RESEARCH ARTICLE

FACTORS THAT INFLUENCE THE IMPLEMENTATION OF GUIDANCE AND COUNSELLING PROGRAMMES IN SECONDARY SCHOOLS: A CASE OF KAMARINY DIVISION OF KEIYO DISTRICT

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Manuscript Info	Abstract
  *Corresponding Author **Margaret Jepkoech** K. Ruttoh	Guiding and Counselling in Kenya just like other parts of the world has not reached perfection. There are unsolved problems which prevent full achievement of the objectives of guidance and counseling is Secondary schools. According to Hum (1985) they include: problems in clarifying responsibilities, problems of Education Policy, problems of professional relationships, problems of relationships with parents among others. This paper thus seeks to determine the factors that influence implementation of guidance and counselling programmes in secondary schools with a focus on Kamariny division of Keiyo district. The study observed a descriptive survey design with a target on the head teachers, teacher counselors and students. The population of the study was 3,160 students, 10 head teachers and 10 teacher counselors. A study population of 1,455 students, drawn from Form Three and Four classes was used to determine the sample size of student respondents from each of the ten schools. A sample of 230 respondents was therefore obtained. Purposive sampling was used to select the head teachers, teacher counselors and form three and form four students; stratified random sampling was used to sample the students in co-educational schools and the schools with more than a single stream and simple random sampling method to sample the students in co-educational schools and the schools with more than a single stream and simple random sampling method to sample the students in their respective classes. Questionnaires and an Interview schedule were the data collection mode used. Data was then analyzed using descriptive statistics in the form of frequencies and percentages. The study findings indicated that some factors that influence guidance and counselling programme implementation include: the students' and teachers' gender, parental influence, culture, type of the counseling problem, attitude of the student, counselling problem, attitude and personality of the teacher counselor, resources and administration support. Religious differences of the student and teacher counselor do not affect the implementation of guidance and counselling. The findings from this study may be of importance to the education stakeholders in the District in formulating policies and giving necessary advice on how guidance and counselling can be effectively implemented in secondary schools.

INTRODUCTION
Guidance and counselling department is so crucial because it has an impact on the growth and the provision of quality educational programs (Lutomia & Sikolia, 2008). The impact of the guidance and counselling in the school depends on the resources, both human and physical and the support of the head teachers (Lutomia & Sikolia, 2008).

It is therefore important for every school to have a working guidance and counselling program to be able to assist the students who need assistance for their growth and for the overall discipline in schools. Parents must also be included in the program for it to function properly (Mutie & Ndambuki, 1999). These, among others are the factors that contribute to effective implementation of guidance and counseling.

Hum (1985) argues that many educationists take the view that all teachers are counselors, however, most teachers find it a problem to attend to each individual's demand in a full class. If they do so, it will reduce the time for giving teaching. Thus, the MoE has not recognized fully guidance and counselling services. This further means that the MoE has not fully embraced the fact that the concept of individual differences is so basic in dealing with mental hygiene in school. According to Tyler (1993) many schools are, attempting to carry on counselling functions with little or no provision of the basic requirements of privacy, comfort, physical feature like a proper psychological climate, and storing of necessary records of materials. The MoE needs to help in identifying specifics which constitute an adequate programme.

Author (1999) argued that the field of guidance and counselling has not been clearly differentiated from other related fields like psychology, psychiatry, sociology, anthropology among others. What is considered as misbehavior by a counselor may be looked at as normal by a sociologist or anthropologist. This confusion among the various special fields is a finite professional problem. The solution can be reached with agreement on common objectives, establishing relationship among various professional associations, and clear pattern of referral and communication (Ngumi, Ngari & Mumiukha, 2007).

According to Wango and Mungai (2007), guidance and counselling department should have individual students' guidance and counselling records. The counselor should possess an elaborate record to assist them conduct their work. The department should therefore collect, analyze and use the students' data to understand ways of assisting students through guidance and counselling (Makinde, 1984). The filling system should therefore be properly organized to facilitate easy accessibility and retrieval of the student' records.

According to GoK (2009), Training Module for Guidance and Counselling Heads of Departments in secondary schools, counselling has the responsibility of educating the students on how to increase their self awareness, promote decision making process and enhance rational thinking. The teacher counsellor should help students who are in adolescence stage to deal positively with peer pressure by assisting them to identify attitudes and behaviors that are right, constructive and enhance self respect. This will guide the students to identify and keep away from actions that are wrong, destructive and depriving self respect (Mutie & Ndambuki, 1999).

During the adolescent years, students meet new challenges and for the first time face dilemma of evaluation and decision. At this phase of life, young people require urgent parental support and understanding. The counsellor requires to plan with the parents a programme that may run for four years. For example, a student planning for a career should have the input of the parent to avoid the problem of targeting unrealistic goal for young people. The problem may be with the parents, student or the school (Arthur, 1999). Most parents rarely visit their children at school and they rarely contribute to the school programmes. This may make the students feel that they are not wanted or cared for by parents. Very few schools invite parents to hear reports of outstanding achievements and other desirable development of their children. It is important that the school organizes parent teacher-counselor conference to build good working relationships in guiding and counselling the students.

MATERIALS AND METHODS
The study used descriptive survey design. This research design enables a researcher to obtain information and gives a description concerning the current status of a phenomenon and to valid conclusions from the phenomena (Mugenda & Mugenda, 1999).
The study was conducted in 10 selected schools in Kamariny Division, Keiyo District of Rift Valley province in Kenya. The population of the study was 3,160 students, 10 head teachers and 10 teacher counselors. An accessible population of 1,455 students, drawn from Form Three and Four classes was used to determine the sample size of student respondents from each of the ten schools. A sample of 230 respondents was drawn from the population.
The focus of the study was on the head teachers, teacher counselors and students of all the ten schools in Kamariny Division. Out of these ten secondary schools, six were co-educational; two were girls' school and two were boys'

schools with a total student population of The study anticipated that each school had one teacher in-charge of guidance and counselling and one head teacher. This gave a total of ten guidance and counselling teachers and ten head teachers.

Questionnaires and interview schedules were used to obtain the required information after which the data **was** analyzed using descriptive statistics.

STUDY FINDINGS AND DISCUSSION

The study objective sought to determine the factors influencing the implementation of guidance and counselling programme in secondary schools in Kamariny Division of Keiyo District. This was based on responses from the students, teacher counselors and the head teachers in their respective schools. Table 1 and 2show the factors that influence the implementation of guidance and counselling according to the teacher counselors and the students respectively. The study for purposes of clarity consolidated responses for strongly agree (SA) and agree (A) to reflect agreement while strongly disagree (SD) and disagree (D) were merged to reflect disagreement and uncertain (U) was left independent.

Table 1: Factors influencing the Implementation of Guidance and Counseling according to Teacher Counselors

Factor	Response in percentages (%)				
	SD	D	U	A	SA
Gender of the student	-	-	-	60	40
Gender of the teacher counselor	-	20	-	50	30
Parental influence	10	-	-	50	20
Cultural difference between the **Student and the teacher counselor**	10	20	-	10	60
Type of counselling problem **Attitude of student towards guidance and counselling**	-	10	-	30	60
Attitude of teacher counselor **towards the student**	10	30	-	30	30
Religious difference between the student a**nd the teacher counselor**	44.4	11.1	-	22.2	22.2
Personality of the teacher counselor	-	11.1	22.2	44.4	22.2
Level of student trust on the teacher **Counselor**	-	-	-	44.4	5.6
Number of the **teacher counselor in the school**	-	10	-	50	40
Guidance and counselling office and **resource materials**	-	-	-	55.6	44.4
Attitude of head teacher towards guiding and counselling	10	20	-	10	60
Financial support from the school for **guidance and counselling**	-	-	10	70	20
Level of training of teacher counselors	-	-	10	30	60

Table 1 shows that gender affects the implementation of the guidance and counselling programme. all 10 (100%) of the teacher counselors agree that the student gender affects the implementation of guidance and counselling whereas 80% of them felt that the gender of the teacher counselor does affect. Parental influence and cultural differences between the students and the teacher counselors affect the implementation of the guidance and counselling programme as shown by the 70% of the teacher counselors who agree to each factor. The type of counselling problem affecting the student affects the implementation of guidance and counselling in schools according to all the teacher counselors.

The attitude of the teacher counselor towards the student was a factor that affected the implementation of guidance and counselling programme according to 60% of the teacher counselors as shown from table 1. It also emerged that 90% of the teacher counselors agreed that the number of teacher counselors in a school affect the implementation of the guidance and counselling programmes.

Ninety percent (90%) of the teacher counselors agreed that financial support from the head teachers to support the programme and the level of training of teacher counselors affects the implementation. This is supported by Omulema (2000) that counselors can acquire an extensive theoretical and practical knowledge and the Koech

Report (1999) further recommended that the Kenyan Universities should offer courses like Guidance and counselling to train school counselors.

Table 2: Factors influencing the Implementation of Guidance and Counseling according to Students

Factor	Response in percentages (%)				
	SD	**D**	**U**	**A**	**SA**
Gender of the student	15.1	12.7	13.2	31.2	27.8
Gender of the teacher counselor	8.4	21.2	12.3	32.5	25.6
Parental influence	11.1	14.6	23.2	30.3	20.7
Cultural difference between the Student and the teacher counselor	26.3	22.9	15.1	24.9	10.7
Type of counseling process	4.4	2.9	13.2	37.6	42.0
Attitude of students towards guiding and counselling	2.4	2.4	7.3	38.3	49.5
Attitude of the teacher counsellor towards the student	8.8	9.8	9.3	35.6	36.6
Religious difference between the student and the teacher counselor	30.9	24.0	18.1	17.6	9.3
Level of student trust on the teacher Counselor	3.9	9.4	10.3	35.5	40.9
Number of the teacher counselor in the school	26.7	17.5	18.9	20.4	16.5
Guidance and counselling office and resource materials	24.9	16.6	9.3	22.9	26.3

Table 2 shows that the gender of the student and the teacher counselors affect the implementation of the guidance and counselling programme. 60% of the students agree that student gender affects guiding and counseling programme implementation while 58.1% felt that the gender of the teacher counselor affects. 51% of the student respondents were of the opinion that parental influence affects the implementation of guidance and counselling contrary to 49.2% who disagreed that cultural differences between the students and the teacher counselors affect the implementation of the guidance and counselling programme. The types of counselling problem affect the implementation of guidance and counselling according to 79.6% of the students.

The attitude of the teacher counselor towards the student was **a** factor that affected the implementation of guidance and counselling programme. It emerged from the statistics that 87.8% of the students agree that attitude does affect. The human resources and materials are also seen as factors that affect the implementation of the guidance and counselling programmes in secondary schools. According to Table 10, 49.2% of the students agreed that the guidance and counseling office and materials whilst 36.9% of them felt that the number of teacher counselors p the school affect the implementation of the guidance and counselling programmes.

In summary, teacher counselors and the students agreed that the attitude of the student towards guidance and counselling and the attitude of the teacher counselor towards the student affect the implementation of guidance and counselling. It also emerged that the personality of the teacher counselor and the level of students' trust on the teacher counselor were also factors that affected the implementation of guidance and counselling in secondary schools.

According to the interviews conducted, the ten head teachers pointed out that full implementation of guidance and counselling programme had been interfered by many factors that included:

  i.   Inadequate finances to facilitate guidance and counselling activities and to improve the existing guidance were concerned about guidance and counselling not having a vote head leading to problems in purchasing the resources required to run the department effectively
  ii.   Inadequate trained personnel (teachers) in guidance and counselling. This has made the teacher counselors not to be fully committed to counselling since they are not competent
  iii. The guidance and counselling teachers have a heavy teaching workload which makes them get tired hence unable to effectively guide and counsel the students

iv.   Lack of time allocated for guidance and counselling in the school time table due to competition from other activities such as remedial lessons and games
v.   Some schools do not have a counselling office thus forcing sessions to be carried out in inappropriate places thus compromising the counselling session

Subsequently, the counselling room/office should be available and should be specifically located for the purpose of counselling in all secondary schools (Wango & Mungai, 2007). It should be located in an ideal place to allow students visit any time without feeling intimidated and should have privacy so that the student can discuss issues with ease. This is because counselling in particular deals with highly personal problems and therefore it requires a quiet and confidential setting (Dondo, 1996). Equally, students prefer counselors who respect them and appreciate personal differences (Lutomia & Sikolia, 2008) and have a respect for diversity (Omulema, 2000). According to Omulema (2000) and Lutomia and Sikolia (2008), the teacher counselor should be emotionally mature, responsible, honest, be confidential and trusted by the students. As such, the counselor should be a leader and a good listener to be able to be approached by students for counselling.

CONCLUSION
Factors that affect the implementation of guidance and counselling programme include the students and teachers' gender, parental influence, culture, type of the counseling problem, attitude of the student, counselling problem, attitude and personality of the teacher counselor, resources and administration support. Religious difference of the student and teacher counselor does not affect the implementation of guidance and counselling.

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