the most commonly used strategy in counselling is group counselling. Individual counselling is rarely used, and if used, then it is after administration of punishment to the individual pupil.

5.2.3 Finding out the Roles Played by Headteachers in Supporting Guidance and Counselling

The research findings also reveal that the head teachers did not give their moral as well as financial support needed by the teacher counsellors. The researcher noted that the teacher counsellors had to strain while offering the counselling services. For instance, the schools had no counselling rooms and even for those with the counselling rooms, there were no facilities and counselling materials required for effective counselling. Although the counselling rooms have been provided, the rooms are not adequately furnished to provide a conducive environment for counselling pupils of lower primary school.

5.2.4 Establishing the Contributions of Lower Primary Classteachers

The findings revealed that the class teachers of the pupils in the lower primary school did not give their committed support to the teacher counsellors. Majority of the class teachers never collaborated with the teacher counsellors to ensure that the pupils in their classes are attended to by the teacher counsellor whenever they had problems that needed counselling.

5.3 Conclusions

Based on the findings of the present study, it can be concluded that the teacher counsellors are moderate in their competence in guidance and counselling. They possess a few competencies such as; creating relationships, being warm towards pupils and use of appropriate language. One of the important criteria of quality guidance and counselling is the ability to possess the right competencies and use a variety of strategies that make guidance and counselling more interesting and enjoyable for young pupils. From the research findings, it is evidenced that the quality of the provision of school guidance and counselling services in Kenyan uniformed -forces based lower primary schools is negatively affected by the lack of both competent human resources with the expertise to counsel such a population as well as lack of support from class teachers and lack of material resources. It is therefore necessary that teacher counsellors have the competencies they need to deliver quality services.

From the findings of the current study the researcher wishes to highlight a number of competencies and strategies recommended by earlier researchers that would be regarded as the benchmarks of guidance and counselling in lower primary school pupils. For instance, competencies like the ability to inspire critical thinking; appropriate use of language; professional identity; self-awareness, self-motivation; acquisition of refresher courses; evaluation of guidance and counselling programmes; maintaining of professional values and attitudes; managing self; creating relationships; active participation, maintaining records and evaluation of the counselling programme, which the teacher counsellors in the study schools lacked, can have some significant impact on counselling of the children of uniformed personnel. These competencies

with integration of diverse strategies such as; use of audio recording for reviewing the counselling session for later analysis; the use of play especially for pupils in lower primary school; advocacy; family conferences and strategies for trauma responses are just but a few that can make counselling of lower primary school pupils effective and beneficial and thus enable the pupils develop important life values in the environment that they live in.

The study also found out that head teachers do not provide the needed financial resources and facilities for effective counselling. The lack of these resources together with other challenges such as heavy workloads, inadequate time for counselling, lack of support from lower primary class teachers and lack of skills and knowledge make guidance and counselling difficult to be effectively implemented. It is the opinion of the researcher that the head teachers and the lower primary school class teachers in the uniformed-forces based schools should strive to work with the teacher counsellors in making guidance and counselling successful in these schools to better the lives of these pupils. This may be done by ensuring that the teacher counsellors undergo a thorough in-service training in counselling. In addition, the head teachers, class teachers together with the teacher counsellors need to work as a team and complement each other in order to make counselling successful which will in turn produce positive results in the pupils.

5.4 Recommendations

The uniformed men and women have been defending the nation of Kenya and much of the current world against terrorism and cattle rustling within Kenya. Once deployed,

this adds additional stress to their children, who have constant thoughts of their parents being killed during deployments. The health and welfare of their children should be of paramount concern. Based on the major findings of the study, the researcher has the following recommendations.

5.4.1 Recommendations for the Teacher Counsellors

Based on the findings of the study, the researcher has the following recommendations for the teacher counsellors.

- i. The teacher counsellors should come up with unique school policies in guidance and counselling that will ensure that all stakeholders of the uniformed-forces based schools are involved in the counselling of these pupils.
- ii. Teacher counsellors in the uniformed-forces based schools should go through counselling professional preparation by undergoing in-service training and frequent refresher courses to equip them with competencies for addressing the unique challenges faced by the children of the uniformed personnel.
- iii. Teacher counsellors should plan, execute their duties, keep records of counselling sessions and continually assess their counselling sessions in order to make follow-ups and referrals.
- iv. Teacher counsellors should ensure that they make counselling sessions for pupils in lower primary schools are interesting and enjoyable by employing different strategies such as use of play activities.

5.4.2 Recommendations for the Headteachers

The headteachers in the uniformed-forces based schools should take an active role in supporting the efficient running of the guidance and counselling programme. Based on the findings of the study the researcher recommends that:

- i. The head teachers in the uniformed- forces based schools should set aside adequate time during the week; at least set aside a specific day in the week for guidance and counselling sessions in these schools.
- ii. Guidance and counselling materials and financial resources should be availed by the head teachers in order to enhance provision of the school guidance and counselling to the lower primary school pupils effectively and efficiently.
- iii. The head teachers should come up with other additional relevant programmes aimed at improving the lives of the pupils in these schools.
- iv. Guidance and counselling teachers should be relieved of non-guidance and counselling duties such as games and other co-curricular activities to enable them provide sufficient and effective guidance and counselling services.

5.4.3 Recommendations for the Lower Primary School Classteachers

Since the lower primary class teachers handle the pupils in the lower primary school by teaching them, it is assumed that they understand the pupils well and therefore can identify pupils with problems in their classes faster than any other teacher in the school. Based on the findings of the study the following are recommendations for the class teachers.

- i. Class teachers should refer pupils with problems that need counselling to the teacher counsellor immediately they identify the pupils in order to help the pupil(s) overcome the difficult situation early.
- ii. Class teachers should always collaborate with the teacher counsellors and other teachers in the school by accepting and respecting the work of the counsellors through involving them in matters of pupils in their classes. This will make the counsellors feel valued and in turn become motivated in their work of counselling pupils of lower primary school.
- iii. Class teachers should help the teacher counsellors work collaboratively with parents by being mediators between the teacher counsellor and the parents of the pupils in their classes so that the parents are available when required by the teacher counsellors.
- iv. The class teachers should always give feedback about the response of pupils who have been counselled to the teacher counsellors in order for the counsellor to make assessment and follow-ups.

5.4.4 Recommendations for Further Research

The researcher has the following recommendations for further research:

- i. Since the new curriculum in the primary schools is based on skills and competencies, a research may also be conducted to integrate a skill and competence based curriculum in guidance and counselling (CBC) in the teacher training colleges in order to equip the specific teachers with skills in counselling.

- ii. Guidance and counselling should be given prominence and slotted in the formal curriculum to be examinable like the other areas of the curriculum.
- iii. Research may be conducted on the role of parents in implementation of guidance and counselling for their children.
- iv. Since the study was confined to only five uniformed-forces based schools in Nakuru County, Kenya, and thus being a small national coverage, a more comprehensive study may be conducted nationally in the uniformed-forces based schools that would help provide a baseline for passing clear policy and legislation on guidance and counselling services for all lower primary school pupils.

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APPENDICES

APPENDIX 1: TEACHER COUNSELLOR QUESTIONNAIRE

The purpose of this questionnaire is to collect information on the competencies of teacher counsellors and the strategies that teacher counsellors may use when offering counselling services to pupils in the uniformed-forces based schools in Nakuru County. This study forms part of my Masters Degree at Kenyatta University. This study should help improve school guidance and counselling services country wide. Please give honest responses to all the questions. Your responses and information will only be used for making analysis. There are no right or wrong answers but your opinions are of more importance.

Thank you for taking time to complete this questionnaire.

Background Information.

Indicate your response by filling in the blank space or by putting a tick (✓) against the appropriate box or space at each question.

Section A; Personal information

1. Please state your gender. Male () Female ()
2. Age bracket
below 30 years ()
31 – 40 years ()
41 – 50 years ()
Above 51 years ()
3. Marital status. Single () Married () Divorced/seperated ()
4. What is your highest level of education? Certificate () Diploma () Bachelor's () Masters () Other (specify)

5. Are you a trained counsellor? Yes () No ()

6. For how long have you been guiding and counselling pupils?

Less than 5 years ()

5 – 9 years ()

10 – 14 years ()

More than 15 years ()

7. Have you had any inservice training in guidance and counselling?

Yes ()

No ()

8. If yes state how many times.....

9. With regard to benefits, how would you rate the inservice trainings mentioned

in (7) above?

Extremely beneficial ()

Beneficial ()

Not beneficial ()

Not sure ()

10. Are there continuing professional development opportunities availed to you as

a counsellor?

Yes

No

11. What is the importance of training as a counsellor?

SECTION B: Competencies in Guidance and Counselling.

In the table that follows, are activities related to competencies and that can be used in guidance and counselling. Please indicate the extent to which each one of them applies to you by putting a tick (✓).

	Competency	Always	Sometimes	Rarely	Never
1	I listen to pupils actively and I am available to talk to them privately.				
2	I maintain confidentiality.				
3	I am empathetic.				
4	I am sensitive to pupils feelings.				
5	I understand my own strengths and weaknesses.				
6	I communicate effectively with pupils and my colleagues in lower primary using appropriate level of language.				
7	I make use of counselling materials such as books, journals and other materials relevant to lower primary school pupils.				
8	I identify situations requiring referrals to specialized services and take action.				
9	I consult parents on their children's educational, emotional and behavioural progress.				
10	I make use of different appropriate assessment tools according to situations to assess the progress of counselled pupils .				
11	I keep and maintain records of counselling sessions.				
12	I make time for follow-up for lower primary school pupils.				
13	I evaluate the guidance and counselling programme deficits and engage my head teacher and the class teachers to assist where necessary.				
14	I seek feedback from the lower primary class teachers for the purpose of further improvement.				
15	I carry out advocacy for the pupils to the community and exercise leadership skills effectively.				
16	I sometimes assess the academic achievements, behaviour patterns and the positive attitudes of lower primary school pupilstowards school after I have counselled them.				

SECTION C: Strategies Used In Guidance and Counselling

Below are activities related to counselling strategies. Please indicate the extent you use them when counselling.

	Strategy	Always	Sometimes	Rarely	Never
1	I am easily available to pupils by visiting them in classrooms.				
2	I try to improve the behaviour of pupils by using many group activities.				
3	I dedicate adequate time for guiding and counselling pupils in lower primary.				
4	I encourage and make use of peer counsellors in guidance and counselling.				
5	I use individual as well as group counselling techniques.				
6	I involve the staff in handling issues and problems involving pupils in the lower primary.				
7	I use play activities such as sand play, water play in counselling pupils.				
8	I have established linkages with other stakeholders e.g. the sponsors and community members.				
9	I provide comfort and create relief from stress by making counselling simple and enjoyable by using songs, quotes, pictures, toys and colourful play materials.				
10	I use audio recording for reviewing the counselling sessions later and for analyzing the sessions.				

APPENDIX II: HEADTEACHER'S QUESTIONNAIRE

This questionnaire seeks to find out the roles headteachers play in supporting guidance and counselling in uniformed-forces based Schools in Nakuru County. This is part of a research study being carried out in Kenyatta University for a Masters Degree. The information that you will share in this questionnaire will be kept completely confidential. I am requesting for honest responses to all the questions in the questionnaire.

SECTION A: Background information.

Indicate your response by filling in blank spaces or by a tick() against the appropriate box or space at each questions.

1. Gender Male Female

2. Age 20-25 years
 26-30 years
 31-35 years
 36-40 years
 Over 40 years

3. Academic qualification
 Certificate Degree
 Diploma Masters

4. Working experience
 Less than 5 years
 5-10 years

11-20 years

20 Years and above

5. a) Is there an established guidance and counselling department in your school?

Yes No

b) If your answer to No 5 (a) above is No, why?

c) If your answer to no.5 (a) above is Yes, is the teacher who runs the programme a trained Counsellor?

Yes No

6. Have you set aside an annual budget for the guidance and counselling department?

Yes No

7. Does the guidance and counselling department have basic resources like office and materials

Yes No

8. Do you allow time for group counselling sessions for the teacher counsellor?

Yes No

9. Do you always value the suggestions of the teacher counsellor on ways of improving guidance and counselling?

Yes No

Below are general statements on the role of headteachers in supporting guidance and counselling in schools. (Please tick the appropriate response according to you).

	Statement	Yes	No
1.	I ensure in-service training of teacher counsellors by providing funds required.		
2.	I provide funds for purchase of materials for counselling lower primary school pupils.		
3.	I have provided a counselling room from the teacher counsellor.		
4.	I encourage pupils in lower primary with problems to seek guidance and counselling services.		
5.	I have provided a suggestion box for pupils to present their written problems for counselling.		
6.	I regularly assess the performance of guidance and counselling in lower primary school to ascertain its success.		
7.	I encourage pupils to improve on their school attendance and behaviour through talks.		
8.	I remind teachers to help the lower primary pupils improve on their study skills and behaviour in order to ease counselling.		
9.	I consult all stakeholders on matters concerning lower primary pupils problems.		
10.	I help the teacher counsellor handle critical situations through referral in collaboration with specialists.		
11.	I have given less teaching workload to teacher counsellor to give her/him enough time for counselling.		
12.	I encourage the counsellor to regularly invite competent professionals to talk to pupils in lower primary.		
13.	I expose the counsellor to new ideas on pupil management in lower primary school.		

Thank you for taking time to complete this questionnaire

APPENDIX III: CLASS TEACHER'S QUESTIONNAIRE

This questionnaire seeks to collect information on the contributions of class teachers towards guidance and counselling services for lower primary pupils in uniformed-forces based schools in Nakuru county. This is part of a research study being carried out at Kenyatta University for a Masters' degree. All the responses and information you will give will be treated with utmost confidentiality. You should not write your name on the questionnaire. This guarantees anonymity. I am only interested in your opinion, so there is no right or wrong answers. Please give honest responses to all the questions.

SECTION A: Background Information.

Indicate your response by filling in the blank space or by putting a tick(✓) against the appropriate box or space at each question.

1.

a) Please state your gender. Male Female

b) Age Bracket 20-30 years ()

31-40 years ()

41-50years ()

Above 51 years ()

c) Marital status Single Married

2. What is your highest level of education?

Certificate Bachelor's

Diploma Masters'

3. Working experience:

Less than 5 years

5-9 years

10-14 years

15-20 years

21 years

4. Is guidance and counselling being offered to pupils in lower primary school

by the teacher counsellor in the school? Yes No

1. If your answer in 3 above is Yes, do you participate personally in the implementation of guidance and counselling for the pupils in your class?

Yes No

2. Do you view counselling as a collective responsibility and you need to contribute towards its success? Yes No

3. Do you refer your pupils with problems to the teacher counsellor for counselling? Yes No

4. Do you regularly meet the teacher counsellor to discuss the well being of the pupils in your class? Yes No

5. How do you rate the performance of guidance and counselling in lower primary school in your school? Very Good Good

Fair Poor

6. How do you rate your contribution towards guidance and counselling for the pupils in your class? Very Good Good Fair

Poor

SECTION B

	Statement	Always	Sometimes	Rarely	Never
1.	I identify pupils with problems and refer them to the school counsellor for help.				
2.	I co-ordinate guidance and counselling activities for pupils in my class with the help of the teacher counsellor.				
3.	I advise the counsellor on the developmental, cultural, emotional and individual needs of the pupils in my class for effective counselling.				
4.	I make consultations with the teacher counsellor concerning pupils' problems.				
5.	I promote behaviour change in pupils through guidance and rewards.				
6.	I lessen the school counsellor's workload by assisting pupils with minor problems.				
7.	I act as a mediator between the teacher counsellor and the pupils in my class in order to create an environment for effective counselling of the pupils.				
8.	I give feedback to the teacher counsellor concerning pupils' problems and progress.				
9.	I work with the counsellor to create policies that encourage appropriate behaviour in lower primary school pupils.				

For each of the statements given, express your feelings on how you make your contributions towards the success or failure of guidance and counselling in lower primary in your school?

10. What challenges do you experience with the pupils in your class as concerns the offering of guidance and counselling services to the pupils?

.....
.....
.....

7. What recommendations would you give to improve guidance and counselling programmes in lower primary schools

.....
.....
.....

Section C: contributions of lower primary class teachers towards guidance and counselling

8. In your opinion, do you think your job description is inclusive of guidance and counselling services to pupils? Yes () No ().

9. What are some of the challenges that you face while delivering guidance and counselling services to the pupils?

.....
.....

10. In your view, what are some of the best practices that needs to be in place to help teachers overcome the challenges mentioned in 13 above?

.....
.....

11. What would you recommend to be considered for the improvement of guidance and counselling for the primary school pupils at;

(a) School level?

.....
.....

(b) Educational policy level

Thank you for your participation.

APPENDIX IV: AN INTERVIEW SCHEDULE FOR THE TEACHER

COUNSELLOR

I am going to ask you some questions about guidance and counselling in your school. Please respond as truthfully as you can and remember there are no 'wrong' or 'right' answers. We are only trying to understand more on how you carry out counselling sessions for pupils in the lower primary school. We believe that the enrolment in this school has a high population of children of the uniformed personnel and that these children require effective counselling to help them cope with stresses they experience, brought about due to their parents' deployments. The information you will give will be used for this study only and your identity will be protected. Are you willing to answer the questions I have for you? Do have any question? The questions I will ask concern your participation in counselling, the way you do it and your interest and the interest of the other teachers in the counselling programme in the school.

1. As a counsellor in the school, how do you plan for your counselling sessions to include the pupils in lower primary?
2. As it is currently, the deployments of uniformed personnel to war-torn areas have become frequent. Do you think with the absence of the parents the children are affected negatively?
3. What maladaptive behaviour have you observed from the children of the uniformed personnel which may be because of the job of their parents?
4. What support do you provide to these children who encounter problems related to their parents job? How do you ensure that the methods you use for support produce positive results?

5. How have you organized to make sure that the guidance and counselling programme is effectively run in the school since you are the head or manager of the programme? In what ways do you involve the parents and other professionals in your counselling?
6. Whenever there is a crisis of emergency issues such as death of parents to the pupils in lower primary who may not understand the situation, what procedures do you use to ensure effective help is given to these pupils before they break down or become traumatized?
7. How do you ensure that you keep to the standards and roles of counselling from those of teaching? Do you keep any records of counselling sessions? And if there are, what is the content of those records that is different from the academic records of the pupils?
8. How do you ensure confidentiality in your roles as a counsellor?
9. Do you make any referrals and follow-ups after counselling the pupils?
10. What support do you get from the headteacher when guiding and counselling the pupils? As you know resources are important for the success of any programme, What resources specifically for counselling have you been able to acquire and how did you acquire them?
11. What contributions do the class teachers of the pupils in the lower primary make towards guidance and counselling in the school? How do you manage to involve the class teachers of the pupils in lower primary in guidance related activities?

12. Tell me if you have individual counselling sessions for pupils in lower primary school and how often you do it for those young children?

APPENDIX V: INTRODUCTION LETTER

**KENYATTA UNIVERSITY,
DEPARTMENT OF EARLY
CHILDHOOD STUDIES,
P.O. BOX 43844,
NAIROBI, KENYA.**

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH

I am a student of Kenyatta University. I am currently doing my Masters Degree in Early Childhood Studies. As part of my study, I am undertaking a research on “Teacher-Factors affecting guidance and counselling in lower primary schools in uniformed forces based schools in Nakuru County.”

I therefore seek your permission to conduct this research in your school. Data will be collected by use of questionnaires and will be treated with utmost confidentiality. Your assistance and cooperation will be highly appreciated.

Thanks in advance.

Yours faithfully,

ADELAIDE ATAKHA ASENAHABI

APPENDIX VI : RESEARCH AUTHORISATION FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref. No. **NACOSTI/P/18/27540/22635**

Date: **24th May, 2018**

Adelaide Atakha Asenahabi
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Teacher-factors affecting guidance and counselling in lower primary schools in unformed-forces based schools in Nakuru County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **22nd May, 2019.**

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

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

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

APPENDIX VII: RESEARCH PERMIT

CONDITIONS

- 1. The License is valid for the proposed research, research site specified period.
- 2. Both the Licence and any rights thereunder are non-transferable.
- 3. Upon request of the Commission, the Licensee shall submit a progress report.
- 4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
- 5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
- 6. This Licence does not give authority to transfer research materials.
- 7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
- 8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**

**RESEARCH CLEARANCE
PERMIT**

Serial No.A 18662

CONDITIONS: see back page

**of KENYATTA UNIVERSITY, 0-20116 Fee Received :Ksh 1000
GILGIL,has been permitted to conduct
research in Nakuru County**

**on the topic: TEACHER-FACTORS
AFFECTING GUIDANCE AND
COUNSELLING IN LOWER PRIMARY
SCHOOLS IN UNIFORMED-FORCES
BASED SCHOOLS IN NAKURU COUNTY,
KENYA.**

**for the period ending:
22nd May,2019**



Galena

[Signature]
.....
**Applicant's
Signature**

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