

**DETERMINANTS OF PRE-PRIMARY SCHOOL TEACHERS' PROVISION OF
GUIDANCE AND COUNSELING SERVICES IN KASARANI SUB-COUNTY,
NAIROBI COUNTY, KENYA**

BY

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DECLARATION

I declare that this thesis is my original work and has not been presented in any other university/institution for consideration. This research thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or Tables have been borrowed from the sources, including the internet, the sources are specifically accredited and references cited in accordance and in line with anti-plagiarism regulations.

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DEDICATION

This thesis is dedicated first and foremost to the Almighty God for his abundant grace, to my loving parents, and to my dear husband Jack and my children Irene, Ken, Lydiah, Beryl and Migrah for their unwavering support and understanding throughout the study period.

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ABBREVIATIONS AND ACRONYMS

ECD	-	Early Childhood Development
KCPE	-	Kenya Certificate of Primary Education
KCSE	-	Kenya Certificate of Secondary Education
KICD	-	Kenya Institute of Curriculum Development
KIE	-	Kenya Institute of Education
MoE	-	Ministry of Education
NACECE	-	National Centre for Early Childhood Education
NGOs	-	Non Governmental Organizations
SPSS	-	Statistical Package for Social Sciences
TSC	-	Teachers Service Commission
UNESCO	-	United Nations Education, Scientific and Cultural Organization

ABSTRACT

Historically, guidance and counselling of young children at pre-school level were primarily the responsibility of their parents. However, the demands of modern life have so intensified that the normal home, school and community influences are no longer adequate to assist children. Despite many studies carried out on guidance and counselling in primary, secondary and tertiary institutions, not much is known on what happens at the pre-school level. Therefore, the study sought to investigate the determinants of pre-school teachers' provision of guidance and counseling services in pre-schools in Kasarani Division, Nairobi County. The study was guided by five objectives: to find out the influence of teachers' training on the provision of guidance and counseling services in pre-schools; to determine the influence of teachers' academic level on their provision of guidance and counseling services in pre-schools; to find out the influence of teachers' experience on the provision of guidance and counseling services in pre-schools; to determine the influence of teacher-pupil ratio on the provision of guidance and counseling services in pre-schools; and to find out the influence of the school administrator' support on the provision of guidance and counseling services in pre-schools. The study was grounded on the basic assumptions that respondents would be willing to give information objectively and honestly and that the study sample would represent the target population in its major characteristics. Literature was reviewed against the key study variables and Albert Bandura's Social Cognitive Theory provided the platform upon which the study was grounded. The study adopted a descriptive survey research design. It targeted a population of 242 teachers and 184 administrators in Kasarani Division, Nairobi County from which a 30% sample size of the respondents was selected using stratified random sampling technique. Data was collected using both questionnaire and interview schedule. To ascertain the reliability and content validity of the data collection instruments, a test-retest method was employed on a sample that was similar but was not in the actual study. The questionnaire was prepared in such a manner that different items were integrated to ensure collection of maximum data. Data collected was coded and analyzed using descriptive statistics such as frequency and percentages with the aid of Statistical Package for Social Sciences (SPSS) software version 21. The analyzed data were presented in form of tables, charts and graphs. Thematic analysis was used to present qualitative data. The study found out that the administrators' support to guidance and counseling is inadequate and this is coupled with challenges such as heavy workload, lack of resource materials, lack of support from parents, inadequate time, lack of experience and limited knowledge due to lack of training which make guidance and counseling not achieve its intended purpose in pre-school. The study concludes that training, academic level and experience of teachers were significant factors in provision of guidance and counseling. The study recommends that the Ministry of Education should consider professionalizing guidance and counseling services in pre-schools. The findings of this study may be beneficial to the school administrators by enabling them to have a better understanding of the guidance and counseling services being offered to pre-school children in their schools.

CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Introduction

In this chapter, the background to the study, statement of the problem, purpose of the study, objectives, research questions and significance of the study are discussed. The scope and limitations of the study, assumptions of the study, theoretical and conceptual framework and operational definition of terms are also discussed.

1.2 Background to the Study

Guidance and Counseling is recognized as a professional field with a wide range of activities and services aimed at assisting individuals to understand themselves, others, school environment and attain abilities to adjust accordingly (Brigman & Cambell, 2003). Adjustment is understood as the process in which an individual, the counselee, finds and adopts modes of behaviours appropriate to the changes in the environment. Basing on the context of the current study, adjustment in pre-schools involves a pupil's general adaptation to own environment and the demands of life such as the way one relates to other people, handles responsibilities, deals with personal studies and meets own needs and life satisfaction.

The need for guidance and counseling services in pre-schools cannot be overstated due to increasingly complexities of contemporary life that have placed heavy demands on young children with regards to growth and development all over the world (Loescher, 2007). Based on the fact that early stages of growth are critical, the young children are

faced with numerous personal, academic, social and emotional needs and problems just like other grown-up counterparts such that when unattended could lead to host patterns of undesirable behaviour (Weiten, 2007). School guidance and counseling programmes have therefore been introduced to assist students to overcome and adjust to a host of social and emotional challenges they experience at home and at school. Virtually, all countries have established channels to intensify and improve guidance and counseling services in their respective learning institutions in an attempt to address tenets of students' behaviours.

The history of school counseling formally began in the turn with the twentieth century, though a case might be made for tracing the foundations of counseling and advice rules to ancient Greece and Rome with all the philosophical teachings of Plato and Aristotle. There's also evidence to argue that some of the methods and abilities of modern-day guidance counselors were practiced by Catholic priests in the middle ages, as may be observed from the determination to the idea of confidentiality within the confessional. Close to the end of the sixteenth century, one of the 1st texts about profession solutions appeared (Huffman, 2002). Nevertheless, formal guidance programs using specialized textbooks did not start until the flip of the twentieth century.

Formal guidance and counselling can be traced to America in the late 1890s and the early 1900s. Frank Parsons who has been called the father of vocational guidance was among the pioneers of the guidance and counselling movement. Through his efforts, guidance and counselling became an organized service and it gained recognition for its important contribution in society. Parsons established the first career institution in the U.S.A, and

set the pace for the development of psychological testing. Gradually the guidance and counselling movement developed into an organized service, which has continued to make a significant contribution to the development of society (Nyamwange, Nyakan and Ondima, 2011, quoted in Gysbers & Handerson, 2016). In the early 1980s, an influx of various types of problems in schools occurred as a result of industrial revolution, initiating the development of the school guidance movement (Shertzer & Stone, 1980, cited in Nghamun, 2016). These influences reach down to the child still in pre-school where preparation must start and where learning weaknesses and strengths, peculiar to that stage must be planned for, identified and encouraged. Counseling in pre-school is developmental in nature and not therapeutic.

In Nigeria, effective counseling, especially in institutions of learning has now become important. Boys and girls, and young men and women, need to be guided in the relationships between health and the environment, earning abilities, knowledge, and attitudes that lead to success and failure in life (Bulus, 2001). The need for counseling has become paramount in order to promote the well-being with the child. Effective advice and counseling should help to improve the self-image of young people and facilitate achievement in life tasks. Counseling should empower girls and boys to participate fully in, and benefit from, the economic and social development of the nation.

In Tanzania, Guidance and Counselling is an idea which has existed for a long time. Their communities and schools have sought through the ages to understand themselves, offer counsel and develop their potential, become aware of opportunities and, in general, help

themselves in ways associated with formal guidance (Ojo, 2005). In schools, presently if the collaboration between teachers and students is good, students learn in a practical way. Young people develop degrees of freedom in their lives as they become aware of choices and take advantage of them.

In Kenya, Guidance and counseling was formally introduced to the Ministry of Education in 1976 when the Gachathi Report noted that only career guidance was in effect (Republic of Kenya, 1976). It recommended that all teachers be trained in guidance and counseling and be able to take it as one of their normal duties. In-service courses for guidance and counseling were to be offered to practicing teachers. Adequate time was to be provided for this and the program was to be integrated in the curriculum. The report also observed that guidance and counseling of youths should be encouraged in both secondary schools and universities to enhance discipline, help students to appreciate themselves and their roles in developing right attitudes towards discipline.

Parents and other competent stakeholders were to be involved. Although the recommendation was implemented, the course content was too inadequate to prepare effective counselors (Abdul, 2012). This implies that training on the part of counselor may have negative impact on learners at the receiving end of such services since counselors do not know the essential elements and core conditions of counseling. Therefore there is need to establish whether there is a relationship

between training and the provision of guidance and counseling services by pre-school teachers.

The report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Kamunge Report, 1988) recommended that guidance and counseling be removed from the Ministry Headquarters to district level and that senior teachers to be responsible for the guidance and counseling program. The Kenya Institute of Education (K.I.E.) then, was asked to prepare a suitable and relevant guidance and counseling syllabus. The government is currently working to develop guidance and counseling policy for the Kenyan education system and to introduce guidance and counseling program curriculum at all levels of schools and institutions hence the counselors will be able to work at achieving the objectives identified at each level of education. School personnel should realize the importance of helping children toward social and emotional growth, providing for special needs where required, and of understanding behavior patterns in general, and assisting in adjustment of children.

Guidance and counselling programmes in Kenyan education system has not been given the attention it deserves. And until the attention is given to this form of education programme, majority of pre-schoolers will continue to find it difficult coping up with challenges which are related to physical environment and self-growth and development. Despite the implementation of Guidance and Counselling in Kenyan schools most pre-schools in Kenya, Nairobi County being unexceptional, do not prioritize the programme

despite its importance to the development of the young children. This study therefore intended to evaluate factors that influence the provision of guidance and counseling services in pre-schools in Nairobi County.

1.2 Statement of the Problem

Counseling should empower girls and boys to take part fully in, and benefit from, the economic and social development of the nation. At pre-school level, guidance is best comprehended when it involves assisting the pupils to find solutions to their own problems and accept them as their own. Through guidance, the school is able to identify and respond to the individual needs of pupils and thereby help them to establish their maximum potential. Guidance and Counseling programmes therefore have significant influence on enhancing pupils' grades, strengthening social skills, helping pupils make wise decisions and develop positive study habits and skills and improving discipline problems.

Several studies have been documented on factors and challenges facing the provision of guidance and counseling services, both regionally and globally. However, little studies focused on provision of guidance and counseling services in pre-schools have been done despite the key role it plays on young children especially at earlier stages of learning. This limits the stakeholders like pre-school teachers and school administrators from improving on the services. The implementation and quality of counseling and guidance services provided in institutional centres also depend on several factors. However, no data have been collected to describe factors that influence the provision of guidance and

counseling programmes and activities in Nairobi. There was need, therefore, to evaluate factors that affect the provision of guidance and counseling services in Nairobi County.

1.3 Purpose of the Study

The main purpose of this study was to explore whether teachers' training, experience, academic level, teacher-pupil ratio and support by school administrators influence the provision of guidance and counseling services in pre-schools in Kasarani Sub-County, Nairobi County, Kenya.

1.4 Objectives of the Study

The objectives of the study were to:

- i. Find out the influence of teachers' training on the provision of guidance and counseling services in pre-schools.
- ii. Determine the influence of teachers' academic level on their provision of guidance and counseling services in pre-schools.
- iii. Find out the influence of teachers' experience on the provision of guidance and counseling services in pre-schools.
- iv. Determine the influence of teacher-pupil ratio on the provision of guidance and counseling services in pre-schools.
- v. Find out the influence of the school administrator' support on the provision of guidance and counseling services in pre-schools.

1.5 Research Questions

- i. What is the influence of pre-school teacher training on the provision of guidance and counseling services in pre-schools?
- ii. What is the influence of teacher's academic level on the provision of guidance and counseling services in pre-schools?
- iii. What is the influence of teachers' experience on the provision of guidance and counseling services in pre-schools?
- iv. In what ways does teacher-pupil ratio influence the provision of guidance and counseling services in pre-schools?
- v. What is the influence of administrator's support on the provision of guidance and counseling in pre-schools?

1.6 Significance of the Study

The findings of this study may be beneficial to the school administrators by enabling them to have a better understanding of the guidance and counseling services being offered to pre-school children in their schools. The study findings may help the pre-school teachers to improve on the provision of guidance and counseling services to pre-school children, this may help alleviate many problems the learners might be experiencing and to make them be well adjusted and ready to learn. Additionally, the findings may sensitize the pre-school teachers on the magnitude of the task ahead of them hence igniting their interest to seek relevant knowledge and skills to enable them to be more effective in their role. The findings of this study may also be helpful to both County

and national government in making recommendations and other stakeholders which could form the basis for strengthening guidance and counseling services in pre-schools.

The study findings may be beneficial to the policy makers and implementers to review and update staffing of teachers accordingly with reference to guidance and counselling services provided in pre-schools. Finally, the findings of this study, apart from adding to the world of knowledge in guidance and counselling services in Kenyan pre-schools could provide data for future studies on the effectiveness of guidance and counselling.

1.7 Delimitation and Limitations of the Study

The delimitations and limitations of the study were also discussed as follows;

1.7.1 Delimitations of the Study

The researcher confined the study to Kasarani Sub-County and was delimited to only those pre-schools registered with the Ministry of Education. The study only focused on pre-school teachers' training, experience, academic level, teacher-pupil ratio and support by school administrators as factors that influence the provision of guidance and counseling services by pre-school teachers. However, there are other factors that could influence the provision of guidance and counseling services but were not within the scope of the study.

1.7.2 Limitations of the Study

Due to limited time and economic implications, the study was carried out only in one Sub-County. The findings of this study may not be generalized to all pre- schools in

Kenya although the research could be useful in stimulating further research in other areas of the country.

1.8 Assumptions of the Study

The study was guided by three assumptions. First, the study assumed that guidance and counseling services are offered in pre-schools. Second, that the respondents would be honest in the responses they give. Finally, that the respondents would participate freely and fully without fear or pressure.

1.9 Theoretical and Conceptual Framework

The study was guided by Cognitive Theory by Albert Bandura (1986). The theory explains how attitude plays an important role in human behavior in a given situation.

1.9.1 Social Cognitive Theory by Albert Bandura (1986)

Social cognitive learning theory was put forward by Albert Bandura (1986). This theory highlights the idea that much of human learning occurs in social environment. By observing others, people acquire knowledge, skills, strategies, beliefs and attitudes. The theory states that human behavior is influenced by environment and personal variables which include not only cognitions but also emotions and psychological processes. Bandura (1986) argues that two cognitive processes are influential over behaviour, these are outcome-expectancy and self-efficacy. Perceived self-efficacy is the conviction that one can accomplish the behavior required to produce a particular outcome, and expectations is the need to know which behaviors result in desirable consequences.

Social cognitive learning theory is related to the current study which tends to investigate determinants of provision of guidance and counseling because the theory encourages intuition thinking (creativity) where knowledge, experience and academic level are extended in provision of guidance and counseling services in pre-schools. The theory also explains the basis of discovery learning which might be reflected other significant aspects such as support offered by the school administrator towards effective implementation of guidance and counseling programmes in pre-schools.

The social cognitive learning view emphasizes the importance of goals. Through cognitive processes of foresight and anticipation, individuals strive to reduce discrepancies between current levels of performance and goals of performance levels. Therefore people can take charge of their own destiny through self-regulatory processes involving both the selection of goals and self-reinforcement in the pursuit of them. The theory also emphasizes that learning involves the interaction of several factors, such as behavior, environment, storing information in memory, and personal factors like beliefs and expectations. He further argues that learning occurs when people observe the consequences of another person's actions and adjust their own behavior accordingly (vicariously), it saves people from personally experiencing negative consequences.

In today's schools, it has become increasingly necessary for teachers to assume responsibility of teaching good social and behavioral skills. It would seem that Bandura's theory, research and beliefs all eventually concern themselves with empowerment of the person in a just and caring society, the same goal as all educators have in the classroom.

This goal is the empowerment of children to think and act independently in a generous way. This theory is quite applicable to the study, teachers may learn to set their goals and to seek the required knowledge and skills to enhance them in effective provision of guidance and counseling services. Self-regulation and motivation is critical in understanding this theory, the pre-school teacher will identify goals (provision of guidance and counseling), they will adopt them and maintain their own strategies for reaching the goals. The theory emphasizes the most powerful form of self-reinforcement as the feeling of accomplishment after successfully setting and meeting challenging goals, Bandura argues that your belief influences your behavior and your behavior in turn influences your environment. The teachers' attitude will influence their behavior which will enhance their provision of guidance and counseling services.

Bandura also argues that people with weak belief in their self-efficacy shy away from difficult tasks, slacken their efforts and are prone to stress and depression. On the other hand people who believe they have the ability to perform effectively in their responsibilities will develop self-efficacy. In this case pre-school teachers that have been trained in guidance and counseling, have experience and high academic level will have confidence and competence in their provision of the services and the reverse is also true. Training makes the teacher confident and comfortable while a teacher with sufficient academic background will have the intellectual and personal moral strength to articulate issues related to their profession. Therefore, the impact of training, experience, academic level, teacher-pupil ratio and support by school administrators may influence teachers' attitude towards their provision of guidance and counseling services in pre-school.

1.9.2 Conceptual Framework

The following diagram shows the relationship between teacher-related factors and provision of guidance and counseling.

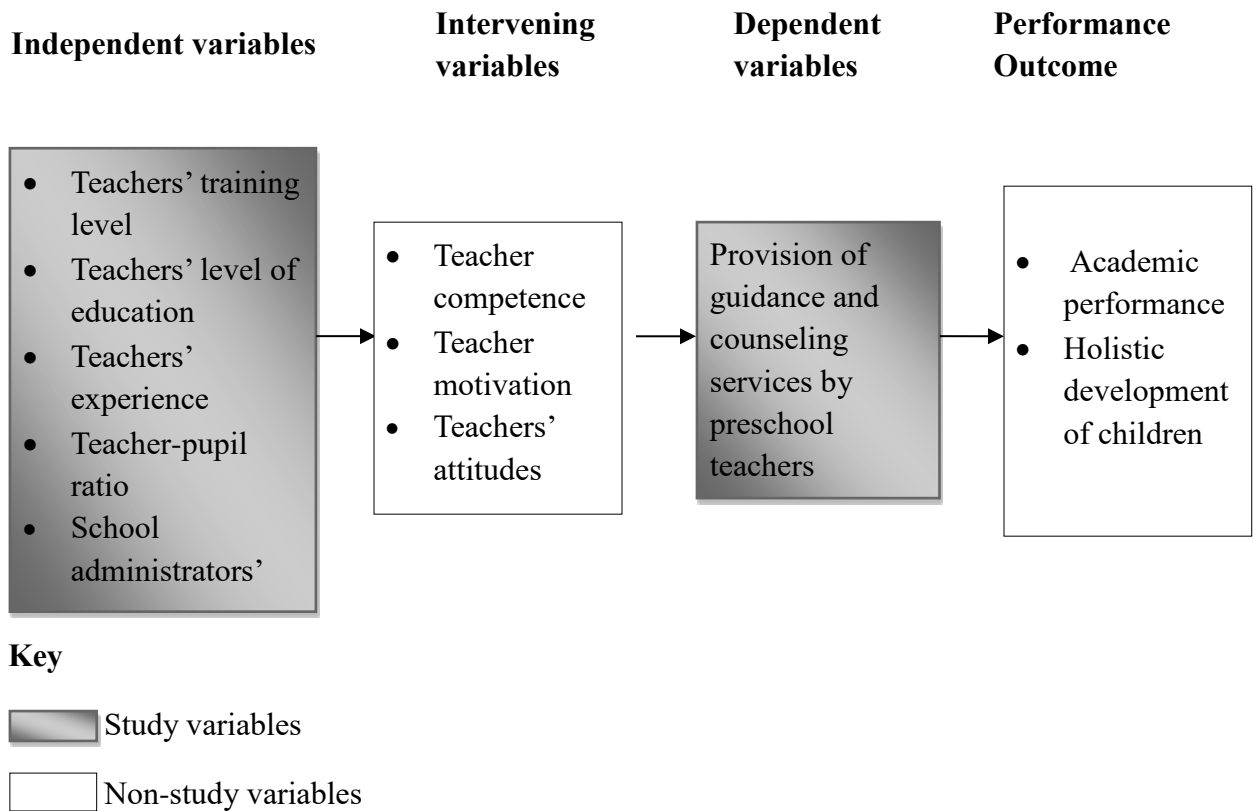


Figure 1.1: Conceptual Framework Showing Teacher-Related Factors Influencing Guidance and Counselling

Figure 1.1 shows some of the factors that may contribute to the provision of guidance and counseling by pre-school teachers in Kasarani Division. The study has concentrated on a few factors as shown on the Figure which include; experience, teachers' training, teachers' level of education, teacher-pupil ratio and support by school administrators.

1.10 Operational Definition of Terms

Academic level:	The highest level of formal learning attained by a respondent.
Class Size:	Refers to the number of children in one classroom.
Counselee:	The person (s) for whom the counselor has assumed a professional responsibility of facilitating growth and positive adjustment through self-understanding.
Counseling:	Refers to a learning process in which a counselor helps the pupils learn, understand themselves and their environment that will help them develop, grow, progress, ascend, mature and step up educationally and socio personally.
Counselor:	A professional worker for which his training and experience have qualified him to help others reach solutions to various types of personal difficulties.
Experience:	Refers to the number of years served by teachers since the acquisition of training on guidance and counselling.
Guidance:	It is a continuing process concerned with providing help, advice and information to learners to enable them to make decisions.
Management Type:	Refers to the manner in which a pre-school is operated with regards to either by individual, public, church or Non-Governmental Organization.

Pre-school Teacher:	A person who is employed in a pre-school as a classroom teacher.
Pre-school:	It is an early childhood program in which children between the ages of three and five combine learning with play in a program run by professionally trained adults.
Private pre-schools:	Pre-schools managed by private organizations, individuals and churches.
Professionally Trained:	Having graduated from any recognized teachers' training programme.
School Administrators:	The head teachers or deputy head teachers of public and private pre-schools.
Self-efficacy:	Refers to belief that one can successfully perform a task after acquiring knowledge on guidance and counseling.
Training-	Refers to acquisition of skills and knowledge of guidance and counseling by teachers.
Teacher-Pupil ratio	Refers to the number of pupil-clients that can be dealt with by a teacher-counselor during guidance and counseling session.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.

This chapter reviews relevant literature based on sub-topics related to the topic of the study which include: the concept of guidance and counseling and factors influencing the provision of guidance and counseling. This chapter also gives a summary of literature and identifies gaps that this study attempted to fill.

2.2 The Concept of Guidance and Counselling

The concepts guidance and counseling carry different but overlapping meanings (Cherishe, 2006). Guidance encompasses those services and programs of the school, which are specifically intended to promote educational, career, and personal-social development of learners (Cherishe, 2006). Akinade (2012, cited in Nghamun, 2016) defines guidance and counselling as a process of helping an individual become fully aware of him and the ways in which he is responding to the influences of his environment. It further assists him to establish some personal meaning for this behaviour and to develop and classify a set of goals and values for future behaviour. Counselling is a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviours that will help them develop, grow, progress, ascend, mature and step up, educationally, vocationally and socio personally (Egbo, 2013).

Muola and Migosi (2012) list factors such as change in work, violence in the homes, schools and community, divorce, as aspects which have a negative effect on the life of an individual. Okumu, (n.d) concurs by saying that the changes in the social aspects in the lives of people, are leaving most of people in a state of confusion, uncertain of what to do and alienated. Guidance programs for schools are designed to address the physical, emotional, social and academic difficulties of learners. It is thus an umbrella term encompassing many services aimed at learners' personal and career development (Hughes and Karp, 2004). This implies that guidance is applicable at the pre-school level for proper foundation of the learner.

Counseling is defined as a one to one relationship between a counsellor and a client whereby the counsellor attempts to help the specific individual make personally relevant decisions that he or she can live with (Cherishe, 2006). Mutie and Ndambuki (2002) define counselling as the skilled and principled use of relationships which develop self-knowledge, emotional acceptance and growth of personal resources. They view counselling as a learning oriented process which usually occurs on an interactive relationship with the aim of helping the person learn more about the help and also be an understanding and effective member of the society. It is a process in which the helper (counsellor) expresses care and concern towards the person with the problem so as to facilitate that person's personal growth and positive change through self-understanding. Egbo (2013) also states that counselling is a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviours that will help them develop, grow,

progress, ascend, mature and step up, educationally, vocationally and socio personally. Based on the context of this study, guidance and counselling was taken as enlightened process whereby pre-school teachers help pupils by facilitating growth and positive adjustment through both self-understanding and being aware of their environment.

According to Hopson (1994, cited in Makewa, 2008), counseling is “Helping someone to explore a problem, clarify conflicting issues and discover alternative ways of dealing with it so that they can decide what to do about it that is, helping people to help themselves”. Hopson in this definition emphasizes the fact that the person with the difficulty is the one with the resources needed to deal with it. The counselor only provides the relationship, which enables the client to search for their own answers. In this regard, school counselors assist learners to understand themselves and their opportunities, to make appropriate adjustments and decisions in the light of this insight, to accept personal responsibility for their choices and follow courses of action in harmony with their choices. Counseling is understood as a major guidance service (Cherishe, 2006).

2.3 Guidance and Counselling in Kenya

This can be traced to the period when Kenya was a young independent country. According to the Kenya Education Commission Report of 1994 (Ominde Report), all schools were to offer guidance and counseling services to learners. In 1971, a sub-section within the inspectorate was created to deal with implementation of guidance and counseling. A booklet on career guide for career advisors was developed. In 1974-1976,

government plan also recommended that teachers of guidance and counseling be allowed time to attend to learners needs.

The 1976-Report of National Committee on Educational Objectives and policies (Gachathi Report) recommended vocational guidance. On discovering that learners had psychological problems, the report also recommended that, teacher-trainees take a compulsory course in guidance and counseling as part of their training package. Through the training, teachers were expected to provide guidance and counseling as part of their normal duties after training. Guidance and counseling was therefore implemented in both teacher training colleges and Universities. However, little is known on the impact of acquired knowledge and skills on the provision of guidance and counseling in most institutions of learning. This study specifically attempted to determine how teacher training influenced the provision of guidance and counseling services in pre-schools in Nairobi County.

According to 1979-83 Development Plan, Guidance and Counseling was to be made part of the teacher training curriculum at the college and university levels. This recommendation though implemented then, the guidance and counseling course seemed not to have been effectively tackled as it just dealt with one course- Introduction to Guidance and Counseling (Tumuti, 2001). However, recently more chances to train have been created through the introduction of open learning system at Kenyatta University and extra-mural studies at the University of Nairobi. These offer certificate, post-graduate diploma and degree courses in guidance and counseling. The question is: Do pre-school

teachers get these opportunities to train in guidance and counseling? This study established this by finding out the number of pre-school teachers who were trained in guidance and counseling.

The report of the Presidential Working Party on Education and Man power Training for the Next Decade and Beyond (Kamunge Report, 1988) recommended decentralization of guidance and counseling from the headquarters of the Ministry of Education to the district level. Each school was also expected to establish a guidance and counseling program and senior teachers were to be in charge. According to Sessional Paper No.6. 1988, the number of school inspectors and counselors were to be increased, school heads and senior teachers were to be trained to supervise the guidance and counseling programs. Today, the guidance and counseling sub-section has been upgraded to a guidance and counseling unit which is headed by Quality Assurance and Standards Officers.

2.4.3 Factors Influencing the Provision of Guidance and Counseling Services by Teachers

The following section discusses some of the factors that influence the provision of Guidance and Counseling services by pre-school teachers.

2.4.1 Teachers' Professional Training and Guidance and Counseling

Gibson and Mitchell (2008) consider guidance and counselling a helping profession similar to Medicine, Law, Dentistry, Education and Social Work. They say that a helping

profession is one in which the members are specifically trained and licensed or certified to perform a unique and needed service to fellow human beings. According to them, professional counsellors must be fully trained and qualified to meet the needs of the client population they are designated to serve. They recommend that school divisions should ensure that persons fulfilling the role of counsellor are adequately trained and should have completed a programme in counselling, including supervised practice in guidance and counselling. Once trained, the teacher counsellors should then employ their knowledge, skills and understanding to draw up a procedure that is ample enough to include and cater for the various needs of individual pupils within the school framework. The training of school counselors affects the provision of school guidance and counseling services for pupils the world over.

In Ethiopia Alemu (2013), and in Nigeria Eyo, Joshua and Esuang (2010) said school counselors without formal professional preparation and training in school guidance and counseling are incompetent to address in totality the educational, personal and vocational concerns of children. Owing to the professional incompetency of their school counselors, learners in the above cited counties are unlikely to receive school guidance and counseling services provisions that are conducive to their holistic development.

The shortage of professionally prepared and trained school counselors is a worldwide concern (Brigman & Lee, 2008). The training of school counselors affects the provision of school guidance and counseling services for children the world over (Alemu, 2013). More recently, numerous educationists and writers of educational literature have

emphasized the importance of having a professionally trained teaching force. This is because training of teachers will ensure the provision, expansion and improvement of quality and relevant education. Through training the teacher develops professional attitudes, skills and knowledge to adapt to the learning environment. This study sought to ascertain this claim by determining the influence of teacher training on the provision of guidance and counseling in pre-schools. Strickland (2001) stresses the importance of training a teacher. He says that the training of a teacher is more important than curriculum.

Kotler (2004) pointed out that the major factor contributing to the failure of guidance and counselling programmes in schools is the lack of trained personnel to handle the subject. When the behaviour of a student is as a result of underlying factors, particularly those spanning from childhood, most teachers tend to deal with manifestations rather than the causes. This is mainly because of lack of proper skills to unearth the actual challenges of the students, when the teacher counsellors are not trained. Pre-school teachers are entrusted with massive responsibility of helping young children to grow both physically, mentally, emotionally and socially. This entails that these teachers undergo professional training so that they can be equipped with the skills required to cope with the demands of young children. In spite of many training programmes in the country, the institutions are still unable to keep pace with the ever growing demand for trained teachers in pre-schools and therefore, there are still pre-school teachers who are untrained (Oyagi, 2003). Is this situation similar to pre-schools in Nairobi County? This study attempted to establish the

number of pre-school teachers who were trained and not trained in guidance and counseling in Kasarani Sub-County, Nairobi County.

Pre-school teachers have a responsibility of helping children to grow physically, emotionally, mentally and socially since “nursery school education is the foundation of the development of the person, community and the nation. Their responsibility is to create an environment which stimulates natural curiosity to learn. They encourage a child to be a learner on his/her own. To accomplish these goals, pre-school teachers must be professionally trained to understand how children develop and learn. Professionally trained pre-school teachers also provide experiences for the children in logical and manageable steps (Oyagi, 2003).

Alternative learning experiences are provided in accordance with children’s individual interests, and the pre-school teachers supply the necessary guidance. Recognizing that a child needs to experience success and to exercise his curiosity, the pre-school teachers work with him/her individually. By understanding the individual child, they can readily assess a child’s learning ability and his/her mode of behavior. It is only then that they can plan learning activities that are appropriate for him. The kind of training they have, and the duration of training, teaching methods and quality of the subject matter determine how the pre-school teachers handle the children and the upcoming challenges (Oyagi, 2003). Through training, the pre-school teachers develop professional attitudes, skills and the knowledge to adapt to the learning environment and ability to fulfill their task

positively and effectively. They must also attend seminars to update themselves and to get new ideas in the profession.

Davin (2002) states that, the factor most often associated with quality child-care is a stable trained pre-school teacher who are believed to be equipped with necessary skills and can trace the child's mental development and offer what is suitable for the child through appropriate teaching-learning materials. Those who started teaching as untrained pre-school teachers said there is hardly any comparison between their pre and post training skills. They asserted that, prior to their training they could not prepare their lessons adequately. Furthermore, they did not know how to deal with children's problems and could get easily irritated. After training, they were able to handle children better. This study therefore attempted to ascertain whether trained teachers handled children with problems better than those who did not receive any training on guidance and counseling.

It is also important for the pre-school teachers to know how children learn. This will enable them teach children more effectively as the more easily they learn, the more competent they become. Only through professional training can teachers achieve this. Studies by David (1993, cited in Franck & Karyn, 2005) in Europe showed that trained teachers besides being knowledgeable in child development also demonstrate understanding of how children develop concepts at the early childhood level. It is therefore the purpose of this study to investigate the impact of professional training on the use of guidance and counseling among pre-school teachers.

Concerning training in guidance and counseling, Herman (1967, cited in Gitonga, 2007) stated that the most critical issue that faces counseling is the quality of counselor's preparation and guarantee of competence for teacher counselors in the roles that they must fulfill. This shows that counseling is provided by a person who must have some training for this work since counseling like any other profession requires knowledge of theories and practical skills in order to carry it out. This study sought to find out the extent of preparation and competency among trained teachers in providing guidance and counseling to pupils in pre-schools.

Republic of Kenya (1988) recommended that heads and senior teachers supervise guidance and counseling programs. No training was considered, one only needed to be a head or a senior teacher to oversee the running of guidance and counseling programs which led to failure in the counseling departments to offer the required services. In-service courses and seminars for teacher counselors were then introduced. The guidance unit at KIE was mandated with the organization and co-ordination of in-service training at district level.

2.4.2 Teachers' Academic Qualification and Guidance and Counselling

Nghamun, (2016) found that despite the fact that there are many holders of higher degrees in guidance and counselling in Cameroon today, not as many are qualified to be real counsellors because they lack the skills necessary for the practice. There is limited number of trained counsellors in Cameroonian schools and the ones already trained choose to go into non-school settings. In Kenya, the minimum academic requirement to

train as a pre-school teacher is a KCPE certificate or a grade D in KCSE. The cadres of teachers who join pre-schools are rated by the society as low level academically because the profession is not expected to require highly qualified people.

Counsellor should have an interest and consuming desire to relieve distress and assist people lead more fulfilling lives. The counsellor must go beyond mere interest in the subject and equip him or herself with the relevant knowledge. Ndirangu (2000) concedes that the teacher-counsellor should be well grounded in clinical psychology where it is dictated by the maxim that all behavior is caused. The teacher-counsellor requires knowledge of some culture values and beliefs of most of the clientele he or she handles within the learning institution.

From research findings, practitioners' level of formal education is an important factor in the quality of their work with children. It is even suggested by some studies that education is linked to effectiveness of the teachers in teaching and understanding of children and their educational issues (Macharia, 2005). Hence this study sought to determine the influence of academic level of pre-school teachers on their provision of guidance and counseling services. Academic qualification is an important aspect as it is the foundation of the professional training. Peters (2001) all contend that pre-school teachers' role requires that they undergo intensive academic preparation including the observation and participation in early childhood programs. This is essential as to provide pre-school teachers with the basis for human understanding and will prepare them for the delicate responsibility of handling young children. They will also be able to discover the

appropriate methods that can be used with pre-school children without creating unnecessary strain. In Kenya, some years ago, pre-school teachers were just recruited without considering their educational level. Today, however, the trend has changed because we have pre-school teachers at the universities pursuing degree programmes in early childhood education. Thus, through formal learning, the pre-school teachers become aware of stages of development and ways of helping children at different developmental stages so as to help them benefit from a learning experience (Ndegwa, 2005).

Studies in the literature have also established that a high percentage of pre-school teachers in Kenya are dropouts from schools or have low education. Hence, low education can be a hindrance to teachers' understanding and grasping the content taught in college. Thus, high education is necessary for understanding of children and their education issues. This study therefore seeks to establish if the teachers' level of education influences their provision of guidance and counseling services at pre-school level.

2.4.3 Teaching Experience of Teachers and Guidance and Counselling

In his study on 'hindrance to effective implementation of guidance and counselling in schools in Kamwangi Division, Thika District', Nderitu (2007) found that experience is an important factor in determining one's teaching style. Experience of teachers at work gives one a choice of ways of working and those that are chosen become part of one's style. Experience also affects one's style in that one gradually becomes surer of himself and more confident. He further claims that a teacher's belief about education and what

constitutes good teaching and good learning situation and his values, gradually will affect the way he/she works.

In a study carried out by Biddle (1990, cited in Ojo, 2005) on the way teachers adjust to teaching experience found teachers' role to change as they stay longer in the profession with more teaching competence. The indication here is that, the experienced teachers are more effective than the newly appointed ones. These teachers are also found to be secure, relaxed and less worried about teaching. Past experiences can help an individual to learn new concepts which are somehow similar to the earlier ones.

According to Hurlock (2002) in his study on Introduction to Guidance and Counselling in Schools and colleges, experienced teachers are capable of being more effective in their teaching than inexperienced ones. They are able to apply the massive wealth of knowledge gained through teaching for their benefit and for the benefit of children. Boutwel and Myrisk (2006) add that refresher courses and workshops enable pre-school teachers to solve difficulties that arise in school, thus, positive attitude is fostered. Given this scenario, this study seeks to establish the relationship that exists between teachers' experience and use of guidance and counseling.

One's experience can lead to the foundation of certain attitudes. With experience, one becomes used to these challenges and is able to devise ways of solving the difficulties faced. Pre-school teachers' quality can be viewed in three aspects: Working experience, level of education and type of specialized training in early childhood education. Pre-

school teachers with long teaching experience are more confident in their dealing with children (Cass, 1991, cited in Nguyia, 2010).

2.4.4 Teacher-Pupil Ratio and Guidance and Counselling

In contrast with teachers' experience, the aspect of class size in teaching and learning is well researched and documented in education literature. In his study on Evaluation of the Effectiveness of Guidance and Counselling Services in Public Universities in Kenya, Ogola (2008) discussed the following challenges as factors that hinder effective guidance and counseling; that many responsibilities given to guidance and counseling teachers and limited facilities due to high rate of enrolment hinders them from performing their guidance and counselling duty. Abdul (2012) concurs with this in his statement that counsellors are subject teachers as well; hence the time may not allow them to offer effective counselling services to students.

Maleche (1989, cited in Olayinka. & Omoegun, 2001) in his study found that only teachers who handled small classes were satisfied with their work. Those of medium classes were found to be slightly satisfied than those of larger classes. It is important to note that this study was conducted in European countries where class ratio is lower than the developing countries like Kenya. A pre-school classroom should accommodate a maximum of 30 children. This number enables the teacher to competently meet all the needs of the children (Ministry of Education, 2016).

According to the literature reviewed, young children often do not see a difference between accidental and intentional actions and respond with aggression. It is sufficient to note the belief that a class size significantly different from the accepted norm, whatever the norm is, leads to less effective learning. Therefore, the effect of varying class sizes and effective use of guidance and counseling among pre- school teachers in Kasarani Division was one of the intentions of this study.

2.4.5 Support by School Administrators

According to Zeran and Antony (1962, cited in Nghamun, 2016) a good and effective guidance and counselling programme is essential in every school. An organized guidance and counselling programme will offer right environment for the growth and development of the student and offer quality education. Loescher (2007).acknowledges that there has been steady growth of guidance and counselling programme within educational settings in United Kingdom The major emphasis has been on vocational and educational guidance and counselling aimed at fostering personal/social development.

An effective guidance and counselling programme should be led by a trained counsellor who is responsible for coordinating guidance and counselling activities in the school (Weinten, (2007). Effective guidance and counselling programme should have active cooperation of teachers, teacher counsellors and administrators. The school administrator should make arrangements to enlist the support of the parents and introduce them to the idea of guidance and counselling. Therefore, in an effective guidance and counselling

programme, various guidance and counselling services are offered to assist students in personal development and psychological growth towards maturity (UNESCO, 2002).

In Kenya, most of the public pre-schools are attached to public primary schools. The head teacher of the primary school is the overall in charge of the activities in that school, that is, both the pre-school wing and primary section. The schools that are detached, but are under the parents and community have one pre-school teacher identified as a head teacher (Ogola, 2008). The pre-school education is often run in partnership between the Ministry of Education and the parents, community, churches and other stakeholders. The sponsors and managers of the schools vary. There are pre-schools run by parents and communities, private individuals, welfare organizations, local authorities, governmental and non-governmental agencies. These employ teachers, provide facilities and run the schools. The question is: Do these owners distinguished as the administrators provide any support to the implementation and provision of guidance and counseling in the case of pre-schools in Nairobi County? This study sought to find out the how administrator's support influence the provision of guidance and counseling services in pre-schools.

The sponsors select some few members to form school committees except in individual or private schools where majority do not form these school committees. In the school committee, the head teacher or administrator is the secretary as well as the professional advisor. Hence, the schools mainly depend on the administrator (head teacher) for their daily school routine and smooth running of the institution. The administrators make and suggest what is to be taught in the schools and how to go about improving the educational

standards of their institutions. Sullivan and Glanz (2000) proposed that the profession should adopt school improvement as its centre of gravity. This means that the head teacher in making school related decisions, should always have school improvement in mind of which guidance and counseling is a part of this improvement. Sullivan and Glanz (2000) continues to say that the head teachers require solid knowledge of the learning process and the conditions under which pupils learn in the school setting in addition to knowledge about educational change and school improvement. In short, it emphasizes the role of the head as a manager with respect to the core business of the school, namely teaching and learning in a context of change and improvement. Hill (2000) also says that the key role of the head teacher is to ensure that each of the elements that contributes to improved pupils learning outcomes is working effectively and in alignment with all other elements. This means that the head teacher is thus, the chief architect of the school.

Kimathi (2002) observed that no matter how committed and competent a school head or teacher counselor may be, he/she cannot produce a successful program without the cooperation of other of stakeholders. This indicates that one of the major elements of head teachers' support to guidance and counseling is encouraging support from all teachers. The administrators play a great role in making sure that all the learning areas receive adequate support in provision of learning and teaching materials. The administration style of the leader in the school therefore ultimately affects or enhances the performance of the teachers in their work. Poor work performance sometimes may be due to the attitude one has towards his/her work.

Nyaga, (2013) in Kenya argues that the implementation of school guidance and counseling largely depends on the support given by the head teacher. She noted that the head teacher's support to the provision of guidance and counseling services in schools was inadequate and as a result impacted negatively as evidenced by many problems experienced by learners while in school. There are no measures on the ground indicating that the head teachers are collectively working as a team with their teachers in guidance and counseling in Kenyan schools (Affulo, (2010).

Morgan (2006) supported the necessity of administrative support for a successful curriculum implementation by discussing the fact that teachers need more than just knowledge and skills, they need encouragement and assistance to reach the goals for their children. In Turkey a study was conducted by Akinoglu (2008) to assess the curricular reform initiatives. The findings of the study indicated that there was a positive relationship between the support from administrators and colleagues and effectiveness of the early childhood teachers' performance. Cannon, Karoly and Kilburn (2005) further confirm that the support from the school administrators as a key factor for successful curriculum implementation. In other words, collaborative environment is a necessity.

The problems of learners and teachers' provision of guidance and counseling services are as varied as the environments, which is a challenge. There is need for counseling needs assessment to help the counselors to enhance the existing programs that will meet the specific needs of the learners (Martin, 2012). This study sought to assess whether

provision of guidance and counseling services in pre-schools met formulated goals with regards to the support provided by the administrators.

2.5 Summary of the Reviewed Literature

Literature reviewed revealed that the government of Kenya has undertaken concerted effort over the years to enhance guidance and counseling services in all the learning institutions in the country. Based on the context of this study, guidance and counselling was taken as enlightened process whereby pre-school teachers help pupils by facilitating growth and positive adjustment through both self-understanding and being aware of their environment. The reviewed literature clearly shows that guidance and counseling was implemented in both teacher training colleges and Universities. However, little is known on the impact of acquired knowledge and skills on the provision of guidance and counseling in most institutions of learning. This study specifically attempted to determine how teacher training influenced the provision of guidance and counseling services in pre-schools in Nairobi County.

The literature review has shown that training, experience and academic qualification are significant factors of provision of quality guidance and counseling. However little is known whether pre-school teachers get these opportunities to train on guidance and counseling. This study established this by finding out the number of pre-school teachers who were trained on guidance and counseling.

From the reviewed literature, it is apparent that several studies have been conducted at primary and secondary levels but to date there do not seem to be any studies done on the provision of guidance and counseling services at pre-school level. This study sought to evaluate the factors that influence the provision of guidance and counseling by pre-school teachers with regards to teachers' training, academic level, experience, teacher-pupil ratio and support by school administrators.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter, the research design, variables, location of the study, target population, sampling technique, sample size, and research tools are discussed. The procedure for testing the validity and reliability of the instruments and data collection procedures, data analysis, logistical and ethical considerations are also discussed.

3.2 Research Design

This study employed a descriptive survey design. A survey study gathers data at a particular point in time with the intention of describing the nature of the existing conditions, identifying the standards against which the existing conditions can be compared as well as determining the relationship between specific events. Gay (1992) defines descriptive research as a process of collecting data in order to test hypothesis or to answer questions concerning the current status of the subject in the study. A descriptive research design determines and reports the way things are (Mugenda & Mugenda, 2003). By use of this design, the researcher intended to report the provision of guidance and counseling services in the sampled pre-schools the way they occur and without any manipulation. This design therefore was the most appropriate for this study.

3.3 Study Variables

This study has two types of variables namely; Dependent and Independent variables, they have been described as follows:

3.3.1 Dependent Variable

The dependent variable for this study was the provision of guidance and counseling services by pre-school teachers. This was measured by assessing extent to which teachers and administrators used their skills to help pupils reach solutions to various types of personal difficulties in pre-schools.

3.3.2 Independent Variables

In this study the independent variables were: teachers' training, experience, academic level, teacher-pupil ratio and school administration.

Teachers' training was measured by assessing the number of teachers who were trained to provide guidance and counseling services in pre-schools.

Teacher experience was measured by determining the duration both teachers and administrators had taken since they were trained in guidance and counseling.

Academic level was measured by assessing the level of education by both teachers and administrators regardless of whether trained as a counselor or not.

Teacher-pupil ratio was measured by the number of pupils who could be handled by one teacher-counselor at a time during counseling session.

School administrator's support was measured by assessing the extent to which administrators provided support to the implementation of guidance and counseling programmes in pre-schools.

3.4 Locale of the Study

The study was conducted in Kasarani Sub-County, Nairobi County. Purposive sampling was used to select Kasarani Sub-County since it had heterogeneity of the potential study population. In addition, a similar study had not been conducted in the study site. The transport system in Nairobi County is well developed and the close proximity of the pre-schools in Kasarani Sub-County facilitated field visits to schools as they were easily accessible.

3.5 Target Population

The study targeted a population of 242 pre-school teachers and 184 administrators and deputy head teachers in Kasarani Sub-County, Nairobi County. The sample of pre-school teachers, administrators and deputy head teachers who participated in the study was selected from this population.

Table 3.1: Distribution of Pre-schools, Pre-school Teachers and Administrators in each Management Category

Management	Number of pre-schools	Number of pre-school teachers	No of school administrators
Public	25	38	25
Private	159	204	159
Total	184	242	184

3.6 Sampling Techniques and Sample Size

This is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kombo, 2002). Kasarani Sub-County was purposely selected and stratified random sampling was used to select the schools where the study was carried out. The sampling frame was drawn from a list of all pre-schools in the division kept at the Kasarani Sub-County Centre for Early Childhood Education. The schools were categorized into two strata according to their sponsors namely, public and private pre-schools. Stratified random sampling was appropriate in this case because it involves dividing the population into homozygous sub-groups to ensure that the groups are represented in the sample in proportion to their number in the population (Kombo & Tromp, 2006).

Thereafter, simple random sampling was used to select a representative sample of 8 public pre-schools and 48 private pre-schools representing 30% of the total population of

pre-schools in the division. To select a representative sample of school administrators, purposive sampling was used. All the administrators of the schools under study were involved; this was 30% of the total population of the school administrators (head teachers and deputy head teachers). To select pre-school teachers for the study, stratified random sampling was used again. The researcher selected 30% of pre-school teachers from each category schools; this was 12 teachers from the public pre-schools and 62 teachers from the private pre-schools. This is in line with Kothari (2005) who advocates that a sample of at least 10% is ideal for a large population and 30% for a smaller population.

Table 3.2: Sampling Frame

Type of school management	Number of Pre-school Teachers	Selected Sample of Teachers	Number of school Administrators	Selected sample of administrators	Total selected sample of teachers and school administrators
Public	38	12	25	8	20
Private	204	62	159	48	110
Total	242	74	184	56	130

3.7 Research Instruments

The study employed questionnaires for pre-school teachers and interview schedules for administrators.

3.7.1 Questionnaires for Pre-School Teachers

The questionnaire was made of 20 items and divided into two sections, A and B. Section A sought to gather data on demographic information such as gender, age, training and teaching experience. Section B sought the information on the extent to which factors such as training, experience, qualification, teacher-pupil ratio and school administrator's support influence the provision of guidance and counseling. The use of questionnaire was appropriate because it was easy to administer, cost effective and could be used to collect data from a large population within a short period of time. According to Mugenda and Mugenda (2003) questionnaires are popular in data collection because of their relative ease and cost-effectiveness with which they will be constructed and administered.

3.7.2 Interview Schedules for School Administrators

An interview guide was designed for school administrators which consisted of open-ended items which sought to cross-check the views solicited by the questionnaires. The use of interview guides assisted the researcher to obtain more information in greater depth, personal information as well as supplementary information about the respondents' personal characteristics and environment which was of great value in interpreting results. The use of interview schedule was an oral administration of pre-coded questions that involved a face-to-face interaction to provide a quick, cheap and easy qualitative data

(Kothari, 2005). Interview schedules also helped to provide a free environment for the respondents to express themselves and even give rise to further information which could not be catered for in a questionnaire.

3.8 Pilot Study

The pilot study was conducted in Kasarani Sub-County prior to collection of data for the final study amongst 5 pre-school teachers and 5 administrators who were randomly sampled. The reason behind piloting was to ensure validity and to make appropriate adjustments on the research process. Piloting is essential as to reveal the weaknesses that may be in the questionnaire, such as vague questions, unclear directions and general layout. The schools where piloting was done were excluded from the final study.

3.8.1 Validity

Content validity was verified to determine the extent to which instruments were really measuring the objectives of this study. Expert-judgement technique was used to check the content validity of the research tools. The instruments were given two experts in the area under study and each item was examined in terms of its relevance to the variables and the objectives of the study. The feedback was used to make necessary adjustments to the items to ensure they solicited the required information.

3.8.2 Reliability

Test-retest method was used to measure the internal consistency of the instruments, both the questionnaire and the interview schedule, whereby the same instruments were

administered twice to the same group within a period gap of two weeks. For the first administration, the instruments were distributed to 10 respondents who answered to all question items and their answers were scored, recorded and ranked. This procedure was repeated after a period of two weeks. The two scores for each instrument were recorded and then computed using the Pearson's Product Moment Correlation Coefficient. Correlation coefficients of 0.78 and 0.72 were obtained for the questionnaire and the interview schedule respectively. These values were enough to conclude that the instruments for this research were reliable as Orodho (2008) recommends that a correlation coefficient of 0.75 or more is required for an instrument to be reliable.

3.9 Data Collection

During the two months of data collection, the researcher first conducted a familiarization visit to the schools. She then administered the questionnaires to the pre-school teachers and gave them time to fill them as she interviewed the administrator. The questionnaires were collected the same day. The researcher then thanked the teachers and the administrator or the deputy head teacher for accepting to participate in the study. The same was done for all the schools sampled for the study.

3.10 Data Analysis

Data was gathered from both the objective and open-ended items. Data collected from these items were analyzed both qualitatively and quantitatively. Quantitative data were mainly from the objective items and were coded and keyed into the computer using the Statistical Package for Social Sciences (SPSS) program version 21. The frequencies and

percentages of each response were derived from the data. Qualitative data mainly came from the open-ended items. The responses of these items were grouped together according to similarity of responses. They were then coded and keyed into the computer using the SPSS program. The frequencies and percentages of each response were then calculated. The data were then summarized thematically and used to write the report according to the objectives.

3.11 Logistical and Ethical Considerations

The researcher obtained an approval letter from Graduate School, Kenyatta University. This letter was taken to the National Council for Science, Technology and Innovation (NACOSTI) to request for a research permit (See Appendix C). Permits were obtained from relevant authorities such as the Director of Education, Kasarani Sub-County. Hence, the administrators of the schools were officially approached and informed about the research. The researcher familiarized herself with the area before the actual study commenced. She assured the respondents of confidentiality of the research findings.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the analysis, interpretation and discussion of findings of the data from both the pre-school teachers and administrators.

4.2 Data Analysis

Data collected were coded, organized and analyzed using both quantitative and qualitative methods. For quantitative data, descriptive statistics analysis was carried out whereby data were summarized using frequency Tables, percentages, charts and graphical presentations. Qualitative analysis involved describing and explaining the information obtained during the gathering of the data. The study sought to achieve the following objectives:

- i. Find out the influence of teachers' training on the provision of guidance and counseling services in pre-schools.
- ii. Determine the influence of teachers' academic level on their provision of guidance and counseling services in pre-schools.
- iii. Find out the influence of teachers' experience on the provision of guidance and counseling services in pre-schools.
- iv. Determine the influence of teacher-pupil ratio on the provision of guidance and counseling services in pre-schools.
- v. Find out the influence of the school administrator' support on the provision of guidance and counseling services in pre-schools.

4.2.1 Questionnaire and Interview Response Rate

The study was conducted among 74 pre-school teachers and 56 administrators giving a total number of 130 respondents. Out of the 74 questionnaires that were administered to pre-school teachers, 70 were returned. This was a response rate of 94.5% and out of the 56 administrators that were sampled for interview, 49 availed themselves giving a response rate of 87.5%. According to Mugenda and Mugenda (2009), a response rate of 50% is sufficient; 60% is good and above 70% is exceptional. Therefore based on this affirmation the response rate was exceptional. Table 4.1 shows the response rate.

Table 4.1 Response Rate

Respondents	Administered questionnaires	Returned questionnaires	% Response rate
Pre-school Teachers	74	70	94.5%
Administrators	56	49	87.5%

4.3 Demographic Information on the Pre-school Teachers and School Management

Some background information relating to age, gender, level of education, experience, training and type of pre-school was collected. The purpose was to establish the effect of these variables on the provision of guidance and counseling services in pre-schools.

4.3.1 Gender of the Pre-school Teachers

From Figure 4.1, it is observed that majority of the sampled pre-school teachers were females; at 68 (97%) and only 2 (3%) were males.

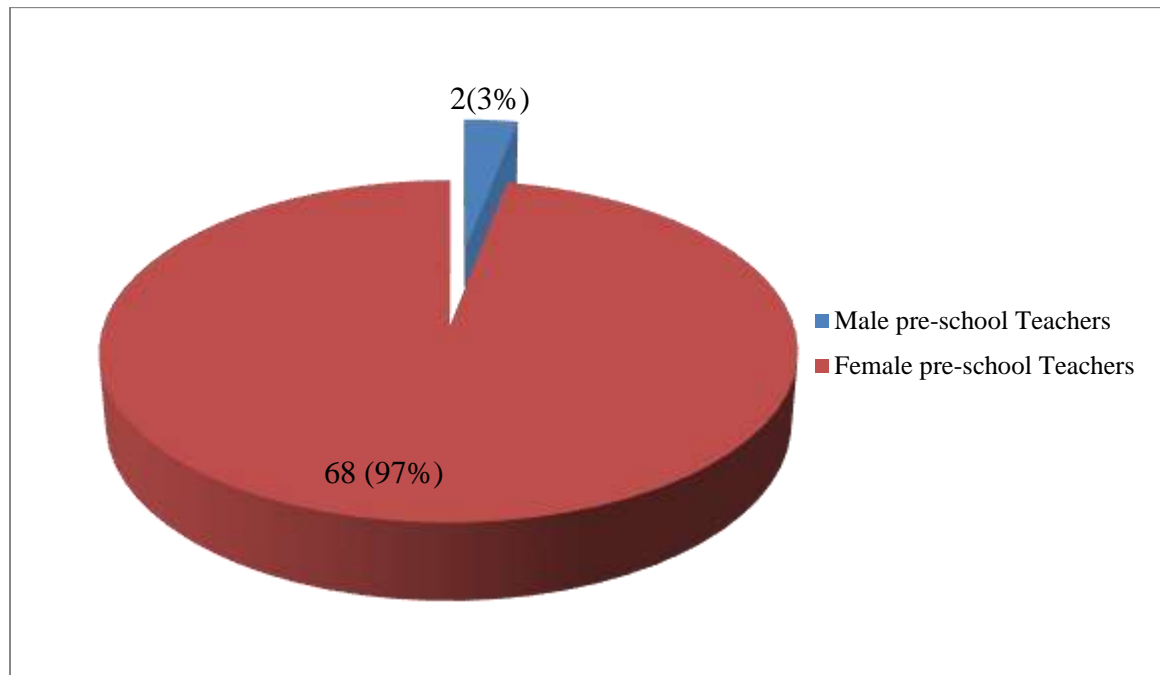


Figure 4.1 Distribution of Teachers by Gender

There is a major lack of male pre-school teachers; with male teachers at 2 (3%) and female teachers at 72 (97%). Men are missing in early childhood development at a time when male role models are very necessary in the society. The findings of this study concur with Mukuna (2008) who reiterated that there is gender imbalance in the pre-school teaching profession and feminization of the profession has been a common practice world over. She added that in Kenya, there is an emergent trend of men training as professionals in Early Childhood Development Education but they are under-represented. According to the National Association for the Education of Young Children

(NAEYC), 97% of teachers in pre-school are women and the same figure was reported in a centre for the Children Care Workforce Study in 2002. According to the National Education Association for Elementary Teachers, only 13% of elementary school teachers are men (Cunningham & Dorsey, 2004).

In disagreement to this findings, Witner (1990, cited in Nghamun, 2016) endorses that both male and female counsellors should be equally involved in the provision of guidance and counseling. However, teacher-counsellor should design comprehensive guidance programmes, provide counselling service and use assessment procedures with a gender perspective. Lack of training of counsellors in gender analysis may lead many providers of guidance to render services and/or organize activities that may continue to maintain and enforce the already existing stereotype.

According to Sanders (1996), cited in Nghamun, 2016), gender issues play a role in hindering delivery of the services and in most cases counsellors in schools handle more female than male clients. Possible explanations towards this have been offered: gender socialization processes where, from an early age, women are encouraged to seek help when they have problems while men are discouraged from it. Masinde (2003, cited in Nguyia, 2010) also support this by saying that a woman is likely to refer another woman to a counsellor, but a man will not refer another man to a counsellor. Therefore male students are more negative towards seeking for counselling than female ones. Most men think it is an indication of personal weakness if one seeks for psychological counseling

and people also believe that the man will be more influential than the woman (Masinde, 2003).

4.3.2 Age of the Teachers

Age of teachers was also assessed by asking teachers to indicate their ages in terms of years. Findings are as presented in Figure 4.2.

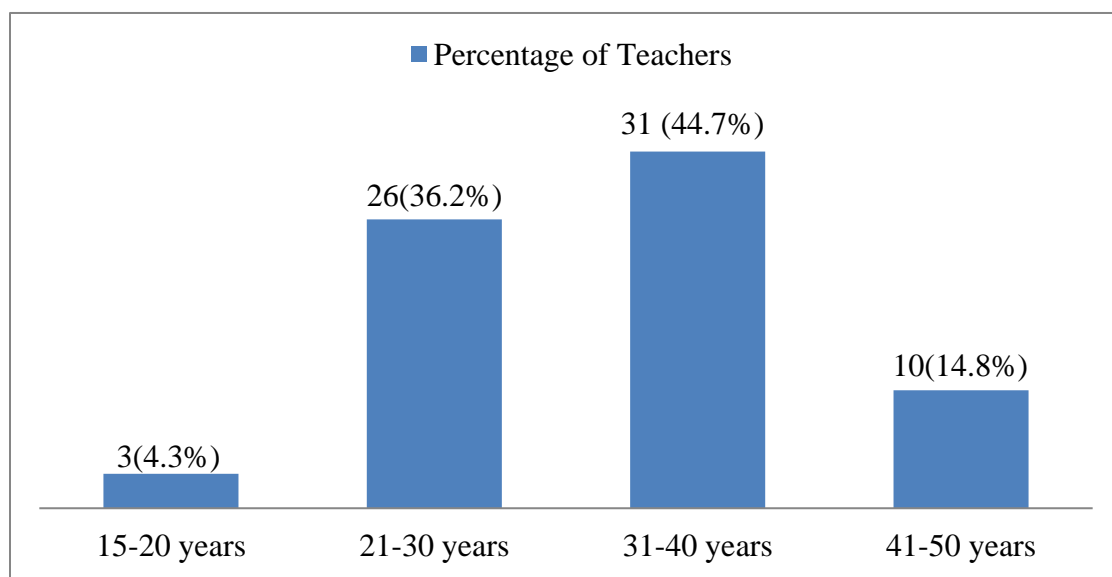


Figure 4.2 Pre-school teachers' Age as a Percentage

As observed in Figure 4.2 majority of the pre-school teachers were between 21 to 30 years at 26 (36.2%) and 31 to 40 years at 31 (44.7%). Both age categories form a combined percentage of 57 (80.9%). Therefore, most of the pre-school teachers are of medium age that is 21 to 40 years. There is need to retain more pre-school teachers, perhaps by advanced training and better pay to encourage more experienced teachers to stay on. As observed in the above graph, there were only 10 (14.8%) teachers of between 41 to 50 years in the pre-schools. The age of the pre-school teachers was thought to be an

essential component in the study since it could influence the provision of guidance and counseling services to pupils. It was one of the critical variables to be considered when analyzing issues like knowledge in early childhood education, skills and experiences of the pre-school teachers amongst other things. The more advanced the age the more the teachers might have adequate skills, knowledge, high level of education and experience in guidance and counseling. The teachers' maturity level indicated by their age may contribute to their ability to take good care of children, which ultimately enhances their provision of guidance and counseling services.

4.3.3 Type of School Management

Type of school management is a crucial aspect in the provision of guidance and counseling. Figure 4.3 shows the results of this study.

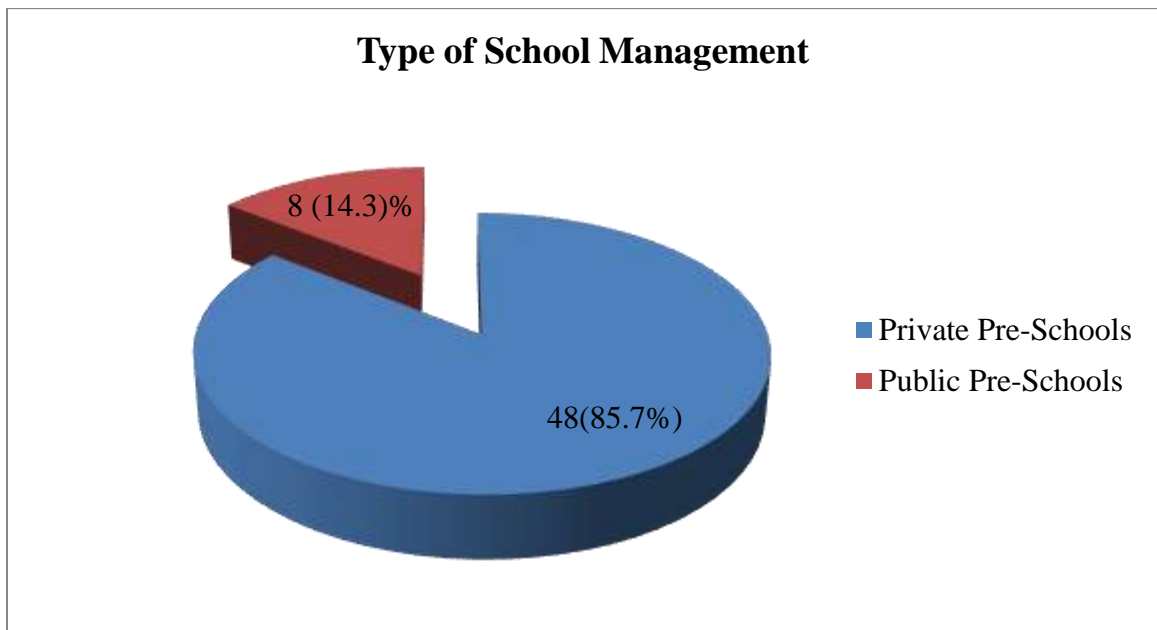


Figure 4.3 Type of School Management

Figure 4.3 shows 8 (14.3%) of the pre-schools that were included in the study were public schools and 48 (85.7%) were private pre-schools. The number of private pre-schools in this area is higher than the number of public pre-schools as seen in Table 3.1 in chapter 3. This could hurt the enrolment of pupils in early childhood education. The high cost of private pre-schools can be prohibitive to poor families, hence fewer children enroll in pre-schools and in turn, fewer children get access to guidance and counseling. There could be congestion in the few available public pre-schools which may hinder proper provision of guidance and counseling services by pre-school teachers. Therefore, the government needs to invest more in public pre-schools like it has done in free primary education, this may enable more pupils to enroll in pre-schools and in turn have access to guidance and counseling in pre-schools. Makinde (1984, quoted in Boutwell & Myrisk, 2006) noticed that implementation of guidance and counseling might be unsuccessful if high number of pupils are enrolled in a school leading to limited equipment and materials for the increasing number of pupil-clients.

4.4 Pre-school Teachers' Training

This section provides information related to the first objective of the study meant to find out the training level of the pre-school teachers and its influence on the provision of guidance and counseling services. Teachers' training is a crucial aspect that helps to enhance teachers' skills in the provision of guidance and counseling services. The information provided by the teachers is indicated in Table 4.2

Table 4.2 Teachers Training

Trained	Frequency	Percentage
Yes	67	95.7%
No	3	4.3%
Total	70	100.0%

Teachers have to undertake professional training so that they can be equipped with the skills necessary to deal with the demands of young pre-schoolers. According to this study, about 67 (95.7%) of the teachers were trained and 3 (4.3%) of the teachers were not. Most of the pre-school teachers in this study were qualified teachers who had received recognized form of teacher training. This was a good result since professionally trained teachers contribute more positively to effective learning. There is a professionally trained teaching work force that has better developed professional attitudes, skills and knowledge to adapt to the learning environment. This means that the teachers may be able to offer better guidance and counseling services to pupils than non- trained teachers since they are equipped with the right knowledge and skills. Majority of the teachers were professionally trained hence they are expected to deliver quality guidance and counseling services to pupils. Peters (2001) contend that pre-school teachers' role requires that they undergo intensive academic preparation including the observation and participation in early childhood programs. This is essential as to provide pre-school teachers with the basis for human understanding and will prepare them for the delicate responsibility of handling young children.

Training is vital to counseling thus all pre-school teachers need to be trained. Training should be made available to all pre-school teaches so that the 3 (4.3%) of the teachers who are untrained can also receive training. Through training, these pre-school teachers can develop professional attitudes, skills and the knowledge required to adapt to the learning environment and ability to fulfill their tasks including counseling positively and effectively.

4.4.1 Training in Guidance and Counseling

The study also sought to find out if teachers' and administrators' training in guidance and counseling have influence on its provision to learners. The findings on the respondents training in guidance and counseling are presented in Figure 4.4

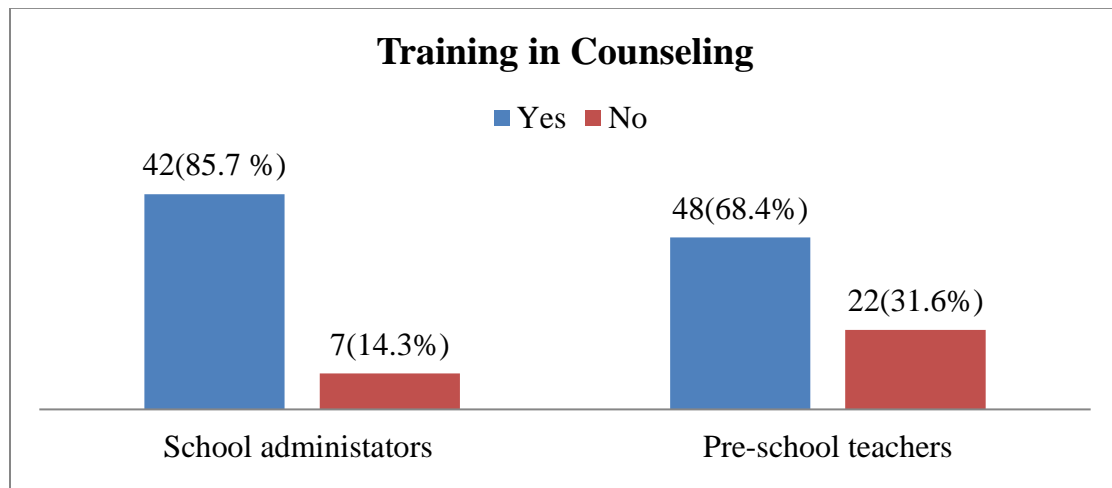


Figure 4.4 Training in Guidance and Counseling

As indicated in Figure 4.4, about 48 (68.4%) of the pre-school teachers were trained, while 22 (31.6%) were not trained in guidance and counseling. Therefore, guidance and counseling should be made an essential module in all teacher training programs. The

study also revealed that 42 (85.7%) of the school administrators were trained in guidance and counseling, while 7 (14.3%) were not trained. There were 17.3% more administrators than pre-school teachers who were trained in guidance and counseling.

Teachers have various responsibilities to perform in today's modern society. To fulfill their responsibility efficiently, teachers are required to be proficient in all their duties. One central duty of a teacher is to offer guidance and counseling services to pupils. Consequently, there is need for all teachers to be trained in guidance and counseling so as to be competent counselors. Lack of training in guidance and counseling for both pre-school teachers and school administrators may impact negatively on the provision of guidance and counseling services to learners.

4.4.2 Level of Training in Guidance and Counseling

The study attempted to uncover information on the level of training in guidance and counseling of both the pre- school teachers and administrators. The results were as shown in Figure 4.5.

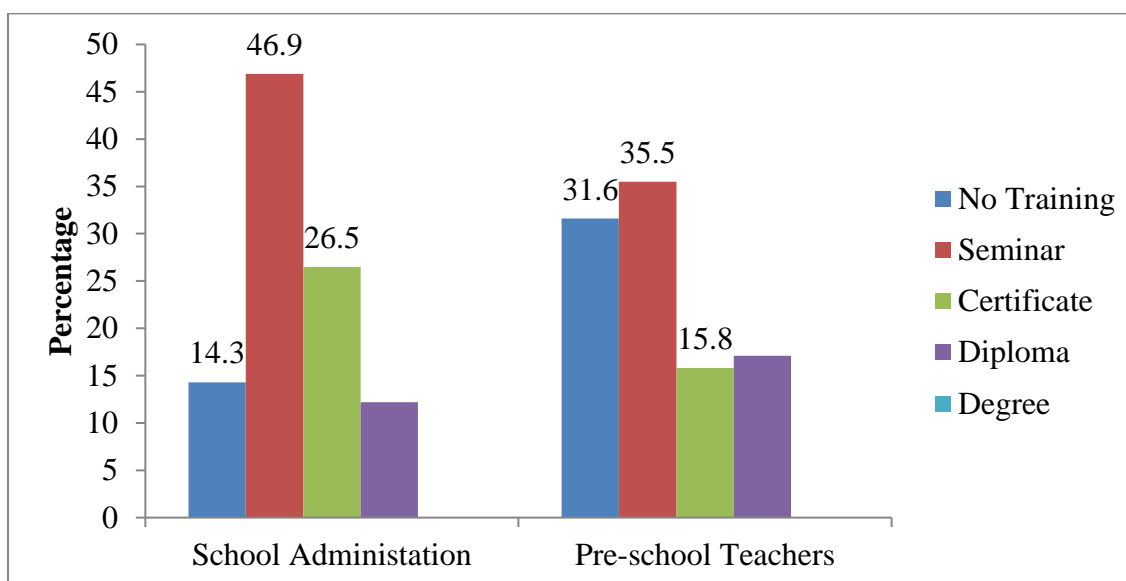


Figure 4.5 Level of Training in Guidance and Counseling

Out of the 48 (68.4%) pre-school teachers who were trained in guidance and counseling, 17 (35.5%) of them were trained in seminars, 7 (15.8%) were trained at certificate level while 8 (17.1%) were trained at diploma level. There are no pre-school teachers sampled who had a degree in guidance and counseling. Therefore, there is need to raise the level of pre-school teachers' training in guidance and counseling to enhance the quality of service in pre-schools towards shaping the pupils behaviour, morals, study patterns, problem-solving skills and performance.

The study also indicated that there were 17 (35.5%) of school administrators who had been trained in guidance and counseling at seminar level, 8 (15.8%) certificate level while 9 (17.1%) at diploma level. Just like the teachers, none of the administrators had a degree in guidance and counseling. There is need for both school administrators and pre-school teachers to enroll for advance courses in guidance and counseling like diploma

and degree so as to enhance quality provision of guidance and counseling services at pre-school level.

The findings of the study were that 17 (35.5%) of the pre-school teachers had only been trained in guidance and counseling in seminars. This implies that they are not adequately prepared to handle the challenges of guidance and counseling in pre-schools. There is a stark contrast with some developed countries where professional training is expected of all those licensed to offer counseling in schools. In order for teacher counselors to perform their duties well, there is need to professionalize counseling. In the United States of America, the requirements for the credentializing or licensing of professional school counselors vary from state to state. All states and the Districts of Columbia require a graduate education. A majority of states also require that graduate work include a certain number of practicum hours (200 – 700) in a school setting. Additionally, a majority of states require applicants to have previous teaching experience (Geslo & Fretz, 2001). This shows that US lays a lot of emphasis on training and professionalism among school guidance counselors. The findings indicate that this is not the case in Kenya, especially in Kasarani Division.

4.4.3 Influence of Training in Guidance and Counseling

Data was also collected to help survey the influence of training in guidance and counseling on the provision of its services to learners, the results are as shown in Figure 4.6

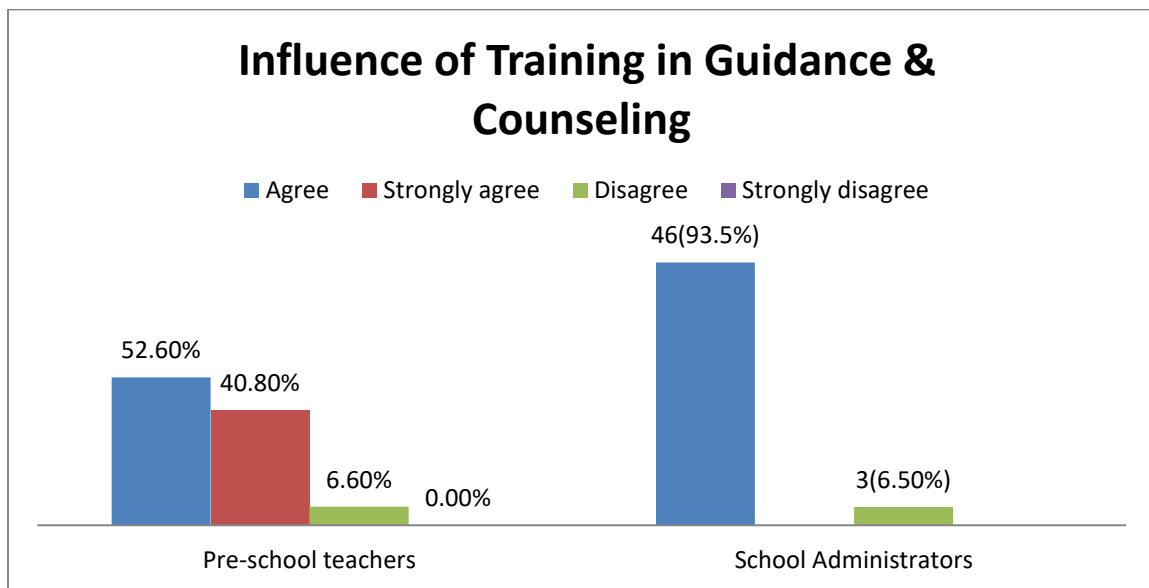


Figure 4.6 Influence of Training in Guidance Counseling

As shown in Figure 4.6, about 37 (52.6%) of the pre-school teachers agreed with the need for training in guidance and counseling. About 29 (40.8%) strongly agreed, while only 4 (6%) disagreed, and none strongly disagree. Those that agreed and those that strongly agreed, form the majority by a total of 66 (93.4%). Most of the pre-school teachers felt that a teacher counselor must receive a special course in counseling in order to be more effective.

In addition, about 46 (93.5%) of the administrators agreed that teachers' training in guidance and counseling influences teachers' ability to provide counseling services to learners. Only 3 (6.5%) disagreed. One of the administrators who disagreed was quoted saying that *"teachers' attitude, personality and talents are key factors to teachers' ability to counsel pupils"*.

The findings of this study concur with those of Strickland (2001) who also stresses the importance of training a teacher. He says that training of a teacher is more important than curriculum. Oyagi (2003) further supported the findings of the study by suggesting that pre-school teachers must be professionally trained in order to understand and accomplish their goals.

4.4.4 The Likelihood of the Pre-school Teachers to Enrol for Advance Courses in Guidance and Counseling

This study also tried to establish the likelihood of pre-school teachers enrolling for advance courses in guidance and counseling. The results are shown in Figure 4.7

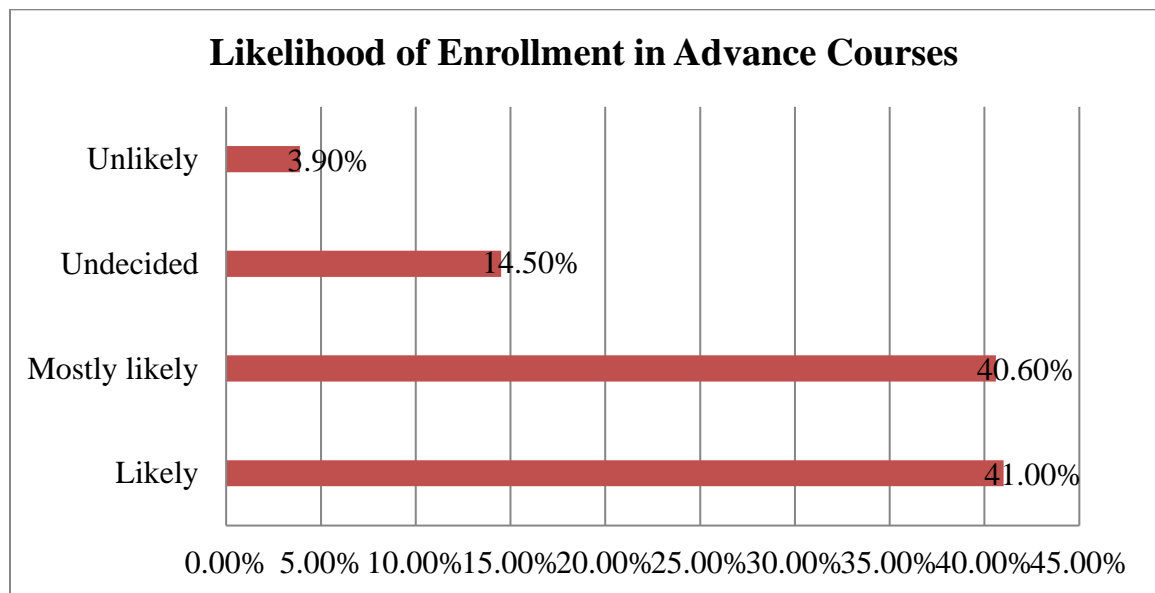


Figure 4.7 Likelihood of Pre-school Teacher to Enrol for Advance Courses in Counseling

Figure 4.7 shows that 29 (41%) of the pre-school teachers stated they were likely to enroll for advance courses in counseling such as higher diploma and degree. Another 28

(40.6%) indicated they were most likely to enroll while 3 (3.9%) were unlikely and 10 (14.5%) were undecided. A total of 57 (81.60 %) percent of the teachers stated they were likely to enroll in an advance course in guidance and counseling. Therefore, there is a considerable desire and need by pre-school teachers to enroll for advance courses in guidance and counseling. If these teachers are given the opportunity and means to advance their training in counseling to higher diploma and above, this would improve the quality of guidance and counseling offered in pre-schools.

Therefore, the government should provide affordable and subsidized courses in guidance and counseling so that the pre-school teachers are able to have access. School administrators also should organize for seminars and in-service courses especially for the pre-school teachers that do not have any training in guidance and counseling.

4.5 Teachers' Academic Level

The second objective of the study sought to determine the influence of teachers' academic level on their provision of guidance and counseling services in pre-schools. To achieve this information on the academic level of the pre-school teachers was sought and the results are as indicated in Table 4.3

Table 4.3 Teachers' Academic Level

Level of Academic Achievement	Frequency	Percentage
Primary	0	0%
Secondary	6	11.8%
College	60	82.9%
University	4	5.3%
Total	70	100.0%

As can be seen in Table 4.3, very few pre-school teachers 4 (5.3%) had a university degree, majority of them were college graduates 58 (82.9%). Ideally, the 8 (11.8%) pre-school teachers who were of secondary level should try to advance at least to college level. They would then have a better understanding of children's development especially if they pursued a course in early childhood education in college.

Administrators were also asked to provide their academic levels. The findings were presented in Table 4.4.

Table 4.4 Administrators' Academic Level

Level of Academic Achievement	Frequency	Percentage
Primary	0	0%
Secondary	0	0%
College	20	40.8%
University	29	59.2%
Total	49	100.0%

Findings in Table 4.4 indicate that majority 29(59.2%) of the administrators had attained university degrees while 20(40.8%) had achieved their highest level of education in colleges. This implies that most administrators had knowledge and skills relevant for successful implementation of guidance and counseling in pre-schools. Pre-school teachers' level of formal education is an important factor in influencing the quality of their work with children. Education influences teachers' ability in articulation of issues related to their profession and in provision of guidance and counseling services to learners (Moyles, 2000).

4.5.1 Teachers' Academic Level and its Influence on the Provision of Guidance and Counseling Services

Information on the influence of academic level of the teachers on provision of guidance and counseling was also sought and the findings are presented in Figure 4.8

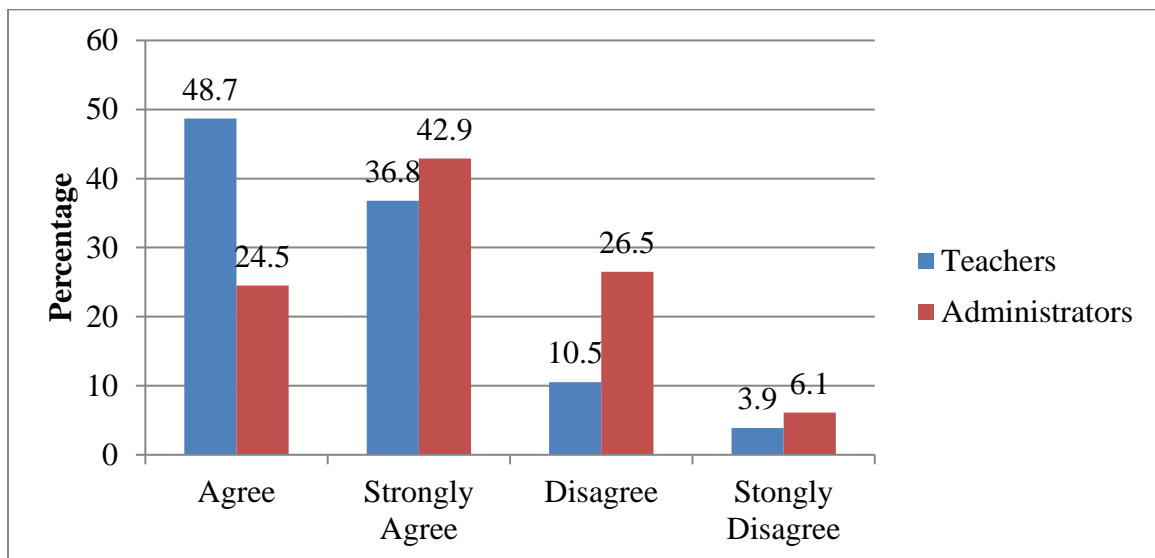


Figure 4.8: Teachers’ Academic Level and its Influence on the Provision of Guidance and Counseling Services

The data presented in Table 4.3 shows that majority of the pre-school teachers in the sample had attained a high level of education, this may be attributed to the fact that 24 (87%) of the schools in the sample fall under private management. One administrator of a private school was quoted saying “*We are in favor of employing qualified teachers with high academic level in our schools for better provision of services*”.(school p teacher 2.)

According to the findings of the study, about 34 (48.7%) of the pre-school teachers agreed that academic level influences teachers’ provision of guidance and counseling services, 25 (36.8%) strongly agreed while 7 (10.5%) and 3 (3.9%) disagreed and strongly disagreed respectively. A majority of the teachers agreed or strongly agreed that academic level of education influences teachers’ provision of guidance and counseling services. Therefore, there is need for academic advancement of pre-school teachers, more

teachers need to enroll for university education as only 4 (5.35%) in the sample were graduates.

A total of 16 (33.6%) of the administrators disagreed with the fact that academic level influences teachers' ability to provide guidance and counseling services to learners. In fact, one of the administrators was quoted saying "*I think other factors like teachers' attitude, incentives, creativity, talent and willingness are of more impact than teachers' level of education*". However, most of the administrators were of the opinion that teachers' academic achievement has more influence on their ability to provide guidance and counseling services. Furthermore, 33 (66.4%) of the administrators agreed to the fact. The findings of this study are in line with those of Moyles (2000) which indicated that teachers working in pre-schools should have sufficient academic background to give them the intellectual and personal moral strength to articulate issues related to their profession. It also concurs with Whitebrook (1989) who said that high education is necessary for understanding of children and their education issues.

4.6 Working Experience of the Administrators and Pre-School Teachers

The data presented in Figure 4.9 shows the work experience of both the pre-school teachers and administrators.

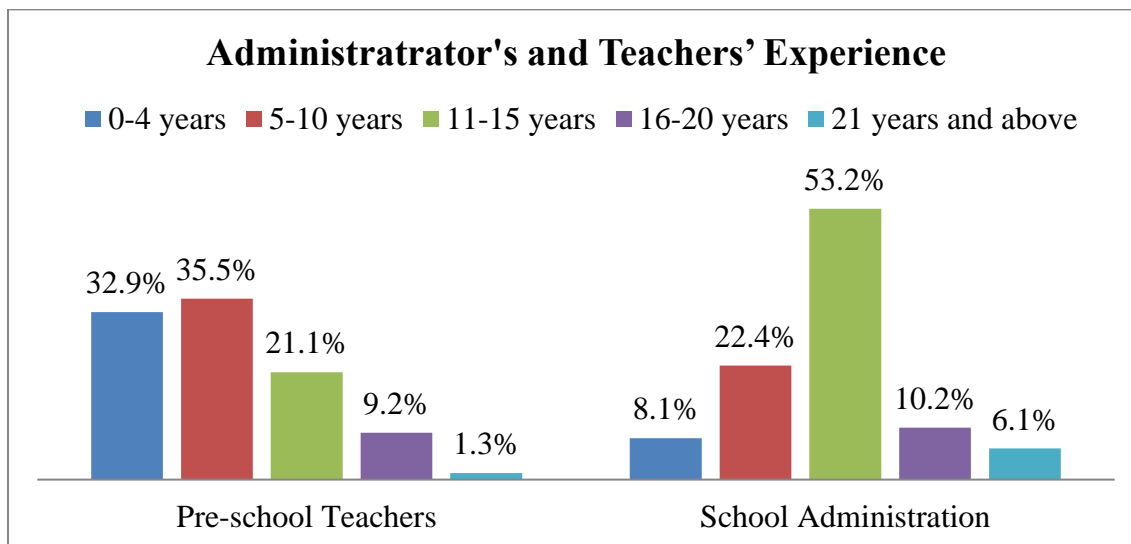


Figure 4.9 Working Experience of the Administrators and Pre-School Teachers

Figure 4.9 shows that 25 (35.5%) of the pre-school teachers had an average teaching experience of 5 to 10 years and 15 (21.1%) of 11 to 15 years. This is a combined percentage of 40 (56.6%), which means over half of the pre-school teachers had quite a bit of experience. A large number of the pre-school teachers, that is, 23 (32.9%) had a low teaching experience of 4 years and below. Those in categories of 16-20 years and 21 years and above had a combined percentage of 7 (10.5%). This shows there is lack of highly experienced pre-school teachers in the division. This suggests that school managers need to identify strategies to retain pre-school teachers.

Unlike in pre-schools where it was found that there was lack of highly experienced teachers, most school administrators were found to have high professional experience. According to the findings of the study, 26 (53.2%) of the school administrators had 11 to 15 years of experience, 11 (22.4%) had 5 to 11 years, 5 (10.2%) and 3 (6.1%) had 16 to 20 years and 21 years and above respectively. In brief, 34 (69.5%) of the administrators

had an experience of 11 years and above, this is good when compared to only 15 (31.6%) of the pre-school teachers with 11 years and above of experience.

4.6.1 Experience as Teacher Counselors

Information on the experience of the teachers as counselors was also sought and the findings are presented in Figure 4.10

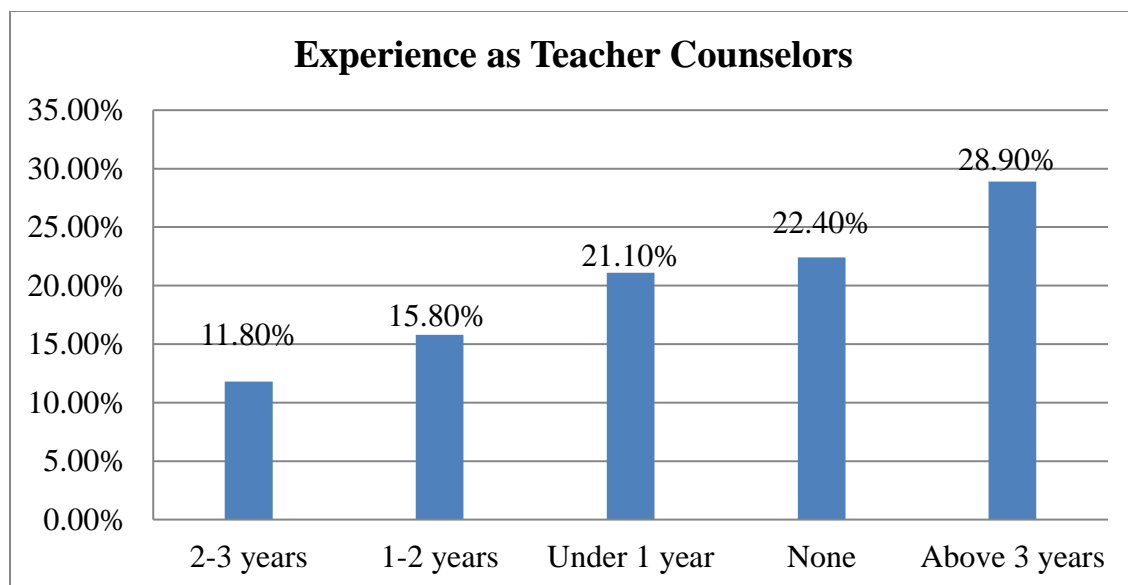


Figure 4.10 Pre-school Teachers' Experience in Counseling

The findings of the study were that 16 (22.4%) of the pre-school teachers did not engage in guidance and counseling. Only 20 (28.9%) of the teachers had above 3 years of experience in counseling, 18 (21.1%) had less than one year of experience, 11 (15.8%) had 1-2 years, while 8 (11.8%) had 2-3 years of experience. There is need to encourage more if not all teachers to engage in the provision of guidance and counseling services.

4.6.2 Influence of Experience on the Provision of Guidance and Counseling Services

Data was also collected to obtain the opinion of the pre-school teachers and administrators about the influence of teaching experience on the provision of guidance and counseling services. The results are as shown in Figure 4.11

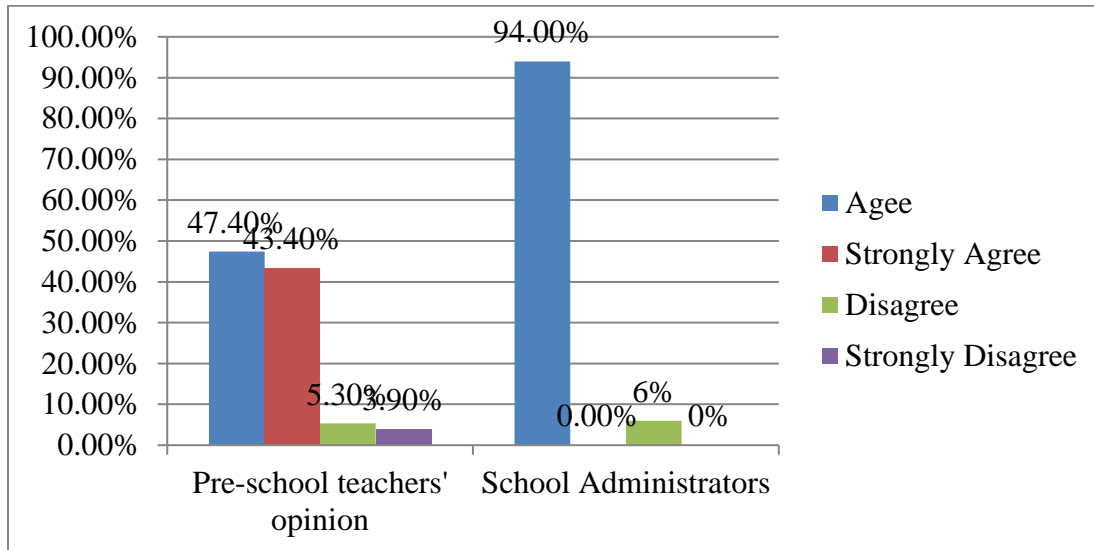


Figure 4.11: Influence of Teaching Experience on Guidance and Counseling

As can be seen in Figure 4.1, about 33 (47.4%) of the pre-school teachers agree that experience influences teachers' ability to provide guidance and counseling services to learners. Out of the study sample, about 30 (43.4%) of the teachers believed that experience has quite a great influence on teachers' ability to provide counseling services. Only 4 (5.3%) and 3 (3.9%) of the teachers were of the opinion that experience has little and no influence on teachers' ability to provide counseling services respectively.

The pre-school teachers' response was consistent with the response of the administrators. Majority of the administrators agreed that experience is an important factor when it

comes to provision of Guidance and Counseling services. On the other hand, 46 (94%) of the administrators believed that experience has a lot of influence on teachers' ability to provide counseling services to pupils. Only 3(6%) of the administrators thought that experience has moderate or no impact on teachers' ability to provide counseling services. The findings of the study show that the teachers believed that teachers with high experience are more effective than teachers with low experience. They believed that these teachers feel secure, relaxed and less worried about fulfilling their duties in and outside the class environment (Biddle, 1990). Therefore, we deduce from the study that experience has a big influence on teachers' ability to offer counseling services to learners. The more experienced a teacher is, the better the ability to offer guidance and counseling services. These findings agree with Copple (1990) who asserts that experienced teachers are capable of being more effective in their teaching than teachers who are inexperienced. This is further supported by Biddle (1990) who in his study found out that teachers' role changes as they stay longer in the profession with more teaching competence.

4.7 Teacher-Pupil Ratio

The study also wished to establish the influence of teacher-pupil ratio on the provision of guidance and counseling services. The number of pupils in the classes taught by the pre-school teachers is indicated in Table 4.5.

Table 4.5: Class Enrolment

Number of Pupils in a Class	Number and Percentage of Teachers Reporting the Number of Pupils
5-15 pupils	20 (28%)
16 -25 pupils	28 (39.5%)
26 to 35 pupils	12(18%)
Above 36 pupils	10 (14.5%)

The data in Table 4.5 shows that 20 (28%) of the pre-school teachers in Kasarani division were teaching classes of 5 to 15 pupils, 28 (39.5%) had a class-size of 16 to 25 pupils, while 12 (18%) had classes of 26 to 35 pupils, and 10 (14.5%) of the teachers had above 36 pupils per class. Previous research (Njoka, 1995) has suggested that the lower the teacher- pupil ratio, the better the teachers are able to handle the pupils. Therefore a teacher with a small class population is better placed to offer better guidance and counseling services to learners, the teacher may be able to have one to one interaction with learners.

Teachers with large class-sizes reiterated that as class-size decreases, it increases the time the teachers can allocate for attention to individual learners and hence the more they are able to provide guidance and counseling services which is time intensive and needs case-by-case attention and child- to- child interaction. The Ministry of Education recommends a pre-school classroom population of 25 to 30 children per teacher (G.O.K 1999). The study reveals that about 30 (32.9%) of the teachers has a class population of above 30

pupils. This means that the number of children handled by the pre-school teachers in most of the schools sampled is not manageable. This could hinder effective provision of guidance and counseling services by the teachers due to the heavy workload leaving them with very little or no time at all to attend to every child.

4.7.1 The Influence of Teacher-Pupil Ratio on the Provision of Guidance and Counseling Services

The results of the findings on the influence of teacher-pupil ratio on the provision of guidance and counseling services are shown in Figure 4.12

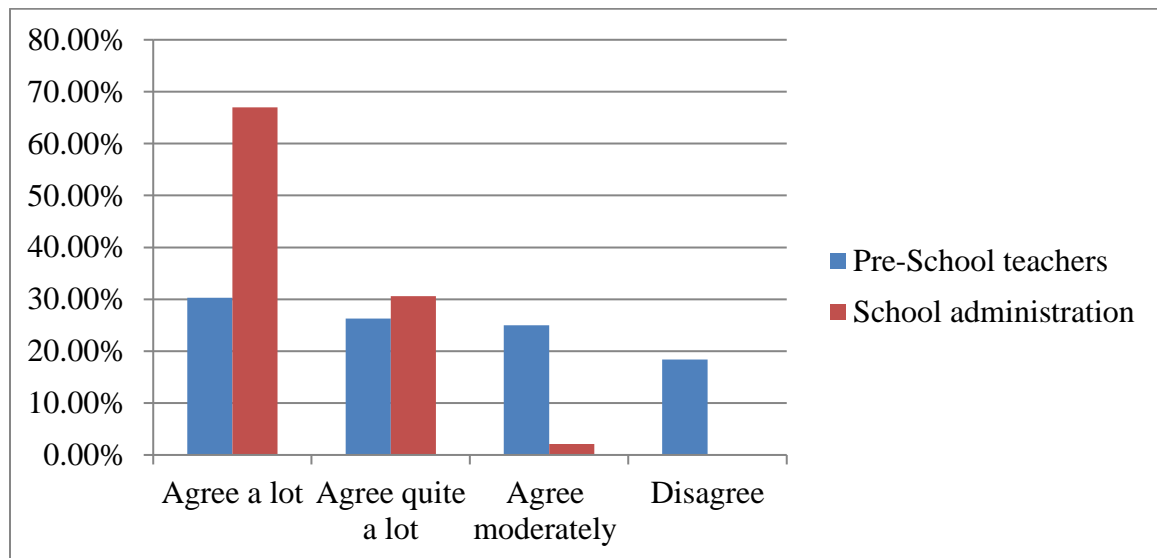


Figure 4.12: Influence of Teacher-pupil Ratio on the Provision of Guidance and Counseling Services

According to Figure 4.12 above, 21 (30.3%) of the teachers agreed a lot that class-size influences teachers' ability to provide guidance and counseling services to pupils. About 18 (26.3%) of the sampled teachers agreed quite a lot, 18 (25%) agreed moderately while

13 (18.4%) disagreed. All the administrators agreed that class size affects the teachers' provision of guidance and counseling services to learners. One deputy head teacher was quoted saying,

“A teacher with a small class size is able to have one on one interaction with the learners, will try to find out the learners problems and be able to offer counseling services to them.” (School F Teacher 3.)

A combined number of 57 (81.6%) of the teachers thought that teacher-pupil ratio influences the provision of guidance and counseling services citing that a small class is easier to handle than a large class when it comes to counseling. Only 13 (18.4%) believe that the size of a class does not affect the teachers' ability to provide guidance and counseling services to learners. Unlike most teachers, all the administrators 49 (100%) agreed that a teacher with a small class-size can be more effective in the provision of guidance and counseling services to pupils. Most of the teachers prefer a class of not more than 25 learners citing an ideal class-size as 1: 25. According to Njoka (1995), a teacher should teach a maximum of 30 pupils per class.

The findings of this study shows that 10 (14.5%) of the sampled teachers had classes with more than 35 pupils. This does not correspond to the recommendation of the Kenya National ECD Policy Framework (2006) that recommended the following teacher/pupil ration: below 2 -3 years- 1: 4, 2 - 3 years - 1: 10, 3-4 years – 1: 15, 5 – 6 years – 1: 30, 6 – 8 years – 1: 40. The policy also recommended an assistant teacher for each of the groups. The findings are in line with Njoka (1995) who stresses that a pre-school

classroom should accommodate a maximum of 30 pupils as this number enables the teacher to competently meet the needs of the children. However, the study is inconsistent with Maleche (1989) who in his study found only partial support for the proposition that teachers of small classes are satisfied with their work.

4.8 Support by School Administrators

Data was also sought to establish whether the school administrators were supportive or not when it comes to provision of guidance and counseling services to learners. Table 4.6 shows the results.

Table 4.6: Supervision by Administrators

	Twice a week	Weekly	Fortnightly	Monthly	once per-term	no supervision
Administrators Response	1(2%)	26(48%)	11(22%)	8(16%)	2(4%)	3(6.1%)
Teachers Response	2(2.5%)	35(50.4%)	18(25%)	7(10.60%)	2(3.5%)	8(7.9%)

Concerning supervision, it is interesting to note that the responses from both the teachers and administrators are to a great extent similar. There is a clear pattern and a vivid picture of the kind of support offered to pre-school teachers by school administration. About 1 (2%) and 2 (2.5%) of the school administrators and pre-school teachers respectively agreed that the school administration supervises pre-school teachers twice a week. A total

of 26 (48%) and 35 (50.40%) of the administrators and the teachers respectively agreed that supervision only took place in pre-schools once a week. About 11 (22%) of the administrators and 18 (25%) of the teachers agreed that supervision only takes part once every two weeks.

The study also revealed that 8 (16%) and 7 (10.6%) of the administrators and teachers respectively agreed that supervision of pre-school teachers only took place once every month while 2 (4%) and 2 (3.5%) agreed that supervision only took place once a term and 3 (6.1%) of the administrators and 6 (7.9%) of the teachers affirmed that no supervision of teachers took place in their pre-schools concerning the provision of guidance and counseling services.

The research revealed that an average of about half of the school administrators supervised the pre-school teachers once a week, the other half supervised less than this. This is not adequate because supervision is an integral part of support which should be carried out on a daily basis. In any organization, there is need for the administrators to supervise the day-to-day activities of the institution (K.I.E, 1995). Lack of supervision and support may be one of the hindrances to the provision of counseling services in pre-schools.

4.8.1 The Support Given by School Administrators to Pre-school Teachers

During the study, respondents were asked to state whether the school administrators were supportive or not and if this had influence on their provision of guidance and counseling services. Figure 4.13 indicates the findings on this.

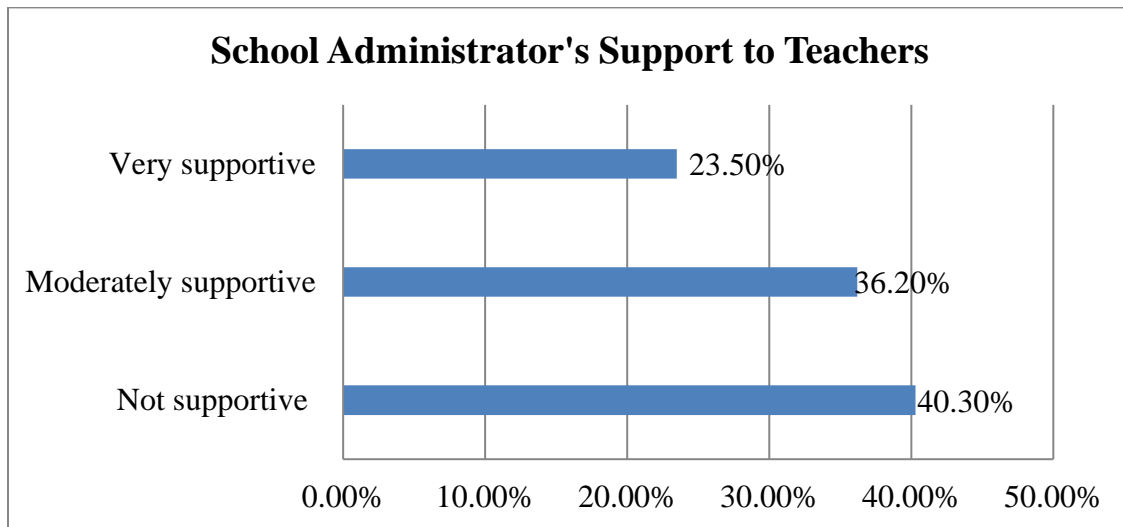


Figure 4.13 Support by the School Administrators to Pre-school Teachers

The study indicated that 16 (23.5%) of the pre-school teachers felt that the school administrators were very supportive. About 25 (36.2%) felt that the administrators were moderately supportive while a majority of the pre-school teachers at 28 (40.3%) agreed to the fact that the school administrators were not supportive. Therefore, the school administrators need to be more involved in giving support and supervision to pre-school teachers. They should do this so that teachers may carry out their duties as required, and also to see that every pupil receives guidance and counseling services when necessary.

The findings of this study agree with those of Ndani (1994) who suggests that for a pre-school teacher to succeed, her working environment should be conducive so that they work without fear or anxiety. The administrators who were interviewed seemed to affirm the proposition that administrators play an important role in the provision of guidance and counseling services to learners as one of them was quoted saying

“A number of teachers may neglect counseling their learners because they find it time consuming especially when they are not supervised and supported by the administrators for example when it comes to seeking information from parents.”

4.8.2 Influence of the Support by the School Administrators on the Provision of Guidance and Counseling Services

The results of the findings on the influence of the support by the school administrators are indicated in Figure 4.14

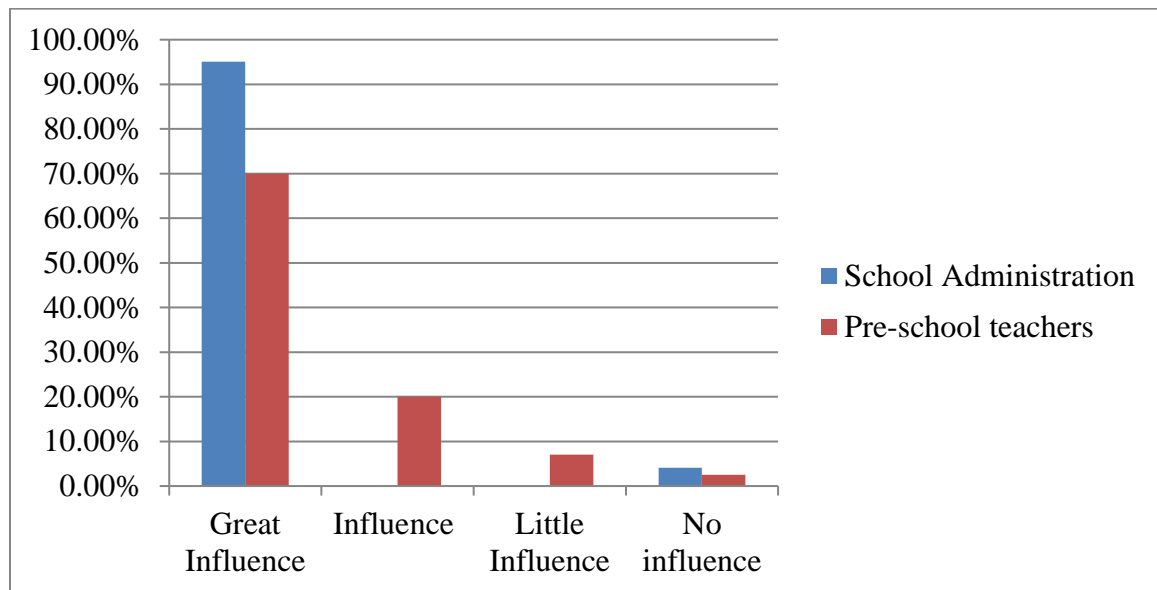


Figure 4.14: Influence of School Administrators on Guidance and Counseling

A total of 47 (95.9%) of the School administrators agreed that their support have a great influence on the provision of guidance and counseling services in their schools while only 2 (4.1%) believed that school administrators’ support have no influence on the provision of guidance and counseling services in pre-schools.

About 49 (70%) of the pre-school teachers strongly agreed that school administrators’ support have a great influence on the provision of guidance and counseling services in

their schools, while 14 (20%) agreed that school administrators had influence. About 5 (7%) of the pre-school teachers felt that the support of the school administrators had little influence on the teachers' provision of guidance and counseling services to learners. Only 2 (3%) of the teachers believed that the support of the school administrators had no influence on the provision of guidance and counseling services in pre-schools.

Most of the school administrators agreed that they have a great influence on the provision of guidance and counseling services to pre –school learners. A combined total of 47 (96.4%) stated that the support given by school administrators is very vital when it comes to guidance and counseling in pre-school. Only 2 (3.6%) of the administrators felt that their support to pre-school teachers has no influence.

4.8.3 Factors that Hinder the Provision of Guidance and Counseling in Pre-School.

Data was also collected to show the opinion of the pre-school teachers and the administrators on some of the factors that hinder the provision of guidance and counseling to pre-school learners. The findings of the pre-school teachers' opinion are shown in Table 4.7.

Table 4.7: Factors hindering effective provision of Guidance and Counseling services in pre-schools

Factors	No. of pre-school teachers	Percentage
Lack of time	31	43.7%
Lack of Parental engagement	17	24.6%
Heavy workload	13	18.3%
Lack resource material	3	2.6%
Lack administrators' support	7	6.5%
Lack of conducive environment	4	5.3%
Total	74	100%

A total of 31 (43.7%) of the pre-school teachers affirmed that the biggest hindrance to provision of guidance and counseling services to their pupils was lack of time. No time was allocated specifically for guidance and counseling. They asserted that guidance and counseling should be made part of the school curriculum.

About 17 (24.6%) of the teachers cited lack of proper information from parents/guardians and lack of co-operation as another big hindrance. One administrator was cited saying

“Most parents today are too busy either working, advancing their careers and networking or are in pursuit of financial and professional fulfillment at the expense of being involved in childcare.” (School G, Teacher 3)

He suggested that regular meetings for administrators, teachers and parents should be encouraged also joint training seminars on guidance and counseling for teachers,

parents/guardians and school administrators to sensitize them on the need for cooperation and coordination in guidance and counseling.

About 13 (18.3%) of the per-school teachers were of the view that too much work load as a result of teaching large classes was also a hindrance to the provision of counseling. They suggested that measures should be taken to ensure that every class has not more than 25 pupils. Every class should have an ideal teacher pupil ratio of 1- 25. One administrator was quoted saying: *“The workload is overwhelming since even break time and lunch time we are always busy attending to children’s feeding”*. This left them with very limited time to offer guidance and counseling services.

Around 5 (6.5%) of teachers stated that lack of support from the school administrators was another big hindrance to the per-school teachers’ ability to provide guidance and counseling services to learners. They stated that the school administrators should be sensitized on the need to give regular and direct support to pre-school teachers.

About 2(2.6%) of the teachers stated that lack of resource materials on guidance and counseling for the teacher counselors was also a hindrance. They reiterated that resource materials on areas like counseling pre-schoolers, grief and loss, conflict resolution and mediation, life skills and general counseling, ought to be made available to the teacher counselors. They also mentioned quality counseling materials such as, books, Charts, Posters, CDS, DVDs/Videos, e - Books should as other requirements to be made accessible to pre-school teachers to enhance their counseling skills.

Another 3 (4.3%) of the teachers stated that the school administrators failed to create a conducive working environment for guidance and counseling at pre-schools. Many schools administrations had not put in place effective guidance and counseling systems or programs in their schools. Some teachers stated that encouragement and effective communication from the administrators was often not available, nor were there facilities for counseling related to the needs of the pre-school learner.

4.9 The Appropriateness of Guidance and Counselling Services for Pre-School Learners

Teachers were asked to give the Appropriateness of Guidance and Counseling Services for Pre -School learners. The results of the findings on the appropriateness of guidance and counseling in pre-school are shown in Table 4.8.

Table 4.8: Appropriateness of Guidance and Counseling Services

Appropriateness of guidance and counseling services	Teachers	School administrators
Strongly agreed	29 (41%)	48 (98%)
Agreed	41 (51%)	0 (0%)
Disagreed	0 (0%)	1 (2%)

As observed in Table 4.8 a total of 29 (41%) of the teachers strongly agreed and 41 (59%) agreed and none of the pre-school teachers disagreed. It is important to note

that all the pre-school teachers were of the opinion that counseling services are appropriate for pre-school learners.

About 48 (98%) of the School administrators strongly agreed that counseling is necessary for pre-schoolers and only 1 (2%) disagreed. Majority of the school administrators and all the pre-school teachers agreed that guidance and counseling is appropriate for pre- schoolers. The dynamics of the modern family where parents are less involved in mentoring children makes the role of the pre-school teacher as a mentor to be very important.

4.10 The Role of School Administration

The study also wished to establish the role of the school administrators, the findings are shown in Table 4.9.

Table 4.9: Role of Administrators in Guidance and Counseling

Role of school administrators	No. of administrators	Percentage
Supervise Pre-School teachers	23	46.9%
Creating a conducive environment	13	26.5%
Link between parents and pre- school teachers	6	12.2%
Offering support to pre-school teachers	5	10.3%
No comment	2	4.1%
Total	49	100%

As observed in Table 4.9, a total of 23 (46.9%) of the school administrators saw their role as to supervise the Pre-school teachers and to ensure that guidance and counseling takes place effectively in pre-school. About 13 (26.5%) of the administrators stated that a school administrator's chief role is to create a conducive environment for guidance and counseling to take place effectively. Around 6 (12.2%) of the administrators cited that the principle role of the school administrator is to be a link between parents and pre-school teachers, while 5 (10.3%) of the administrators stated that offering support to pre-school teachers is the principle role of school administrators. Only 2 (4.1%) of the administrators did not comment on this matter.

4.11 Summary of the Findings

According to the findings of the research, all the pre-school teachers agreed that guidance and counseling is very necessary in pre-school while 48 (98%) of the administrators supported them and only 1 (2%) disagreed. The results clearly indicated that there are several issues that should be addressed for guidance and counseling services to be effective in pre-school. These areas include; large classes, heavy work load, relevant resource materials, parental engagement, affordable training, experience, academic level, administrative support and time allocation among others.

It can be deemed from findings of this study that the support given by school administrators is very important when it comes to pre-school teachers' provision of guidance and counseling services to pre-school learners. These findings concur with Loescher (2007) who acknowledges that there has been steady growth of guidance and

counselling programme within educational settings in United Kingdom as a result of good support by the school administrators. Therefore the head teacher should always have school improvement in mind of which guidance and counseling is a part of this improvement based on making the right decisions. Kimathi (2002) observed that no matter how committed and competent a school head or teacher counselor may be, he/she cannot produce a successful program without the cooperation of other of stakeholders.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, conclusions and recommendations. The chapter also contains suggestions of related areas for further research.

5.2 Summary of the Findings

The main purpose of this study was to explore whether teachers' training, experience, academic level, teacher-pupil ratio and support by school administrators influence the provision of guidance and counseling services in pre-schools in Kasarani Division, Nairobi County, Kenya. The research questions focused on teacher counselors' level of training, their academic level, working experience, teacher-pupil ratio and support given by the school administration. Data for the study was collected from 70 pre-school teachers and 49 deputy head-teachers and administrators.

The research revealed that the respondents believed that teachers should undertake professional training in guidance and counseling so that they may be equipped with the skills necessary to deal with the demands of the young pre-schoolers. Through training, pre-school teachers are able to develop professional attitude, skills and knowledge required to adopt to the learning environment and ability to fulfill their tasks including counseling positively and effectively. However, there is still a big percentage of pre-school teachers as well as administrators who have no training in guidance and

counseling while the majority have been trained in seminars. Therefore, there is need to raise the level of pre-school teachers' training in guidance and counseling to enable them offer better services to learners.

Concerning the academic level of the pre-school teachers, the research revealed that there is need for more academic advancement for pre-school teachers to enable them articulate issues of guidance and counseling effectively. More teachers should enroll for diploma and degree courses especially in guidance and counseling. Teachers' advancement in the level of formal education influences their quality of work with children.

The study established that majority of school teachers are below the experience of three years. This provides the reason as to why over 20% of the teachers do not engage in the provision of guidance and counseling. There is need to retain the pre-school teachers in order to have an experienced workforce in pre-schools for better provision of guidance and counseling services.

The research also revealed that most of the teachers have large classes of 30 pupils and above. Majority of the respondents were of the opinion that large class population limits teachers' ability to provide guidance and counseling services to learners effectively. They preferred small class-sizes which enable teachers to interact with all learners. The study also established that the support offered by the administration is not adequate. The school administration should work hand in hand with the teachers for effective and efficient provision of guidance and counseling services.

5.3 Conclusion

The research revealed that both the respondents; that is, the pre-school teachers and the administrators strongly agreed that counseling services are very vital in pre-school. They reiterated that the dynamics of the modern family, where parents are less involved in mentoring their children makes the role of a pre-school teacher as a mentor to be very important.

According to the research, the administrators have a very important role to play in the provision of guidance and counseling services to learners. The administrators supervise the teachers to ensure that guidance and counseling takes place effectively. The administrators also should create a conducive environment for guidance and counseling, It is also their role to facilitate training in guidance and counseling for teachers in pre-school. The school administrators also act as a link between parents and teachers, they assist in acquiring pertinent information about the child from the parents and provide the teachers with the same information to be used in tackling the learners challenges. They should also encourage the teachers to advance their education.

It emerged from the study that the biggest hindrance to provision of guidance and counseling services by pre-school teachers is lack time as no time is allocated specifically for guidance and counseling. The respondents also cited lack of parental engagement. Most parents are busy working or are in pursuit of financial and professional fulfillment at the expense of proper childcare. Lack of support from the administrators was also a

major hindrance. The school administrators should work hand in hand with the teachers for effective and efficient provision of guidance and counseling.

Majority of the pre-school teachers sampled had the qualifications, training and experience required to enable them perform effectively in the provision of guidance and counseling services. However, it was evident that some schools had very large classes which are unmanageable. The teacher-pupil ratio and workload was overwhelming in most of the schools.

5.4 Recommendations

Based on the findings of the study, the researcher recommended that the following could be done to enhance effective provision of guidance and counseling services in pre-schools.

5.4.1 Recommendations to the Ministry of Education

- i) The Ministry of Education should consider professionalizing guidance and counseling services in pre-schools, where those appointed should have attended at least a diploma course in counseling psychology and be given less teaching workload.
- ii) The Ministry should make sure that in every pre-school there is a teacher counselor.
- iii) The Ministry of Education should provide affordable and available training in guidance and counseling to pre-school teachers.
- iv) Seminars and workshops should be organized for parents, teachers and administrators on guidance and counseling.

- v) There should be a policy guideline on supervision of pre-schools; both public and private to ensure that proper teacher-pupil ratio is upheld. K.I.E (1999) advocates for a maximum of 1:35 to enable teachers to have time for guidance and counseling.

5.4.2 Recommendations to the Teachers Service Commission

The TSC and the Ministry of Education should increase personnel and employ more professionals in guidance and counseling.

5.4.3 Recommendations to KICD

KICD and MoE should develop resource materials such as books, films and tapes to guide the implementation of guidance and counseling in pre-schools. The guidance and counseling department should also be strengthened through allocation of funds and stocking of learning materials.

5.4.4 Recommendations to the School Heads

There should be a creation of guidance and counseling room in every pre-school. Since guidance and counseling is vital to holistic development of children, it should be allocated ample time.

5.4.5 Recommendations to Teachers

Guidance and Counselling teachers should be willing to attend many seminars and workshops to improve their skills. Teacher-counsellors should also invite guest-speakers who will provide the counseling services to the students in areas of concern.

5.4.6 Recommendations to Parents

Parents and communities should supplement the teachers' efforts in providing guidance and counseling by being good role models and providing information necessary to assist the children and by ensuring discipline is upheld at home.

5.5 Recommendations for Further Research

- i) The research was carried out in an urban setting. A comparative study may be carried out in a rural area under a wider scope, say County. This may help to come up with general conclusions that would create measures to be taken for the purpose of improvement.
- ii) A study may also be done on the impact of the provision of guidance and counseling on pre-school learners.
- iii) This study only focused on teachers and administrators. A similar study which, includes teachers, parents and pupils, should be conducted in the area to enable triangulation of findings at a wider scope.
- iv) Perhaps future researchers may explore other factors that influence the provision of guidance and counseling services in pre-schools for example pupils' socio-economic backgrounds.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR PRE-SCHOOL TEACHERS

Instructions

Please kindly answer all the questions to the best of your knowledge by ticking only one out of the choices given or complete where appropriate. The questionnaire has two sections A and B. Please kindly answer the questions as honestly as possible. All information will be treated with confidentiality. Thank you for your co- operation.

SECTION A: BACKGROUND INFORMATION

1. What is your sex?

a) Male

b) Female

2. Under which of the following categories does your age fall?

a) 15-20 years

b) 21-30 years

c) 31 – 40 years

d) 41 – 50 years

e) 51 and above

3. Under what type of management is your school?

a) Private

b) Public []

4. Are you trained as a pre- school teacher?

a) Yes []

b) No []

5. How long have you taught in pre-school after training?

a) 0 – 4 years []

b) 5 - 10 years []

c) 11 - 15 years []

d) 16 – 20 years []

e) 21years and above []

SECTION B: TEACHERS TRAINING

6. Do you have any training in guidance and counseling?

a) Yes []

b) No []

7. If yes above, state your level of training in guidance and counseling.

a) Certificate []

b) Diploma []

c) Degree []

d) Seminars []

8. In order to be effective, a teacher counselor must receive a special course in counseling.

a) Agree []

b) Strongly agree []

c) Disagree []

d) Strongly disagree []

9. What is the likelihood of you enrolling for an advance course in counseling such as higher diploma?

a) Likely []

b) Most likely []

c) Unlikely []

d) Undecided []

SECTION C : TEACHERS EXPERIENCE

10. How long have you been a teacher counselor?

a) Under 1 year []

b) 1 year – 2 years []

c) 2 years – 3years []

d) Above 3 years []

11. To what extent does experience contribute to a teacher’s provision of guidance and counseling services?

a) A lot []

b) Quite a lot []

c) Moderately []

d) Not at all []

SECTION D: TEACHERS’ ACADEMIC LEVEL

12. What is your academic level?

a) Primary []

b) Secondary []

c) College []

d) University []

13. Teacher's academic level matters a lot when it comes to provision of guidance and counseling services.

a) Agree []

b) Strongly agree []

c) Disagree []

d) Strongly disagree []

SECTION E : TEACHER-PUPIL RATIO

14. What is the number of pupils in your class?

a) 5 – 15 []

b) 16 – 25 []

c) 26 – 35 []

d) 36 and above []

15. What do you think is the most ideal number of pupils in a class for effective provision of guidance and counseling services?

a) 5 – 15 []

- b) 16 – 25 []
- c) 26 -35 []
- d) 36 and above []

16. To what extent does teacher-pupil ratio hinder your provision of guidance and counseling services?

- a) A lot []
- b) Quite a lot []
- c) Moderately []
- d) Not at all []

17. How often do the school administrators come to your class?

- a) Weekly []
- b) Fortnightly []
- c) Once a month []
- d) Not at all []

18. How supportive are the school administrators as concerns guidance and counseling?

- a) Very supportive []
- b) Moderately supportive []
- c) Not supportive []

19. What other factors hinder your provision of guidance and counseling services?

20. Guidance and counseling services are very much appropriate for pre-school learners.

a) Agree []

b) Strongly agree []

c) Disagree []

d) Strongly disagree []

APPENDIX B: INTERVIEW SCHEDULE FOR ADMINISTRATORS

1. How long have you worked as an administrator?
2. Have you been trained in guidance and counseling?
3. What is the level of your training in guidance and counseling?
4. What is your experience in relation to guidance and counseling?
5. What is your opinion concerning guidance and counseling services being necessary in pre-school?
6. In your opinion, how is the provision of guidance and counseling services influenced by the support of the school administrators to pre-school teachers?
7. To what extent does teachers' level of education influence their use of guidance and counseling?
8. To what extent does teachers' training influence their use of guidance and counseling?
9. To what extent does teachers' experience influence their use of guidance and counseling?
10. In your view, how is teachers' use of guidance and counseling influenced by teacher-pupil ratio?
11. The school administrator is a key player in the guidance and counseling program. To what extent do you think this is true?

12. To what extent are the school administrators clear on the role of guidance and counseling in the pre-schools?

13. a) Do you supervise the services offered by pre-school teachers in guidance and counseling?

b) If yes, how often?

14. What other comments or views about guidance and counseling in pre-school do you have?

APPENDIX C : APPROVAL LETTER FROM GRADUATE SCHOOL



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

Website: www.ku.ac.ke

Internal Memo

FROM: Dean, Graduate School

DATE 18th January, 2014

TO: Ms. Ouma Doryce
C/o Early Childhood Studies Dept.
Kenyatta University

REF: C55/10556/07

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that Graduate School Board, at its meeting of 15th January, 2014 approved your Research Proposal for the M.Ed. subject to, avoiding use of "factors influencing" in the title.

Thank you.

**JOSEPHINE KENDI
FOR: DEAN, GRADUATE SCHOOL**

c.c. Chairman Early Childhood Studies Dept.

Supervisors:

1. Dr. Rachael W. Kamau Kang'ethe
C/o Department of Early Childhood Studies
KENYATTA UNIVERSITY
2. Dr. Maureen Mweru
C/o Department of Early Childhood Studies
KENYATTA UNIVERSITY

JK/okc

APPENDIX D: AUTHORIZATION LETTER FROM GRADUATE SCHOOL



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

OUR REF: C55/10556/07

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Date: 8th April, 2014

The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,


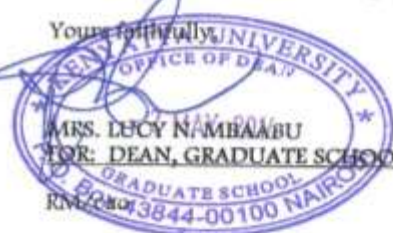
RE: RESEARCH AUTHORIZATION FOR MS. OUMA DORYCE REG. NO. C55/10556/07

I write to introduce Ms. Doryce who is a Postgraduate Student of this University. She is registered for M.Ed. Degree programme in the Department of Early Childhood Studies in the School of Education.

Ms. Doryce intends to conduct research for a proposal entitled, "An Investigation into the Provision of Guidance and Counseling Services by Pre-School Teachers in Kasarani Division, Nairobi County, Kenya

Any assistance given will be highly appreciated.

Yours faithfully,



MRS. LUCY NAMBAABU
FOR: DEAN, GRADUATE SCHOOL
P.O. BOX 43844-00100 NAIROBI

Committed to Creativity, Excellence & Self-Reliance

APPENDIX E : AUTHORIZATION LETTER FROM NACOSTI


**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Uthiri House
Uthiri Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. _____ Date: _____

11th September, 2014

NACOSTI/P/14/9650/2538


Doryce Adhiambo Ouma
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"An investigation into the provision of guidance and counselling services by pre-school teachers in Kasarani Division, Nairobi County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **31st October, 2014.**

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

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nairobi County.





National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX F : PERMIT LETTER FROM NACOSTI

CONDITIONS

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


REPUBLIC OF KENYA


National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A **3163**

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MISS. DORYCE ADHIAMBO OUMA
of **KENYATTA UNIVERSITY, 0-200**
nairobi, has been permitted to conduct
research in **Nairobi County**

Permit No : **NACOSTI/P/14/9650/2538**
Date Of Issue : **11th September, 2014**
Fee Received : **Ksh 1,000**

on the topic: **AN INVESTIGATION INTO
THE PROVISION OF GUIDANCE AND
COUNSELING SERVICES BY PRE-SCHOOL
TEACHERS IN KASARANI DIVISION,
NAIROBI COUNTY, KENYA**



for the period ending:
31st October, 2014


.....
**Applicant's
Signature**


.....
**Secretary
National Commission for Science,
Technology & Innovation**